

**Flemington-Raritan Regional School District**  
**Flemington, New Jersey**

**Language Arts/Literacy Curriculum**  
**Grades 6-8**

Includes 21<sup>st</sup> Century Life and Career Skills

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# Flemington-Raritan Regional School District

## Language Art/Literacy Curriculum Grades 6-8

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## **Flemington-Raritan Regional School District**

### **Language Arts/Literacy Curriculum Grades 6-8**

#### **District Mission Statement**

The Flemington-Raritan Schools, a caring and proactive district, in partnership with the community, will provide each student with:

- A sound educational foundation,
- The guidance to strive for his/her full potential, and
- The inspiration to become a lifelong learner and a responsible, productive citizen in an ever-changing global society.

## **Flemington-Raritan Regional School District**

### **Language Arts/Literacy Curriculum**

#### **Philosophy**

The Language Arts--reading, writing, speaking, listening, and viewing—are best learned through integrated language experiences. The Language Arts strands inform and enrich each other as students engage in the integrated act of rehearsal, reflection, and learning. (NJCCCS, 2004).

An effective Language Arts/Literacy program is built on oral language experiences and is enhanced by extensive reading and writing. The fundamentals of literacy are taught in an integrated, developmentally appropriate manner. The program also incorporates the four assumptions of language learning. First, language is an active process for constructing meaning. Second, language develops in a social context. Third, in order for language ability to become increasingly complex, learners must engage with increasingly complex text and rich conversations. Finally, it is by using and exploring the language arts in multiple dimensions that students master the language (NJCCCS, 2004). The Language Arts/Literacy program provides students with opportunities for and access to experiences that enrich them intellectually and socially and that formally and informally acknowledge a variety of cultural and social points of view.

Literacy is a tool for thinking and communicating. The Language Arts/Literacy program promotes students' capacity to read, write, speak, listen, and view critically, strategically, and creatively so that they can successfully engage in 21<sup>st</sup> Century literacies and become knowledge producers as well as knowledge consumers. Students engage in collaboration, analysis, and problem solving in order to construct meaning in increasingly diverse and participatory contexts.

The Language Arts/Literacy program enhances mutual learning in the classroom as the teacher and students share authority and ownership of literacy learning. The students extend literacy beyond the classroom to explore issues and to use literacy to discover personal and shared meaning in their lives. Students utilize literacy as a tool to “go inward and outward” (Luke, 2003, p.20) and broaden their understanding to the world and become life-long learners who can participate productively in a global society.

## **Flemington-Raritan Regional School District**

### **Language Arts/Literacy Program Description**

#### **Grades 6-8**

The goal of the Flemington-Raritan Language Arts/Literacy Program is to develop life-long readers and writers who can participate productively in a global society. The program is based on an integrated, developmental approach to language arts instruction. In Kindergarten through eighth grade, students use the language arts—reading, writing, speaking, listening, and viewing—as a tool for communication and thinking.

Students read, write, speak, listen and view for a variety of purposes. These purposes include comprehension, research, acquisition and production of knowledge, enjoyment, and understanding diverse cultural and social points of view. In order to achieve the standards of each of the language arts/literacy strands, students are immersed in a variety of genres and print and web-based texts and examine these texts for structure, organization, and author's purpose and message. Students learn to evaluate a variety of resources to determine their usefulness for a specific purpose and to assess their credibility.

Students develop strategies to monitor and improve their comprehension, composition, and verbal communication. They employ critical thinking skills as they analyze and write texts and engage in metacognitive strategies to assess and reflect on their reading and writing strategies. In order to become proficient in the use of strategies to enhance their learning, students participate in guided discussions, literature study and analysis, and a workshop approach to writing. Through ownership of their work and appropriate feedback, students assume responsibility for their learning and reflect on their strengths and needs.

The Language Arts/Literacy Program utilizes a balanced approach to language arts instruction and incorporates a variety of instructional strategies, structures, and content for all of the language arts strands. The balance in structures and strategies allows for a wide range of content and differentiation of instruction to help students become independent readers, writers, and learners.

The curriculum is aligned to the National Council of Teachers of English/International Reading Association Standards for the Language Arts, the New Jersey Core Curriculum Content Standards for Language Arts Literacy (2004) and the Framework for 21<sup>st</sup> Century Learning. Many of the essential questions and enduring understandings were taken from the New Jersey Standards Clarification Project (NJDOE, 2008). The learning experiences that are included in the

curriculum are suggested and teachers may do some or all of these experiences or substitute appropriate experiences to meet the needs of their students.



**Flemington-Raritan Regional Schools**  
**Language Arts/Literacy Curriculum**  
**Grade 6-8**

**2004 New Jersey Core Curriculum Content Standards- Language Arts**

The 2004 New Jersey Core Curriculum Content Standards contain specific Cumulative Progress Indicators (CPIs) for each grade level. The Language Arts/Literacy Curriculum reflects the relevant cumulative progress indicators for Grades 6-8. There are five standards altogether, each of which has a number of lettered strands. A complete listing of the standards and cumulative progress indicators may be found at [www.nj.gov/education/cccs/2004/](http://www.nj.gov/education/cccs/2004/).

The standards and their associated strands are enumerated below.

**3.1 Reading**

- A. Concepts about Print
- B. Phonological Awareness
- C. Decoding and word Recognition
- D. Fluency
- E. Reading Strategies (before, during, and after reading)
- F. Vocabulary and Concept Development
- G. Comprehension Skills and Response to Text
- H. Inquiry and Research

**3.2 Writing**

- A. Writing as a Process (prewriting, drafting, revising, editing, postwriting)
- B. Writing as a Product (resulting in work samples)
- C. Mechanics, Spelling, and handwriting
- D. Writing Forms, Audiences, and Purposes (exploring a variety of writing)

**3.3 Speaking**

- A. Discussion (small group and whole class)
- B. Questioning (Inquiry) and Contributing
- C. Word Choice
- D. Oral Presentation

**3.4 Listening**

- A. Active Listening
- B. Listening Comprehension

**3.5 Viewing and Media Literacy**

- A. Constructing Meaning
- B. Visual and Verbal Messages
- C. Living with Media

## 21<sup>st</sup> Century Life and Career Skills

The 21<sup>st</sup> Century Life and Career Skills are infused throughout the curriculum units in Grades 6-8. The mission of the 21<sup>st</sup> Century Life and Career Skills is to “enable students to make informed life and career decisions that prepare them to engage as active citizens in a dynamic global society and to successfully meet the challenges and opportunities of the global workplace” (NJDOE, 2009). The 21<sup>st</sup> Century Skills include critical thinking and problem solving, communication skills, creativity and innovation skills, collaboration skills, information and media skills, and contextual learning skills.

The chart notes the activities and structures in the curriculum units that support students’ facility with 21<sup>st</sup> Century Life and Career Skills. Only the 21<sup>st</sup> Century Life and Career Skills that pertain to Language Arts are included in the table. The remaining 21<sup>st</sup> Century Life and Career Skills and CPI’s are infused in other content-area curricula. The learning experiences are included in Grades 6-8 unless otherwise noted. All of the indicators must be met by the end of Grade 8.

The chart contains the strands of the following Standard:

**9.1 ALL STUDENTS WILL DEMONSTRATE CREATIVE, CRITICAL THINKING, COLLABORATION AND PROBLEM SOLVING SKILLS TO FUNCTION SUCCESSFULLY AS GLOBAL CITIZENS AND WORKERS IN DIVERSE ETHNIC AND ORGANIZATIONAL CULTURES.**

21 <sup>st</sup> Century Content and CPI's	Learning Experiences
<b>Strand A: Critical Thinking and Problem Solving</b> <b>The ability to recognize and apply critical thinking and problem solving skills to solve the problem is a lifelong skill that develops over time.</b>	
9A.1 Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem solving skills.	<ul style="list-style-type: none"><li>• Cooperative learning structures</li><li>• Brainstorming strategies</li><li>• Prewriting strategies</li><li>• Using graphic organizers to organize material to solve a problem</li><li>• Socratic Seminar</li></ul>
9A.2 Implement problem solving strategies to solve a problem in the school or community.	<ul style="list-style-type: none"><li>• Writing Prompt that asks students to solve a problem</li><li>• Service projects- Coat, drive, food pantry, etc.</li></ul>

21 <sup>st</sup> Century Content and CPI's	Learning Experiences
9A.3 Summarize strategies used by various (non-profit, not for profit, for profit) organizations and agencies to solve problems that impact communities and compare them with strategies used by similar organizations in another state or country.	<ul style="list-style-type: none"> <li>Students respond to essay questions that compare various types of societies to the one in <i>The Giver</i>. (Grade 8)</li> </ul>
9.A.4 Design and implement a management plan using problem solving strategies.	<ul style="list-style-type: none"> <li>Role assignment in literature groups (discussion director, word wizard, etc.)</li> <li>Cooperative learning structures- Role for each person in group</li> </ul>
<b>Strand B: Creativity and Innovation</b> <b>Gathering and evaluating knowledge and information from a variety of sources that include multiple/global perspectives foster creative/innovative thinking.</b>	
9 B.1 Incorporate multiple points of view to create alternative solutions.	<ul style="list-style-type: none"> <li>Participation in discussions, Socratic Seminars, literature circles</li> <li>Read primary sources and other texts that present a variety of points of view to solve a problem</li> </ul>
9.B.2 Assess data gathered to solve a problem that reflects varying perspectives (cross-cultural, gender specific, generational) and determine how the data can best be used to design solutions.	<ul style="list-style-type: none"> <li>Evaluate websites</li> <li>Evaluate primary and secondary sources for bias</li> <li>Math surveys (Grade 6)</li> </ul>
<b>Strand C: Collaboration, Teamwork, and Leadership</b> <b>Collaboration and teamwork enable an individual or group to achieve common goals with greater efficiency.</b>	
9.C.1 Demonstrate an individual's responsibility for personal actions and contributions to the group.	<ul style="list-style-type: none"> <li>Individual accountability structures in cooperative learning activities</li> <li>Individual role assignments in groups or literature circles</li> <li>Progress monitoring/reporting sheets in literature circles</li> <li>Socratic Seminar reflections</li> <li>Group Dynamics activities (Grade 6)</li> <li>Teambuilding activities (Grade 6)</li> </ul>
9.C.2 Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments and projects.	<ul style="list-style-type: none"> <li>Cooperative problem-solving activities</li> <li>Charitable Cause Essays (Grade 6)</li> <li>Unity Day Activities (Grade 6)</li> </ul>

21 <sup>st</sup> Century Content and CPI's	Learning Experiences
<i>Leadership activities develop over time through participation in groups and/or teams engage in challenging or competitive tasks/activities.</i>	
9.C.3 Model leadership skills during classroom and extra-curricular activities.	<ul style="list-style-type: none"> <li>• Participation in clubs, student council, etc.</li> <li>• Group leader role in small groups</li> </ul>
<b>Strand D: Effective communication skills convey intended messages to others and assist in preventing misunderstandings.</b>	
9.D.1 Employ appropriate conflict resolution skills	<ul style="list-style-type: none"> <li>• Peer Leaders (Grades 7-8)</li> <li>• Character Education Lessons</li> <li>• Student Council</li> <li>• Peer Tutors and Guidance Lessons/Groups (Grade 6)</li> </ul>
9.D.2 Demonstrate the ability to understand inferences.	<ul style="list-style-type: none"> <li>• See reading units for specific examples of inference-making strategies and opportunities</li> <li>• Use inferences to participate in discussions about reading and other situations</li> </ul>
<i>Communication with people from different cultural backgrounds is enhanced by understanding cultural perspectives.</i>	
9.D.3 Use effective communication skills face-to-face and online interactions with peers and adults from home and diverse cultures.	<ul style="list-style-type: none"> <li>• Participation in small groups, literature circles, etc.</li> <li>• Participation in class discussions</li> <li>• Appropriate use of e-mails and blogs to communicate</li> <li>• Computer class- introduction to appropriate communication (Grade 6)</li> <li>• Oral presentations</li> <li>• Parent presentations about culture (Grade 6)</li> </ul>
9.D.4 Compare and contrast nuances in verbal/nonverbal communication in different cultures that may result in misunderstanding.	<ul style="list-style-type: none"> <li>• Parent presentations about culture (Grade 6)</li> <li>• How to interpret idioms</li> </ul>
9.D.5 Justify the need for greater cross-cultural understanding due to globalization.	<ul style="list-style-type: none"> <li>• Discussion of “sameness” in <i>The Giver</i> (Grade 8)</li> <li>• Stories read</li> </ul>

21 <sup>st</sup> Century Content and CPI's	Learning Experiences
<b>Strand E: Digital media is a 21<sup>st</sup> century tool used for local and global communication of ideas and events.</b>	
9.E.1 Explain how technology has strengthened the role of media in a global society.	<ul style="list-style-type: none"> <li>• Technology and synergistic (Grade 7-8)</li> <li>• Newspapers online (Grade 6)</li> </ul>
9E.2 Analyze the role of media in sales and marketing and in delivering cultural, political, and other societal messages.	<ul style="list-style-type: none"> <li>• Social Studies Content</li> </ul>
9.E.3 Differentiate between explicit and implicit media messages and discuss the impact on individuals, groups, and society as a whole.	<ul style="list-style-type: none"> <li>• Social Studies Content</li> <li>• Evaluate print and media sources for bias and message</li> <li>• Analysis of political cartoons (Grade 6)</li> <li>• Analysis of persuasive techniques- fact vs opinion</li> </ul>
<i>There are ethical and unethical uses of communication and media.</i>	
9.E.4 Determine the undesired outcomes/consequences of unethical uses of media.	<ul style="list-style-type: none"> <li>• Analysis of Nazi propaganda (Grade 8)</li> <li>• Computer class content (Grade 6)</li> </ul>
9.E.5 Compare and contrast ways government regulate media advertising to protect children and adults in the United States and in other countries.	<ul style="list-style-type: none"> <li>• Internet use agreement</li> <li>• Website permission</li> </ul>
<b>Strand F: Accountability, Productivity and Ethics</b>	
<b>The nature of the 21<sup>st</sup> century workplace has shifted, demanding greater individual accountability, productivity, and collaboration.</b>	
9.F.1 Demonstrate how productivity and accountability contribute to realizing individual or group work goals within and outside the classroom.	<ul style="list-style-type: none"> <li>• Individual accountability roles in cooperative structures</li> <li>• Progress monitoring in literature circles</li> <li>• Group roles in cooperative groups</li> </ul>
<i>Ethical behaviors support human rights and dignity in all aspects of life.</i>	
9.F.2 Explain the relationship between rules, laws and safety and the protection of individual rights in the global workforce.	<ul style="list-style-type: none"> <li>• Discussion about Utopia/dystopia (Grade 8)</li> <li>• Literature discussions</li> <li>• Constitution Day activities</li> </ul>

21 <sup>st</sup> Century Content and CPI's	Learning Experiences
9.F.3 Relate the use of new technologies at home, in the workplace, and other settings to incidences of ethical/unethical behavior.	<ul style="list-style-type: none"> <li>• Internet use agreement</li> <li>• Code of conduct</li> <li>• Assemblies pertaining to cyber-bullying, bullying, and tolerance</li> <li>• Guidance groups</li> <li>• Character education program</li> <li>• Online texts</li> </ul>

**Flemington-Raritan Regional School District  
Grades 6-8 Language Art/Literacy Curriculum**

**Flemington-Raritan Regional School District  
Language Arts/Literacy Curriculum  
Grades 6-8**

**Interdisciplinary Connections**

The language arts naturally lend themselves to interdisciplinary connections. Specific grade-level interdisciplinary connections are noted in bold and italics in the grade-level units within the curriculum guide.

Interdisciplinary connections that are evident in Grades 6-8 are as follows:

<b>Learning Experiences</b>	<b>Interdisciplinary Connection</b>
Research	Social Studies, Science, Mathematics
Evaluating Websites	Social Studies, Science, Library/Media, Technology
Utilizing Web-based Resources	Library Media, Technology
Current Events	Social Studies
Detecting Bias in Text	Social Studies, Science
Differentiating Fact and Opinion	Social Studies, Science
Designing, Delivering, and Evaluating Oral Presentations	Social Studies, Science, Mathematics, Health
Reading Non-Fiction Text	Social Studies, Science, Mathematics, Health
Reading Historical Fiction	Social Studies
Writing a Variety of Essays and Open-Ended Responses	Social Studies, Science, Mathematics, Health, Music, Art
Analyzing the Reliability and Credibility of a Resource	Social Studies, Science
Determining Influence of Culture in a Text	Social Studies

**Flemington-Raritan Regional School District  
Grades 6-8 Language Art/Literacy Curriculum**

**Flemington-Raritan Regional School District**

**Language Arts/Literacy Curriculum**

**Grades 6-8**

The following textbooks are used in Grades 6-8:

<b>Grade</b>	<b>Textbook</b>
<b>Grade 6</b>	<ul style="list-style-type: none"><li>• McDougal-Littell – <i>The Language of Literature</i> 2006</li><li>• Great Source Education Group- <i>Write Source</i>- 2006</li><li>• District Word Study Program</li></ul>
<b>Grade 7</b>	<ul style="list-style-type: none"><li>• McDougal-Littell – <i>The Language of Literature</i> 2006</li><li>• Great Source Education Group- <i>Write Source</i>- 2006</li><li>• District Word Study Program</li></ul>
<b>Grade 8</b>	<ul style="list-style-type: none"><li>• McDougal-Littell – <i>The Language of Literature</i> 2006</li><li>• Great Source Education Group- <i>Write Source</i>- 2006</li><li>• District Word Study Program</li></ul>

Note: *Language of Literature* and *Write Source* texts include supplemental materials and teacher resources.



**Flemington-Raritan Regional School District  
Grades 6-8 Language Art/Literacy Curriculum**

**Flemington-Raritan Regional School District  
References for the Language Arts/Literacy Curriculum**

Flemington-Raritan Regional Schools. (2002). *Language Arts Curriculum Guide*. NJ: District.

Luke, A. (2003). Literacy education for a new ethics of global community. *Language Arts*. 81(1), 20-21.

National Council of Teachers of English. (2008). 21<sup>st</sup> –Century Literacies: (A Research Policy Brief). Retrieved September 11, 2009 from  
<http://www.ncte.org/library/NCTEFiles/Resources/PolicyResearch/21stCenturyResearchBrief.pdf>

New Jersey Department of Education. (2008). *Standards Clarification Project*.  
Trenton, NJ: NJDOE.

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New Jersey Department of Education. (2004). *New Jersey Core Curriculum Standards for Language Arts Literacy*. Trenton, NJ: NJDOE.

**Flemington-Raritan Regional School District  
Grades 6-8 Language Art/Literacy Curriculum**

**Flemington-Raritan Regional School District  
Language Arts/Literacy Curriculum  
Teacher Resources- Grades 6-8**

The following teacher resources are cited in the 6-8 Language Arts/Literacy curriculum guides.

Atwell, N. (2006). *Naming the World: A Year of Poetry*. Portsmouth, NH: Heinemann.

Atwell, N. (2002). *Lessons that Change Writers*. Portsmouth, NH: Heinemann.

Culham, R. (2003) *6+1 Traits of Writing* .New York: Scholastic Books.

Daniels, H. (2002). *Literature Circles: Voice and Choice in Book Clubs & Reading Groups*. 2<sup>nd</sup> ed. Portland, ME: Stenhouse Publishers.

Daniels, H. (1994). *Literature Circles: Voice and Choice in the Student-Centered Classroom*. Portland, ME: Stenhouse Publishers.

Fletcher, R. & Portalupi, J. (2004). *Teaching the Qualities of Writing*. Portsmouth, NH: Heinemann.

Fountas, I.C. & Pinnell, G.S. (2001). *Guiding Readers and Writer's Grades 3-6*. Portsmouth, NH:Heinemann.

Graves, D. & Kittle., P. (2005). *Inside Writing*. Portsmouth, NH: Heinemann.

Hall, W. & Brewer, P. (2000). *Socratic Seminars in the Block*. Larchmount, NY: Eye on Education.

Harvey, S. & Goodvis, A. (2007). *Strategies That Work*. 2<sup>nd</sup> ed. Portland, ME: Stenhouse Publishers.

Latimer, H. (2003). *Thinking Through Genre*. Portland, ME: Stenhouse Publishers.

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Tovani, C. (2000). *I Read It, But I Don't Get It*. Portland, ME: Stenhouse Publishers.

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Language Arts/Literacy Curriculum  
Grade 6**

**Flemington-Raritan Regional School District  
Grades 6-8 Language Art/Literacy Curriculum**

**Grade 6 Modifications**

**Modifications for Students with Support and Students with an IEP**

- ✓ Mc Dougal-Littell *Interactive Reader Plus with Additional Support* with CD
- ✓ McDougal-Littell- *Bridges to Literature*
- ✓ *Jamestown Readers* (differentiated by reading level)
- ✓ *Soar to Success* books
- ✓ *Framing Your Thoughts – Sentence Structure*- Special Education
- ✓ *Framing Your Thoughts- Applied Writing*- Special Education
- ✓ Chunking reading and/or writing
- ✓ Modify test/quizzes: fewer choices, shorter version, allow for oral response, provide a word bank
- ✓ Guided reading groups
- ✓ Literature circles
- ✓ Provide a copy of notes
- ✓ “Cloze” notes
- ✓ Push-in student support teachers
- ✓ Independent novels on students’ independent reading level
- ✓ Audiotapes
- ✓ Graphic organizers while reading
- ✓ Read with breaks for discussion
- ✓ Cooperative learning structures
- ✓ Peer and teacher conferences
- ✓ Partner activities
- ✓ Masking
- ✓ Flashcards
- ✓ Repeat, clarify, rephrase directions
- ✓ Check frequently for understanding
- ✓ Multisensory techniques
- ✓ Provide assignments ahead of time
- ✓ Break long assignments into shorter tasks
- ✓ Extend test taking time
- ✓ Test outside of the room
- ✓ Provide study guides
- ✓ Allow word processor/computer for written assignments
- ✓ Provide a word bank
- ✓ Keep an assignment sheet/planner
- ✓ Modify homework expectations
- ✓ Do not penalize for incorrect spelling, unless a word bank is given
- ✓ Provide preferential seating
- ✓ Allow students to verbalize before writing
- ✓ Assist with the organization of student materials/notebook
- ✓ Use of visuals from Hotchalk (teacher website)
- ✓ Google videos

**Flemington-Raritan Regional School District  
Grades 6-8 Language Art/Literacy Curriculum**

- ✓ Teacher modeling
- ✓ Mini-lessons
- ✓ Scaffolding instruction
- ✓ Teacher read alouds
- ✓ Picture books
- ✓ Readers' Theatre
- ✓ Vocabulary work

**Additional Modifications Specifically for ESL Students\***

- ✓ McDougal-Littell *Interactive Reader Plus for English Learners* and CD
- ✓ McDougal-Littell *Selection Summaries in English*
- ✓ McDougal-Littell *Spanish Study Guide*
- ✓ McDougal-Littell *Standards-based Instruction for All Students* - English Language Development: Oral Support
- ✓ Push in: ESL teacher, Teacher Assistants, Support Skills Teachers
- ✓ Summaries/worksheets in Spanish
- ✓ Spanish books: *Dear Mr. Henshaw*, *Sarah Plain & Tall*, *Three Little Pigs*, *Bridge to Terabithia*
- ✓ English books at independent reading level (library, support skills and fifth grade teachers)

\*Also use appropriate modification where needed from *Modifications for Students with Support and Students with an IEP*

**Modifications for Gifted and Talented Students**

- ✓ McDougal-Littell- Extended Interpretations and Advanced Students sections of teacher resources
- ✓ Alternate Texts
- ✓ Differentiated Texts
- ✓ District Word Study Program- Challenge Words
- ✓ Alternate Writing Assignments
- ✓ Peer and Teacher Conferencing
- ✓ Cooperative Learning

**Flemington-Raritan Regional School District  
Grades 6-8 Language Art/Literacy Curriculum**

**Grade 6 Pacing Guide**

**Marking Period 1-Theme: Courage**

<b>Reading</b>	<b>Writing</b>	<b>Grammar</b>
Short Stories (Minimum of 5)- Focus on Literary Elements Independent Novels  Benchmark Assessment- Ex: Learnia	Response to Literature & Open-Ended Responses Short Story Interpreting Quotes and Connecting to Own Lives Reader's/Writer's Notebooks  Cursive Handwriting	Parts of Speech Fragments, Run-ons Subjects and Predicates Coordinating and Subordinating Conjunctions Consistency of Verb Tense Capitalization Punctuating Dialogue  Word Study

**Marking Period 2 -Theme: Reality and the Real World**

<b>Reading</b>	<b>Writing</b>	<b>Grammar</b>
Reading Nonfiction- Memoirs, biographies, autobiographies, web articles, feature articles, magazine articles Newspaper Unit Independent Novels - (Biography/Autobiography)	Response to Literature & Open-Ended Responses Memoir Compare/Contrast Essay Reader's/Writer's Notebooks  Cursive Handwriting	Subject/Verb Agreement Sentence Structure- Varying Sentence Types and Complexity Commas Semi-Colons Coordinating and Subordination Conjunctions Capitalization  Word Study

**\*Novels are interspersed in each marking period and a novel study may span more than 1 marking period.**

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**Marking Period 3 -Theme: Growth and Change**

<b>Reading</b>	<b>Writing</b>	<b>Grammar</b>
Literature Circles Independent Novels Non-Fiction-based Web Research Research & Notetaking Techniques  Benchmark Assessment- Ex: Learnia	Response to Literature & Open-Ended Responses Persuasive Writing- Research- based Persuasive Letter Reader's/Writer's Notebooks  Cursive Handwriting	Comparing Adjectives and Adverbs Prepositional Phrases Interjections Pronoun Use Italics and Underlining Punctuation Capitalization  Word Study

**Marking Period 4 -Theme: Science Fiction and Poetry**

<b>Reading</b>	<b>Writing</b>	<b>Grammar</b>
Science Fiction Short Stories (Minimum of 3) Poetry- Various Genres Author Study Independent Novels	Response to Literature & Open-Ended Responses Compare/Contrast Essay Response to Poetry Reader's/Writer's Notebooks  Cursive Handwriting	Review of Parts of Speech Reinforcement of Skills as needed Capitalization Punctuation  Word Study

**\*Novels are interspersed in each marking period and a novel study may span more than 1 marking period.**

**Flemington-Raritan Regional School District  
Grades 6-8 Language Art/Literacy Curriculum**

**Unit: Reading**

**Overarching Essential Question(s):** How do people use reading to discover personal and shared meaning in their lives?

**Topical Essential Question(s):** How does understanding a text's structure help me better understand its meaning?

How does fluency affect comprehension?

Why do readers need to pay attention to a writer's choice of words?

What do readers do when they do not understand everything in a text?

How do readers construct meaning from text?

Why conduct research?

**Understandings (Big Ideas):** Understanding a text's features, structures, and characteristics facilitate the reader's ability to make meaning of the text.

Readers use language structure and content clues to identify the intended meaning of words and phrases as they are used in text.

Good readers employ strategies to help them understand text. Strategic readers can develop, select, and apply strategies to enhance their comprehension.

Words powerfully affect meaning.

Good readers compare, infer, synthesize, and make connections (text to text, text to self, text to world) to make text personally useful and relevant.

Researchers gather and critique information from different sources for specific purposes.



**Flemington-Raritan Regional School District  
Grades 6-8 Language Art/Literacy Curriculum**

<b>Grade 6- Reading</b>				
<b>Knowledge/Skills/ Understandings (Objectives)</b>	<b>Standards &amp; Indicators</b>	<b>Learning Experiences</b>	<b>Interim Assessments</b>	<b>Resources</b>
<b>Before Reading</b>  Students will know and be able to...  Recognize and use organizational structures and text guides to comprehend information such as compare/contrast, cause/effect, chronological order, etc. on increasingly difficult texts	3.1 6A.1 3.1 6 A.2 3.1 6 A.3 3.1 6E.2 3.1 6 E.3 3.1 6 E.4 3.1 6 E.5 3.1 6 E.6	Teacher models and students employ a variety of notetaking guides and graphic organizers  Students preview text to determine the organization and text structure	Completed graphic organizers and guides	McDougal Litell –unit resources  Fountas & Pinnell- <i>Guiding Readers and Writers Grades 3-6</i> Ch.7-10, 14  <i>Strategies that Work-</i> Harvey & Goodvis  <i>Content-area texts</i>
Monitor reading and adjust for purpose and to enhance comprehension	3.1 6 E.2 3.1 6D.1 3.1 6 D.4	Teacher models strategies for determining reading rate and when to adjust	Students adjust reading rate as needed  Students can explain reading rate and purpose for the rate	Variety of genres of texts- short stories, nonfiction, articles, etc.
Set purpose for reading, self-select appropriate reading materials, and adjust text selection accordingly	3.1 6 H.1 3.1 6 H.2 3.1 6 D.1 3.1 6 E.3	Teacher models how to self-select reading materials for a variety of purposes  Students skim the text, use book jacket material, and use Five Finger method to determine appropriateness of text	Students choose appropriate texts	<i>Media Center- Lessons on using databases and evaluating resources</i>  Variety of genres of text- <i>Content Area textbooks</i>

**Flemington-Raritan Regional School District  
Grades 6-8 Language Art/Literacy Curriculum**

<b>Grade 6- Reading</b>				
<b>Knowledge/Skills/ Understandings (Objectives)</b>	<b>Standards &amp; Indicators</b>	<b>Learning Experiences</b>	<b>Interim Assessments</b>	<b>Resources</b>
		<p>Students utilize databases and resources from media center to select resources on a topic</p> <p>Mini lessons on evaluating text resources and research materials</p> <p>Students read a few pages of texts to determine if it is at an appropriate level</p>		
Make predictions based on knowledge of author, genre, and/or prior knowledge before reading and adjust them as needed	3.1 6 E.1 3.1 6 E.4	<p>Students complete writing before reading activity</p> <p>Students complete K-W-L chart or other organizers</p> <p>Students pose questions prior to reading</p> <p>Students brainstorm predictions prior to reading, revise after reading and explain why they revised predictions using text information</p>	<p>Completed writing activities</p> <p>Completed Organizers</p> <p>Predictions and revisions</p>	<p>Reader's Notebooks/response Journals</p> <p>Fountas &amp; Pinnell- <i>Guiding Readers and Writers Grades 3-6</i> Ch. 18-21</p>
<p><b>During Reading</b> <b>Students will know and be able to:</b></p> <p>Monitor own comprehension as reading and apply fix-up strategies as needed</p>	3.1 6 E.2 3.1 6 E.3 3.1 6 D.3 3.1 6 D.4	<p>Teacher models fix-up strategies through Think Aloud and other strategies</p> <p>Students participate in discussions, Socratic Seminar, and/or literature circles</p>	<p>Quality of students' oral and written responses</p>	<p>Fountas &amp; Pinnell- <i>Guiding Readers and Writers Gr. 3-6</i> Ch. 18-21</p> <p><i>Strategies that Work-</i> Harvey &amp; Goodvis</p> <p><i>I Read It, But I Don't Get</i></p>

**Flemington-Raritan Regional School District  
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<b>Grade 6- Reading</b>				
<b>Knowledge/Skills/ Understandings (Objectives)</b>	<b>Standards &amp; Indicators</b>	<b>Learning Experiences</b>	<b>Interim Assessments</b>	<b>Resources</b>
		<p>Students employ strategies such as self-questioning: Does this make sense? What do I need to do to understand this? And apply fix-up strategies as needed</p> <p>Students employ QAR's as read and discuss text</p> <p>Students use Post-It strategy to note specific areas of text as they read</p>	<p>Students self-assess responses in discussion</p> <p>Double-entry journal and/or students' responses</p> <p>QAR's and responses</p>	<p><i>It- Tovanni-</i></p> <p><i>Mosaic of Thought-</i> Keene and Zimmermann</p> <p>QAR Sheet</p>
Read critically to analyze literary elements, author's perspective, and how these components influence the texts' messages	<p>3.1 6 G.1</p> <p>3.1 6 G.4</p> <p>3.1 6G.7</p> <p>3.1 6 G.7</p> <p>3.1 6 G. 12</p> <p>3.1 6 G.16</p> <p>3.1 6 G.17</p>	<p>Teacher mini lessons on literary elements</p> <p>Students complete graphic organizers and story maps on literary elements</p> <p>Students complete bookmarks as reading</p> <p>Students complete journal responses, text extensions, and open-ended questions about text elements using text support</p> <p>Students discuss the elements of text in whole and/or small group discussions</p>	<p>Completed organizers</p> <p>Completed bookmarks</p> <p>Journal entries and responses</p>	<p>Organizers- Teacher-made, McDougal-Littell</p> <p>NJASK 4-Point Rubric</p> <p>Teacher- made rubrics</p> <p>Published rubrics- McDougal Littell</p>

**Flemington-Raritan Regional School District  
Grades 6-8 Language Art/Literacy Curriculum**

<b>Grade 6- Reading</b>				
<b>Knowledge/Skills/ Understandings (Objectives)</b>	<b>Standards &amp; Indicators</b>	<b>Learning Experiences</b>	<b>Interim Assessments</b>	<b>Resources</b>
Read critically to analyze author's perspective, compare recurring themes or ideas across literary works and genres, and understand author's perspective.  Analyze work for the ways it reflects the heritage, traditions, beliefs, and attitudes of the author.	3.1 6 G.1 3.1 6 G.2 3.1 6 G.6 3.1 6 G.12 3.1 6 H.7  3.1 6 H.7	Teacher mini lessons on elements of literature  Students participate in Socratic Seminar, literature circles and/or whole class discussions  Students read variety of texts on a topic and compare themes, perspective, etc.-  Students respond to text in a variety of ways  Students read independent texts and respond to them and compare elements  Students make text-to-text, text-to-self, and text-to-world connections as they read	Teacher assessment of discussions      Readers notebooks and other responses  Teacher conferences Readers' Response	<i>Content-Area texts</i>  Texts (See appendix)  Reader Notebook materials  Fountas & Pinnell- <i>Guiding Readers and Writers Gr. 3-6- Ch.7-10</i>
Identify and analyze literary elements and techniques such as figurative language, meter, rhetorical, and stylistic features of the text	3.1 6 G.2 3.1 6 G.12 3.1 6 G. 13 3.1 6 G.14 3.1 6 G.16 3.1 6 G.17	Teacher mini lessons on literary and stylistic elements, figurative language, metaphors, etc.  Students use TPCASTT to analyze poetry	Students utilize techniques and language in own writing	TPCASTT Sheet
Differentiate fact and opinion, bias, propaganda, and analyze sources of text for reliability of information	3.1 6 G. 3 3.1 6 G.5 3.1 6 G.8 3.1 6 G.9 3.1 6 H. 1	Students read and discuss current events in social studies  Students choose print, electronic and web resources for research		<i>Current Events – Social Studies</i>  <i>Media Center Lessons- Print and electronic</i>

**Flemington-Raritan Regional School District  
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<b>Grade 6- Reading</b>				
<b>Knowledge/Skills/ Understandings (Objectives)</b>	<b>Standards &amp; Indicators</b>	<b>Learning Experiences</b>	<b>Interim Assessments</b>	<b>Resources</b>
	3.1 6 H. 2 3.1 6 H.3 3.1 6 H.5	Students take notes on informational material for reports using GRASP, T-Chart or other notetaking strategy	Students' notetaking charts	<i>Sources</i>  GRASP and T Chart
Read and use everyday text materials and make judgments about the importance of documents	3.1 6 G.3	Students employ everyday text and explain importance of use- own schedule, calendars, online directions, game directions, etc.		Variety of everyday texts  <i>Write Source</i>  McDougal Littell- Unit and teacher resources
<b>After Reading</b> <b>Students will know and be able to:</b> Respond critically to text ideas in a variety of texts using text evidence to support interpretations	3.1 6 G.1 3.2 6 D.3	Students complete and present literature projects and extensions  Student responses- journals, essays, oral discussions  Students complete story maps, organizers, and extensions  Students chose quotation from text and explain how it connects to text, self, or world at large	Completed Independent Novel projects  Completed responses	McDougal Littell resources  Readers' Notebooks  Independent Novels
Interpret ideas in text through writing, discussion, and enactment	3.1 6 G.8 3.1 6 G.3 3.1 6 G.4 3.1 6 G.7 3.1 6 G.9	Students respond to reading in discussion, journals, essays and other reading projects  Students participate in whole class discussion, literature circles, Socratic seminar, etc.	Completed projects  Students responses in discussion	

**Flemington-Raritan Regional School District  
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<b>Grade 6- Reading</b>				
<b>Knowledge/Skills/ Understandings (Objectives)</b>	<b>Standards &amp; Indicators</b>	<b>Learning Experiences</b>	<b>Interim Assessments</b>	<b>Resources</b>
Explore the central idea or theme in a variety of types of texts, including informational and write essays and other responses that are clear, state a position, and cite appropriate text	3.2 6 A.1 3.2 6 A.5 3.2 6 D.8 3.2 6 D.9 3.2 6 D.10 3.2 6 D.11	Students complete open-ended questions       Students write essays and other writings based on reading and support with evidence from the text	Students use NJASK rubric, self-assess, assess peers, and provide feedback Teacher feedback and assessment using rubric  Completed essays/writings	NJ ASK- 4 Point Rubric – Appendix  Teacher-created rubrics
<b>Vocabulary Students will know and be able to:</b>  Apply knowledge of spelling rules, pronunciation, word patterns and structural analysis to define new words	  3.1 6 C.1 3.1 6 C.2 3.1 6 C.3 3.1 6 C.4	  Teacher mini lessons on specific word analysis skills  Students use context clues to define new words	    Students definitions of words	  Word Study Program  Context Clue Chart- Appendix
Define new words, clarify definitions using restatement, example, or contrast.  Expand relationships between words using synonym, antonyms, connotations, denotations, figurative and literal meanings, and multiple meanings	3.1 6 F.1 3.1 6 F.2 3.1 6 F.3 3.1 6 F.4 3.1 6 F.5	Teacher mini lessons on specific strategies for defining words and using appropriate print and electronic resources  Students define words using strategies and context in assigned and independent reading  District Word Study program	Students are able to use resources   Completed context clue activities	Print and online- dictionary, thesaurus, etc.   Word Study Program  Assigned and Independent Texts

**Flemington-Raritan Regional School District  
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<b>Grade 6- Reading</b>				
<b>Knowledge/Skills/ Understandings (Objectives)</b>	<b>Standards &amp; Indicators</b>	<b>Learning Experiences</b>	<b>Interim Assessments</b>	<b>Resources</b>
<b>Fluency</b> <b>Students will know and be able to:</b> Read grade-level and increasingly difficult texts with fluency and comprehension	3.1 6 D.2 3.1 6 D.4	Students participate in Reader's Theater and other choral and oral readings  Students read independent novels	Students' oral reading performance	Reader's Theater- <i>Scope</i> Magazine  Independent Novels

**Benchmark/Other Assessments:**

- Benchmark Assessment Ex:Learnia
- Open-Ended Responses
- Independent Novel Responses/Projects

**Flemington-Raritan Regional School District  
Grades 6-8 Language Art/Literacy Curriculum**

**Grade 6  
Unit: Writing**

**Overarching Essential Question(s):** How do people use writing to discover personal and shared meaning in their lives?  
How do I write in a clear, concise manner for a variety of purposes and audiences?

**Topical Essential Question(s):** How do good writers express themselves?  
How does process shape the writer's product?  
How do writers develop a well-written product?  
How do the rules of language affect communication?  
Why does a writer choose a particular form of writing?

**Understandings (Big Ideas):** Good writers develop and refine their ideas for thinking, learning, communicating, and aesthetic expression.  
Good writers use a repertoire of strategies that enable them to vary form and style, in order to write for different purposes, contexts, and audiences.  
Conventions of language help readers understand what is being communicated.  
A writer selects a form based on audience and purpose.



**Flemington-Raritan Regional School District  
Grades 6-8 Language Art/Literacy Curriculum**

<b>Grade 6- Writing</b>				
<b>Knowledge/Skills/ Understandings (Objectives)</b>	<b>Standards &amp; Indicators</b>	<b>Learning Experiences</b>	<b>Interim Assessments</b>	<b>Resources</b>
<p><b>Prewriting</b> <b>Students will know and be able to:</b></p> <p>Generate ideas for writing, narrow a topic, gather appropriate resources for writing, and choose appropriate organizing strategy for the text.</p> <p>Consider audience, purpose, genre and form when choosing a strategy for organizing and writing a specific text</p>	<p>3.2 6A.2 3.2 6 A.4 3.2 6 D.2 3.2 6 D.3 3.2 6 D.12</p> <p>3.2 6B.1 3.2 6 D.1 3.2 6 D.3 3.2 6 A.3</p>	<p>Teacher minilessons on purpose, genre, generating ideas, narrowing ideas, and strategies for organization</p> <p>Students utilize a variety of organizers to suit their needs and purpose</p> <p>Students use writers notebook to generate and explore writing topics</p> <p>Students listen to and read a variety of mentor texts to learn how authors develop genre characteristics, tone, voice, and other stylistic and literary elements</p> <p>Students identify specific genre and form, for a specific audience and purpose for assigned and self-selected writing</p> <p>Verbal activities for prewriting- oral composing, brainstorming, role-playing, discussion, reading, interviews</p>	<p>Completed organizers</p> <p>Writers notebook entries</p> <p>Students identify and use specific elements of style and genre in writing</p> <p>Written piece in specific genre for audience and purpose</p>	<p>McDougal Litell- unit and teacher resources</p> <p>Organizers- published and teacher-created</p> <p>Writers' notebooks</p> <p>Fountas &amp; Pinnell – <i>Guiding Readers and Writers Grades 3-6- Ch. 5, 6</i></p> <p><i>Write Source</i> models</p> <p><i>The Write Genre-</i></p> <p><i>Thinking Through Genre-</i> Latimer</p> <p>Specific writing prompts</p> <p>Picture books and other mentor texts</p> <p><b><i>Computer software for graphic organizers such as Kidspirarion/Inspiration</i></b></p>

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<b>Grade 6- Writing</b>				
<b>Knowledge/Skills/ Understandings (Objectives)</b>	<b>Standards &amp; Indicators</b>	<b>Learning Experiences</b>	<b>Interim Assessments</b>	<b>Resources</b>
<b>Drafting</b> <b>Students will know and be able to:</b>  Draft writing in a selected genre with appropriate structure and voice according to message, purpose, and audience  Establish and maintain a focus in a draft  Develop writing stamina and draft for a sustained period of time to produce a piece of text  Write effectively in a variety of genres including personal narratives, stories with well-developed literary elements, biographies, memoirs, persuasive pieces and other informational pieces	3.2 6 A.5 3.2 6 B.6 3.2 6 D.3 3.2 6 D.10 3.2 6 D.11  3.2 6 B.10  3.2 6 D.1  3.2 6 A.1 3.2 6 A.3 3.2 6 B.2 3.2 6 D.1 3.2 6 D.5 3.2 6 D.6 3.2 6 D.7 3.2 6 D.8 3.2 6 D.9	Teacher mini lessons on drafting for specific purposes  Students write drafts Students do quickwrites on specific topics  Students write without stopping to produce a draft  Students engage in the writing process  Teacher models strategies to employ for “writer’s block”  Students use another author’s work to create an original piece or enhance own writing	          Writer’s notebook entries Quickwrites  Sustained piece of writing          Students employ author’s technique in own writing	          <i>Write Source</i>  Writer’s Notebook  McDougal Littell- unit and teacher resources- Writing handbook          Samples of published works to use as mentor texts

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<b>Grade 6- Writing</b>				
<b>Knowledge/Skills/ Understandings (Objectives)</b>	<b>Standards &amp; Indicators</b>	<b>Learning Experiences</b>	<b>Interim Assessments</b>	<b>Resources</b>
Write using compositional risks, personal style and voice to engage the audience	3.2 6 A.5 3.2 6 D.6 3.2 6 D.13	Teacher shares and students read mentor texts with specific compositional risks (dialogue, literary devices, figurative language, anecdotes)  Students identify the compositional risks and stylistic elements in writing and explain the effect on the reader	Students' writing had stylistic elements and compositional risks	<i>6 +1 Traits of Writing</i> -Culham  Mentor texts  Student models of writing
Write reports and subject-appropriate nonfiction pieces across the curriculum based on research and including citations, quotations, and a works cited page	3.2 6 B.3 3.2 6 B.5 3.2 6 B.8 3.2 6 D.1 3.2 6 D.7 3.2 6 D.12	Students write reports and nonfiction pieces in other curriculum areas- Language arts teacher supports as needed  Teacher mini lessons on plagiarism, citing sources, direct and indirect quotations, and works cited  Students write essays and reports and use citations and quotations in the body of the text	Report/Nonfiction piece       Essays/reports	<i>See Research Unit for specific strategies and resources</i>
Write a range of essays and open-ended questions and responses to literature	3.2 6 A.1 3.2 6 B.2 3.2 6 B.3 3.2 6 D.1 3.2 6 D.3 3.2 6 D.4 3.2 6 D.11 3.2 6 D.9	Teacher models how to answer essay and open-ended responses  Students write essays and open-ended questions on assigned topic  Students respond to literature in response journals and essays	Essays/Open-ended responses   Response journals	<i>Content area essays</i>  <i>Open-ended responses in content classes</i>

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<b>Grade 6- Writing</b>				
<b>Knowledge/Skills/ Understandings (Objectives)</b>	<b>Standards &amp; Indicators</b>	<b>Learning Experiences</b>	<b>Interim Assessments</b>	<b>Resources</b>
Write multi-paragraph pieces with a clear purpose and organization, varied sentence structure, and a clear statement of a position or topic with evidence that supports the position or topic	3.2 6 A.1 3.2 6 B.7 3.2 6 D.6 3.2 6 D.8 3.2 6 D.10 3.2 6 D. 11 3.2 6 D.12	Teacher provides models of various kinds of writing- persuasive, informational, comparison, etc.  Students analyze a model to determine its organization, the topic, kinds of evidence and the effectiveness of the evidence  Students identify the position or topic, find the evidence to support it, and explain how the author used the evidence in the piece	Student writing and explanation	Models of writing  McDougall-Littell- Writing Handbook, teacher and unit resources  <i>Write Source</i>  <b><i>Content area writing</i></b>  Summer Reading Assignment
Write a range of essays including personal, speculative, descriptive or issue-based	3.2 6 B.2 3.2 6 B.3 3.2 6 B.5	Students respond to specific writing prompts  Students read various models of essays and explain the techniques the author used and their effect on the reader	Student writing	Specific writing prompts- Quotation, persuasive, speculative (NJASK) and other teacher-created prompts
Compose, revise, edit and publish using appropriate software	3.2 6 A.10 3.2 6 A.11	Students use word-processing programs to draft text		Word processing program
<b>Revising</b> <b>Students will know and be able to:</b> Revise drafts by rereading for content, organization, usage, sentence structure, mechanics, and word choice	3.2 6 A. 4 3.2 6 A.6 3.2 6 A.7 3.2 6 A.8 3.2 6 A.8	Students reread drafts several times, each time focusing on a specific element	Student drafts with revision comments	<i>Write Source</i>  Student models

**Flemington-Raritan Regional School District  
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<b>Grade 6- Writing</b>				
<b>Knowledge/Skills/ Understandings (Objectives)</b>	<b>Standards &amp; Indicators</b>	<b>Learning Experiences</b>	<b>Interim Assessments</b>	<b>Resources</b>
Revise drafts for sentence types, parallelism, and to indicate relationship between ideas	3.2 6 C. 2 3.2 6 C.7 3.2 6 D.13 3.2 6 A.10	<p>Teacher mini lessons – sentence combining techniques, varying sentence openings, using phrases and clauses, transition words</p> <p>Students revise drafts for specific elements such as sentence combining, transitions, varying sentence openings, etc.</p> <p>Small group, teacher, and peer conferences and feedback on pieces</p> <p>Students analyze models of writing for transitions, sentence structure, compositional risks, etc. and explain the effect on the reader</p>	<p>Revised drafts</p> <p>Students’ feedback to peers in conference</p> <p>Students incorporate elements in writing</p>	<p>Models of writing</p> <p><i>Write Source</i></p> <p>Conferencing checklists- <i>Write Source</i>, <i>McDougal-Littell</i>, and teacher-created</p> <p>Fountas &amp; Pinnell- <i>Guiding Readers and Writers Grades 3-6</i>- Ch. 5-6</p>
Use relevant scoring rubrics and criteria to improve own work, evaluate own work and evaluate peer’s work and provide feedback for improvement	3.2 6 A.12 3.2 6 A.13 3.2 6 D.14 3.2 6 D.15	<p>Teacher reviews NJ 6-Point Holistic Writing Rubric or other rubric and shows models of each score point</p> <p>Students analyze models of each score point and explain how they fit the criteria for that score point</p> <p>Students use NJ or other rubric to evaluate own and/or peer’s work and provide feedback to peers</p> <p>Students revise writing using feedback</p>	<p>Students’ analysis of writing</p> <p>Feedback to peers</p> <p>Drafts of work with</p>	<p>NJ Holistic Writing Rubric- 6 point</p> <p>Teacher-created checklists and rubrics</p> <p>Models of writing at each score point on NJ rubric (released samples from state)</p>

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<b>Grade 6- Writing</b>				
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		from rubric	revisions	
		Students use Praise-Question-Polish, checklist or rubric to provide feedback to peers  Teacher and/or peer conferences for revision  Students use software to revise their writing		Word processing software
<b>Editing</b> <b>Students will know and be able to:</b>  Use Standard English conventions in all writing	3.2 6 C.1	Teacher models editing strategies	Edited work	<i>Write Source</i>
Edit for correct grammar , usage, capitalization, punctuation, and spelling	3.2 6 C.3 3.2 6 C.4 3.2 6 C.5 3.2 6 C.6 3.2 6 C.8 3.2 6 C.9 3.2 6 C.10	Mini lessons on grammar, usage and spelling skills as needed  Students read a piece with a focus on pronoun-case agreement, subject-verb agreement, consistency of tense, and make changes as needed  Students utilize an editing checklist with own and peer's work  Students participate in teacher and peer editing conferences  Students use different colored pencils to edit for particular strategies	Edited drafts        Students' feedback to peers	<i>Write Source</i>  McDougal-Litell- Grammar and Usage Workbook  NJ Holistic Scoring Rubric  Teacher-Created Rubrics and Checklists  <i>6 + 1 Traits of Writing-</i> Culham

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<b>Grade 6- Writing</b>				
<b>Knowledge/Skills/ Understandings (Objectives)</b>	<b>Standards &amp; Indicators</b>	<b>Learning Experiences</b>	<b>Interim Assessments</b>	<b>Resources</b>
		Students edit published or own pieces		
		Students choose piece from writer's notebook to edit for specific elements	Edited entry	
Use a variety of reference materials, print and electronic, to edit written work  Use appropriate word processing software to edit work	3.2 6 A.11 3.2 6 C.9	Teacher models how to use a variety of reference sources for editing  Students use software and other references for editing	Students' use of resources	Dictionary, thesaurus, spell check, MLA website  Software programs
Write legibly in manuscript or cursive to meet district standards	3.2 6 C.10	Students are able to write in cursive or manuscript as needed	Student handwriting	Handwriting Guidelines- Appendix
<b>Post Writing Students will know and be able to:</b>  Use relevant scoring rubrics and criteria to improve own work, evaluate own work and evaluate peer's work and provide feedback for improvement	3.2 6 A.12 3.2 6 A.13 3.2 6 D.14	Students evaluate final draft using rubric and provide feedback to peers or self-evaluate	Students' comments on final drafts	NJ Holistic Writing Rubric- Appendix  Teacher-created rubrics  McDougall-Littell materials
Maintain a collection of works	3.2 6 D.15	Students maintain a portfolio and reflect on strengths, needs, and goals as they review their work	Student Portfolios	
Share work with others		Students share work in author's chair, in small groups, as read alouds and in published booklets	Shared draft of work	Student work displays

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<b>Grade 6- Writing</b>				
<b>Knowledge/Skills/ Understandings (Objectives)</b>	<b>Standards &amp; Indicators</b>	<b>Learning Experiences</b>	<b>Interim Assessments</b>	<b>Resources</b>
		Teacher creates displays of students' work		
		Students send writing to various contests, submit to newspapers and other sources		
Respond appropriately to other's work	3.3 6 A.1 3.3 6 A.3 3.3 6 A. 5 3.3 6 B.1 3.3 6 B.2  3.4 6 A.1 3.4 6 B. 2 3.4 6 D. 6	Teacher models appropriate responses to student work- how to praise or offer critique  Students ask appropriate questions and provide thoughtful feedback to authors		Students' work

**Benchmark/Other Assessments**

- Specific Writing Pieces (See units)
- Benchmark Writing Pieces-
  - September- Summer Reading Assignment
  - February- Explanatory Prompt



**Flemington-Raritan Regional School District  
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**Grade 6- Unit: Speaking**

**Overarching Essential Question(s):** How does being an effective speaker enhance my personal and school experiences?

**Topical Essential Question(s):** What strategies can I use to speak effectively (eye contact, voice modulation, inflection, tempo, enunciation)?  
How can I determine which strategies to use to effectively communicate a specific purpose to an audience?  
How can I use speaking to clarify and enhance my thoughts?

**Understandings (Big Ideas):** Speaking and listening provide the foundation to connect with others, develop vocabulary, and learn the structure of the English language.  
Speaking is a form of expressing, transmitting, and exchanging ideas, information and emotions.  
Oral language is a tool for communicating thinking and learning.

Grade 6- Speaking				
Knowledge/Skills/ Understandings (Objectives)	Standards & Indicators	Learning Experiences	Interim Assessments	Resources
<b>Discussion &amp; Questioning (Inquiry) and Contributing</b>  <b>Students will know and be able to:</b> Present ideas in a discussion, both planned and spontaneously, that state a position, support it, acknowledge and respond to other views.	3.3 6 A.1 3.3 6 A.2 3.3 6 A.4	Students engage in whole class discussions.  Students support their discussion ideas using relevant text support and information from the discussion  Students orally retell and summarize texts	Teacher and student assessment of discussion	Fountas & Pinnell- <i>Guiding Readers and Writers Grades 3-6- Ch.15-17</i>

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<b>Grade 6- Speaking</b>				
<b>Knowledge/Skills/ Understandings (Objectives)</b>	<b>Standards &amp; Indicators</b>	<b>Learning Experiences</b>	<b>Interim Assessments</b>	<b>Resources</b>
		Students listen to each other's work in Author's Chair or small groups and offer appropriate feedback	Students' feedback and comments	
Participate appropriately in a variety of oral situations including class discussions, debates, and small groups.	3.3 6 A.3 3.3 6 A.5 3.3 6 B.1 3.3 6 B.2 3.3 6 B.3 3.3 6 B.4 3.3 6 B.5 3.3 6 B.6	<p>Students participate in whole class discussions</p> <p>Students participate in Socratic Seminar and literature circles to discuss literature and other texts</p> <p>Students participate in peer, teacher, and small group writing conferences, respond to others' work, and provide appropriate feedback using rubrics, criteria, responding to questions, or other structures such as Praise-Question-Polish</p> <p>Students define roles for small groups through literature circle roles and cooperative learning structures</p> <p>Students engage in cooperative learning structures to solve problems in a group</p>	<p>Students and teachers assess participation in groups</p>	<p><i><b>Socratic Seminar guidelines</b></i></p> <p>Revising and Editing checklists, scoring rubrics, etc.</p> <p>Literature circle roles- Harvey Daniels</p> <p><i><b>Cooperative Learning- Spencer Kagan</b></i></p>

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<b>Grade 6- Speaking</b>				
<b>Knowledge/Skills/ Understandings (Objectives)</b>	<b>Standards &amp; Indicators</b>	<b>Learning Experiences</b>	<b>Interim Assessments</b>	<b>Resources</b>
<b>Word Choice</b> <b>Students will know and be able to:</b>  Use language in a discussion to effectively convey the intended message to the intended audience	3.3 6 C.1 3.3 6 C.2 3.3 6 C.3	Students will use text to verbally identify, demonstrate, and expand on an idea or topic through discussion  Students will actively engage their listeners through their tone, inflections, and voice modulation Students will use correct grammar and sentence structure when speaking for all purposes  Students read poetry aloud	Class discussions         Students' readings	Texts for discussion
<b>Oral Presentation</b> <b>Students will know and be able to:</b>  Effectively deliver a variety of types of presentations to an intended audience using visual aids and speaking techniques         Provide relevant feedback to a speaker and incorporate feedback into own presentations	3.3 6 D.1 3.3 6 D. 2 3.3 6 D.3 3.3 6 D.4 3.3 6. D.5 3.3 6 D.6   3.3 6 D.8 3.3 6 D.9	Students will orally present a variety of types of information- book talks, speeches, sharing written work, discussion on a topic or prompt  Students will utilize multi-media in presentations  Students will engage in proper speaking techniques	Students' presentations      Quality of presentations	Book talk, Power Point presentation and other presentation criteria ( <i><b>May be in Content Areas</b></i> )  Rubrics to assess presentations – Teacher – Created or NJ Speaking Rubric

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<b>Grade 6- Speaking</b>				
<b>Knowledge/Skills/ Understandings (Objectives)</b>	<b>Standards &amp; Indicators</b>	<b>Learning Experiences</b>	<b>Interim Assessments</b>	<b>Resources</b>
		Students will use a teacher-created or NJ Speaking Rubric to assess presentations and provide feedback to peers  Students will use feedback to revise presentations	Feedback to peers	
Read aloud with fluency	3.3 6 D.7	Students will engage in Reader's Theater and other read aloud activities	Students' reading	<i>Scope</i> magazine and other plays  Various texts

**Assessments:**

- Oral Presentation- book talk or *Other Project (May be in Content Area)*

**Flemington-Raritan Regional School District  
Grades 6-8 Language Art/Literacy Curriculum**

**Grade 6 Unit: Listening**

**Overarching Essential Question(s):** How does listening enhance my understanding?

**Topical Essential Question(s):** How can I actively listen to gain information and understanding?

In what ways can I provide effective feedback to a speaker?

How does my purpose for listening affect my listening behaviors?

**Understandings (Big Ideas):** Listening is a process of hearing, receiving, constructing meaning, and responding to verbal and nonverbal messages.  
Effective listeners actively restate, interpret, respond to, and evaluate messages. Effective listeners use these strategies for a variety of listening purposes.  
Students use listening to gain understanding and appreciation of language and communication.

Grade 6 Listening				
Knowledge/Skills/Understandings (Objectives)	Standards & Indicators	Learning Experiences	Interim Assessments	Resources
<b>Active Listening</b> <b>Students will know and be able to:</b> Demonstrate active listening in a variety of situations by acknowledging the speaker and evaluating the message for its intended purpose	3.4 6A.1 3.4 6 A.2 3.4 6 A.3 3.4 6 A.4 3.4 6 A.5	Students engage in Socratic Seminars, class discussions, literature circles and debates  Students listen to, analyze messages, and respond to messages from classroom discussions, lectures, assemblies, and audio sources  Students listen to speeches, teacher/peer reading aloud, audio sources, poetry performed or read aloud, peer writing, class discussions, etc.	Students' participation in and teacher assessment of discussions  Students' self-assessment of discussion	McDougal Littell audio resources  Online audio resources  <i>Socratic Seminar guidelines</i>  Assemblies

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<b>Grade 6 Listening</b>				
<b>Knowledge/Skills/ Understandings (Objectives)</b>	<b>Standards &amp; Indicators</b>	<b>Learning Experiences</b>	<b>Interim Assessments</b>	<b>Resources</b>
Evaluate a presentation using a rubric, checklist or criteria and provide appropriate feedback.	3.3 7 A. 6 3.4 7 A.7	Students use a rubric or checklist to evaluate a presentation and provide the speaker with feedback on items such as purpose, delivery, content, visual aids, body language and facial expressions	Students' feedback to speakers	NJ Speaking Rubric Teacher-Created rubrics and checklists  McDougall-Littell unit and teacher resources
<b>Listening Comprehension</b> <b>Students will know and be able to:</b>  Interpret, question, and critique oral presentations	3.4 6 B.1 3.4 6 B.2 3.4 6 B.3	Students discuss the purpose and intended message of texts- inform, persuade, entertain, etc.  Students listen to texts read aloud  Students ask appropriate questions of the speaker and/or give feedback  Students participate in discussions, Socratic Seminar, small group discussions	Student presentations- book talks, read alouds, Power Point, etc.   Assessment of discussion- teacher and student self-assessment	Presentation Guidelines- book talks, Power Points, etc. ( <i>May be in Content Areas</i> )  McDougall Littell resources  Teacher-created rubrics
Make inferences based on presentations and integrate with other language arts	3.4 6 B.4	Students respond orally or in writing to a text they have heard (Journal, essay, prompt, etc.)		Variety of texts  Writing prompts from text
Follow 3-4 step directions given orally	3.4 6 B.5	Students follow directions give orally		

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**Grade 6 Unit: Viewing and Media Literacy**

**Overarching Essential Question(s):** How can I become a critical consumer and producer of media?  
How can media enhance my life?

**Topical Essential Question(s):** How do I evaluate the intended message and purpose of the media?  
How does the type of media affect the intended message?  
What influence does media have on the viewer?

**Understandings (Big Ideas):** Effective viewing is essential to comprehend and respond to personal interactions, live performance, visual arts, print and electronic media  
A media-literate person is able to evaluate media for credibility and understands how words, images, and sounds influence the way meanings are conveyed and understood in society.  
Students need to view critically to respond to different forms of visual messages.

Grade 6- Viewing and Media Literacy				
Knowledge/Skills/ Understandings (Objectives)	Standards & Indicators	Learning Experiences	Interim Assessments	Resources
<b>Constructing Meaning</b> <b>Students will know and be able to:</b>  Analyze aspects and elements of print and electronic messages and explain how the medium affects the intended message	3.5 6 A.1 3.5 6 A.2 3.5 6 A.3 3.5 6 A.4 3.5 6 A.5	Students evaluate a variety of print and electronic texts for literary and other elements and to determine author's purpose and message  Students analyze political cartoons and text  Students explain how illustrations support text	Students' responses	<i><b>Electronic and print materials</b></i>  McDougall Littell- Art posters and other resources  Cartoons

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<b>Grade 6- Viewing and Media Literacy</b>				
<b>Knowledge/Skills/ Understandings (Objectives)</b>	<b>Standards &amp; Indicators</b>	<b>Learning Experiences</b>	<b>Interim Assessments</b>	<b>Resources</b>
<b>Visual and Verbal Messages</b> <b>Students will know and be able to:</b>  Compare, contrast, and evaluate media messages	3.5 6 A.7 3.5 6 A.8 3.5 6 B.1 3.5 6 B.3 3.5 6 B.6 3.5 6 B.7	Students follow a story in the media and newspaper and compare the messages and effect  Students compare media version of story and the text  Students evaluate print and media sources for credibility- read the same story in 3 newspapers and compare message, tone, etc.	Compare/contrast pieces	Variety of news sources- print and electronic and online  <i><b>Social Studies- Current Events</b></i>  Videos of texts read
<b>Living with Media</b> <b>Students will know and be able to:</b>  Analyze media presentations for content and evaluate their effectiveness	3.5 6 B.5 3.5 6 B.7 3.5 6 C.1 3.5 6 C.2 3.5 6 C.4	Students view a variety of media and print sources and determine the effect on the reader and the message  Students discuss effect of media on their lives- home, family and school and explain their preferred medium	Students' responses- journals, essays, reflections	Novel-related materials  Websites  <i><b>*Media Specialist- Research Unit</b></i>



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<b>Grade 6- Viewing and Media Literacy</b>				
<b>Knowledge/Skills/ Understandings (Objectives)</b>	<b>Standards &amp; Indicators</b>	<b>Learning Experiences</b>	<b>Interim Assessments</b>	<b>Resources</b>
Create a presentation using multi-media resources	3.5 6 C.1 3.5 6 C.3	Students create a multi-media presentation in response to literature or on a specific topic  Students use rubric to evaluate presentation and give feedback to speaker	Project  Feedback	<i>*Science or Social Studies projects</i>  Teacher-Created Rubrics

**Assessment:**

- Multi-media Presentation (*May be in Content Area*)

**Flemington-Raritan Regional School District  
Grades 6-8 Language Art/Literacy Curriculum**

**Grade 6- Unit: Literary Elements - Courage**

**Overarching Essential Question(s):** How do readers construct meaning from text?

**Topical Essential Question(s):** How do you know who you are and how do you have the courage of your convictions?

**Understandings (Big Ideas):** Good readers compare, infer, synthesize, and make connections to make text personally relevant and useful.  
Authors use literary element to construct meaning and leave a lasting impression on the reader.

Grade 6- Literary Elements-Courage				
Knowledge/Skills/ Understandings (Objectives)	Standards & Indicators	Learning Experiences	Interim Assessments	Resources
<b>Students will know and be able to:</b>  Use active reading strategies: infer, predict, visualize, connect, question, clarify, make inferences	3.1 6D.1 3.1 6 D.3 3.1 6 D.4 3.1 6 E.2 3.1 6 E.3 3.1 6 F.2 3.1 6 G.9	What makes a good reader : students brainstorm ideas, compare with what the experts say, reader's journal entry on being a good reader  Teacher models strategies that good readers use- Students practice in reading  Students practice reading strategies (making inferences, connections, questions, clarification, visualization)  Use Post-It Strategy to identify places where used strategy as read	McDougall- Littell selection quizzes and comprehension assessments	<i>Strategies that Work:</i> Harvey and Goodvis  McDougal-Littell Stories  Fountas and Pinnell- <i>Guiding Readers and Writers Grades 3-6</i> Ch.18, 20, 21  McDougal-Littell Reading Transparency Book pg. 10

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<b>Grade 6- Literary Elements-Courage</b>				
<b>Knowledge/Skills/ Understandings (Objectives)</b>	<b>Standards &amp; Indicators</b>	<b>Learning Experiences</b>	<b>Interim Assessments</b>	<b>Resources</b>
<p>Explore fiction and recognize the distinguishing feature of fiction: plot, character, setting, theme, and conflict.</p> <p>How authors use literary elements to have an effect on the reader</p>	<p>3.1 6 G.1 3.1 6 G.2 3.1 3 G.4</p>	<p>Teacher reads and students explore picture books and students identify elements of short story</p> <p>Jigsaw bookmark with elements of short story</p> <p>Utilize Post-It Strategy to identify elements of short story</p> <p>Complete Literary elements definition sheet</p> <p>Complete Story Map</p> <p>Students read Independent novels that connect to the literary element unit and reading response activity</p>	<p>Small group discussion</p> <p>Open-ended responses</p> <p>Quality of work</p> <p>Responses to Literature</p>	<p>Picture books/short stories that show examples of literary elements (such as Not limited to example stories Ex: <i>Edward the Emu</i>. <i>The Araboolies of Liberty Street</i></p> <p>Ex: “Priscilla and the Wimps” Richard Peck</p> <p>Jamestown Readers: <i>Heroes</i></p>
<p>Literary Elements – Characterization</p> <p>How authors reveal characters to reader</p>	<p>3.1 6 G.7 3.1.6 G.12 3.1 6 G.15</p>	<p>Mini Lessons on how authors reveal characters: through character’s thoughts, actions, dialogue, direct description, and what other characters say and think.</p> <p>Students complete reading response journal entries (Connections to self and character – embarrassing moments</p>	<p>McDougal- Littell selection quizzes and comprehension assessments</p> <p>Response Journals</p>	<p>McDougal-Littell– Short Story “Eleven”( audio library)</p> <p>McDougal-Littell – Unit I Resource Book</p>

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<b>Grade 6- Literary Elements-Courage</b>				
<b>Knowledge/Skills/ Understandings (Objectives)</b>	<b>Standards &amp; Indicators</b>	<b>Learning Experiences</b>	<b>Interim Assessments</b>	<b>Resources</b>
		Worksheet – Identify characterization techniques  Students respond to literature-based open -ended questions	Open-Ended Response	Teacher-created scoring rubric or NJASK Open-ended Response Rubric  McDougal-Littell Short Story “President Cleveland, Where Are you?” (audio library)
Plot – How plot development affects story  How the kinds of conflict affect the story  How the conflict sequencing can affect the plot	3.1 6 G.4 3.1 6 G.7 3.1 6 G.12	Mini Lessons on conflict - Man vs. Man, Man vs. Nature, Man vs. Society, Man vs. Self, Man vs. Machine – Students find examples in independent reading  Reading Response Journal – Students write about problems they have encountered in their own lives  Complete worksheet to identify types of conflict  Students respond to literature -based open-ended questions	McDougall- Littell selection quizzes and comprehension assessments  Response Journal entries       Open-ended responses	McDougal-Littell – Unit I Resource Book pg. 16 – plot, sequencing and story structure worksheet see reading appendix  McDougal-Littell – Literature Analysis Transparency Book – pg. 8, Conflict transparency  McDougal-Littell – Short Story “The Circuit”  Teacher-created scoring rubric or NJASK Open-ended Response Rubric

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<b>Grade 6- Literary Elements-Courage</b>				
<b>Knowledge/Skills/ Understandings (Objectives)</b>	<b>Standards &amp; Indicators</b>	<b>Learning Experiences</b>	<b>Interim Assessments</b>	<b>Resources</b>
<p>Setting – How setting drives specific genres</p> <p>Ways that the author uses setting to establish tone</p>	<p>3.1 6 G.7 3.1 6 G.12 3.1 6 G.17</p>	<p>Mini Lesson on setting- Time, place and environment, time atmosphere</p> <p>To align with content of “The Circuit” read the story “ Cesar Chavez” in Jamestown Reader book <u>Heroes</u></p> <p>Students recognize and visualize setting</p> <p>Responding to Literature based open-ended questions</p>	<p>McDougal- Littell selection quizzes and comprehension assessments</p> <p>Open-Ended responses</p>	<p>McDougal-Littell audio library</p> <p>McDougal-Littell – Unit II Resource Book pg. 46 – Visualizing Setting</p> <p>McDougal-Littell – Short Story “Nadia the Willful” (audio library)</p> <p>Teacher-created scoring rubric or NJASK Open-ended Response Rubric</p>
<p>Theme – Understand theme is author’s message</p> <p>Analyze recurring themes in literature</p>	<p>3.1 6 G.4 3.1 6 G.7 3.1 6 G.9 3.1 6 G.12 3.1 6 G.16</p>	<p>Mini Lesson -How to determine theme and extend the theme beyond one word Ex: What is the author saying about friendship rather than simply friendship as a theme</p> <p>Discussion and/or journal entry – Apply understanding of theme to another short story or novel.</p> <p>Mini-lesson – How inferencing and theme are connected, stated and implied theme, connecting theme to own life, how author develops theme</p>	<p>McDougal- Littell selection quizzes and comprehension assessments</p>	<p>McDougal-Littell – Unit I Resource Book – Understanding Theme – pg. 33</p> <p>McDougal-Littell – Literary Analysis Transparency Book – pg. 7 theme</p>

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<b>Grade 6- Literary Elements-Courage</b>				
<b>Knowledge/Skills/ Understandings (Objectives)</b>	<b>Standards &amp; Indicators</b>	<b>Learning Experiences</b>	<b>Interim Assessments</b>	<b>Resources</b>
		Responding to Literature based open-ended questions	Open-ended responses	Teacher-created scoring rubric or NJASK Open-ended Response Rubric
Analyze how figurative language enhances the author's writing and the reader's enjoyment	3.1 6 G.13 3. 6 G.14	Recognize types of figurative language  Students use figurative language in own writing	Student writing	McDougal-Littell_– poetry "I'm Nobody Who Are You?" "It seems I Test People", "Growing Pains" Text book pages 192-200

**Unit Assessment:**

Open-Ended Responses to questions on Literary Elements

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**Grade 6 Unit: Courage (Literary Element-writing)**

**Overarching Essential Question(s):** How do good writers draft in a specific genre? How does process shape the product?

**Topical Essential Question(s):** How do writers use literary elements in creating an effective short story?

**Understandings (Big Ideas):** Good writers use a repertoire of strategies that enable them to vary form and style, in order to write for different purposes, audiences and context.

Grade 6- Literary Elements-Writing				
Knowledge/Skills/Understandings (Objectives)	Standards & Indicators	Learning Experiences	Interim Assessments	Resources
<b>Students will know and be able to:</b>				
Demonstrate understanding of the parts of speech	3.2 6 C.1 3.2 6 C.2 3.2 6 C.3	Mini-lessons for grammar, mechanics, and usage	Teacher made quizzes/tests	McDougal-Littell: <i>Grammar/Usage/Mechanics</i> book
Distinguish between fragments, run-ons, and complete sentences and apply knowledge in writing	3.2 6 C.4 3.2 6 C.5 3.2 6 A.7 3.2 6 C.8 3.2 6 C.9	Students edit specific writing passages and journal entries for mechanics, punctuation, etc.		Editing checklists
Locate subject and predicate in a sentence	3.2 6 A.10 3.2 6 A.11	Use daily edits as a springboard for mini-lessons and grammar focus	Daily edits	<i>The Write Source</i> (daily edits, skills book, and student reference book)
Distinguish between coordinating and subordinating conjunctions	3.1 6 F.4 3.1 6 F.5	Students rewrite drafts of pieces with attention to sentence structure and variety and word choice	Drafts of writing	<i>Write Source</i> Reference book pages: Developing sentences pg. 500-511; Parts of Speech pg. 470-485, 496-498, 702-748
Distinguish between plural and possessive nouns and abstract/concrete nouns		Students self and peer edit		<i>Write Source</i> pg. 343-352

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<b>Grade 6- Literary Elements-Writing</b>				
<b>Knowledge/Skills/ Understandings (Objectives)</b>	<b>Standards &amp; Indicators</b>	<b>Learning Experiences</b>	<b>Interim Assessments</b>	<b>Resources</b>
<p>Demonstrate consistency of verb tense in writing</p> <p>Locate action/linking/helping verbs in sentence</p> <p>Comprehend and apply writing the use of adjectives and their different forms (comparative, indefinite, demonstrative, etc.)</p> <p>Correctly punctuate dialogue with quotation mark</p>				<p>Writing appendix, dictionary, internet/software resources</p> <p>Vocabulary and Spelling book</p>
<p>Analyze a piece of literature (in writing)</p> <p>Interpret and relate meaningful quotes to town lives</p>	<p>3.1 6 G.1 3.1 6 G.2 3.1 6 G. 8 3.1 6 G.16 3.2 6 D.11</p>	<p>Students choose quote to analyze in a written response</p> <p>Students choose a particular story element and explain its effect on the story</p> <p>Have students explain how the author used the elements of the short story to have an effect on the reader</p>	<p>Students' responses</p>	<p>Various Quotations</p> <p>Rubric to assess Quotation writing- Teacher-made or NJASK Writing Rubric</p>
<p>Respond critically to literature</p>	<p>3.1.6.G.1 3.1.6.G.2 3.2 D.1 3.2 6 D.4</p>	<p>Students complete notebook entries on literary elements (descriptive paragraphs)</p> <p>Students write open-ended responses to literature</p>	<p>Students' Responses</p>	<p>Responding to literature pg. 283-300</p>



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<b>Grade 6- Literary Elements-Writing</b>				
<b>Knowledge/Skills/ Understandings (Objectives)</b>	<b>Standards &amp; Indicators</b>	<b>Learning Experiences</b>	<b>Interim Assessments</b>	<b>Resources</b>
		Students write book reviews		
Develop a short story using all of the literary elements  Incorporate figurative language in writing short stories	3.1.6.G.12 3.1.6.G.13 3.1.6.G.16 3.2.6.A.2 3.2.6.A.3 3.2.6.A.4 3.2.6.A.5 3.2.6.A.6 3.2.6.A.7	Use models of short stories – Analyze elements and brainstorm ideas effective element of story  Mini-lessons which focus on the development of literary elements for writing short stories  Writer’s Notebook Entries (embarrassing moments, memories, quick writes, free writes, etc.)  Writer’s Notebook – brainstorm ideas for elements of a story in notebook Write story prior to reading stories – Rewrite story after reading short stories  Writer’s Notebook – brainstorm ideas for elements of a story in notebook Write story prior to reading stories – Rewrite story after reading short stories  Rewrite published stories changing specific literary element Ex. Change setting of story	Writer’s notebook entries – draft, etc          Rewritten stories	Various Mentor Texts for Short Stories   <i>Write Source</i> Reference book  Writer’s Notebooks  Writing short stories pg. 343-352  McDougal-Littell: “Who’s the New Kid?” pg. 11  McDougal-Littell: Unit One Resource Book (pg. 11)  McDougal-Littell Unit Four Resource Book pg. 68-72
Engage in the writing process to produce a personal narrative	3.2.6.A.4 3.2.6.A.5 3.2.6.A.6 3.2.6.A.7 3.2.6.A.8	Teacher models how to use figurative language  Mini-Lessons on literary elements- Incorporate from stories read		

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<b>Grade 6- Literary Elements-Writing</b>				
<b>Knowledge/Skills/ Understandings (Objectives)</b>	<b>Standards &amp; Indicators</b>	<b>Learning Experiences</b>	<b>Interim Assessments</b>	<b>Resources</b>
	3.2 6 A.9 3.2 6 A.1 3.2 6 A.13 3.2 6 B.1 3.2 6 B.4 3.2 6 B.6 3.2 6 B.7 3.2 6 B.10 3.2 6 C.1 3.2 6 C.2 3.2 6 C.3 3.2 6 C.4 3.2 6 C.5 3.2 6 C.8 3.2 6 C.10 3.2 6 D.5 3.2 6 D.6 3.2 6 D.10 3.2 6 D.14 3.2 6 D.15  3.3 6A.3 3.36 A.7 3.4 6 A.1 3.4 6 A.2 3.4 6 A.3 3.4 6 B.3	Diagram stories – story map plot outline  Develop each element of short story  Students draft short stories  Mini lessons on specific revision needs- characteristics of personal narrative, word choice, sentence structure  Edit for punctuation  Students engage in peer and teacher conferences to revise and edit pieces  Students use rubrics to provide feedback to peers  Students use rubrics to assess piece  Author’s share – include portfolio of work	Completed story maps/outlines   Assess various stages of the writing process  Drafts of story   Feedback from conferences   Rubric scores and feedback	*6+1 Traits Of Writing- Culham  Organizers    Revision and Editing Checklists Rubrics for short stories  Writing Portfolios
Use cursive writing to align with district standards	3.2.6.C.10	Rewrite heading, daily edits, and journal responses in cursive	Sample of cursive writing	Handwriting Guidelines- See Appendix

**Unit Assessment:**

Short Story

**Flemington-Raritan Regional School District  
Grades 6-8 Language Art/Literacy Curriculum**

**Grade 6 Unit: Reality: The Real World (Non-Fiction Reading)**

**Overarching Essential Question(s):** How do readers construct meaning from text?

**Topical Essential Question(s):** How does non-fiction differ from fiction?

How do students use the features of non-fiction text to construct meaning?

**Understandings (Big Ideas):** Understanding a text’s features, structures and characteristics to facilitate the reader’s ability to make meaning of the text.

Good readers employ strategies to help them understand text. Strategic readers can develop, select, and apply strategies to enhance their comprehension.

Good readers compare, infer, synthesize, and make connections (text to text, text to self, text to world) to make text personally useful and relevant.

Researchers gather and critique information from different sources for specific purposes.

Grade 6- Non-Fiction Reading				
Knowledge/Skills/ Understandings (Objectives)	Standards & Indicators	Learning Experiences	Interim Assessments	Resources
<b>MEMOIR</b>				
<b>Students will know and be able to:</b>  Recognize language and features of a personal memoir  Students will analyze the elements of a personal memoir	3.1 6.D.1 3.1.6 D.3 3.1 6 D.4 3.1.6 E.1 3.1.6 E.2 3.1.6 E.4 3.1.6 E.5 3.1.6 F.2 3.1.6 G.1 3.1.6 G.4 3.1.6 G.5 3.1.6 G.9 3.1.6 G.10 3.1.6 G.11 3.1.6 H.1	Analyze models of memoir  Reader’s/Writer’s Notebook - Gathering Ideas for memoirs  Mini Lessons- ideas for memoirs  Students write reading response and writing journal entries	McDougal-Littell Selection Quizzes  Readers’/Writers’ notebook entries	“The Jacket” pg. 418 (memoir)  McDougal-Littell Unit 3 Resource Book: pg. 62,63; Reading & Critical Thinking Transparencies pg. 8 “Oh, Broom Get to Work” pg. 275 (memoir): Literary Analysis Transparencies pg. 22  McDougal-Littell Literary Analysis Transparencies p

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<b>Grade 6- Non-Fiction Reading</b>				
<b>Knowledge/Skills/ Understandings (Objectives)</b>	<b>Standards &amp; Indicators</b>	<b>Learning Experiences</b>	<b>Interim Assessments</b>	<b>Resources</b>
Analyze characteristics of writer's voice and purpose	3.1.6 H.4	Explain how writer's voice created an effect on the writing and the reader  Students complete open-ended responses	Open-Ended responses	14  Open-Ended Response rubric- NJASK 4 Point Rubric
Examine specific word choices (specific nouns, vivid verbs, appropriate modifiers) and use effectively in own writing		Students revise writing pieces for specific word choice  See Writing: Personal Memoirs. Unit	Revised drafts of writing	<i>6+1 Traits of Writing</i> - Culham
Consider the effectiveness in using figurative language and imagery  Recognize how sensory details contribute to the author's intended purpose	3.1 6 G.13  3.2 6 A.6 3.1 6 G.13	Identification of imagery, similes, and humor –Post-It Strategy  Employ figurative language in own writing  Explain how author's use of figurative language affected reader  Students explain Helen Keller's use of sensory details "Story of My Life"	Students' writing	<i>The Write Genre</i>   Helen Keller- Story of My Life
Contrast different points of view	3.1 6 H.7	Students read examples of a piece from different points of view and explain how each point of view  Students write journal entries from character's point of view	Journal entries	Reading and Critical Thinking Transparencies pg. 25

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<b>Grade 6- Non-Fiction Reading</b>				
<b>Knowledge/Skills/ Understandings (Objectives)</b>	<b>Standards &amp; Indicators</b>	<b>Learning Experiences</b>	<b>Interim Assessments</b>	<b>Resources</b>
<b>NON-FICTION</b>				
Recognize the types of non-fiction of many sources of information Biography Autobiography Non-fiction Articles – Web And print	3.1 6 G.2 3.1 6 G.11 3.1 6 G.8 3.1 6 H.2 3.1 6 H.3 3.1 6 H.7 3.2 6 B.1 3.2 6 D.4 3.2 6 D.11	Students read and analyze models of Autobiography and biography –  Students analyze the features of each non-fiction genre  Reading Response Journal Entries – Focus on specific elements of non-fiction	Venn diagram for sources of information   Response journal entries	“Matthew Henson at the Top of the World”* pg. 101  (biography): Literary Analysis Transparencies pg. 10;  McDougal-Littell Unit One Resource Book pg. 48-49 Ind. Reading Books
		Students find the main idea in paragraphs and in larger non-fiction pieces  Mini Lessons on main idea and supporting details  Students use graphic organizers to keep track of information  Create a Venn diagram comparing and contrasting a fiction and non-fiction text.	Summary of a non-fiction article   Completed organizers  Jamestown Readers – critical thinking assessments	The Story of My Life”* pg. 381 (Autobiography):  McDougal-Littell Literary Analysis Transparencies pg. 11;  McDougal-Littell Unit Three Resource Book pg. 41-42  Jamestown Readers
Distinguish between web and print  Analyze the credibility of sources  Compare two sources on a	3.1 6 A.3 3.1 6 E.1 3.1 6 E.4 3.1 6 G.1 3.1 6 G.2 3.1 6 G.3 3.1 6 G.11	Students read web and print articles and compare format, organization, content  Students analyze the credibility of sources of articles  Students search web-based resources	Open-ended informative response on Internet research	McDougal-Littell Anthology Academic Reading (section in back of book) pg. R116-R144  “Your Family’s History Will come Alive” pg. 260

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<b>Grade 6- Non-Fiction Reading</b>				
<b>Knowledge/Skills/ Understandings (Objectives)</b>	<b>Standards &amp; Indicators</b>	<b>Learning Experiences</b>	<b>Interim Assessments</b>	<b>Resources</b>
specific theme	3.1 G H.2  3.1 6 H.3 3.1 6 H.5 3.1 6 H.7 3.2 6 D.7	(media specialist)  Students read a few articles/texts on a specific theme and compare the ways the sources treat the theme  Students create a Venn Diagram comparing/contrasting web and print articles  Use the Internet to locate and study non-fiction topic related to reading. For example Yellowstone National park and McDougal-Littell “Summer of Fire”	Venn Diagram	(Web article):  McDougal-Littell Unit Two Resource Book pg. 41-42;  M cDougal-Littell Writing Transparencies pg. 47-48  “Summer of Fires”* (informative non-fiction) pg. 114  Internet Sources
Understand the differences between primary and secondary sources  Distinguish fact from opinion	3.1.H.2 3.1.H.3 3.1.H.4 3.1.H.7 3.5.A.3 3.5.A.7 3.5.A.8 3.5.B.1 3.5.B.2 3.5.B.6 3.5.B.7 3.5.C.2	Mini Lesson- Characteristics of primary and secondary sources  Students use both primary and secondary sources in short research piece Students take notes on primary and secondary sources  Student s find implied main ideas in sources that they read	Summaries of texts	McDougal-Littell Unit One Resource book pg. 55-57  McDougal-Littell Reading and Critical Thinking Transparencies pg. 6  McDougal-Littell Writing Transparencie pg. 35 and 51
Understand and identify chronological order.		Students create a chronological timeline for events in a non-fiction text	Timelines	
Classify structural features of non-fiction and use features to locate information.	3.1 6 A.1 3.1 6 A.2 3.1 6 A.3	Mini Lesson- Features of nonfiction text		Jamestown Readers

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<b>Grade 6- Non-Fiction Reading</b>				
<b>Knowledge/Skills/ Understandings (Objectives)</b>	<b>Standards &amp; Indicators</b>	<b>Learning Experiences</b>	<b>Interim Assessments</b>	<b>Resources</b>
Distinguish between retelling and summarizing, and summarizing a non-fiction text.	3.2 6 A.1 3.2 5 B.5	Students write a summary of a non-fiction text.	Summaries	Rubric for scoring summary

*\*Also Available in McDougal-Littell "The Interactive Reader"*

**Unit Assessment:**

Open-Ended Responses

**Flemington-Raritan Regional School District  
Grades 6-8 Language Art/Literacy Curriculum**

**Unit: Reality: The Real World (Non-Fiction Writing)**

**Overarching Essential Question(s):** How do good writers draft in a specific genre?

**Topical Essential Question(s):** How do writers use authentic works to gain information and apply this new know in their own writing?  
How do students use their real world experiences to express themselves in their writing?

**Understandings (Big Ideas):** Good writers use a repertoire of strategies that enable them to vary form and style, in order to write for different purposes, audiences and context.

Grade 6 Non-Fiction Writing				
Knowledge/Skills/ Understandings (Objectives)	Standards & Indicators	Learning Experiences	Interim Assessments	Resources
<b>GRAMMAR</b>				
Compose complex and compound sentences to add variety and interest to writing	3.2 6.C.1 3.2.6C.2 3.2.6C.3 3.2.6C.4	Students complete Daily edit, Skills Book, Practice worksheets on grammar and sentence structure skills	Teacher made quiz Journal Writing Piece	McDougal-Littell: Grammar/Usage/Mechanics Book
Distinguish between coordinating and subordinating conjunctions and use in writing	3.2.C.5 3.2.6C.6 3.2.6C.7 3.2.6C.8	Use journal/notebook entries to edit for specific grammar/usage/sentence structure skills	Random evaluation of daily edit	McDougal-Littell: Vocabulary and Spelling Book
Combine simple sentences to make writing more interesting and effective	3.2.6C.9 3.2.6C.10 3.2 6 A. 8 3.2 6A.9 3.2 6A.11 3.2 6A.12	Edit own/peer's writing for grammar and usage  Use Skills correctly in writing		<i>Write Source</i> Reference book pages: Parts of Speech pg. 486-489, 508-509  <i>Write Source</i> Reference book pages: Dialogue pg. 556-557, 598-601  <i>The Write Source:</i> (Daily edits, Skills book, Student Reference Book)



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<b>Grade 6 Non-Fiction Writing</b>				
<b>Knowledge/Skills/ Understandings (Objectives)</b>	<b>Standards &amp; Indicators</b>	<b>Learning Experiences</b>	<b>Interim Assessments</b>	<b>Resources</b>
				Commas, semi-colons, colons pg. 582-597  Writing appendix, dictionary, internet/software resources
<b>WRITING</b>				
Examine the differences in fiction and non-fiction writing  Use a variety of strategies to organize writing, including sequence, chronologically, cause/effect, problem/solution, and order of importance  Write grade appropriate, multi-paragraph expository pieces across the curricula (i.e. Problem/solution, cause/effect, hypothesis/results, feature articles, critique, research reports)	3.2.6A.1 3.2.6A.3 3.2.6A.5 3.2.6A.7 3.2.6A.8 3.2.6A.9 3.2.6A.10 3.2.6A.11 3.2.6A.12 3.2.6A.13 3.2.6B.1 3.2.6B.2 3.2.6B.3 3.2.6B.4 3.2.6B.6 3.2.6B.7 3.2.6B.10 3.2.6D.1 3.2.6D.3 3.2.6D.4 3.2.6D.5 3.2.6D.6 3.2.6D.8 3.2.6D.11 3.2.6D.12	Students analyze the difference in fiction and nonfiction texts  Students analyze how nonfiction texts are organized and complete a variety of graphic organizers for specific text structures for writing Ex: cause/effect, problem/solution, chronological order, order of importance, etc.  Students write open-ended responses and specific prompts for a variety of purposes Ex: explanatory, persuasive  Mini Lessons on transitions for each organizational structure  Students write essays in content-area and language arts classes on specific topics	Completed organizers          Open-ended Responses and Tasks          Content-area essays	Mentor Texts for fiction and nonfiction  NJ ASK persuasive writing prompts  NJASK Explanatory Writing Prompts  NJASK Writing Rubric (6 point)  NJASK Open-Ended Response Rubric (4 Points)     <i>Social Studies and Science Essays</i>  <i>Math open-ended questions</i>

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<b>Grade 6 Non-Fiction Writing</b>				
<b>Knowledge/Skills/ Understandings (Objectives)</b>	<b>Standards &amp; Indicators</b>	<b>Learning Experiences</b>	<b>Interim Assessments</b>	<b>Resources</b>
	3.2 6 D.14 3.2.6D.14 3.2.6D.15			
		Feature stories: researching a topic of their choice (citations)	Rubric for expository pieces	See selected personal memoirs in the reading sections)
Evaluate personal experiences to compose an original memoir	3.1.6 G.1 3.1.6 G.4 3.1 6 .G.7 3.2 6 B.4 3.2 6 D.5 3.2 6 D.6	Students use Writer's Notebook Entries (free writes, quick writes, etc.) to gather ideas for memoirs  Students use writing process to produce memoirs		Rubric for memoir
Write effectively in the following genres: Business Letter- Letter to the Editor Compare/Contrast- Print and online newspaper articles	3.2 6 D.1 3.2 6 D. 2 3.2 6 D.8 3.2 6 D.9 3.2 6 D.14 3.5 6 A.6 3.5 6 A.8 3.5 6 B.2 3.5 6 B.6 3.5 6 B.7 3.5 6 C.1	Mini-Lessons- Characteristics of business letters and compare/contrast writing  Prewriting- Teacher models and students complete appropriate graphic organizers  Students choose an issue or problem and write a business letter to the editor on topic  Students read two article on similar topic and write compare/contrast essay	Completed Organizers  Business Letters  Drafts of essays	Compare/contrast – McDougal-Littell – Unit 4, pg. 65  <i>Write Source</i> – pg. 537  Rubric for Business Letter  Rubric for Compare/Contrast Essay

**Flemington-Raritan Regional School District  
Grades 6-8 Language Art/Literacy Curriculum**

<b>Grade 6 Non-Fiction Writing</b>				
<b>Knowledge/Skills/ Understandings (Objectives)</b>	<b>Standards &amp; Indicators</b>	<b>Learning Experiences</b>	<b>Interim Assessments</b>	<b>Resources</b>
Gather information from a variety of print and web sources and write a research article/presentation	3.1 6 H. 1 3.1 6 H.2 3.1 6 H.3 3.1 6 H.4 3.1 6 H.5 3.1 6 H.6 3.2 6 B.8 3.2 6 D.7	<p>Students ask a question or choose a topic for research</p> <p>Students research topic using print and web sources and databases (media specialist lessons)</p> <p>Students evaluate websites for credibility and usefulness</p> <p>Teach and model paraphrasing</p> <p>Model parenthetical documentation</p> <p>Model how to use different “levels” of graphic organizers (i.e. – web outline)</p> <p>Model how to cite sources within a paper and construct a works cited page</p> <p>Students cite sources and construct works cited page with appropriate guidance</p> <p>Students develop way to present research- research product</p> <p>Students use rubric to evaluate research product</p>	<p>Website evaluations</p> <p>Completed organizers</p> <p>Drafts of research product</p>	<p>Research <i>Write Source</i> pg 363-415</p> <p>Primary and Secondary Write source</p> <p>Presentations pg 423-428</p> <p>McDougal-Littell Unit 5 – Resource book pg 79-87</p> <p>Research Ideas</p> <p><b><i>Library Skills- Media Specialist</i></b></p> <p>Teacher-Created rubric for research products</p>

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<b>Grade 6 Non-Fiction Writing</b>				
<b>Knowledge/Skills/ Understandings (Objectives)</b>	<b>Standards &amp; Indicators</b>	<b>Learning Experiences</b>	<b>Interim Assessments</b>	<b>Resources</b>
Engage in the writing process to produce nonfiction pieces- Memoir, business letter, compare/contrast essay, research product	3.2 6 A.4 3.2 6 A.5 3.2 6 A.6 3.2 6 A.7 3.2 6 A.8 3.2 6 A.9 3.2 6 A.1 3.2 6 A.10 3.2 6 A.11 3.2 6 A.12 3.2 6 A.13 3.2 6 B.1 3.2 6 B.4 3.2 6 B.6 3.2 6 B.7 3.2 6 B.10 3.2 6 C.1 3.2 6 C.2 3.2 6 C.3 3.2 6 C.4 3.2 6 C.5 3.2 6 C.8 3.2 6 C.10 3.2 6 D.5 3.2 6 D.6 3.2 6 D.10 3.2 6 D.14 3.2 6 D.15 3.3 6A.3 3.36 A.7 3.4 6 A.1 3.4 6 A.	Mini-Lessons on each genre- Incorporate examples from mentor texts/models  Diagram writing pieces –graphic organizer  Students draft pieces  Mini lessons on specific revision needs- characteristics of nonfiction writing , word choice, sentence structure  Edit for punctuation  Students engage in peer and teacher conferences to revise and edit pieces         Students use rubrics to provide feedback to peers  Students use rubrics to assess piece  Author’s share – include portfolio of work	   Completed story maps/outlines   Assess various stages of the writing process  Drafts of writing      Feedback from conferences      Rubric scores and feedback	<i>*6+1 Traits Of Writing- Culham</i>  Organizers  Revision and Editing Checklists Resources – print and web- based for revision and editing  Rubrics for nonfiction pieces- Memoir, Business Letter, Compare/Contrast, <b><i>Research Product-May be in Content Area</i></b>  Writing Portfolios

**Flemington-Raritan Regional School District  
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**Unit Assessment:**

Research Product

Memoir

Business Letter

Compare/Contrast Essay

**Flemington-Raritan Regional School District  
Grades 6-8 Language Art/Literacy Curriculum**

**Grade 6 Unit: Newspaper**

**Overarching Essential Question(s):** How do readers construct meaning from text?

**Topical Essential Question(s):** How does fact differ from opinion? How do students use the features of the newspaper text to construct meaning?

**Understandings (Big Ideas):** Good readers compare, infer, synthesize and make connections to make text personally relevant and useful.  
Good writers use a repertoire of strategies that enable them to vary form and style, in order to write for different purposes, contexts, and audiences.

<b>Grade 6-Newspaper</b>				
<b>Knowledge/Skills/ Understandings (Objectives)</b>	<b>Standards &amp; Indicators</b>	<b>Learning Experiences</b>	<b>Interim Assessments</b>	<b>Resources</b>
Examine and navigate the newspaper	3.1.6.A.2	Students identify newspaper features/vocabulary from the front page of a newspaper	Teacher made quizzes	McDougal-Littell: “A 9,500 Year Old Summer Home” (newspaper article) pg. 714
Survey sections and features of the newspaper and understand their respective functions	3.1.6.A.3	Students explain functions of the newspaper		McDougal-Littell: pg. 60-61
Compare, contrast, analyze local, state, national, and international news		Students locate local, state, national, and international news stories from a newspaper and explaining why they are representative of that particular category.	Students’ explanations of each category of news story	Newspaper articles in each category  <i>Current Events in Social Studies</i>

**Flemington-Raritan Regional School District  
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<b>Grade 6-Newspaper</b>				
<b>Knowledge/Skills/ Understandings (Objectives)</b>	<b>Standards &amp; Indicators</b>	<b>Learning Experiences</b>	<b>Interim Assessments</b>	<b>Resources</b>
<p>Recognize and make use of the inverted pyramid style of writing, specifically the 5W's and H</p> <p>Understand the purpose of a news article's inverted pyramid structure</p>	<p>3.1.6.E.6 3.1.6.E.3 3.2.6.C.1 3.2.6.C.2 3.2.6.C.3 3.2.6.C.4 3.2.6.C.8 3.2.6.C.9 3.2.6.D.1 3.2.6.D.10 3.2.6.A.1 3.2.6.A.2 3.2.6.A.3 3.2.6.A.7 3.2.6.A.8 3.2.6.A.9 3.2.6.A.15 3.2.6.B.1 3.2.6.B.2</p>	<p>Students read newspaper articles and identify the "who, what, where, why and how" information within the articles.</p> <p>Students write a newspaper article using the inverted pyramid format.</p>	<p>Drafts of articles</p>	<p>Teacher handouts</p>
Identify and apply newspaper terms/vocabulary	3.1.6.F.2	Students define newspaper terms	Definitions	
Analyze and editorial and understand its purpose	<p>3.1.6.G.1 3.1.6.G.2 3.1.6.G.5 3.1.6.G.8 3.1.6.G.11</p>	<p>Students distinguish between editorials and news articles</p> <p>Students read opinion section: editorials, letters to the editor and political cartoons</p> <p>Students write a letter to the editor</p>	<p>Drafts of letters</p>	<p>Business Letter to Editor Assignment</p>

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<b>Grade 6-Newspaper</b>				
<b>Knowledge/Skills/ Understandings (Objectives)</b>	<b>Standards &amp; Indicators</b>	<b>Learning Experiences</b>	<b>Interim Assessments</b>	<b>Resources</b>
Compare and contrast various forms of media	3.5.6.A.6 3.5.6.A.7 3.5.6.A.8 3.5.6.B.1 3.5.6.B.2 3.5.6.B.7 3.5.6.C.4	Internet-based activity: Students compare and contrast newsprint vs. online Venn diagram/T-chart and/or compare/contrast essay.	Completed organizers and/or essay	<i>Online Newspaper</i>

**Unit Assessment:**

Write Editorial and News Story



**Flemington-Raritan Regional School District  
Grades 6-8 Language Art/Literacy Curriculum**

**Unit: Literature Study/Literature Circles**

**Overarching Essential Question(s):** How can discussion of literature enhance and expand my perspective and understanding of literature?

What additional perspectives can I gain through discussion of literature?

**Topical Essential Question(s):** How can my responses to literature enhance my understanding and those of the group?

What do good readers do to understand text?

How do readers construct meaning from text?

**Understandings (Big Ideas):** Good readers compare, infer, synthesize, and make connections to make text personally relevant and useful.

Discussion of literature can enhance understanding and comprehension.

Grade 6- Literature Study/Literature Circles				
Knowledge/Skills/ Understandings (Objectives)	Standards & Indicators	Learning Experiences	Interim Assessments	Resources
<b>Students will know and be able to:</b>  Choose appropriate books using text level and interest	3.1 6A.1 3.1 6 A.2 3.1 6 E.1 3.1 6 E.2	Teacher introduces and “book talks” a variety of books Students preview books and choose 2-3 they want to read	Teacher observes students’ behaviors as they choose books	Various books for the grade level- See Appendix for specific titles

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<b>Grade 6- Literature Study/Literature Circles</b>				
<b>Knowledge/Skills/ Understandings (Objectives)</b>	<b>Standards &amp; Indicators</b>	<b>Learning Experiences</b>	<b>Interim Assessments</b>	<b>Resources</b>
Read appropriate texts with fluency and comprehension  Make connections and predictions as they read	3.1 6 E.3 3.1 6 D.1 3.1 6 D.3 3.1 6 D.4  3.1 6 E.1 3.1 6 E.4	Students are grouped according to their choice of book  Students plan their reading assignments	Rubrics for student/teachers to assess discussion quality	McDougal-Littell – Teacher Resources and Reading Toolkit Planning Sheets/Record keeping sheets for Literature circles
Compare, infer, synthesize and make connections to make text personally relevant and useful  Compare and analyze several authors' perspective on theme, literary elements  Read critically to analyze text elements	3.1 7G.9 3.1 7 G.2 3.1 7 G.4  3.1 6 G.1 3.1 6 G. 2 3.1 6 G.4 3.1 6 G.7 3.1 6 G.10 3.1 6 G.12 3.1 6 G.16 3.1 6 G. 14  3.1 6 G.14 3.1 6 G.16 3.1 6 G.17	Students read independently and discuss the reading in the groups Student assignments for the reading may include the following: Discussion Questions/QAR's Story Maps/Graphic Organizers  Journal Responses Student-generated questions	Completed organizers  Journal Responses and Rubric for journal responses  Open-Ended Responses and Rubric for open-ended questions	QAR Sheets Harvey Daniels- <i>Voice and Choice in Student-Centered Literature Circles</i> Fountas & Pinnell- <i>Guiding Readers and Writers Grades 3-6</i> - Chapter 14- Theory for teacher & Chapter 15- Ways to set-up and evaluate literature groups

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<b>Grade 6- Literature Study/Literature Circles</b>				
<b>Knowledge/Skills/ Understandings (Objectives)</b>	<b>Standards &amp; Indicators</b>	<b>Learning Experiences</b>	<b>Interim Assessments</b>	<b>Resources</b>
		Responses to open-ended questions		
Interpret text through journals, writing, discussion and enactment	3.1 6 G.17 3.2 6 B. 5	Discussion Roles- Artful artist, discussion director, word wizard, etc.	Completed activities	Literature Circle Role Sheets
Develop vocabulary through context	3.1 6 F.2 3.1 6 F.3 3.1 6 F.4 3.1 6 F.5	Students complete vocabulary activities such as context clue charts, definitions, etc.	Vocabulary Sheets/Quiz	
Actively and appropriately participate in small group/whole class discussions  Listen and speak in small group/whole class appropriately  Evaluate the effectiveness of the group/class  Respond appropriately and provide feedback to others	3.3 6A.1 3.3 6 A.2 3.3 3 A.3 3.3 6 A.4 3.3. 6 A.5 3.3. 6 B.1 3.3. 6 B.3 3.3 6 C.3 3.3 6 D. 4 3.3 6 D.6 3.4 6 A.1 3.4 6 A.2 3.4 6 A.3 3.4 6 A.5 3.4 6B.1 3.4 6 B.2 3.4 6 B.3 3.4 6 B.4	Students discuss the texts using roles, questions, etc.  Students respond appropriately to each other in discussion  Students participate in Socratic Seminar	Rubric for evaluating group participation and function  Socratic Seminar responses	Teacher-Student created rubric  Socratic Seminar Guidelines

**Assessment:**

- Literature Response/Project

**Flemington-Raritan Regional School District  
Grades 6-8 Language Art/Literacy Curriculum**

**Grade 6 Unit: Growth and Change (Persuasive Writing)**

**Overarching Essential Question(s):** Why does a writer choose a particular form of writing?

**Topical Essential Question(s):** What are the characteristics of effective persuasive writing?

**Understandings (Big Ideas):** Good writers use a repertoire of strategies that enable them to vary form and style, in order to write for different purposes and audiences.

Grade 6 Persuasive Writing				
Knowledge/Skills/ Understandings (Objectives)	Standards & Indicators	Learning Experiences	Interim Assessments	Resources
<b>GRAMMAR</b>				
<b>Students will know and be able to:</b>				
Apply to writing adverbs by type, degree, manner, comparative, conjunctive	3.26.C.1 3.26.C.2 3.26.C.3 3.26.C.4	Students complete daily edits  Students complete practice book worksheets	Test on identifying parts of grammar	Student Reference book pages: Parts of Speech pg. 224-281, 474-497, 602-603, 706-714, 746-747
Apply to writing the use of prepositional phrases	3.26.C.8 3.26.C.9	Guides lessons from reference book	Teacher made quizzes	<i>The Write Source:</i> Daily Edit, Practice Book and Student Reference Book
Apply to writing the use of interjections		Students revisit writing to apply newly acquired skills (mechanics, usage, and grammar)	Take a journal entry and identify parts of speech	McDougal-Littell-Grammar, Usage and Mechanics workbook
Apply to writing the use of pronouns				
Distinguish when it is appropriate to use italics or underlining in writing				

**Flemington-Raritan Regional School District  
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<b>Grade 6 Persuasive Writing</b>				
<b>Knowledge/Skills/ Understandings (Objectives)</b>	<b>Standards &amp; Indicators</b>	<b>Learning Experiences</b>	<b>Interim Assessments</b>	<b>Resources</b>
<b>WRITING – Persuasive Essay</b>				
Form a thesis and support it with details and evidence.	3.2.6A.1 3.2.6A.3 3.2.6A.5 3.2.6A.6 3.2.6A.7 3.2.6A.8 3.2.6A.9 3.2.6A.10 3.2.6A.11 3.2.6A.12 3.2.6A.13	Teacher models how to form a thesis statement and support it  Students examine authentic persuasive writing to analyze the thesis statement and support  Mini Lessons- Writing a thesis statement, supporting a thesis statement using details, examples, anecdotes, statistics, word choice- persuasive techniques	Letter to editor or persuasive essay  Students can explain how the author supported the thesis statement and the kind of support employed	<i>6+1 Traits of Writing</i> - Culham  Authentic persuasive texts (essays, speeches, editorials, letters to the editor)
Distinguish between fact and opinion	3.1.6G.5 3.1.6G.8 3.1.6H.2 3.1.6H.5	Students read various persuasive pieces, identify fact from opinion, and analyze the effect of each in the piece	Student discussion of fact/opinion	
Continue to develop well structured sentences (include vary sentence beginnings)		Teacher provides explicit instruction about the complexity of sentences, including powerful beginning and segues, transitions, words, phrases and sentences – compound/complex sentences.	Students' drafts of writing	Writing appendix, dictionary, internet/software resources
Write well developed paragraphs with introduction, body and conclusion	3.2.6B.1 3.2.6B.2 3.2.6B.5 3.2.6B.6 3.2.6B.9 3.2.6B.10	Students list debatable topics (authentic writing)  Teacher models and students create a pro/con list	List of pros/cons	<i>The Write Source</i> : pg. 219-281

**Flemington-Raritan Regional School District  
Grades 6-8 Language Art/Literacy Curriculum**

<b>Grade 6 Persuasive Writing</b>				
<b>Knowledge/Skills/ Understandings (Objectives)</b>	<b>Standards &amp; Indicators</b>	<b>Learning Experiences</b>	<b>Interim Assessments</b>	<b>Resources</b>
		Mini Lessons- powerful leads, effective conclusions, ways to support statements (details, examples, anecdotes, statistics), transitions		
Add compositional risks to writing	3.2.6 C.1 3.2.6C.2 3.2.6C.3 3.2.6C.8 3.2.6C.10 3.2.6C.11 3.2.6C.12 3.2.6C.13 3.2.6C.14 3.2.6C.15	Students examine examples of compositional risks in authentic writing  Model compositional risks in authentic writing	Compositional risks in students' writing	<i>Thinking Through Genre – Latimer</i>  Models of compositional risks in authentic writing
Engage in the writing process to produce a persuasive piece	3.2 6 A.4 3.2 6 A.5 3.2 6 A.6 3.2 6 A.7 3.2 6 A.8 3.2 6 A.9 3.2 6 A.10 3.2 6 A.11 3.2 6 A.1 3.2 6 A.13 3.2 6 B.1 3.2 6 B.3 3.2 6 B.5 3.2 6 B.6 3.2 6 B.7 3.2 6 B.9 3.2 6 B.10 3.2 6 C.1	Using graphic organizers to frame opinion paper – T-charts, Lists  Mini lessons on specific revision needs- characteristics of persuasive piece-word choice, sentence structure, support, transitions  Students draft persuasive piece  Edit for punctuation  Students engage in peer and teacher conferences to revise and edit pieces  Students use rubrics to provide feedback to peers	Completed Organizers  Assess various stages of the writing process  Drafts of piece  Feedback from conferences  Rubric scores and feedback	Graphic Organizers  Persuasive Writing Assignments (business letter, prompts) ex: letters to principals, school, etc. <i>(Some essays may be in content areas)</i>  NJASK Rubric  Teacher-Created Rubric

**Flemington-Raritan Regional School District  
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<b>Grade 6 Persuasive Writing</b>				
<b>Knowledge/Skills/ Understandings (Objectives)</b>	<b>Standards &amp; Indicators</b>	<b>Learning Experiences</b>	<b>Interim Assessments</b>	<b>Resources</b>
	3.2 6 C.2 3.2 6 C.3 3.2 6 C.4 3.2 6 C.5 3.2 6 C.8 3.2 6 C.9 3.2 6 D.1 3.2 6 D.2 3.2 6 D.3 3.2 6 D.8 3.2 6 D.9 3.2 6 D.10 3.2 6 D.13 3.2 6 D.14 3.2 6 D.15 3.3 6A.3 3.36 A.7 3.4 6 A.1 3.4 6 A.2 3.4 6 A.3 3.4 6 B.3	Students use rubrics to assess piece  Author's share – include portfolio of work	NJ ASK Rubric  Students' essays or letters to editor	Writing Portfolios
Use cursive writing to align with district standards	3.2.6.C.10	Rewrite heading, daily edits, and journal responses in cursive	Sample of cursive writing	Handwriting Guidelines- See Appendix

**Unit Assessment:**

Timed Writing Prompt – Persuasive Prompt  
 Persuasive Final Essay

**Flemington-Raritan Regional School District  
Grades 6-8 Language Art/Literacy Curriculum**

**Grade 6 Unit: Science Fiction – Reading and Writing**

**Overarching Essential Question(s):** How do readers construct meaning from text?

**Topical Essential Question(s):** How do students use features of science fiction to construct meaning?

How does science fiction differ from other genres of fiction (realistic, historical, fantasy, mystery, etc.)

**Understandings (Big Ideas):** Good readers compare, infer, synthesize, and make connections (text to text, text to self, text to world) to make text personally useful and relevant.

Good readers employ strategies to help them understand text. Strategic readers can develop, select, and apply strategies to enhance their comprehension.

<b>Grade 6 Science Fiction Reading and Writing</b>				
<b>Knowledge/Skills/Understandings (Objectives)</b>	<b>Standards &amp; Indicators</b>	<b>Learning Experiences</b>	<b>Interim Assessments</b>	<b>Resources</b>
Examine characteristics of science fiction  To better understand a short story by identifying the purpose for reading	3.1.G.1 3.1.G.2 3.1.G.4  3.16.E.1 3.16.E.3 3.1.C.3 3.1.D.1 3.1.D.4 3.1.D.5 3.16.F.2 3.16.F.4	Students read science fiction stories and identify the elements of the genre in each  Students analyze the works of distinguished science fiction writers  Readers' Notebooks – Specific entries – science fiction	       Reader's Notebook entries	McDougal-Littell: "All Summer in a Day" pg. 209  McDougal-Littell: "The Fun They Had" pg. 574*  McDougal-Littell: "The Sandcastle" pg. 580
Identify setting as a key element to science fiction  Analyze the importance of setting to story	3.1 6 G.17	Mini-lesson – discuss the importance of setting for science fiction. Emphasize through discussion that setting is a key element in science fiction.	Selection quizzes – McDougal-Littell	McDougal-Littell related reading Poem: "Change" (pg. 215)  McDougal-Littell: Unit Four Resource Book



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<b>Grade 6 Science Fiction Reading and Writing</b>				
<b>Knowledge/Skills/ Understandings (Objectives)</b>	<b>Standards &amp; Indicators</b>	<b>Learning Experiences</b>	<b>Interim Assessments</b>	<b>Resources</b>
Make use of characterization techniques and reading strategies as apply to science fiction	3.1.G.7 3.1.G.12 3.1.G.16	Mini- lesson - Identify characterization techniques during reading using post-it strategy  Readers' Notebooks- Specific entries on use of character	Readers' Notebook entries	Reading appendix - TBD
Review figurative language as an effective literary technique in science fiction	3.1 6 C.2 3.1 6 C.3 3.1 6 E.5 3.1 6 G.2 3.1 6 G.13 3.1 6 G.18	Students view movie version of "All Summer in a Day" and compare to student's own visualization of the written text  Students compare and contrast the effect of the film vs. text version of the story	Comparisons	McDougal Littell: "Literature in Performance" video  McDougal-Littell Audio Library
Compare and contrast two short stories	3.16.E.6 3.1.6H.7 3.5 6 A.4 3.5 6 B.6 3.2 6 D.11	Create Venn diagram to compare and contrast stories (use Venn diagram, T-charts, time lines as graphic organizer for writing piece)  Students complete open-ended questions that focus on comparison and contrast	Venn Diagrams or other organizers  Open-ended questions	Venn Diagram  Graphic Organizers  NJ ASK Rubric- 4 Point Rubric
Engage in the writing process to a compare/contrast essay	3.2 6 A.1 3.2 6 A.4 3.2 6 A.5 3.2 6 A.6 3.2 6 A.7 3.2 6 A.8 3.2 6 A.9 3.2 6 A.10 3.2 6 A.11	Mini-Lessons on stating comparison/contrast, supporting details, examples, transitions, word choice  Organize writing piece using graphic organizer  Students draft pieces	Completed organizers  Assess various stages	<i>*6+1 Traits Of Writing-</i> Culham  Graphic Organizers

**Flemington-Raritan Regional School District  
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<b>Grade 6 Science Fiction Reading and Writing</b>				
<b>Knowledge/Skills/ Understandings (Objectives)</b>	<b>Standards &amp; Indicators</b>	<b>Learning Experiences</b>	<b>Interim Assessments</b>	<b>Resources</b>
	3.2 6 A.12 3.2 6 A.13 3.2 6 B.1 3.2 6 B.3 3.2 6 B.5 3.2 6 B.6 3.2 6 B.7 3.2 6 B.9 3.2 6 B.10 3.2 6 C.1 3.2 6 C.2 3.2 6 C.3 3.2 6 C.4 3.2 6 C.5 3.2 6 C.7 3.2 6 C.9 3.2 6 C.8 3.2 6 C.10 3.2 6 D.1 3.2 6 D.2 3.2 6 D.3 3.2 6 D.10 3.2 6 D.14 3.2 6 D.15 3.3 6A.3 3.36 A.7 3.4 6 A.1 3.4 6 A.2 3.4 6 A.3	Mini lessons on specific revision needs-characteristics of nonfiction writing , word choice, sentence structure  Edit for punctuation  Students engage in peer and teacher conferences to revise and edit pieces        Students use rubrics to provide feedback to peers  Students use rubrics to assess piece  Author’s share – include portfolio of work	of the writing process  Drafts of writing      Feedback from conferences       Rubric scores and feedback	Revision and Editing Checklists Resources – print and web-based for revision and editing   Rubrics for compare/contrast essays  Writing Portfolios

*\*Available in McDougal-Littell - “The Interactive Reader”*

**Unit Assessment:**

Compare/Contrast Essay

**Flemington-Raritan Regional School District  
Grades 6-8 Language Art/Literacy Curriculum**

**Grade 6 Unit: Poetry**

**Overarching Essential Question(s):** How do readers construct meaning from text?

**Topical Essential Question(s):** How does poetry differ from other writing? What is the aesthetic effect of poetry and how does the author achieve that.

**Understandings (Big Ideas):** Understand and respond to the elements of sound and structure in poetry.

Grade 6 Poetry				
Knowledge/Skills/ Understandings (Objectives)	Standards & Indicators	Learning Experiences	Interim Assessments	Resources
Recognize what makes poetry -poetry(element of poetry)		Discuss poetry vs. prose (for example: stanza/paragraph, line/sentence)		<i>Write Source</i> : pg. 353-361
Understand literary terms for poetry		Examine poems to identify figurative language, tone, mood, word choice, format, repetition, style	McDougal-Littell text based assessment	McDougal-Littell pg 189- 193 (introduction to poetry)
Practice reading poetry fluently using punctuation How authors use line breaks and punctuation for effect	3.1.6.D.1 3.1.6.D.2 3.1.6.E.2	Partner reading, choral reading, whole class reading	Teacher created assessments that measure language and feature of poetry	McDougal-Littell additional poems in <i>Anthology and Language of Literature</i> Audio Library
Acquaint students with different types of poetry (free verse, blank verse, ode, limerick, concrete) and various poets through reading poetry	3.1.G.1 3.1.G.2	Write a poetic text in response to another poem, reflecting the same style, mood, topic, voice	Rubric for self created poems	McDougal-Littell Literature Analysis Transparencies pg. 17-21
Identify and respond to the elements of sound and structure in poetry	3.1.G.13 3.1.G.14 3.1.G.18 3.1.H.6 3.1.H.7	Use form, sound, imagery and figurative language to compose poetry with figurative language: alliteration, personification, onomatopoeia, metaphor, simile	Student Poems	

**Flemington-Raritan Regional School District  
Grades 6-8 Language Art/Literacy Curriculum**

<b>Grade 6 Poetry</b>				
<b>Knowledge/Skills/ Understandings (Objectives)</b>	<b>Standards &amp; Indicators</b>	<b>Learning Experiences</b>	<b>Interim Assessments</b>	<b>Resources</b>
Write, present and listen to poetry	3.1.F.5 3.2.A.3 3.2.A.5 3.2.A.6 3.2.A.9 3.2.A.13	Write a poetic text in response to prose texts, either narrative or informational	Student work	Classroom library
Appreciate genre of poetry	3.2.B.1 3.2.B.6 3.2.C.1 3.2.C.4 3.2.C.8 3.2.C.9	Read various types of poetry and analyze how the author used elements of poetry to create an effect  Write various types of poetry and/or create an anthology	Student Poems	Online Poetry
Analyze poetry  Compare two genres of text with similar theme	3.2.D.3 3.2.D.4 3.2.D.14 3.3.A.5 3.3.B.1 3.3.B.2 3.3.B.4 3.3.C.2 3.3.D.3 3.3.D.4 3.3.D.7 3.3.D.9 3.4.A.1 3.4.A.3 3.4.A.5 3.4.A.7 3.4.B.1	Teacher models and students use TPCASTT to analyze poem  Students use Reader's Notebook to respond to poetry  Use poem as springboard for other pieces  Students make quick notes as reading or hearing poems  Celebrate poetry by presenting poems (original and other authors) through activities such as oral and group readings	Poem Analysis  Reader's Notebook Entries       Rubric for Anthology	TPCASTT sheet  Thematic link – Betray and short story  Revision Pieces  Poetry Appendix  Poetry Anthologies  Rubric for Anthology

**Unit Assessment:**

Poetry Anthology

**Flemington-Raritan Regional School District  
Grades 6-8 Language Art/Literacy Curriculum**

**Grade 6- Unit: Independent Reading**

**Overarching Essential Question(s):** How can I use what I already know and what I learned to make new understanding?  
How do readers construct meaning from text?

**Topical Essential Question(s):** How can I use the text to support my ideas/opinions about it?  
What are the ways to respond to reading to show understanding?  
What do readers do when they do not understand everything in a text?

**Understandings (Big Ideas):** Words powerfully affect meaning.  
Good readers compare, infer, synthesize and make connections to make text personally relevant and useful.  
Good readers employ strategies to help them understand text. Strategic reader can develop, select and apply strategies to enhance their comprehension.  
Understanding a text's features, structures and characteristics facilitate the reader's ability to make meaning of the text.  
Fluent readers group words quickly to make meaning of what they read.

<b>Grade 6 Independent Reading</b>				
<b>Knowledge/Skills/ Understandings (Objectives)</b>	<b>Standards &amp; Indicators</b>	<b>Learning Experiences</b>	<b>Interim Assessments</b>	<b>Resources</b>
Students will be able to...  Self select appropriate reading material	3.1 6 D.1 3.1 6 D.2 3.1 6 D.3 3.1 6 D.4	Discussion of how to choose books		<i>Mosaic of Thought: Teaching Comprehension in a Reader's Workshop</i> by Keene and Zimmermann
Monitor reading for understanding by setting a purpose, making and adjusting predictions, asking questions, connecting new learning to	3.1 6 E.1 3.1 6 E.2	Students complete a variety of responses to text- T. charts, Double and Triple entry Diaries, Journal Prompts, Novel Reflections, Projects, Bookmarks, Post-It Note Taking	Responses to text – journals, triple-entry diaries, bookmarks-  Rubrics, checklists,	Book Projects/Presentations

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<b>Grade 6 Independent Reading</b>				
<b>Knowledge/Skills/ Understandings (Objectives)</b>	<b>Standards &amp; Indicators</b>	<b>Learning Experiences</b>	<b>Interim Assessments</b>	<b>Resources</b>
background experiences and texts and visualizing		Teacher models how to use notetaking and response to monitor reading strategies	criteria for assessing assignments	Reading Response Journal Criteria Suggestion: Quotation from the Past <i>I Read It, But I Don't Get It</i> by Tovani (Library Resource)
Read critically in a variety of genres  Analyze elements of texts  Interpret text ideas through journals, discussions, and writing  Compare and contrast various works  Expand reading vocabulary by exposure to a variety of texts  Adjust reading rate in response to text and reading level of difficulty  Read increasingly difficult texts silently with comprehension and fluency	3.1 8 G.2 3.1 8 G.3 3.1 8 G.4 3.1 8 G.6 3.1 8 G.7 3.1 8 G.9 3.1 8 G.13 3.1 8 G.15 3.2 8 D.3  3.1 8 G.2  3.1 8 F.1 3.1 8 F.2 3.1 8 F.4  3.1 8 D.4 3.1 8 D. 3  3.1 8 D.2	Students read books in a variety of genres  Students respond to text in a variety of ways in response to teacher's prompts and to their own questions  Students keep a list or sticky notes of words they define in context  Teacher models purposes for reading and reading rates  Students can explain reading rate for various kinds of text	Book List for Recording Books Read  Quality of written and oral responses	McDougal-Littell – Stories to model specific genres  Fountas & Pinnell- <i>Guiding Readers and Writers Grades 3-6-</i> Ch.17 and Reading Response stems on pgs.292-297 (Teacher Resource)

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<b>Grade 6 Independent Reading</b>				
<b>Knowledge/Skills/ Understandings (Objectives)</b>	<b>Standards &amp; Indicators</b>	<b>Learning Experiences</b>	<b>Interim Assessments</b>	<b>Resources</b>
Present main ideas and themes from text in a variety of mediums and forms	3.5 8.C.3 3.4 8.A.1 3.4. 8A.3	Students create projects about texts read	Rubrics, checklists for assessing presentations	Teacher-Created assignments for independent reading
Respond to and give feedback about presentations	3.4 8.A.6 3.4 8.B.4 3.48.B.7 3.3. 8C.3 3.3. 8C.4 3.3 8 D.2 3.3 8 D.3 3.3 8 D.4 3.3 8 D.6 3.3 8 D.7	Students give feedback on presentations to peers and respond to presentations orally or in writing		

**Assessment:**

- Responses to Independent Reading/ Reader Response Journal

**Flemington-Raritan Regional School District  
Grades 6-8 Language Art/Literacy Curriculum**

**Grade 6 -Integration of Test-Taking Skills and Strategies Throughout the Curriculum**

*The Language Arts Curriculum provides a rigorous curriculum that incorporates the test genre. The skills and strategies listed are integrated into the curriculum throughout the year.*

**Overarching Essential Question(s):** How is the reading and writing I do on standardized and state test similar to and different from the writing I do in class?

**Topical Essential Question(s):** How is writing for a standardized test different than writing for classroom assignments?  
How do I incorporate connections and text evidence successfully in my writing?  
How will my reading and writing competency be assessed on a standardized test?

**Understandings (Big Ideas):** The questions asked on a standardized test require similar skills of the students, but they need to exhibit them in different ways.  
There are specific strategies for reading and writing successfully on a standardized test.

Grade 6- Test Genre Integration				
Knowledge/Skills/ Understandings (Objectives)	Standards & Indicators	Learning Experiences	Interim Assessments	Resources
<b>Students will be able to:</b>  Successfully compose a written response to select writing prompts.	3.2 6 A.2 3.2 6 A.5 3.2 6 A.7 3.2 6 B.1 3.2 6 B.3 3.2 6 B.5 3.2 6 C.1 3.2 6 C.2 3.2 6 C.3 3.2 6 C.7 3.2 7 C.8 3.2 7 C.9	Whole class write-to practice and model how to respond to writing tasks Review of strategies for effective writing of specific genres such as persuasive and personal narrative and how these can be transferred to “test writing” Students review the NJASK Writing Rubric and analyze sample papers at each score point	Students’ analysis of papers- Written or oral	NJ ASK- Writing Rubric (Holistic Rubric)- 6 Point rubric  NJ Assessment of Skills and Knowledge-Writing Handbook  <i>Write Source-</i>



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<b>Grade 6- Test Genre Integration</b>				
<b>Knowledge/Skills/ Understandings (Objectives)</b>	<b>Standards &amp; Indicators</b>	<b>Learning Experiences</b>	<b>Interim Assessments</b>	<b>Resources</b>
	3.2 6 D.1 3.2 6.D.2 3.2 6 D.3 3.2 6 D.4 3.2 6 D.8 3.2 6 D.10 3.2 6 D.11 3.2 7 C.14	Students score their own writing and that of their peers using the NJASK rubric and provide rationale for score and feedback – NJASK 6 Point Writing Rubric  Written responses to practice prompts Ex. Persuasive, speculative, explanatory, etc. AND any other state required writing for the test Review of the writing process and how to use the process effectively in a timed situation Review of prewriting strategies and their importance in producing cohesive writing	Student’s scores and rationale  Students’ responses  Prewriting organizers	McDougal-Littell- Resources for Assessment  McDougal- Littell- Reading Toolkit  Released State Samples of Writing  Fountas & Pinnell- <i>Guiding Readers and Writers Grades 3-6- Ch. 27</i>
Examine a standardized test text for basic understanding and analysis of writing and reading features	3.1 6 A.1 3.1 6 A.2 3.1 6 A.3 3.1 6 C.3 3.1 6 D.3 3.1 6 D.4 3.1 6 E.2 3.1 6 F.2 3.1 6 G.1 3.1 6 G.2 3.1 6 G.3 3.1 6 G.4 3.1 6 G.7 3.1 6 G.8	Read a variety of texts for a variety of purposes  Read stories from texts and apply strategies for comprehension such as making inferences, predicting, analyzing elements of fiction and nonfiction, etc.  Teacher mini lessons on how to answer specific types of test questions	Sample questions	NJASK Coach book <i>NJ Assessment of Skills and Knowledge-A Writing Handbook Write Source</i>

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<b>Grade 6- Test Genre Integration</b>				
<b>Knowledge/Skills/ Understandings (Objectives)</b>	<b>Standards &amp; Indicators</b>	<b>Learning Experiences</b>	<b>Interim Assessments</b>	<b>Resources</b>
	3.1 6 G.9 3.1 6 G.10 3.1 6 G.11 3.1 6 G.12 3.1 6 G.16 3.1 6 G.17	Students explain the connections between test questions and ones that they answer		
Analyze a response to literature and critically respond to a variety of genres of literature	3.2 6 A.1 3.2 6 A.8 3.2 6 A.12 3.2 6 A.13 3.2 6 B.3 3.2 6 B.6 3.2 6 B.6 3.2 6 C.1 3.2 6 C.2 3.2 6 C.7 3.2 6 D.3 3.2 6 D.4 3.2 6 D.8 3.2 6 D.10 3.2 6 D.11 3.2 6 D.14 3.2 7 D.15	Practice how to answer a multiple choice question- what is it asking, which answers can I eliminate, and which is the best answer  Review the NJASK- 4 Point- Open-Ended Response rubric and analyze samples at each score point  Students score own responses and that of peers using rubric and provide feedback  Discussion of how to incorporate connections in responses	Students' explanation of choices  Students' responses and scores	McDougal-Littell- Resources for Assessment Released State Samples NJ ASK -Open-ended Rubric (4 point) Benchmark Tool such as Learnia <i>Write Source</i> McDougal-Littell- Resources for Assessment McDougal-Littell- Reading Toolkit
Understand specific vocabulary on assessments		Teacher points out words such as “compare”, “infer” etc. in questions and explains how to answer those questions	Students' responses	

**Benchmark Assessment:**

Benchmark – Ex: Learnia

Writing Sample- September (Summer Reading Project) and February (Explanatory Prompt)

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Grades 6-8 Language Arts/Literacy Curriculum**

**Reading List- Grade 6**

The resources listed are the required and/or choice selections for each unit. Titles may be used as whole class or literature circle choices. Not all of the suggested selections need to be utilized by all teachers.

**Unit - Theme: Courage**

**Required Reading-McDougal-Littell**

“Eleven”

“President Cleveland, Where Are You?”

“The Circuit”

“Nadia the Willful”

**Suggested Reading-McDougal-Littell and other sources**

“Priscilla and the Wimps”

*Edward the Emu*

*The Araboolies of Liberty Street*

“I’m Nobody Who Are You?”, “It Seems I Test People”, “Growing Pains”- Poems

**Unit - Theme: The Real World**

**Required Reading-McDougal-Littell**

“The Jacket”

“Oh, Broom Get to Work”

“Matthew Henson at the Top of the World”

“Summer of Fire”

“A 9,500 Year Old Summer Home”

**Suggested Reading- McDougal-Littell**

“The Story of My Life”

“Your Family’s History Will Come Alive”

**Jamestown Readers- Nonfiction**

**Unit - Theme: Science Fiction and Poetry**

**Required Reading-McDougall-Littell**

“All Summer in a Day”

“The Fun They Had”

“The Sandcastle”

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**Suggested Reading-McDougal-Littell**

Comparison of Science Fiction and Fantasy Genres

“The Walrus and the Carpenter”

“The Phantom Tollbooth

**Unit –Suggested Literature Study Titles**

*The Fighting Ground-* Avi

*Beyond the Western Sea-* Avi

*A Place Called Ugly-* Avi

*Hope Was Here-*Baur

*Tangerine-* Bloor

*Leroy and the Old Man-* Butterworth

*The Watsons Go to Birmingham-* Curtis

*The Apprenticeship of Lucas Whitaker-* DeFelice

*The Breadwinner-* Ellis

*Parvana’s Journey-* Ellis

*Mud City-* Ellis

*Lilly’s Crossing-* Giff

*Jackie’s Wild Seattle-* Hobb

*One Fat Summer-* Lipsyte

*Esperanza Rising-* Munoz Ryan

*The Girl Who Owned a City-* Nelson

*The Graduation of Jake Moon-* Park

*A Long Way from Chicago-* Peck

*Freak the Mighty-* Philbrick

*Rem World-* Philbrick

*The Mighty-* Philbrick

*Stargirl-* Spinelli

*Wringer-* Spinelli

*There’s a Girl in My Hammerlock-* Spinelli

*Maniac Magee-* Spinelli

*Crash-* Spinelli

*The Library Card-* Spinelli

*Loser-* Spinelli

*Knots in My Yo-Yo String-* Spinelli

*Mississippi Bridge-* Taylor, M.

*The Well-*Taylor, M.

*The Golden Cadillac-* Taylor, M.

*Song of the Trees-* Taylor, M.

*The Friendship-*Taylor, M.

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*Timothy of the Cay*- Taylor, T.

*The Cay*- Taylor, T.

*Child of the Owl*- Yep

**Additional Literature Study Titles**

**Titles from the District Summer Reading List for Grade 6 may also be used as Literature Study titles.**

*Something Upstairs*- Avi

*Freedom Crossing*- Clark

*Crazy Lady*- Conly

*Weasel*- DeFelice

*Black Eagles*- Haskins

*Red Scarf Girl*- Jiang

*Dave at Night*- Levine

*Journey*- MacLachlan

*Journey- J' burg*- Naidoo

*Stones in Water*- Napoli

*A Single Shard*- Park

*Bridge to Terabithia*-Paterson

*Call It Courage*- Perry

*Missing May*- Rylant

*Under the Blood Red Sun*- Salisbury

*Words by Heart*- Sebestyen

*Walkabout*

*Homeless Bird*- Whelan

**Flemington-Raritan Regional School District  
Language Arts/Literacy Curriculum  
Grade 7**

**Flemington-Raritan Regional School District  
Grades 6-8 Language Arts/Literacy Curriculum**

**Grade 7 Modifications**

**Modifications for Students with Support and Students with an IEP**

- ✓ Mc Dougal- Littell *Interactive Reader Plus with Additional Support* with CD
- ✓ McDougal-Littell-*Bridges to Literature*
- ✓ *Framing Your Thoughts – Sentence Structure*- Special Education
- ✓ *Framing Your Thoughts- Applied Writing*- Special Education
- ✓ Chunking reading and/or writing
- ✓ Modify test/quizzes: fewer choices, shorter version, allow for oral response, provide a word bank
- ✓ Guided reading groups
- ✓ Literature circles
- ✓ Provide a copy of notes
- ✓ “Cloze” notes
- ✓ Push-in student support teachers
- ✓ Independent novels on students’ independent reading level
- ✓ Audiotapes
- ✓ Graphic organizers while reading
- ✓ Read with breaks for discussion
- ✓ Cooperative learning structures
- ✓ Peer and teacher conferences
- ✓ Partner activities
- ✓ Masking
- ✓ Flashcards
- ✓ Repeat, clarify, rephrase directions
- ✓ Check frequently for understanding
- ✓ Multisensory techniques
- ✓ Provide assignments ahead of time
- ✓ Break long assignments into shorter tasks
- ✓ Extend test taking time
- ✓ Test outside of the room
- ✓ Provide study guides
- ✓ Allow word processor/computer for written assignments
- ✓ Provide a word bank
- ✓ Keep an assignment sheet/planner
- ✓ Modify homework expectations
- ✓ Do not penalize for incorrect spelling, unless a word bank is given
- ✓ Provide preferential seating
- ✓ Allow students to verbalize before writing
- ✓ Assist with the organization of student materials/notebook
- ✓ Use of visuals from Hotchalk (teacher website)
- ✓ Google videos
- ✓ Teacher modeling
- ✓ Mini-lessons
- ✓ Scaffolding instruction

**Flemington-Raritan Regional School District  
Grades 6-8 Language Arts/Literacy Curriculum**

- ✓ Teacher read alouds
- ✓ Picture books
- ✓ Readers' Theatre
- ✓ Vocabulary work

**Additional Modifications Specifically for ESL Students\***

- ✓ Mc Dougal-Littell *Interactive Reader Plus for English Learners* and CD
- ✓ McDougal-Littell *Selection Summaries in English*
- ✓ McDougal-Littell *Spanish Study Guide*
- ✓ Mc Dougal-Litell *Standards-based Instruction for All Students* - English Language Development: Oral Support
- ✓ Push in: ESL teacher, Teacher Assistants, Support Skills Teachers
- ✓ Summaries/worksheets in Spanish
- ✓ Spanish books:
- ✓ English books at independent reading level (library, support skills and fifth grade teachers)

\*Also use appropriate modification where needed from *Modifications for Students with Support and Students with an IEP*

**Modifications for Gifted and Talented Students**

- ✓ Alternate Texts
- ✓ Differentiated Texts
- ✓ District Word Study Program- Challenge Words
- ✓ Alternate Writing Assignments
- ✓ Peer and Teacher Conferencing
- ✓ Cooperative Learning



**Flemington-Raritan Regional School District  
Grades 6-8 Language Arts/Literacy Curriculum**

**Grade 7  
Pacing Chart**

\*The “Research and Inquiry Unit” will be completed at different times. Its time of instruction is dependent upon library availability.\*

**Trimester 1-**

**Time Frame: September –December (beginning)**

\*Word Study (throughout entire trimester)

\*Independent Reading Unit- “Reading for Personal Enjoyment”

\*Test Genre- Reading and Writing

\*See Grammar Resource Guide (throughout entire trimester)-

\*Novel Unit- “Tolerance” (Trimester 1 or 2)

\*Non-Fiction Reading and Writing Unit- “Overcoming Personal Challenges”

\* Benchmark Assessments Ex:Learnia

**Trimester 2-**

**Time Frame: December (beginning)-March (mid month)**

\*Word Study (throughout entire trimester)

\*Independent Reading Unit-“Reading for Personal Enjoyment”

\*Test Genre Unit-Reading and Writing

\*See Grammar Resource Guide (throughout entire trimester)-

\*Novel Unit- “Tolerance (Trimester 1 or 2)

- Benchmark Assessment Ex: Learnia

\*Note: Some novels may span 1 or 2 trimesters.

**Trimester 3-**

**Time Frame: March (mid-month – end of year)**

\*Word Study (throughout entire trimester)

\*Independent Reading Unit- “Reading for Personal Enjoyment”

\*See Grammar Resource Guide (throughout entire trimester)

\*Short Story Reading and Writing Unit (Fiction)- “Learning from Experiences”

\*Poetry Unit- “Various Forms of Poetry”

**Flemington-Raritan Regional School District  
Grades 6-8 Language Arts/Literacy Curriculum**

**Grade 7 Grammar Pacing Guide**

**Trimester 1-**

**I.)Sentence Construction**

**A.)Types**

- 1.)simple
- 2.)compound
- 3.) complex
- 4.) compound-complex

**B.) Clauses**

- 1.) dependent
- 2.) independent

**C.) Run-ons & Fragments**

**D.) Subjects and Predicates**

- 1.) simple & compound

**II.)Parts of Speech:**

- A.) nouns
- B.) verbs (action, linking, tense)
- C.) conjunctions

**III.) Punctuation**

- A.) dialogue (quotations)
- B.) semi-colon

**Trimester 2-**

**I.)Sentence Construction**

- A.)Subject-Verb Agreement
- B.) Combining Sentences

**II.) Parts of Speech**

- A.) Possessive Nouns
- B.) Adjectives
- C.) Adverbs

**III.) Punctuation**

- A.) Commas

**IV.) Capitalization**

**Trimester 3-**

**I.) Sentence Construction**

- A.) Prepositional Phrases
- B.) Interjections

**II.) Parts of Speech**

- A.)Prepositions

**III.) Punctuation**

- A.)Hyphens
- B.)Colons
- C.) Dashes
- D.) Ellipses

**Flemington-Raritan Regional School District  
Grades 6-8 Language Arts/Literacy Curriculum**

<b>Grade 7 Grammar Resource Index</b>			
<b>Skill</b>	<b>Write Source Handbook</b>	<b>Write Source Skill Book</b>	<b>McDougall Grammar, Usage and Mechanics Book</b>
<b><u>TRIMESTER 1</u></b>			
Simple Sentences	515	107	151
Compound Sentences	516	107	151
Complex Sentences	517,744	111,113,107,	155
Compound-Complex Sentences		107	160
Clauses (Dep. & Ind.)	517,698-701	75	148,149
Fragments	503	80	28
Subject & Predicates	501,690-693	69,73	Lesson 1
Nouns	470-473,702-705	129,131,133,135	31-43
Verbs	480-482,718-731	151,153,155,157,159,161	76-100
Conjunctions	496,744-747	179,181	130
Quotations	598-601	31	199
Semi-colons	594-595	29	202
<b><u>TRIMESTER 2</u></b>			
Subject Verb Agreement	190,508-509,728	93,99	
Combining Sentences	512	101,103,105	
Adjectives	486-489,732-735	163-169	103,106,109
Adverbs	490-493,736-739	171,173	112
Commas	582-593	7,11,15,19,21,23,25,27	193,196
Capitalization	618-627	49,55,57	178-187
<b><u>TRIMESTER 3</u></b>			
Prepositional Phrases	519		127
Interjections		177	
Prepositions	494-495	175	124
Hyphens	608-611	41,43	205
Colons	596	29	202
Dashes	612-613	43,44	205
Ellipses	614-615		

**Flemington-Raritan Regional School District  
Grades 6-8 Language Arts/Literacy Curriculum**

**Grade 7 Unit: Reading**

**Overarching Essential Question(s):** How do people use reading to discover personal and shared meaning in their lives?

**Topical Essential Question(s):** How does understanding a text's structure help me better understand its meaning?

How does fluency affect comprehension?

Why do readers need to pay attention to a writer's choice of words?

What do readers do when they do not understand everything in a text?

How do readers construct meaning from text?

Why conduct research?

**Understandings (Big Ideas):** Understanding a text's features, structures, and characteristics facilitate the reader's ability to make meaning of the text.

Readers use language structure and content clues to identify the intended meaning of words and phrases as they are used in text.

Good readers employ strategies to help them understand text. Strategic readers can develop, select, and apply strategies to enhance their comprehension.

Words powerfully affect meaning.

Good readers compare, infer, synthesize, and make connections (text to text, text to self, text to world) to make text personally useful and relevant.

Researchers gather and critique information from different sources for specific purposes.

**Flemington-Raritan Regional School District  
Grades 6-8 Language Arts/Literacy Curriculum**

<b>Grade 7- Reading</b>				
<b>Knowledge/Skills/ Understandings (Objectives)</b>	<b>Standards &amp; Indicators</b>	<b>Learning Experiences</b>	<b>Interim Assessments</b>	<b>Resources</b>
<b>Before Reading</b>  <b>Students will know and be able to...</b>  Recognize and use organizational structures and text guides to comprehend information such as compare/contrast, cause/effect, chronological order, etc. on increasingly difficult texts	3.1 7A.1 3.1 7E.2	Teacher models and students employ a variety of notetaking guides and graphic organizers  Students preview text to determine the organization and text structure	Completed graphic organizers and guides	McDougal Litell –unit resources  Fountas & Pinnell- <i>Guiding Readers and Writers Grades 3-6</i> Ch.19-21  <i>Strategies that Work-</i> Harvey & Goodvis  <i>Content-area texts</i>
Monitor reading and adjust for purpose and to enhance comprehension	3.1 7 E.1 3.1 7D.2 3.1 7 D.3 3.1 7D 4	Teacher models strategies for determining reading rate and when to adjust	Students adjust reading rate as needed  Students can explain reading rate and purpose for the rate	Variety of genres of texts- short stories, nonfiction, articles, etc.
Set purpose for reading, self-select appropriate reading materials, and adjust text selection accordingly	3.1 7 H.4	Teacher models how to self-select reading materials for a variety of purposes  Students skim the text, use book jacket material, and use Five Finger method to	Students choose appropriate texts	Media Center- Lessons on using databases and evaluating resources  Variety of genres of text

**Flemington-Raritan Regional School District  
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<b>Grade 7- Reading</b>				
<b>Knowledge/Skills/ Understandings (Objectives)</b>	<b>Standards &amp; Indicators</b>	<b>Learning Experiences</b>	<b>Interim Assessments</b>	<b>Resources</b>
		<p>determine appropriateness of text</p> <p>Students utilize databases and resources from media center to select resources on a topic</p> <p>Mini lessons on evaluating text resources and research materials</p> <p>Students read a few pages of texts to determine if it is at an appropriate level</p>		
Make predictions based on knowledge of author, genre, and/or prior knowledge before reading and adjust them as needed		<p>Students complete writing before reading activity</p> <p>Students complete K-W-L chart or other organizers</p> <p>Students pose questions prior to reading</p> <p>Students brainstorm predictions prior to reading, revise after reading and explain why they revised predictions using text information</p>	<p>Completed writing activities</p> <p>Completed or Organizers</p> <p>Predictions and revisions</p>	<p>Reader's Notebooks/response Journals</p> <p>Fountas &amp; Pinnell- <i>Guiding Readers and Writers Grades 3-6</i> Ch. 20-21</p>
<p><b>During Reading</b> <b>Students will know and be able to:</b></p> <p>Monitor own comprehension as reading and apply fix-up strategies as needed</p>	<p>3.1 7 E.1 3.1 7 D.3 3.1 7 D.4</p>	<p>Teacher models fix-up strategies through Think Aloud and other strategies</p> <p>Students participate in discussions,</p>	<p>Quality of students'</p>	<p>Fountas &amp; Pinnell- <i>Guiding Readers and Writers Gr. 3-6- Ch. 20-21</i></p> <p><i>Strategies that Work-</i></p>

**Flemington-Raritan Regional School District  
Grades 6-8 Language Arts/Literacy Curriculum**

<b>Grade 7- Reading</b>				
<b>Knowledge/Skills/ Understandings (Objectives)</b>	<b>Standards &amp; Indicators</b>	<b>Learning Experiences</b>	<b>Interim Assessments</b>	<b>Resources</b>
		<p>Socratic Seminar, and/or literature circles</p> <p>Students employ strategies such as self-questioning: Does this make sense? What do I need to do to understand this? And apply fix-up strategies as needed</p> <p>Students employ QAR's as read and discuss text</p> <p>Students use Post-It strategy to note specific areas of text as they read</p>	<p>oral and written responses</p> <p>Students' self-assess responses in discussion</p> <p>Double-entry journal and/or students' responses</p> <p>QAR's and responses</p>	<p>Harvey &amp; Goodvis</p> <p><i>I Read It, But I Don't Get It-</i> Tovanni-</p> <p>QAR Sheet</p>
Read critically to analyze literary elements, author's perspective, and how these components influence the texts' messages	<p>3.1 7 G.6</p> <p>3.1 7 G.7</p> <p>3.1 7 G. 9</p> <p>3.1 7 G.10</p> <p>3.1 7 G.14</p>	<p>Teacher mini lessons on literary elements</p> <p>Students complete graphic organizers and story maps on literary elements</p> <p>Students complete bookmarks as reading</p> <p>Students complete journal responses, text extensions, and open-ended questions about text elements using text support</p> <p>Students discuss the elements of text in whole and/or small group discussions</p>	<p>Completed organizers</p> <p>Completed bookmarks</p> <p>Journal entries and responses</p>	<p>Organizers- Teacher-made, McDougal-Littell</p> <p>NJASK 4-Point Rubric Teacher- made rubrics Published rubrics- McDougal Littell</p>

**Flemington-Raritan Regional School District  
Grades 6-8 Language Arts/Literacy Curriculum**

<b>Grade 7- Reading</b>				
<b>Knowledge/Skills/ Understandings (Objectives)</b>	<b>Standards &amp; Indicators</b>	<b>Learning Experiences</b>	<b>Interim Assessments</b>	<b>Resources</b>
<p>Read critically to analyze author's perspective, compare recurring themes or ideas across literary works and genres, and understand author's perspective.</p> <p>Analyze work for the ways it reflects the heritage, traditions, beliefs, and attitudes of the author.</p>	<p>3.1 7 G.5 3.1 7 G.10 3.1 7 G.12 3.1.7 G.14 3.1 7 H.5</p> <p>3.1 7 H.2</p>	<p>Teacher mini lessons on elements of literature</p> <p>Students participate in Socratic Seminar, literature circles and/or whole class discussions</p> <p>Students read variety of texts on a topic and compare themes, perspective, etc.- Students respond to text in a variety of ways</p> <p>Students read independent texts and respond to them and compare elements</p> <p>Students make text-to-text, text-to-self, and text-to-world connections as they read</p>	<p>Teacher assessment of discussions</p> <p>Readers notebooks and other responses</p> <p>Teacher conferences</p> <p>Readers' Response</p>	<p><i>Content-Area texts</i></p> <p>See appendix</p> <p>Reader Notebook materials</p> <p>Fountas &amp; Pinnell- <i>Guiding Readers and Writers Gr. 3-6- Ch:2, 16, 17</i></p>
<p>Identify and analyze literary elements and techniques such as figurative language, meter, rhetorical, and stylistic features of the text</p>	<p>3.1 7 G.6 3.1 7 G. 7 3.1 7 G.9 3.1 7 G.13</p>	<p>Teacher mini lessons on literary and stylistic elements, figurative language, metaphors, etc.</p> <p>Students use TPCASTT to analyze poetry</p>	<p>Students utilize techniques and language in own writing</p>	<p>TPCASTT</p>



**Flemington-Raritan Regional School District  
Grades 6-8 Language Arts/Literacy Curriculum**

<b>Grade 7- Reading</b>				
<b>Knowledge/Skills/ Understandings (Objectives)</b>	<b>Standards &amp; Indicators</b>	<b>Learning Experiences</b>	<b>Interim Assessments</b>	<b>Resources</b>
Differentiate fact and opinion, bias, propaganda, and analyze sources of text for reliability of information	3.1 7 G. 3 3.1 7 H. 2 3.1 7 H. 4	Students read and discuss current events in social studies  Students choose print, electronic and web resources for research  Students take notes on informational material for reports using GRASP, T-Chart or other note taking strategy	Students' note taking charts	<i><b>Current Events – Social Studies</b></i>  <i><b>Media Center Lessons- Print and electronic sources</b></i>  GRASP and T Chart
Read and use everyday text materials and make judgments about the importance of documents	3.1 7 G.16	Students employ everyday text and explain importance of use- own schedule, calendars, online directions, game directions, etc.		Variety of everyday texts  <i>Write Source</i>  McDougal Littell- Unit and teacher resources
<b>After Reading</b> <b>Students will know and be able to:</b> Respond critically to text ideas in a variety of texts using text evidence to support interpretations	3.1 7 G.10 3.2 7 D.3	Students complete and present literature projects and extensions  Student responses- journals, essays, oral discussions  Students complete story maps, organizers, and extensions  Students chose quotation from text and explain how it connects to text, self, or world at large	Completed projects  Completed responses	McDougal Littell resources  Readers' Notebooks  Independent Novels

**Flemington-Raritan Regional School District  
Grades 6-8 Language Arts/Literacy Curriculum**

<b>Grade 7- Reading</b>				
<b>Knowledge/Skills/ Understandings (Objectives)</b>	<b>Standards &amp; Indicators</b>	<b>Learning Experiences</b>	<b>Interim Assessments</b>	<b>Resources</b>
Interpret ideas in text through writing, discussion, and enactment	3.1 7 G.15	Students respond to reading in discussion, journals, essays and other reading projects  Students participate in whole class discussion, literature circles, Socratic seminar, etc.	Completed projects  Students responses in discussion	
Explore the central idea or theme in a variety of types of texts, including informational and write essays and other responses that are clear, state a position, and cite appropriate text	3.2 7 D.8 3.2 7 D.9 3.2 7 D.10 3.2 7 D.11	Students complete ASK-like open-ended questions  Students write essays and other writings based on reading and support with evidence from the text	Students use NJASK rubric, self-assess, assess peers, and provide feedback Teacher feedback and assessment using rubric  Completed essays/writings	NJ ASK- 4 Point Rubric – Appendix  Teacher-created rubrics
<b>Vocabulary</b> <b>Students will know and be able to:</b>  Apply knowledge of spelling rules, pronunciation, word patterns and structural analysis to define new words	3.1 7 C.1 3.1 7 C.2 3.1 7 C.3	Teacher mini lessons on specific word analysis skills  Students use context clues to define new words	Students definitions of words	District Word Study Program  Context Clue Chart-
Define new words, clarify definitions using restatement, example, or contrast.	3.1 7 F.1 3.1 7 F.2 3.1 7 F.3 3.1 7 F.4	Teacher mini lessons on specific strategies for defining words and using appropriate print and electronic resources	Students are able to use resources	Print and online- dictionary, thesaurus, etc.

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<b>Grade 7- Reading</b>				
<b>Knowledge/Skills/ Understandings (Objectives)</b>	<b>Standards &amp; Indicators</b>	<b>Learning Experiences</b>	<b>Interim Assessments</b>	<b>Resources</b>
Expand relationships between words using synonym, antonyms, connotations, denotations, figurative and literal meanings, and multiple meanings		Students define words using strategies and context in assigned and independent reading  District Word Study program	Completed context clue activities	Word Study Program  Assigned and Independent Texts
<b>Fluency</b> <b>Students will know and be able to:</b> Read grade-level and increasingly difficult texts with fluency and comprehension	3.1 7 D.1 3.1 7 D.2	Students participate in Reader's Theater and other choral and oral readings  Students read independent novels	Students' oral reading performance	Reader's Theater with class magazines  Independent Novels

**Benchmark/Other Assessments:**

- Benchmark Assessment Ex: Learnia
- Open-Ended Responses
- Book Extensions and Projects
- Independent Novel Assessments

**Flemington-Raritan Regional School District  
Grades 6-8 Language Arts/Literacy Curriculum**

**Grade 7 Unit: Writing**

**Overarching Essential Question(s):** How do people use writing to discover personal and shared meaning in their lives?  
How do I write in a clear, concise manner for a variety of purposes and audiences?

**Topical Essential Question(s):** How do good writers express themselves?  
How does process shape the writer's product?  
How do writers develop a well-written product?  
How do the rules of language affect communication?  
Why does a writer choose a particular form of writing?

**Understandings (Big Ideas):** Good writers develop and refine their ideas for thinking, learning, communicating, and aesthetic expression.  
Good writers use a repertoire of strategies that enable them to vary form and style, in order to write for different purposes, contexts, and audiences.  
Conventions of language help readers understand what is being communicated.  
A writer selects a form based on audience and purpose.

<b>Grade 7- Writing</b>				
<b>Knowledge/Skills/ Understandings (Objectives)</b>	<b>Standards &amp; Indicators</b>	<b>Learning Experiences</b>	<b>Interim Assessments</b>	<b>Resources</b>
<b>Prewriting</b> <b>Students will know and be able to:</b>  Generate ideas for writing, narrow a topic, gather appropriate resources for writing, and choose appropriate organizing strategy for the text.	3.2 7A.3 3.2 7 D.1 3.2 7 D.2 3.2 7 D.12	Teacher mini lessons on purpose, genre, generating ideas, narrowing ideas, and strategies for organization  Students utilize a variety of organizers to suit their needs and purpose	Completed organizers	McDougal Litell- unit and teacher resources  Organizers- published and teacher-created

**Flemington-Raritan Regional School District  
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<b>Grade 7- Writing</b>				
<b>Knowledge/Skills/ Understandings (Objectives)</b>	<b>Standards &amp; Indicators</b>	<b>Learning Experiences</b>	<b>Interim Assessments</b>	<b>Resources</b>
Consider audience, purpose, genre and form when choosing a strategy for organizing and writing a specific text	3.2 7B.1 3.2 7D.12 3.2 7 D.13 3.2 7 A.6	Students use writers notebook to generate and explore writing topics  Students listen to and read a variety of mentor texts to learn how authors develop genre characteristics, tone, voice, and other stylistic and literary elements  Students identify specific genre and form, for a specific audience and purpose for assigned and self-selected writing  Verbal activities for prewriting- oral composing, brainstorming, role-playing, discussion, reading, interviews	Writers notebook entries  Students identify and use specific elements of style and genre in writing  Written piece in specific genre for audience and purpose	Writers notebooks  Fountas & Pinnell – <i>Guiding Readers and Writers Grades 3-6- Ch. 5, 6</i>  <i>Write Source</i> models  Specific writing prompts  Picture books and other mentor texts  <i>Computer software for graphic organizers such as Kidspirarion/Inspiration</i>
<b>Drafting</b> <b>Students will know and be able to:</b>  Draft writing in a selected genre with appropriate structure and voice according to message, purpose, and audience  Establish and maintain a focus in a draft	3.2 7 B.1 3.2 7 D.2       3.2 7 B.1	Teacher mini lessons on drafting for specific purposes       Students write drafts Students do quickwrites on specific topics	          Writer's notebook entries Quickwrites	          <i>Write Source</i>  Writer's Notebook  McDougal Littell- unit and teacher resources- Writing handbook

**Flemington-Raritan Regional School District  
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<b>Grade 7- Writing</b>				
<b>Knowledge/Skills/ Understandings (Objectives)</b>	<b>Standards &amp; Indicators</b>	<b>Learning Experiences</b>	<b>Interim Assessments</b>	<b>Resources</b>
Develop writing stamina and draft for a sustained period of time to produce a piece of text  Write effectively in a variety of genres including personal narratives, stories with well-developed literary elements, biographies, memoirs, persuasive pieces and other informational pieces	3.2 7 B.1  3.2 7 A.1 3.2 7A.2 3.2 7 B.2 3.2 7 D.4	Students write without stopping to produce a draft  Students engage in the writing process  Teacher models strategies to employ for “writer’s block”  Students use another author’s work to create an original piece or enhance own writing	Sustained piece of writing  Students employ author’s technique in own writing	Samples of published works to use as mentor texts
Write using compositional risks, personal style and voice to engage the audience	3.2 7 D.5 3.2 7 D.13	Teacher shares and students read mentor texts with specific compositional risks (dialogue, literary devices, figurative language, anecdotes)  Students identify the compositional risks and stylistic elements in writing and explain the effect on the reader	Students’ writing had stylistic elements and compositional risks	<i>6 +1 Traits of Writing- Culham</i>  Mentor texts  Student models of writing
Write reports and subject-appropriate nonfiction pieces across the curriculum based on research and including citations, quotations, and a works cited page	3.2 7 B.3 3.2 7 D. 7 3.2 7 D.6	Students write reports and nonfiction pieces in other curriculum areas- Language arts teacher supports as needed  Teacher mini lessons on plagiarism, citing sources, direct and indirect quotations, and works cited  Students write essays and reports and use citations and quotations in the body	Report/Nonfiction piece        Essays/reports	<i>See Research Unit for specific strategies and resources</i>

**Flemington-Raritan Regional School District  
Grades 6-8 Language Arts/Literacy Curriculum**

<b>Grade 7- Writing</b>				
<b>Knowledge/Skills/ Understandings (Objectives)</b>	<b>Standards &amp; Indicators</b>	<b>Learning Experiences</b>	<b>Interim Assessments</b>	<b>Resources</b>
		of the text		
Write a range of essays and open-ended questions and responses to literature	3.2 7 A. 4 3.2 7 D.3	Teacher models how to answer essay and open-ended responses		<i>Content area essays</i>
		Students write essays and open-ended questions on assigned topic	Essays/Open-ended responses	<i>Open-ended responses in content classes</i>
		Students respond to literature in response journals and essays	Response journals	
Write multi-paragraph pieces with a clear purpose and organization, varied sentence structure, and a clear statement of a position or topic with evidence that supports the position or topic	3.2 7 D.8 3.2 7 D.9 3.2 7 D.10 3.2 7 D.11 3.2 7 D. 12	Teacher provides models of various kinds of writing- persuasive, informational, comparison, etc.  Students analyze a model to determine its organization, the topic, kinds of evidence and the effectiveness of the evidence  Students identify the position or topic, find the evidence to support it, and explain how the author used the evidence in the piece	Student writing and explanation	Models of writing  McDougall-Littell- Writing Handbook, teacher and unit resources  <i>Write Source</i>  <i>Content area writing</i>  Summer Reading Assignment
Write a range of essays including personal, speculative, descriptive or issue-based	3.2 7 B.4	Students respond to specific writing prompts  Students read various models of essays and explain the techniques the author used and their effect on the reader	Student writing	Specific writing prompts- Quotation, persuasive, speculative (NJASK) and other teacher-created prompts
Compose, revise, edit and publish using appropriate software	3.2 7 A.6	Students use word-processing programs to draft text		Word processing program

**Flemington-Raritan Regional School District  
Grades 6-8 Language Arts/Literacy Curriculum**

<b>Grade 7- Writing</b>				
<b>Knowledge/Skills/ Understandings (Objectives)</b>	<b>Standards &amp; Indicators</b>	<b>Learning Experiences</b>	<b>Interim Assessments</b>	<b>Resources</b>
<b>Revising</b> <b>Students will know and be able to:</b> Revise drafts by rereading for content, organization, usage, sentence structure, mechanics, and word choice  Revise drafts for sentence types, parallelism, and to indicate relationship between ideas	3.2 7 A. 4  3.2 7 C. 2 3.2 7 C. 3 3.2 7 C.4 3.2 7 C.5	Students reread drafts several times, each time focusing on a specific element  Teacher mini lessons – sentence combining techniques, varying sentence openings, using phrases and clauses, transition words  Students revise drafts for specific elements such as sentence combining, transitions, varying sentence openings, etc.  Small group, teacher, and peer conferences and feedback on pieces  Students analyze models of writing for transitions, sentence structure, compositional risks, etc. and explain the effect on the reader	Student drafts with revision comments  Revised drafts  Students’ feedback to peers in conference  Students incorporate elements in writing	<i>Write Source</i>  Student models  Models of writing  <i>Write Source</i>  Conferencing checklists- <i>Write Source</i> , McDougal-Littell, and teacher-created  Fountas & Pinnell- <i>Guiding Readers and Writers Grades 3-6</i> Ch. 5, 6
Use relevant scoring rubrics and criteria to improve own work, evaluate own work and evaluate peer’s work and provide feedback for improvement	3.2 7 A.5 3.2 7 A.7 3.2 7 D.15		Students’ analysis of writing	NJ Holistic Writing Rubric- 6 point  Teacher-created checklists and rubrics



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<b>Grade 7- Writing</b>				
<b>Knowledge/Skills/ Understandings (Objectives)</b>	<b>Standards &amp; Indicators</b>	<b>Learning Experiences</b>	<b>Interim Assessments</b>	<b>Resources</b>
		<p>Students use rubrics to evaluate own and/or peer's work and provide feedback to peers</p> <p>Students revise writing using feedback from rubric</p> <p>Students use Praise-Question-Polish, checklist or rubric to provide feedback to peers</p> <p>Teacher and/or peer conferences for revision</p> <p>Students use software to revise their writing</p>	<p>Feedback to peers</p> <p>Drafts of work with revisions</p>	<p>Models of writing at each score point on NJ rubric (released samples from state)</p> <p>Word processing software</p>
<p><b>Editing</b> <b>Students will know and be able to:</b></p> <p>Use Standard English conventions in all writing</p>	3.2 7 C.1	Teacher models editing strategies	Edited work	<i>Write Source</i>
Edit for correct grammar , usage, capitalization, punctuation, and spelling	3.2 7 C.6	<p>Mini lessons on grammar, usage and spelling skills as needed</p> <p>Students read a piece with a focus on pronoun-case agreement, subject-verb agreement, consistency of tense, and make changes as needed</p> <p>Students utilize an editing checklist with own and peer's work</p>	Edited drafts	<p><i>Write Source</i></p> <p>McDougal-Litell- Grammar and Usage Workbook</p> <p>NJ Holistic Scoring Rubric</p> <p>Teacher-Created Rubrics and Checklists</p>

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<b>Grade 7- Writing</b>				
<b>Knowledge/Skills/ Understandings (Objectives)</b>	<b>Standards &amp; Indicators</b>	<b>Learning Experiences</b>	<b>Interim Assessments</b>	<b>Resources</b>
		<p>Students participate in teacher and peer editing conferences</p> <p>Students use different colored pencils to edit for particular strategies</p> <p>Students edit published or own pieces</p> <p>Students choose piece from writer's notebook to edit for specific elements</p>	<p>Students' feedback to peers</p> <p>Edited entry</p>	<p><i>6 + 1 Traits of Writing</i>-Culham</p>
<p>Use a variety of reference materials, print and electronic, to edit written work</p> <p>Use appropriate word processing software to edit work</p>	<p>3.2 7 C.7</p> <p>3.2 7 A. 6</p>	<p>Teacher models how to use a variety of reference sources for editing</p> <p>Students use software and other references for editing</p>	<p>Students' use of resources</p>	<p>Dictionary, thesaurus, spell check, MLA website</p> <p>Software programs</p>
<p>Write legibly in manuscript or cursive to meet district standards</p>	<p>3.2 7 C.8</p>	<p>Students are able to write in cursive or manuscript as needed</p>	<p>Student handwriting</p>	<p>Handwriting Guidelines-Appendix</p>
<p><b>Post Writing</b> <b>Students will know and be able to:</b></p> <p>Use relevant scoring rubrics and criteria to improve own work, evaluate own work and evaluate peer's work and provide feedback for improvement</p>	<p>3.2 7 A.5</p> <p>3.2 7 A.7</p> <p>3.2 D.15</p>	<p>Students evaluate final draft using rubric and provide feedback to peers or self-evaluate</p>	<p>Students' comments on final drafts</p>	<p>NJ Holistic Writing Rubric- Appendix</p> <p>Teacher-created rubrics</p> <p>McDougall-Littell materials</p>

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<b>Grade 7- Writing</b>				
<b>Knowledge/Skills/ Understandings (Objectives)</b>	<b>Standards &amp; Indicators</b>	<b>Learning Experiences</b>	<b>Interim Assessments</b>	<b>Resources</b>
Maintain a collection of works	3.2 7 D.14	Students maintain a portfolio and reflect on strengths, needs, and goals as they review their work	Student Portfolios	
Share work with others		Students share work in author's chair, in small groups, as read alouds and in published booklets  Teacher creates displays of students' work	Shared draft of work	Student work displays
		Students send writing to various contests, submit to newspapers and other sources		
Respond appropriately to other's work	3.3 7 A.1 3.3 7A.3 3.3 7 A. 6 3.3 7 A.7 3.3 7 B.2  3.4 7 A.1 3.4 7 B. 2 3.4 7 D. 4	Teacher models appropriate responses to student work- how to praise or offer critique  Students ask appropriate questions and provide thoughtful feedback to authors	Students' feedback to peers	Students' work

**Benchmark/Unit Assessments**

- Specific Writing Pieces (See units)
- Benchmark Writing Pieces-
  - September/October –
  - February Prompt-NJASK

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**Grade 7 Unit: Speaking**

**Overarching Essential Question(s):** How does being an effective speaker enhance my personal and school experiences?

**Topical Essential Question(s):** What strategies can I use to speak effectively (eye contact, voice modulation, inflection, tempo, enunciation)?

How can I determine which strategies to use to effectively communicate a specific purpose to an audience?

How can I use speaking to clarify and enhance my thoughts?

**Understandings (Big Ideas):** Speaking and listening provide the foundation to connect with others, develop vocabulary, and learn the structure of the English language.

Speaking is a form of expressing, transmitting, and exchanging ideas, information and emotions.

Oral language is a tool for communicating thinking and learning.

Grade 7- Speaking				
Knowledge/Skills/ Understandings (Objectives)	Standards & Indicators	Learning Experiences	Interim Assessments	Resources
<b>Discussion &amp; Questioning (Inquiry) and Contributing</b>  <b>Students will know and be able to:</b> Present ideas in a discussion, both planned and spontaneously, that state a position, support it, acknowledge and respond to other views.	3.3 7 A.1 3.3 7 A.2 3.3 7 A.6	Students engage in whole class discussions.  Students support their discussion ideas using relevant text support and information from the discussion  Students orally retell and summarize texts	Teacher and student assessment of discussion   Students' retellings and summaries	Fountas & Pinnell- <i>Guiding Readers and Writers Grades 3-6-</i> Ch.15, 16

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<b>Grade 7- Speaking</b>				
<b>Knowledge/Skills/ Understandings (Objectives)</b>	<b>Standards &amp; Indicators</b>	<b>Learning Experiences</b>	<b>Interim Assessments</b>	<b>Resources</b>
		Students listen to each other's work in Author's Chair or small groups and offer appropriate feedback	Students' feedback and comments	
Participate appropriately in a variety of oral situations including class discussions, debates, and small groups.	3.3 7 A.3 3.3 7 A.4 3.3 7 A.5 3.3 7 A.7 3.3 7 B.1 3.3 7 B.2 3.3 7 B.3 3.3 7 B.4	<p>Students participate in whole class discussions</p> <p>Students participate in Socratic Seminar and literature circles to discuss literature and other texts</p> <p>Students participate in peer, teacher, and small group writing conferences, respond to others' work, and provide appropriate feedback using rubrics, criteria, responding to questions, or other structures such as Praise-Question-Polish</p> <p>Students define roles for small groups through literature circle roles and cooperative learning structures</p> <p>Students engage in cooperative learning structures to solve problems in a group</p>	<p>Student/Teacher assessment of discussions</p> <p>Feedback to peers</p> <p>Student's self-assessment of roles</p>	<p><i><b>Socratic Seminar guidelines</b></i></p> <p>Revising and Editing checklists, scoring rubrics, etc.</p> <p>Literature circle roles- Harvey Daniels</p> <p><i><b>Cooperative Learning- Spencer Kagan</b></i></p>

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<b>Grade 7- Speaking</b>				
<b>Knowledge/Skills/ Understandings (Objectives)</b>	<b>Standards &amp; Indicators</b>	<b>Learning Experiences</b>	<b>Interim Assessments</b>	<b>Resources</b>
<b>Word Choice</b> <b>Students will know and be able to:</b>  Use language in a discussion to effectively convey the intended message to the intended audience	3.3 7 C.1 3.3 7 C.2 3.3 7 C.4	Students will use text to verbally identify, demonstrate, and expand on an idea or topic through discussion  Students will actively engage their listeners through their tone, inflections, and voice modulation Students will use correct grammar and sentence structure when speaking for all purposes	Class discussions	Texts for discussion
<b>Oral Presentation</b> <b>Students will know and be able to:</b>  Effectively deliver a variety of types of presentations to an intended audience using visual aids and speaking techniques  Provide relevant feedback to a speaker and incorporate feedback into own presentations	3.3 7 D.1 3.3 7 D. 2 3.3 7 D.3 3.3 7 D.4 3.3 7 D.6  3.3 7 D.5 3.3 7 D.7	Students will orally present a variety of types of information- book talks, speeches, sharing written work, discussion or a topic or prompt  Students will utilize multi-media in presentations  Students will engage in proper speaking techniques  Students will use feedback to revise presentations	Students' presentations  Quality of presentations  Feedback to peers	Book talk, Power Point presentation and other presentation criteria  Rubrics to assess presentations – Teacher – Created or NJ Speaking Rubric

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<b>Grade 7- Speaking</b>				
<b>Knowledge/Skills/ Understandings (Objectives)</b>	<b>Standards &amp; Indicators</b>	<b>Learning Experiences</b>	<b>Interim Assessments</b>	<b>Resources</b>
		Students will use a teacher-created or NJ Speaking Rubric to assess presentations and provide feedback to peers		NJASK or Teacher-created Rubrics
Read aloud with fluency	3.3 7 D.8	Students will engage in Reader's Theatre and other read aloud activities	Students' reading	<i>Read</i> magazine and other plays  <i>Various texts</i>

**Assessments:**

- Oral Presentation- book talk or other project

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**Grade 7 Unit: Listening**

**Overarching Essential Question(s):** How can listening enhance my understanding?

**Topical Essential Question(s):** How can I actively listen to gain information and understanding?  
In what ways can I provide effective feedback to a speaker?  
How does my purpose for listening affect my listening behaviors?

**Understandings (Big Ideas):** Listening is a process of hearing, receiving, constructing meaning, and responding to verbal and nonverbal messages.  
Effective listeners actively restate, interpret, respond to, and evaluate messages. Effective listeners use these strategies for a variety of listening purposes.  
Students use listening to gain understanding and appreciation of language and communication.

Grade 7- Listening				
Knowledge/Skills/ Understandings (Objectives)	Standards & Indicators	Learning Experiences	Interim Assessments	Resources
<b>Active Listening</b> <b>Students will know and be able to:</b> Demonstrate active listening in a variety of situations by acknowledging the speaker and evaluating the message for its intended purpose	3.4 7 A.1 3.4 7 A.2 3.4 7 A.3 3.4 7 A.4 3.4 7 A.5	Students engage in Socratic Seminars, class discussions, literature circles and debates  Students listen to, analyze messages, and respond to messages from classroom discussions, lectures, assemblies, and audio sources  Students listen to speeches, teacher/peer reading aloud, audio sources, poetry performed or read aloud, peer writing, class discussions, etc.	Students' participation in and teacher assessment of discussions  Students' self-assessment of discussion	McDougal Littell audio resources  Online audio resources  <i><b>Socratic Seminar guidelines</b></i>  <i><b>Assemblies</b></i>



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<b>Grade 7- Listening</b>				
<b>Knowledge/Skills/ Understandings (Objectives)</b>	<b>Standards &amp; Indicators</b>	<b>Learning Experiences</b>	<b>Interim Assessments</b>	<b>Resources</b>
Evaluate a presentation using a rubric, checklist or criteria and provide appropriate feedback.	3.3 7 A. 6	Students use a rubric or checklist to evaluate a presentation and provide the speaker with feedback on items such as purpose, delivery, content, visual aids, body language and facial expressions	Students' feedback to speakers	NJ Speaking Rubric Teacher-Created rubrics and checklists  McDougall-Littell unit and teacher resources
<b>Listening Comprehension</b> <b>Students will know and be able to:</b>  Interpret, question, and critique oral presentations	3.4 7 B.1 3.4 7 B.3 3.4 7 B.4 3.4 7 B.5	Students discuss the purpose and intended message of texts- inform, persuade, entertain, etc.  Students listen to texts read aloud  Students ask appropriate questions of the speaker and/or give feedback  Students participate in discussions, Socratic Seminar, small group discussions	Student presentations- book talks, read alouds, Power Point, etc.    Assessment of discussion- teacher and student self-assessment	Presentation Guidelines- book talks, Power Points, etc.  McDougall Littell resources  Teacher-created rubrics
Make inferences based on presentations and integrate with other language arts	3.4 7 B.2 3.4 7 B.6	Students respond orally or in writing to a text they have heard (Journal, essay, prompt, etc.)		Variety of texts  Writing prompts from text

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**Grade 7 Unit: Viewing and Media Literacy**

**Overarching Essential Question(s):** How can I become a critical consumer and producer of media?  
How can media enhance my life?

**Topical Essential Question(s):** How do I evaluate the intended message and purpose of the media?  
How does the type of media affect the intended message?  
What influence does media have on the viewer?

**Understandings (Big Ideas):** Effective viewing is essential to comprehend and respond to personal interactions, live performance, visual arts, print and electronic media  
A media-literate person is able to evaluate media for credibility and understands how words, images, and sounds influence the way meanings are conveyed and understood in society.  
Students need to view critically to respond to different forms of visual messages.

Grade 7- Viewing and Media Literacy				
Knowledge/Skills/ Understandings (Objectives)	Standards & Indicators	Learning Experiences	Interim Assessments	Resources
<b>Constructing Meaning</b> <b>Students will know and be able to:</b>  Analyze aspects and elements of print and electronic messages and explain how the medium affects the intended message	3.5 7 A.1 3.5 7 A.2 3.5 7 A.3	Students evaluate a variety of print and electronic texts for literary and other elements and to determine author's purpose and message  Students analyze irony in cartoons and text	Students' responses	<i><b>Electronic and print materials</b></i>  McDougall Littell- Art posters and other resources  Cartoons

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<b>Grade 7- Viewing and Media Literacy</b>				
<b>Knowledge/Skills/ Understandings (Objectives)</b>	<b>Standards &amp; Indicators</b>	<b>Learning Experiences</b>	<b>Interim Assessments</b>	<b>Resources</b>
<b>Visual and Verbal Messages</b> <b>Students will know and be able to:</b>  Compare, contrast, and evaluate media messages	3.5 7 A.4 3.5 7 B.1 3.5 7 B.2 3.5 7 B.4 3.5 7 B.5	Students follow a story in the media and newspaper and compare the messages and effect  Students compare media version of story and the text  Students evaluate print and media sources for credibility- read the same story in 3 newspapers and compare message, tone, etc.	Compare/contrast pieces	Variety of news sources- print and electronic and online  Videos of texts read
<b>Living with Media</b> <b>Students will know and be able to:</b>  Analyze media presentations for content and evaluate their effectiveness	3.5 7 B.3 3.5 7 C.1 3.5 7 C.2	Students view a variety of media and print sources and determine the effect on the reader and the message	Students' responses- journals, essays, reflections	Novel-related materials  Websites  <i>*Media Specialist-Research unit</i>
Create a presentation using multi-media resources	3.5 7 C.3	Students create a multi-media presentation in response to literature or on a specific topic	Project	<i>*Science or Social Studies projects</i>

**Assessment:** Multi-media Presentation (*may be in content area*)

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**Grade 7 Unit: Reading Novels- Theme: Tolerance**

**Overarching Essential Question(s):** Why should people have equal opportunities regardless of their ethnic background?

**Topical Essential Question(s):** How can I connect this piece of literature with the society we live in today?

How can I personally connect with the literature?

What about the author's style makes the writing effective?

**Understandings (Big Ideas):** Literature helps the reader appreciate and understand different cultures.

Literature helps the reader make connections between themselves, other texts, and the world.

Evaluating the author's style helps the reader analyze and understand the text.

Good readers compare, infer, synthesize, and make connections (text to text, text to self, text to world) to make text personally useful and relevant.

Grade 7- Novels-				
Knowledge/Skills/ Understandings (Objectives)	Standards & Indicators	Learning Experiences	Interim Assessments	Resources
<b>Students will know and be able to:</b>  Examine a text for personal connections and connections to the real world.	3.1 7 E.1 3.1 7 G.1 3.1 7 G.4	Students analyze a quote that is from the text and/or related to a theme of the text and write a response  Students complete journal entries that focus on their connections  Students respond to literature in a variety of forms  Students participate in class discussions and Socratic Seminar	Quote response  Journal entries  Responses	Quotes  Novels- See Appendix for titles  Audio recording of texts

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<b>Grade 7- Novels-</b>				
<b>Knowledge/Skills/ Understandings (Objectives)</b>	<b>Standards &amp; Indicators</b>	<b>Learning Experiences</b>	<b>Interim Assessments</b>	<b>Resources</b>
Evaluate a text to gain an understanding of a variety of cultures.	3.1 7 H.2 3.1 7 H.4 3.1 & G.4	Students review of non-fiction articles about the authors or cultural aspects that coordinate with novel of choice  Students compare information in articles with that presented in novel – How does author use cultural elements? To what effect?- Complete graphic organizer and/or response  View video scenes from the novel and compare to the text	Graphic organizer and/or Responses	Various non-fiction articles   Video scenes (as available)
Assess a text to develop an understanding of how a writer’s style affects the reader’s experience.  Evaluate how the author used literary elements to create an effect on the reader	3.1 7G.5 3.1 7 G.14   3.1 7 G.6 3.1 7 G.7 3.1 7 G.9 3.1 7 G.12	Mini-lessons on appropriate figurative language- Specific figurative language depends on novel of choice  Mini-lessons on literary elements and the effects on the reader- characters, setting, plot, theme, mood, etc.  Students participate in Socratic Seminar to discuss elements of novel	Teacher-created assignments and projects	McDougal-Littell- Teacher Resources and Reader’s Handbook  <i>Latitudes</i> and other novel-specific teacher resource books for novels

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<b>Grade 7- Novels-</b>				
<b>Knowledge/Skills/ Understandings (Objectives)</b>	<b>Standards &amp; Indicators</b>	<b>Learning Experiences</b>	<b>Interim Assessments</b>	<b>Resources</b>
Interpret ideas in text through writing, discussion, and enactment	3.1 7 G.15 3.2 7 D.3	Point-Of View Writing- students write from a character's point of view to express feelings, perspective, etc. and/or take a different perspective on a scene of the novel  Students participate in whole class discussions or literature circles	Writing piece	Teacher-Created materials for Point of View writing  McDougal Littell- Teacher resources  <i>Write Source</i>

**Unit Assessment:**  
Point of View Writing

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**Grade 7 Unit: Non-Fiction Reading and Writing  
Theme: Overcoming Personal Challenges**

**Overarching Essential Question(s):** How do different people tackle personal challenges?

**Topical Essential Question(s):** How is non-fiction different from fiction?  
How does a person's personality and traits help them overcome a personal challenge?

**Understandings (Big Ideas):** Characters have personal challenges that the reader may connect to.  
Words powerfully affect meaning.  
Good readers compare, infer, synthesize, and make connections (text to text, text to self, text to world) to make text personally useful and relevant.

Grade 7- Non-Fiction Reading and Writing				
Knowledge/Skills/ Understandings (Objectives)	Standards & Indicators	Learning Experiences	Interim Assessments	Resources
<b>Students will know and be able to:</b>  Analyze non-fiction writing and its purpose  Analyze organizational structure of non-fiction writing	3.1 7 A.1 3.1 7 A.2 3.1 7 E.1 3.1 7 E.2 3.2 7 D.8     3.4 7 A.1 3.4 7 A.5 3.4 7 B.2 3.4 7 B.3 3.4 7 B.6	Students read texts from McDougall-Littell and analyze organization, author's style, elements, etc.  Students explain the purpose of non-fiction articles  Students complete focused journal entries on nonfiction  Listen to audio recordings of stories	Students' written and oral analyses of text     Journal entries	*Skills and Strategies to help while reading Non-Fiction (McDougal pgs.82-86 <u><b>McDougal-Littell-REQUIRED READINGS</b></u> *Exploring the Titanic (p. 658)-Skill focus: fact/opinion, opinion supported by detail. *from Immigrant Kids (p. 223)-Skill focus: main ideas and supporting detail

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<b>Grade 7- Non-Fiction Reading and Writing</b>				
<b>Knowledge/Skills/ Understandings (Objectives)</b>	<b>Standards &amp; Indicators</b>	<b>Learning Experiences</b>	<b>Interim Assessments</b>	<b>Resources</b>
				<i>from</i> Growing Up (p. 621)- skill focus:exaggeration, understatement, and sarcasm * Homeless (p. 102)- skill focus:details and their purpose, first person point of view McDougal-Littell audio recordings of stories
Identify and examine the use of a variety of literary element, nonfiction and stylistic foci (characterization, setting, plot, theme, nonfiction elements, fact opinion, figurative language) in several stories	3.1 7 F.1 3.1 7 F.3 3.1 7 G.2 3.17 G.11 3.1 & G.17 3.1 7 D.4 3.1 7F.4  3.5 7 A.2 3.5 7 B.5	Teacher mini lessons on specific skills and foci- characterization, fact/opinion, detail, main ideas, figurative language, etc.  Students complete activities on texts such as diary entries, narratives, letters, etc.  View Titanic from Performance in Literature (McDougal) and compare to text	Student work      Students' oral comparisons	<b><u>Other Suggested Non- Fiction Pieces from McDougal-Littell</u></b> *Eleanor Roosevelt (p. 87) *from Knots in My Yo-Yo String (p. 573) *The Noble Experiment (p. 287) *Teacher Created Rubrics



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<b>Grade 7- Non-Fiction Reading and Writing</b>				
<b>Knowledge/Skills/ Understandings (Objectives)</b>	<b>Standards &amp; Indicators</b>	<b>Learning Experiences</b>	<b>Interim Assessments</b>	<b>Resources</b>
Analyze and examine characterization and its affect on a character's actions	3.1 7 G.6 3.1 7 G.7 3.1 7 G.8 3.1 7 G.10 3.1 7 G.11 3.1 7 G.13 3.1 7 G.14 3.1 7 H.1 3.1 7 H.2 3.2 7 D.9	Mini lessons on character's and actions  Students complete focused journal entries and activities  Students complete open-ended responses about texts	Journal entries  Open-Ended Responses	NJASK-Open-Ended Response rubric
Apply their understanding of personal narrative writing while coordinating the idea of a personal challenge	3.2 7 B.1 3.2 7 D.2 3.2 7 D.4 3.2 7 D.5	Using texts from McDougal, mini lessons on how authors incorporated the idea of personal challenge into their writing		McDougal-Littell pg. R45-R46 and pg. 178 *Teacher Created Rubrics
Engage in the writing process to produce a personal narrative	3.2 7 A.3 3.2 7 B.4 3.2 7 D.1 3.2 7 D.2 3.2 7 D.13 3.2 7 C.1 3.2 7 C.2 3.2 7 C.4 3.27 C.5 3.2 7 C.6 3.2 7 C.7 3.2 7 D.15 3.2 7 D.14 3.2 7 A.7	Students generate ideas for writing from responses to reading and other experiences  Students use organizer to plan personal narrative  Students draft personal narrative  Mini lessons on specific revision needs- characteristics of personal narrative, word choice, sentence structure  Students engage in peer and teacher	Completed organizer  Feedback from	<i>Write Source</i> pgs. 93-113, 97-134, 135-142, and pg. 555 *6+1 <i>Traits Of Writing</i> -Culham  Organizers Revision and Editing Checklists

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<b>Grade 7- Non-Fiction Reading and Writing</b>				
<b>Knowledge/Skills/ Understandings (Objectives)</b>	<b>Standards &amp; Indicators</b>	<b>Learning Experiences</b>	<b>Interim Assessments</b>	<b>Resources</b>
	3.3 7 A.6 3.3 7 B.2 3.3 7 C.3 3.3 7 D.7 3.3 7 D.8 3.4 7 A.5 3.4 7 B.2 3.4 7 B.3	conferences to revise and edit pieces  Students use rubrics to provide feedback to peers  Students use rubrics to assess piece	conferences  Rubric scores and feedback	Teacher-made rubric or NJASK Writing Rubric

**Unit Assessment:**

- Personal Narrative

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**Grade 7 Unit: Research and Inquiry**

**Overarching Essential Question(s): Why conduct research?**

**Topical Essential Question(s): What is plagiarism and how can it be avoided?**

**How can research be used to enhance writing?**

**How is reading for research different from other purposes for reading?**

**How can research be utilized to construct a writing piece or other presentation?**

**Understandings (Big Ideas): Research writing requires the writer to cite sources of information correctly in text and on a works cited page.**

**Research writing requires the writer to evaluate the credibility of sources and incorporate the information into the piece.**

**Researchers gather and critique information from different sources for different purposes.**

<b>Grade 7- Research and Inquiry</b>				
<b>Knowledge/Skills/ Understandings (Objectives)</b>	<b>Standards &amp; Indicators</b>	<b>Learning Experiences</b>	<b>Interim Assessments</b>	<b>Resources</b>
<b>Students will know and be able to:</b>  Successfully construct a well - written paper or other presentation incorporating research.	3.1 7 G.2 3.1 7 G.3 3.1 7 G.8 3.1 7 G.14 3.1 7 H.1 3.1 7H.4 3.5 7 C.3	Mini Lessons on aspects of research- evaluating sources, summarizing, main idea and details, essential information, narrowing a topic  Small research based writing activities prior to the larger research paper Instruction on note-taking strategies	Summaries, students' responses        Students' notes	Teacher-created assignments  Materials related to topics  McDougal-Littell- Research and Technology Handbook- ps. R110-R119  <i>Write Source-</i> ps. 381-415

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<b>Grade 7- Research and Inquiry</b>				
<b>Knowledge/Skills/ Understandings (Objectives)</b>	<b>Standards &amp; Indicators</b>	<b>Learning Experiences</b>	<b>Interim Assessments</b>	<b>Resources</b>
<p>Apply the correct MLA format to their writing.</p> <p>Examine a works cited page and correctly identify pertinent information.</p>	<p>3.2 7 C.1 3.2 7 C.7</p>	<p>Mini lessons on choosing sources and using databases, how to use hyperlinks to locate information (media specialist)</p> <p>Mini lessons on in-text citations</p> <p>Mini lessons on construction of works cited page</p> <p>Discussion of plagiarism- What is it? How to avoid it</p>	<p>Student's work with citations</p>	<p><i>Library-Media Specialist lessons</i></p> <p><i>Databases from school library selected by media specialists</i></p> <p>Teacher-created materials on citations and plagiarism</p>
<p>Analyze sources for credibility and usefulness.</p>	<p>3.2 7 D.6 3.1 7 A.2 3.1 7 E.2 3.1 7 H.4 3.5 7 A.1 3.5 7 B.2 3.5 7 B.4 3.5 7 C.1</p>	<p>Review sources- electronic and print- who is the author, how credible is this author</p> <p>Utilize rubric to evaluate sources for credibility and usefulness</p>		<p>Rubric/Checklist to evaluate sources</p> <p>McDougal-Littell- Reading for Information-ps. S10-S23</p>
<p>Apply their understanding of research into a research piece</p>	<p>3.2 7 A.3 3.2 7 B.1 3.2 7 B.3</p>	<p>Students choose a topic and use strategies that were taught to gather materials, take notes, etc.</p>	<p>Drafts of piece</p>	

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<b>Grade 7- Research and Inquiry</b>				
<b>Knowledge/Skills/ Understandings (Objectives)</b>	<b>Standards &amp; Indicators</b>	<b>Learning Experiences</b>	<b>Interim Assessments</b>	<b>Resources</b>
Engage in the writing process to produce a personal narrative	3.2 7 A.3 3.2 7 A.5 3.2 7 A.6 3.2 7 B.3 3.2 7 D.1 3.2 7 D.2 3.2 7 D.13 3.2 7 C.1 3.2 7 C.2 3.2 7 C.4 3.27 C.5 3.2 7 C.6	Students generate ideas for writing from topics of their interest, reading topics, content-area topics, and other experiences  Students use organizer to plan a research piece  Students draft research piece	Completed organizers	Organizers  Checklists for revision and editing
	3.2 7 C.7 3.2 7 D.15 3.2 7 D.14 3.2 7 A.7	Mini lessons on specific revision needs- Main ideas and support, variety of resources, in-text citations, transitions, organization of piece and data, works cited page  Students engage in peer and teacher conferences to revise and edit pieces  Students use rubrics to provide feedback to peers  Students use rubrics to assess piece	Feedback from conferences  Rubric scores and feedback	Teacher-created or other rubrics  Student portfolios

**Unit Assessment:**

- Research Piece- *May be a Content Area Piece*

**Flemington-Raritan Regional School District  
Grades 6-8 Language Arts/Literacy Curriculum**

**Grade 7 Unit: Literature Study/Literature Circles**

**Overarching Essential Question(s):**    **How can discussion of literature enhance and expand my perspective and understanding of literature?**

**What additional perspectives can I gain through discussion of literature?**

**Topical Essential Question(s):**   **How can my responses to literature enhance my understanding and those of the group?**

**What do good readers do to understand text?**

**How do readers construct meaning from text?**

**Understandings (Big Ideas):**   **Good readers compare, infer, synthesize, and make connections to make text personally relevant and useful.**

**Discussion of literature can enhance understanding and comprehension.**

<b>Grade 7- Literature Study/Literature Circles</b>				
<b>Knowledge/Skills/ Understandings (Objectives)</b>	<b>Standards &amp; Indicators</b>	<b>Learning Experiences</b>	<b>Interim Assessments</b>	<b>Resources</b>
<b>Students will know and be able to:</b>  Choose appropriate books using text level and interest	3.1 7A.1 3.1 7 E.2	Teacher introduces and “book talks” a variety of books Students preview books and choose 2-3 they want to read	Teacher observes students’ behaviors as they choose books	Various books for the grade level- See Appendix for specific titles
Read appropriate texts with fluency and comprehension  Make connections and predictions as they read	3.1 7 D.1 3.1 7 D.2 3.1 7 D.3 3.1 7 D.4  3.1 7 E.1 3.1 7 G.7	Students are grouped according to their choice of book title  Students plan their reading assignments	Connections	McDougal- Littell resources  Planning Sheets/Record keeping sheets for Literature circles

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<b>Grade 7- Literature Study/Literature Circles</b>				
<b>Knowledge/Skills/ Understandings (Objectives)</b>	<b>Standards &amp; Indicators</b>	<b>Learning Experiences</b>	<b>Interim Assessments</b>	<b>Resources</b>
Compare, infer, synthesize and make connections to make text personally relevant and useful	3.1 7 G. 8 3.17 G.9	Students read independently and discuss the text in the groups	Rubrics for student/teachers to assess discussion	QAR Sheets
Compare and analyze several authors' perspective on theme, literary elements  Read critically to analyze text elements          Interpret text through journals, writing, discussion and enactment	3.1 7 G.7  3.1 7 G.5 3.1 7 G.14 3.1 7 G.2 3.1 7G.4 3.1 7 G.5 3.1 7. G.6 3.1 7G. 7 3.1 7G.8 3.1 7 G.9  3.1 7 G.15	Student assignments for the reading may include the following: Discussion Questions/QAR's Story Maps/Graphic Organizers   Journal Responses Student-generated questions Responses to open-ended questions Discussion Roles- Artful artist, discussion director, word wizard, etc. Optional- Students create final projects  Students identify unfamiliar words and use context to define	Completed organizers and assignments       Journal Responses       Open-ended responses       Vocabulary quiz	Literature Circle Role Sheets Harvey Daniels- <i>Voice and Choice in Student-Centered Literature Circles</i> Fountas & Pinnell- <i>Guiding Readers and Writers Grades 3-6</i> - Chapter 14- Theory for teacher Chapter 15- Ways to set-up and evaluate literature groups  Rubric for Journal Responses  Teacher-Created or NJASK 4 Point Rubric for Open-Ended Responses
Develop vocabulary through context	3.1 7 F.1 3.1 7 F.2 3.1 7 F.3 3.1 7 F. 5 3.2 7 D.3			

**Flemington-Raritan Regional School District  
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<b>Grade 7- Literature Study/Literature Circles</b>				
<b>Knowledge/Skills/ Understandings (Objectives)</b>	<b>Standards &amp; Indicators</b>	<b>Learning Experiences</b>	<b>Interim Assessments</b>	<b>Resources</b>
Actively and appropriately participate in small group discussions	3.3 7A.1 3.3 7 A.2 3.3 7 A.4 3.3.7A.6	Students discuss the texts using roles, questions, etc.	Rubric for evaluating group participation and function	Teacher/Student Created Rubric
Listen and speak in small group appropriately	3.3. 7 B.1 3.3 7 B.2 3.3. 7 B.3	Students respond appropriately to each other in discussion		
Evaluate the effectiveness of the group	3.3 7C.1 3.3. 7 C.2 3.3 7 D.1 3.3 7 D. 4 3.3 7 D.7	Students self-evaluate the group's work and feedback to each other	Students' Self-Evaluations	Teacher and/or Student-Created Rubric
Respond appropriately and provide feedback to group members	3.4 7 A.1 3.4 7 A.2 3.4 7 A.3 3.4 7 A.5 3.4 7 B.1 3.4 7 B.2 3.4 7 B.3 3.4 7 B. 5 3.4 7 B.6	Students give appropriate feedback to each other and are able to respond to text and other group members appropriately  Groups have a discussion of the text	Students' responses and feedback	

**Unit Assessment:**  
Open-Ended Responses



**Flemington-Raritan Regional School District  
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**Grade 7 Unit: Short Stories (Fiction)- Reading and Writing- “Learning From Experience”**

**Overarching Essential Question(s):** How can each experience in life help us learn/discover something new?

**Topical Essential Question(s):** How is a short story similar to and different from a novel?

What are the elements of an effective short story? How can I apply these elements to my writing?

What does the character(s) learn from their experiences in the story?

**Understandings (Big Ideas):** Authors use irony to achieve a specific effect on the reader.

Learning from experience is part of the human condition that short stories provide.

Authors deliberately use specific story elements to affect the reader.

Grade 7- Short Stories				
Knowledge/Skills/ Understandings (Objectives)	Standards & Indicators	Learning Experiences	Interim Assessments	Resources
<b>Students will know and be able to:</b>  Analyze elements of a short story and their effect on the reader	3.1 7 G.4 3.1 7 G.5 3.1 7 G.6 3.1 7 G.7 3.1 7 G.9 3.1 7 G.12	Mini lessons on types of irony-verbal, visual, written- Students identify irony in print and electronic sources  Students can create original cartoons (displaying irony-situational, dramatic, verbal) Group activities (created by teacher)- such as: cooperative learning, simultaneous roundtable, group writes, etc.	Student Cartoons	McDougal-Littell Stories- See Appendix  Cartoons that depict Irony  Teacher-created activities

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<b>Grade 7- Short Stories</b>				
<b>Knowledge/Skills/ Understandings (Objectives)</b>	<b>Standards &amp; Indicators</b>	<b>Learning Experiences</b>	<b>Interim Assessments</b>	<b>Resources</b>
		<p>Teacher and student creation of questions (pertaining to individual stories) utilizing students' knowledge of QAR</p> <p>Story maps to identify main components of the story</p> <p>Students complete journal responses on stories</p>	<p>Questions and responses</p> <p>Completed Story Maps</p> <p>Journal Responses</p>	<p>Story Maps</p> <p>Founts &amp; Pinnell – <i>Guiding Readers and Writers Grades 3-6</i>- Ch.15, 16, 17</p>
Make connections to characters and/or the experiences they encounter in the plot of each story.	<p>3.1 7 G.10</p> <p>3.1 7 G.15</p> <p>3.1 7 H .5</p>	<p>Students participate in Literature Circles-can homogeneously group students to make differentiation successful</p> <p>Students participate in Socratic Seminar</p> <p>Students respond to Open- Ended Questions literal and interpretative questions</p> <p>Students complete Teacher-created assignments, activities, projects</p>	<p>Assessment of Literature Circles</p>   <p>Open-Ended Responses</p>   <p>Story quizzes/tests</p>	<p><i>Voice and Choice in Student-Centered Literature Circles</i>- Harvey Daniels</p>   <p>NJASK Open-Ended Response Rubric or teacher-created rubric</p> <p>Teacher-Created Rubrics</p> <p>McDougal-Littell- Unit and Teacher Resources</p>

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<b>Grade 7- Short Stories</b>				
<b>Knowledge/Skills/ Understandings (Objectives)</b>	<b>Standards &amp; Indicators</b>	<b>Learning Experiences</b>	<b>Interim Assessments</b>	<b>Resources</b>
Analyze video version of short story  Compare and contrast effect of short story when read and when viewed	3.5 7 A.1 3.5 7 A.2 3.5 7 C.1 3.5 7 C.2  3.5 7 A.4	Students view “Thank You, M’am” from Performances in Literature- McDougal-Littell  Students respond to the effect of the video and compare to story for its depiction of story elements and effect on the reader	Student Response	McDougal-Littell- “Thank You M’am”- P. 29  McDougal-Littell- Performances in Literature and teacher resources
Extend vocabulary through use of context and literal and figurative meanings of words	3.1 7 F.1 3.1 7 F.2 3.1 7 F.3 3.1 7 F.4 3.1 7 C.4	Students define words in context Teachers and students identify words to know	Vocabulary quizzes	
<b>Writing</b>				
Compose a short story while incorporating the elements of an effective short story.	3.27 A.1 3.2 7 B.2 3.2 7 D.4 3.2 7 D.5	Students discuss how the authors of the stories they read used the story elements		<i>6+ 1 Traits of Writing-</i> Culham

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<b>Grade 7- Short Stories</b>				
<b>Knowledge/Skills/ Understandings (Objectives)</b>	<b>Standards &amp; Indicators</b>	<b>Learning Experiences</b>	<b>Interim Assessments</b>	<b>Resources</b>
Engage in the writing process to produce a short story	3.2 7 A.3 3.2 7 B.4 3.2 7 D.1 3.2 7 D.2 3.2 7 D.13 3.2 7 C.1 3.2 7 C.2 3.2 7 C.4 3.27 C.5 3.2 7 C.6 3.2 7 C.7 3.2 7 D.15 3.2 7 D.14 3.2 7 A.7 3.3 7 A.6 3.3 7 B.2 3.3 7 C.3 3.3 7 D.7 3.3 7 D.8 3.4 7 A.5 3.4 7 B.2 3.4 7 B.3	Students generate ideas for writing from responses to reading and other experiences  Students use organizer to plan short story  Students draft short story  Mini lessons on specific revision needs- characteristics of short story,- story elements with focus on an element, lead and conclusion, creating suspense, mood, etc., details  Students engage in peer and teacher conferences to revise and edit pieces  Students use rubrics to provide feedback to peers  Students use rubrics to assess piece	Completed organizer          Feedback from conferences  Rubric scores and feedback       Final Short Story	<i>Write Source</i> pgs. 343-352 McDougal-Littell- p.506 Revision and Editing Checklists Teacher-made rubric

**Unit Assessment:**

- Students' Short Stories

**Flemington-Raritan Regional School District  
Grades 6-8 Language Arts/Literacy Curriculum**

**Grade 7 Unit: Poetry**

**Overarching Essential Question(s):** What’s the purpose of different types of poems?

**Topical Essential Question(s):** What is the underlying message of different types of poems?

How do authors use figurative language to achieve a desired effect on the reader?

**Understandings (Big Ideas):** The analysis of poetry (theme, tone, etc.) and figurative language can help a reader better understand a poem.

Poetry is a form of expression.

Grade 7- Poetry				
Knowledge/Skills/ Understandings (Objectives)	Standards & Indicators	Learning Experiences	Interim Assessments	Resources
<b>Students will know and be able to:</b>  Analyze a variety of poetic forms (Sonnets, Ode, Narrative Poems, Free Verse, Extended Metaphor Poem, etc.)	3.1 7 D.1 3.1 7 F.4 3.17 G.4 3.1 7 G.5 3.1 7 G.9 3.4 7 A.1 3.4 7 A.2 3.4 7 B.2 3.4 7 B.3 3.4 7 B.6	Students listen to and read a variety of poetry  Students listen to audio recordings of poems (McDougal-Littell)  Students view “Casey at the Bat” and discuss the elements  Teacher mini lessons on elements of Poetry- theme, mood, tone, rhyme scheme, line breaks, etc.	Teacher-created quizzes	<i>Write Source</i> – ps. 232-238  <i>Read Magazine</i>  McDougal-Littell- Performance in Literature- “Casey at the Bat”  McDougal-Littell- Audio Recordings of Poems

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<b>Grade 7- Poetry</b>				
<b>Knowledge/Skills/ Understandings (Objectives)</b>	<b>Standards &amp; Indicators</b>	<b>Learning Experiences</b>	<b>Interim Assessments</b>	<b>Resources</b>
		<p>Students participate in literature circles to discuss poetry. Utilize the McDougall reference sections to homogenously group students (high, medium, low). Each group can read poems appropriate to their level</p> <p>Paired activities-writings, discussions, response to questions, etc. Students write journal responses and respond to Open-Ended Questions Students complete teacher-created assignments and projects</p>	<p>Responses in literature circles</p> <p>Journal responses and responses to open-ended questions</p>	<p>Selected Poems- See Appendix</p> <p>McDougal-Littell- ps. 238-242</p>
Examine figurative language in poetry and its effect on the writing (Alliteration, Imagery, Personification, Metaphors, Similes)	<p>3.1 7 G.11 3.1 7 G. 13 3.1 7 G. 15 3.1 7 G.17</p>	<p>Teacher mini lessons on elements of figurative language</p> <p>Students analyze poems, identify the figurative language, and discuss how the figurative language affects the reader and enhances the meaning of the poem</p> <p>Teacher models and students use TPCASTT to analyze poetry</p> <p>Students participate in Socratic Seminar</p>	<p>Small group discussions</p> <p>Socratic Seminar</p>	<p><i>Write Source</i>- ps. 323-328</p> <p>McDougal-Littell – ps. 238-242</p> <p>Selected Poems- See Appendix</p> <p>TPCASTT Sheet</p> <p><i>Read Magazine</i></p>

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<b>Grade 7- Poetry</b>				
<b>Knowledge/Skills/ Understandings (Objectives)</b>	<b>Standards &amp; Indicators</b>	<b>Learning Experiences</b>	<b>Interim Assessments</b>	<b>Resources</b>
		<p>Term List- Students can maintain a general list of terms that will aid them as they go through the unit. Some terms that can be used are: poetry, alliteration, metaphor, simile, narrative poem, ode, etc.</p> <p>Specific teacher-created activities for specific poems</p>	Quizzes	
Apply their understanding of various types of poems in written form	3.2 7 B.1 3.2 7 D.2 3.2 7 D.4 3.2 7 D.13	Students discuss how the authors of the poems they read used elements effectively in the poems	Discussions	<i>6+ 1 Traits of Writing- Culham</i>
Engage in the writing process to produce a poem	3.2 7 A.3 3.2 7 B.4 3.2 7 D.1 3.2 7 D.2 3.2 7 D.13 3.2 7 C.1 3.2 7 C.2 3.2 7 C.4 3.27 C.5 3.2 7 C.6 3.2 7 C.7 3.2 7 D.15 3.2 7 D.14 3.2 7 A.7	<p>Students generate ideas for writing from responses to reading and other experiences</p> <p>Students use organizer to plan poetry</p> <p>Students draft poems</p> <p>Mini lessons on specific revision needs- characteristics poetry, word choice, figurative language, line breaks</p>	<p>Completed Organizers</p> <p>Drafts of poems</p> <p>Revisions to poems</p>	<i>Write Source</i> pgs. 353 McDougal-Littell- Teacher resources Revision and Editing Checklists Teacher-made rubric

**Flemington-Raritan Regional School District  
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<b>Grade 7- Poetry</b>				
<b>Knowledge/Skills/ Understandings (Objectives)</b>	<b>Standards &amp; Indicators</b>	<b>Learning Experiences</b>	<b>Interim Assessments</b>	<b>Resources</b>
	3.3 7 A.6 3.3 7 B.2 3.3 7 C.3 3.3 7 D.7 3.3 7 D.8 3.4 7 A.5 3.4 7 B.2 3.4 7 B.3	Students engage in peer and teacher conferences to revise and edit pieces Students use rubrics to provide feedback to peers  Students use rubrics to assess piece	Feedback to peers   Rubric assessments	

**Unit Assessment:**

Students' Poetry



**Flemington-Raritan Regional School District  
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**Grade 7 Unit: Grammar, Mechanics, and Usage**

\*See Grammar Scope and Sequence \*

**Overarching Essential Question(s):** How do the rules of language affect communication?

**Topical Essential Question(s):** Why are grammar, mechanics, and usage essential for effective writing?  
How does punctuation affect the fluency of my writing?

**Understandings (Big Ideas):** Rules, conventions of language help readers understand what is being communicated.

Grade 7- Grammar, Mechanics, and Usage				
Knowledge/Skills/ Understandings (Objectives)	Standards & Indicators	Learning Experiences	Interim Assessments	Resources
<b>Students will be able to:</b>  Identify and apply correct punctuation, mechanics, capitalization and grammar	3.2 7 C.1 3.2 7 C.2 3.2 7 C.3 3.2 7 C.4 3.2 7 C.5 3.2 7 C.6 3.2 7 C.7	Students participate in editing activities such as peer editing, handouts, and checklists Review of samples with correct usage Students create sentences that apply of grammar skills taught Students reread journal entries and apply editing skill	Students' Writing  Quizzes	<i>Write Source</i> -Daily Language Workouts <i>Write Source</i> Handbook McDougall-Littell - Grammar, Mechanics, and Usage Handbook See- Grammar/Mechanic Scope and Sequence

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<b>Grade 7- Grammar, Mechanics, and Usage</b>				
<b>Knowledge/Skills/ Understandings (Objectives)</b>	<b>Standards &amp; Indicators</b>	<b>Learning Experiences</b>	<b>Interim Assessments</b>	<b>Resources</b>
Recognize and utilize a variety of sentence types	3.2 7 C.3 3.2 7 C.4       3.2 7 A.6 3.2 7 A.7 3.2 7 D. 15	Students read a variety of text models and explain how the authors used sentence variety and structure to affect the reader  Students revise their own work for sentence variety and structure  Students review peer's work for sentence variety and structure and provide feedback to writer	Students' Writing   Students' feedback to peers	<i>Write Source</i> Handbook  <i>6+1 Traits of Writing</i> -Culham
Make decisions about the precise use of language (parts of speech and word choice) and justify the choices made	3.2 7 B.1 3.2 7 D.2 3.2 7 D.13 3.2 7 D.15 3.1 7 G. 13 3.1 7 G.17	Students read a variety of text models and explain how the authors used word choice to affect the reader  Students find examples of precise use of language in literature and explain the effect on the reader  Students revise their own work for word choice  Students review peer's work for word choice and provide feedback to writer	Students' Writing	<i>6+1 Traits of Writing</i> -Culham  Models of text with precise language  Revision checklists  <i>Write Source</i> and Resources for <i>Write Source</i>  McDougal-Littell- Teacher and unit resources

**Flemington-Raritan Regional School District  
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**Grade 7 Unit: Independent Reading- “Reading for Personal Enjoyment”**

**\*Students will be required to read at least “4” books of their CHOICE per year in addition to in-class novels\***

**Overarching Essential Question(s):** How does reading strategically and critically help me discover personal and shared meaning throughout my life?

**Topical Essential Question(s):** How can reading be enjoyable to me?  
How can I apply the skills I’ve learned about reading and writing to a novel of my choice?

**Understandings (Big Ideas):** The ability to read text requires comprehension, independence and fluency.  
Strategic readers apply strategies they have learned to their independent reading so they can better understand text.  
Words powerfully affect meaning.  
Good readers compare, infer, synthesize, and make connections (text to text, text to self, text to world) to make text personally useful and relevant.  
Reading many kinds of texts helps the reader develop an appreciation for reading.

<b>Grade 7- Independent Reading</b>				
<b>Knowledge/Skills/ Understandings (Objectives)</b>	<b>Standards &amp; Indicators</b>	<b>Learning Experiences</b>	<b>Interim Assessments</b>	<b>Resources</b>
<b>Students will know and be able to:</b>  Examine a variety of texts and make an appropriate choice	3.1 7 E.2 3.1 7 G.1 3.1 7 G.4 3.1 7 A. 1	Teacher models how to choose a book-media specialist also models how to use electronic resources to find text  Students use book jacket information, prior genre knowledge, and knowledge of author to choose a book  Students preview a few pages of the book to determine its appropriateness	Students are able to choose appropriate books independently	<b><i>Media Center Resources</i></b>  Various texts-Print and electronic  Fountas & Pinnell – <i>Guiding Readers and Writers Grades 3-6- Ch. 7,8,10</i>

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<b>Grade 7- Independent Reading</b>				
<b>Knowledge/Skills/ Understandings (Objectives)</b>	<b>Standards &amp; Indicators</b>	<b>Learning Experiences</b>	<b>Interim Assessments</b>	<b>Resources</b>
		Teacher models when to abandon a book Students apply similar choice strategies to electronic sources		
Read a variety of texts with comprehension and fluency	3.1 7 E.1 3.1 7 E.2	Students read silently for sustained amount of time  Students participate in read aloud activities  Playwriting-Turn scene into skits/short plays	Students read for increasingly longer periods of time	Variety of texts- See Appendix for ideas
Apply self-correcting strategies automatically to enhance comprehension	3.1 7 E.3 3.1 7 E.4	Teacher models use of self-correcting strategies  Students use self-correcting strategies to aid comprehension-Post –it, bookmarks, journal entries	Students can explain self-correcting strategy used and its reason for use  Students bookmarks, journals, etc.	McDougal-Littell- Teachers’ resources & Reading Toolkit

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<b>Grade 7- Independent Reading</b>				
<b>Knowledge/Skills/ Understandings (Objectives)</b>	<b>Standards &amp; Indicators</b>	<b>Learning Experiences</b>	<b>Interim Assessments</b>	<b>Resources</b>
Examine a text of choice for various purposes (i.e. identification of theme, characterization, plot elements, setting etc.).	3.1 7 G.5 3.1 7 G.6 3.1 7 G.7 3.1 7 G.8 3.1 7 G.9 3.1 7 G.10 3.1 7 G.14 3.1 7 G.15  3.3 7 A.6 3.3 7 A.7 3.3 7 C.3 3.3 7 D.3 3.3 7 D.4 3.3 7 D.5 3.4 7 A.3 3.4 7 B.3 3.4 7 B.4 3.5 7 C.3	Students participate in literature circles and/or Socratic Seminars  Students respond to text in response journals, through open-ended questions, point of view writing, visual presentations, and multi-media presentations  Students may orally present book information	Presentations, projects, quizzes	NJASK 4 Point Rubric  Teacher-created assignments and rubrics  <i>Write Source</i> - Pgs. 283-336, 411  McDougal-Littell-p.874
Extend and develop vocabulary	3.1 7F.1 3.1 7 F.2 3.1 7 F.4	Students track vocabulary from book as personal words	Vocabulary use	Dictionary, thesaurus, and electronic resources

**Assessments:**

- -Culminating Projects for Independent Books

**Flemington-Raritan Regional School District  
Grades 6-8 Language Arts/Literacy Curriculum**

**Grade 7 Test Genre Integration**

*The Language Arts Curriculum provides a rigorous curriculum that incorporates the test genre. The skills and strategies in the unit are integrated into the curriculum throughout the year.*

**Overarching Essential Question(s):** How is the reading and writing I do on standardized and state test similar to and different from the writing I do in class?

**Topical Essential Question(s):** How is writing for a standardized test different than writing for classroom assignments?  
How do I incorporate connections and text evidence successfully in my writing?  
How will my reading and writing competency be assessed on a standardized test?

**Understandings (Big Ideas):** The questions asked on a standardized test require similar skills of the students, but they need to exhibit them in different ways.  
There are specific strategies for reading and writing successfully on a standardized test.

Grade 7- Test Genre Integration				
Knowledge/Skills/ Understandings (Objectives)	Standards & Indicators	Learning Experiences	Interim Assessments	Resources
<b>Students will be able to:</b>  Successfully compose a written response to select writing prompts.	3.2 7 A.2 3.2 7 A.5 3.2 7 A.7 3.2 7 B.1 3.2 7 B.4 3.2 7 C.1 3.2 7 C.2 3.2 7 C.5 3.2 7 C.6 3.2 7 C.5 3.2 7 C.8 3.2 7 C.9	Whole class write-to practice and model how to respond to writing tasks Review of strategies for effective writing of specific genres such as persuasive and personal narrative and how these can be transferred to “test writing” Students review the NJASK Writing Rubric and analyze sample papers at	Students’ analysis of papers- Written or oral	NJ ASK- Writing Rubric (Holistic Rubric)- 6 Point rubric  NJASK Coach book  NJ Assessment of Skills and Knowledge-Writing Handbook  <i>Explore</i> books (Special Education)  <i>Write Source</i> -ps. 152-154,

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<b>Grade 7- Test Genre Integration</b>				
<b>Knowledge/Skills/ Understandings (Objectives)</b>	<b>Standards &amp; Indicators</b>	<b>Learning Experiences</b>	<b>Interim Assessments</b>	<b>Resources</b>
	3.2 7 C.10 3.2 7 C.11 3.2 7 C.12 3.2 7 C.15	each score point  Students score their own writing and that of their peers using the NJASK rubric and provide rationale for score and feedback Written responses to practice prompts Ex. Persuasive, speculative, explanatory, etc. AND any other state required writing for the test Review of the writing process and how to use the process effectively in a timed situation Review of prewriting strategies and their importance in producing cohesive writing	Student's scores and rationale  Students' responses  Prewriting organizers	214-216, 278-280, 336-341, 464-467  McDougal-Littell- Standardized test preparation at the end of each unit  McDougal- Littell- Reading Toolkit  Released State Samples of Writing  Fountas & Pinnell- <i>Guiding Readers and Writers Grades 3-6- Ch. 27</i>
Examine a standardized test text for basic understanding and analysis of writing and reading features	3.1 7 A.1 3.1 7 A.2 3.1 7 C.3 3.1 7 D.3 3.1 7 E.2 3.1 7 F.2 3.1 7 G.1 3.1 7 G.2 3.1 7 G.3 3.1 7 G.7	Read a variety of texts for a variety of purposes  Read stories from practice texts and apply strategies for comprehension such as making inferences, predicting, analyzing elements of fiction and nonfiction, etc.  Teacher mini lessons on how to answer	Practice questions	NJASK Coach book <i>NJ Assessment of Skills and Knowledge-A Writing Handbook</i> Explore Books (Special education)

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<b>Grade 7- Test Genre Integration</b>				
<b>Knowledge/Skills/ Understandings (Objectives)</b>	<b>Standards &amp; Indicators</b>	<b>Learning Experiences</b>	<b>Interim Assessments</b>	<b>Resources</b>
	3.1 7 G.8 3.1 7 G.9 3.1 7 G.10 3.1 7 G.11 3.1 7 G.15 3.2 7 A.2 3.2 7 A.7 3.2 7 B.4 3.2 7 C.1 3. 2 7 C.2 3.2 7 C.5 3.2 7 C.6 3.2 7 D.3 3.2 7 D.5 3.2 7 D.8 3.2 7 D.9 3.2 7 D.15	<p>specific types of test questions</p> <p>Practice how to answer a multiple choice question- what is it asking, which answers can I eliminate, and which is the best answer</p> <p>Review the NJASK- 4 Point- Open-Ended Response rubric and analyze samples at each score point</p> <p>Students score own responses and that of peers using rubric and provide feedback</p> <p>Discussion of how to incorporate connections in responses</p>	<p>Students' explanation of choices</p> <p>Students' responses and scores</p>	<p><i>Write Source</i> pgs. 462-463            McDougal-Littell-            Standardized Test            Preparation at the end of every unit            Released State Samples            NJ ASK -Open-ended rubric (4 point)            Benchmark Tool such as Learnia  <i>Write Source</i> pgs. 464-467            McDougal-Littell-            Standardized Test            Preparation at the end of every unit            McDougal-Littell- Reading Toolkit</p>

**Benchmark Assessment:**

- -Benchmark Tool such as Learnia  
 Writing Samples-September/October (Summer Reading Assignment- Persuasive Letter) and February (Explanatory)



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**Grade 7 Readings**

The resources listed are the required and/or choice selections for each unit. Titles may be used as whole class or literature circle choices. Not all of the choice selections may be utilized by all teachers.

**Unit- Overcoming Personal Challenges**

**Required Reading- McDougal-Littell-**

“Exploring the Titanic” (p. 658)-skill focus: fact, opinion, opinion supported by detail.

*from* Immigrant Kids (p. 223)-skill focus:main ideas and supporting details

*from* Growing Up (p. 621)-skill focus:exaggeration, understatement, and sarcasm

“ Homeless”(p. 102)- skill focus:details and their purpose, first person point of view

**Suggested Non-Fiction Pieces -McDougal-Littell**

“Eleanor Roosevelt” (p. 87)

*from* Knots in My Yo-Yo String (p. 573)

“The Noble Experiment” (p. 287)

**Unit- Learning From Experience**

**Required Reading- McDougall-Littell**

“Seventh Grade” (p. 20)

“Thank You M’am” (p. 29)

“Lazy Peter and His Three Cornered Hat” (p.836)

“War of the Wall” (p. 109)

**Suggested Non-Fiction Pieces - McDougal-Littell**

“The People Could Fly” (p. 767)

“ No Ordinary Day with Peanuts” (p. 348)

“The Old Grandfather and His Grandson” (p. 597)

“ After Twenty Years” (p. 154)

**\*Other Suggested Titles (outside of McDougall-Littell):**

“Charles” – Shirley Jackson

“Good Morning This is the Future!”

**Unit- Poetry**

**Required Reading- McDougall-Littell**

“Ode to an Artichoke” (p.375 )

“Casey at the Bat” (p.299 )

“Sarah Cynthia Sylvia Stout” (p.458 )

“If I Can Stop One Heart From Breaking” (p.33)

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“ The World is not a Pleasant Place To Be” (p. 201)

**\*Other Suggested Titles (outside of McDougall-Littell):**

“Fog”- Carl Sandburg – skill focus: extended metaphor

“The Toaster”- William Jay Smith – skill focus: extended metaphor

“ Identity”- Julio Noboa- skill focus: analysis and theme

“The Pure Suit of Happiness”- May Swenson- skill focus: analysis and theme

Shakespearean Sonnet 18- skill focus: quatrain, couplet, rhyme scheme, analysis, theme

“Annabelle Lee”- Edgar Allen Poe –skill focus: narrative poem and its elements

“ The Road Not Taken”-Robert Frost- skill focus: rhyme scheme & theme

“Stopping By Woods On a Snowy Evening”- Robert Frost

“Mother to Son”- Langston Hughes-skill focus: analysis and theme

**Unit- Tolerance**

**Suggested Titles:**

*Roll of Thunder, Hear My Cry* -Taylor

*The Pearl* -Steinbeck

*Poison Ivy* -Koss

*Pretty Like Us* -Williams

*Rules* -Lord

**Unit- Reading for Personal Enjoyment**

**Some suggested titles for interdisciplinary connections:**

*Crispin and the Cross of Lead*- Avi

*Midwife’s Apprentice*-Cushman

*Matilda Bone*-Cushman

*Midnight Magic*-Avi

*Parsifal’s Page*-Morris

*Girl in a Cage*-

*The Seeing Stone*-Crossley-Holland

**Literature Study- Additional Titles**

**Titles from the District Summer Reading List for Grade 7 may also be used as Literature study titles.**

*No Promises in the Wind*-Hunt

*Lisa, Bright and Dark*-Neufeld

*The Master Puppeteer*- Patterson

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*Beowulf*-Nye  
*Cowboys Don't Cry*-Halvorson  
*On My Honor*-Bauer  
*The Adventures of Tom Sawyer*- Twain  
*The Callender Papers*- Voight  
*Dicey's Song*- Voight  
*Building Blocks*- Voight  
*The Goats*- Cole  
*Growing Up*- Baker  
*Crash*- Spinelli  
*Tangerine*- Bloor  
*King of Shadows*- Cooper  
*Waiting for the Rain*- Gordon  
*My Louisiana Sky*- Willis Holt

**Flemington-Raritan Regional School District  
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Grade 8**

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**Grade 8 Modifications**

**Modifications for Students with Support and Students with an IEP**

- ✓ McDougal-Littell *Interactive Reader Plus with Additional Support* with CD
- ✓ McDougal-Littell- *Bridges to Literature*
- ✓ *Framing Your Thoughts – Sentence Structure*- Special Education
- ✓ *Framing Your Thoughts- Applied Writing*- Special Education
- ✓ Chunking reading and/or writing
- ✓ Modify test/quizzes: fewer choices, shorter version, allow for oral response, provide a word bank, and extend test taking time
- ✓ Leveled thematic texts
- ✓ Literature circles
- ✓ Provide a copy of notes
- ✓ Push-in special education teachers
- ✓ Independent novels on students' independent reading level
- ✓ Books on CD
- ✓ Graphic organizers while reading
- ✓ Read with breaks for discussion
- ✓ Retellings
- ✓ Cooperative learning structures
- ✓ Peer and teacher conferences
- ✓ Partner activities
- ✓ Masking
- ✓ Flashcards
- ✓ Repeat, clarify, rephrase directions
- ✓ Check frequently for understanding
- ✓ Multisensory techniques
- ✓ Provide assignments ahead of time
- ✓ Break long assignments into shorter tasks
- ✓ Test outside of the room
- ✓ Provide study guides
- ✓ Allow word processor/computer for written assignments
- ✓ Provide a word bank
- ✓ Keep an assignment sheet/planner
- ✓ Modify homework expectations
- ✓ Provide preferential seating
- ✓ Allow students to verbalize before writing
- ✓ Assist with the organization of student materials/notebook
- ✓ Teacher modeling
- ✓ Mini-lessons
- ✓ Scaffolding instruction
- ✓ Teacher read alouds
- ✓ Picture books
- ✓ Readers' Theatre
- ✓ Vocabulary work
- ✓ Teach Fix-It Reading Strategies

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- ✓ Provide option to rewrite essays
- ✓ Extended time for Timed Writings

**Additional Modifications Specifically for ESL Students\***

- ✓ McDougal Littell *Interactive Reader Plus for English Learners* and CD
- ✓ McDougal Littell *Selection Summaries in English*
- ✓ McDougal Littell *Spanish Study Guide*
- ✓ McDougal Littell *Standards-based Instruction for All Students* - English Language Development: Oral Support
- ✓ McDougal Littell lesson plans provide accommodations for ELL students in each lesson
- ✓ Push in Teacher Assistants
- ✓ Summaries/worksheets in Spanish
- ✓ Spanish books: *The Giver (El Dador)*
- ✓ English books at independent reading level (library, support skills)

\*Also use appropriate modification where needed from *Modifications for Students with Support and Students with an IEP*

**Modifications for Gifted and Talented Students**

- ✓ Alternate Texts
- ✓ Differentiated Texts
- ✓ District Word Study Program- Challenge Words
- ✓ Alternate Writing Assignments
- ✓ Peer and Teacher Conferencing
- ✓ Cooperative Learning

**Flemington-Raritan Regional School District  
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**Grade 8 Pacing Guide**

**Trimester 1 – Theme: Personal Identity**

<b>Reading</b>	<b>Writing</b>	<b>Grammar</b>
<i>The Giver</i> (Primarily done in Trimester 1) Independent, Self-Selected Novels Non-fiction McDougal-Littell- “Checkouts” & “Block Party”  Benchmark Assessment- Ex: Learnia	Personal Narrative Independent Novel Projects Reader Response Journals Open-Ended Questions in Response to Literature Writing Prompts Research*	Sentence Types Subject/Predicate Sentence Combining/Commas Run-Ons/Fragments Nouns Pronouns Verbs Adjectives Subject/Verb Agreement End Punctuation Capitalization Quotations  Word Study

**Trimester 2- Theme: The Triumph of the Human Spirit**

<b>Reading</b>	<b>Writing</b>	<b>Grammar</b>
Holocaust Novels (May span Trimesters 2-3) <i>The Giver</i> Independent, Self-Selected Novels Non-fiction Exposure to Classic Literature McDougal-Littell- “The Last Seven Months of Anne Frank” & “The Treasure of Lemon Brown”  Benchmark Assessment- Ex: Learnia	Persuasive Essays Independent Novel Projects Reader Response Journals Open-Ended Questions in Response to Literature Writing Prompts Research*	Sentence Combining- Semi-Colons Adjectives Adverbs Prepositions Conjunctions Interjections End Punctuation Capitalization Transitions  Word Study

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**Trimester 3- Theme: Rising to the Challenge**

<b>Reading</b>	<b>Writing</b>	<b>Grammar</b>
Independent, Self-Selected Novels Holocaust (from Trimester 2) Non-fiction Exposure to Classic Literature McDougal-Littell- “Still Me” & Speech	Promotion Speeches Independent Novel Projects Reader Response Journals Open-Ended Questions in Response to Literature Writing Prompts Research*	Sentence Combining- Clauses & Phrases Sentence Variety- Kinds of Sentences, Varying Sentence Beginnings Review of Parts of Speech Hyphens Italics/Underlining Colons  Word Study

**\*Research is done throughout the year to accommodate interdisciplinary connections and resource availability.**

**Notes: Add More McDougal Pieces- Specific Grammar Skills- See Write Source**



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**Grade 8 Unit: Reading**

**Overarching Essential Question(s):** How do people use reading to discover personal and shared meaning in their lives?

**Topical Essential Question(s):** How does understanding a text's structure help me better understand its meaning?

How does fluency affect comprehension?

Why do readers need to pay attention to a writer's choice of words?

What do readers do when they do not understand everything in a text?

How do readers construct meaning from text?

Why conduct research?

**Understandings (Big Ideas):** Understanding a text's features, structures, and characteristics facilitate the reader's ability to make meaning of the text.

Readers use language structure and content clues to identify the intended meaning of words and phrases as they are used in text.

Good readers employ strategies to help them understand text. Strategic readers can develop, select, and apply strategies to enhance their comprehension.

Words powerfully affect meaning.

Good readers compare, infer, synthesize, and make connections (text to text, text to self, text to world) to make text personally useful and relevant.

Researchers gather and critique information from different sources for specific purposes.

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<b>Grade 8- Reading</b>				
<b>Knowledge/Skills/ Understandings (Objectives)</b>	<b>Standards &amp; Indicators</b>	<b>Learning Experiences</b>	<b>Interim Assessments</b>	<b>Resources</b>
<b>Before Reading</b>  Students will know and be able to...  Recognize and use organizational structures and text guides to comprehend information such as compare/contrast, cause/effect, chronological order, etc. on increasingly difficult texts	3.1 8A.1 3.1 8E.2	Teacher models and students employ a variety of note taking guides and graphic organizers  Students preview text to determine the organization and text structure	Completed graphic organizers and guides	McDougal Litell –unit resources  Fountas & Pinnell- <i>Guiding Readers and Writers Grades 3-6</i> Ch. 19-21  Strategies that Work- Harvey & Goodvis  Content-area texts
Monitor reading and adjust for purpose and to enhance comprehension	3.1 8 E.1 3.1 8 D.2 3.1 8 D.3 3.1 8D 4	Teacher models strategies for determining reading rate and when to adjust	Students adjust reading rate as needed  Students can explain reading rate and purpose for the rate	Variety of genres of texts- short stories, nonfiction, articles, etc.
Set purpose for reading, self-select appropriate reading materials, and adjust text selection accordingly	3.1 8 H.4	Teacher models how to self-select reading materials for a variety of purposes  Students skim the text, use book jacket material, and use Five Finger method to determine appropriateness of text	Students choose appropriate texts	Media Center- Lessons on using databases and evaluating resources  Variety of genres of text

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<b>Grade 8- Reading</b>				
<b>Knowledge/Skills/ Understandings (Objectives)</b>	<b>Standards &amp; Indicators</b>	<b>Learning Experiences</b>	<b>Interim Assessments</b>	<b>Resources</b>
		<p>Students utilize databases and resources from media center to select resources on a topic</p> <p>Mini lessons on evaluating text resources and research materials</p> <p>Students read a few pages of texts to determine if it is at an appropriate level</p>		
Make predictions based on knowledge of author, genre, and/or prior knowledge before reading and adjust them as needed		<p>Students complete writing before reading activity</p> <p>Students complete K-W-L chart or other organizers</p> <p>Students pose questions prior to reading</p> <p>Students brainstorm predictions prior to reading, revise after reading and explain why they revised predictions using text information</p>	<p>Completed writing activities</p> <p>Completed or Organizers</p> <p>Predictions and revisions</p>	<p>Reader's Notebooks/response Journals</p> <p>Fountas &amp; Pinnell- <i>Guiding Readers and Writers Grades 3-6- Ch.20-21</i></p>
<p><b>During Reading</b> <b>Students will know and be able to:</b></p> <p>Monitor own comprehension as reading and apply fix-up strategies as needed</p>	<p>3.1 8 E.1 3.1 8 D.3 3.1 8 D.4</p>	<p>Teacher models fix-up strategies through Think Aloud and other strategies</p> <p>Students participate in discussions, Socratic Seminar, and/or literature circles</p>	<p>Quality of students' oral and written response</p>	<p>Fountas &amp; Pinnell- <i>Guiding Readers and Writers Grades 3-6- Ch. 20-21</i></p> <p><i>Strategies that Work-</i> Harvey &amp; Goodvis</p>

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<b>Grade 8- Reading</b>				
<b>Knowledge/Skills/ Understandings (Objectives)</b>	<b>Standards &amp; Indicators</b>	<b>Learning Experiences</b>	<b>Interim Assessments</b>	<b>Resources</b>
		<p>Students employ strategies such as self-questioning: Does this make sense? What do I need to do to understand this? And apply fix-up strategies as needed</p> <p>Students employ QAR's as read and discuss text</p> <p>Students use Post-It strategy to note specific areas of text as they read</p>	<p>Students' self-assess responses in discussion</p> <p>Double-entry journal and/or students' responses</p> <p>QAR's and responses</p>	<p><i>I Read It, But I Don't Get It</i>- Tovanni-</p> <p>QAR Sheet</p>
Read critically to analyze literary elements, author's perspective, and how these components influence the texts' messages	<p>3.1 8 G.2</p> <p>3.1 8 G.4</p> <p>3.1 8 G. 6</p>	<p>Teacher mini lessons on literary elements</p> <p>Students complete graphic organizers and story maps on literary elements</p> <p>Students complete bookmarks as reading</p> <p>Students complete journal responses, text extensions, and open-ended questions about text elements using text support</p> <p>Students discuss the elements of text in whole and/or small group discussions</p>	<p>Completed organizers</p> <p>Completed bookmarks</p> <p>Journal entries and responses</p>	<p>Organizers- Teacher-made, McDougal-Littell</p> <p>NJASK 4-Point Rubric Teacher- made rubrics Published rubrics- McDougal Littell</p>

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<b>Grade 8- Reading</b>				
<b>Knowledge/Skills/ Understandings (Objectives)</b>	<b>Standards &amp; Indicators</b>	<b>Learning Experiences</b>	<b>Interim Assessments</b>	<b>Resources</b>
<p>Read critically to analyze author's perspective, compare recurring themes or ideas across literary works and genres, and understand author's perspective.</p> <p>Analyze work for the ways it reflects the heritage, traditions, beliefs, and attitudes of the author.</p>	<p>3.1 8 G.3 3.1 8 G.9 3.1 8 G.12 3.1. 8 G.15 3.1 8 H.5</p> <p>3.1 8 H.2</p>	<p>Teacher mini lessons on elements of literature</p> <p>Students participate in Socratic Seminar, literature circles and/or whole class discussions</p> <p>Students read variety of texts on a topic and compare themes, perspective, etc.- Ex: <i>The Giver</i> and Holocaust texts</p> <p>Students respond to text in a variety of ways</p> <p>Students read independent texts and respond to them and compare elements</p> <p>Students make text-to-text, text-to-self, and text-to-world connections as they read</p>	<p>Teacher assessment of discussions</p> <p>Readers notebooks and other responses</p> <p>Teacher conferences Readers' Response</p>	<p><b><i>Content-Area texts</i></b></p> <p><i>The Giver</i> and Holocaust Texts (See appendix)</p> <p>Reader Notebook materials</p> <p>Fountas &amp; Pinnell- <i>Guiding Readers and Writers Grades 3-6- Ch. 2, 16, 17</i></p>
<p>Identify and analyze literary elements and techniques such as figurative language, meter, rhetorical, and stylistic features of the text</p>	<p>3.1 8 G.8 3.1 8 G. 11 3.1 8 G.10</p>	<p>Teacher mini lessons on literary and stylistic elements, figurative language, metaphors, etc.</p> <p>Students use TPCASTT to analyze poetry</p>	<p>Students utilize techniques and language in own writing</p>	<p>TPCASTT</p>
<p>Differentiate fact and opinion, bias, propaganda, and analyze sources of text for reliability of information</p>	<p>3.1 8 G. 1 3.1 8 H. 2 3.1 8 H. 4</p>	<p><b><i>Students read and discuss current events in social studies</i></b></p> <p>Students choose print, electronic and</p>		<p><b><i>Current Events – Social Studies Media Center Lessons- Print and electronic</i></b></p>

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<b>Grade 8- Reading</b>				
<b>Knowledge/Skills/ Understandings (Objectives)</b>	<b>Standards &amp; Indicators</b>	<b>Learning Experiences</b>	<b>Interim Assessments</b>	<b>Resources</b>
		web resources for research  Students take notes on informational material for reports using GRASP, T-Chart or other note taking strategy	Students' note taking charts	<i>Sources</i>  GRASP and T Chart
Read and use everyday text materials and make judgments about the importance of documents	3.1 8 G.14	Students employ everyday text and explain importance of use- own schedule, calendars, online directions, game directions, etc.		Variety of everyday texts  Write Source-  McDougal Litell- Unit and teacher resources
<b>After Reading Students will know and be able to:</b> Respond critically to text ideas in a variety of texts using text evidence to support interpretations	3.1 8 G.7 3.2 8 D.3	Students complete and present literature projects and extensions  Student responses- journals, essays, oral discussions  Students complete story maps, organizers, and extensions  Students chose quotation from text and explain how it connects to text, self, or world at large	Completed projects  Completed responses	McDougal Littell resources  Readers' Notebooks  Independent Novels
Interpret ideas in text through writing, discussion, and enactment	3.1 8 G.13	Students respond to reading in discussion, journals, essays and other reading projects  Students participate in whole class discussion, literature circles, Socratic	Completed projects  Students responses in discussion	

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<b>Grade 8- Reading</b>				
<b>Knowledge/Skills/ Understandings (Objectives)</b>	<b>Standards &amp; Indicators</b>	<b>Learning Experiences</b>	<b>Interim Assessments</b>	<b>Resources</b>
Explore the central idea or theme in a variety of types of texts, including informational and write essays and other responses that are clear, state a position, and cite appropriate text	3.2 8 D.8 3.2 8 D.9 3.2 8 D.10 3.2 8 D.11	seminar, etc.  Students complete ASK-like open-ended questions    Students write essays and other writings based on reading and support with evidence from the text	Students use NJASK rubric, self-assess, assess peers, and provide feedback  Teacher feedback and assessment using rubric  Completed essays/writings	NJ ASK- 4 Point Rubric – Appendix  Teacher-created rubrics
<b>Vocabulary Students will know and be able to:</b>  Apply knowledge of spelling rules, pronunciation, word patterns and structural analysis to define new words	3.1 8 C.1 3.1 8 C.2 3.1 8 C.3 3.1 8 C.4	Teacher mini lessons on specific word analysis skills  Students use context clues to define new words	Students definitions of words	Word Study Program  Context Clue Chart- Appendix
Define new words, clarify definitions using restatement, example, or contrast.  Expand relationships between words using synonym, antonyms, connotations, denotations, figurative and literal meanings, and multiple	3.1 8 F.1 3.1 8 F.2 3.1 8 F.3 3.1 8 F.4 3.1 8 F. 5	Teacher mini lessons on specific strategies for defining words and using appropriate print and electronic resources  Students define words using strategies and context in assigned and independent reading	Students are able to use resources  Completed context clue activities	Print and online- dictionary, thesaurus, etc.  Word Study Program Assigned and Independent Texts

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<b>Grade 8- Reading</b>				
<b>Knowledge/Skills/ Understandings (Objectives)</b>	<b>Standards &amp; Indicators</b>	<b>Learning Experiences</b>	<b>Interim Assessments</b>	<b>Resources</b>
meanings		District Word Study program		
<b>Fluency</b> <b>Students will know and be able to:</b> Read grade-level and increasingly difficult texts with fluency and comprehension	3.1 8 D.1 3.1 8 D.2	Students participate in Reader's Theater and other choral and oral readings  Students read independent novels	Students' oral reading performance	Reader's Theater with Anne Frank play and/or other materials- <i>Read Magazine</i>  Independent Novels

**Benchmark/Other Assessments:**

- Benchmark Program Ex: Learnia
- Open-Ended Responses
- Book Extensions and Projects
- Independent Novel Assessments



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**Grade 8 Unit: Writing**

**Overarching Essential Question(s):** How do people use writing to discover personal and shared meaning in their lives?  
How do I write in a clear, concise manner for a variety of purposes and audiences?

**Topical Essential Question(s):** How do good writers express themselves?  
How does process shape the writer's product?  
How do writers develop a well-written product?  
How do the rules of language affect communication?  
Why does a writer choose a particular form of writing?

**Understandings (Big Ideas):** Good writers develop and refine their ideas for thinking, learning, communicating, and aesthetic expression.  
Good writers use a repertoire of strategies that enable them to vary form and style, in order to write for different purposes, contexts, and audiences.  
Conventions of language help readers understand what is being communicated.  
A writer selects a form based on audience and purpose.

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Grades 6-8 Language Arts/Literacy Curriculum**

<b>Grade 8-Writing</b>				
<b>Knowledge/Skills/ Understandings (Objectives)</b>	<b>Standards &amp; Indicators</b>	<b>Learning Experiences</b>	<b>Interim Assessments</b>	<b>Resources</b>
<b>Prewriting</b> <b>Students will know and be able to:</b>  Generate ideas for writing, narrow a topic, gather appropriate resources for writing, and choose appropriate organizing strategy for the text.  Consider audience, purpose, genre and form when choosing a strategy for organizing and writing a specific text	3.2 8 A.3 3.2 8 D.1 3.2 8 D.2 3.2 8 D.12  3.2 8 B.1 3.2 8 D.12 3.2 8 D.13 3.2 8 A.6	Teacher mini lessons on purpose, genre, generating ideas, narrowing ideas, and strategies for organization  Students utilize a variety of organizers to suit their needs and purpose  Students use writers notebook to generate and explore writing topics  Students listen to and read a variety of mentor texts to learn how authors develop genre characteristics, tone, voice, and other stylistic and literary elements  Students identify specific genre and form, for a specific audience and purpose for assigned and self-selected writing  Verbal activities for prewriting- oral composing, brainstorming, role-playing, discussion, reading, interviews	Completed organizers  Writers notebook entries  Students identify and use specific elements of style and genre in writing  Written piece in specific genre for audience and purpose	McDougal Litell- unit and teacher resources  Organizers- published and teacher-created  Writers notebooks  Fountas & Pinnell – <i>Guiding Readers and Writers Grades 3-6- Ch.5-6</i>  <i>Write Source</i> models  Specific writing prompts  Picture books and other mentor texts  Computer software for graphic organizers such as Kidspirarion/Inspiration

**Flemington-Raritan Regional School District  
Grades 6-8 Language Arts/Literacy Curriculum**

<b>Grade 8-Writing</b>				
<b>Knowledge/Skills/ Understandings (Objectives)</b>	<b>Standards &amp; Indicators</b>	<b>Learning Experiences</b>	<b>Interim Assessments</b>	<b>Resources</b>
<b>Drafting</b> <b>Students will know and be able to:</b>  Draft writing in a selected genre with appropriate structure and voice according to message, purpose, and audience  Establish and maintain a focus in a draft  Develop writing stamina and draft for a sustained period of time to produce a piece of text  Write effectively in a variety of genres including personal narratives, stories with well-developed literary elements, biographies, memoirs, persuasive pieces and other informational pieces	3.2 8 B.1 3.2 8 D.2   3.2 8 B.1   3.2 8 B.1   3.2 8 A.1 3.2 8 A.2 3.2 8 B.2 3.2 8.D.4	Teacher mini lessons on drafting for specific purposes   Students write drafts Students do quickwrites on specific topics  Students write without stopping to produce a draft  Students engage in the writing process  Teacher models strategies to employ for “writer’s block”  Students use another author’s work to create an original piece or enhance own writing	   Writer’s notebook entries Quickwrites  Sustained piece of writing   Students employ author’s technique in own writing	<i>Write Source</i>  Writer’s Notebook  McDougal Littell- unit and teacher resources- Writing handbook     Samples of published works to use as mentor texts

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<b>Grade 8-Writing</b>				
<b>Knowledge/Skills/ Understandings (Objectives)</b>	<b>Standards &amp; Indicators</b>	<b>Learning Experiences</b>	<b>Interim Assessments</b>	<b>Resources</b>
Write using compositional risks, personal style and voice to engage the audience	3.2 8 D.5 3.2 8 D.13	Teacher shares and students read mentor texts with specific compositional risks (dialogue, literary devices, figurative language, anecdotes)  Students identify the compositional risks and stylistic elements in writing and explain the effect on the reader	Students' writing had stylistic elements and compositional risks	<i>6 +1 Traits of Writing</i> -Culham  Mentor texts  Student models of writing
Write reports and subject-appropriate nonfiction pieces across the curriculum based on research and including citations, quotations, and a works cited page	3.2 8 B.3 3.2 8 D. 7 3.2 8 D.6	Students write reports and nonfiction pieces in other curriculum areas- Language arts teacher supports as needed  Teacher mini lessons on plagiarism, citing sources, direct and indirect quotations, and works cited  Students write essays and reports and use citations and quotations in the body of the text	Report/Nonfiction piece       Essays/reports	See Research Unit for specific strategies and resources
Write a range of essays and open-ended questions and responses to literature	3.2 8 A. 4 3.2 8 D.3	Teacher models how to answer essay and open-ended responses  Students write essays and open-ended questions on assigned topic  Students respond to literature in response journals and essays	Essays/Open-ended responses  Response journals	<i>Content area essays</i>  <i>Open-ended responses in content classes</i>

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Grades 6-8 Language Arts/Literacy Curriculum**

<b>Grade 8-Writing</b>				
<b>Knowledge/Skills/ Understandings (Objectives)</b>	<b>Standards &amp; Indicators</b>	<b>Learning Experiences</b>	<b>Interim Assessments</b>	<b>Resources</b>
Write multi-paragraph pieces with a clear purpose and organization, varied sentence structure, and a clear statement of a position or topic with evidence that supports the position or topic	3.2 8 D.8 3.2 8 D.9 3.2 8 D.10 3.2 8 D.11 3.2 8 D. 12	Teacher provides models of various kinds of writing- persuasive, informational, comparison, etc.  Students analyze a model to determine its organization, the topic, kinds of evidence and the effectiveness of the evidence  Students identify the position or topic, find the evidence to support it, and explain how the author used the evidence in the piece	Student writing and explanation	Models of writing  McDougall-Littell-Writing Handbook, teacher and unit resources  <i>Write Source</i>  <b>Content area writing</b>  Summer Reading Assignment
Write a range of essays including personal, speculative, descriptive or issue-based	3.2 8 B.4	Students respond to specific writing prompts  Students read various models of essays and explain the techniques the author used and their effect on the reader	Student writing	Specific writing prompts- Quotation, persuasive, speculative (NJASK) and other teacher-created prompts
Compose, revise, edit and publish using appropriate software	3.2 8 A.6	Students use word-processing programs to draft text		Word processing program
<b>Revising</b> <b>Students will know and be able to:</b> Revise drafts by rereading for content, organization, usage, sentence structure, mechanics, and word choice	3.2 8 A. 4	Students reread drafts several times, each time focusing on a specific element	Student drafts with revision comments	<i>Write Source</i>  Student models
Revise drafts for sentence types, parallelism, and to indicate relationship between	3.2 8 C. 2 3.2 8 C. 3 3.2 8 C.4	Teacher mini lessons – sentence combining techniques, varying sentence openings, using phrases and clauses,		Models of writing  <i>Write Source</i>

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Grades 6-8 Language Arts/Literacy Curriculum**

<b>Grade 8-Writing</b>				
<b>Knowledge/Skills/ Understandings (Objectives)</b>	<b>Standards &amp; Indicators</b>	<b>Learning Experiences</b>	<b>Interim Assessments</b>	<b>Resources</b>
ideas	3.2 8 C.5	<p>transition words</p> <p>Students revise drafts for specific elements such as sentence combining, transitions, varying sentence openings, etc.</p> <p>Small group, teacher, and peer conferences and feedback on pieces</p> <p>Students analyze models of writing for transitions, sentence structure, compositional risks, etc. and explain the effect on the reader</p>	<p>Revised drafts</p> <p>Students' feedback to peers in conference</p> <p>Students incorporate elements in writing</p>	<p>Conferencing checklists- Write Source, McDougal-Littell, and teacher-created</p> <p>Fountas &amp; Pinnell- <i>Guiding Readers and writers Grades 3-6</i> Ch. 5-6</p>
Use relevant scoring rubrics and criteria to improve own work, evaluate own work and evaluate peer's work and provide feedback for improvement	3.2 8 A.5 3.2 8 A.7 3.2 8 D.15	<p>Teacher reviews NJ 6-Point Holistic Writing Rubric or other rubric and shows models of each score point</p> <p>Students analyze models of each score point and explain how they fit the criteria for that score point</p> <p>Students use NJ or other rubric to evaluate own and/or peer's work and provide feedback to peers</p> <p>Students revise writing using feedback from rubric</p> <p>Students use Praise-Question-Polish,</p>	<p>Students' analysis of writing</p> <p>Feedback to peers</p> <p>Drafts of work with revisions</p>	<p>NJ Holistic Writing Rubric- 6 point</p> <p>Teacher-created checklists and rubrics</p> <p>Models of writing at each score point on NJ rubric (released samples from state)</p>

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<b>Grade 8-Writing</b>				
<b>Knowledge/Skills/ Understandings (Objectives)</b>	<b>Standards &amp; Indicators</b>	<b>Learning Experiences</b>	<b>Interim Assessments</b>	<b>Resources</b>
		<p>checklist or rubric to provide feedback to peers</p> <p>Teacher and/or peer conferences for revision</p> <p>Students use software to revise their writing</p>		Word processing software
<p><b>Editing</b> Students will know and be able to:</p> <p>Use Standard English conventions in all writing</p>	3.2 8 C.1	Teacher models editing strategies	Edited work	<i>Write Source</i>
Edit for correct grammar , usage, capitalization, punctuation, and spelling	3.2 8 C.6	<p>Mini lessons on grammar, usage and spelling skills as needed</p> <p>Students read a piece with a focus on pronoun-case agreement, subject-verb agreement, consistency of tense, and make changes as needed</p> <p>Students utilize an editing checklist with own and peer's work</p> <p>Students participate in teacher and peer editing conferences</p> <p>Students use different colored pencils to edit for particular strategies</p> <p>Students edit published or own pieces</p>	<p>Edited drafts</p> <p>Students' feedback to peers</p>	<p><i>Write Source</i></p> <p>McDougal-Litell-Grammar and Usage Workbook</p> <p>NJ Holistic Scoring Rubric</p> <p>Teacher-Created Rubrics and Checklists</p> <p><i>6 + 1 Traits of Writing-Culham</i></p>

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<b>Grade 8-Writing</b>				
<b>Knowledge/Skills/ Understandings (Objectives)</b>	<b>Standards &amp; Indicators</b>	<b>Learning Experiences</b>	<b>Interim Assessments</b>	<b>Resources</b>
Use a variety of reference materials, print and electronic, to edit written work  Use appropriate word processing software to edit work	3.2 8 C.7  3.2 8 A. 6	Students choose piece from writer's notebook to edit for specific elements  Teacher models how to use a variety of reference sources for editing  Students use software and other references for editing	Edited entry  Students' use of resources	Dictionary, thesaurus, spell check, MLA website  Software programs
Write legibly in manuscript or cursive to meet district standards	3.2 8 C.8	Students are able to write in cursive or manuscript as needed	Student handwriting	Handwriting Guidelines-Appendix
<b>Post Writing Students will know and be able to:</b>  Use relevant scoring rubrics and criteria to improve own work, evaluate own work and evaluate peer's work and provide feedback for improvement	3.2 8 A.5 3.2 8 A.7 3.2 8 D.15	Students evaluate final draft using rubric and provide feedback to peers or self-evaluate	Students' comments on final drafts	NJ Holistic Writing Rubric- Appendix  Teacher-created rubrics  McDougall-Littell materials
Maintain a collection of works	3.2 8 D.14	Students maintain a portfolio and reflect on strengths, needs, and goals as they review their work	Student Portfolios	
Share work with others		Students share work in author's chair, in small groups, as read alouds and in published booklets	Shared draft of work	Student work displays



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<b>Grade 8-Writing</b>				
<b>Knowledge/Skills/ Understandings (Objectives)</b>	<b>Standards &amp; Indicators</b>	<b>Learning Experiences</b>	<b>Interim Assessments</b>	<b>Resources</b>
		Teacher creates displays of students' work  Students send writing to various contests, submit to newspapers and other sources		
Respond appropriately to other's work	3.3 8 A.1 3.3 8 A.3 3.3 8 A. 6 3.3 8 B.2 3.3 8 B.3 3.4 8 A.6 3.4 8 B. 2 3.4 8 B. 3 3.4 8 B.5	Teacher models appropriate responses to student work- how to praise or offer critique  Students ask appropriate questions and provide thoughtful feedback to authors		Students' work

**Benchmark/Other Assessments**

- Specific Writing Pieces (See units)
- Benchmark Writing Pieces-
  - September- Summer Reading Assignment- (Persuasive Letter)
  - February –Explanatory Prompt

**Flemington-Raritan Regional School District  
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**Grade 8 Unit: Speaking**

**Overarching Essential Question(s):** How does being an effective speaker enhance my personal and school experiences?

**Topical Essential Question(s):** What strategies can I use to speak effectively (eye contact, voice modulation, inflection, tempo, enunciation)?  
 How can I determine which strategies to use to effectively communicate a specific purpose to an audience?  
 How can I use speaking to clarify and enhance my thoughts?

**Understandings (Big Ideas):** Speaking and listening provide the foundation to connect with others, develop vocabulary, and learn the structure of the English language.  
 Speaking is a form of expressing, transmitting, and exchanging ideas, information and emotions.  
 Oral language is a tool for communicating thinking and learning.

Grade 8- Speaking				
Knowledge/Skills/ Understandings (Objectives)	Standards & Indicators	Learning Experiences	Interim Assessments	Resources
<b>Discussion &amp; Questioning (Inquiry) and Contributing</b>  <b>Students will know and be able to:</b> Present ideas in a discussion, both planned and spontaneously, that state a position, support it, acknowledge and respond to other views.	3.3 8 A.1 3.3 8 A.2 3.3 8 A.6	Students engage in whole class discussions.  Students support their discussion ideas using relevant text support and information from the discussion  Students orally retell and summarize texts	Teacher and student assessment of discussion	Fountas & Pinnell- <i>Guiding Readers and Writers Grades 3-6- Ch. 16, 17</i>

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<b>Grade 8- Speaking</b>				
<b>Knowledge/Skills/ Understandings (Objectives)</b>	<b>Standards &amp; Indicators</b>	<b>Learning Experiences</b>	<b>Interim Assessments</b>	<b>Resources</b>
		Students listen to each other's work in Author's Chair or small groups and offer appropriate feedback	Students' feedback and comments	
Participate appropriately in a variety of oral situations including class discussions, debates, and small groups.	3.3 8 A.3 3.3 8 A.4 3.3 8 A.5 3.3 8 A.7 3.3 8 B.1 3.3 8 B.2 3.3 8 B.3 3.3 8 B.4	<p>Students participate in whole class discussions</p> <p>Students participate in Socratic Seminar and literature circles to discuss literature and other texts</p> <p>Students participate in peer, teacher, and small group writing conferences, respond to others' work, and provide appropriate feedback using rubrics, criteria, responding to questions, or other structures such as Praise-Question-Polish</p> <p>Students define roles for small groups through literature circle roles and cooperative learning structures</p> <p>Students engage in cooperative learning structures to solve problems in a group</p>		<p>Socratic Seminar guidelines</p> <p>Revising and Editing checklists, scoring rubrics, etc.</p> <p>Literature circle roles- Harvey Daniels</p> <p><i>Cooperative Learning-</i> Spencer Kagan</p>

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<b>Grade 8- Speaking</b>				
<b>Knowledge/Skills/ Understandings (Objectives)</b>	<b>Standards &amp; Indicators</b>	<b>Learning Experiences</b>	<b>Interim Assessments</b>	<b>Resources</b>
<b>Word Choice</b> <b>Students will know and be able to:</b>  Use language in a discussion to effectively convey the intended message to the intended audience	3.3 8 C.1 3.3 8 C.2 3.38 C.4	Students will use text to verbally identify, demonstrate, and expand on an idea or topic through discussion  Students will actively engage their listeners through their tone, inflections, and voice modulation Students will use correct grammar and sentence structure when speaking for all purposes	Class discussions	Texts for discussion
<b>Oral Presentation</b> <b>Students will know and be able to:</b>  Effectively deliver a variety of types of presentations to an intended audience using visual aids and speaking techniques  Provide relevant feedback to a speaker and incorporate feedback into own presentations	3.3 8 D.1 3.3 8 D. 2 3.3 8 D.3 3.3 8 D.4 3.3 8 D.6  3.3 8 D.5 3.3 8 D.7	Students will orally present a variety of types of information- book talks, speeches, sharing written work, discussion or a topic or prompt  Students will utilize multi-media in presentations  Students will engage in proper speaking techniques  Students will use a teacher-created or NJ Speaking Rubric to assess	Students' presentations  Quality of presentations  Feedback to peers	Book talk, Power Point presentation and other presentation criteria  Rubrics to assess presentations – Teacher – Created or NJ Speaking Rubric  Promotion Speech criteria

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<b>Grade 8- Speaking</b>				
<b>Knowledge/Skills/ Understandings (Objectives)</b>	<b>Standards &amp; Indicators</b>	<b>Learning Experiences</b>	<b>Interim Assessments</b>	<b>Resources</b>
		presentations and provide feedback to peers  Students will use feedback to revise presentations		
Read aloud with fluency	3.3 8 D.8	Students will engage in Reader's Theater and other read aloud activities	Students' reading	<i>Diary of Anne Frank</i> play- McDougal Littell-  Read magazine and other plays  Various texts

**Assessments:**

- Oral Presentation- Book talk, Holocaust project or other project

**Flemington-Raritan Regional School District  
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**Grade 8 Unit: Listening**

**Overarching Essential Question(s):** How can listening enhance my understanding?

**Topical Essential Question(s):** How can I actively listen to gain information and understanding?

In what ways can I provide effective feedback to a speaker?

How does my purpose for listening affect my listening behaviors?

**Understandings (Big Ideas):** Listening is a process of hearing, receiving, constructing meaning, and responding to verbal and nonverbal messages.  
Effective listeners actively restate, interpret, respond to, and evaluate messages. Effective listeners use these strategies for a variety of listening purposes.  
Students use listening to gain understanding and appreciation of language and communication.

<b>Grade 8- Listening</b>				
<b>Knowledge/Skills/ Understandings (Objectives)</b>	<b>Standards &amp; Indicators</b>	<b>Learning Experiences</b>	<b>Interim Assessments</b>	<b>Resources</b>
<b>Active Listening</b> <b>Students will know and be able to:</b> Demonstrate active listening in a variety of situations by acknowledging the speaker and evaluating the message for its intended purpose	3.4 8 A.1 3.4 8 A.2 3.4 8 A.3 3.4 8 A.4 3.4 8 A.5	Students engage in Socratic Seminars, class discussions, literature circles and debates  Students listen to, analyze messages, and respond to messages from classroom discussions, lectures, assemblies, and audio sources  Students listen to speeches, teacher/peer reading aloud, audio sources, poetry performed or read aloud, peer writing, class discussions, etc.	Students' participation in and teacher assessment of discussions  Students' self-assessment of discussion	McDougal Littell audio resources  Online audio resources  Socratic Seminar guidelines  Assemblies

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<b>Grade 8- Listening</b>				
<b>Knowledge/Skills/ Understandings (Objectives)</b>	<b>Standards &amp; Indicators</b>	<b>Learning Experiences</b>	<b>Interim Assessments</b>	<b>Resources</b>
Evaluate a presentation using a rubric, checklist or criteria and provide appropriate feedback.	3.3 8 A. 6	Students use a rubric or checklist to evaluate a presentation and provide the speaker with feedback on items such as purpose, delivery, content, visual aids, body language and facial expressions	Students' feedback to speakers	NJ Speaking Rubric Teacher-Created rubrics and checklists  McDougal-Littell unit and teacher resources
<b>Listening Comprehension</b> <b>Students will know and be able to:</b>  Interpret, question, and critique oral presentations	3.4 8 B.1 3.4 8 B.3 3.4 8 B.4 3.4 8 B.5	Students discuss the purpose and intended message of texts- inform, persuade, entertain, etc.  Students listen to texts read aloud  Students ask appropriate questions of the speaker and/or give feedback  Students participate in discussions, Socratic Seminar, small group discussions	Student presentations- book talks, read alouds, Power Point, etc.   Assessment of discussion- teacher and student self-assessment	Presentation Guidelines- book talks, Power Points, etc.  McDougal Littell resources  Teacher-created rubrics
Make inferences based on presentations and integrate with other language arts	3.4 8 B.2 3.4 8 B.6	Students respond orally or in writing to a text they have heard (Journal, essay, prompt, etc.)		Variety of texts  Writing prompts from text

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**Grade 8 Unit: Viewing and Media Literacy**

**Overarching Essential Question(s):** How can I become a critical consumer and producer of media?  
How can media enhance my life?

**Topical Essential Question(s):** How do I evaluate the intended message and purpose of the media?  
How does the type of media affect the intended message?  
What influence does media have on the viewer?

**Understandings (Big Ideas):** Effective viewing is essential to comprehend and respond to personal interactions, live performance, visual arts, print and electronic media  
A media-literate person is able to evaluate media for credibility and understands how words, images, and sounds influence the way meanings are conveyed and understood in society.  
Students need to view critically to respond to different forms of visual messages.

Grade 8 Viewing and Media Literacy				
Knowledge/Skills/ Understandings (Objectives)	Standards & Indicators	Learning Experiences	Interim Assessments	Resources
<b>Constructing Meaning</b> <b>Students will know and be able to:</b>  Analyze aspects and elements of print and electronic messages and explain how the medium affects the intended message	3.5 8 A.1 3.5 8 A.2 3.5 8 A.3	Students evaluate a variety of print and electronic texts for literary and other elements and to determine author's purpose and message	Students' responses	Electronic and print materials  McDougall Littell- Art posters and other resources



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<b>Grade 8 Viewing and Media Literacy</b>				
<b>Knowledge/Skills/ Understandings (Objectives)</b>	<b>Standards &amp; Indicators</b>	<b>Learning Experiences</b>	<b>Interim Assessments</b>	<b>Resources</b>
<b>Visual and Verbal Messages</b> <b>Students will know and be able to:</b>  Compare, contrast, and evaluate media messages	3.5 8 A.4 3.5 8 B.1 3.5 8 B.2 3.5 8 B.4 3.5 8 B.5	Students compare media version of story and the text  Students evaluate print and media sources for credibility- Ex: Holocaust unit	Compare/contrast pieces	Videos of texts read
<b>Living with Media</b> <b>Students will know and be able to:</b>  Analyze media presentations for content and evaluate their effectiveness	3.5 8 B.3 3.5 8 C.1 3.5 8 C.2	Students view a variety of media and print sources and determine the effect on the reader and the message (Holocaust unit)	Students' responses- journals, essays, reflections	Holocaust materials  Websites  <i>*Media Specialist-Research unit</i>
Create a presentation using multi-media resources	3.5 8 C.3	Students create a multi-media presentation in response to literature or on a specific topic	Project	<i>*Science or Social Studies projects</i>

**Assessment:**

- Multi-media Research Presentation (*may be in content area*)

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**Grade 8 Unit: The Giver**

**Overarching Essential Question(s):** How does the theme of one novel connect to another?

**Topical Essential Question(s):** How does an author use plot to engage a reader?

How do authors/people manipulate language to create a desired effect (euphemisms)?

Why do authors create ambiguous endings?

**Understandings (Big Ideas):** Authors use language to create a desired effect

Authors manipulate plot to engage a reader.

Grade 8- The Giver				
Knowledge/Skills/ Understandings (Objectives)	Standards & Indicators	Learning Experiences	Interim Assessments	Resources
<b>Students will understand...</b>  Authors, through the use of euphemisms, can manipulate the language to create a desired effect such as making something cruel sound benign	3.1 8 C.1 3.1 8 D.1 3.1 8 D.2 3.1 8 D.3 3.1 8 D.4 3.1 8 E.1 3.18 F.4 3.1 8 G.8 3.18 G.11	Mini-lesson on euphemisms  Students identify euphemisms in the text	Students' identification of euphemisms	<i>The Giver</i> by Lois Lowry
The parts of a plot (introduction, rising action, etc.) are just as important as other literary elements in engaging the reader in the story	3.1 8 G.2 3.1 8 G.3 3.1 8 G.4 3.1 8 G.6 3.1 8 G.7	Mini Lessons on plot structure  Students complete plot structure activity		LIFT Resources- <i>The Giver</i>  Contemporary Classics Resource- <i>The Giver</i>  Portals to Literature- <i>The Giver</i>  Perfection Learning Teacher Resources

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<b>Grade 8- The Giver</b>				
<b>Knowledge/Skills/ Understandings (Objectives)</b>	<b>Standards &amp; Indicators</b>	<b>Learning Experiences</b>	<b>Interim Assessments</b>	<b>Resources</b>
<p>Authors use ambiguous endings to encourage readers continued involvement in the story</p> <p>Pieces of literature with different literary elements and characters can share a common theme</p>	<p>3.1 8 G.4</p> <p>3.1 8 G.2</p> <p>3.1 8 G.6</p> <p>3.1 8 G.9</p> <p>3.1 8 H.5</p>	<p>Ambiguous ending activity for the novel</p> <p>Mini Lessons on theme and related literary elements</p> <p>Students compare the theme of <i>The Giver</i> with related texts</p> <p>Reader's responses- focus on theme</p>	<p>Discussion of ambiguous endings</p> <p>Comparisons- Discussion or Written</p> <p>Students' responses</p>	<p>Texts may include but are not limited to "Block Party" McDougall Littell</p> <p>"Old Glory" <i>The Giver</i></p> <p>"The Forecast" <i>The Giver</i></p> <p>"The Pedestrian" <i>The Giver</i></p> <p>"Where I'm From" George Ella Lyon</p>
<p><b>Students will be able to...</b></p> <p>Write a thesis essay</p>	<p>3.2 8 A.2</p> <p>3.2 8 A.3</p> <p>3.2 8 A.4</p> <p>3.2 8 A.6</p> <p>3.2 8 A.7</p> <p>3.2 8 B.1</p> <p>3.2 8 B.4</p> <p>3.2 8 D.8</p> <p>3.2 8 D.9</p> <p>3.2 8 D.10</p> <p>3.2 8 D.11</p> <p>3.2 8 D.12</p> <p>3.2 8 D. 13</p>	<p>Students will use some aspect of <i>The Giver</i> to write a thesis essay – ie: plot, characters, utopian society, theme, etc.</p> <p><b>Suggested Activity:</b> Compare other "utopian" culture with the "utopian" culture of <i>The Giver</i></p> <p>A utopian society can/cannot exist successfully. Students read articles about various societies and compare to society in <i>The Giver</i></p> <p>Students complete graphic organizers to</p>	<p>Drafts of essays</p> <p>Completed organizers</p>	<p>Articles on various utopian societies</p> <p>Graphic Organizers</p>

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<b>Grade 8- The Giver</b>				
<b>Knowledge/Skills/ Understandings (Objectives)</b>	<b>Standards &amp; Indicators</b>	<b>Learning Experiences</b>	<b>Interim Assessments</b>	<b>Resources</b>
		<p>structure essay</p> <p>Students write a comparison of the societies to support their view of utopia- Students must use 2 societies (one must be <i>The Giver</i>).</p>	Completed comparisons	Teacher-created rubric for comparisons
Understand sentence construction	3.2 8 C.2 3.2 8 C.3 3.2 8 C.4 3.2 8 C.5 3.2 8 C.6 3.2 8 C.7 3.3 8 C. 4	<p>Review nouns/pronouns and verbs</p> <p>Review subject/verb agreement</p> <p>Teacher models how to combine sentences using commas for sentence fluency.</p>	<p>Quizzes/Worksheets</p> <p>Revisions with combined sentences</p>	<p><i>Write Source</i> pp 500-502</p> <p><i>Write Source</i> pp 508-509 pp 126-127</p> <p><i>Write Source</i> pp 470-485</p>
Respond to literature in discussions and support views	3.3 8 A.1 3.3 8 A.2 3.3 8 A.3 3.3 8 A.5 3.3 8 A.6 3.3 8 A.7 3.3 8 B.1 3.3 8 B.2 3.3 8 D.4 3.4 8 A.1 3.4 8 A.2 3.4 8 A.3 3.4 8 A.4 3.4 8 A.5 3.4 8 A.6 3.4 8 B.5, B.6	<p>Students participate in whole class and small group discussions about literature</p> <p>Students respond to each other to extend ideas about literature</p>	Students' participation in discussions	

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<b>Grade 8- The Giver</b>				
<b>Knowledge/Skills/ Understandings (Objectives)</b>	<b>Standards &amp; Indicators</b>	<b>Learning Experiences</b>	<b>Interim Assessments</b>	<b>Resources</b>
Critically respond to literature	3.2 8 D.2 3.2 8 D.3 3.2 8 A.7 3.2 8 B.4 3.2 8 D.15 3.3 8 A.6	Students create a reader's response journal, write open-ended questions, write double entry journals, answer open-ended questions	Students' responses	NJASK-4 Point Rubric- Open-Ended Responses and/or Teacher-Created Rubrics
Use context clues to define vocabulary	3.1 8 C.2 3.1 8 C.3 3.1 8 C.4 3.1 8 F.1 3.1 8 F.2 3.1 8 F.3 3.1 8 F.4 3.1 8 F.5	Locate vocabulary and use context to define words	Quizzes	Dictionary, thesaurus and web-based references

**Unit Assessment:**

- Thesis Essay

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Grades 6-8 Language Arts/Literacy Curriculum**

**Grade 8 Unit: Personal Narrative**

**Overarching Essential Question(s):** How do rules of language affect communication?

Why does a writer choose a particular form of writing?

How do good writers express themselves?

How does process shape the writer's product?

How do writers develop a well written product?

**Topical Essential Question(s):** How does author's purpose shape written communication?

How does audience shape author's use of form and language?

How does personal narrative as a genre help develop authorial voice?

**Understandings (Big Ideas):** Authors choose purpose and audience when writing.

Authors choose vocabulary and sentence structure to engage the author.

People write to express themselves.

Grade 8- Personal Narrative				
Knowledge/Skills/ Understandings (Objectives)	Standards & Indicators	Learning Experiences	Interim Assessments	Resources
<b>Students will be able to...</b>  Generate ideas for a topic and plan a piece of writing	3.28.A.3 3.28.A.2 3.28.B.1 3.28.B.2 3.28.B.4 3.2 8 D.1 3.2 8 D.2	Teacher models how to set purpose and determine audience  Teacher models how to use a graphic organizer  Students will plan an essay using a graphic organizer	Graphic Organizers	<i>Write Source</i> pp 93-95, 101-106, 138, 139, 35  McDougal Littell pp 174-177
Write lead paragraphs that engage the reader	3.2 8 D.4	Use mentor texts to help students write lead paragraphs  Writing conferences to revise writing	Various leads	Mentor texts <i>Write Source</i> pp 108,109, 140  McDougal Littell pp 174-178

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<b>Grade 8- Personal Narrative</b>				
<b>Knowledge/Skills/ Understandings (Objectives)</b>	<b>Standards &amp; Indicators</b>	<b>Learning Experiences</b>	<b>Interim Assessments</b>	<b>Resources</b>
Draft an essay that tells a personal story and uses a variety of support	3.28.A.4	Model how to elaborate an idea  Students draft body of essay	Drafts	Internet resource: <a href="http://www.thisibelieve.com">www.thisibelieve.com</a> <a href="http://www.thisibelieve.com/educators">www.thisibelieve.com/educators</a>  <i>Write Source</i> pp 110, 111, 140  McDougal Littell pp 174-178
Effectively conclude an essay		Use mentor texts to help students conclude writing	Students' conclusions to essays	<i>Write Source</i> pp 112, 140  McDougal Littell pp174-178
Revise drafts for clarity, content and organization, and elaboration of ideas	3.2 8 A. 5 3.2 8 A.6 3.2 8 A.7	Teacher mini lessons on specific skills  Students engage in peer and teacher conferences	Conference checklists/feedback sheets  Rewritten drafts	
Use a rubric to improve and evaluate own and peer's writing	3.2 8 A.5 3.2 8 A. 7 3.28 D.15 3.3 8 A.1 3.4 8 A.1 3.4 8 A.2 3.4 8 A.3 3.4 8 B.3	Use scoring rubric to evaluate their pieces and decide on revisions that need to be made  Students engage in self/peer/teacher conference  Use peer feedback to revise writing	Rubric evaluation sheet  Feedback sheet from peers	
<b>Students will understand that:</b>  Voice is the writer speaking through the essay	3.2 8 D.2 3.2 8 D.5 3.2 8 D.12 3.2 8 D.13	Model using voice in writing  Revise for voice		<i>Write Source</i> pp 118, 119  <i>6+1 Traits of Writing-</i> Culham pp 100-138

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<b>Grade 8- Personal Narrative</b>				
<b>Knowledge/Skills/ Understandings (Objectives)</b>	<b>Standards &amp; Indicators</b>	<b>Learning Experiences</b>	<b>Interim Assessments</b>	<b>Resources</b>
Sentences contain subjects and predicates and complete sentences help the reader understand the writing	3.2 8 C.1 3.2 8 C.2 3.2 8 C.3	Revise or sentence structure eliminating fragments and run-ons	Draft with revisions for sentence structure	<i>Write Source</i> pp504,505,248, 502  <i>Write Source: Skillbook</i> pp 74-77, 78-82
The use of direct and indirect quotations adds substance to writing	3.2 8 C.4	Practice using direct and indirect quotations for elaboration		<i>Write Source</i> pp 598-601  <i>Write Source: Skillbook</i> pp 25
Interjections help to create voice in writing	3.2 8 D.2 3.2 8 D.5	Revise piece, adding interjections when necessary		<i>Write Source</i> pp 746  <i>Write Source: Skillbook</i> pp 181
Edit drafts for spelling, usage, mechanics, and punctuation	3.2 8 C.1 3.2 8 C.5 3.2 8 C.6 3.2 8 C.7 3.2 8 C.8	Students read piece forward/backward to edit for conventions, mechanics, punctuation, spelling, etc.	Edited draft	
Share writing with audience including adding to a portfolio	3.2 8 D. 15 3.2 8 A. 7	Students engage in Writer's Chair  Students add pieces to portfolio	Oral feedback to peers Portfolio	

**Unit Assessment:**

- Final Personal Narrative



**Flemington-Raritan Regional School District  
Grades 6-8 Language Arts/Literacy Curriculum**

**Grade 8 Unit: Non-Fiction Literature Circles**

**Overarching Essential Question(s):** How does understanding a text structure help students better understand its meaning?  
How do readers construct meaning from text?

**Topical Essential Question(s):** How do students use the elements of non-fiction to understand a memoir?  
In what ways are memoirs similar to an different from students' personal narratives?

**Understandings (Big Ideas):** Students read memoir differently than they read narrative.  
Good readers compare, infer, synthesize and make connections to make text personally relevant and useful.

Grade 8- Non-Fiction Literature Circles				
Knowledge/Skills/ Understandings (Objectives)	Standards & Indicators	Learning Experiences	Interim Assessments	Resources
<b>Students will be able to...</b>  Make predictions as they read	3.1 8 E.1	Mini-lesson review on predictions Students to make predictions in Reader Response Journal	Reader Response Journal	Non-Fiction Reader's Response Journal for Literature Circles
Explain how characters help move the plot forward	3.1 8 G.4 3.1 8 G.5	Make annotated list of important characters		Texts : See Appendix for specific titles
Visualize the stories they are reading	3.1 8 D. 1 3.1 8D.2 3.1 8 D.3 3.1 8 D.4	Mini lesson on visualization Students choose a descriptive passage To share with group Draw a picture of scene of their choice	Completed scenes	<i>I Read It, But I Don't Get It-</i> Tovani (Teacher resource)

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<b>Grade 8- Non-Fiction Literature Circles</b>				
<b>Knowledge/Skills/ Understandings (Objectives)</b>	<b>Standards &amp; Indicators</b>	<b>Learning Experiences</b>	<b>Interim Assessments</b>	<b>Resources</b>
Make connections as they read (text to text/text to self/text to world)	31. 8E.1 3.1 8 E.2	Students make connections in Reader Response Journal Various types of entries	Reader Response Journal entries	
Analyze how authors use language for different purposes	3.1 8 E.1 3.1 8E.2 3.1 8 A.1	Reader Response Journal Various types of reader response journal entries		<i>The Teen Centered Book Club: Readers into Headers</i> by Kunzel and Hardesty (Library Resource)
Understand vocabulary in context	3.1 8 C.1 3.1 8 C.2 3.1 8 C.3 3.1 8 C.4 3.1 8 F.1 3.1 8 F.2 3.1 8 F.3 3.1 8 F.4 3.1 8 F.5	Students identify and define words in context either in journal, oral responses, or as role in literature circle	Definitions	Word Wizard role sheet
Good readers compare, infer, synthesize and make connections to make text personally relevant and useful	3.1 8 E. 1 3.1 8 E.2	Reader response journal entries and student discussion reflect their strategies	Reader Response Journals  Open-ended question response	
<b>Analyze and explain how ...</b>  Events in a plot do more than advance a storyline	3.1 8 G.4	Choose important events and arrange in sequential order  Reader Response Journal		<i>Literature Circles: Voice and Choice in the Student Centered Classroom</i> – Harvey Daniels
Ask questions as they read	3.1 8 G.4	Create 5 questions that might appear on an exam and answer them		
<b>Analyze and explain how...</b>  Setting effects the tone of a book	3.1 8 G.4	Reader Response Journal  Entries focus on specific skills for critical analysis and interpretation of	Reader response journal rubric or assessment checklist	Reader Response – <i>Fountas and Pinnell – Guiding Readers and Writers</i> Grades 3-6 –Ch.

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<b>Grade 8- Non-Fiction Literature Circles</b>				
<b>Knowledge/Skills/ Understandings (Objectives)</b>	<b>Standards &amp; Indicators</b>	<b>Learning Experiences</b>	<b>Interim Assessments</b>	<b>Resources</b>
<p>Compare and analyze several authors' perspective on characters, setting, or conflict</p> <p>Interpret text through journals, writing ,discussion and enactment</p> <p>Read critically to analyze text elements</p>	<p>3.1 8 G.3</p> <p>3.1 8G.1 3.1 8 G.13</p> <p>3.1 8 G.5 3.1 8 G.9 3.1 8 G.11</p>	<p>text</p>	<p>Quality of reader response entries</p>	<p>15, 16, 17</p> <p>Journals- Reader Response Notebooks</p> <p>Directions for Literature Circles</p>
<p>Actively and appropriately participate in small group discussions</p> <p>Listen and speak in small group appropriately</p> <p>Evaluate the effectiveness of the group</p> <p>Respond appropriately and provide feedback to group members</p>	<p>3.3 8A.1 3.3 8 A.2 3.3 8 A.4 3.3. 8A.6 3.3. 8 B.1 3.3 8 B.2 3.3. 8 B.4 3.3 8C.1 3.3. 8 C.2 3.3 8 D.1 3.3 8 D. 4 3.3 8 D.7 3.4 8 A.1 3.4 8 A.2 3.4 8 A.3 3.4 8 A.5 3.4 8 B.1 3.4 8 B.2</p>	<p>Students discuss the texts using roles, questions, etc.</p> <p>Students respond appropriately to each other in discussions- Whole class and small groups</p>	<p>Student and teacher-made rubrics to assess group interaction</p>	<p>Rubrics for group interaction</p> <p><i>Socratic Seminar in the Block</i>- Checklists for participation</p>

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Grade 8- Non-Fiction Literature Circles				
Knowledge/Skills/ Understandings (Objectives)	Standards & Indicators	Learning Experiences	Interim Assessments	Resources
	3.4 8 B.3 3.4 8 B. 5 3.4 8 B.6			

**Assessment:**

- Final Reading Project such as Quilt Squares or Silent Literature Circle

**The structures and activities for nonfiction literature circles are the same for literature study with other texts.**

**Flemington-Raritan Regional School District  
Grades 6-8 Language Arts/Literacy Curriculum**

**Grade 8 Unit: Persuasive Writing**

**Overarching Essential Question(s):** How does process shape the writing product?

How can I adjust my writing to match my audience and purpose?

Why does a writer choose a particular form of writing?

**Topical Essential Question(s):** How can I write so that the reader understand and appreciates my words?

What new skills can I practice to make my writing better?

How can I write an effective lead which will introduce the problem and grab the reader's attention?

**Understandings (Big Ideas):** Written communication has the power to affect change in the world.

Writers craft text for specific audiences and purposes.

Writers use a repertoire of specific techniques to vary their form and purpose for specific purposes, audiences and contexts (such as persuasion).

Good writers develop and refine their ideas for thinking, learning, communicating and aesthetic expression.

<b>Grade 8- Persuasive Writing</b>				
<b>Knowledge/Skills/ Understandings (Objectives)</b>	<b>Standards &amp; Indicators</b>	<b>Learning Experiences</b>	<b>Interim Assessments</b>	<b>Resources</b>
Students will be able to...  Recognize persuasive techniques in a variety of persuasive texts	3.1 8 G.1 3.1 8 G.5 3.1 8 G.7 3.5 8 A.1 3.5 8 A.3	Students read models of persuasive texts to recognize ways the author uses words to persuade	Students identify ways authors use persuasion	Variety of persuasive Texts- essays, newspapers, etc.  (Internet Resource) <a href="http://www.nytimes.com/opinion">www.nytimes.com/opinion</a>
Open their essay with leads other than an opinion/thesis statement	3.2 8 B.1 3.3 8 C.3	Mini lessons on leads  Students review mentor texts that have a variety of leads		<i>Write Source</i> – transparencies benchmark papers (5-6)

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<b>Grade 8- Persuasive Writing</b>				
<b>Knowledge/Skills/ Understandings (Objectives)</b>	<b>Standards &amp; Indicators</b>	<b>Learning Experiences</b>	<b>Interim Assessments</b>	<b>Resources</b>
Write an effective lead introduces the problem and grabs the reader's attention	3.2 8 A.3 3.2 8 D.1	Mini-lessons on leads		<i>Write Source</i> pp 223-255
Use various types of support for main ideas (ie – facts, statistics, opinions, etc.)	3.2 8 B.1 3.2 8 B.2 3.2 8 D.2 3.2 8 D.12 3.2 8 A.2	Mini lesson on structure of persuasive Essay Student drafting Student conferencing		<i>6 + 1 Traits of Writing- Culham</i> – pp 92-96
Organize their thoughts before writing	3.2 8 A.3 3.2 8 B.1 3.2 8 B.2	Students produce a Pro/Con T chart on the subject	Completed T Chart	
Choose appropriate organizing strategy for the piece	3.2 8B.1 3.2 8 D.12	Teacher models and students use additional graphic organizers for later use	Completed Organizers- Student explanation for using organizer	Graphic Organizers
Write multiple drafts	3.2 8 A. 4 3.2 8 D. 2 3.2 8 B. 4 3.3 8 B.1 3.3 8 B.2	Student drafting Students engage in self/peer/teacher conference	Draft 1 Draft 2	Rubric – NJ Ask 6 Point Writing Rubric and teacher made rubrics
Support their ideas using reasons, examples, anecdotes, and other forms of support	3.2 8 B.3 3.2 8 D.6	Teacher shows examples of persuasive writing and students identify the support  Students use variety of sources and graphic organizers to support ideas	Essay with various kinds of support	
Use rubric to improve and evaluate own writing and peer's writing	3.2 8 A.5 3.2 8 A. 7 3.28 D.15 3.3 8 A.1 3.4 8 A.1	Use scoring rubric to evaluate their pieces and decide on revisions that need to be made  Students engage in self/peer/teacher	Rubric evaluation sheet  Feedback sheet from peers	

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<b>Grade 8- Persuasive Writing</b>				
<b>Knowledge/Skills/ Understandings (Objectives)</b>	<b>Standards &amp; Indicators</b>	<b>Learning Experiences</b>	<b>Interim Assessments</b>	<b>Resources</b>
	3.4 8 A.2 3.4 8 A.3 3.4 8 B.3	Conference  Use peer feed back to revise writing		Peer conference checklists
Use a variety of long and short sentences	3.2 8 C. 2 3.2 8 C.3 3.2 8 C.4	Mini lesson on sentence combining  Revise writing looking for varying sentence lengths	Drafts revised for sentence structure	<i>Write Source</i> pp 249  <i>Write Source</i> pp 496-498
Revise drafts for content and organization	3.2 8 A. 4	Students self-revise and peer revise pieces		
Use standard English conventions in writing	3.2 8 C.1	Students edit pieces for conventions- Use colored pencils to edit for specific features	Edited draft	
Use different forms of transitional devices	3.2 8 C.5	Mini lesson on transitions		<i>Write Source</i> – pp 299, 236
Recognize and use prepositions	3.2 8 C. 4	Revise writing for appropriate use of prepositions		<i>Write Source</i> pp 494,495, 742,743  <i>Write Source: Skillbook</i> pp 174
Recognize and use conjunctions	3.2 8 C.	Revise writing for appropriate use of conjunctions Use conjunctions and prepositions to aid in modifying sentences		<i>Write Source</i> pp 496-498, 744-747  <i>Write Source: Skillbook</i> pp 175-179
Consistently edit writing for mechanics and usage	3.2 8 C.1 3.2 8 C.6 3.2 8 C.7	Edit writing reading each sentence from bottom up	Editing checklist and draft with editing marks	<i>Write Source: pp</i> 579-581 <i>Write Source: Skillbook</i> pp 3,4

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<b>Grade 8- Persuasive Writing</b>				
<b>Knowledge/Skills/ Understandings (Objectives)</b>	<b>Standards &amp; Indicators</b>	<b>Learning Experiences</b>	<b>Interim Assessments</b>	<b>Resources</b>
	3.2 8 C.8	Edit several time-each time with a specific focus  Students engage in peer editing conferences and self-edit		<i>Write Source:</i> pp 618-627  <i>Write Source – Skillbook</i> pp 41-46
Share pieces with various audiences including keeping a portfolio of pieces	3.2 8 D.14 3.3 8 A.76 3.4 8A.1 3.4 8 A. 2 3.4 8 B.3	Students add comments about writing piece when adding to portfolio	Student portfolios	

**Unit Assessment:**

- Persuasive Writing Prompt.
- Persuasive Writing Piece for Portfolio



**Flemington-Raritan Regional School District  
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**Grade 8 Unit: Holocaust**

**Overarching Essential Question(s):** How can I recognize the many purposes of a piece of writing and how might it act as a springboard for other forms of expression?

**Topical Essential Question(s):** How could the Holocaust happen? How can I relate what I've read and learned about the Holocaust to My life and the world around me?

**Understandings (Big Ideas):** Learning about the past helps us to prevent the same mistakes in the future.  
Reading multiple texts about the same event affects a person's understanding of said event.  
Good readers make connections between themselves, other texts and the world.

Grade 8 Holocaust				
Knowledge/Skills/ Understandings (Objectives)	Standards & Indicators	Learning Experiences	Interim Assessments	Resources
<b>Students will be able to...</b>  Examine works about life in a concentration camp and make inferences and judgments.	3.5.8A.3 3.5.8B.2 3.5.8 B.4	Students read- "The Last Seven Months of Anne Frank"  Activities may include but are not limited to: "Who Was Anne Frank?"  "A Diary from Another World"  "All But My Life"	Anne Frank – (may include but are not limited to) Reading quiz Act One  Reading quiz Act Two  End of play test  Vocabulary test	McDougal Littell pp 515-521  "Who Was Anne Frank?" – McDougal Littell-p.444-446  "A Diary from Another World" – McDougal-Littell p. 528-531

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<b>Grade 8 Holocaust</b>				
<b>Knowledge/Skills/ Understandings (Objectives)</b>	<b>Standards &amp; Indicators</b>	<b>Learning Experiences</b>	<b>Interim Assessments</b>	<b>Resources</b>
Evaluate texts to determine effective support.	3.5.8A.3 3.5.8B.2 3.1 8 A.1 3.1 8 G.1 3.18 G.2 3.1 8 G.5 3.1 8 G.6 3.1 8 G.7 3.1 8 G. 12 3.1 8 G. 13 3.1 8 H.1 3.1 8 H.2 3.2 8 H. 5	Students read and compare two texts about the Holocaust  Students use graphic organizer or journal to compare the two texts	Organizers or responses	McDougal Littell pp 528-531
Examine and evaluate primary sources for bias	3.5 8 A.4 3.5 8 B.2 3.5.8B.4 3.5.8C.2 3.5.8C.3 3.4.8B.3 3.1 8 H.2	Students assess primary documents for bias, content and message at literacy stations-		"One Survivor Remembers" – Teaching Tolerance: Primary Source Documents
Understand a Holocaust survivor's experience	3.1 8 G.3 3.5 8 A.2 3.5 8 A.3 3.5 8 B.5 3.5 8 C.2	Students watch DVD to gain understanding of life in a concentration camp  Students read passage from <i>All But My Life</i>  Students respond to the DVD and passages orally or in writing	Discussion of DVD and reading passage      Students' responses	"One Survivor Remembers" - Teaching Tolerance: DVD of Story of Gerda Weissmann McDougal Littell from <i>All But My Life</i> pp 522-527  <u><a href="#">Additional Resources</a></u>

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Grade 8 Holocaust				
Knowledge/Skills/ Understandings (Objectives)	Standards & Indicators	Learning Experiences	Interim Assessments	Resources
				CD Rom - <i>Anne Frank House: The House with a Story</i>  Video - <i>Biography: Anne Frank</i>  Video - <i>Anne Frank: The Whole Story</i> (Ben Kingsley)  Related readings in <i>The Diary of Anne Frank</i>  Latitudes: <i>The Diary of Anne Frank</i> Perfection Learning  <i>Tunes for Bears to Dance To</i> -Robert Cormier
Connect various artistic and literary genres which share the same theme          Compare and analyze various genres on a similar themes	3.5 8 A.1 3.5 8 A.2 3.5 8 A.3 3.5 8 B.4 3.5 8 B.5    3.1 8 G.2 3.1 8 G.5 3.1 8 G.7 3.1 8 G.9 3.1 8 G12	Students will compare book, poem and photograph for C1	Discussion of poem   Open-ended responses on the pieces of text read and compared	<i>Terrible Things</i> by Eve Bunting   First They Came for the Jews" by Pastor Niemöller   "Little Boy With His Hands Up" - Photo in <i>Voices from the Holocaust</i>

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<b>Grade 8 Holocaust</b>				
<b>Knowledge/Skills/ Understandings (Objectives)</b>	<b>Standards &amp; Indicators</b>	<b>Learning Experiences</b>	<b>Interim Assessments</b>	<b>Resources</b>
Make connections between Holocaust and present day	3.1 8 G.2 3.1 8 G.5 3.1 8 G.7 3.1 8 G.9 3.1 8 G12	Students watch video - connect Auschwitz to present day bullying situations	Discussion of video	Video: <i>If Cried, You Died</i>  <i>The World of Anne Frank-Merti</i>
Analyze impact of genre on a reader		Students compare autobiography and poem  Students analyze poem using TPCASTT method  Students discuss impact of pieces read (small group and whole class)	TPCASTT analysis	"Broken Glass, Broken Lives" pp 32-37  "Crystal Night" pp 38-39 Both from <i>Voices of the Holocaust</i> <i>Hitler Youth</i> -Scholastic  TPCASTT - Appendix
Examine the Resistance Movement and explain their impact on the Holocaust	3.2 8 D.6	Students create brochures as if part of White Rose  Reader - Response Journals  Students watch DVD  Students read book about Holocaust	Brochures and Reader Response Journal entries	"The White Rose: Long Live Freedom" <i>Voices of the Holocaust</i> pp 81-85  DVD - <i>Sophie Scholl</i>  <i>The Yellow Star</i> by Carmen Agra Deedy

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<b>Grade 8 Holocaust</b>				
<b>Knowledge/Skills/ Understandings (Objectives)</b>	<b>Standards &amp; Indicators</b>	<b>Learning Experiences</b>	<b>Interim Assessments</b>	<b>Resources</b>
Empathize with a person who endured the Holocaust	3.2 8 D.5	<p>Students read informational articles on Holocaust</p> <p>Students read Poetry</p> <p>Students analyze a Passport from a Holocaust victim</p> <p>Students create a memorial to an individual who endured the Holocaust</p>	<p>Student responses</p> <p>Memorials</p>	<p>"I Never Saw Another Butterfly" by Pave Friedman ... I never saw another butterfly...</p> <p>Museum passports from US Holocaust Museum</p> <p>Teacher prepared handout on Terezin</p> <p><i>One Survivor Remembers- Teaching Tolerance</i></p>
<p>Work in small groups to read and discuss various works of literature of choice on the Holocaust</p> <p>Compare, contrast and analyze various works of literature on the Holocaust</p>	<p>3.3 8 A.1</p> <p>3.3 8 A.2</p> <p>3.3 8A.3</p> <p>3.3 8 A.4</p> <p>3.3 8.6</p> <p>3.3 8 B.1</p> <p>3.3 8 B.2</p> <p>3.3 8 C.1</p> <p>3.3 8 C.4</p> <p>3.3 8 D.1</p> <p>3.4.8A.1</p> <p>3.4 8A.2</p> <p>3.4 8 A.3</p> <p>3.4.8A.6</p> <p>3.4.8B.2</p> <p>3.4.8B.4</p>	<p>Students participate in Literature Circles on a Holocaust book of their choice</p> <p>Students work independently to plan, read and discuss their books</p> <p>Student assignments for the reading may include the following: Discussion Questions/QARs Story Maps/Graphic Organizers Journal Responses Student generated questions Responses to open ended questions</p>	<p>Bookmark/reader response journal</p> <p>Open Ended Response – compare literature circle book protagonist to Anne Frank</p>	<p>Holocaust Texts: See Appendix for specific titles</p> <p>Book mark Directions</p> <p>Teacher-Created rubric or NJASK 4 Point Rubric to assess open-ended responses</p>

**Flemington-Raritan Regional School District  
Grades 6-8 Language Arts/Literacy Curriculum**

<b>Grade 8 Holocaust</b>				
<b>Knowledge/Skills/ Understandings (Objectives)</b>	<b>Standards &amp; Indicators</b>	<b>Learning Experiences</b>	<b>Interim Assessments</b>	<b>Resources</b>
	3.4 8 B.5 3.1 8 E.1 3.1 8 E.2 3.1 8 G.13 3.2 8 A.2 3.2 8 B.3 3.2 8 B.4 3.2 8 D.3 3.2 8 D.9 3.2 8 D.10 3.2 8 D.13	Students work in groups on the activities listed above		
Determine content-specific vocabulary	3.1 8 F.1 3.1 8 F.2	Discussion of vocabulary words and vocabulary activities	Vocabulary test	
Demonstrate reading fluency through enacting Reader's Theatre	3.1 8 F.4 3.1 8 F.5 3.1 8 D.2  3.1 8 D.1 3.1 8 D.2 3.1 8 D.3 3.1 8 D.4 3.3 8 D.7 3.3 8 D.8	With teacher direction, students will complete how to read a script  Students will read play as Reader's Theatre	Students' reading of script for Reader's Theatre	McDougal-Littell- <i>The Diary of Anne Frank</i> - Hackett and Goodrich
Explore dramatic license through reading the play	3.2 8 B.1 3.2 8 D.1 3.2 8 D.2	Discuss authors' use of dramatic license		

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<b>Grade 8 Holocaust</b>				
<b>Knowledge/Skills/ Understandings (Objectives)</b>	<b>Standards &amp; Indicators</b>	<b>Learning Experiences</b>	<b>Interim Assessments</b>	<b>Resources</b>
Synthesize information from oral and visual presentations and analyze recurring themes	3.4.8B.5 3.4 8 A.1 3.4 8 A.2 3.4 8 A.3	Attend Holocaust Symposium  Listen to an ask questions of Holocaust survivors	Students' responses to Holocaust speakers- oral or in journals	Symposium speakers
Synthesize information into a culminating project	3.1 8 H.3 3.1 8 H.4 3.2 8 D.6 3.2 8 D.7 3.2 8 D.9 3.2 8 D.10 3.2 8 D.11 3.2 8 D.12	Culminating experience may include research project (please see research unit in curriculum guide)	Final projects	J.P. Case Library Website: Holocaust Link to Selected Websites and Resources (Internet Resource)
Revise and edit all of the writing in the unit for mechanics, usage, punctuation, and spelling	3.2 8A.4 3.28 A.6 3.2 8C.1 3.2 8C.2 3.2 8C.3	Students use checklists for revision and editing pieces Peer and self revision and editing of pieces	Rubrics and checklists for revision  Revised drafts	
Utilize rubrics for feedback and evaluation	3.2 8 C.4 3.2 8 C.5 3.2 8 C.6 3.2 8 C.7 3.2 8 C.8  3.2 8 A.5 3.2 8 A.7 3.2 8 D.14	Students apply rubric for feedback and evaluation	Feedback and assessment using rubric	NJ Holistic Scoring Rubric (6 points)  NJ 4-Point Open-Ended Scoring Rubric

**Flemington-Raritan Regional School District  
Grades 6-8 Language Arts/Literacy Curriculum**

Grade 8 Holocaust				
Knowledge/Skills/ Understandings (Objectives)	Standards & Indicators	Learning Experiences	Interim Assessments	Resources
Share pieces with audience including adding to the writing portfolio	3.2 8 D.15	Students share using Author's Chair, gallery walks, bulletin boards and class presentations		Portfolio

**Unit Assessment:**

- Research Project OR Culminating Project



**Flemington-Raritan Regional School District  
Grades 6-8 Language Arts/Literacy Curriculum**

**Grade 8 Unit: Research**

**Overarching Essential Question(s): Why conduct research?**

**Topical Essential Question(s): How does process shape the writer's product?  
Why does a writer choose a particular form of writing?**

**Understandings (Big Ideas): Researchers gather and critique information from different sources for specific purposes.  
Research is used to create many different products.**

<b>Grade 8- Research</b>				
<b>Knowledge/Skills/ Understandings (Objectives)</b>	<b>Standards &amp; Indicators</b>	<b>Learning Experiences</b>	<b>Interim Assessments</b>	<b>Resources</b>
<b>Students will be able to...</b>  Use primary and secondary sources to gain understanding of a topic	3.2 8 D.6	Compare a primary and secondary source about the same subject		McDougal Littell – pp 168,169, 144  <i>Content-Area Texts and Articles</i>
Evaluate websites	3.1 8 G.1 3.5 8 A.1 3.5 8 A.3 3.5 8 B.2 3.5 8 C.1 3.5 8 C.2	Students complete website evaluation form  Review website for content reliability  Students are able to use websites with links and evaluate usefulness and credibility of links	Completed website evaluation forms	“Evaluating a Website” by media specialist

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<b>Grade 8- Research</b>				
<b>Knowledge/Skills/ Understandings (Objectives)</b>	<b>Standards &amp; Indicators</b>	<b>Learning Experiences</b>	<b>Interim Assessments</b>	<b>Resources</b>
Properly cite sources	3.2 8 A.4 3.2 8 A.6 3.2 8 B.3 3.2 8 D.1 3.2 8 D.7	Teach and model paraphrasing  Students paraphrase material for sources  Model parenthetical documentation  Model Works Cited page  Students use parenthetical documentation in their pieces  Students develop a works cited page	Students' drafts    Students' pieces have in-text citations and works cited pages	<i>MLA Style Guide</i>
Use on-line database to research	3.1 8 G.1 3.1 8G.5 3.1 8 G.14	Mini-lesson on database  Students will search for information on a topic	Students locate information on the topic	Media Specialist- Resource lessons
Employ note taking skills	3.1 8 G.1 3.1 8 A.1 3.1 8 A.2	Model how to use different "levels" of graphic organizers (i.e. – web outline)	Note taking skills	
Produce written work that demonstrates comprehension of informational materials	3.1 8 H.1 3.1 8 H.5 3.1 8 G.13	Students create an end product such as a research paper or presentation		Various Research Projects
Self-select materials related to a research project	3.1 8 H.4	Power Point, autobiographical account, museum display that shows their comprehension of the topic	Student presentations	
Students will understand that:  Writers write multiple drafts	3.2 8 A.4 3.2 8 A.6 3.2 8 B.3	Students will use scoring rubric with self and peers to evaluate their pieces and decide on revisions that need to be made		Teacher-Created Rubric

**Flemington-Raritan Regional School District  
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<b>Grade 8- Research</b>				
<b>Knowledge/Skills/ Understandings (Objectives)</b>	<b>Standards &amp; Indicators</b>	<b>Learning Experiences</b>	<b>Interim Assessments</b>	<b>Resources</b>
Use of direct quotations adds credibility to writing	3.2 8 D.5	Students edit writing for correct punctuation of quotes		<i>Write Source:</i> pp 598, 600
Publish final product to share with classmates	3.3 8 C.3 3.38 D.2 3.3 8 D.3 3.3 8 D.6 3.3 8 D.7 3.4 8 A.1 3.4 8 A.2 3.4 8 A.3 3.4 8 A.4 3.4 8 A.5 3.4 8 B.3 3.4 8 B.4 3.4 8 B.5 3.4 B.7 3.5 8 C.3	Students will share final product through activities such as Gallery Walks, Power Point presentations and Readings	Students' feedback to peers	Feedback Sheet

**Unit Assessments:**

- *Completed Research Projects*

*Note: This unit may be done in conjunction with a content area.*

**Flemington-Raritan Regional School District  
Grades 6-8 Language Arts/Literacy Curriculum**

**Grade 8 Unit: Exposure to Classic Literature**

**Overarching Essential Question(s):** What makes a piece of literature endure over time?  
What causes characters to change?

**Topical Essential Question(s):** How do people interpret a piece of literature?  
How do characters engage readers?

**Understandings (Big Ideas):** A classic is a piece of literature that endures over time.  
A work of literature or a literary theme can be portrayed many different ways.  
A dynamic character changes; a static character stays the same.  
People connect to a character because the character reminds them of themselves or someone they know  
and this connection causes a piece of literature to endure over time.

Grade 8- Exposure to Classic Literature				
Knowledge/Skills/ Understandings (Objectives)	Standards & Indicators	Learning Experiences	Interim Assessments	Resources
Compare parts of a classic to film versions	3.5.A.2 3.5.B.5 3.5.C.2	Students use triple entry diary or other note taking device  Students complete Venn diagrams  Reader Response Journal	Completed Note taking devices  Completed Venns  Response Journals	Venn Diagram  Reader Response Journal
Analyze character change	3.4.B.3	Students use Reader Response Journal  Students participate in class discussion  Students us triple entry diary or other note taking device	Response Journals  Feedback in discussion  Note taking devices	Note taking devices
Recognize and use adverbs		Revise writing for appropriate number	Revised work	<i>Write Source: pp 490-493</i>

**Flemington-Raritan Regional School District  
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<b>Grade 8- Exposure to Classic Literature</b>				
<b>Knowledge/Skills/ Understandings (Objectives)</b>	<b>Standards &amp; Indicators</b>	<b>Learning Experiences</b>	<b>Interim Assessments</b>	<b>Resources</b>
		of adverbs		<i>Write Source: Skillbook</i> pp 171-173
Recognize and use adjectives		Revise writing for appropriate number of adjectives	Revised work	<i>Write Source: pp 732-735</i>  <i>Write Source: Skillbook</i> pp165-169
Define vocabulary from context clue		Students discuss new words and their meaning	Vocabulary Quiz	Novel- See Appendix  Dictionary
Employ note taking skills		Students use triple entry diary or other note taking device		<p>Texts may include but are not limited to:</p> <p><i>A Christmas Carol – Charles Dickens</i></p> <p><i>Oliver Twist-Charles Dickens</i></p> <p>Films may include but are not limited to:</p> <p><i>Mr. Magoo’s Christmas Carol</i></p> <p><i>Scrooge</i></p> <p><i>Scrooged</i></p> <p><i>The Muppet Christmas Carol/ A Christmas Carol (Alastair Sim)</i></p>

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Grades 6-8 Language Arts/Literacy Curriculum**

<b>Grade 8- Exposure to Classic Literature</b>				
<b>Knowledge/Skills/ Understandings (Objectives)</b>	<b>Standards &amp; Indicators</b>	<b>Learning Experiences</b>	<b>Interim Assessments</b>	<b>Resources</b>
				<i>A Christmas Carol</i> (animated)  <i>A Christmas Carol</i> (George C. Scott)  <i>A Christmas Carol</i> (Patrick Stewart)  <i>Oliver</i>
Defend a viewpoint in writing		Students write a Compare /Contrast Essay	Completed essay	
Engage in the writing process to produce a personal narrative	3.2 8 A.3 3.2 8B.4 3.2 8D.1 3.2 8 D.2 3.2 8D.13 3.2 8 C.1 3.2 8 C.2 3.2 8 C.4 3.28 C.5 3.2 8 C.6 3.2 8 C.7 3.2 8 D.15 3.2 8 D.14 3.2 8 A.6 3.3 8 A.7 3.3 8 B.2 3.3 8 C.3 3.3 8 D.7 3.3 8 D.8	Students generate ideas for writing from responses to reading and other experiences  Students use organizer to plan compare/contrast essay  Students draft essays  Mini lessons on specific revision needs- characteristics of essay-supporting ideas, organizing structure, transitions, word choice, sentence structure  Students engage in peer and teacher conferences to revise and edit pieces  Students use rubrics to provide feedback to peers	Completed organizer  Drafts of essay  Feedback from conferences  Rubric scores and	Organizers Revision and Editing Checklists  Teacher-made rubric  Student Writing Portfolios

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<b>Grade 8- Exposure to Classic Literature</b>				
<b>Knowledge/Skills/ Understandings (Objectives)</b>	<b>Standards &amp; Indicators</b>	<b>Learning Experiences</b>	<b>Interim Assessments</b>	<b>Resources</b>
	3.4 8 A.5 3.4 8 B.2 3.4 8 B.3	Students use rubrics to assess piece	feedback	

**Unit Assessment:**

Compare/Contrast Essay

**Flemington-Raritan Regional School District  
Grades 6-8 Language Arts/Literacy Curriculum**

**Unit: Promotion Speech**

**Overarching Essential Question(s):** How can I adjust my writing to match my audience and purpose?

**Topical Essential Question(s):** How does audience shape the author’s use of form and language?

How can I adjust my writing so my message is well received by the listener?

**Understandings (Big Ideas):** Writers craft texts for specific audiences and purposes.

Word choice is essential in communicating the intended message.

<b>Grade 8- Promotion Speech</b>				
<b>Knowledge/Skills/ Understandings (Objectives)</b>	<b>Standards &amp; Indicators</b>	<b>Learning Experiences</b>	<b>Interim Assessments</b>	<b>Resources</b>
<b>Students will be able to...</b>  Understand that a speech conveys a message	3.3.8 C.3 3.3.8 C.4 3.3.8D.4 3.3.8D.5 3.38.D.6 3.4.8A.1 3.4.8A.2 3.4.8A.3 3.4.8A.5 3.48.A.6	Listen to “The Speech” and “Still Me”  Students discuss main idea of the speech and how the author conveyed the message  Teacher read aloud of a picture book with message for speech  Evaluate message of book		McDougal Littell pp374-385  <i>Oh, The Places You’ll Go-</i> Dr. Seuss
Understand that speeches have an intended purpose and audience  Understand that an accomplished speech has a	3.1 8 G. 8 3.18.A.1 3.1 8 F.4 3.1 8 F.5  3.2 8 B.1 3.2 8 B.2 3.2 8 D.2	Read samples of past accepted promotion speeches  Evaluate type of speech and how author conveyed the message	Students identify the message of the speech and how the author chose to convey it	Teacher archives – Examples of past promotion speeches



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<b>Grade 8- Promotion Speech</b>				
<b>Knowledge/Skills/ Understandings (Objectives)</b>	<b>Standards &amp; Indicators</b>	<b>Learning Experiences</b>	<b>Interim Assessments</b>	<b>Resources</b>
pre-determined structure	3.1.8E.2			
Evaluate promotion speeches for the style and structure author used to convey message	3.1.8G.5 3.1.8G.7	Evaluate the speeches and determine the structure and style the author uses		
Compose a speech that utilizes a specific style and/or structure to convey meaning	3.2.8A.2 3.2.8A.3 3.2.8A.4 3.2.8B.2 3.2.8D.1 3.2.8D.2 3.2.8D.4 3.2.8D.12	Students decide on organizing structure for the speech  Students draft speech using the organizing structure they have chosen  Write a second draft	Prewriting  Drafts of speech	Graphic Organizers
Revise speech for intended message and length  Use rubric to provide feedback and improve writing	3.2.A.5 3.2.A.6 3.2.A.7 3.2.B.1 3.2.B.2 3.2.B.4 3.2.8D.15	Students participate in self- revision  Students participate in peer conferences and teacher conferences for revision  Use rubric to give feedback to peers and revise speech	Revised speech  Rubric and revised drafts	Teacher created revision checklist  Speech rubric
Edit the speech for usage, mechanics, capitalization, and punctuation	3.2.C.1 3.2.C.2 3.2.C.3 3.2.C.4 3.2.C.5 3.2.C.6 3.2.C.7 3.2.C.8	Teacher models specific elements for editing the speech  Students self and peer edit speech- Colored pencil strategy for editing	Edited draft of speech	Teacher-created editing checklists
Share speech with audience including a portfolio	3.2.D.13 3.2.D.14	Students share speech with peers  Students may submit speech for	Student explanation of speech in portfolio	Portfolio

**Flemington-Raritan Regional School District  
Grades 6-8 Language Arts/Literacy Curriculum**

Grade 8- Promotion Speech				
Knowledge/Skills/ Understandings (Objectives)	Standards & Indicators	Learning Experiences	Interim Assessments	Resources
		consideration at promotion		

**Unit Assessment:**

- Promotion Speech

**Flemington-Raritan Regional School District  
Grades 6-8 Language Arts/Literacy Curriculum**

**Grade 8 Unit: Readers' Workshop/Independent Reading**

**Overarching Essential Question(s):** How can I use what I already know and what I learned to make new understanding?  
How do readers construct meaning from text?

**Topical Essential Question(s):** How can I use the text to support my ideas/opinions about it?  
What are the ways to respond to reading to show understanding?  
What do readers do when they do not understand everything in a text?

**Understandings (Big Ideas):** Words powerfully affect meaning.  
Good readers compare, infer, synthesize and make connections to make text personally relevant and useful.  
Good readers employ strategies to help them understand text. Strategic reader can develop, select and apply strategies to enhance their comprehension.  
Understanding a text's features, structures and characteristics facilitate the reader's ability to make meaning of the text.  
Fluent readers group words quickly to make meaning of what they read.

Grade 8- Reading Workshop/Independent Reading				
Knowledge/Skills/ Understandings (Objectives)	Standards & Indicators	Learning Experiences	Interim Assessments	Resources
Students will be able to...  Self select appropriate reading material	3.1 8 D.1 3.1 8 D.2 3.1 8 D.3 3.1 8 D.4	Discussion of how to choose books		<i>Mosaic of Thought: Teaching Comprehension in a Reader's Workshop</i> by Keene and Zimmermann
Monitor reading for understanding by setting a purpose, making and adjusting predictions, asking questions, connecting new learning to	3.1 8 E.1 3.1 8 E.2	Students complete a variety of responses to text- T. charts, Double and Triple entry Diaries, Journal Prompts, Novel Reflections, Projects, Bookmarks, Post-It Note Taking	Responses to text – journals, triple-entry diaries, bookmarks- Rubrics, checklists,	Gr. 8 –Videos, VanGoghs, and Virtuosos, One Significant Quote and Kinfolk

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<b>Grade 8- Reading Workshop/Independent Reading</b>				
<b>Knowledge/Skills/ Understandings (Objectives)</b>	<b>Standards &amp; Indicators</b>	<b>Learning Experiences</b>	<b>Interim Assessments</b>	<b>Resources</b>
background experiences and texts and visualizing		Teacher models how to use note taking and response to monitor reading strategies	criteria for assessing assignments	Reading Response Journal Criteria Suggestion: Quotation from the Past <i>I Read It, But I Don't Get It</i> by Tovani (Library Resource)
Read critically in a variety of genres  Analyze elements of texts  Interpret text ideas through journals, discussions, and writing  Compare and contrast various works  Expand reading vocabulary by exposure to a variety of texts  Adjust reading rate in response to text and reading level of difficulty  Read increasingly difficult texts silently with comprehension and fluency	3.1 8 G.2 3.1 8 G.3 3.1 8 G.4 3.1 8 G.6 3.1 8 G.7 3.1 8 G.9 3.1 8 G.13 3.1 8 G.15 3.2 8 D.3  3.1 8 G.2  3.1 8 F.1 3.1 8 F.2 3.1 8 F.4  3.1 8 D.4 3.1 8 D. 3  3.1 8 D.2	Students read books in a variety of genres  Students respond to text in a variety of ways in response to teacher's prompts and to their own questions  Students keep a list or sticky notes of words they define in context  Teacher models purposes for reading and reading rates  Students can explain reading rate for various kinds of text	Book List for Recording Books Read  Quality of written and oral responses	McDougal Littell "Checkouts" "The Treasure of Lemon Brown"- Models for reading  Fountas & Pinnell- <i>Guiding Readers and Writers Grades 3-6-</i> Ch.17 and Reading Response stems on pgs.292-297 (Teacher Resource)

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<b>Grade 8- Reading Workshop/Independent Reading</b>				
<b>Knowledge/Skills/ Understandings (Objectives)</b>	<b>Standards &amp; Indicators</b>	<b>Learning Experiences</b>	<b>Interim Assessments</b>	<b>Resources</b>
Present main ideas and themes from text in a variety of mediums and forms	3.5 8.C.3 3.4 8.A.1 3.4. 8A.3	Students create projects about texts read	Rubrics, checklists for assessing presentations	Teacher-Created assignments for independent reading
Respond to and give feedback about presentations	3.4 8.A.6 3.4 8.B.4 3.48.B.7 3.3. 8C.3 3.3. 8C.4 3.3 8 D.2 3.3 8 D.3 3.3 8 D.4 3.3 8 D.6 3.3 8 D.7	Students give feedback on presentations to peers and respond to presentations orally or in writing		

**Assessment:**

- Responses to Independent Reading/ Reader Response Journal

**Flemington-Raritan Regional School District  
Grades 6-8 Language Arts/Literacy Curriculum**

**Grade 8 Test Genre Integration**

*The Language Arts Curriculum provides a rigorous curriculum that incorporates the test genre. The skills and strategies in the unit are integrated into the curriculum throughout the year.*

**Overarching Essential Question(s):** How is a standardized test a specific genre?  
How can I learn to approach a standardized test?

**Topical Essential Question(s):** How does the purpose and audience of a standardized test affect my essay?  
How can I learn to make connections between a piece of text myself, other texts and the world?  
How do I read differently for a test than for other purposes?

**Understandings (Big Ideas):** Standardized tests are a genre which students will feel familiar and confident with.  
Good test takers, like good readers, compare, infer, synthesize and make connections to make text personally relevant and useful.  
Good test takers employ a variety of strategies to help them understand text.  
Understanding a test's features, structures and characteristics facilitate the reader's ability to make meaning of the test.  
A writer selects form based on audience and purpose.

Grade 8- Test Genre Integration				
Knowledge/Skills/ Understandings (Objectives)	Standards & Indicators	Learning Experiences	Interim Assessments	Resources
<b>Students will be able to...</b>  Respond in various ways to test questions  Use text in order to respond to test questions open-ended responses and writing prompts		Mini-lesson explaining components of open-ended questions  Students will practice writing answers that contain a topic sentence that restates the question, textual evidence, connections and addresses each bullet	Students' responses	Write Source pp 336-341  NJ Open Ended Rubric- 4 Point

**Flemington-Raritan Regional School District  
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<b>Grade 8- Test Genre Integration</b>				
<b>Knowledge/Skills/ Understandings (Objectives)</b>	<b>Standards &amp; Indicators</b>	<b>Learning Experiences</b>	<b>Interim Assessments</b>	<b>Resources</b>
<p>Use rubric to assess own peer's work</p> <p>Use rubric to improve own writing and provide feedback to peers</p>	<p>3.2 8 A.5 3.2 8 A.7 3.2 8 A.4 3.2 8 C.6 3.2 8 D.3 3.2 8 D.9 3.2 8 D.15</p>	<p>Mini-lesson on open-ended question rubric- NJASK 4- Point</p> <p>Review the NJASK- 4 Point- Open-Ended Response rubric and analyze samples at each score point</p> <p>Students score own responses and that of peers using rubric and provide feedback</p> <p>Discussion of how to incorporate connections in responses</p>	<p>Student's scores, rationale and feedback</p>	
<p>Examine a standardized test text for basic understanding and analysis of writing and reading features</p>	<p>3.1 8 A.1 3.1 8 A.2 3.1 8 C.3 3.1 8 C.4 3.1 8 D.3 3.1 8 E.2 3.1 8 F.2 3.1 8 G.4 3.1 8 G.5 3.1 8 G.6 3.1 8 G.7 3.1 8 G.8 3.1 8 G.9 3.1 8 G.10 3.1 8 G.11 3.2 8 A.2 3.2 8 A.7 3.2 8 B.4</p>	<p>Read a variety of texts for a variety of purposes</p> <p>Read stories from practice texts and apply strategies for comprehension such as making inferences, predicting, analyzing elements of fiction and nonfiction, etc.</p> <p>Teacher mini lessons on how to answer specific types of test questions</p> <p>Practice how to answer a multiple choice question- what is it asking, which answers can I eliminate, and which is the best answer</p>		<p>McDougal-Littell- Standardized test preparation at the end of each unit</p> <p>McDougal- Littell- Reading Toolkit</p> <p>Released State Samples of Writing</p> <p>Fountas &amp; Pinnell- <i>Guiding Readers and Writers Grades 3-6- Ch. 27</i></p>

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<b>Grade 8- Test Genre Integration</b>				
<b>Knowledge/Skills/ Understandings (Objectives)</b>	<b>Standards &amp; Indicators</b>	<b>Learning Experiences</b>	<b>Interim Assessments</b>	<b>Resources</b>
	3.2 8 C.1 3. 2 8 C.2 3.2 8C.5 3.2 8C.6 3.2 8 D.3 3.2 7 D.5 3.2 7 D.8 3.2 7 D.9 3.2 7 D.15			
Successfully compose a written response to select writing prompts.	3.2 8 A.2 3.2 8 A.5 3.2 8 A.7 3.2 8 B.1 3.2 8 B.4 3.2 8 C.1 3.2 8 C.2 3.2 8 C.5 3.2 8 C.6 3.2 8 C.5 3.2 8 C.8 3.2 8 C.9 3.2 8 C.10 3.2 8 C.11 3.2 8 C.12 3.2 8 C.15	<p>Whole class write-to practice and model how to respond to writing tasks</p> <p>Review of strategies for effective writing of specific genres such as persuasive and personal narrative and how these can be transferred to “test writing”</p> <p>Students review the NJASK Writing Rubric and analyze sample papers at each score point</p> <p>Students score their own writing and that of their peers using the NJASK rubric and provide rationale for score and feedback</p> <p>Written responses to practice prompts ex. Persuasive, speculative, explanatory, etc. AND any other state</p>	<p>Students’ scores and rationale</p> <p>Students’ responses</p>	<p>NJ Assessment of Skills and Knowledge-Writing Handbook</p> <p>NJ ASK Writing Rubric (Holistic) – 6 Point</p> <p>Benchmark Tool such as Learnia</p>



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Grade 8- Test Genre Integration				
Knowledge/Skills/ Understandings (Objectives)	Standards & Indicators	Learning Experiences	Interim Assessments	Resources
		Required writing for the test Review of the writing process and how to use the process effectively in a timed situation Review of prewriting strategies and their importance in producing cohesive writing		Prewriting Strategies

**Benchmark Assessment:**

- Benchmark Tool such as Learnia
- Writing Samples- October (Summer Reading Letter- Persuasive) and February (Explanatory)

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**Grade 8 Reading List**

The resources listed are the required and/or choice selections for each unit. Titles may be used as whole class or literature circle choices. Not all of the suggested selections need to be utilized by all teachers.

**Unit- Personal Identity**

**Required Reading- McDougal-Littell**

“Checkouts”

“Block Party”

**Suggested Reading- McDougal-Littell**

“The Ransom of Red Chief”

“High Tide in Tucson”

“Raymond’s Run”

“Fear” and “Identity”- Poems

**Unit-The Triumph of the Human Spirit**

**Required Reading- McDougal-Littell**

“The Last Seven Months of Anne Frank”

“The Treasure of Lemon Brown”

**Suggested Reading- McDougal-Littell**

“Rules of the Game”

“The Moustache”

“Choices” and “Legacies”- Poems

**Unit-Rising to the Challenge**

**Required Reading- McDougal-Littell**

“Still Me”

**Suggested Reading- McDougal-Littell**

“Flowers for Algernon”

“Something to Declare”

“The Bet”

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**Other Suggested Reading – McDougal-Littell (Used in units, as appropriate)**

“The Lady or the Tiger”  
“The Dinner Party”  
“Rain, Rain Go Away”  
“The Tell-Tale Heart”  
“The Birthday Ritual”  
“The Monkey’s Paw”

**Unit- Holocaust**

**Suggested Titles (Most often used, as appropriate):**

*The Diary of Anne Frank*-Hackett & Goodman  
*Holocaust- A History of Courage and Resistance*-Stadtler  
*Nazi Officer’s Wife*- Beer  
*Anne Frank: Her Last Seven Months*-Lindwer  
*Alicia, My Story*- Appleman-Jurman  
*All But My Life*- Weissman  
*Anne Frank Remembered*- Gies  
*Anne Frank: Diary of a Young Girl*- Anne Frank  
*Cage-Sender*  
*Kingdom By the Sea*-Westal  
*Night and Dawn*- Weisel  
*The Hiding Place*-Boom  
*Never to Forget*-Meltzer  
*The Other Victims*-Friedman  
*Rescue*-Meltzer  
*Upon the Head of the Goat*- Siegel  
*We Are Witnesses*- Boas  
*With Raoul Wallenberg in Budapest*-Arger

**Unit- Non-Fiction Literature Study/Literature Circles**

*Alive*- Reed Piers  
*Having Our Say*- Delany  
*Ryan White*- White  
*Gifted Hands*- Carson  
*Death Be Not Proud*- Gunther  
*A Whole New Ballgame*-Macy  
*Woodson*- Paulsen

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*Caught by the Sea-* Paulsen

**Unit-Exposure to Classic Literature**

*Oliver Twist-* Dickens

*A Christmas Carol-* Dickens

**Literature Study/Literature Circles - Additional Titles**

**Titles from the District Summer Reading List may also be used as Literature Circle titles.**

*Fahrenheit 451-* Bradbury

*ABC Murders-* Christie

*And Then There Were None-* Christie

*Murder on the Orient Express-* Christie

*The House on Mango Street-* Cisneros

*Eva-* Dickinson

*Bull Run-* Fleischman

*Lord of the Flies-* Golding

*Summer of My German Soldier-* Greene

*House of Dies Drear –*Hamilton

*Taming the Star Runner-* Hinton

*The Outsiders-* Hinton

*Tex-* Hinton

*Kon Tiki-*Heyerdahl

*Farewell to Manzanar-* Houston

*To Kill a Mockingbird-* Lee

*A Swiftly Tilting Planet-* L'Engle

*Walkabout-*Marshall

*The Girl Who Owned a City-* Nelson

*The Upstairs Room-* Reiss

*Holes-* Sachar

*The Cay-* Taylor

*20,000 Leagues Under the Sea-* Verne

*The Homecoming-* Voight

*The Time Machine-* Wells

*Blitzcat-* Westall

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**Grade 8 Resources for Specific Units**

Teachers use activities from the following resources as needed to design specific assignments and differentiate instruction.

***The Giver***

Burdick, K., et.al. (1996). *Literature is for Thinking: The Giver*. Littleton, MA: Sundance.

*Contemporary Classics: The Giver*. (2003). Logan, IA: Perfection Learning.

*The Giver*. (2003). Cheswald, DE: Prestwick House, Inc.

Kielham, J.K. (1997). *Portals to Literature: The Giver*. Logan, IA: Perfection Learning.

***Holocaust***

Bartoletti, S.C. (2005). *Hitler Youth*. New York, NY: Scholastic.

Bunting, E. (1989). *Terrible Things*. Philadelphia, PA: The Jewish Publication Society.

Deedy, C.A. (2000). *The Yellow Star*. Atlanta, GA: Peachtree Publishers.

Merti, B. (1998). *The World of Anne Frank*. Portland, ME: J. Weston Walch Publishers.

Myers, K. (ed.). (1993). *Latitudes: Anne Frank*. Logan, IA: Perfection Learning.

*One Survivor Remembers*. Montgomery, AL: Teaching Tolerance.

Schroeder, P.W. & Schroeder-Hildebrand, D. (2004). *Six Million Paper Clips*. Minneapolis, MN: Kar-Ben Publishing.

Volavkava, H. (ed). (1993). *I Never Saw Another Butterfly*. NY: Shocken Books, Inc.

***Exposure to Classic Literature***

*A Christmas Carol*. (1998). Cheswald, DE: Prestwick House, Inc.

*Masterprose: A Christmas Carol*. (1980). Logan, IA: Perfection Learning.

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Stoessel, S. (1988). *Portals to Literature: A Christmas Carol*. Logan, IA: Perfection Learning.

***Grammar and Other Resources***

*English Grammar and Composition: Teacher's Resource Book*. (1988). Chicago, IL: Harcourt, Brace, Jovanovich, Inc.

Kleinman, E. (2000). *GEPA Success in Language Arts Literacy*. Austin, TX: Steck Vaughn/Berrent.

Larson, R. (1997). *Downwrite Funny*. Fort Collins, CO: Cottonwood Press.

LoGudice, M. & C. (1998). *100% Punctuation*. East Moline, IL: Lingui Systems.

LoGudice, M. & C. (1997). *100% Grammar*. East Moline, IL: Lingui Systems.

Martin, K. & Willoughby, T. (2000). *A to Z: Ideas for Reading Teachers*. Fort Collins, CO: Cottonwood Press.

Samston, M.S. (2005). *Phunny Stuff*. Fort Collins, CO: Cottonwood Press.

Thurston, C.M. (2005). *Games for English & Language Arts*. Fort Collins, CO: Cottonwood Press.

Umstatler, J. (1999). *Ready to Use Sentence Activities*. West Nyack, NY: The Center for Applied Research in Education.

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**Grades 6-8**

**Appendices**

# **Flemington Raritan Schools**

## **Handwriting Guidelines**

**Grades 3-8**

**May 2009**

### **New Jersey Core Curriculum Content Standard (2004)**

#### **3.2 B- Writing as a Product**

- 8. Write legibly in manuscript or cursive to meet district standards
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### **Handwriting Guidelines**

#### *Grade 3*

- Teach cursive handwriting
- Last marking period- The following items will be written in cursive
- One Do Now per day (teacher chooses the Do Now)\*
- One final draft of a writing piece, book report, or content area report
- Spelling tests done in print and cursive

#### *Grade 4*

- Display the alphabet in the room.
- One Do Now per day (teacher chooses the Do Now)\*
- One final draft of a writing piece, book report, or content area report per marking period
- Handwriting sheets can be done as individual work during guided reading (Optional)

#### *Grade 5*

- Display the alphabet in the room
- One Do Now per day (teacher chooses the Do Now)\*
- One final draft of a writing piece, book report, or content area report per marking period



### *Grades 6-8*

- Display the alphabet in the room
- One Do Now per day (teacher chooses the Do Now)\*
- One final draft of a an untimed writing piece per marking period\*\*

### *Content Area Teachers*

- Students write heading of their papers in cursive
- Teacher writes one item in cursive each day- agenda, homework, or notes

### *Special Education/Special Needs Modifications*

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- Grades 5-6 – May use TWC time , if it fits, to do practice or extension activities
- Write for shorter duration of time
- Use pencil grips, posture, etc. modifications
- See websites for additional resources

### *\*Do Now Suggestions*

- Do Now should be 2-3 sentences in length
- Daily edit, poetry, rewrite 2-3 sentences from a journal entry, a free write or quick write, a journal entry, open-ended response

### *\*\*Grades 6-8 Untimed Writing Suggestions*

- Open-ended questions
- Journal entries
- Writing prompt (final copy, if having students go through writing process)
- Recopy a published piece in cursive

See list of Websites for additional resources

# **OPEN-ENDED SCORING RUBRIC** For Reading, Listening, and Viewing

**Sample Task:** The author takes a strong position on voting rights for young people. Use information from the text to support your response to the following.

Points	Criteria
4	A 4-point response clearly demonstrates understanding of the task, completes all requirements, and provides an insightful explanation/opinion that links to or extends aspects of the text.
3	A 3-point response demonstrates an understanding of the task, completes 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 complete 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.

# NEW JERSEY REGISTERED HOLISTIC SCORING RUBRIC (MODIFIED FOR ESPA)

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"> <li>May lack opening and/or closing</li> <li>Minimal response to topic: uncertain focus</li> <li>No planning evident: disorganized</li> </ul>	<ul style="list-style-type: none"> <li>May lack opening and/or closing</li> <li>Attempts to focus</li> <li>May drift or shift focus</li> <li>Attempts organization</li> <li>Few, if any, transitions between ideas</li> </ul>	<ul style="list-style-type: none"> <li>May lack opening and/or closing</li> <li>Usually has single focus</li> <li>Some lapses or flaws in organization</li> <li>May lack some transitions between ideas</li> </ul>	<ul style="list-style-type: none"> <li>Generally has opening and/or closing</li> <li>Single focus</li> <li>Ideas loosely connected</li> <li>Transitions evident</li> </ul>	<ul style="list-style-type: none"> <li>Opening and closing</li> <li>Single focus</li> <li>Sense of unity and coherence</li> <li>Key ideas developed</li> <li>Logical progression of ideas</li> <li>Moderately fluent</li> <li>Attempts compositional risks</li> </ul>
Usage	<ul style="list-style-type: none"> <li>Details random, inappropriate, or barely apparent</li> <li>No apparent control</li> <li>Severe/numerous errors</li> </ul>	<ul style="list-style-type: none"> <li>Details lack elaboration, i.e., highlight paper</li> <li>Numerous errors</li> </ul>	<ul style="list-style-type: none"> <li>Errors/patterns of errors may be evident</li> <li>Little variety in syntax</li> <li>Some errors</li> </ul>	<ul style="list-style-type: none"> <li>Some errors that do not interfere with meaning</li> <li>Some variety</li> <li>Generally correct</li> </ul>	<ul style="list-style-type: none"> <li>Few errors</li> </ul>
Sentence Construction	<ul style="list-style-type: none"> <li>Assortment of incomplete and/or incorrect sentences</li> </ul>	<ul style="list-style-type: none"> <li>Excessive monotony/same structure</li> </ul>	<ul style="list-style-type: none"> <li>Patterns of errors evident</li> </ul>	<ul style="list-style-type: none"> <li>No consistent pattern of errors</li> <li>Some errors that do not interfere with meaning</li> </ul>	<ul style="list-style-type: none"> <li>Variety in syntax appropriate and effective</li> <li>Few errors</li> </ul>
Mechanics	<ul style="list-style-type: none"> <li>Errors so severe they detract from meaning</li> </ul>	<ul style="list-style-type: none"> <li>Numerous serious errors</li> </ul>			<ul style="list-style-type: none"> <li>Few errors</li> </ul>

NON-SCORABLE RESPONSES	NR = No Response	Student wrote too little to allow a reliable judgment of his/her writing	Content/Organization			Usage			Sentence Construction			Mechanics		
			<ul style="list-style-type: none"> <li>Communicates intended message to intended audience</li> <li>Relates to topic</li> <li>Opening and closing</li> <li>Focused</li> <li>Logical progression of ideas</li> <li>Transitions</li> <li>Appropriate details and information</li> </ul>			<ul style="list-style-type: none"> <li>Tense formation</li> <li>Subject-verb agreement</li> <li>Pronouns usage/agreement</li> <li>Word choice/meaning</li> <li>Proper Modifiers</li> </ul>			<ul style="list-style-type: none"> <li>Variety of type, structure, and length</li> <li>Correct construction</li> </ul>			<ul style="list-style-type: none"> <li>Spelling</li> <li>Capitalization</li> <li>Punctuation</li> </ul>		
	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												
	WF = Wrong Format	Student refused to write on the topic, or the writing task folder was blank												

NOTE: All unscorable responses, (NSRs) with the exception of NR, must be coded by the Scoring Director.

# NEW JERSEY REGISTERED HOLISTIC SCORING RUBRIC (for GEPA only)

In scoring, consider the grid of written language		NEW JERSEY REGISTERED HOLISTIC SCORING RUBRIC (for GEPA only)				
Score	Inadequate Command	Limited Command	Partial Command	Adequate Command	Strong Command	Superior Command
Content and Organization	1	2	3	4	5	6
	• May lack opening and/or closing	• May lack opening and/or closing	• May lack opening and/or closing	• Generally has opening and/or closing	• Opening and closing	• Opening and closing
	• Minimal response to topic; uncertain focus	• Attempts to focus	• Usually has single focus	• Single focus	• Single focus	• Single, distinct focus
	• No planning evident; disorganized	• Few, if any, transitions between ideas	• Some lapses or flaws in organization	• Transitions evident	• Sense of unity and coherence	• Unified and coherent
			• May lack some transitions between ideas	• Ideas loosely connected	• Key ideas developed	• Well-developed
Usage	• Details random, inappropriate, or barely apparent	• Details lack elaboration, i.e., highlight paper	• Repetitious details	• Uneven development of details	• Logical progression of ideas	• Logical progression of ideas
	• No apparent control	• Numerous errors	• Several unelaborated details	• Some errors that do not interfere with meaning	• Moderately fluent	• Fluent, cohesive
	• Severe/numerous errors	• Excessive monotony/same structure	• Errors/patterns of errors may be evident	• Some variety	• Attempts compositional risks	• Compositional risks successful
	• Assortment of incomplete and/or incorrect sentences	• Numerous errors	• Little variety in syntax	• Generally correct	• Details appropriate and varied	• Details effective, vivid, explicit, and/or pertinent
	• Errors so severe they detract from meaning	• Numerous serious errors	• Patterns of errors evident	• No consistent pattern of errors	• Few errors	• Very few, if any, errors
Sentence Construction						
Mechanics						

NON-SCORABLE RESPONSES	NR = No Response	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.
	WF = Wrong Format	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"> <li>Communicates intended message to intended audience</li> <li>Relates to topic</li> <li>Opening and closing</li> <li>Focused</li> <li>Logical progression of ideas</li> <li>Transitions</li> <li>Appropriate details and information</li> </ul>	<ul style="list-style-type: none"> <li>Tense formation</li> <li>Subject-verb agreement</li> <li>Pronouns</li> <li>usage/agreement</li> <li>Word choice/meaning</li> <li>Proper Modifiers</li> </ul>	<ul style="list-style-type: none"> <li>Variety of type, structure, and length</li> <li>Correct construction</li> </ul>	<ul style="list-style-type: none"> <li>Spelling</li> <li>Capitalization</li> <li>Punctuation</li> </ul>

Note: All unscorable responses, (NSRs), with the exception of NR, must be coded by the Scoring Director.