

Flemington-Raritan Regional School District
Flemington, New Jersey

Language Arts/Literacy Curriculum
Grades 6-8

Includes 21st Century Life and Career Skills

Gregory Nolan, Superintendent
Daniel Bland, Assistant Superintendent
Carol Baker, Language Arts Supervisor
Christine Casterline
Theresa Fielding
Amy Karen Harter
Carol Hecky
Roseann Lane
Karen Lurie
Marybeth Madlinger
Cherylann Schmidt

| | |
|----------------------------------|-------------------|
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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 21st 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 21st 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/.

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

21st Century Life and Career Skills

The 21st Century Life and Career Skills are infused throughout the curriculum units in Grades 6-8. The mission of the 21st 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 21st 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 21st Century Life and Career Skills. Only the 21st Century Life and Career Skills that pertain to Language Arts are included in the table. The remaining 21st 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 st Century Content and CPI's | Learning Experiences |
|--|--|
| Strand A: Critical Thinking and Problem Solving The ability to recognize and apply critical thinking and problem solving skills to solve the problem is a lifelong skill that develops over time. | |
| 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">• Cooperative learning structures• Brainstorming strategies• Prewriting strategies• Using graphic organizers to organize material to solve a problem• Socratic Seminar |
| 9A.2 Implement problem solving strategies to solve a problem in the school or community. | <ul style="list-style-type: none">• Writing Prompt that asks students to solve a problem• Service projects- Coat, drive, food pantry, etc. |

| 21 st 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"> Students respond to essay questions that compare various types of societies to the one in <i>The Giver</i>. (Grade 8) |
| 9.A.4 Design and implement a management plan using problem solving strategies. | <ul style="list-style-type: none"> Role assignment in literature groups (discussion director, word wizard, etc.) Cooperative learning structures- Role for each person in group |
| Strand B: Creativity and Innovation Gathering and evaluating knowledge and information from a variety of sources that include multiple/global perspectives foster creative/innovative thinking. | |
| 9 B.1 Incorporate multiple points of view to create alternative solutions. | <ul style="list-style-type: none"> Participation in discussions, Socratic Seminars, literature circles Read primary sources and other texts that present a variety of points of view to solve a problem |
| 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"> Evaluate websites Evaluate primary and secondary sources for bias Math surveys (Grade 6) |
| Strand C: Collaboration, Teamwork, and Leadership Collaboration and teamwork enable an individual or group to achieve common goals with greater efficiency. | |
| 9.C.1 Demonstrate an individual's responsibility for personal actions and contributions to the group. | <ul style="list-style-type: none"> Individual accountability structures in cooperative learning activities Individual role assignments in groups or literature circles Progress monitoring/reporting sheets in literature circles Socratic Seminar reflections Group Dynamics activities (Grade 6) Teambuilding activities (Grade 6) |
| 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"> Cooperative problem-solving activities Charitable Cause Essays (Grade 6) Unity Day Activities (Grade 6) |

| 21 st 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"> • Participation in clubs, student council, etc. • Group leader role in small groups |
| Strand D: Effective communication skills convey intended messages to others and assist in preventing misunderstandings. | |
| 9.D.1 Employ appropriate conflict resolution skills | <ul style="list-style-type: none"> • Peer Leaders (Grades 7-8) • Character Education Lessons • Student Council • Peer Tutors and Guidance Lessons/Groups (Grade 6) |
| 9.D.2 Demonstrate the ability to understand inferences. | <ul style="list-style-type: none"> • See reading units for specific examples of inference-making strategies and opportunities • Use inferences to participate in discussions about reading and other situations |
| <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"> • Participation in small groups, literature circles, etc. • Participation in class discussions • Appropriate use of e-mails and blogs to communicate • Computer class- introduction to appropriate communication (Grade 6) • Oral presentations • Parent presentations about culture (Grade 6) |
| 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"> • Parent presentations about culture (Grade 6) • How to interpret idioms |
| 9.D.5 Justify the need for greater cross-cultural understanding due to globalization. | <ul style="list-style-type: none"> • Discussion of “sameness” in <i>The Giver</i> (Grade 8) • Stories read |

| 21 st Century Content and CPI's | Learning Experiences |
|---|---|
| Strand E: Digital media is a 21st century tool used for local and global communication of ideas and events. | |
| 9.E.1 Explain how technology has strengthened the role of media in a global society. | <ul style="list-style-type: none"> • Technology and synergistic (Grade 7-8) • Newspapers online (Grade 6) |
| 9.E.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"> • Social Studies Content |
| 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"> • Social Studies Content • Evaluate print and media sources for bias and message • Analysis of political cartoons (Grade 6) • Analysis of persuasive techniques- fact vs opinion |
| <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"> • Analysis of Nazi propaganda (Grade 8) • Computer class content (Grade 6) |
| 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"> • Internet use agreement • Website permission |
| Strand F: Accountability, Productivity and Ethics | |
| The nature of the 21st century workplace has shifted, demanding greater individual accountability, productivity, and collaboration. | |
| 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"> • Individual accountability roles in cooperative structures • Progress monitoring in literature circles • Group roles in cooperative groups |
| <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"> • Discussion about Utopia/dystopia (Grade 8) • Literature discussions • Constitution Day activities |

| 21 st 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"> • Internet use agreement • Code of conduct • Assemblies pertaining to cyber-bullying, bullying, and tolerance • Guidance groups • Character education program • Online texts |

**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:

| Learning Experiences | Interdisciplinary Connection |
|--|--|
| 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:

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

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). 21st –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.

New Jersey Department of Education. (2009). *21st Century Life and Careers Core Curriculum Content Standards*. Trenton, NJ: DOE.

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*. 2nd ed. Portland, ME: Stenhouse Publishers.
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- 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*. 2nd ed. Portland, ME: Stenhouse Publishers.
- Latimer, H. (2003). *Thinking Through Genre*. Portland, ME: Stenhouse Publishers.
- Rog, L.J. & Kropp, P. (2004). *The Write Genre*. Ontario: Pembroke Publishers.
- Tovani, C. (2000). *I Read It, But I Don't Get It*. Portland, ME: Stenhouse Publishers.

**Flemington-Raritan Regional School District
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

| Reading | Writing | Grammar |
|---|---|--|
| 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

| Reading | Writing | Grammar |
|--|---|--|
| 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.**

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

Marking Period 3 -Theme: Growth and Change

| Reading | Writing | Grammar |
|--|--|--|
| 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

| Reading | Writing | Grammar |
|---|--|--|
| Science Fiction Short Stories (Minimum of 3) Poetry-Variou 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**

| Grade 6- Reading | | | | |
|--|--|--|--|---|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| Before Reading 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 6 A.1 3.1 6 A.2 3.1 6 A.3 3.1 6 E.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**

| Grade 6- Reading | | | | |
|--|--|---|--|--|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| | | <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 & Pinnell- <i>Guiding Readers and Writers Grades 3-6</i> Ch. 18-21</p> |
| <p>During Reading Students will know and be able to:</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 & Pinnell- <i>Guiding Readers and Writers Gr. 3-6</i> Ch. 18-21</p> <p><i>Strategies that Work-</i> Harvey & Goodvis</p> <p><i>I Read It, But I Don't Get</i></p> |

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

| Grade 6- Reading | | | | |
|--|---|--|---|---|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| | | <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**

| Grade 6- Reading | | | | |
|---|--|---|---|--|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| <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 6 G.1 3.1 6 G.2 3.1 6 G.6 3.1 6 G.12 3.1 6 H.7</p> <p>3.1 6 H.7</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.-</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</p> <p>Readers' Response</p> | <p><i>Content-Area texts</i></p> <p>Texts (See appendix)</p> <p>Reader Notebook materials</p> <p>Fountas & Pinnell- <i>Guiding Readers and Writers Gr. 3-6- Ch.7-10</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 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</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 Sheet</p> |
| <p>Differentiate fact and opinion, bias, propaganda, and analyze sources of text for reliability of information</p> | <p>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</p> | <p>Students read and discuss current events in social studies</p> <p>Students choose print, electronic and web resources for research</p> | | <p><i>Current Events – Social Studies</i></p> <p><i>Media Center Lessons- Print and electronic</i></p> |

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

| Grade 6- Reading | | | | |
|--|---|--|---|---|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| | 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 Litell- Unit and teacher resources |
| After Reading Students will know and be able to: 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
Grades 6-8 Language Art/Literacy Curriculum**

| Grade 6- Reading | | | | |
|---|--|--|---|---|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| 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 |
| Vocabulary Students will know and be able to: 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
Grades 6-8 Language Art/Literacy Curriculum**

| Grade 6- Reading | | | | |
|---|---------------------------------------|---|------------------------------------|---|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| Fluency Students will know and be able to: 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**

| Grade 6- Writing | | | | |
|--|--|---|--|--|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| <p>Prewriting Students will know and be able to:</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 & Pinnell – <i>Guiding Readers and Writers Grades 3-6</i>- Ch. 5, 6</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><i>Computer software for graphic organizers such as Kidspirarion/Inspiration</i></p> |

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

| Grade 6- Writing | | | | |
|---|---|---|---|--|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| Drafting Students will know and be able to: | | | | |
| Draft writing in a selected genre with appropriate structure and voice according to message, purpose, and audience | 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 | Teacher mini lessons on drafting for specific purposes | | <i>Write Source</i> |
| Establish and maintain a focus in a draft | 3.2 6 B.10 | Students write drafts Students do quickwrites on specific topics | Writer's notebook entries Quickwrites | Writer's Notebook |
| Develop writing stamina and draft for a sustained period of time to produce a piece of text | 3.2 6 D.1 | Students write without stopping to produce a draft Students engage in the writing process | Sustained piece of writing | McDougal Littell- unit and teacher resources- Writing handbook |
| 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.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 models strategies to employ for "writer's block" Students use another author's work to create an original piece or enhance own writing | Students employ author's technique in own writing | Samples of published works to use as mentor texts |

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

| Grade 6- Writing | | | | |
|---|---|---|---|--|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| 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> |

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

| Grade 6- Writing | | | | |
|---|---|---|---------------------------------------|---|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| 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> Content area writing 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 |
| Revising Students will know and be able to: 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
Grades 6-8 Language Art/Literacy Curriculum**

| Grade 6- Writing | | | | |
|--|--|---|--|--|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| 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 & 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> |

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

| Grade 6- Writing | | | | |
|--|--|--|--|--|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| | | 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 |
| Editing Students will know and be able to: 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 |

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

| Grade 6- Writing | | | | |
|--|--|--|------------------------------------|--|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| | | 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 |
| Post Writing Students will know and be able to: 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 |

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

| Grade 6- Writing | | | | |
|--|---|--|--------------------------------|------------------|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| | | 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
Grades 6-8 Language Art/Literacy Curriculum**

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 |
| Discussion & Questioning (Inquiry) and Contributing Students will know and be able to: 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-</i> Ch.15-17 |

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

| Grade 6- Speaking | | | | |
|---|--|--|---|--|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| | | 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>Socratic Seminar guidelines</i></p> <p>Revising and Editing checklists, scoring rubrics, etc.</p> <p>Literature circle roles- Harvey Daniels</p> <p><i>Cooperative Learning- Spencer Kagan</i></p> |

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

| Grade 6- Speaking | | | | |
|--|--|---|---|--|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| Word Choice Students will know and be able to: 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 |
| Oral Presentation Students will know and be able to: 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>May be in Content Areas</i>) Rubrics to assess presentations – Teacher – Created or NJ Speaking Rubric |

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

| Grade 6- Speaking | | | | |
|--|---------------------------------------|---|--------------------------------|--|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| | | 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 |
| Active Listening Students will know and be able to: 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 |

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

| Grade 6 Listening | | | | |
|---|---------------------------------------|--|--|--|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| 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 |
| Listening Comprehension Students will know and be able to: 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 | | |

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

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 |
| Constructing Meaning Students will know and be able to: 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>Electronic and print materials</i> McDougall Littell- Art posters and other resources Cartoons |

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

| Grade 6- Viewing and Media Literacy | | | | |
|---|--|--|--|--|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| Visual and Verbal Messages Students will know and be able to: 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>Social Studies- Current Events</i> Videos of texts read |
| Living with Media Students will know and be able to: 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>*Media Specialist- Research Unit</i> |

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

| Grade 6- Viewing and Media Literacy | | | | |
|--|---------------------------------------|--|--------------------------------|---|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| 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 |
| Students will know and be able to: 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 |

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

| Grade 6- Literary Elements-Courage | | | | |
|---|--|--|---|--|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| <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 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> |

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

| Grade 6- Literary Elements-Courage | | | | |
|--|---------------------------------------|---|--|---|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| | | 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 |

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

| Grade 6- Literary Elements-Courage | | | | |
|--|--|--|--|--|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| <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 31. 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> |

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

| Grade 6- Literary Elements-Courage | | | | |
|--|---------------------------------------|---|----------------------------|---|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| | | 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

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

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 |
| Students will know and be able to: | | | | |
| 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 |

**Flemington-Raritan Regional School District
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| Grade 6- Literary Elements-Writing | | | | |
|---|---|--|--------------------------------|---|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| <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> | Students' responses | <p>Various Quotations</p> <p>Rubric to assess Quotation writing- Teacher-made or NJASK Writing Rubric</p> |
| Respond critically to literature | <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> | Students' Responses | Responding to literature pg. 283-300 |

**Flemington-Raritan Regional School District
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| Grade 6- Literary Elements-Writing | | | | |
|---|--|---|--|--|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| | | Students write book reviews | | |
| Develop a short story using all of the literary elements | 3.1.6.G.12 3.1.6.G.13 3.1.6.G.16 | Use models of short stories – Analyze elements and brainstorm ideas effective element of story | | Various Mentor Texts for Short Stories |
| Incorporate figurative language in writing short stories | 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 | Mini-lessons which focus on the development of literary elements for writing short stories | | <i>Write Source</i> Reference book |
| | | Writer's Notebook Entries (embarrassing moments, memories, quick writes, free writes, etc.) | Writer's notebook entries – draft, etc | Writer's Notebooks |
| | | Writer's Notebook – brainstorm ideas for elements of a story in notebook Write story prior to reading stories – Rewrite story after reading short stories | | Writing short stories pg. 343-352 |
| | | Writer's Notebook – brainstorm ideas for elements of a story in notebook Write story prior to reading stories – Rewrite story after reading short stories | | McDougal-Littell: "Who's the New Kid?" pg. 11 |
| | | Writer's Notebook – brainstorm ideas for elements of a story in notebook Write story prior to reading stories – Rewrite story after reading short stories | | McDougal-Littell: Unit One Resource Book (pg. 11) |
| | | Rewrite published stories changing specific literary element Ex. Change setting of story | Rewritten stories | 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 | | |

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

| Grade 6- Literary Elements-Writing | | | | |
|--|--|--|---|--|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| | 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 |
| MEMOIR | | | | |
| Students will know and be able to: 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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| Grade 6- Non-Fiction Reading | | | | |
|--|---|--|--------------------------------|--|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| 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 |

**Flemington-Raritan Regional School District
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| Grade 6- Non-Fiction Reading | | | | |
|--|---|---|---|--|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| NON-FICTION | | | | |
| 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 |

**Flemington-Raritan Regional School District
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| Grade 6- Non-Fiction Reading | | | | |
|---|--|--|--------------------------------|--|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| 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 |

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

| Grade 6- Non-Fiction Reading | | | | |
|--|---------------------------------------|---|--------------------------------|----------------------------|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| 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 |
| GRAMMAR | | | | |
| 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) |

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

| Grade 6 Non-Fiction Writing | | | | |
|--|---|---|---|--|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| | | | | Commas, semi-colons, colons pg. 582-597 Writing appendix, dictionary, internet/software resources |
| WRITING | | | | |
| 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> |

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

| Grade 6 Non-Fiction Writing | | | | |
|--|---|--|--|--|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| | 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**

| Grade 6 Non-Fiction Writing | | | | |
|--|---|--|--|--|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| 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><i>Library Skills- Media Specialist</i></p> <p>Teacher-Created rubric for research products</p> |

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

| Grade 6 Non-Fiction Writing | | | | |
|--|--|---|--|--|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| 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, <i>Research Product-May be in Content Area</i> Writing Portfolios |

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

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.

| Grade 6-Newspaper | | | | |
|---|-----------------------------------|---|---|--|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| 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
Grades 6-8 Language Art/Literacy Curriculum**

| Grade 6-Newspaper | | | | |
|---|---|---|--------------------------------|--------------------------------------|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| Recognize and make use of the inverted pyramid style of writing, specifically the 5W's and H Understand the purpose of a news article's inverted pyramid structure | 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 | Students read newspaper articles and identify the "who, what, where, why and how" information within the articles. Students write a newspaper article using the inverted pyramid format. | Drafts of articles | Teacher handouts |
| Identify and apply newspaper terms/vocabulary | 3.1.6.F.2 | Students define newspaper terms | Definitions | |
| Analyze and editorial and understand its purpose | 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 | Students distinguish between editorials and news articles Students read opinion section: editorials, letters to the editor and political cartoons Students write a letter to the editor | Drafts of letters | Business Letter to Editor Assignment |

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

| Grade 6-Newspaper | | | | |
|--|---|---|-----------------------------------|-------------------------|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| 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 |
| Students will know and be able to: 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 |

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

| Grade 6- Literature Study/Literature Circles | | | | |
|---|--|--|--|---|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| 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 |

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

| Grade 6- Literature Study/Literature Circles | | | | |
|---|--|---|--|---|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| | | 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 |
| GRAMMAR | | | | |
| Students will know and be able to: | | | | |
| 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
Grades 6-8 Language Art/Literacy Curriculum**

| Grade 6 Persuasive Writing | | | | |
|--|--|---|---|---|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| WRITING – Persuasive Essay | | | | |
| 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**

| Grade 6 Persuasive Writing | | | | |
|---|--|--|--|--|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| | | 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
Grades 6-8 Language Art/Literacy Curriculum**

| Grade 6 Persuasive Writing | | | | |
|--|---|--|--|--------------------------------------|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| | 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.

| Grade 6 Science Fiction Reading and Writing | | | | |
|---|---|--|---|--|
| Knowledge/Skills/Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| 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 |

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

| Grade 6 Science Fiction Reading and Writing | | | | |
|--|---|---|---|---|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| 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
Grades 6-8 Language Art/Literacy Curriculum**

| Grade 6 Science Fiction Reading and Writing | | | | |
|--|--|---|--|--|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| | 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**

| Grade 6 Poetry | | | | |
|---|--|---|--|---|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| 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.

| Grade 6 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 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 |

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

| Grade 6 Independent Reading | | | | |
|---|---|---|---|--|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| 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) |

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

| Grade 6 Independent Reading | | | | |
|---|---|--|---|---|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| 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 |
| Students will be able to: 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> |

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

| Grade 6- Test Genre Integration | | | | |
|---|--|---|--|---|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| | 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</i> <i>Write Source</i> |

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

| Grade 6- Test Genre Integration | | | | |
|--|---|---|--|---|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| | 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)

**Flemington-Raritan Regional School District
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”

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

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

Wrinker- 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.

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

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**

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**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**

| Grade 7- Reading | | | | |
|---|--|--|--|--|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| Before Reading 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 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
Grades 6-8 Language Arts/Literacy Curriculum**

| Grade 7- Reading | | | | |
|--|--|---|---|---|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| | | <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 & Pinnell- <i>Guiding Readers and Writers Grades 3-6</i> Ch. 20-21</p> |
| <p>During Reading Students will know and be able to:</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 & 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**

| Grade 7- Reading | | | | |
|--|---|--|--|---|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| | | <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 & 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**

| Grade 7- Reading | | | | |
|---|--|--|---|--|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| <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 & 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**

| Grade 7- Reading | | | | |
|--|--|--|---|--|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| 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>Current Events – Social Studies</i> <i>Media Center Lessons- Print and electronic sources</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 |
| After Reading Students will know and be able to: 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

| Grade 7- Reading | | | | |
|--|--|--|---|--|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| 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 |
| Vocabulary Students will know and be able to: 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. |

**Flemington-Raritan Regional School District
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| Grade 7- Reading | | | | |
|---|---------------------------------------|---|------------------------------------|---|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| 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 |
| Fluency Students will know and be able to: 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.

| Grade 7- Writing | | | | |
|--|--|--|--------------------------------|--|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| Prewriting Students will know and be able to: 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
Grades 6-8 Language Arts/Literacy Curriculum**

| Grade 7- Writing | | | | |
|---|---|---|---|--|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| 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> |
| Drafting Students will know and be able to: 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
Grades 6-8 Language Arts/Literacy Curriculum**

| Grade 7- Writing | | | | |
|--|--|---|---|--|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| 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
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| Grade 7- Writing | | | | |
|---|---|---|---------------------------------|---|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| | | 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**

| Grade 7- Writing | | | | |
|--|--|--|--|--|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| Revising Students will know and be able to: 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 |

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

| Grade 7- Writing | | | | |
|--|---------------------------------------|--|---|---|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| | | <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>Editing Students will know and be able to:</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> |

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

| Grade 7- Writing | | | | |
|--|---|--|--|---|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| | | <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>Post Writing Students will know and be able to:</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> |

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

| Grade 7- Writing | | | | |
|--|--|--|--------------------------------|-----------------------|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| 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

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

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 |
| Discussion & Questioning (Inquiry) and Contributing Students will know and be able to: 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 |

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

| Grade 7- Speaking | | | | |
|---|--|--|---|--|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| | | 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>Socratic Seminar guidelines</i></p> <p>Revising and Editing checklists, scoring rubrics, etc.</p> <p>Literature circle roles- Harvey Daniels</p> <p><i>Cooperative Learning- Spencer Kagan</i></p> |

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

| Grade 7- Speaking | | | | |
|--|--|---|--|--|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| Word Choice Students will know and be able to: 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 |
| Oral Presentation Students will know and be able to: 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 |

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

| Grade 7- Speaking | | | | |
|--|---------------------------------------|---|--------------------------------|--|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| | | 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

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

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 |
| Active Listening Students will know and be able to: 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>Socratic Seminar guidelines</i> <i>Assemblies</i> |

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

| Grade 7- Listening | | | | |
|---|--|--|--|---|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| 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 |
| Listening Comprehension Students will know and be able to: 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 |

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

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 |
| Constructing Meaning Students will know and be able to: 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>Electronic and print materials</i> McDougall Littell- Art posters and other resources Cartoons |

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

| Grade 7- Viewing and Media Literacy | | | | |
|---|---|--|--|---|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| Visual and Verbal Messages Students will know and be able to: 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 |
| Living with Media Students will know and be able to: 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*)

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

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 |
| Students will know and be able to: 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 |

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

| Grade 7- Novels- | | | | |
|--|---|--|--|--|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| 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 |

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

| Grade 7- Novels- | | | | |
|--|---------------------------------------|--|--------------------------------|---|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| 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

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

**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 |
| Students will know and be able to: 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>McDougal-Littell-REQUIRED READINGS</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 |

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

| Grade 7- Non-Fiction Reading and Writing | | | | |
|--|---|---|--|---|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| | | | | <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 | <u>Other Suggested Non-Fiction Pieces from McDougal-Littell</u> *Eleanor Roosevelt (p. 87) * <i>from</i> Knots in My Yo-Yo String (p. 573) *The Noble Experiment (p. 287) *Teacher Created Rubrics |

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

| Grade 7- Non-Fiction Reading and Writing | | | | |
|---|--|---|---|---|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| 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 * <i>6+1 Traits Of Writing</i> -Culham Organizers Revision and Editing Checklists |

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

| Grade 7- Non-Fiction Reading and Writing | | | | |
|--|--|---|--|--|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| | 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

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

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.

| Grade 7- Research and Inquiry | | | | |
|--|---|--|---|---|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| Students will know and be able to: 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 |

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

| Grade 7- Research and Inquiry | | | | |
|---|--|---|--------------------------------------|---|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| <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> | |

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

| Grade 7- Research and Inquiry | | | | |
|---|--|---|---|--|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| 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.

| Grade 7- Literature Study/Literature Circles | | | | |
|--|--|---|---|---|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| Students will know and be able to: 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 |

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

| Grade 7- Literature Study/Literature Circles | | | | |
|---|--|--|---|--|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| 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 | 3.1 7 G.7 3.1 7 G.5 3.1 7 G.14 | Student assignments for the reading may include the following: Discussion Questions/QAR's Story Maps/Graphic Organizers | Completed organizers and assignments | 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> |
| Read critically to analyze text elements | 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 | Journal Responses Student-generated questions Responses to open-ended questions Discussion Roles- Artful artist, discussion director, word wizard, etc. Optional- Students create final projects | Journal Responses | Chapter 14- Theory for teacher Chapter 15- Ways to set-up and evaluate literature groups |
| Interpret text through journals, writing, discussion and enactment | 3.1 7 G.15 | Students identify unfamiliar words and use context to define | Open-ended responses | 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 | | Vocabulary quiz | |

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

| Grade 7- Literature Study/Literature Circles | | | | |
|---|--|--|--|---------------------------------------|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| 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 3.4 7 A.1 3.4 7 A.2 | 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.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
Grades 6-8 Language Arts/Literacy Curriculum**

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 |
| Students will know and be able to: 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 |

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

| Grade 7- Short Stories | | | | |
|---|---|---|--|---|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| | | <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 & 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> |

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

| Grade 7- Short Stories | | | | |
|--|---|--|--------------------------------|---|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| 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 | |
| Writing | | | | |
| 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 |

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

| Grade 7- Short Stories | | | | |
|--|--|---|---|--|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| 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 |
| Students will know and be able to: 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 (McDougl-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 |

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

| Grade 7- Poetry | | | | |
|--|--|--|---|--|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| | | <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> |

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

| Grade 7- Poetry | | | | |
|---|--|---|--|---|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| | | <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-</i> Culham |
| 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
Grades 6-8 Language Arts/Literacy Curriculum**

| Grade 7- Poetry | | | | |
|--|--|--|---|------------------|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| | 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
Grades 6-8 Language Arts/Literacy Curriculum**

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 |
| Students will be able to: 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 |

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

| Grade 7- Grammar, Mechanics, and Usage | | | | |
|---|---|--|--|--|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| 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
Grades 6-8 Language Arts/Literacy Curriculum**

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.

| Grade 7- Independent Reading | | | | |
|--|---|---|---|---|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| Students will know and be able to: 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 | <i>Media Center Resources</i> Various texts-Print and electronic Fountas & Pinnell – <i>Guiding Readers and Writers Grades 3-6- Ch. 7,8,10</i> |

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

| Grade 7- Independent Reading | | | | |
|---|---------------------------------------|---|---|---|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| | | 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 |

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

| Grade 7- Independent Reading | | | | |
|--|---|--|----------------------------------|--|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| 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 |
| Students will be able to: 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, |

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

| Grade 7- Test Genre Integration | | | | |
|---|--|--|--|--|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| | 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-</i> Ch. 27 |
| 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) |

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

| Grade 7- Test Genre Integration | | | | |
|--|--|--|---|---|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| | 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)

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

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)

**Flemington-Raritan Regional School District
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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

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

Beowulf-Nye
Cowboys Don't Cry-Halvorson
On My Honor-Bauer
The Adventures of Tom Sawyer- Twain
The Callender Papers- Voight
Dacey'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
Language Arts/Literacy Curriculum
Grade 8**

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

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

| Reading | Writing | Grammar |
|---|--|--|
| <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

| Reading | Writing | Grammar |
|--|---|---|
| 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

| Reading | Writing | Grammar |
|---|--|---|
| 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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| Grade 8- Reading | | | | |
|--|---|--|--|---|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| Before Reading 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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| Grade 8- Reading | | | | |
|--|--|---|---|---|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| | | <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 & Pinnell- <i>Guiding Readers and Writers Grades 3-6- Ch.20-21</i></p> |
| <p>During Reading Students will know and be able to:</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 & Pinnell- <i>Guiding Readers and Writers Grades 3-6- Ch. 20-21</i></p> <p><i>Strategies that Work-</i> Harvey & Goodvis</p> |

**Flemington-Raritan Regional School District
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| Grade 8- Reading | | | | |
|--|---|--|--|---|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| | | <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> |

**Flemington-Raritan Regional School District
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| Grade 8- Reading | | | | |
|---|--|--|--|--|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| <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><i>Content-Area texts</i></p> <p><i>The Giver</i> and Holocaust Texts (See appendix)</p> <p>Reader Notebook materials</p> <p>Fountas & 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><i>Students read and discuss current events in social studies</i></p> <p>Students choose print, electronic and</p> | | <p><i>Current Events – Social Studies Media Center Lessons- Print and electronic</i></p> |

**Flemington-Raritan Regional School District
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| Grade 8- Reading | | | | |
|--|---------------------------------------|--|--|---|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| | | 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 |
| After Reading Students will know and be able to: 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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| Grade 8- Reading | | | | |
|--|--|---|---|---|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| 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 |
| Vocabulary Students will know and be able to: 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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| Grade 8- Reading | | | | |
|---|---------------------------------------|---|------------------------------------|--|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| meanings | | District Word Study program | | |
| Fluency Students will know and be able to: 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

**Flemington-Raritan Regional School District
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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.

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

| Grade 8-Writing | | | | |
|--|---|---|---|---|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| Prewriting Students will know and be able to: 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 |

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| Grade 8-Writing | | | | |
|---|--|--|---|---|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| Drafting Students will know and be able to: 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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| Grade 8-Writing | | | | |
|---|---------------------------------------|--|---|---|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| 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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| Grade 8-Writing | | | | |
|---|---|---|---------------------------------------|---|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| 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> Content area writing 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 |
| Revising Students will know and be able to: 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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| Grade 8-Writing | | | | |
|--|---------------------------------------|--|--|--|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| 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 & 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> |

**Flemington-Raritan Regional School District
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| Grade 8-Writing | | | | |
|---|---------------------------------------|--|---|---|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| | | <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>Editing 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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| Grade 8-Writing | | | | |
|--|---------------------------------------|--|--|--|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| 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 |
| Post Writing Students will know and be able to: 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 |

**Flemington-Raritan Regional School District
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| Grade 8-Writing | | | | |
|--|--|--|--------------------------------|------------------|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| | | 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
Grades 6-8 Language Arts/Literacy Curriculum**

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 |
| Discussion & Questioning (Inquiry) and Contributing Students will know and be able to: 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-</i> Ch. 16, 17 |

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

| Grade 8- Speaking | | | | |
|---|--|--|---------------------------------|---|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| | | 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> |

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

| Grade 8- Speaking | | | | |
|--|--|--|--|---|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| Word Choice Students will know and be able to: 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 |
| Oral Presentation Students will know and be able to: 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 |

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

| Grade 8- Speaking | | | | |
|--|---------------------------------------|---|--------------------------------|--|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| | | 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
Grades 6-8 Language Arts/Literacy Curriculum**

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.

| Grade 8- Listening | | | | |
|--|---|---|---|---|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| Active Listening Students will know and be able to: 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 |

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

| Grade 8- Listening | | | | |
|---|--|--|--|--|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| 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 |
| Listening Comprehension Students will know and be able to: 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 |

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

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 |
| Constructing Meaning Students will know and be able to: 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 |

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

| Grade 8 Viewing and Media Literacy | | | | |
|---|---|---|--|---|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| Visual and Verbal Messages Students will know and be able to: 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 |
| Living with Media Students will know and be able to: 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*)

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

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 |
| Students will understand... 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 |

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

| Grade 8- The Giver | | | | |
|---|---|---|---|--|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| <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>Students will be able to...</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>Suggested Activity: 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> |

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

| Grade 8- The Giver | | | | |
|--|---|---|--|--|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| | | <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 | |

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

| Grade 8- The Giver | | | | |
|--|--|---|--------------------------------|---|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| 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

**Flemington-Raritan Regional School District
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 |
| Students will be able to... 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 |

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

| Grade 8- Personal Narrative | | | | |
|---|---|--|---|---|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| 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: www.thisibelieve.com www.thisibelieve.com/educators <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 | |
| Students will understand that: 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 |

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

| Grade 8- Personal Narrative | | | | |
|---|---|--|---|--|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| 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 |
| Students will be able to... 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) |

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

| Grade 8- Non-Fiction Literature Circles | | | | |
|--|---|--|--|---|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| 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 | |
| Analyze and explain how ... 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 | | |
| Analyze and explain how... 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. |

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

| Grade 8- Non-Fiction Literature Circles | | | | |
|---|--|---|---|--|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| <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> |

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

| 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.

| Grade 8- Persuasive Writing | | | | |
|---|---|--|---|--|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| 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) www.nytimes.com/opinion |
| 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) |

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

| Grade 8- Persuasive Writing | | | | |
|--|--|---|---|---|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| 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 | |

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

| Grade 8- Persuasive Writing | | | | |
|--|---------------------------------------|---|--|--|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| | 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 |

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

| Grade 8- Persuasive Writing | | | | |
|---|---|--|--------------------------------|---|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| | 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
Grades 6-8 Language Arts/Literacy Curriculum**

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 |
| Students will be able to... 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 |

**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 |
| 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>Additional Resources</u> |

**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 |
| | | | | 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> |

**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 |
| 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 |

**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 |
| 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
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| Grade 8 Holocaust | | | | |
|---|--|--|--|--|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| | 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 | | |

**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 |
| 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
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| 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.**

| Grade 8- Research | | | | |
|--|--|--|------------------------------------|--|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| Students will be able to... 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 |

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

| Grade 8- Research | | | | |
|---|---|--|---|------------------------------------|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| 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
Grades 6-8 Language Arts/Literacy Curriculum**

| Grade 8- Research | | | | |
|--|--|--|--------------------------------|----------------------------------|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| 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</i> : pp 490-493 |

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

| Grade 8- Exposure to Classic Literature | | | | |
|--|---------------------------------------|---|--------------------------------|--|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| | | 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> |

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

| Grade 8- Exposure to Classic Literature | | | | |
|---|--|---|--|---|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| | | | | <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 |

**Flemington-Raritan Regional School District
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| Grade 8- Exposure to Classic Literature | | | | |
|--|---------------------------------------|--------------------------------------|--------------------------------|------------------|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| | 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.

| Grade 8- Promotion Speech | | | | |
|--|--|---|---|--|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| Students will be able to... 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 |

**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 |
| 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 |

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

| Grade 8- Reading Workshop/Independent Reading | | | | |
|---|---|---|---|---|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| 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) |

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

| Grade 8- Reading Workshop/Independent Reading | | | | |
|---|---|--|---|---|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| 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 |
| Students will be able to... 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
Grades 6-8 Language Arts/Literacy Curriculum**

| Grade 8- Test Genre Integration | | | | |
|--|--|--|---|---|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| <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 & Pinnell- <i>Guiding Readers and Writers Grades 3-6- Ch. 27</i></p> |

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

| Grade 8- Test Genre Integration | | | | |
|--|--|--|--|---|
| Knowledge/Skills/ Understandings (Objectives) | Standards & Indicators | Learning Experiences | Interim Assessments | Resources |
| | 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> |

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

| 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)

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

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”

**Flemington-Raritan Regional School District
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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

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

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

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

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.

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

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.

Flemington-Raritan Regional School District

Language Arts/Literacy Curriculum

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
-

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

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

| 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"> Communicates intended message to intended audience Relates to topic Opening and closing Focused Logical progression of ideas Transitions Appropriate details and information | | | <ul style="list-style-type: none"> Tense formation Subject-verb agreement Pronouns usage/agreement Word choice/meaning Proper Modifiers | | | <ul style="list-style-type: none"> Variety of type, structure, and length Correct construction | | | <ul style="list-style-type: none"> Spelling Capitalization Punctuation | | |
| | 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 1 | Limited Command 2 | Partial Command 3 | Adequate Command 4 | Strong Command 5 | Superior Command 6 |
| Content and Organization | | <ul style="list-style-type: none">May lack opening and/or closingMinimal response to topic; uncertain focusNo planning evident; disorganizedDetails random, inappropriate, or barely apparentNo apparent controlSevere/numerous errorsAssortment of incomplete and/or incorrect sentencesErrors so severe they detract from meaning | <ul style="list-style-type: none">May lack opening and/or closingAttempts to focusMay drift or shift focusAttempts organizationFew, if any, transitions between ideasDetails lack elaboration, i.e., highlight paperNumerous errorsExcessive monotony/same structureNumerous errorsNumerous serious errors | <ul style="list-style-type: none">May lack opening and/or closingUsually has single focusSome lapses or flaws in organizationMay lack some transitions between ideasRepetitious detailsSeveral unelaborated detailsErrors/patterns of errors may be evidentLittle variety in syntaxSome errorsPatterns of errors evident | <ul style="list-style-type: none">Generally has opening and/or closingSingle focusIdeas loosely connectedTransitions evidentUneven development of detailsSome errors that do not interfere with meaningSome varietyGenerally correctNo consistent pattern of errorsSome errors that do not interfere with meaning | <ul style="list-style-type: none">Opening and closingSingle focusSense of unity and coherenceKey ideas developedLogical progression of ideasModerately fluentAttempts compositional risksDetails appropriate and variedFew errorsVariety in syntax appropriate and effectiveFew errorsFew errors | <ul style="list-style-type: none">Opening and closingSingle, distinct focusUnified and coherentWell-developedLogical progression of ideasFluent, cohesiveCompositional risks successfulDetails effective, vivid, explicit, and/or pertinentVery few, if any, errorsPrecision and/or sophisticationVery few, if any, errorsVery few, if any, errors |
| | | | | | | | |
| Usage | | | | | | | |
| 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"> Communicates intended message to intended audience Relates to topic Opening and closing Focused Logical progression of ideas Transitions Appropriate details and information | <ul style="list-style-type: none"> Tense formation Subject-verb agreement Pronouns usage/agreement Word choice/meaning Proper Modifiers | <ul style="list-style-type: none"> Variety of type, structure, and length Correct construction | <ul style="list-style-type: none"> Spelling Capitalization Punctuation |

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

Flemington-Raritan Regional School District Flemington, NJ

Language Arts Grades 1-8 Curriculum Addendum

Gregory Nolan, Superintendent
Daniel Bland, Assistant Superintendent
Carol Baker, Language Arts Supervisor

Alison Bishop
Christine Casterline
Elizabeth Dolan
Kathleen Downs
Alaina Gorka
Carol Hecky
Chrisha Kirk
Katie Lake
Roseann Lane
Cori Lango
Linnea Liscinsky
Karen Lurie
Michelle Mallory
Erin McNamara
Joey Mulholland
JenniLee Pierso
Cherylann Schmidt
Anabela Tavares

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|----------------------------------|----------------|
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| Board of Education Approval: | June 18, 2012 |

Curriculum Addendum
Language Arts
Grade 1

Flemington-Raritan Regional School District

Focus Areas for ELA Common Core Standards

Grade 1

Areas that Are Addressed, but Need More Specific Focus

Reading Standards for Literature

RL6 identify who is telling the story at various points in a text. (Our materials do not often present the opportunity to use this skill.)

Reading Standards for Informational Texts

RI4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

RI8 Identify the reasons an author gives to support points in a text.

Reading Standards: Foundational Skills (K-5)

RF2 a. Distinguish long from short vowel sound spoken in single-syllable words.
b. Orally produce single-syllable words y blending sounds (phonemes) including consonant blends.
d. Segment single-syllable words into their complete sequence of individual sounds (phonemes). (We do it individually, but this is not addressed in Pearson.)

Writing Standards

W6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. (Document camera to revise. Parents come in to type stories)

Speaking and Listening Standards

SL4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

SL6 Produce complete sentences when appropriate to task and situations. (See Grade 1 Language standards 1 and 3 on pg. 26 for specific details. (Add Framing Your Thoughts and spend more time having children practice.)

Language Standards

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

- d. Use personal, possessive, and indefinite pronouns (e.g. I, me, my, they, them, their, anyone, everything).
- e. Use verbs to convey a sense of past, present, and future (e.g. Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
- h. Use determiners (e.g. articles, demonstratives).

L6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g. I named my hamster Nibblet because she nibble too much because she likes that).

Areas that Need More Initial Focus

Reading Literature

RL4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

Reading Standards: Foundational Skills (K-5)

- RF3 Know and supply grade-level phonics and word analysis skills in decoding words.
- a. Know the spelling-sound correspondence for common consonant digraphs.
 - a. Know final – e and common- vowel team conventions for representing long vowel sounds.
 - b. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in printed words.
 - c. Decode two-syllable words following basic patterns by breaking words into syllables.
 - d. Read words with inflectional endings (s, ed, ing).

Writing Standards

W1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

Language Standards

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

j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

L5 With guidance and support from adults, demonstrate an understanding of word relationships and nuances of word meanings.

- a. Sort words into categories (e.g. colors, clothing) to gain a sense of the concepts the categories represent.
- b. Define words by category and by one or more key attributes (e.g. a duck is a bird that swims, a tiger is a large cat with stripes).

**Flemington-Raritan Regional School District
Language Arts Curriculum
Common Core Alignment**

Grade 1

| Curriculum Units | Common Core Standards |
|--|--|
| Reading/Shared/Guided Reading | RL1,2,3,4,5,6,7,9,10 RI1,2,3,4,5,6,7,8,9,10 RF1, RF2A-D (RL 8 Not Applicable to Literature) |
| Writing/Launching the Writing Workshop/Small Moments/Nonfiction Writing | RL5, 7 RF1 W2,3,5,6,7,8 L1A-I, L2A,B,C,D,E, L6 (W 4, 9,10 begin in Grade 3 or 4) |
| Speaking, Listening and Viewing | SL1A-C, SL2,3,4,5,6 L1B-I, L6 |
| Language Grammar, Writing for Readers | L1A-I, L2A,B,D,E, L6 |
| Word Study | RF3E,G, L2D,E, L6 |

Curriculum Addendum
Language Arts
Grade 2

Flemington-Raritan Regional School District

Focus Areas for ELA Common Core Standards

Grade 2

Areas that Addressed but Need More Specific Focus

Reading Standards for Literature

RL2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

RL4 Describe how words and phrases (e.g. regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. (Shared Reading)

RL6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

RL9 Compare and contrast two or more versions of the same story (e.g. Cinderella story) b different authors or from different cultures.

Reading Standards for Informational Texts

RI2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs written within the text.

RI6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

R8 Describe how reasons support specific points the author makes in a text.

Writing Standards

W1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g. because, and, also) to connect opinion and reasons, and provide a concluding statement or section. (Independent Reading)

W7 Participate in shared research and writing projects (e.g. read a number of books on a single topic to produce a report; record science observations).

Speaking and Listening Standards

SL1 Participate in collaborative conversations with diverse partner about grade 2 topics and texts with peers and adults in small and larger groups.

- a. Follow agreed-upon rules for discussion (e.g. gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). (Cooperative Learning Structures)

Language Standards

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

- c. Use reflexive pronouns (e.g. myself, ourselves)
- e. Use adjectives and adverbs, and choose between them depending on what is to be modified.
- f. Produce, expand, and rearrange complete simple and compound sentences.
(A-f- Write Source and Word Study)

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

- e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

L3 Use knowledge of language and its conventions when writing, speaking, reading, and listening.

- a. Compare formal and informal uses of English.

L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

- a. Use glossaries and beginning dictionaries both print and digital to determine or clarify the meaning of words and phrases. (Science, Social Studies, Shared Reading, Guided Reading)

L5 Demonstrate an understanding of word relationships and nuances of word meanings.

- e. Identify real-life connections between words and their use (e.g. describe foods that are spicy or juicy). (Writing)
- f. Distinguish shades of meaning among closely related verbs (e.g. toss, throw, hurl) and closely related adjectives (e.g. thin, slender, skinny, scrawny). (Writing)

L6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g. When other kids are

happy that makes me happy). (Shared Reading, Guided Reading, Independent Reading, Word Study)

Areas that Need More Initial Focus

Writing Standards

W6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Speaking and Listening Standards

SL5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

**Flemington-Raritan Regional School District
Language Arts Curriculum
Common Core Alignment**

Grade 2

| Curriculum Units | Common Core Standards |
|--|--|
| Reading/Shared/Guided Reading/Independent Reading | RL 1,2,3,4,5,6,7,9,10 RI 1,2,3,4,5,6,7,8,9,10 RF3 A-F W1,7 SL 1,2,3 (RL 8 not applicable to literature) |
| Writing/Launching the Writing Workshop/Small Moments/Nonfiction Writing | RI 1,3,5,7,8,10 W 1,2,3, 5,7,8 SL 6 (W 4,9,10 begin in Grade 3) |
| Speaking, Listening and Viewing | RL7 RI7 SL1A-C, 2,3,4,6 |
| Language Grammar, Revising | RF 3A-F, 4A-C L1A-F,2 A-E,3, 4 A-E, 5 A-B, 6 (RF1, 2 for Graded K-1 only) |
| Word Study | RF3B&E |

Curriculum Addendum
Language Arts
Grade 3

Flemington-Raritan Regional School District

Focus Areas for ELA Common Core Standards Grade 3

Areas that Are Addressed, but Need More Specific Focus

Reading and Literature

RL 5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. (We focus on referring to parts of the text, but need to also note how parts build on earlier sections.)

RL6 Distinguish their own point of view from that of the narrator or those of the characters. (We focus on point of view of the narrator or characters and need to switch the focus to include personal point of view in addition to the other two.)

Writing Standards

W2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- a. Introduce a topic and group related information together; include illustrations when useful to aid comprehension.
- b. Develop the topic with facts, definitions, and details.
- c. Use linking verbs and phrases (e.g. also, another, and, more, but) to connect ideas within categories of information.
- d. Provide a concluding statement or section.

(We need to focus on section c more.)

Language Standards

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

- a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
- g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
- h. Use coordinating and subordinating conjunctions.
- i. Produce simple, compound, and complex sentences.

(We touch upon each of the topics. Students learn parts of speech, but we do not focus on their function in sentences. For g-h, we need to teach the skills with more intention.)

L3 Use knowledge of language and its conventions when writing, speaking, reading, and listening.

- a. Choose words and phrases for effect.
- b. Recognize and observe differences between the conventions of spoken and written standard English.

L4 Demonstrate or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

- c. C Use a known root word as a clue to the meaning of an unknown word with the same root (e.g. company, companion).

(We need to teach these skills more intentionally.)

Areas that Need More Initial Focus

Reading Standards for Informational Texts

RI9 Compare and contrast the most important points and key details presented in two texts on the same topic.

Speaking and Listening Standards

SL5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

Language Standards

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

- a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g. take steps).

**Flemington-Raritan Regional School District
Language Arts Curriculum
Common Core Alignment**

Grade 3

| Curriculum Units | Common Core Standards |
|---|---|
| Reading/Shared/Guided Reading/Independent Reading/Literature Study | RL1,2,3,4,5,6,7,10 RI 1,2,3,4,5,6,7,8,9,10 RF A-D, SL1 A-D, 2, 4, 6 L4 A-D (RL 8 not applicable to literature) |
| Writing/Launching the Writing Workshop/Personal Narrative/Realistic Fiction/Personal Essay | RL3,5 W1A-D, 2A-D, 3A-D, 4,5,6,7,8,10 L3A |
| Speaking, Listening and Viewing | RL5 SL1A-D, 2,3,4,6 |
| Language Grammar, Revising/ Editing | L1A,B, D-I, 2A-G, L3A-B, L4A-D, L5 B,C, 6 |
| Word Study | RF 3A-D, 4A-C L1B, 2D-G, 4B-D (RF 1-2 for Grades 1-2 only) |

Curriculum Addendum
Language Arts
Grade 4

Flemington-Raritan Regional School District

Focus Areas for ELA Common Core Standards Grade 4

Areas that Are Addressed, but Need More Specific Focus

Reading and Literature Standards

RL 4 Determine the meaning of words and phrases as they are used in text, including those that allude to significant characters found in mythology (e.g. Herculean).
(We need to add more mythology.)

RL7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
(We focus on connections between texts, but need more intentional focus on the visual and/or oral presentation of text.)

Speaking and Listening

SL5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
(We need to focus on audio as well as visual in presentations.)

Areas that Need More Initial Focus

Reading and Literature Standards

RL 5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g. verse, rhythm, meter) and drama (e.g. casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

RL9 Compare and contrast the treatment of similar themes and topics (e.g. opposition of good and evil) and patterns of events (e.g. the quest) in stories, myths, and traditional literature from different cultures.

Language Standards

L5 Demonstrate understanding of figurative languages, word relationships, and nuances in word meanings.

b. Recognize and explain the meaning of common idioms, adages, and proverbs.

Flemington-Raritan Regional School District
Language Arts Curriculum
Common Core Alignment
Grade 4

| Unit | Common Core Standards |
|---|---|
| Reading/Shared/Guided Reading/Independent Reading/ Literature Study | RL 1,2,3,4,6,7, 10 RI 1,2,3,4,5,6,7,8,9,10 RF3, RF4A-C, W8, W9 SL1 SL1A-D SS2,SL3, SL4, SL5, SL6 L1A-G L2A-D L3A-C L4A-C L5A-C L6 |
| Writing Personal Narrative Realistic Fiction Essay Research Optional Units | RL6, RI8, RI9 W1A-D W2 A-E W3A-E W4, W5, W6, W7, W10 SL1B, SL1D SL4 L1A-G L2A-D L3A-C L4C L5A-B L6 |
| Speaking, Listening, Viewing | RI7, RI9 RF3, RF4A-C W6, W7, W8 SL1, SL1A, SL1B, SL1C SL2, SL3, SL4, SL5, SL6 L3A-C L4A-C L6 |

| Unit | Common Core Standards |
|--|---|
| Language Grammar, Revision/Editing Word Study | RF3 W5, W6, W10 SL6 L1A-G L2A-D L3A-C |
| Other Subjects | RI6 W8, W9 SL1, SL1A, SL1B, SL1C, SL1D, SL2, SL3, SL4, SL5, SL6, L6 |

Curriculum Addendum
Language Arts
Grade 5

Flemington-Raritan Regional School District

Focus Areas for ELA Common Core Standards Grade 5

Areas that Are Addressed, but Need More Specific Focus

Reading Standards for Informational Text

RI3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

RI5 Compare and contrast the overall structure (e.g. chronology, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. (Time for Kids and current events from Scholastic News)

RI7 Show information from multiple print or digital sources, *demonstrating the ability to locate an answer to a question quickly to solve the problem efficiently.*

Reading Foundational Skills

RF3 Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Use combined knowledge of all letter-sound correspondences, syllabication, patterns, and morphology (e.g. roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

RF4 Read with sufficient accuracy and fluency to support comprehension.

- a. Read on-level text with purpose and understanding.
- b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing Standards

W6 With some guidance and support from adults, use technology *including the internet* to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of *keyboarding skills* to type a minimum of two pages in a single setting. (Computers)

W7 Conduct *short* research projects that use several sources to build knowledge through investigation of different aspects of a topic.

W8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. (Science and Social studies)

W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a. Apply grade 5 reading standards to literature (e.g. “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g. how characters interact”]).
- b. Apply Grade 5 Reading standards to informational texts (e.g. “Explain how an author uses reasons and evidence to support particular points in the text, identifying which reasons and evidence support which point(s)”)

Speaking and Listening

SL3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

SL4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

SL5 Include multimedia components (e.g. graphics, sound) and visual display presentations when appropriate to enhance the development of main ideas or themes. (Book reports and short research in science)

Language Standards

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

- e. Use correlative conjunctions (e.g. either/or, neither/nor)

L3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- b. Compare and contrast the varieties of English (e.g. dialects, registers) used in stories, dramas, or poems.

L5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- b. Recognize and explain the meaning of common idioms, adages, and proverbs.

Areas that Need More Initial Focus

Reading and Literature Standards

RL7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g. graphic novel, multimedia presentation of fiction, folktale, myth, poem).

RL9 Compare and contrast stories in the same genre (e.g. mysteries and adventure stories) on their approaches to similar themes and topics. (Can tie to independent reading)

Language Standards

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

- b. Form and use the perfect (e.g. I had walked, I have walked) verb tenses.

**Flemington-Raritan Regional School District
Language Arts Curriculum
Common Core Alignment**

Grade 5

| Curriculum Units | Common Core Standards |
|---|--|
| Reading/Shared/Guided Reading/Independent Reading/Literature Study | RL 1,2,3,4,5,6,10 RI1,2,3,4,5,6,8,9,10 RF 3A, 4A-C L3 A-C,4A-C, 5A-C,6 SL2,4,5 (RL 8 not applicable to literature) (RF 1,2 not in Grade 5) |
| Writing/Launching the Writing Workshop/Personal Narrative/Realistic Fiction/Personal Essay/Poetry/Research | W 1A-D, 2A-E, 3A-E, 4,5,6,7,8, 9A-B, 10 L 1A-E, 2A-E |
| Speaking, Listening and Viewing | SL 1A-D, 2,3,4,5,6 |
| Language Grammar, Revision/ Editing | L1A,C,D,E, 2A-E, L3A-B |
| Word Study | L4A-C |

Curriculum Addendum
Language Arts
Grade 6

Flemington-Raritan Regional School District

Focus for ELA Common Core Standards Grade 6

Areas that are Addressed, but Need More Specific Focus

Reading Literature

RL4 Determine the meaning of words and phrases as they are used in a text, including figurative language and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

RL5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

RL7 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.

RL9 Compare and contrast texts in different forms or genres (e.g. stories and poems’ historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

Reading Informational Text

RI3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g. through examples or anecdotes).

RI5 Analyze how a particular sentence, paragraph, chapter, or scene fits into the overall structure of a text and contributes to the development of ideas.

RI7 Integrate information presented in different media or formats (e.g. visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

RI8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

Writing

W2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant context.

- a. Introduce a topic, organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast and cause/effect; include formatting (e.g. headings), graphics (e.g. charts, tables), and multimedia when useful to aiding comprehension.

- b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate transitions to clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style.
- f. Provide a concluding statement or section that follows from the information or explanation presented.

W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

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

Speaking and Listening

SL1d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

SL2 Interpret information presented in diverse media and formats (e.g. visually, quantitatively, orally) and explain how it contributes to a topic, text, or issues under study.

SL4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

SL5 Include multimedia components (e.g. graphics, images, music, sound) and visual displays in presentations to clarify information.

SL6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate (See grade 6 Language standards 1 and 3 for specific expectations).

Language

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

- d. Recognize and correct vague pronouns (i.e. ones with unclear or ambiguous antecedents).

- e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
- L2b. Spell correctly.
- L3b. Maintain consistency in style and tone.
- L4d. Verify the preliminary determination of the meaning of a word or phrase (e.g. by checking the inferred meaning in context or a dictionary).
- L5b. Use the relationship between particular words (e.g. cause/effect, part/whole, item/category) to better understand each of the words.
- L6. Acquire and use accordingly grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Areas that Need More Initial Focus

Speaking and Listening

- SL3. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

Language Standards

- L1a. Endure that pronouns are in the proper case (subjective, objective, possessive).
- L1b. Use intensive pronouns (e.g. myself, ourselves).
- L1c. Recognize and correct inappropriate shifts in pronoun number and person.
- L5c. Distinguish among the connotations(associations) of words with similar denotations (definitions) (e.g. stingy, scrimping, economical, unwasteful, thrifty).

**Flemington-Raritan Regional School District
Language Arts Curriculum
Common Core Alignment**

Grade 6

| Curriculum Units | Common Core Standards |
|---|--|
| Reading/Shared/Guided Reading/Independent Reading/Literature Study | RL 1,2,3,4,5,6,7, 9,10 RI 1,2,3,4,5,6,7,8,9,10 W2A-F,4, 5, 6, 7,8,9A-B, 10 SL 1 A-D, 4,6, L6 (RL8-Not applicable to Literature) |
| Writing | W 1 A-E, 2 A-F, 3 A-E,4,5,6,7,8,9A-B,10 L1A-E, 2A-B, 3A-B,4A-D,5A-C,6 SL 4,6 |
| Speaking, Listening and Viewing | SL 1 A-D,2, 3, 4,5,6 RI 1,3,6,7,9 W 6,7,8 |
| Language Grammar, Revising/ Editing/Word Study | L 1 A-D, 2 A-C, 3A, 4A-D, 5A-C, 6 |

Units listed above include the following specific units:

- Integration of Test-Taking Skills
- Nonfiction Reading and Writing
- Literary Elements
- Persuasive Writing
- Short Stories
- Memoir
- Newspaper
- Science Fiction

Curriculum Addendum
Language Arts
Grade 7

Flemington-Raritan Regional School District

Focus for ELA Common Core Standards

Grade 7

Areas that Are Addressed, but Need More Specific Focus

Reading Literature

RL 2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

RL3 Analyze how particular elements of a story or drama interact (e.g. how setting shapes the characters or plot).

RL5 Analyze how a drama's or poem's form or structure (e.g. soliloquy, sonnet) contributes to its meaning. (We need to add drama.)

RL7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g. lighting, sound, color, or camera's focus and angles in a film).

RL9 Compare and contrast a fictional portrayal of a time, place, or character and historical account of the same period as a means of understanding how authors of fiction use or alter history.

Writing

W2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through a selection, organization, and analysis of relevant content.

- a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g. headings), graphics (e.g. charts, tables), and multimedia when useful to aiding comprehension.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

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

- a. Use a variety of transition words, phrases, and clauses to convey sequences and signal shifts from one time frame setting to another. (We do small moments.)

W6 Use technology, including the internet to produce and publish writing and link to and cite sources as well as interact and collaborate with others, including linking to and citing sources.

W7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a. Apply Grade 7 Reading standards to literature (e.g. “Compare and contrast a fictional portrayal of a time, place, character, and a historical account of the same time period as a means of understanding how authors of fiction use or alter history”).
- b. Apply Grade 7 reading standards to literary nonfiction (e.g. “Trace and evaluate an argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).

W10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-related tasks, purposes, and audiences.

Speaking and Listening

SL3 Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

Language Standards

L5 Demonstrate an understanding of figurative language, word relationships, and nuances in word meanings.

b. Use the relationship between particular words (e.g. synonym/antonym, analogy) to better understand each of the words.

c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g. refined, respectful, polite, diplomatic, condescending).

L6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Areas that Need Initial Focus

Reading Literature

RL6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

Reading Informational Texts

RI2 Determine two or more central ideas in a text and analyze how their development over the course of the text provides an objective summary of the text.

RI6 Determine the author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

RI7 Compare and contrast a text to audio, video, or multimedia version of the text, analyzing each medium portrayal of the subject (e.g. how the delivery of a speech affects the impact of the words).

RI9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

Writing

W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

- b. Apply Grade 7 Reading standards to literature (e.g. "Compare and contrast a fictional portrayal of a time, place, character, and a historical account of the same time period as a means of understanding how authors of fiction use or alter history").
- c. Apply Grade 7 reading standards to literary nonfiction (e.g. "Trace and evaluate an argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").

Speaking and Listening

SL2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

SL5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

Language Standards

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

- d. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

L5 Demonstrate an understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figures of speech (e.g. literary, biblical, and mythological allusions) in context.

Some standards were minimally addressed and were therefore added to the “Needs Initial Focus” section.

**Flemington-Raritan Regional School District
Language Arts Curriculum
Common Core Alignment**

Grade 7

| Curriculum Units | Common Core Standards |
|---|---|
| Reading/Shared/Guided Reading/Independent Reading/Literature Study | RL 1,2,3,4,5,7, 9,10 RI 1,3,4,5,8,10 W 1 A-E, 2A-F, 3A, B, D,E, 4, 5, 6, 8, 9B, 10 SL1A-D, 3,4, 6 L1 A-B, 2 A-B,3A,4A, C, D, 5 B-C, 6 (RL8-Not applicable to Literature) |
| Writing | W 1 A-E, 2 A-F, 3 A-E,4,5,6,7,8,9A-B,10 L1A-B, 2A-B, 3A,4C-D,5B-C,6 |
| Speaking, Listening and Viewing | SL 1 A-D, 3, 4,6 L1A-B, 3A RL7 W7,8,9B |
| Language Grammar, Revising/ Editing/Word Study | L 1 A-D, 2 A-C, 3A, 4A-D, 5B-C, 6 |

Units listed above include the following specific units:

- Tolerance
- Non-Fiction Reading
- Test Genre (Integrated throughout year)
- Research and Inquiry
- Poetry
- Short Stories

Curriculum Addendum
Language Arts
Grade 8

Flemington-Raritan Regional School District

Focus for ELA Common Core Standards Grade 8

Areas that Are Addressed, but Need More Specific Focus

Reading Literature

RL3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

RL4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

RL5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

RL 6 Analyze how differences in the points of view of the character and the audience or reader (e.g. created through the use of dramatic irony) create such effects as suspense or humor.

RL9 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

RL10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.

Reading Informational Text

RI2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

RI3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g. through comparisons, analogies, or categories).

RI4 Determine the meaning of words and phrases as they are used in a text, including figurative connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

RI5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

RI6 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

RI7 Evaluate the advantages and disadvantages of using different mediums (e.g. print or digital text, video, multimedia) to present a particular topic or idea.

RI10 By the end of the year, read and comprehend literary nonfiction at the high end of grades 6-8 text complexity band independently and proficiently.

Writing

W2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through a selection, organization, and analysis of relevant content.

- b. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g. headings), graphics (e.g. charts, tables), and multimedia when useful to aiding comprehension.
- c. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- d. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- e. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- f. Establish and maintain a formal style.
- g. Provide a concluding statement or section that follows from and supports the information or explanation presented.

W6 Use technology, including the internet to produce and publish writing and present the relationships between the information and ideas efficiently as well as to interact and collaborate with others.

W7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

W8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Speaking and Listening

SL2 Analyze the purpose of information presented in diverse media and formats (e.g. visually, quantitatively, orally) and evaluate the motives (e.g. social, commercial, political) behind its presentation.

SL3 Delineate a speaker's argument and specific claims, evaluating the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

SL4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant details; use appropriate eye contact, adequate volume, and clear pronunciation.

SL5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence and add interest.

Language Standards

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

- a. Explain the function of verbals (*gerunds*, participles, infinitives) in general and their function in particular sentence.
- b. Form and use verbs in the *active and passive voice*.
- c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
- d. Recognize and correct inappropriate shifts in verb voice and mood.

Items in italics need to be added to the curriculum.

- a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
- b. Use ellipsis to indicate omission.

L3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g. emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

L5 Demonstrate an understanding of figurative language, word relationships, and nuances in word meanings.

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

L6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**Flemington-Raritan Regional School District
Language Arts Curriculum
Common Core Alignment**

Grade 8

| Curriculum Units | Common Core Standards |
|---|---|
| Reading/Shared/Guided Reading/Independent Reading/Literature Study | RL 1,2,3,4,5,6,7, 9,10 RI 1,2,3,4,5,6,7,8,9,10 (RL8-Not applicable to Literature) |
| Writing | W 1 A-E, 2 A-F, 3 A-E,4,5,6,7,8,9A-B,10 |
| Speaking, Listening and Viewing | SL 1 A-D,2, 3, 4,5,6 |
| Language Grammar, Revising/ Editing/Word Study | L 1 A-D, 2 A-C, 3A, 4A-D, 5A-C, 6 |

Units listed above include the following specific units:

- The Giver
- Holocaust
- Promotion Speech
- Non-Fiction Literature Circles
- Persuasive Writing
- Exposure to Classic Literature
- Test Genre Integration
- Personal Narrative