



Totowa Public Schools

Writing

Grade 7

Aligned to NJSL Standards

BOE Adopted: 08/31/2022

Units of Study & Pacing Guide

<u>Unit of Study</u>	<u>Timeline</u>	<u>Notes</u>
Narrative Writing	8 Weeks	
Text-based Informative/Explanatory Writing	8 Weeks	
Persuasive Writing	6 Weeks	
Narrative Writing	6 Weeks	
Narrative/Informative Writing	8 Weeks	Lesson satisfies DEI
		Curricular Mandate List

Title	Narrative Writing
Unit Duration	8 Weeks
Unit Summary & Rationale	Students will respond to text-based narrative writing prompts; establish real/imagined context and introduce a narrator/characters; organize event sequences using chronological, spatial, logical, and topical order; use narrative techniques (e.g., dialogue, figurative language, and description to develop experiences and ideas); use transitional words/phrases to shift from one timeframe to another; use precise words/phrases, sensory language, and descriptive details to relate experiences/events; provide a conclusion/resolution that follows the order/events of the narrative; and demonstrate command of grade-appropriate standard English conventions.
Unit Goals	
Essential Questions	<ul style="list-style-type: none"> • How do writers formulate and brainstorm ideas/thesis statements? • How do writers organize and sequence main ideas/thesis statements? • How do topic and supporting sentences explain the main idea/thesis? • How does a writer successfully employ the writing process to create a compelling text-based and non-text-based narrative? • How do the conventions of Standard English contribute to effective writing?
Enduring Understandings	<ul style="list-style-type: none"> • Writing as a process is derived from real-life and text-based narrative experiences. • Writers use ELA conventions (e.g., tense and subject consistency, punctuation, narrative point of view, spelling, and figurative language) to write.
Learning Outcomes	<ul style="list-style-type: none"> • Compose narrative essays that include effective introductory elements (setting, characters), narrative techniques (event sequencing, dialogue, sensory details), transitional words/phrases, and concluding thoughts/statements. • Compose clear/coherent writing illustrating organization, development, and style addressing purpose and audience. • Compare/contrast similarly themed texts. • Participate in collaborative peer revision and editing via LATIC HOME GROUPS.

- Express their interpretations/opinions through collaborative group discussions (LATIC).
- Participate in think/pair/share sessions designed to encourage collaborative and critical thinking. (LATIC)
- Utilize language conventions such as punctuation, consistency (tense and agreement), spelling, and figurative language to improve their writing skills.

Assessment Evidence	
Formative	Class discussions, Journal writing, Peer editing, Participation and observation, Quizzes, writing assignments, Writing Conferences, Notebook Checks, Participation and Observation.
Summative	Tests, Quizzes, Projects, Writing Assessments, Writing Portfolios, Vocabulary assessments.
Alternative and Benchmark	<p>Alternative - Read to the student and chart oral responses. Sentence frames, oral responses, graphic organizers, observations, portfolios of student work, orally administered assessments, and anecdotal notes.</p> <p>Benchmark – LinkIt Benchmark Assessment, Reading Levels, TPA</p> <p>Formative, Summative, Alternative and Benchmark Assessments</p>
Resources to Promote Learning	
Resources & Equipment Needed	ACT-English Language Arts Grade 8 Publisher: Benchmark, Elements of Writing, Publisher: Holt, Rinehart and Winston, www.readworks.com, www.commonlitt.com , Computers, Smartboard, interactive websites, Microsoft Office 365, Elements of Writing (Publisher: Rhinehart and Winston) Approved Class Resource List
Content & Interdisciplinary Standards	
NJ 2016 SLS: English/Language Arts	
NJSLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	

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

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

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

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

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

Craft and Structure

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

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

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

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

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

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

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

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

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

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

Text Types and Purposes

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

W.7.1. Write arguments to support claims with clear reasons and relevant evidence.

W.7.1a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

W.7.1b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

W.7.1c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

W.7.1d. Establish and maintain a formal style/academic style, approach, and form.

W.7.1e. Provide a concluding statement or section that follows from and supports the argument presented.

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

W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.7.2a. Introduce a topic; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).

W.7.2b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

W.7.2c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

W.7.2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

W.7.2e. Establish and maintain a formal style/academic style, approach, and form.

W.7.2f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

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

W.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

W.7.3a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

W.7.3b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

W.7.3c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

W.7.3d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

W.7.3e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

Production and Distribution of Writing

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

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

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

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

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

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

Research to Build and Present Knowledge

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

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

NJSLSA.W8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

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

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

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

W.7.9a. Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).

W.7.9b. Apply grade 7 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).

Range of Writing

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

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

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

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

SL.7.1a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

SL.7.1b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

SL.7.1c. Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

SL.7.1d. Acknowledge new information expressed by others and, when warranted, modify their own views.

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

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

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

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

Presentation of Knowledge and Ideas

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

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

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

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

L.7.1a. Explain the function of phrases and clauses in general and their function in specific sentences.

L.7.1b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

L.7.1c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*

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

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

L.7.2a. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).

L.7.2b. Spell correctly.

Knowledge of Language

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

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

L.7.3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*

2020 SLS: Computer Science & Design Thinking

NJSLS Performance Expectations (By the end of 8th Grade)

8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies.

8.2.8.EC.2: Examine the effects of ethical and unethical practices in product design and development.

2020 SLS: Career Readiness, Life Literacies, and Key Skills

NJSLS Performance Expectations (By the end of 8th Grade)

9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.

9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information.

9.4.8.IML.3: Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping (e.g., 6.SP.B.4, 7.SP.B.8b).

9.4.8.IML.4: Ask insightful questions to organize different types of data and create meaningful visualizations.

9.1.8.PB.5: Identify factors that affect one’s goals, including peers, culture, location, and past experiences.

Interdisciplinary/21st Century Connections

21st Century Connections

- Critical thinking
- Collaboration and Teamwork
- Problem Solving
- Creativity and Innovation

Title	Writing Informative/Explanatory
Unit Duration	8 Weeks
Unit Summary & Rationale	Students will respond to informative/explanatory writing prompts based on assigned informative/explanatory texts; organize informative ideas and concepts using definitions, classifications, processes, cause and effect, and/or comparison and contrast; support their

	ideas with strong textual evidence; plan and pre-write using graphic organizers; use relevant facts, definitions, and details from the text as evidence to develop main ideas; use transitional words/phrases to shift from one main/minor idea to another; present a concluding idea/statement summarizing the focus of the informative piece; demonstrate command of grade-appropriate standard English conventions.
Unit Goals	
Essential Questions	<ul style="list-style-type: none"> • How do writers formulate and brainstorm their own ideas/thesis statements from informative texts? • How do writers organize main ideas? • What is the best way to organize facts and other details so readers can understand? • How does a writer evaluate credible, reliable Internet resources? • How do the conventions of Standard English contribute to effective writing?
Enduring Understandings	<ul style="list-style-type: none"> • Effective explanatory writing must follow a logical sequence. • The Internet is a reliable research tool that must be carefully evaluated and validated. • Researched material must be cited and referenced correctly. • A writer uses language conventions such as punctuation, tense and pronoun agreement, spelling, and mechanics to compose a writing sample.
Learning Outcomes	<ul style="list-style-type: none"> • Compose a variety of written responses/essays to informational texts. • Use valid textual evidence to support/validate responses. • Use context clues to determine interdisciplinary terminology and references. • Compare and contrast similarly themed texts. • Compose clear and coherent writing illustrating organization, development, and style that address purpose and audience. • Compose informative/explanatory essays that examine a topic/convey an idea, include relevant research/text-based content, and exemplify topic development, appropriate grade-level language/vocabulary, effective transitions, and conclusion. • Use technology for research (Internet). • Determine valid/invalid web-based resources. • Carefully cite resources to avoid plagiarism.

- Participate in collaborative peer revision and editing (via LATIC HOME GROUPS).
- Express their interpretations/opinions through collaborative group discussions. (LATIC)
- Participate in think/pair/share sessions designed to encourage collaboration and critical thinking. (LATIC)
- Interpret information presented in a variety of media formats and explain its relevance.
- Use language conventions such as punctuation, consistency (tense and agreement), spelling, and figurative language to improve their writing skills.

Assessment Evidence	
Formative	Class discussions, Journal writing, Peer editing, Participation and observation, Quizzes, Short writing assignments.
Summative	Tests, Quizzes, Projects, Writing Assessments, Writing Portfolios, Vocabulary assessments.
Alternative and Benchmark	<p>Alternative - Read to the student and chart oral responses. Sentence frames, oral responses, graphic organizers, observations, portfolios of student work, orally administered assessments, and anecdotal notes.</p> <p>Benchmark – LinkIt Benchmark Assessment, Reading Levels, TPA</p> <p>Formative, Summative, Alternative and Benchmark Assessments</p>
Resources to Promote Learning	
Resources & Equipment Needed	ACT-English Language Arts Grade 8 Publisher: Benchmark, Elements of Writing, Publisher: Holt, Rinehart and Winston, www.readworks.com, www.commonlitt.com , Computers, Smartboard, interactive websites, Microsoft Office 365, Elements of Writing (Publisher: Rhinehart and Winston) Approved Class Resource List
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RI.7.1 Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

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

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

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

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

Craft and Structure

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

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

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W.7.1b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

W.7.1c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

W.7.1d. Establish and maintain a formal style/academic style, approach, and form.

W.7.1e. Provide a concluding statement or section that follows from and supports the argument presented.

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W.7.2a. Introduce a topic; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).

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

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

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SL.7.1a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

SL.7.1b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

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

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

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

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

L.7.1a. Explain the function of phrases and clauses in general and their function in specific sentences.

L.7.1b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

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L.7.2a. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).

L.7.2b. Spell correctly.

Knowledge of Language

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

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

L.7.3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*

2020 SLS: Computer Science & Design Thinking

NJSLS Performance Expectations (By the end of 8th Grade)

8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies.

8.2.8.EC.2: Examine the effects of ethical and unethical practices in product design and development.

2020 SLS: Career Readiness, Life Literacies, and Key Skills

NJSLS Performance Expectations (By the end of 8th Grade)

9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.

9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information.

9.4.8.IML.3: Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping (e.g., 6.SP.B.4, 7.SP.B.8b).

9.4.8.IML.4: Ask insightful questions to organize different types of data and create meaningful visualizations.

9.1.8.PB.5: Identify factors that affect one's goals, including peers, culture, location, and past experiences.

Interdisciplinary/21st Century Connections

21st Century Connections

- Critical thinking
- Collaboration and Teamwork
- Problem Solving
- Creativity and Innovation

Title	Persuasive Writing
Unit Duration	8 Weeks
Unit Summary & Rationale	Students will respond to text-based argument writing prompts by stating a strong claim(s) and supporting such claim(s) with credible sources/text references, thus demonstrating a clear understanding of the topic or text; use words/phrases to illustrate the connection between claims, reasons, and supporting evidence; formulate conclusions that support the writer's position; demonstrate command of grade-appropriate standard English conventions while maintaining a formal writing style.
Unit Goals	
Essential Questions	<ul style="list-style-type: none"> • How do writers formulate and brainstorm ideas/thesis statements? • How do writers determine another writer's stance? • How do writers organize and sequence their reasons/arguments logically or in order of importance? • How are claims supported with reasons and relevant evidence? • What constitutes valid evidence? • What constitutes plagiarism? • How can various interpretations through various mediums affect opinion? • How do writers make logical/faulty appeals? • How does a writer successfully employ the writing process to create a compelling text-based and non-text-based argumentative piece? • How do the conventions of Standard English contribute to effective writing?
Enduring Understandings	<ul style="list-style-type: none"> • Interpretation depends on the manner and medium by which the context is delivered/presented. • Arguments/reasons are supported with valid evidence and creditable citations. • A writer uses writing conventions such as punctuation, tense and subject agreement, spelling, word choice, and figurative language to compose a writing sample.
Learning Outcomes	<ul style="list-style-type: none"> • Determine a writer's point of view or stance on a given topic presented in a variety of media formats. • Compare and contrast similar or opposing viewpoints on the same topic. • Formulate claims and findings based on credible and valid evidence/reasons.

- Compose clear and coherent writing illustrating organization, development, and style addressing purpose and audience.
- Demonstrate research skills and assess valid and invalid sources.
- Use correct citations to avoid plagiarism.
- Provide work cited page to avoid plagiarism.
- Participate in collaborative peer revision and editing. (LATIC HOME GROUPS)
- Express their interpretations/opinions through collaborative group discussions. (LATIC)
- Participate in think/pair/share sessions designed to encourage collaboration and critical thinking. (LATIC)
- Utilize language conventions such as punctuation, consistency (tense and agreement), spelling, and figurative language to improve their writing skills.

Assessment Evidence	
Formative	Class discussions, Journal writing, Peer editing, Participation and observation, Quizzes, writing assignments, Writing Conferences, Notebook Checks, Participation and Observation.
Summative	Tests, Quizzes, Projects, Writing Assessments, Writing Portfolios, Vocabulary assessments.
Alternative and Benchmark	<p>Alternative - Read to the student and chart oral responses. Sentence frames, oral responses, graphic organizers, observations, portfolios of student work, orally administered assessments, and anecdotal notes.</p> <p>Benchmark – LinkIt Benchmark Assessment, Reading Levels, TPA</p> <p>Formative, Summative, Alternative and Benchmark Assessments</p>
Resources to Promote Learning	
Resources & Equipment Needed	ACT-English Language Arts Grade 8 Publisher: Benchmark, Elements of Writing, Publisher: Holt, Rinehart and Winston, www.readworks.com, www.commonlitt.com , Computers, Smartboard, interactive websites, Microsoft Office 365, Elements of Writing (Publisher: Rhinehart and Winston) Approved Class Resource List

Content & Interdisciplinary Standards

NJ 2016 SLS: English/Language Arts

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

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

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

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

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

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

Craft and Structure

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

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

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

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

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

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

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

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

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

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

Text Types and Purposes

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

W.7.1. Write arguments to support claims with clear reasons and relevant evidence.

W.7.1a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

W.7.1b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

W.7.1c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

W.7.1d. Establish and maintain a formal style/academic style, approach, and form.

W.7.1e. Provide a concluding statement or section that follows from and supports the argument presented.

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

W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.7.2a. Introduce a topic; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).

W.7.2b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

W.7.2c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

W.7.2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

W.7.2e. Establish and maintain a formal style/academic style, approach, and form.

W.7.2f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

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

W.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

W.7.3a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

W.7.3b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

W.7.3c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

W.7.3d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

W.7.3e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

Production and Distribution of Writing

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

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

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

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

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

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

Research to Build and Present Knowledge

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

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

NJSLSA.W8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

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

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

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

W.7.9a. Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).

W.7.9b. Apply grade 7 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).

Range of Writing

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

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

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

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

SL.7.1a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

SL.7.1b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

SL.7.1c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

SL.7.1d. Acknowledge new information expressed by others and, when warranted, modify their own views.

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

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

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

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

Presentation of Knowledge and Ideas

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

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

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

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

L.7.1a. Explain the function of phrases and clauses in general and their function in specific sentences.

L.7.1b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

L.7.1c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*

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

L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 L.7.2a. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).
 L.7.2b. Spell correctly.

Knowledge of Language

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

L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 L.7.3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*

2020 SLS: Computer Science & Design Thinking

NJSLS Performance Expectations (By the end of 8th Grade)

8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies.
 8.2.8.EC.2: Examine the effects of ethical and unethical practices in product design and development.

2020 SLS: Career Readiness, Life Literacies, and Key Skills

NJSLS Performance Expectations (By the end of 8th Grade)

9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.
 9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information.
 9.4.8.IML.3: Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping (e.g., 6.SP.B.4, 7.SP.B.8b).
 9.4.8.IML.4: Ask insightful questions to organize different types of data and create meaningful visualizations.
 9.1.8.PB.5: Identify factors that affect one’s goals, including peers, culture, location, and past experiences.

Interdisciplinary/21st Century Connections

21st Century Connections

- Critical thinking
- Collaboration and Teamwork
- Problem Solving
- Creativity and Innovation

Title	Writing Narratives
Unit Duration	8 Weeks
Unit Summary & Rationale	Students will respond to text-based narrative writing prompts; establish real/imagined context and introduce a narrator/characters; use narrative techniques (e.g., dialogue, figurative language, and description to develop experiences and ideas); use transitional words/phrases to shift from one timeframe to another; use precise words/phrases, sensory language, and descriptive details to relate experiences/events; provide a conclusion/resolution that follows the order/events of the narrative; analyze and compare/contrast different approaches to similar themes using different text formats; demonstrate command of grade-appropriate standard English conventions in written and oral forms; distinguish between connotative and denotative meanings of words and use them effectively; recognize and understand figures of speech, such as personification, hyperboles, and similes/metaphors; understand and demonstrate the use of word relationships, such as analogies; present ideas/claims logically in the form of a speech, using appropriate non-verbal signals, as well as audio-visual aids as enhancements.
Unit Goals	
Essential Questions	<ul style="list-style-type: none"> • How do writers formulate and brainstorm ideas/thesis statements? • How do writers organize and sequence main ideas? • How do topic and supporting sentences explain the main idea/thesis? • How does a writer successfully employ the writing process to create a compelling text-based and non-text-based narrative? • Can the same text be effectively delivered through a variety of mediums? • How does figurative language enhance writing and speaking? • How do connotative and denotative meanings affect interpretation? • How can ideas/opinions be orally presented using audio-visual aids? • How do the conventions of Standard English contribute to effective writing?
Enduring Understandings	<ul style="list-style-type: none"> • Writing as a process is derived from real-life and text-based narrative experiences. • Writers use ELA conventions (e.g., tense and subject consistency, punctuation, narrative point of view, spelling, and figurative language) to write.
Learning Outcomes	<ul style="list-style-type: none"> • Writing as a process is derived from real-life and text-based narrative experiences.

- Writers use ELA conventions (e.g., tense and subject consistency, punctuation, narrative point of view, spelling, and figurative language) to write.

Assessment Evidence	
Formative	Class discussions, Journal writing, Peer editing, Participation and observation, Quizzes, writing assignments, Writing Conferences, Notebook Checks, Participation and Observation.
Summative	Tests, Quizzes, Projects, Writing Assessments, Writing Portfolios, Vocabulary assessments.
Alternative and Benchmark	<p>Alternative - Read to the student and chart oral responses. Sentence frames, oral responses, graphic organizers, observations, portfolios of student work, orally administered assessments, and anecdotal notes.</p> <p>Benchmark – LinkIt Benchmark Assessment, Reading Levels, TPA</p> <p>Formative, Summative, Alternative and Benchmark Assessments</p>
Resources to Promote Learning	
Resources & Equipment Needed	ACT-English Language Arts Grade 8 Publisher: Benchmark, Elements of Writing, Publisher: Holt, Rinehart and Winston, www.readworks.com, www.commonlitt.com , Computers, Smartboard, interactive websites, Microsoft Office 365, Elements of Writing (Publisher: Rhinehart and Winston) Approved Class Resource List
Content & Interdisciplinary Standards	
NJ 2016 SLS: English/Language Arts	
<p>NJSLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>RI.7.1 Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>NJSLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	

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

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

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

Craft and Structure

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

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

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

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

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

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

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

Text Types and Purposes

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

W.7.1. Write arguments to support claims with clear reasons and relevant evidence.

W.7.1a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

W.7.1b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

W.7.1c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

W.7.1d. Establish and maintain a formal style/academic style, approach, and form.

W.7.1e. Provide a concluding statement or section that follows from and supports the argument presented.

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

W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.7.2a. Introduce a topic; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).

W.7.2b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

W.7.2c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

W.7.2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

W.7.2e. Establish and maintain a formal style/academic style, approach, and form.

W.7.2f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

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

W.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

W.7.3a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

W.7.3b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

W.7.3c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

W.7.3d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

W.7.3e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

Production and Distribution of Writing

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

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

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

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

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

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

Research to Build and Present Knowledge

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

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

NJSLSA.W8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

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

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

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

W.7.9a. Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).

W.7.9b. Apply grade 7 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).

Range of Writing

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

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

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

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

SL.7.1a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

SL.7.1b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

SL.7.1c. Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

SL.7.1d. Acknowledge new information expressed by others and, when warranted, modify their own views.

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

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

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

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

Presentation of Knowledge and Ideas

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

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

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

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

L.7.1a. Explain the function of phrases and clauses in general and their function in specific sentences.

L.7.1b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

L.7.1c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*

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

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

L.7.2a. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).

L.7.2b. Spell correctly.

Knowledge of Language

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

L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 L.7.3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*

2020 SLS: Computer Science & Design Thinking

NJSLS Performance Expectations (By the end of 8th Grade)

8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies.
 8.2.8.EC.2: Examine the effects of ethical and unethical practices in product design and development.

2020 SLS: Career Readiness, Life Literacies, and Key Skills

NJSLS Performance Expectations (By the end of 8th Grade)

9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.
 9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information.
 9.4.8.IML.3: Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping (e.g., 6.SP.B.4, 7.SP.B.8b).
 9.4.8.IML.4: Ask insightful questions to organize different types of data and create meaningful visualizations.
 9.1.8.PB.5: Identify factors that affect one’s goals, including peers, culture, location, and past experiences.

Interdisciplinary/21st Century Connections

21st Century Connections

- Critical thinking
- Collaboration and Teamwork
- Problem Solving
- Creativity and Innovation

Title	Writing Narratives and Informative Essays
Unit Duration	8 Weeks
Unit Summary & Rationale	Students will respond to text-based narrative writing prompts; establish real/imagined context and introduce a narrator/characters; use narrative techniques (e.g., dialogue, figurative language, and description to develop experiences and ideas); use transitional words/phrases to shift from one timeframe to another; use precise words/phrases, sensory language, and descriptive details to relate experiences/events; provide a conclusion/resolution that follows the order/events of the narrative; analyze and

	<p>compare/contrast different approaches to similar themes using different text formats; distinguish between connotative and denotative meanings of words and use them effectively; recognize and understand figures of speech, such as personification, hyperboles, and similes/metaphors.</p> <p>Students will also respond to informative/explanatory writing prompts based on assigned informative/explanatory texts; organize informative ideas and concepts using definitions, classifications, processes, cause and effect, and/or comparison and contrast; support their ideas with strong textual evidence; plan and pre-write using graphic organizers; use relevant facts, definitions, and details from the text as evidence to develop main ideas; use transitional words/phrases to shift from one main/minor idea to another; present a concluding idea/statement summarizing the focus of the informative piece; demonstrate command of grade-appropriate standard English conventions.</p>
Unit Goals	
Essential Questions	<ul style="list-style-type: none"> • Why do writers need to explain? • How do writers organize and sequence main ideas? • How do topic and supporting sentences explain the main idea? • How does a writer successfully employ the writing process to create a compelling text- and non-text-based narrative? • How do research and citations strengthen a writer’s opinions/claims? • How can different forms of text address the same topic similarly or differently? • How do the conventions of Standard English contribute to effective writing?
Enduring Understandings	<ul style="list-style-type: none"> • Writing as a process is derived from real-life and text-based narrative experiences. • Analyzing text to write about requires critical reading and thinking. • A writer can express his ideas/claims/opinions in both written and verbal forms of communication. • A writer uses language conventions such as punctuation, tense and subject consistency, narrative point of view, spelling, and figurative language to compose a writing sample.
Learning Outcomes	<ul style="list-style-type: none"> • Compare and contrast similarly themed texts. • Cite evidence from text to support interpretation of the text. • Compose clear and coherent writing that illustrates organization, development, and style addressing purpose and audience.

- Demonstrate research skills to support claims/opinions.
- Participate in collaborative peer revision and editing. (LATIC HOME GROUPS)
- Express their interpretations/opinions through collaborative group discussions. (LATIC)
- Participate in think/pair/share sessions designed to encourage collaboration and critical thinking. (LATIC)
- In addition to written text, use multimedia resources in presentation/discussion of writing.
- Utilize language conventions such as punctuation, consistency (tense/agreement), spelling, and figurative language to improve their writing skills.

Assessment Evidence	
Formative	Class discussions, Journal writing, Peer editing, Participation and observation, Quizzes, writing assignments, Writing Conferences, Notebook Checks, Participation and Observation.
Summative	Tests, Quizzes, Projects, Writing Assessments, Writing Portfolios, Vocabulary assessments.
Alternative and Benchmark	<p>Alternative - Read to the student and chart oral responses. Sentence frames, oral responses, graphic organizers, observations, portfolios of student work, orally administered assessments, and anecdotal notes.</p> <p>Benchmark – LinkIt Benchmark Assessment, Reading Levels, TPA</p> <p>Formative, Summative, Alternative and Benchmark Assessments</p>
Resources to Promote Learning	
Resources & Equipment Needed	ACT-English Language Arts Grade 8 Publisher: Benchmark, Elements of Writing, Publisher: Holt, Rinehart and Winston, www.readworks.com, www.commonlitt.com , Computers, Smartboard, interactive websites, Microsoft Office 365, Elements of Writing (Publisher: Rhinehart and Winston) Approved Class Resource List
Content & Interdisciplinary Standards	
NJ 2016 SLS: English/Language Arts	

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

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

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

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

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

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

Craft and Structure

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

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

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

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

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

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

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

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

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

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

Text Types and Purposes

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

W.7.1. Write arguments to support claims with clear reasons and relevant evidence.

W.7.1a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

W.7.1b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

W.7.1c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

W.7.1d. Establish and maintain a formal style/academic style, approach, and form.

W.7.1e. Provide a concluding statement or section that follows from and supports the argument presented.

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

W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.7.2a. Introduce a topic; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).

W.7.2b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

W.7.2c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

W.7.2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

W.7.2e. Establish and maintain a formal style/academic style, approach, and form.

W.7.2f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

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

W.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

W.7.3a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

W.7.3b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

W.7.3c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

W.7.3d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

W.7.3e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

Production and Distribution of Writing

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

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

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

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

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

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

Research to Build and Present Knowledge

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

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

NJSLSA.W8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

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

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

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

W.7.9a. Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).

W.7.9b. Apply grade 7 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).

Range of Writing

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

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

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

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

SL.7.1a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

SL.7.1b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

SL.7.1c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

SL.7.1d. Acknowledge new information expressed by others and, when warranted, modify their own views.

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

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

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

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

Presentation of Knowledge and Ideas

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

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

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

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

L.7.1a. Explain the function of phrases and clauses in general and their function in specific sentences.

L.7.1b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

L.7.1c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*

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

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

L.7.2a. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).

L.7.2b. Spell correctly.

Knowledge of Language

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

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

L.7.3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*

2020 SLS: Computer Science & Design Thinking

NJSLS Performance Expectations (By the end of 8th Grade)

8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies.

8.2.8.EC.2: Examine the effects of ethical and unethical practices in product design and development.

2020 SLS: Career Readiness, Life Literacies, and Key Skills

NJSLS Performance Expectations (By the end of 8th Grade)

9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.

9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information.

9.4.8.IML.3: Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping (e.g., 6.SP.B.4, 7.SP.B.8b).

9.4.8.IML.4: Ask insightful questions to organize different types of data and create meaningful visualizations.

9.1.8.PB.5: Identify factors that affect one's goals, including peers, culture, location, and past experiences.

Interdisciplinary/21st Century Connections

21st Century Connections

- Critical thinking
- Collaboration and Teamwork
- Problem Solving
- Creativity and Innovation

Accommodations & Modifications

Special Education Students, 504 students, English Language Learners, Students at-Risk Based on Students' Individual Needs

<p style="text-align: center;">Time/General</p> <ul style="list-style-type: none"> • Allow extra time • Repeat and clarify directions • Provide breaks in between tasks • Have student verbalize directions • Provide timelines/due dates for reports and projects 	<p style="text-align: center;">Processing</p> <ul style="list-style-type: none"> • Provide extra response time • Have student verbalize steps • Repeat directions • Provide small group instruction • Include partner work 	<p style="text-align: center;">Comprehension</p> <ul style="list-style-type: none"> • Provide reading material on student's level • Have student underline important points • Assist student on how to use context clues to identify words/phrases • Ensure short manageable tasks
<p style="text-align: center;">Tests/Quizzes/Grading</p> <ul style="list-style-type: none"> • Provide extended time • Provide study guides • Limit number of responses 	<p style="text-align: center;">Behavior/Attention</p> <ul style="list-style-type: none"> • Establish classroom rules • Write a contract with the student specifying expected behaviors • Provide preferential seating • Re-focus student as needed • Reinforce student for staying on task 	<p style="text-align: center;">Organization</p> <ul style="list-style-type: none"> • Monitor the student and provide reinforcement of directions • Verify the accurateness of homework assignments • Display a written agenda

ELL, Enrichment, Gifted & Talented Strategies

Accommodations Based on Students' Individual Needs

ELL Strategies

- Provide explicit, systematic instruction in vocabulary.
- Ensure that ELLs have ample opportunities to talk with both adults and peers and provide ongoing feedback and encouragement.

- Expose ELLs to rich language input.
- Scaffolding for ELLs language learning.
- Encourage continued L1 language development.
- Alphabet knowledge
- Phonological awareness
- Print awareness
- Design instruction that focuses on all of the foundational literacy skills.
- Recognize that many literacy skills can transfer across languages.
- English literacy development by helping ELLs make the connection between what they know in their first language and what they need to know in English.
- Graphic organizers
- Modified texts
- Modified assessments
- Written/audio instruction
- Shorter paragraph/essay length
- Homogeneously grouped by level

Accommodations Based on Students' Individual Needs:

Enrichment Strategies

- Evaluate vocabulary
- Elevate Text Complexity
- Incorporate inquiry based assignments and projects
- Extend curriculum
- Balance individual, small group and whole group instruction
- Provide tiered/multi-level activities
- Include purposeful learning centers
- Provide open-ended activities and projects

- Offer opportunities for heterogeneous grouping to work with age and social peers as well as homogeneous grouping to provide time to work with individual peers
- Provide pupils with experiences outside the 'regular' curriculum
- Alter the pace the student uses to cover regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level
- Require a higher quality of work than the norm for the given age group
- Promote higher level of thinking and making connections.
- Focus on process learning skills such as brainstorming, decision making and social skills
- Use supplementary materials in addition to the normal range of resources.
- Encourage peer to peer mentoring
- Integrate cross-curricular lessons
- Incorporate real-world problem solving activities
- Facilitate student-led questioning and discussions

Gifted & Talented Strategies

- More elaborate, complex, and in-depth study of major ideas, problems, and themes that integrate knowledge within and across systems of thought.
- Development and application of productive thinking skills to enable students to reconceptualize existing knowledge and/or generate new knowledge.
- Explore constantly changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.
- Encourage exposure to, selection, and use of appropriate and specialized resources.
- Promote self-initiated and self-directed learning and growth.
- Provide for the development of self-understanding and the understanding of one's relationship to persons, societal institutions, nature, and culture.
- Flexible pacing
- Use of more advanced or complex concepts, abstractions, and materials
- Encourage students to move through content areas at their own pace. If they master a particular unit, they need to be provided with more advanced learning activities, not more of the same activity.

- Questions that require a higher level of response and/or open-ended questions that stimulate inquiry, active exploration, and discovery.
- Encourage students to think about subjects in more abstract and complex ways
- Activity selection based on student interests, that encourage self-directed learning
- Group interaction and simulations
- Guided self-management
- Encourage students to demonstrate what they have learned in a wide variety of forms that reflect both knowledge and the ability to manipulate ideas.
- Engage students in active problem-finding and problem-solving activities and research.
- Provide students opportunities for making connections within and across systems of knowledge by focusing on issues, themes, and ideas.