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LAKEHURST ELEMENTARY SCHOOL	
English Language Arts	
<b>Content Area: English Language Arts</b>	
<b>Course Title:</b> English Language Arts	<b>Grade Level: 7</b>
<b>Unit 1</b> Literature: Fiction, Narrative Writing, Portfolio Development	September - November
<b>Unit 2</b> Informational: Non-Fiction Informative/Explanatory Writing Portfolio Development	November - January
<b>Unit 3</b> Informational Reading : Argument Argument Writing Research-Simulated Tasks Portfolio Development	January - March
<b>Unit 4</b> Literature & Informational: Reading & Writing, Poetry, Portfolio Development	April
<b>Unit 5</b> Literature: Folktales, Legends, Myths, Dramas/Portfolio Completion	May- June

**LAKEHURST ELEMENTARY SCHOOL  
LANGUAGE ARTS CURRICULUM  
Unit Overview**

**Content Area: English Language Arts Literacy**

**Unit Title:** Unit 1 Literature: Fiction, Narrative Reading and Writing, Portfolio Development

**Target Course/Grade Level: English Language Arts Grade 7**

**Unit Summary:** Unit One explores the required skills for the successful comprehension of fictional texts in a variety of forms. The construction of creative narrative writing is performed effectively using the six traits or the writing process. Portfolio development will begin with this unit and continue throughout the year.

**Primary interdisciplinary connections:** Reading Standards for Literacy in History/Social Studies 6-8 and Reading Standards for Literacy in Science and Technical Subjects 6-8 can be accessed through the following link:

<http://www.corestandards.org/ELA-Literacy/RH/6-8/> -Social Studies Standards

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**College and Career Readiness:** Note that the Common Core State Standards provide for College and Career Readiness Anchor Standards in Reading, Writing, Speaking, and Listening, which are listed specifically at the beginning of each section of the grade-level standards and then infused throughout the grade-level standards. For specific College and Career Readiness Anchor Standards, see

<http://www.corestandards.org/ELA-Literacy/>

**21<sup>st</sup> century themes:** Global Awareness, Civic Literacy, Environmental Literacy, Health Literacy, Financial, Economic, Business, and Entrepreneurial Literacy

<http://www.state.nj.us/education/cccs/2014/tech/>

**Learning Targets**

**Content Standards**

**RL – Reading Literature, RI- reading Informational, W –Writing, SL – Speaking and Listening,**

**L –Language**

Number	Common Core Standard for Mastery
	<b>Key Ideas and Details</b>
RL.7.1	Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL.7.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

RL.7.3	Analyze how particular elements of a story or drama interact
	<b>Craft and Structure</b>
RL.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds
RL.7.5	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning
RL.7.6	Analyze how an author develops and contrasts the points of view of different characters or narrators in a

	text.
	<b>Integration of Knowledge and Ideas</b>
RL.7.7	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium
RL.7.9	Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
	<b>Text Types and Purposes</b>
W.7.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events.
	<b>Production and Distribution of Writing</b>
W.7.4	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.
W.7.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
W.7.6	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
	<b>Range of Writing</b>
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.
	<b>Comprehension and Collaboration</b>

SL 7.1	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 7 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p> <p>d. Acknowledge new information expressed by others and, when warranted, modify their own views</p>
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

	<b>Presentation of Knowledge and Ideas</b>
SL 7.5	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points
SL 7.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
	<b>Conventions of Standard English</b>
L 7.1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of phrases and clauses in general and their function in specific sentences.</p> <p>b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p> <p>c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifier</p>
L 7.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use a comma to separate coordinate adjectives. b. Spell correctly.</p>
	<b>Knowledge of Language</b>
L7.3	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p>
	<b>Vocabulary Acquisition and Use</b>

L7.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i> , choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent, bellicose, rebel</i> ). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in dictionary)
L7.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined, respectful, polite, diplomatic, condescending</i> ).
L7.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
L3.1-L.7	<a href="#">Language-progressive-skills/</a> Click on the link above to be sure all Progressive skills are taught for every year in the grade span indicated.
By the end of 8th grade (6-8)	<b>Technology:</b> The use of technology and digital tools requires knowledge and appropriate use of operations and related applications.
8.1.8.A.1	Demonstrate knowledge of a real world problem using digital tools
8.1.8.A.2	Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability
8.1.8.A.3	Use and/or develop a simulation that provides an environment to solve a real world problem or theory
	<b>21st Century Themes</b>
9.1.8.A	The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time.
9.1.8.B	Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.
9.1.8.C	Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency. Leadership abilities develop over time through participation in groups and/or teams that are engaged in challenging or competitive activities.

9.1.8.D	Effective communication skills convey intended meaning to others and assist in preventing misunderstandings. Communication with people from different cultural backgrounds is enhanced by the understanding of different cultural perspectives.
9.1.8.E	Digital media are 21st-century tools used for local and global communication. There are ethical and unethical uses of communication and media.
9.1.8.F	The nature of the 21st-century workplace has shifted, demanding greater individual accountability, productivity, and collaboration. Ethical behaviors support human rights and dignity in all aspects of life.

**Essential Questions:**

- What influences a writer to create?
- How is literature life like?
- What can a reader know about an author’s intentions based on only reading of the text?
- In what ways are all narratives influenced by bias and perspectives?

<p><b>Unit Questions</b></p> <ul style="list-style-type: none"> <li>● How do authors utilize the elements of literature to convey a universal truth or theme?</li> <li>● How does a writer successfully employ the elements of literature and the writings traits/process to create a compelling narrative?</li> <li>● Why is the command of the conventions of Standard English when writing and speaking?</li> </ul>	<p><b>Unit Enduring Understandings</b></p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● Fiction is an integral part in Language Arts Literacy.</li> <li>● Narrative writing tells a story with the beginning, middle, and ending.</li> <li>● Descriptive writing stimulates the senses and allows the reader to become immersed in vivid vocabulary.</li> <li>● Speculative writing creates a story about a scenario given.</li> <li>● Making predictions while reading is part of an active reading strategy to assist in comprehension.</li> <li>● Understanding an author’s purpose enhances student understanding of varied texts.</li> <li>● Writing is a recursive process, and writers draw on real-life experiences for inspiration.</li> <li>● Author’s style has many components that unify to create voice.</li> </ul>
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**Unit Objectives**

*Students will know...*

- **How to collaborate effectively**
- **Teacher expectations and assessment tool**
- **Active Reading Strategies**
- **Grade level vocabulary**
- **Interpret and analyze text**
- **Identify story elements**
- **Author's purpose**
- **Literary terms**
- **Literary analysis**
- **The purpose of technology in real world situations**
- **How to use creativity and innovation**
- **How to use critical thinking and problem solving**
- **How to communicate effectively**
- **Draw conclusions**
- **Make inferences**
- **Use flashback and foreshadowing**
- **Figurative language**
- **Incorporate technology**
- **Present information orally**
- **Critique other presentations**
- **Use higher level critical thinking skills to read/respond to text ideas and the author's craft by using textual evidence to support information and formulated interpretations**

**Unit Objectives**

*Students will be able to...*

- **Work in cooperative learning groups**
- **Use graphic organizers**
- **Set a purpose for reading**
- **Evaluate writing through rubrics**
- **Expand vocabulary**
- **Make connections based on text/self/world**

LAKEHURST ELEMENTARY SCHOOL  
ENGLISH LANGUAGE ARTS CURRICULUM  
Evidence of Learning

**Formative Assessments**

- Do-Nows
- Multiple Choice assessments
- Literature responses/circles
- Cooperative learning groups
- Book talks
- Vocabulary assessments
- Open-ended questions
- Essays
- Anecdotal Notes
- Exit/Admit Slips
- Peer/Self Assessments
- Writer's Workshop
- Writing Portfolio
- Story Board
- C.O.R.E. K-12 Cluster Tests
- Speeches
- Graphic organizers
- Timed reading/writing
- Writing assignments
- Rubrics
- Journals
- Class discussions
- Peer/teacher conferences  
Participation/Observations
- Questioning
- Presentations
- Visual Representations
- Individual Whiteboards
- Pre-Test/Quizzes
- Book reviews
- PBL's
- 6+1 Writing Traits
- Debates

**Additional Suggestions:**

*Seventh Grade* - Letter to the author (response to literature)

*Zebra* – Internet research activity on the Vietnam War Memorial

*A Retrieved Reformation/After Twenty years/ Additional O. Henry Stories* – Research Simulated Task/Author Study

*Amigo Brothers* – Write a sequel to the story

**Summative Assessments**

- SGO/Pretest
- Mid-term assessment/District benchmark or interim assessments
- Final SGO assessments/Post Test

- End-of-unit or chapter tests
- End of the year portfolio
- DRA2
- C.O.R.E. K-12 Pre-Test
- State assessments
  
- **Modifications (At-Risk Students, ELLs, Special Education, Gifted and Talented)**

**At-Risk Students:**

- After school tutoring
- Constant parental contact
- Extra time for completion of work
- Possible partial credit
- Graphic organizers
- More/less time as appropriate
- Modified writing assignment lengths
- Timelines and checkpoints
- Small group instruction as needed
  - Anchor activities
  - Instructional technology as needed/required
  - Appropriate scaffolding provided as necessary
  - Additional enrichment texts/resources/assignments provided as needed based on student ability
  - Effective teacher questioning; ranging from fact recall to higher order critical thinking questions
  - Guided practice in combination with independent exploration
  - Heterogeneous students grouping
  - Movement from teacher-directed learning to student-directed learning
  - Anchor charts
  - Guided notes
  - Preferential seating

**ELL:**

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Small group instruction as needed
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- Anchor Charts
- Guided Notes
- Provide short excerpts
- Graphic organizers
- More/less time as appropriate
- Modified writing assignment lengths
- Timelines and checkpoints
- Anchor activities
- Instructional technology as needed/required
- Appropriate scaffolding provided as necessary
- Additional enrichment texts/resources/assignments provided as needed based on student ability
- Effective teacher questioning; ranging from fact recall to higher order critical thinking questions
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**Gifted and Talented:**

- Differentiated Instruction based on academic level
- Tiered learning
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts

- Organize integrated problem-solving simulations
- Debrief students
- Propose interest-based extension activities
- More/less time as appropriate
- Timelines and checkpoints
- Small group instruction as needed
- Anchor activities
- Instructional technology as needed/required
- Additional enrichment texts/resources/assignments provided as needed based on student ability
- Effective teacher questioning; ranging from fact recall to higher order critical thinking questions
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**Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:**

**Stories: Includes the subgenres of adventure stories, historical fiction, mysteries, myths, science fiction, and realistic fiction.**

**Suggested Resources**

***The Language of Literature***

1. *Seventh Grade* (Pair with Scope Magazine 1/9/12 – “Is it OK to Lie?”)
2. *Thank you M’am* (Pair with Scope Magazine 12/12/11 – “Langston Hughes A Biography in Poems” and 10/25/10 – “Langston Hughes Poet of the Harlem Renaissance” and 2/22/10 - “A Walk through Harlem”)
3. *Zebra* (Pair with Scope Magazine – 9/7/09 – “Power of Art” and 4/26/10 – “Into the Killing Zone”)
4. *A Retrieved Reformation*
5. *After Twenty Years*
6. *The War of the Wall* (Pair with Scope Magazine 1/5/09 – “Bursting with Color”)
7. *A Crush*
8. *The Scholarship Jacket*
9. *Amigo Brothers* (Pair with Scope Magazine 2/14/11 – “Are Sports Ruining Your Life?”)
10. *Dark They Were and Golden Eyed* (Pair with Scope Magazine 3/23/09 – “The Day the Earth Stood Still”)
11. *One Ordinary Day with Peanuts*

12. Key Item
13. *An Hour with Abuelo* (also read *The Old Grandfather and his Little Grandson*)
14. Last Cover
15. Waiting

### **Additional Resources**

1. *The Gift of the Magi and other Short Stories* (Pair with Scope 12/13/10 – “The Gift of the Magi” play)
2. *Scope Magazine*

### **Bridges to Literature**

- *Baseball Saved Us*
- *The Day the Sun Came Out*
- *Goodbye Falcon*
- *The Cage*
- *From Brian’s Return*

Text book, vocabulary workbooks, *Scope* magazine, novels, state assessment prep., websites, books on tape, video

- \* [www.readwritethink.org](http://www.readwritethink.org) – Language arts lesson plans
- \* [www.scholastic.com](http://www.scholastic.com) – Reading resources
- \* [www.readworks.org](http://www.readworks.org) – Lessons for literary elements
- \* [www.nytimes.com](http://www.nytimes.com)
- \* [www.biography.com](http://www.biography.com)
- \* <http://www.pbs.org/teachers> (social studies, sciences, language arts resources)
- \* [www.liketoread.com](http://www.liketoread.com)
- \* <http://www.nj.gov/education/aps/cccs/science/>
- \* <http://www.nj.gov/education/aps/cccs/ss/>
- \* [http://www.adlit.org/for\\_teachers/](http://www.adlit.org/for_teachers/) - Teacher resources
- \* [http://www.adlit.org/strategy\\_library/](http://www.adlit.org/strategy_library/) - Literacy strategies
- \* <https://sites.google.com/site/manchesterliteracy/> - District Literacy Website
- \* [http://www.corestandards.org/assets/Appendix\\_B.pdf](http://www.corestandards.org/assets/Appendix_B.pdf) -Common Core Text Exemplars and Performance Tasks in Reading
- \* [http://www.corestandards.org/assets/Appendix\\_C.pdf](http://www.corestandards.org/assets/Appendix_C.pdf) -Common Core Text Exemplars and Performance Tasks in Writing
- \* [www.newsela.com](http://www.newsela.com)-Nonfiction leveled reading
- \* <https://padlet.com/> -Technology resource
- \* <http://www.parcconline.org/sites/parcc/files/Grade%206-11%20July%2029%20Rubric%20Final.pdf> -PARCC Rubric

**Teacher Notes:** The following topics are secondary skills that should be integrated during this unit: Non-Fiction reading,

Poetry, Narrative and Descriptive Writing, Prose Constructed Responses.

To support district initiatives and school-based goals, the following will be infused throughout the ELA curriculum:

- Vocabulary development,
- Six Plus One Traits framework, including conventions
- The art and science of understanding and using a variety of rubrics, including the PARCC Rubric
- Test prep strategies
- Problem-Based Lessons
- Technology Applications, as available
- Project Based Learning

**Reading:**

- **Make use of schema**
- **Reread for clarification**
- **Seeking meaning of unknown vocabulary**
- **Make and revise predictions**
- **Draw conclusions**
- **Make connections: text to text, text to self, text to world**
- **SQ3R**
- **Active Reading Strategies – Predict, Visualize, Connect, Question, Clarify, Evaluate**

**Writing:**

- **Use written and oral English appropriate for various purposes and audiences.**
- **Create and develop texts that include the following text features:**
  - **Development: the topic, theme, stand/perspective, argument or character is fully developed**
  - **Organization: the text exhibits a discernible progressions of ideas**
  - **Style: the writer demonstrates a quality of imagination, individuality, and a distinctive voice**
  - **Word choice: the words are precise and vivid**
- **Create and develop texts that include the following language conventions:**
  - **Sentence formation: sentences are complete and varied in length and structure**
  - **Conventions: appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text.**

**From liketoread.com:**

**IMPORTANT NOTE:** If you are in a school where many or all teachers are setting up proficient reader classrooms, you will no longer need this monthly timeline. When your kids come to you with a great working understanding of a strategy, you will only need to fine-tune with harder texts. That will give you more time to work on the more difficult strategies like determining importance and synthesis. And remember, THERE IS NO ORDER FOR TEACHING THESE STRATEGIES. Since we use them all at once anyway, create a timeline that works for you.

- Children will [use a variety of fix-up strategies](#) to read unfamiliar words. Students will learn to pronounce words, determine meanings in context, and figure out words using knowledge of root words, prefixes and

suffixes, among other strategies. They will learn to figure out the meaning of an unfamiliar word. Sometimes that results from figuring out how to pronounce the word. Sometimes that is by inferring from context. Of the two skills, students need to know that figuring out the meaning is more important.

2. Children will deepen their comprehension by [accessing their prior knowledge](#) before reading a selection. While reading, they will learn to [make connections](#) from the text to themselves, the text to other texts and movies, and the text to world. By recognizing what is unknown in the text and thinking about what is known from personal experience, other texts and the world, the reader will build confidence in using personal connections to get meaning from what was originally unknown. By explaining how these connections help them understand the text, their comprehension will improve.
3. Students will build on their knowledge of [retelling](#) to recall important details. Students will learn to discern what is most important to use in the retelling.
4. Students will learn to [summarize](#) a small selection in as few words as possible. Students will break longer selections into smaller parts and summarize as they read. By summarizing in this headline-writing fashion, students will begin to sort out main ideas from details of the text.
5. Students will learn to [ask questions](#) before, during and after reading and to seek answers to deepen their understanding of the text. By bringing their own questions to small groups, students will examine what they don't know and get help in comprehending.
6. Students will learn to [visualize](#) the details of a text. They will use other sensory images like dramatizing and drawing to help them better understand what they are reading.
7. Children will learn to [infer \(and predict\)](#) information before, during, and after reading. Children will learn to distinguish between inferences, assumptions, and opinions by backing up their conclusions with evidence.
8. Children will be able to [discriminate what is important from what is not](#). Children will be able to use this information to [determine main ideas and themes](#) of texts.

Students will stop often while reading to [synthesize](#) the information gained from texts to form opinions, change perspectives, develop new ideas, find evidence, and, in general, enhance a personal understanding of the concepts presented in a text.

LAKEHURST ELEMENTARY SCHOOL  
LANGUAGE ARTS CURRICULUM

Unit  
Overview

**Content Area: English Language Arts**

**Unit Title:** Unit 2 Informational: Non-Fiction, Informative Reading & Writing, and Portfolio Development

**Target Course/Grade Level: English Language Arts Grade 7**

**Unit Summary:** Unit Two explores the required skills for the successful comprehension of Informational Non-fictional texts in a variety of forms. The construction of Informative/explanatory writing is performed effectively using the six traits or the writing process. Portfolio development will continue with this unit and continue throughout the year.

**Primary interdisciplinary connections:** Reading Standards for Literacy in History/Social Studies 6-8 and Reading Standards for Literacy in Science and Technical Subjects 6-8 can be accessed through the following link:

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**21<sup>st</sup> century themes:** Global Awareness, Civic Literacy, Environmental Literacy, Health Literacy, Financial, Economic, Business, and Entrepreneurial Literacy

<http://www.state.nj.us/education/cccs/2014/tech/>

## Learning Targets

### Content Standards

**RL – Reading Literature, RI- reading Informational, W –Writing, SL – Speaking and Listening, L –Language**

Number	Common Core Standard for Mastery
	<b>Key Ideas and Details</b>
RI.7.1	Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.7.2	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
RI.7.3	Analyze the interactions between individuals, events, and ideas in a text
	<b>Craft and Structure</b>
RI.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
RI.7.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
RI.7.6	Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
	<b>Integration of Knowledge and Ideas</b>
RI.7.7	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject

RI.7.8	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
RI.7.9	Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
	<b>Text Types and Purposes</b>
W.7.1	Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. d. Establish and maintain a formal style/academic style, approach, and form. e. Provide a concluding statement or section that follows from and supports the argument presented.
W.7.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. A. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia). B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. C. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. D. Use precise language and domain-specific vocabulary to inform about or explain the topic. E. Establish and maintain a formal style academic style, approach, and form. F. Provide a concluding statement or section that follows from and supports the information or explanation presented.
	<b>Production and Distribution of Writing</b>
W.7.4	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.
W.7.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
W.7.6	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
	<b>Research to Build and Present Knowledge</b>
W.7.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

W.7.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply <i>grade 7 Reading standards</i> to literature b. Apply <i>grade 7 Reading standards</i> to literary nonfiction
	<b>Range of Writing</b>
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.
	<b>Comprehension and Collaboration</b>
SL 7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 7 topics, texts, and issues</i> , building on others' ideas and expressing their own

	clearly. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. d. Acknowledge new information expressed by others and, when warranted, modify their own views
SL 7.2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study
SL 7.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
	<b>Presentation of Knowledge and Ideas</b>
SL 7.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
SL 7.5	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points
SL 7.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
	<b>Conventions of Standard English</b>
L 7.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of phrases and clauses in general and their function in specific sentences. b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifier

L 7.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a comma to separate coordinate adjectives. b. Spell correctly.
	<b>Knowledge of Language</b>
L7.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*
L7.1-7.3	<a href="#">Language-progressive-skills/</a> Click on the link above to be sure all Progressive skills are taught for every year in the grade span indicated.
	<b>Vocabulary Acquisition and Use</b>
L7.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i> , choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent, bellicose, rebel</i> ). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in dictionary
L7.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g.,
	<i>refined, respectful, polite, diplomatic, condescending</i> ).
L7.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
By the end of 8th grade (6-8)	<b>Technology:</b> The use of technology and digital tools requires knowledge and appropriate use of operations and related applications.
8.1.8.A.1	Demonstrate knowledge of a real work problem using digital tools.
8.1.8.A.2	Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

8.1.8.A.3	Use and/or develop a simulation that provides an environment to solve a real world problem or theory.
	<b>21st Century Themes</b>
9.1.8.A	The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time.
9.1.8.B	Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.
9.1.8.C	Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency. Leadership abilities develop over time through participation in groups and/or teams that are engaged in challenging or competitive activities.
9.1.8.D	Effective communication skills convey intended meaning to others and assist in preventing misunderstandings. Communication with people from different cultural backgrounds is enhanced by the understanding of different cultural perspectives.
9.1.8.E	Digital media are 21st-century tools used for local and global communication. There are ethical and unethical uses of communication and media.
9.1.8.F	The nature of the 21st-century workplace has shifted, demanding greater individual accountability, productivity, and collaboration. Ethical behaviors support human rights and dignity in all aspects of life.
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>● What do good readers do, especially when they don't comprehend a text?</li> <li>● How does what I read influence how I should read it?</li> <li>● Why am I writing?</li> <li>● How does language influence the way we think, act, and perceive the world?</li> </ul>	
<b>Unit Questions</b> <ul style="list-style-type: none"> <li>● How is the reader's comprehension and interpretation of text affected by personal experiences?</li> </ul>	<b>Unit Enduring Understandings</b> <i>Students will understand that...</i> <ul style="list-style-type: none"> <li>● Non-fiction is an integral part in Language Arts Literacy</li> <li>● Explanatory Writing explains a student's point-of-view a situation or scenario.</li> <li>● Personal experience affects the reader's point of view.</li> <li>● Reading informational texts requires different reading strategies.</li> <li>● Explanatory writing has different applications and purposes.</li> <li>● Explanatory/Expository structures can affect their reading and comprehension of nonfiction texts.</li> <li>● Writers use the knowledge of language and its convention when writing, speaking, reading, and listening.</li> </ul>

<p><b>Unit Objectives</b>  <i>Students will be able to...</i>          Work in cooperative Learning groups</p> <ul style="list-style-type: none"> <li>● Use graphic organizers</li> <li>● Set a purpose for reading</li> <li>● Evaluate writing through rubric</li> <li>● Expand vocabulary</li> <li>● Make connections based on text/self/world</li> <li>● Draw conclusions</li> <li>● Make inferences</li> <li>● Figurative Language</li> <li>● Incorporate technology</li> <li>● Present information orally</li> <li>● Critique other presentations</li> </ul>	<p><b>Unit Objectives</b>  <i>Students will know...</i></p> <p><b>How to collaborate effectively</b></p> <ul style="list-style-type: none"> <li>● Teacher expectations and assessment tools</li> <li>● Active reading strategies</li> <li>● Grade level vocabulary</li> <li>● Interpret and analyze text</li> <li>● Author's purpose</li> <li>● Purpose of technology in real-world situations</li> <li>● How to use creativity and innovation</li> <li>● How to use critical thinking and problem solving skills</li> <li>● How to communicate effectively</li> </ul>
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LAKEHURST ELEMENTARY SCHOOL ENGLISH LANGUAGE ARTS CURRICULUM <i>Evidence of Learning</i>			
<p><b>Formative Assessments</b></p> <table style="width: 100%; border: none;"> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> <li>● Do-Nows</li> <li>● Multiple Choice assessments</li> <li>● Literature responses/circles</li> <li>● Cooperative learning groups</li> <li>● Book review</li> <li>● Vocabulary assessments</li> <li>● Open-ended questions</li> <li>● Essays</li> <li>● Anecdotal Notes</li> <li>● Exit/Admit Slips</li> <li>● Peer/Self Assessments</li> <li>● Writer's Workshop</li> <li>● C.O.R.E. K-12 Cluster Tests</li> <li>● Writing Portfolios</li> </ul> </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> <li>· Graphic organizers</li> <li>· Timed reading/writing</li> <li>· Writing assignments</li> <li>· Rubrics</li> <li>· Journals</li> <li>· Class discussions</li> <li>· Peer/teacher conferences</li> <li>· Participation/Observations</li> <li>· Questioning</li> <li>· Presentations</li> <li>· Visual Representations</li> <li>· Individual Whiteboards</li> <li>· Pre-Test/Quizzes</li> </ul> </td> </tr> </table>		<ul style="list-style-type: none"> <li>● Do-Nows</li> <li>● Multiple Choice assessments</li> <li>● Literature responses/circles</li> <li>● Cooperative learning groups</li> <li>● Book review</li> <li>● Vocabulary assessments</li> <li>● Open-ended questions</li> <li>● Essays</li> <li>● Anecdotal Notes</li> <li>● Exit/Admit Slips</li> <li>● Peer/Self Assessments</li> <li>● Writer's Workshop</li> <li>● C.O.R.E. K-12 Cluster Tests</li> <li>● Writing Portfolios</li> </ul>	<ul style="list-style-type: none"> <li>· Graphic organizers</li> <li>· Timed reading/writing</li> <li>· Writing assignments</li> <li>· Rubrics</li> <li>· Journals</li> <li>· Class discussions</li> <li>· Peer/teacher conferences</li> <li>· Participation/Observations</li> <li>· Questioning</li> <li>· Presentations</li> <li>· Visual Representations</li> <li>· Individual Whiteboards</li> <li>· Pre-Test/Quizzes</li> </ul>
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- Speeches

PBL's

- Debates

· 6+1 Writing Traits

**Additional Suggestions:**

*Eleanor Roosevelt* – Compare/contrast with present First Lady

*Names/Nombres* – Research background/history of name using guidelines

*The History of Chocolate* – Research history/background of favorite chocolate candy

*Exploring the Titanic* – Timeline/Persuasive Essay

*Long Walk to Freedom* – Scope article on Mandela for connection

**Summative Assessments**

- SGO/Pretests
- Mid-term assessments/District benchmark or interim assessments
- SGO/Final exams/assessments
- End-of-unit or chapter tests
- End of the year portfolio
- DRA2
- C.O.R.E. K-12 Pre-Test
- State assessments

**Modifications (At-Risk Students, ELLs, Special Education, Gifted and Talented)**

**At-Risk Students:**

- After school tutoring
- Constant parental contact
- Extra time for completion of work
- Possible partial credit
- Graphic organizers
- More/less time as appropriate
- Modified writing assignment lengths
- Timelines and checkpoints
- Small group instruction as needed
- Anchor activities
- Instructional technology as needed/required
- Appropriate scaffolding provided as necessary
- Additional enrichment texts/resources/assignments provided as needed based on student ability
- Effective teacher questioning; ranging from fact recall to higher order critical thinking questions
- Guided practice in combination with independent exploration
- Heterogeneous students grouping
- Movement from teacher-directed learning to student-directed learning

- Anchor charts
- Guided notes
- Preferential seating

**ELL:**

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Small group instruction as needed
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- Anchor Charts
- Guided Notes
- Provide short excerpts
- Graphic organizers
- More/less time as appropriate
- Modified writing assignment lengths
- Timelines and checkpoints
- Anchor activities
- Instructional technology as needed/required
- Appropriate scaffolding provided as necessary
- Additional enrichment texts/resources/assignments provided as needed based on student ability
- Effective teacher questioning; ranging from fact recall to higher order critical thinking questions
- Guided practice in combination with independent exploration
- Heterogeneous students grouping
- Movement from teacher-directed learning to student-directed learning
- Anchor charts
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**Gifted and Talented:**

- Differentiated Instruction based on academic level
- Tiered learning
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum

- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students
- Propose interest-based extension activities
- More/less time as appropriate
- Timelines and checkpoints
- Small group instruction as needed
- Anchor activities
- Instructional technology as needed/required
- Additional enrichment texts/resources/assignments provided as needed based on student ability
- Effective teacher questioning; ranging from fact recall to higher order critical thinking questions
- Guided practice in combination with independent exploration
- Movement from teacher-directed learning to student-directed learning
- Anchor charts
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***Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:***

***Non-Fiction: Includes the subgenres of exposition, argument, and functional text in the form of personal essays, speeches, opinion pieces, biographies, memoirs, journalism, and historical accounts.***

***The Language of Literature***

1. *Eleanor Roosevelt*
2. *Names/Nombres*
3. *Face-to-Face with Twins* (to be used with *Waiting* in Unit 1)
4. *The History of Chocolate/Boy: Tales of Childhood*
5. *Exploring the Titanic*
6. *from Long Walk to Freedom (related Folk Tale: The People Could Fly)* (Pair with Scope play 1/11/10 – “Invictus”)
7. *Immigrant Kids*
8. *Noble Experiment* (Pair with Scope Magazine – 10/27/08 – “The Express”)
9. *from American Childhood (related poem: Winter Poem)from Knots in My Yo-Yo String*
- 10.
11. *Growing Up*

## **Additional Resources**

*Scope Magazine*

### **Bridges to Literature**

1. *Trapped by Fear*
2. *Forty-Five Seconds Inside a Tornado*
3. *Patches*
4. from *Castles*

- Text book, Writing process, novels, state assessment prep, websites, editing activities, sentence mastery, books on tape, videos
- [www.readwritethink.org](http://www.readwritethink.org) – Language arts lesson plans
- [www.scholastic.com](http://www.scholastic.com) – Reading resources
- [www.readworks.org](http://www.readworks.org) – Lessons for literary elements
- [www.nytimes.com](http://www.nytimes.com)
- [www.biography.com](http://www.biography.com)
- <http://www.pbs.org/teachers> social studies, science, language arts resources
- [www.liketoread.com](http://www.liketoread.com)
- <http://www.nj.gov/education/aps/cccs/science/>
- <http://www.nj.gov/education/aps/cccs/ss/>
- [http://www.adlit.org/for\\_teachers/](http://www.adlit.org/for_teachers/) - Teacher resources
- [http://www.adlit.org/strategy\\_library/](http://www.adlit.org/strategy_library/) - Literacy strategies
- <https://sites.google.com/site/manchesterliteracy/> - District Literacy Website
- [http://www.corestandards.org/assets/Appendix\\_B.pdf](http://www.corestandards.org/assets/Appendix_B.pdf) -Common Core Text Exemplars and Performance Tasks in Reading
- [http://www.corestandards.org/assets/Appendix\\_C.pdf](http://www.corestandards.org/assets/Appendix_C.pdf) -Common Core Text Exemplars and Performance Tasks in Writing
- [www.newsela.com](http://www.newsela.com)-Nonfiction leveled reading
- <https://padlet.com/> -Technology resource
- <http://www.parcconline.org/sites/parcc/files/Grade%206-11%20July%202029%20Rubric%20Final.pdf> - PARCC Rubric

**Teacher Notes: Secondary skills that should be integrated during this unit:** *Literature: Fiction, Poetry, Argument Writing, and Prose Constructed Responses*

To support district initiatives and school-based goals, the following will be infused throughout the ELA curriculum:

- Vocabulary development,
- Six Plus One Traits framework, including conventions
- The art and science of understanding and using a variety of rubrics, including the PARCC Rubric
- Test prep strategies
- Problem-Based Lessons
- Technology Applications, as available

- Project Based Learning

#### Reading:

- **Make use of schema**
- **Reread for clarification**
- **Seeking meaning of unknown vocabulary**
- **Make and revise predictions**
- **Draw conclusions**
- **Make connections: text to text, text to self, text to world**
- **SQ3R**
- **Active Reading Strategies – Predict, Visualize, Connect, Question, Clarify, Evaluate**

#### Writing:

- **Use written and oral English appropriate for various purposes and audiences.**
- **Create and develop texts that include the following text features:**

**Development:** the topic, theme, stand/perspective, argument or character is fully developed

**Organization:** the text exhibits a discernible progressions of ideas

**Style:** the writer demonstrates a quality of imagination, individuality, and a distinctive voice

**Word choice:** the words are precise and vivid

**\*Create and develop texts that include the following language conventions:**

- **Sentence formation:** sentences are complete and varied in length and structure
- **Conventions:** appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text.

*From Liketoread.com:*

**IMPORTANT NOTE:** If you are in a school where many or all teachers are setting up proficient reader classrooms, you will no longer need this monthly timeline. When your kids come to you with a great working understanding of a strategy, you will only need to fine-tune with harder texts. That will give you more time to work on the more difficult strategies like determining importance and synthesis. And remember, **THERE IS NO ORDER FOR TEACHING THESE STRATEGIES.** Since we use them all at once anyway, create a timeline that works for you.

9. Children will [use a variety of fix-up strategies](#) to read unfamiliar words. Students will learn to pronounce words, determine meanings in context, and figure out words using knowledge of root words, prefixes and suffixes, among other strategies. They will learn to figure out the meaning of an unfamiliar word. Sometimes that results from figuring out how to pronounce the word. Sometimes that is by inferring from context. Of the two skills, students need to know that figuring out the meaning is more important.
10. Children will deepen their comprehension by [accessing their prior knowledge](#) before reading a selection. While reading, they will learn to [make connections](#) from the text to themselves, the text to other texts and movies, and the text to world. By recognizing what is unknown in the text and thinking about what is known

from personal experience, other texts and the world, the reader will build confidence in using personal connections to get meaning from what was originally unknown. By explaining how these connections help them understand the text, their comprehension will improve.

11. Students will build on their knowledge of [retelling](#) to recall important details. Students will learn to discern what is most important to use in the retelling.
12. Students will learn to [summarize](#) a small selection in as few words as possible. Students will break longer selections into smaller parts and summarize as they read. By summarizing in this headline-writing fashion, students will begin to sort out main ideas from details of the text.
13. Students will learn to [ask questions](#) before, during and after reading and to seek answers to deepen their understanding of the text. By bringing their own questions to small groups, students will examine what they don't know and get help in comprehending.
14. Students will learn to [visualize](#) the details of a text. They will use other sensory images like dramatizing and drawing to help them better understand what they are reading.
15. Children will learn to [infer \(and predict\)](#) information before, during, and after reading. Children will learn to distinguish between inferences, assumptions, and opinions by backing up their conclusions with evidence.
16. Children will be able to [discriminate what is important from what is not](#). Children will be able to use this information to [determine main ideas and themes](#) of texts.

Students will stop often while reading to [synthesize](#) the information gained from texts to form opinions, change perspectives, develop new ideas, find evidence, and, in general, enhance a personal understanding of the concepts presented in a text.

LAKEHURST ELEMENTARY SCHOOL  
LANGUAGE ARTS CURRICULUM  
Unit Overview

**Content Area: English Language Arts**

**Unit Title:** Unit 3 Informational Reading: Argument, Argument Writing, Research Simulation Tasks (RST), and Portfolio Development

**Target Course/Grade Level: English Language Arts Grade 7**

**Unit Summary:** Unit Three explores the required skills for the successful comprehension of Informational Readings: Argument in a variety of forms. The construction of argument writings and research simulation tasks are performed effectively using the six traits or the writing process. Portfolio development will continue with this unit and throughout the year.

**Primary interdisciplinary connections:** Reading Standards for Literacy in History/Social Studies 6-8 and Reading Standards for Literacy in Science and Technical Subjects 6-8 can be accessed through the following link:

<http://www.corestandards.org/ELA-Literacy/RH/6-8/> -Social Studies Standards

<http://www.corestandards.org/ELA-Literacy/RST/6-8/> -Science Standards

**College and Career Readiness:** Note that the Common Core State Standards provide for College and Career Readiness Anchor Standards in Reading, Writing, Speaking, and Listening, which are listed specifically at the beginning of each section of the grade-level standards and then infused throughout the grade-level standards. For specific College and Career Readiness Anchor Standards, see

<http://www.corestandards.org/ELA-Literacy/>

**21<sup>st</sup> century themes:** Global Awareness, Civic Literacy, Environmental Literacy, Health Literacy, Financial, Economic, Business, and Entrepreneurial Literacy

<http://www.state.nj.us/education/cccs/2014/tech/>

## Learning Targets

### Content Standards

**RL – Reading Literature, RI- reading Informational, W –Writing, SL – Speaking and Listening, L – Language**

Number	Common Core Standard for Mastery
	<b>Key Ideas and Details</b>
RI.7.1	Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.7.2	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
RI.7.3	Analyze the interactions between individuals, events, and ideas in a text
	<b>Craft and Structure</b>
RI.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
RI.7.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

RI.7.6	Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
	<b>Integration of Knowledge and Ideas</b>
RI.7.7	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject
RI.7.8	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
RI.7.9	Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts
	<b>Text Types and Purposes</b>
W.7.1	Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. d. Establish and maintain a formal style/academic style, approach, and form. e. Provide a concluding statement or section that follows from and supports the argument presented.
W.7.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. A. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia). B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. C. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. D. Use precise language and domain-specific vocabulary to inform about or explain the topic. E. Establish and maintain a formal style academic style, approach, and form. F. Provide a concluding statement or section that follows from and supports the information or explanation presented.
	<b>Production and Distribution of Writing</b>
W.7.4	Produce clear and coherent writing in which the development, organization voice, and style are appropriate to task, purpose, and audience.
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

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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.
	<b>Research to Build and Present Knowledge</b>
W.7.7	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
W.7.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
W.7.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply <i>grade 7 Reading standards</i> to literature b. Apply <i>grade 7 Reading standards</i> to literary nonfiction
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	<b>Comprehension and Collaboration</b>
SL 7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 7 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. d. Acknowledge new information expressed by others and, when warranted, modify their own views
SL 7.2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study
SL 7.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
	<b>Presentation of Knowledge and Ideas</b>
SL 7.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with

	pertinent descriptions, facts, details, and volume, examples; use appropriate eye contact, adequate and clear expectations
SL 7.5	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points
SL 7.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
	<b>Conventions of Standard English</b>
L 7.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of phrases and clauses in general and their function in specific sentences. b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifier
L 7.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a comma to separate coordinate adjectives. b. Spell correctly.
	<b>Knowledge of Language</b>
L7.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*
L3.1-7.	<a href="#">Language-progressive-skills/</a> Click on the link above to be sure all Progressive skills are taught for every year in the grade span indicated.
	<b>Vocabulary Acquisition and Use</b>
L7.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i> , choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i> , <i>bellicose</i> , <i>rebel</i> ). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in dictionary)
L7.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. b. Use the relationship between particular words

	(e.g., synonym/antonym, analogy) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined, respectful, polite, diplomatic, condescending</i> ).
L7.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
By the end of 8th grade (6-8)	<b>Technology:</b> The use of technology and digital tools requires knowledge and appropriate use of operations and related applications.
8.1.8.A.1	Demonstrate knowledge of a real work problem using digital tools.
8.1.8.A.2	Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
8.1.8.A.3	Use and/or develop a simulation that provides an environment to solve a real world problem or theory.
	<b>21st Century Themes</b>
9.1.8.A	The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time.
9.1.8.B	Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking
9.1.8.C	Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency. Leadership abilities develop over time through participation in groups and/or teams that are engaged in challenging or competitive activities.
9.1.8.D	Effective communication skills convey intended meaning to others and assist in preventing misunderstandings. Communication with people from different cultural backgrounds is enhanced by the understanding of different cultural perspectives.
9.1.8.E	Digital media are 21st-century tools used for local and global communication. There are ethical and unethical uses of communication and media.
9.1.8.F	The nature of the 21st-century workplace has shifted, demanding greater individual accountability, productivity, and collaboration. Ethical behaviors support human rights and dignity in all aspects of life.
<b>Essential Questions:</b> ● How does point of view affect interpretation? ● How do we determine what is true? ● How do I express myself clearly to others?	

**Unit Questions:**

- What are the characteristics of Argument Non-Fiction?
- What are the traits, format, and purpose of Persuasive Reading/Writing?
- When presenting his position, how does an author develop his ideas to captivate and convince the reader that his position is viable?
- What are the traits, format, and purpose of Research Simulation Tasks asks? How do authors present their points of view in various forms of informational texts?
- As a writer, how do you create and support an argument in writing or in speech?
- How does recognition of fact and opinion affect understanding of the text?
- What are the various forms of argument writing and other mediums?

**Unit Enduring Understandings:**

*Students will understand that...*

- Non-fiction is an integral part in Language Arts Literacy.
- Argument Writing provides the opportunity for a student to use detail and support in order to formulate and defend an opinion on a given topic.
- Utilizing critical thinking skills successfully will affect the evaluation of information and the assessment of its reliability
- Research Simulation Tasks provides the opportunity for a student to gather, read, and analyze texts in order to create a knowledge base on a given subject.
- Authors' points of view vary based on their purpose and audience.
- Writers employ specific techniques to argue their claim.
- An author's style has many components that contribute to his/her voice.
- Various points of view can highlight and expose other ideas, and that all points of view should be valued and respected.
- It is important to differentiate between fact and opinion.
- Arguments comes in various forms.
- Writers use the knowledge of language and its convention when writing, speaking, reading, and listening.

<p><b>Unit Objectives</b> <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● <b>How to collaborate effectively</b> <ul style="list-style-type: none"> <li>● <b>Teacher expectations and assessment tool</b></li> </ul> </li> <li>● <b>Active Reading Strategies</b> <ul style="list-style-type: none"> <li>● <b>Grade level vocabulary</b></li> <li>● <b>Interpret and analyze Text</b></li> <li>● <b>Author’s purpose</b></li> <li>● <b>Literary Analysis</b></li> <li>● <b>The purpose of technology in real world situations</b></li> <li>● <b>How to Use creativity and innovation</b></li> <li>● <b>How to Use critical thinking and problem solving</b></li> <li>● <b>How to communicate effectively</b></li> </ul> </li> </ul>	<p><b>Unit Objectives</b> <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>● <b>Work in cooperative Learning groups</b></li> <li>● <b>Use graphic organizers</b></li> <li>● <b>Set a purpose for reading</b></li> <li>● <b>Evaluate writing through rubric</b></li> <li>● <b>Expand vocabulary</b></li> <li>● <b>Make connections based on text/self/world</b></li> <li>● <b>Draw conclusions</b></li> <li>● <b>Make inferences</b></li> <li>● <b>Figurative Language</b></li> <li>● <b>Incorporate technology</b></li> <li>● <b>Present information orally</b></li> <li>● <b>Critique other presentations</b></li> <li>● <b>Use higher level critical thinking skills to read/respond to text ideas and the author’s craft by using textual evidence to support information and formulated interpretations.</b></li> </ul>
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**LAKEHURST ELEMENTARY SCHOOL  
ENGLISH LANGUAGE ARTS CURRICULUM  
Evidence of Learning**

<p><b>Formative Assessments</b></p> <ul style="list-style-type: none"> <li>● Do-Nows</li> <li>● Graphic organizers</li> <li>● Multiple Choice assessments</li> <li>● Literature responses/circles</li> <li>● Cooperative learning groups</li> <li>● Timed reading/writing</li> <li>● Writing assignments</li> <li>● Rubrics</li> <li>● Speeches</li> <li>● Debates</li> <li>● Book talks</li> <li>● Vocabulary assessments</li> <li>● Open-ended questions</li> <li>● Essays</li> <li>● Anecdotal Notes</li> <li>● Journals</li> <li>● Class discussions</li> <li>● Peer/teacher conferences</li> <li>● Participation/Observations</li> <li>● Questioning</li> <li>● Presentations</li> <li>● Visual Representations</li> <li>● Individual Whiteboards</li> <li>● Pre-Test/Quizzes</li> <li>● Problem Based Learning</li> <li>● Portfolios</li> <li>● Exit/Admit Slips</li> <li>● Peer/Self Assessments</li> <li>● Writer’s Workshop</li> <li>● C.O.R.E. K-12 Cluster Tests</li> </ul>	
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- 6+1 Writing Traits

**Summative Assessments**

- SGO/Pretests
- Midterm/District benchmark/interim assessments
- Final SGO/ Post tests
- End-of-unit or chapter tests
- End-of-year portfolio
- DRA2
- C.O.R.E. K-12 Post-test
- State assessments

**Modifications (At Risks Students, ELLs, Special Education, Gifted and Talented)****At-Risk Students:**

- After school tutoring
- Constant parental contact
- Extra time for completion of work
- Possible partial credit
- Graphic organizers
- More/less time as appropriate
- Modified writing assignment lengths
- Timelines and checkpoints

- Small group instruction as needed
- Anchor activities
- Instructional technology as needed/required
- Appropriate scaffolding provided as necessary
- Additional enrichment texts/resources/assignments provided as needed based on student ability
- Effective teacher questioning; ranging from fact recall to higher order critical thinking questions
- Guided practice in combination with independent exploration

- Heterogeneous students grouping
- Movement from teacher-directed learning to student-directed learning
- Anchor charts
- Guided notes
- Preferential seating

**ELL:**

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Small group instruction as needed
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- Anchor Charts
- Guided Notes
- Provide short excerpts
- Graphic organizers
- More/less time as appropriate
- Modified writing assignment lengths
- Timelines and checkpoints
- Anchor activities
- Instructional technology as needed/required
- Appropriate scaffolding provided as necessary
- Additional enrichment texts/resources/assignments provided as needed based on student ability
- Effective teacher questioning; ranging from fact recall to higher order critical thinking questions  
Guided practice in combination with independent exploration
- Heterogeneous students grouping
- Movement from teacher-directed learning to student-directed learning
- Anchor charts
- Guided notes
- Preferential seating

**Gifted and Talented:**

- Differentiated Instruction based on academic level

- Tiered learning
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students
- Propose interest-based extension activities
- More/less time as appropriate
- Timelines and checkpoints
- Small group instruction as needed
- Anchor activities
- Instructional technology as needed/required
- Additional enrichment texts/resources/assignments provided as needed based on student ability
- Effective teacher questioning; ranging from fact recall to higher order critical thinking questions
- Guided practice in combination with independent exploration
- Movement from teacher-directed learning to student-directed learning
- Anchor charts
- Guided notes
- Preferential seating

**Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:**

**Non-Fiction: Includes the subgenres of exposition, argument, and functional text in the form of personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism, and historical accounts.**

**The Language of Literature**

-Refer to non-fiction selections listed in Unit 2

**Additional Resources**

1. Scope Magazine
2. Online Articles

### **Bridges to Literature**

1. The Sacred Well
2. See *Unit 7 – Biographies*

### **Text book, Writing process, novels, state assessment prep, websites, editing activities, sentence mastery, books on tape, video**

- [www.readwritethink.org](http://www.readwritethink.org) – Language arts lesson plan
- [www.scholastic.com](http://www.scholastic.com) – Reading resources
- [www.readworks.org](http://www.readworks.org) – Lessons for literary elements
- [www.nytimes.com](http://www.nytimes.com)
- [www.biography.com](http://www.biography.com)
- <http://www.pbs.org/teachers> social studies, science, language arts resources
- [www.liketoread.com](http://www.liketoread.com)
- <http://www.nj.gov/education/aps/cccs/science/>
- <http://www.nj.gov/education/aps/cccs/ss/>
- [http://www.adlit.org/for\\_teachers/](http://www.adlit.org/for_teachers/) - Teacher resources
- [http://www.adlit.org/strategy\\_library/](http://www.adlit.org/strategy_library/) - Literacy strategies
- <https://sites.google.com/site/manchesterliteracy/> - District Literacy Website
- [http://www.corestandards.org/assets/Appendix\\_B.pdf](http://www.corestandards.org/assets/Appendix_B.pdf) -Common Core Text Exemplars and Performance Tasks in Reading
- [http://www.corestandards.org/assets/Appendix\\_C.pdf](http://www.corestandards.org/assets/Appendix_C.pdf) -Common Core Text Exemplars and Performance Tasks in Writing
- [www.newsela.com](http://www.newsela.com) -Nonfiction leveled reading
- <https://padlet.com/> -Technology resource
- <http://www.parconline.org/sites/parcc/files/Grade%206-11%20July%2029%20Rubric%20Final.pdf> - PARCC Rubric

**Teacher Notes:** Secondary skills that should be integrated during this unit: Literature, poetry, Prose  
Constructed responses

To support district initiatives and school-based goals, the following will be infused throughout the ELA curriculum:

- Vocabulary development,
- Six Plus One Traits framework, including conventions
- The art and science of understanding and using a variety of rubrics, including the PARCC Rubric
- Test prep strategies
- Problem-Based Lessons
- Technology Applications, as available
- Project Based Learning

### **Reading:**

- **Make use of schema**
- **Reread for clarification**
- **Seeking meaning of unknown vocabulary**
- **Make and revise predictions**
- **Draw conclusions**
- **Make connections: text to text, text to self, text to world**
- **SQ3R**
- **Active Reading Strategies – Predict, Visualize, Connect, Question, Clarify, Evaluate**

### **Writing:**

- **Use written and oral English appropriate for various purposes and audiences.**
- **Create and develop texts that include the following text features:**
  - **Development: the topic, theme, stand/perspective, argument or character is fully developed**
  - **Organization: the text exhibits a discernible progressions of ideas**
  - **Style: the writer demonstrates a quality of imagination, individuality, and a distinctive voice**
  - **Word choice: the words are precise and vivid**
- **Create and develop texts that include the following language conventions:**
  - **Sentence formation: sentences are complete and varied in length and structure**
  - **Conventions: appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text.**

**From Liketoread.com:**

**IMPORTANT NOTE:** If you are in a school where many or all teachers are setting up proficient reader classrooms, you will no longer need this monthly timeline. When your kids come to you with a great working understanding of a strategy, you will only need to fine-tune with harder texts. That will give you more time to work on the more difficult strategies like determining importance and synthesis. And remember, THERE IS NO ORDER FOR TEACHING THESE STRATEGIES. Since we use them all at once anyway, create a timeline that works for you.

17. Children will [use a variety of fix-up strategies](#) to read unfamiliar words. Students will learn to pronounce words, determine meanings in context, and figure out words using knowledge of root words, prefixes and suffixes, among other strategies. They will learn to figure out the meaning of an unfamiliar word. Sometimes that results from figuring out how to pronounce the word. Sometimes that is by inferring from context. Of the two skills, students need to know that figuring out the meaning is more important.
  
18. Children will deepen their comprehension by [accessing their prior knowledge](#) before reading a selection. While reading, they will learn to [make connections](#) from the text to themselves, the text to other texts and movies, and the text to world. By recognizing what is unknown in the text and thinking about what is known from personal experience, other texts and the world, the reader will build

confidence in using personal connections to get meaning from what was originally unknown. By explaining how these connections help them understand the text, their comprehension will improve.

19. Students will build on their knowledge of [retelling](#) to recall important details. Students will learn to discern what is most important to use in the retelling.
20. Students will learn to [summarize](#) a small selection in as few words as possible. Students will break longer selections into smaller parts and summarize as they read. By summarizing in this headline-writing fashion, students will begin to sort out main ideas from details of the text.
21. Students will learn to [ask questions](#) before, during and after reading and to seek answers to deepen their understanding of the text. By bringing their own questions to small groups, students will examine what they don't know and get help in comprehending.
22. Students will learn to [visualize](#) the details of a text. They will use other sensory images like dramatizing and drawing to help them better understand what they are reading.
23. Children will learn to [infer \(and predict\)](#) information before, during, and after reading. Children will learn to distinguish between inferences, assumptions, and opinions by backing up their conclusions with evidence.
24. Children will be able to [discriminate what is important from what is not](#). Children will be able to use this information to [determine main ideas and themes](#) of texts.

Students will stop often while reading to [synthesize](#) the information gained from texts to form opinions, change perspectives, develop new ideas, find evidence, and, in general, enhance a personal understanding of the concepts presented in a text.

**LAKEHURST ELEMENTARY SCHOOL  
LANGUAGE ARTS CURRICULUM  
Unit Overview**

**Content Area: English Language Arts**

**Unit Title:** Unit 4 Literature and Informational: Reading and Writing, Poetry, Portfolio Development

**Target Course/Grade Level: English Language Arts Grade 7**

**Unit Summary:** Unit Four provides the opportunity to review the skills for the successful comprehension of fictional and non-fictional texts in a variety of forms. The review of narratives, argument, and explanatory writings are performed effectively using the six traits or the writing process. Portfolio development will continue with this unit and throughout the year.

**Primary interdisciplinary connections:** Reading Standards for Literacy in History/Social Studies 6-8 and Reading Standards for Literacy in Science and Technical Subjects 6-8 can be accessed through the following link:

<http://www.corestandards.org/ELA-Literacy/RH/6-8/> -Social Studies Standards

<http://www.corestandards.org/ELA-Literacy/RST/6-8/> -Science Standards

**College and Career Readiness:** Note that the Common Core State Standards provide for College and Career Readiness Anchor Standards in Reading, Writing, Speaking, and Listening, which are listed specifically at the beginning of each section of the grade-level standards and then infused throughout the grade-level standards. For specific College and Career Readiness Anchor Standards, see

<http://www.corestandards.org/ELA-Literacy/>

**21<sup>st</sup> Century Themes:** Global Awareness, Civic Literacy, Environmental Literacy, Health Literacy, Financial, Economic, Business, and Entrepreneurial Literacy

<http://www.state.nj.us/education/cccs/2014/tech/>

**Learning Targets**

**Content Standards**

**RL – Reading Literature, RI- reading Informational, W –Writing, SL – Speaking and Listening, L –Language**

<b>Number</b>	<b>Common Core Standard for Mastery</b>
	<b>Key Ideas and Details</b>
RL.7.1	Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL.7.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

RL.7.3	Analyze how particular elements of a story or drama interact
	<b>Craft and Structure</b>
RL.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds
RL.7.6	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
	<b>Integration of Knowledge and Ideas</b>
RL.7.7	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium
RL.7.9	Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
	<b>Key Ideas and Details</b>
RI.7.1	Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.7.2	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
RI.7.3	Analyze the interactions between individuals, events, and ideas in a text
	<b>Craft and Structure</b>
RI.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
RI.7.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
RI.7.6	Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
	<b>Integration of Knowledge and Ideas</b>
RI.7.7	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject
RI.7.8	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
RI.7.9	Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
	<b>Text Types and Purposes</b>

W.7.1	<p>. Write arguments to support claims with clear reasons and relevant evidence.</p> <p>A. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>B. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</p> <p>D. Establish and maintain a formal style/academic style, approach, and form.</p> <p>E. Provide a concluding statement or section that follows from and supports the argument presented.</p>
	<b>Production and Distribution of Writing</b>
W.7.4	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.
W.7.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
W.7.6	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
	<b>Research to Build and Present Knowledge</b>
W.7.7	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
W.7.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
W.7.9	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grade 7 Reading standards</i> to literature</p> <p>b. Apply <i>grade 7 Reading standards</i> to literary nonfiction</p>
	<b>Range of Writing</b>
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.
	<b>Comprehension and Collaboration</b>

SL 7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 7 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. d. Acknowledge new information expressed by others and, when warranted, modify their own views
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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.
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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 volume, . examples; use appropriate eye contact, adequate and clear expectations
SL 7.5	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points
SL 7.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
	<b>Conventions of Standard English</b>
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L 7.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a comma to separate coordinate adjectives. b. Spell correctly.
	<b>Knowledge of Language</b>
L7.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness
	and redundancy.*

L7.1-7.3	<a href="#">Language-progressive-skills/</a> Click on the link above to be sure all Progressive skills are taught for every year in the grade span indicated.
	<b>Vocabulary Acquisition and Use</b>
L7.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i> , choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent, bellicose, rebel</i> ). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in dictionary)
L7.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined, respectful, polite, diplomatic, condescending</i> ).
L7.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
By the end of 8th grade (6-8)	<b>Technology:</b> The use of technology and digital tools requires knowledge and appropriate use of operations and related applications.
8.1.8.A.1	Demonstrate knowledge of a real work problem using digital tools.
8.1.8.A.2	Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
8.1.8.A.3	Use and/or develop a simulation that provides an environment to solve a real world problem or theory.
	<b>21st Century Themes:</b>
9.1.8.A	The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time.
9.1.8.B	Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking

9.1.8.C	<p>Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency.</p> <p>Leadership abilities develop over time through participation in groups and/or teams that are engaged in challenging or competitive activities.</p>
9.1.8.D	<p>Effective communication skills convey intended meaning to others and assist in preventing misunderstandings.</p> <p>Communication with people from different cultural backgrounds is enhanced by the understanding of different cultural perspectives.</p>
9.1.8.E	<p>Digital media are 21st-century tools used for local and global communication.</p> <p>There are ethical and unethical uses of communication and media.</p>
9.1.8.F	<p>The nature of the 21st-century workplace has shifted, demanding greater individual accountability, productivity, and collaboration.</p> <p>Ethical behaviors support human rights and dignity in all aspects of life.</p>
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li><b>*How has literature changed over time?</b></li> <li><b>*How does writing clarify our thinking?</b></li> <li><b>*How do writers engage their readers?</b></li> <li><b>*How can poetry be defined?</b></li> </ul>	

### Unit Questions:

- What are the characteristics of Fiction?  
Non-Fiction?
- What types of Fiction and Nonfiction are available?
- What are the traits, format, and purpose of, Narrative, Argument and Explanatory Writing?
- What are the traits, format, and purpose of Prose Constructed Responses? What are the important elements of fictional literature?
- How do authors present their points of view in literature?
- How do authors utilize the elements of literature to convey a universal truth or theme?
- How does a writer successfully employ the elements of literature and the writings traits/process to create a compelling narrative?
- How is the reader's comprehension and interpretation of text affected by personal experiences?
- How do students utilize nonfiction strategies to comprehend informational text?
- How can students recognize Explanatory paradigms in nonfiction/Informational texts?
- How are different Explanatory paradigms utilized to create effective writing?
- How does an author use elements of poetry to create varied poetic forms?
- How do poetic forms vary according to author's tone and purpose?
- How does figurative language enhance an emotional response from an audience?
- How do students demonstrate the command of the conventions of Standard English when writing and speaking?

### Unit Enduring Understandings:

*Students will understand that...*

- Fiction and Nonfiction are integral parts in Language Arts Literacy
- Persuasive Writing provides the opportunity for a student to use detail and support in order to formulate and defend their opinion on a given topic.
- Narrative Writing tells a story with the beginning, middle, and ending.
- Descriptive Writing stimulates the senses and allows the reader to become immersed in vivid vocabulary.
- Speculative Writing creates a story about a scenario given
- Open-ended responses answers a question based on support from a source(s).
- Making predictions while reading is part of an active reading strategy to assist in comprehension.
- Understanding an author's purpose enhances student understanding of varied texts.
- Writing is a recursive process, and writers draw on real-life experiences for inspiration.
- Author's style has many components that unify to create voice.
- Writers use the knowledge of language and its convention when writing, speaking, reading, and listening.
- Authors' points of view vary based on their purpose and audience.
- Writers employ specific techniques to persuade readers.
- An author's style has many components that contribute to his/her voice.
- Arguments must be supported by facts, examples, and other evidence.
- Various points of view can highlight and expose other ideas, and that all points of view should be valued and respected.
- It is important to differentiate between fact and opinion.
- Arguments comes in various forms.
- Writers use the knowledge of language and its convention when writing, speaking, reading, and listening.
- Elements of poetry create varied poetic forms
- Author's tone and purpose will clarify understanding of a poem
- Figurative language allows authors to develop emotional

<p><b>Unit Objectives</b>  <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● <b>How to collaborate effectively</b></li> <li>● <b>Teacher expectations and assessment tools</b></li> <li>● <b>Active reading strategies</b></li> <li>● <b>Grade level vocabulary</b></li> <li>● <b>Interpret and analyze text</b></li> <li>● <b>Identify story elements</b></li> <li>● <b>Author’s purpose</b></li> <li>● <b>Literary terms</b></li> <li>● <b>Literary analysis</b></li> <li>● <b>Purpose of technology in real-world situations</b></li> <li>● <b>How to use creativity and innovation</b></li> <li>● <b>How to use critical thinking and problem solving skills</b></li> <li>● <b>How to communicate effectively</b></li> </ul>	<p>responses within audiences.</p> <ul style="list-style-type: none"> <li>● <b>Writers use the knowledge of language and its convention when writing, speaking, reading, and listening</b></li> </ul> <p><b>Unit Objectives</b>  <i>Students will be able to...</i></p> <p><b>Work in cooperative Learning groups</b></p> <ul style="list-style-type: none"> <li>● <b>Use graphic organizers</b></li> <li>● <b>Set a purpose for reading</b></li> <li>● <b>Evaluate writing through rubric</b></li> <li>● <b>Expand vocabulary</b></li> <li>● <b>Make connections based on text/self/world</b></li> <li>● <b>Draw conclusions</b></li> <li>● <b>Make inferences</b></li> <li>● <b>Use Foreshadow and flashback</b></li> <li>● <b>Figurative Language</b></li> <li>● <b>Incorporate technology</b></li> <li>● <b>Present information orally</b></li> <li>● <b>Critique other presentations</b></li> </ul>
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### Formative Assessments

- Do-Nows
- Multiple Choice assessments
- Literature responses/circles
- Cooperative learning groups
- Book talks
- Vocabulary assessments
- Open-ended questions
- Essays
- Anecdotal Notes
- Exit/Admit Slips
- Peer/Self Assessments
- Writer's Workshop
- C.O.R.E. K-12 Cluster Tests
- 6+1 Traits
- Debates
- Speeches
- Graphic organizers
- Timed reading/writing
- Writing assignments
- Rubrics
- Journals
- Class discussions
- Peer/teacher conferences
- Participation/Observations
- Questioning
- Presentations
- Visual Representations
- Individual Whiteboards
- Pre-Test/Quizzes
- Project Based Learning

### Additional Suggestions:

*Casey at the Bat/The Noble Experiment* – Baseball card

### Summative Assessments

- \*SGO/Pretests
- \*Midterm/District benchmark/interim assessments
- \*Final SGO/ Post tests
- \*End-of-unit or chapter tests
- \*End-of-year portfolio
- \*DRA2
- \*C.O.R.E. K-12 Post-test
- \*State assessments

## **Modifications (At Risk Students, ELLs, Special Education, Gifted and Talented)**

### **At-Risk Students:**

- After school tutoring
- Constant parental contact
- Extra time for completion of work
- Possible partial credit
- Graphic organizers
- More/less time as appropriate
- Modified writing assignment lengths
- Timelines and checkpoints
- Small group instruction as needed
- Anchor activities
- Instructional technology as needed/required
- Appropriate scaffolding provided as necessary
- Additional enrichment texts/resources/assignments provided as needed based on student ability
- Effective teacher questioning; ranging from fact recall to higher order critical thinking questions
- Guided practice in combination with independent exploration
- Heterogeneous students grouping
- Movement from teacher-directed learning to student-directed learning
- Anchor charts
- Guided notes
- Preferential seating

### **ELL:**

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Small group instruction as needed
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- Anchor Charts
- Guided Notes
- Provide short excerpts

- Graphic organizers
- More/less time as appropriate
- Modified writing assignment lengths
- Timelines and checkpoints
- Anchor activities
- Instructional technology as needed/required
- Appropriate scaffolding provided as necessary
- Additional enrichment texts/resources/assignments provided as needed based on student ability
- Effective teacher questioning; ranging from fact recall to higher order critical thinking questions
- Guided practice in combination with independent exploration
- Heterogeneous students grouping
- Movement from teacher-directed learning to student-directed learning
- Anchor charts
- Guided notes
- Preferential seating

**Gifted and Talented:**

- Differentiated Instruction based on academic level
- Tiered learning
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students
- Propose interest-based extension activities
- More/less time as appropriate
- Timelines and checkpoints
- Small group instruction as needed
- Anchor activities
- Instructional technology as needed/required
- Additional enrichment texts/resources/assignments provided as needed based on student ability
- Effective teacher questioning; ranging from fact recall to higher order critical thinking questions

- Guided practice in combination with independent exploration
- Movement from teacher-directed learning to student-directed learning
- Anchor charts
- Guided notes
- Preferential seating

**Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:**

Stories: Includes the subgenres of adventure stories, historical fiction, mysteries, myths, science fiction, and realistic fiction

Non-Fiction: Includes the subgenres of exposition, argument, and functional text in the form of personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism, and historical accounts

**Poetry**

**The Language of Literature**

1. *The Highwayman*
2. *Casey at the Bat* (Pair with Scope 2/8/10 – “Shakespeare Makes the Playoffs”)
3. *The Pasture*
4. *A Time to Talk*
5. *Good Hotdogs*
6. *Jabberwocky*
7. *Sarah Cynthia Sylvia Stout Would not Take the Garbage Out*
8. *Elephant*
9. *Turtle*

**Additional Resources**

1. Teacher provided materials

**Bridges to Literature**

1. See Unit 2
2. See Unit 9

Text book, Writing process, novels, state assessment prep, websites, editing activities, sentence mastery, books on tape, video

- [www.readwritethink.org](http://www.readwritethink.org) – Language arts lesson plans
- [www.scholastic.com](http://www.scholastic.com) – Reading resources
- [www.enotes.com](http://www.enotes.com) – Subscription-only site for various literary resources
- [www.readworks.org](http://www.readworks.org) – Lessons for literary elements

- [www.nytimes.com](http://www.nytimes.com)
- [www.biography.com](http://www.biography.com)
- <http://www.pbs.org/teachers> social studies, science, language arts resources
- [www.liketoread.com](http://www.liketoread.com)
- <http://www.nj.gov/education/aps/cccs/science/>
- <http://www.nj.gov/education/aps/cccs/ss/>
- [http://www.adlit.org/for\\_teachers/](http://www.adlit.org/for_teachers/) - Teacher resources
- [http://www.adlit.org/strategy\\_library/](http://www.adlit.org/strategy_library/) - Literacy strategies
- <https://sites.google.com/site/manchesterliteracy/> - District Literacy Website
- [http://www.corestandards.org/assets/Appendix\\_B.pdf](http://www.corestandards.org/assets/Appendix_B.pdf) -Common Core Text Exemplars and Performance Tasks in Reading
- [http://www.corestandards.org/assets/Appendix\\_C.pdf](http://www.corestandards.org/assets/Appendix_C.pdf) -Common Core Text Exemplars and Performance Tasks in Writing
- [www.newsela.com](http://www.newsela.com)-Nonfiction leveled reading
- <https://padlet.com/> -Technology resource
- <http://www.parconline.org/sites/parcc/files/Grade%206-11%20July%202029%20Rubric%20Final.pdf> - PARCC Rubric

**Teacher Notes:** Secondary skills that should be integrated during this unit: Literature, Non-Fiction, Argument reading and writing, Prose Constructed Responses

To support district initiatives and school-based goals, the following will be infused throughout the ELA curriculum:

Vocabulary development,

Six Plus One Traits framework, including conventions

The art and science of understanding and using a variety of rubrics, including the NJ State Holistic Rubric

Test prep strategies

Problem-Based Lessons

Technology Applications, as available

#### Reading:

- **Make use of schema**
- **Reread for clarification**
- **Seeking meaning of unknown vocabulary**
- **Make and revise predictions**
- **Draw conclusions**
- **Make connections: text to text, text to self, text to world**
- **SQ3R**
- **Active Reading Strategies – Predict, Visualize, Connect, Question, Clarify, Evaluate**

#### Writing:

- **Use written and oral English appropriate for various purposes and audiences.**
- **Create and develop texts that include the following text features:**
  - **Development: the topic, theme, stand/perspective, argument or character is fully developed**

- **Organization:** the text exhibits a discernible progressions of ideas
- **Style:** the writer demonstrates a quality of imagination, individuality, and a distinctive voice
- **Word choice:** the words are precise and vivid
- **Create and develop texts that include the following language conventions:**
  - **Sentence formation:** sentences are complete and varied in length and structure
    - **Conventions:** appropriate grammar, mechanics, spelling and usage enhance the meaning

From Liketoread.com:

**IMPORTANT NOTE:** If you are in a school where many or all teachers are setting up proficient reader classrooms, you will no longer need this monthly timeline. When your kids come to you with a great working understanding of a strategy, you will only need to fine-tune with harder texts. That will give you more time to work on the more difficult strategies like determining importance and synthesis. And remember, THERE IS NO ORDER FOR TEACHING THESE STRATEGIES. Since we use them all at once anyway, create a timeline that works for you.

25. Children will [use a variety of fix-up strategies](#) to read unfamiliar words. Students will learn to pronounce words, determine meanings in context, and figure out words using knowledge of root words, prefixes and suffixes, among other strategies. They will learn to figure out the meaning of an unfamiliar word. Sometimes that results from figuring out how to pronounce the word. Sometimes that is by inferring from context. Of the two skills, students need to know that figuring out the meaning is more important.
26. Children will deepen their comprehension by [accessing their prior knowledge](#) before reading a selection. While reading, they will learn to [make connections](#) from the text to themselves, the text to other texts and movies, and the text to world. By recognizing what is unknown in the text and thinking about what is known from personal experience, other texts and the world, the reader will build confidence in using personal connections to get meaning from what was originally unknown. By explaining how these connections help them understand the text, their comprehension will improve.
27. Students will build on their knowledge of [retelling](#) to recall important details. Students will learn to discern what is most important to use in the retelling.
28. Students will learn to [summarize](#) a small selection in as few words as possible. Students will break longer selections into smaller parts and summarize as they read. By summarizing in this headline-writing fashion, students will begin to sort out main ideas from details of the text.
29. Students will learn to [ask questions](#) before, during and after reading and to seek answers to deepen their understanding of the text. By bringing their own questions to small groups, students will examine what they don't know and get help in comprehending.
30. Students will learn to [visualize](#) the details of a text. They will use other sensory images like dramatizing and drawing to help them better understand what they are reading.

31. Children will learn to [infer \(and predict\)](#) information before, during, and after reading. Children will learn to distinguish between inferences, assumptions, and opinions by backing up their conclusions with evidence.

32. Children will be able to [discriminate what is important from what is not](#). Children will be able to use this information to [determine main ideas and themes](#) of texts.

Students will stop often while reading to [synthesize](#) the information gained from texts to form opinions, change perspectives, develop new ideas, find evidence, and, in general, enhance a personal understanding of the concepts presented in a text.

**LAKEHURST ELEMENTARY SCHOOL  
ENGLISH LANGUAGE ARTS CURRICULUM  
Unit Overview**

**Content Area: English Language Arts**

**Unit Title:** Unit 5 Literature: Folktales, Legends, Myths, Dramas and Reflective Writing/Portfolio Completion

**Target Course/Grade Level: English Language Arts Grade 7**

**Unit Summary:** Unit Five explores the required skills for the successful comprehension of Literature in the following forms: Folktales, Legends, Myths, and Dramas. Portfolio development will be completed.

**Primary interdisciplinary connections:** Reading Standards for Literacy in History/Social Studies 6-8 and Reading Standards for Literacy in Science and Technical Subjects 6-8 can be accessed through the following link:

<http://www.corestandards.org/ELA-Literacy/RH/6-8/> -Social Studies Standards

<http://www.corestandards.org/ELA-Literacy/RST/6-8/> -Science Standards

**College and Career Readiness:** Note that the Common Core State Standards provide for College and Career Readiness Anchor Standards in Reading, Writing, Speaking, and Listening, which are listed specifically at the beginning of each section of the grade-level standards and then infused throughout the grade-level standards. For specific College and Career Readiness Anchor Standards, see

<http://www.corestandards.org/ELA-Literacy/>

**21<sup>st</sup> Century Themes:** Global Awareness, Civic Literacy, Environmental Literacy, Health Literacy, Financial, Economic, Business, and Entrepreneurial Literacy

<http://www.state.nj.us/education/cccs/2014/tech/>

**Learning Targets**

**Content Standards**

**RL – Reading Literature, RI- reading Informational, W –Writing, SL – Speaking and Listening, L –Language**

<b>Number</b>	<b>Common Core Standard for Mastery</b>
	<b>Key Ideas and Details</b>
RL.7.1	Cite several pieces of textual evidence and make relevant to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL.7.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
RL.7.3	Analyze how particular elements of a story or drama interact

**Craft and Structure**

RL.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds
RL.7.6	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
	<b>Integration of Knowledge and Ideas</b>
RL.7.7	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium
RL.7.9	Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
	<b>Key Ideas and Details</b>
RI.7.1	Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.7.2	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
RI.7.3	Analyze the interactions between individuals, events, and ideas in a text
	<b>Craft and Structure</b>
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.
	<b>Text Types and Purposes:</b>
W.7.3	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>f. 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.</p> <p>g. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>h. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>i. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>j. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>
	<b>Production and Distribution of Writing</b>
W.7.4	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.
W.7.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

W.7.6	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
	<b>Research to Build and Present Knowledge</b>
W.7.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply <i>grade 7 Reading standards</i> to literature b. Apply <i>grade 7 Reading standards</i> to literary nonfiction
	<b>Range of Writing</b>
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.
	<b>Comprehension and Collaboration</b>
SL 7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 7 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly. a. Come to discussions prepared having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

	b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that elicit elaboration and respond to others' questions and comment with relevant observations and ideas that bring the discussion back on topic as needed. d. Acknowledge new information expressed by others and, when warranted, modify their own views	
SL 7.2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study	
SL 7.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	
	<b>Presentation of Knowledge and Ideas</b>	
SL 7.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and volume, examples; use appropriate eye contact, adequate and clear expectations.	
SL 7.5	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	
SL 7.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	
	<b>Conventions of Standard English</b>	

L 7.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of phrases and clauses in general and their function in specific sentences. b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifier
L 7.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a comma to separate coordinate adjectives. b. Spell correctly.
	<b>Knowledge of Language</b>
L7.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
L7.1-7.3	<a href="#">Language-progressive-skills/</a> Click on the link above to be sure all Progressive skills are taught for every year in the grade span indicated.
	<b>Vocabulary Acquisition and Use</b>
L7.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i> , choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i> , <i>bellicose</i> , <i>rebel</i> ). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of

	the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in dictionary)
L7.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined</i> , <i>respectful</i> , <i>polite</i> , <i>diplomatic</i> , <i>condescending</i> ).
L7.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
By the end of 8th grade	<b>Technology:</b>

(6-8)	
8.1.8.A.1	Demonstrate knowledge of a real work problem using digital tools
8.1.8.A.2	Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
8.1.8.A.3	Use and/or develop a simulation that provides an environment to solve a real world problem or theory.
	<b>21st Century Themes:</b>
9.1.8.B	Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.
9.1.8.C	Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency. Leadership abilities develop over time through participation in groups and/or teams that are engaged in challenging or competitive activities.
9.1.8.D	Effective communication skills convey intended meaning to others and assist in preventing misunderstandings. Communication with people from different cultural backgrounds is enhanced by the understanding of different cultural perspectives.
9.1.8.E	Digital media are 21st-century tools used for local and global communication. There are ethical and unethical uses of communication and media.
9.1.8.F	The nature of the 21st-century workplace has shifted, demanding greater individual accountability, productivity, and collaboration. Ethical behaviors support human rights and dignity in all aspects of life.
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>● What information do I need in order to complete the assignment/project?</li> <li>● What resources are available?</li> <li>● How do I know it is a good source?</li> <li>● How does culture influence drama?</li> <li>● How do people connect?</li> <li>● What is a reasonable answer? Does my solution work out in a real-world context?</li> <li>● How can I express complex ideas using simple terms?</li> </ul>	

<p><b>Unit Questions:</b></p> <ul style="list-style-type: none"> <li>● What are the characteristics of Drama? Folktales? Legends? Myths?</li> <li>● How do authors of folk tales and legends use elements of fiction to reveal timeless and universal themes?</li> <li>● How do playwrights utilize various historical references and other sources to create drama?</li> <li>● How does the portfolio reflect a student's progression in writing from September through June?</li> <li>● How can students compare and contrast literary genres?</li> </ul>	<p><b>Unit Enduring Understandings:</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● By using analytical skills and comparing the dramatic adaption to original source, a deeper understanding and appreciation of the genre will result.</li> <li>● By employing higher level critical thinking skills, valuable connections/similarities exist that transcend time and place.</li> <li>● By using a student writing portfolio, a student can see the writing process in publication.</li> <li>● Reflection is a way to measure growth.</li> <li>● Myths, legends, folk talks, and drama each have distinct characteristics.</li> <li>● Oral tradition is woven through the development of various genres.</li> <li>● Drama utilizes unique format different from other genres.</li> <li>● Literary analysis requires critical thinking skills to evaluate a piece of literature.</li> <li>● Writers use the knowledge of language and its convention when</li> </ul>
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<ul style="list-style-type: none"> <li>● How do students develop an understanding of history through oral tradition?</li> <li>● How are the elements of drama different from other genres?</li> <li>● How will students use the writing process to analyze literary works?</li> </ul>	<p>writing, speaking, reading, and listening.</p>
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**Unit Objectives**

*Students will know...*

- **Define and Identify elements of poetry**  
folktales  
legends  
myths  
drama
- **How to collaborate effectively**
- **Teacher expectations and assessment tool**
- **Active Reading Strategies**
- **Grade level vocabulary**
- **Interpret and analyze Text**
- **Identify Story Elements**
- **Author's purpose**
- **Literary Terms**
  - **Literary Analysis**
  - **The purpose of technology in real world situations**
  - **How to Use creativity and innovation**
  - **How to Use critical thinking and problem solving**
  - **How to communicate effectively**

**Unit Objectives**

*Students will be able to...*

- **Work in cooperative Learning groups**
- **Use graphic organizers**
- **Set a purpose for reading**
- **Evaluate writing through rubric**
- **Expand vocabulary**
- **Make connections based on text/self/world**
- **Draw conclusions**
- **Make inferences**
- **Use flashback and foreshadowing**
- **Figurative Language**
- **Incorporate technology**
- **Present information orally**
- **Critique other presentations**
- **Use higher level critical thinking skills to read/respond to text ideas and the author's craft by using textual evidence to support information and formulated interpretations.**
- **Read and analyze plays and myths, folk tales, and legends**

LAKEHURST ELEMENTARY SCHOOL  
ENGLISH LANGUAGE ARTS CURRICULUM  
Evidence of Learning

ANCHESTER TOWNSHIP SCHOOL

**Formative Assessments**

- Do-Nows
- Graphic organizers
- Multiple Choice assessments
- Literature responses/circles
- Cooperative learning groups
- Book talks
- Vocabulary assessments
- Open-ended questions
- Essays
- Anecdotal Notes
- Exit/Admit Slips
- Peer/Self Assessments
- Writer's Workshop
- C.O.R.E. K-12 Cluster Tests
- 6+1 Traits
- Rubrics
- Journals
- Class discussions
- Peer/teacher conferences
- Participation/Observations
- Questioning
- Presentations
- Visual Representations
- Individual Whiteboards
- Pre-Test/Quizzes
- PBL's
- Timed reading/writing
- Writing assignments

**Additional Suggestions:**

*A Christmas Carol* – Problem-Based Learning Unit  
Folktales – Create own tale based on an original  
Greek Myths – Research (correlate with Social Studies)

**Summative Assessments**

- SGO/Pretests
- Midterm/District benchmark/interim assessments
- Final SGO/ Post tests
- End-of-unit or chapter tests
- End-of-year portfolio
- DRA2
- C.O.R.E. K-12 Post-test
- State assessments

## **Modifications (At Risk Students, ELLs, Special Education, Gifted and Talented)**

### **At-Risk Students:**

- After school tutoring
- Constant parental contact
- Extra time for completion of work
- Possible partial credit
- Graphic organizers
- More/less time as appropriate
- Modified writing assignment lengths
- Timelines and checkpoints
- Small group instruction as needed
- Anchor activities
- Instructional technology as needed/required
- Appropriate scaffolding provided as necessary
- Additional enrichment texts/resources/assignments provided as needed based on student ability
- Effective teacher questioning; ranging from fact recall to higher order critical thinking questions
- Guided practice in combination with independent exploration
- Heterogeneous students grouping
- Movement from teacher-directed learning to student-directed learning
- Anchor charts
- Guided notes
- Preferential seating

### **ELL:**

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Small group instruction as needed
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- Anchor Charts
- Guided Notes
- Provide short excerpts
- Graphic organizers

- More/less time as appropriate
- Modified writing assignment lengths
- Timelines and checkpoints
- Anchor activities
- Instructional technology as needed/required
- Appropriate scaffolding provided as necessary
- Additional enrichment texts/resources/assignments provided as needed based on student ability
- Effective teacher questioning; ranging from fact recall to higher order critical thinking questions
- Guided practice in combination with independent exploration
- Heterogeneous students grouping
- Movement from teacher-directed learning to student-directed learning
- Anchor charts
- Guided notes
- Preferential seating

**Gifted and Talented:**

- Differentiated Instruction based on academic level
- Tiered learning
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students
- Propose interest-based extension activities
- More/less time as appropriate
- Timelines and checkpoints
- Small group instruction as needed
- Anchor activities
- Instructional technology as needed/required
- Additional enrichment texts/resources/assignments provided as needed based on student ability
- Effective teacher questioning; ranging from fact recall to higher order critical thinking questions
- Guided practice in combination with independent exploration

- Movement from teacher-directed learning to student-directed learning
- Anchor charts
- Guided notes
- Preferential seating

### **Curriculum development Resources/Instructional Materials/Equipment Needed Teacher**

**Resources: Stories :**Includes the subgenres of adventure stories, historical fiction, mysteries, myths, science fiction, and realistic fiction.

**Drama:** Includes one-act and multi-act plays, both in written form and on film.

### **The Language of Literature**

1. *The Monsters are Due on Maple Street* (Pair with Scope Magazine – 1/10/11 *The Day Aliens Attacked America*)
2. *A Christmas Carol* (usually read during Unit 2)
3. Fables
  - a) *The Ant and the Grasshopper*
  - b) *The Richer, The Poorer*
4. Greek Myths (also read *A Crown of Wild Olive* and *Passing on the Flame* and Scope 12/8/08 – “Heart of Gold”)
  - a) *Narcissus*
  - b) *Prometheus*
  - c) *Theseus and the Minotaur*
  - d) *Phaethon*
5. Folk Tales
  - a) *Waters of Gold*
  - b) *Ashputtle*
  - c) *Lazy Peter and his Three-cornered Hat*
  - d) *Brother Coyote and Brother Cricket*

### **Additional Resources**

1. Scope Magazine – See Magazine 2/14/11 – The “Chupacabra and Bigfoot”
2. Scope Magazine – See Magazine 10/25/10 – “The Legend of Sleepy Hollow”
3. Scope Magazine – See Magazine 5/10/10 – “Alexander the Great”
4. Novel Study (*The Cay* or *A Wrinkle in Time*) (For *The Cay* pair with Scope 5/11/09 – “Swimming with the Sharks”)
5. Scope Magazine – See Magazine 1/25/10 – “The Lightning Thief”

### **Bridges to Literature**

1. *Scars and Stripes (use related reading )*
2. *The Cow tail Switch*
3. *Dragon's Pearl*
4. *Matajuro's Training*

**Text book, Writing process, novels, state assessment prep, websites, editing activities, sentence mastery, books on tape, video**

\*[www.readwritethink.org](http://www.readwritethink.org) – Language arts lesson plans

\*[www.scholastic.com](http://www.scholastic.com) – Reading resources

\*[www.readworks.org](http://www.readworks.org) – Lessons for literary elements

\*[www.nytimes.com](http://www.nytimes.com)

\*[www.biography.com](http://www.biography.com)

\*<http://www.pbs.org/teachers> social studies, science, language arts resources

\*[www.liketoread.com](http://www.liketoread.com)

\*<http://www.nj.gov/education/aps/cccs/science/>

\*<http://www.nj.gov/education/aps/cccs/ss/>

\*[http://www.adlit.org/for\\_teachers/](http://www.adlit.org/for_teachers/) - Teacher resources

\*[http://www.adlit.org/strategy\\_library/](http://www.adlit.org/strategy_library/) - Literacy strategies

\*<https://sites.google.com/site/manchesterliteracy/> - District Literacy Website

\*[http://www.corestandards.org/assets/Appendix\\_B.pdf](http://www.corestandards.org/assets/Appendix_B.pdf) -Common Core Text Exemplars and Performance Tasks in Reading

\*[http://www.corestandards.org/assets/Appendix\\_C.pdf](http://www.corestandards.org/assets/Appendix_C.pdf) -Common Core Text Exemplars and Performance Tasks in Writing

\*[www.newsela.com](http://www.newsela.com)-Nonfiction leveled reading

\*<https://padlet.com/> -Technology resource

\*<http://www.parcconline.org/sites/parcc/files/Grade%206-11%20July%2029%20Rubric%20Final.pdf> -PARCC Rubric

**Teacher Notes: Secondary skills that should be integrated during this unit:** Research based tasks

To support district initiatives and school-based goals, the following will be infused throughout the ELA curriculum:

- Vocabulary development,
- Six Plus One Traits framework, including conventions
- The art and science of understanding and using a variety of rubrics, including the PARCC Rubric
- Test prep strategies
- Problem-Based Lessons
- Project-Based Learning
- Technology Applications, as available

**Reading:**

- **Make use of schema**

- Reread for clarification
- Seeking meaning of unknown vocabulary
- Make and revise predictions
- Draw conclusions
- Make connections: text to text, text to self, text to world
- SQ3R
- Active Reading Strategies – Predict, Visualize, Connect, Question, Clarify, Evaluate

**Writing:**

- Use written and oral English appropriate for various purposes and audiences.
- Create and develop texts that include the following text features:
  - Development: the topic, theme, stand/perspective, argument or character is fully developed
  - Organization: the text exhibits a discernible progressions of ideas
  - Style: the writer demonstrates a quality of imagination, individuality, and a distinctive voice
  - Word choice: the words are precise and vivid
- Create and develop texts that include the following language conventions:
  - Sentence formation: sentences are complete and varied in length and structure

**Conventions: appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text.**

From Liketoread.com:

**IMPORTANT NOTE:** If you are in a school where many or all teachers are setting up proficient reader classrooms, you will no longer need this monthly timeline. When your kids come to you with a great working understanding of a strategy, you will only need to fine-tune with harder texts. That will give you more time to work on the more difficult strategies like determining importance and synthesis. And remember, THERE IS NO ORDER FOR TEACHING THESE STRATEGIES. Since we use them all at once anyway, create a timeline that works for you.

33. Children will [use a variety of fix-up strategies](#) to read unfamiliar words. Students will learn to pronounce words, determine meanings in context, and figure out words using knowledge of root words, prefixes and suffixes, among other strategies. They will learn to figure out the meaning of an unfamiliar word. Sometimes that results from figuring out how to pronounce the word. Sometimes that is by inferring from context. Of the two skills, students need to know that figuring out the meaning is more important.
34. Children will deepen their comprehension by [accessing their prior knowledge](#) before reading a selection. While reading, they will learn to [make connections](#) from the text to themselves, the text to other texts and movies, and the text to world. By recognizing what is unknown in the text and thinking about what is known from personal experience, other texts and the world, the reader will build confidence in using personal connections to get meaning from what was originally unknown. By explaining how these connections help them understand the text, their comprehension will improve.

35. Students will build on their knowledge of [retelling](#) to recall important details. Students will learn to discern what is most important to use in the retelling.
36. Students will learn to [summarize](#) a small selection in as few words as possible. Students will break longer selections into smaller parts and summarize as they read. By summarizing in this headline-writing fashion, students will begin to sort out main ideas from details of the text.
37. Students will learn to [ask questions](#) before, during and after reading and to seek answers to deepen their understanding of the text. By bringing their own questions to small groups, students will examine what they don't know and get help in comprehending.
38. Students will learn to [visualize](#) the details of a text. They will use other sensory images like dramatizing and drawing to help them better understand what they are reading.
39. Children will learn to [infer \(and predict\)](#) information before, during, and after reading. Children will learn to distinguish between inferences, assumptions, and opinions by backing up their conclusions with evidence.
40. Children will be able to [discriminate what is important from what is not](#). Children will be able to use this information to [determine main ideas and themes](#) of texts.

Students will stop often while reading to [synthesize](#) the information gained from texts to form opinions, change perspectives, develop new ideas, find evidence, and, in general, enhance a personal understanding of the concepts presented in a text.

**Additional resource list of websites to utilize technology in the classroom:**

**And now, for the list of Cool Tools to explore! .....**

- A-E**
- [Animoto](#): Create video slideshows (see [Animoto for Education](#))
  - [Awesome Highlighter](#): Highlight information on webpages, annotate them, and then send others to a page made uniquely for you with the highlights and comments
  - [Bitstrips for Schools](#): Simple way to create comics for your classroom (there is a fee involved, but there's a free trial)
  - [Blabberize](#): Animate pictures to make the people, animals, or objects appear as if they are talking
  - [Bubble.us](#): Brainstorm ideas into an automatic idea web
  - [Chick Machine](#): Create an avatar, add it to your email signature or wiki page
  - [ClassChats.com](#): Free way to connect classrooms around the world
  - [CoolText Graphics Generator](#) - Create text banners for printable student work, PowerPoint presentations, websites, videos, or any digital student product.
  - [Co-Sketch](#): Multi-user online whiteboard to quickly visualize and collaborate without even registering.

- [Creatly](#): Create professional looking online diagrams with up to 3 collaborators for free
- [Dabbleboard](#): Visualize, draw, explore, and collaborate with an online whiteboard
- [Delicious](#): Social bookmarking tool
- [Diigo](#): Visit webpages, highlight text, add stickynotes and annotate your thinking
- [DomoAnimate](#): Create an animated cartoon - complete with music and dialogue bubbles
- [DoingText](#): Web-based collaborative writing and editing without signing up
- [Doodle](#): Schedule meetings quickly and see when everyone is available - all in one place
- [ePals](#): Connect with students around the world in a project based learning environment

## F-I

- [Flickr](#): Organize, annotate, and share your photos with the world
- [iCUE](#): Collaborative and online interactive learning center with games, challenges, videos, and discussions
- [EverNote](#): Make notes and organize them online
- [Glogster](#): Make an interactive poster with text, images, music, and video
- [Go Animate](#): Create unique computer animated stories or cartoons
- [Google Docs](#): Collaboratively create, store, and share documents, spreadsheets, presentations, and online forms
- [Google Lit Trips](#): Follow or create virtual road trips to align with great literature
- [Google Maps](#): Create and personalize your own maps
- [Google Moderator](#): Enable your audience (students, etc) to actively post or prioritize questions or surveys that are viewable by all.
- [Gr.oups](#): Free online social networking tool to set up your own community, with blogs, wikis, chat rooms, discussions, calendars, and more.
- [iBreadcrumbs](#): Recording toolbar for your web browser keeps a bibliographic log of where you've been
- [Image Detective](#): Scaffold students exploration of images and development of document based questions and inquiry with this tool
- [Imagination Cubed](#): Multi-user drawing tool with a pen, stamp, line, or typing tool - can replay your drawings too in action
- [KeepVid](#): Download streaming videos

## J-N

- [Jing](#): Snap a picture or record a short video and share instantly on the web
- [Jog the Web](#) synchronous guide to a series of web sites / author can create guiding questions and annotate each web page  
Its step by step approach of taking viewers through web sites allowing the author to annotate and ask guiding questions for each page is unique.
- [Kideos](#): Online kids video network with safe videos for young children to view and use in their projects
- [KidZui](#): Download a free and safe Internet browser for kids
- [Letterpop](#): Create eye popping newsletters (free plan to publish up to 10 newsletters)
- [MeBeam](#): Create your own chatroom - just type in a title and invite people to join
- [National Geographic Young Explorer](#): Listen and Read Stories about science and animals

## O-Q

- [Notefish](#): Track your web inquiries with automatically bibliography generator and annotate/organize your reflections
- [Off the Charts Web Karaoke](#): Listen to or create your own songs
- [Pageflakes](#): Create a personalized homepage with all of your electronic tools and social networks
- [Palbee](#): Set up free web video conferences or video chat rooms and record your presentations to share with others
- [Penzu](#): Easy journal-writing tool
- [Phonetically Intuitive English](#): A Chrome extension that adds diacritics to English words to make their American English pronunciations crystal clear
- [Picasa 3](#): Edit your photos and store/display them online (for Macs only)
- [PIXresizer](#) is a free photo resizing program to easily create web and e-mail friendly versions of your images with reduced file sizes.
- [Photostory 3 for Windows](#): Teachers can download and use for free- [Digital Storytelling Guide](#) to get started with examples
- [Pivot Stickfigure Animator](#) Create stick figure animations easily and save as an animated .gif file. WINDOWS ONLY
- [Podcast Generator](#): Create, upload, and publish podcasts in a web format
- [Prezi](#): Online presentation tool like Powerpoint

## R-T

- [RealeBooks.com](#): Read or create striking picture books to share with the world
- [Remix America](#): Remix the great words, speeches, and images of American History
- [Scootpad](#)
- [Scrapblog](#): Create and share digital scrapbooks
- [Sharendipity](#): Build and employ interactive games, widgets, and other educational learning tools - browse the [Education collection](#) for ideas
- [Skitch.com and Skitch](#): Take screenshots, edit them, and then upload to share with others
- [Shidonni](#): Draw virtual pets and then play with them
- [Slideshare](#): Upload and share powerpoint presentations loaded with audio podcasts
- [Skype](#): Free audio or video conference calls
- [Storybird](#): Collaborative storytelling with families, friends, and real artists art - take the [tour](#) to learn more!
- [Stixy](#): Online bulletin board to share notes, photos, documents, and to do lists
- [Text 2 Mind Map](#): The text-to-mind-map converter
- [TimeToast](#): Create interactive timelines and share them on the web
- [Trailfire](#): Create your own educational trails on the Internet
- [ToonDoo](#): The Cartoon Strip Creator

## U-W

- [Vimeo](#): Free video sharing environment
- [Vixeynet](#): Download and convert video files (including YouTube Flash videos) to MPEG4 (AVI/MOV/MP4/MP3/3GP)
- [VoiceThread](#): Group conversations around images, documents, and video (see Education examples)

- [Voki](#): Create personalized speaking avatars
- [Wallwisher](#): Online notice board maker
- [Webspiration](#): Online visual thinking tool
- [WebNote](#): A very simple online note taking tool - puts all your notes on the page.
- [Weebly](#): Create a free website and blog
- [Wetoku](#): Online interview tool that automatically records, saves, and prepares for embedding and sharing with others.
- [WetPaint](#): Another free wiki creator with a different look - mix all the best features of wikis, blogs, forums, and more
- [Wiggio](#): A social networking online toolkit to send emails, surveys, set up video conferences, & keep track of group tasks
- [Wikidot in Education](#): Create your own wikispace for classroom use
- [Wikispaces for Educators](#): Create your own wikispace for your personal or classroom use
- [WordSift](#): Visualize text and improve your vocabulary
- [Worldometers](#) - World wide statistics updated in real time. See the world statistics for populations, births, deaths - numbers of tons of food eaten, water drunk etc etc etc. This is an amazing site which will keep you and your class occupied for a long time!
- [Wordle](#): Beautiful Word Clouds

## X-Z

- [YouTube Grabber](#): Download YouTube videos to use in your classroom
- [YouSendIt](#): Send and track large digital files too big for an email box
- [XtraNormal](#): Type something and it turns into a movie (you write the script and direct the action!)
- [Zamzar](#): Download YouTube videos (and other files) and save in any format
- [zinepal](#) Students can create pdf and ebooks for sharing
- [Zotero](#): Collect, cite, manage, and share your research sources