

# ENGLISH LANGUAGE ARTS



Grade 7: Unit 2

**Reading Literature & Informational Text**

**Research & Argument Writing**

## *Course Description*

### *(Workshop Model)*

Seventh grade English consists of reading, writing, speaking, listening and media literacy skills. During the block of literacy instruction students will learn to use reading strategies that help them become effective readers. Some of these strategies include questioning the author, inferring, visualizing, synthesizing and learning multiple strategies to help students learn to monitor their reading comprehension. The 7th grade curriculum is designed around universal themes and essential questions to promote literary analysis of reading, incorporation of textual evidence when writing and to encourage students to engage in deep meaningful discussions to socialize intelligence. The students are exposed to multiple genres of reading and writing such as fiction, non-fiction, short stories, essays, novels, drama and poetry. Students will compose narrative, informational, expository, persuasive, and other pieces of writing required by the teacher. Writer's workshop is employed so that all students can improve their skills and voices as writers. The teachers will instruct students using the workshop model philosophy with the use of the "I DO, WE DO, YOU DO" method of instruction. Other skills such as grammar, vocabulary, listening and speaking are infused in the exploration of effective reading and writing. The 7th grade English Language Arts course and instruction will lay the foundation for successful achievement in English. The New Jersey Student Learning Standards are designed to provide a clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young learners need for success in college and careers. It is our goal to establish a community of learners to become productive citizens in society striving towards pursuing their life-long goals. Through an enriching and rigorous education and with on-going support our students will be fully prepared for the future to compete successfully in the global economy.

## *Rationale*

In order to plan instruction inclusive of all students in the English Language Arts classroom, a comprehensive curriculum has been developed. The standards covered during each instructional unit of the Language Arts curriculum are reflective of the New Jersey Student Learning Standards outlined in the New Jersey Curriculum Framework. Each standard in reading and writing has been unpacked to illustrate the critical knowledge and skills students need in order to master the standard. Essential questions and sample activities are included to utilize when teaching such standard. Given the diverse population of learners in the classrooms, the Essential Elements related to the standards from the Dynamic Learning Maps have been included for the special education students as a means to inform teachers of the learning expectations and outcomes for those students, based on their individual needs.

## *ESL Framework*

This ESL framework was designed to be used by bilingual, dual language, ESL and general education teachers. Bilingual and dual language programs use the home language and a second language for instruction. ESL teachers and general education or bilingual teachers may use this document to collaborate on unit and lesson planning to decide who will address certain components of the New Jersey Student Learning Standard (NJSLS) and language objective. ESL teachers may use the appropriate leveled language objective to build lessons for ELLs which reflects what is covered in the general education program. In this way, whether it is a pull-out or push-in model, all teachers are working on the same Student Learning Standard. The design of language objectives are based on the alignment of the World-Class Instructional Design Assessment (WIDA) Consortium's English Language Development (ELD) standards with the New Jersey Student Learning Standards. WIDA's ELD standards advance academic language development across content areas ultimately leading to academic achievement for English learners. As English learners are progressing through the six developmental linguistic stages, this framework will assist all teachers who work with English learners to appropriately identify the language needed to meet the requirements of the content standard. At the same time, the language objectives recognize the cognitive demand required to complete educational tasks. Even though listening and reading (receptive) skills differ from speaking and writing (expressive) skills across proficiency levels the cognitive function should not be diminished. For example, an Entering Level One student only has the linguistic ability to respond in single words in English with significant support from their home language. However, they could complete a Venn diagram with single words which demonstrates that they understand how the elements compare and contrast with each other or they could respond with the support of their home language (L1) with assistance from a teacher, para-professional, peer or a technology program.

## Pacing Chart – Unit 2

**Topic: Reading Literature & Informational Text**  
**Informational/Explanatory Writing**

**NJSLS**

**Instruction: 8 weeks**  
**Assessment: 1 week**

<p><b>DISTRICT RESOURCES</b></p> <p><b>Writing Instruction:</b> Argument Writing &amp; Literary Analysis</p> <p><b>Reading Instruction:</b></p> <p><b>Novels:</b> <i>Elsewhere</i> by Gabrielle Zevin  <i>Chasing Lincoln's Killer</i> by James L. Swanson</p> <p><b>HML Unit 7:</b>  Text Analysis Workshop: Biography and Autobiography, Eleanor Roosevelt; Letter to the President General of the Daughters of the American Revolution; from The Biography of Eleanor Roosevelt, from It's Not About the Bike, from 23 Days in July; Clara Barton: Battlefield Nurse; from the War Diary of Clara Barton</p> <p><b>HML Unit 8:</b>  Text Analysis Workshop: Reading for Information; Like Black Smoke, The Black Death's Journey; A World Turned</p>	<p><b>Reading Standards:</b></p> <p><b>Literature</b>  RL.7.1, RL.7.2,  RL.7.6</p> <p><b>Informational</b>  RI.7.1, RI.7.2,  RI.7.3, RI.7.4,  RI.7.5, RI.7.6,  RI.7.7, RI.7.8,  RI.7.9</p> <p><b>Writing Standards:</b>  W.7.1A, B, C, D, E,  W.7.4, W.7.5, W.7.6,  W.7.8, W.7.10</p> <p><b>Language Standards:</b>  L.7.1B, L.7.2B,  L.7.3A, L.7.4A,C,D,  L.7.5 B,  L.7.6</p> <p><b>Speaking and Listening Standards:</b>  SL.7.1A,B,C,D,  SL.7.3 SL.7.4,  SL.7.6</p>	
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<p>Collaborative problem solving</p> <p>Writing to learn Making thinking visible Note taking</p> <p>Rereading &amp; rewriting</p> <p>Establishing text-based norms for discussions &amp; writing</p> <p>Establishing metacognitive reflection &amp; articulation as a regular pattern in learning Quick writes</p> <p>Pair/trio Sharing</p> <p>Turn and Talk</p> <p>Charting</p> <p>Gallery Walks Whole class discussions</p> <p>Modeling</p>	<p>Word Study Drills</p> <p>Flash Cards</p> <p>Interviews</p> <p>Role Playing Diagrams, charts and graphs</p> <p>Storytelling</p> <p>Coaching</p> <p>Reading partners</p> <p>Visuals</p> <p>Reading Aloud</p> <p>Model (I Do), Guided Practice (We Do), Independent Practice (You Do) Mind Mapping</p> <p>Trackers</p> <p>Multiple Response Strategies</p> <p>Choral reading</p> <p>Reader's/Writer's Notebooks</p> <p>Conferencing</p>
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LINK: <http://www.state.nj.us/education/cccs/standards/8/>

8.1.8.A.1, 8.1.8.B.1, 8.1.8.C.1, 8.1.8.F.1

### **Technology Operations and Concepts**

Demonstrate knowledge of a real world problem using digital tools.

Create a document using one or more digital applications to be critiqued by professionals for usability.

**Example:** As part of the IFL Unit, Modern Issues About Food, students can use a word processing program to create an essay that explains the significant ideas that each author contributes to the debate about what we should eat.

**Example:** As part of the IFL Unit, Modern Issues About Food, students can create a document that combines media objects such as text, graphics, video, animation, and sound to represent and convey information about what we should eat.

### **Creativity and Innovation**

Synthesize and publish information about a local or global issue or event.

**Example:** Students will electronically submit an essay explaining the significant ideas that each author from the IFL Unit, Modern Issues About Food, contributes to the debate about what we should eat.

### **Communication and collaboration**

Collaborate to develop and publish work that provides perspective on a global problem for discussion with learners from other countries.

**Example:** Students can create a blog to publish their essays on what we should eat as part of the IFL Unit, Modern Issues About Food.

### **Critical Thinking, Problem Solving, Decision Making**

Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.

**Example:** Students can use digital tools such as Excel to collect and analyze data from the IFL Unit, Modern Issues About Food to explain the significant ideas that each author contributes to the debate about what we should eat.



# Computer Skills

## **Word Processing Skills**

Insert columns  
Create bulleted and numbered lines  
Create a table/Enter data and text in table  
Draw a table/format table

Database  
Create a new file or table  
Enter, edit, and delete records  
Sort data alphabetically or chronologically  
Apply simple and complex filters

## **Multimedia Presentation**

Animate text and objects  
Add sound, music, and movies  
Change slide views  
Move copy, duplicate, and delete slides

## **Stamina in accordance with CCSS.ELA-Literacy W.7.6**

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

## **Career Ready Practices Standards**

CRP1, CRP2, CRP4, CRP6,

### **CRP1. Act as a responsible and contributing citizen and employee**

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

**Example:** Students can demonstrate the responsibilities associated with being a member of community when engaging in collaboration with pair/trio partnerships and when participating in whole group discussions.

### **CRP2. Apply appropriate academic and technical skills.**

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

**Example:** Students will apply appropriate academic and technical skills when making relevant global connections to Modern Issues About Food: Reading Arguments and Writing Explanations.

#### **CRP4. Communicate clearly and effectively and with reason.**

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

**Example:** Students will communicate, in writing, when producing an informative essay and completing a research simulation task.

9 | Page

#### **CRP6. Demonstrate creativity and innovation.**

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

**Example:** Students work collaboratively to brainstorm a list of ideas and suggestions as solutions to problems learned from “How Corn Took Over America” and “Fat from Corn.”

<http://www.state.nj.us/education/aps/cccs/career/CareerReadyPractices.pdf>

**WIDA Proficiency Levels:** At the given level of English language proficiency, English language learners will process, understand, produce or use:

<b>6- Reaching</b>	<p>Specialized or technical language reflective of the content areas at grade level</p> <p>A variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level</p> <p>Oral or written communication in English comparable to proficient English peers</p>
<b>5- Bridging</b>	<p>Specialized or technical language of the content areas</p> <p>A variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays or reports</p> <p>Oral or written language approaching comparability to that of proficient English peers when presented with grade level material.</p>

<b>4- Expanding</b>	<p>Specific and some technical language of the content areas</p> <p>A variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs Oral or written language with minimal phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written connected discourse, with sensory, graphic or interactive support</p>
<b>3- Developing</b>	<p>General and some specific language of the content areas</p> <p>Expanded sentences in oral interaction or written paragraphs</p> <p>Oral or written language with phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support</p>
<b>2- Beginning</b>	<p>General language related to the content area</p> <p>Phrases or short sentences</p> <p>Oral or written language with phonological, syntactic, or semantic errors that often impede of the communication when presented with one to multiple-step commands, directions, or a series of statements with sensory, graphic or interactive support</p>
<b>1- Entering</b>	<p>Pictorial or graphic representation of the language of the content areas</p> <p>Words, phrases or chunks of language when presented with one-step commands directions, WH-, choice or yes/no questions, or statements with sensory, graphic or interactive support</p>

## Differentiated Instruction

Accommodate Based on Students Individual Needs: Strategies

<p><b><u>Time/General</u></b></p> <p>Extra time for assigned tasks Adjust length of assignment</p> <p>Timeline with due dates for reports and projects</p> <p>Communication system between home and school</p> <p>Provide lecture notes/outline</p>	<p><b><u>Processing</u></b></p> <p>Extra Response time</p> <p>Have students verbalize steps</p> <p>Repeat, clarify or reword directions</p> <p>Mini-breaks between tasks</p> <p>Provide a warning for transitions</p> <p>Reading partners</p>	<p><b><u>Comprehension</u></b></p> <p>Precise step-by-step directions Short manageable tasks</p> <p>Brief and concrete directions Provide immediate feedback Small group instruction</p> <p>Emphasize multi-sensory learning</p>	<p><b><u>Recall</u></b></p> <p>Teacher-made checklist</p> <p>Use visual graphic organizers</p> <p>Reference resources to promote independence</p> <p>Visual and verbal reminders Graphic organizers</p>
<p><b><u>Assistive Technology</u></b></p> <p>Computer/whiteboard</p> <p>Tape recorder</p> <p>Spell-checker</p> <p>Audio-taped books</p>	<p><b><u>Tests/Quizzes/Grading</u></b></p> <p>Extended time</p> <p>Study guides</p> <p>Shortened tests</p> <p>Read directions aloud</p>	<p><b><u>Behavior/Attention</u></b></p> <p>Consistent daily structured routine</p> <p>Simple and clear classroom rules</p> <p>Frequent feedback</p>	<p><b><u>Organization</u></b></p> <p>Individual daily planner</p> <p>Display a written agenda</p> <p>Note-taking assistance</p> <p>Color code materials</p>

Accommodate Based on Students' Individual Needs:
Leveled Text Chunking text Choice Board Cubing Socratic Seminar Tiered Instruction Small group instruction Sentence starters/frames Writing scaffolds Tangible items/pictures (i.e., to facilitate vocabulary acquisition) Tiered learning stations Tiered questioning Data-driven student partnerships

## Interdisciplinary Connections

**Model Interdisciplinary thinking to expose students to other disciplines.**

**IFL Unit: Modern Issues About Food:**

**Health Connection:** 2.6A 2.2 ABCDE

**Obesity:** Obesity in the United States is a topic that has raised much concern in the past few decades. More than one-third of adults and seventeen percent of adolescents in the United States suffer from obesity. Encouraging healthy lifestyles by raising awareness of the importance of what to eat is great start to developing healthy living. Students can create a multimedia presentation on ways people can live a healthier lifestyle.

<http://frac.org/initiatives/hunger-and-obesity/obesity-in-the-us/>

<https://www.cdc.gov/obesity/>

**Health Connection** 2.1ABCDE 2.2ABCDE, 2.6A

**Food and Agriculture Issues:** Learning about the availability of food globally and its importance to our survival is pertinent. Raising awareness of what is in the food we eat and how much of it is valuable to sustain ourselves. After watching both videos, students will hold an Accountable Talk discussion on highlighted topics.

<http://www.globalissues.org/issue/749/food-and-agriculture-issues>

**What's Eating America**

<http://www.smithsonianmag.com/history/whats-eating-america-121229356/>

**Is High-Fructose Corn Syrup Hazardous to Your Health?**

<http://www.sparkpeople.com/resource/videos-detail.asp?video=9>

<https://vimeo.com/search?q=high+fructose>

## Enrichment

### Accommodate Based on Students Individual Needs: Strategies

The goal of Enrichment is to provide learners the opportunity to participate in extension activities that are differentiated and augment the district's



**curriculum. Teachers are to accommodate based on student individual needs.**

Show a high degree of intellectual, creative and/or artistic ability and demonstrate this ability in multiple ways.

Pose questions and exhibit sincere curiosity about principles and how things work.

The ability to grasp concepts and make real world and cross-curricular connections.

Generate theories and hypotheses and pursue methods of inquiry.

Produce products that express insight, creativity, and excellence.

Possess exceptional leadership skills.

Evaluate vocabulary

Elevate Text Complexity

Inquiry based assignments and projects

Independent student options

Tiered/Multi-level activities

Purposeful Learning Center

Open-ended activities and projects

Form and build on learning communities

Providing pupils with experiences outside the ‘regular’ curriculum

Altering the pace the student uses to cover regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level. A higher quality of work than the norm for the given age group.

The promotion of a higher level of thinking and making connections.

The inclusion of additional subject areas and/or activities (cross-curricular).

Using supplementary materials in addition to the normal range of resources.

**Required District/State Assessments Suggested Formative/Summative Classroom Assessments** • Short  
constructed response questions

Study Island Writing Prompts PARCC

DRA2

- Multiple Choice questions
- Quizzes
- Journals
- Essays
- Quick writes
- Summative chapter test

- Projects
- Portfolio
- Exit Slips
- Graphic Organizers
- Presentations (incorporating Web 2.0 tools) •
- Homework
- Anecdotal Notes
- Student Conferencing

Grade: 7	ELA Standards	Standards in each Unit			
		1	2	3	4

LANGUAGE							
L.7.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.						
L.7.1A	Explain the function of phrases and clauses in general and their function in specific sentences.	X					
L.7.1B	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.		X				
L.7.1C	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.			X			
L.7.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.						
L.7.2A	Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old[,] green shirt</i> ).			X			
L.7.2B	Spell correctly.	X	X	X	X		
L.7.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.						
L.7.3A	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	X	X	X	X		
L.7.4	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.						
L.7.4A	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.	X	X	X	X		
L.7.4B	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> ).					X	
L.7.4C	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.	X	X	X	X		
L.7.4D	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	X	X	X	X		

L.7.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.				
L.7.5A	Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.			X	

17 | Page

L.7.5B	Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.		X		
L.7.5C	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> ).			X	
L.7.6	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.	X	X	X	X

**READING: LITERATURE**

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.	X	X	X	X
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.	X	X	X	X
RL.7.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).			X	
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 (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	X		X	X
RL.7.5	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	X		X	X
RL.7.6	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	X	X	X	X
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 (e.g., lighting, sound, color, or camera focus and angles in a film).			X	

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.			X	
RL.7.10	By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text complexity or above, scaffolding as needed.				X
<b>READING: INFORMATIONAL TEXT</b>					
RI.7.1	Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as	X	X	X	X

	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.	X	X	X	X
RI.7.3	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).		X		
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.	X	X		X
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.	X	X		X
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.	X	X	X	X
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 (e.g., how the delivery of a speech affects the impact of the words).		X		

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.		X		
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.		X		
RI.7.10	By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.				X
<b>WRITING</b>					
W.7.1	Write arguments to support claims with clear reasons and relevant evidence.				
W.7.1A	Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.		X		
W.7.1B	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.		X		
W.7.1C	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.		X		

W.7.1D	Establish and maintain a formal style/academic style, approach, and form.		X		
W.7.1E	Provide a concluding statement or section that follows from and supports the argument presented.		X		
W.7.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.				
W.7.2A	Introduce a topic 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).	X			X

W.7.2B	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	X			X
W.7.2C	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.	X			X
W.7.2D	Use precise language and domain-specific vocabulary to inform about or explain the topic.	X			X
W.7.2E	Establish and maintain a formal style academic style, approach, and form.	X			X
W.7.2F	Provide a concluding statement or section that follows from and supports the information or explanation presented.	X			X
W.7.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.				
W.7.3A	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.			X	
W.7.3B	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.			X	
W.7.3C	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.			X	
W.7.3D	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.			X	
W.7.3E	Provide a conclusion that follows from and reflects on the narrated experiences or events.			X	
W.7.4	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	X	X	X	X
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.	X	X	X	X
W.7.6	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact	X	X	X	X

	and collaborate with others, including linking to and citing sources.				
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.	X	X	X	X
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.	X	X	X	X
W.7.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.				
W.7.9A	Apply <i>grade 7 Reading standards</i> to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).	X	X	X	X
W.7.9B	Apply <i>grade 7 Reading standards</i> to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).	X	X	X	X
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.	X	X	X	X
<b>SPEAKING AND LISTENING</b>					
SL.7.1A	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly. 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.	X	X	X	X
SL.7.1B	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.	X	X	X	X
SL.7.1C	Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations	X	X	X	X



	and ideas that bring the discussion back on topic as needed.				
SL.7.1D	Acknowledge new information expressed by others and, when warranted, modify their own views.	X	X	X	X
SL.7.2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally)			X	X

## 21 | Page

	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.		X		
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.	X	X	X	
SL.7.5	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.				X
SL.7.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	X	X	X	X

## 22 | Page

<b>Grade: 7</b>	<b>Unit: 2</b>	<b>Topic: Reading Literature &amp; Informational Text Research &amp; Argument Writing</b>
<b>Standards: NJSLS:</b> <b>Reading Literature:</b> 7.1, 7.2, 7.6 <b>Reading Informational Text:</b> 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, 7.9 <b>Writing:</b> 7.1A,B,C,D,E, 7.4, 7.5, 7.6, 7.8, 7.10 <b>Speaking and Listening:</b> 7.1A,B,C,D, 7.3, 7.4, 7.6 <b>Language:</b> 7.1B, 7.2B, 7.3A, 7.4A,C,D, 7.6		

**HML Unit CCSS:****Reading Informational:** 7.1, 7.2, 7.3.7.4, 7.5, 7.6, 7.7, 7.8. 7.9, 7.10 **Language:** 7.1, 7.2, 7.4, 7.5, 7.6**Speaking and Listening:** 7.1A,B,C,D, **Writing:** 7.2, 7.3, .7.5, .7.6, 7.9, 7.10**HML Reading Unit: Modern Issues About Food**

A primary focus of this unit is learning how to comprehend and analyze arguments; specifically surrounding modern issues regarding the food industry and what we should eat. Through engaging in this unit, students will:

read, write about and discuss four texts

deepen their understanding of a variety of issues concerning food

learn how to analyze professional writers' arguments

learn the characteristics of an effective explanatory essay; and

learn how to write an effective essay to explain the significant ideas of others and to explain students' own analysis of texts

**Required Resources for HML****Mentor Texts:**

"How Corn Took Over America" by Michael Pollan

"Fat From Corn" by Michael Pollan

"Getting Real About the High Price of Cheap Food" by Bryan Walsh

"Eating Better Than Organic" by John Cloud

## **New Jersey Student Learning Standard (NJSL) RL.7.1**

**NJSL: 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.

**Essential Element of the NJSL: Analyze text to identify where information is explicitly stated and where inferences must be drawn.**


<b>Student Population</b>	<b>Critical Knowledge and Skills</b>	<b>Essential Questions</b>	<b>Sample Activities/Lesson Starters</b>
<p>General Education</p> <p><i>ESL Levels 4-5</i></p> <p>WIDA 2: Reading, Speaking</p> <p>Special Education Students - High Group</p>	<p>Paraphrase evidence from text</p> <p>Correctly cite evidence</p> <p>Closely read the text (questioning, determining importance, looking for patterns) to extract quality evidence to support a claim</p> <p>Use evidence from the text to make and check predictions as you read</p> <p>Make personal connections, connections to other texts, and/or global connections, when relevant</p> <p>Gather evidence from the text to support</p>	<p>What textual evidence did you identify to support your analysis of the text?</p> <p>Cite several examples of textual evidence.</p> <p>According to lines (x x), what can you infer...?</p> <p>What inferences can you draw from your analysis of the text?</p> <p>Show me in the text what makes you think that?</p> <p>What can you conclude from the text?</p> <p>Which evidence is most relevant?</p> <p>What can you infer from this paragraph?</p>	<p>Use a graphic organizer to chart details.</p> <p>Use a double entry journal to chart details and make inferences.</p> <p>In pairs, have students chart details to summarize the text.</p> <p>Use the summary to extrapolate a theme.</p>

	<p>inferences or explicit meaning</p> <p>Read and analyze a variety of literary genres Probe a segment of text in order to study and</p>	Explain your thinking.	
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	<p>evaluate its multiple, deeper, and varied meanings</p> <p>Combine text information and prior knowledge (personal experience and/or previous reading) to create new information in the form of inferences</p> <p>Refer to the text for support when analyzing and drawing inferences.</p>		
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<p>ESL Levels 2.5-3.9</p> <p>WIDA 2:</p> <p>Reading,</p> <p>Speaking</p> <p>Special Education</p> <p>Students - Mid</p> <p>Group</p>	<p>Identifying the main idea</p> <p>Identifying supporting details</p> <p>Drawing inference</p> <p>Supporting inferences using pieces from the text</p>	<p>How can you determine the main idea?</p> <p>How can you support the main idea using supporting details?</p> <p>How can you utilize details to make an inference?</p>	<p>Use a graphic organizer to chart supporting details.</p> <p>Use a double entry journal to chart supporting details and make inferences.</p> <p>In pairs, have students chart supporting details to summarize the text. Then, pairs of students will share their findings with the whole class.</p>
<p>ESL Levels 1-2.4</p> <p>WIDA 2: Reading,</p> <p>Speaking</p> <p>Special Education</p>	<p>Identifying the main idea</p> <p>Identifying supporting details</p>	<p>Which one of the following sentences summarizes the main idea?</p> <p>Given the main idea, which of the following</p>	<p>Have students match sentence citations from appropriately leveled text to visual representations.</p> <p>Provide students with appropriately leveled sentences</p>

<p>Students - Low</p> <p>Group</p>		<p>sentences are supporting details?</p>	<p>and have students underline the sentences that support the main idea.</p> <p>With teacher's prompt and support, Use a partially filled graphic organizer to chart</p>
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			supporting details.
<p>Sample Test Released Item: 4123 TECR Associated Text: “Black Beauty: The Autobiography of a Horse”</p> <div></div>			

**New Jersey Student Learning Standard (NJSLS) RL.7.2**

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

**Essential Element of the NJSLS: Identify events in a text that are related to the theme or central idea.**

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
<p>General Education</p> <p><i>ESL Levels 4-5</i></p> <p>WIDA 2: Reading, Speaking</p> <p>Special Education Students - High Group</p>	<p>Provide a statement of a theme(s) or a central idea(s) of a fictional text, based on textual evidence Explain the theme or central idea of a fictional piece using key details as evidence, including details from the beginning, middle, and end of the text</p> <p>Analyze the development of the theme or central idea over the course of the fictional text, including the relationship between characters, setting, and plot over the course of a text</p> <p>Evaluate recurring ideas and changes in</p>	<p>What is the theme or central idea?</p> <p>Is there more than one central idea?</p> <p>How are the central ideas developed?</p> <p>Cite evidence from the text to support your determination of the theme/central idea.</p> <p>best captures the theme.</p> <p>An example of how the theme recurs/is developed in the text is</p> <p>How can you objectively summarize the text?</p> <p>What makes a summary objective?</p>	<p>Underline and mark provided text for key points and supporting details during active/sustained silent reading.</p> <p>Use a whip-around to determine different student interpretations of the text.</p> <p>In pairs, have students chart details to summarize the text. Use the summary to extrapolate the theme.</p>


	<p>the characters and plot over the course of the text (why did the author make those changes, impact on</p>		
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	<p>the reader, effectiveness of the author's choices) Identify how the theme or central idea relates to the characters, setting, and/or plot over the course of the text Summarize the text objectively, capturing the main ideas</p> <p>Distinguish between essential and nonessential details of a text to create an objective summary of the text.</p>		
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<p>ESL Levels 2.5-3.9</p> <p>WIDA 2:</p> <p>Reading,</p> <p>Speaking</p> <p>Special Education</p> <p>Students - Mid</p> <p>Group</p>	<p>Identifying theme</p> <p>Supporting details</p> <p>Development of</p> <p>events Summarizing</p>	<p>What is the theme of the text?</p> <p>What are the supporting details that support the theme?</p>	<p>Model for students how to make a connection between the theme and events in an adapted text.</p> <p>Highlight the central idea and underline key words and supporting details during active/sustained silent reading.</p> <p>Provide students with a graphic organizer and have them list important events.</p> <p>Use a whip-around to determine different student interpretations of the text.</p> <p>In a guided reading activity, use a flow chart and phrases / sentences to show the development of a central idea in a simple text.</p>
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			<p>In pairs, have students chart details to support the theme.</p>
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<p>ESL Levels 1-2.4</p> <p>WIDA 2: Reading, Speaking</p> <p>Special Education</p> <p>Students - Low Group</p>	<p>Identifying theme</p> <p>Supporting details</p> <p>Development of events</p>	<p>Which one of the following sentences is the theme of the story?</p> <p>Which group of sentences supports the theme or central idea?</p>	<p>After reading an appropriately leveled story, have students match the theme with corresponding words, pictures, and short phrases.</p> <p>In a guided reading activity, use a flow chart, visuals, and a word bank of pre taught words to show the development of a central idea in a simple text.</p>
<p>Sample Test Released Item: (4123 TECR) Associated Text: “Black Beauty: The Autobiography of a</p> <div>  </div> <p>Horse”</p>			

## **New Jersey Student Learning Standard (NJSLS) RL.7.6**

**NJSLS: RL.7.6** Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

**Essential Element of the NJSLS: Compare the points of view of two or more characters or narrators in a text.**

<b>Student Population</b>	<b>Critical Knowledge and Skills</b>	<b>Essential Questions</b>	<b>Sample Activities/Lesson Starters</b>
<p>General Education</p> <p><i>ESL Levels 4-5</i></p> <p>WIDA 2: Reading, Speaking</p> <p>Special Education Students - High Group</p>	<p>Identify the viewpoints of characters in a text</p> <p>Compare and contrast the characters' points of-view</p> <p>Trace how the author created and conveyed the similar and/or dissimilar characters</p> <p>Analyze the impact of the author's point of view choices on the reader</p> <p>Evaluate the effectiveness of the author's point of view choices</p>	<p>Which words from the text show that it is written in person?</p> <p>The selection is told from the point of view of_.</p> <p>What perspective or point of view does each character have?</p> <p>How/why does _'s point of view differ from that of another character?</p> <p>Which sentence from the text best shows that the narrator's point of view is subjective/objective?</p> <p>How does the author's word choice help to develop the narrator's or speaker's point of</p>	<p>Determine the differences in point of view between the story from the textbook and the informational pieces chosen for supplemental purposes.</p> <p>Have students justify claims based on a graphic organizer and back up the claims using Accountable Talk.</p>

		view?	
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<p>ESL Levels 2.5-3.9</p> <p>WIDA 2:</p> <p>Reading, Speaking</p> <p>Special Education Students- Mid Group</p>	<p>Point of view</p> <p>Author's purpose</p> <p>Characterization</p> <p>Word choice</p>	<p>What is the character's point of view?</p> <p>Is the character's point of view different from that of the audience?</p> <p>What is the effect of different points of view?</p> <p>Could my point of view differ from the author's?</p>	<p>Model for students how to identify characters' point of view based on a short, adapted text.</p> <p>In a 'think-pair-share', students will discuss with a partner a point of view that is different from those of other characters.</p> <p>Have students complete a graphic organizer outlining different points of views, i.e., narrator's point of view, characters' point of view, and students' point of view.</p> <p>After reading a passage, students will identify the author's purpose, and explain their choice.</p> <p>After reading a text, use a graphic organizer to chart words and/ phrases found in the passage that gave the clues about the author's purpose.</p>
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<p>ESL Levels 1-2.4</p> <p>WIDA 2: Reading, Speaking</p> <p>Special Education</p> <p>Students- Low Group</p>	<p>Point of view</p> <p>Author's purpose</p> <p>Characterization</p> <p>Word choice</p>	<p>Which sentence in the paragraph shows the character's point of view?</p> <p>Which of the following represents a point of view different from the author's?</p>	<p>Model for students how to identify the character's point of view based on a short, adapted text.</p> <p>Teacher and students will choose books from the class library and categorize them by the author's purpose.</p> <p>After reading a short text, teacher will provide students with sentence strips.</p>
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31 | Page

			<p>Match phrases with author's purpose.</p> <p>After reading aloud and comprehending an appropriately leveled text, students will be given a multiple-choice activity to choose the character's point of view.</p> <p>Students can also be asked to go back to the text and highlight the sentence featuring the character's point of view.</p>
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32 | Page

**Sample Test Released Item: (44486\_A EBSR)**  
**"The Bike "**

Part A

**How does the mother's perspective about the neighboring street affect the narrator?**

- A. He stays within his mother's view.
- B. He questions his mother's concerns.
- C. He desires a better bicycle that will go faster.
- D. He becomes dependent on his mother

Part B

**Which two details support the answer to Part A?**

- A. "My first bike got me nowhere, though the shadow I cast as I pedaled raced along my side." (paragraph 1)
- B. "I didn't believe Mom." (paragraph 3)
- C. "I braked and looked back at where I had gone." (paragraph 4)
- D. "After a few circle eights I returned to our street." (paragraph 4)
- E. "I began to think that maybe this was like one of those false rainbow warnings." (paragraph 4)
- F. "I saw her face in the window, curlers piled high, and she waved a dish towel at me. (paragraph 5)

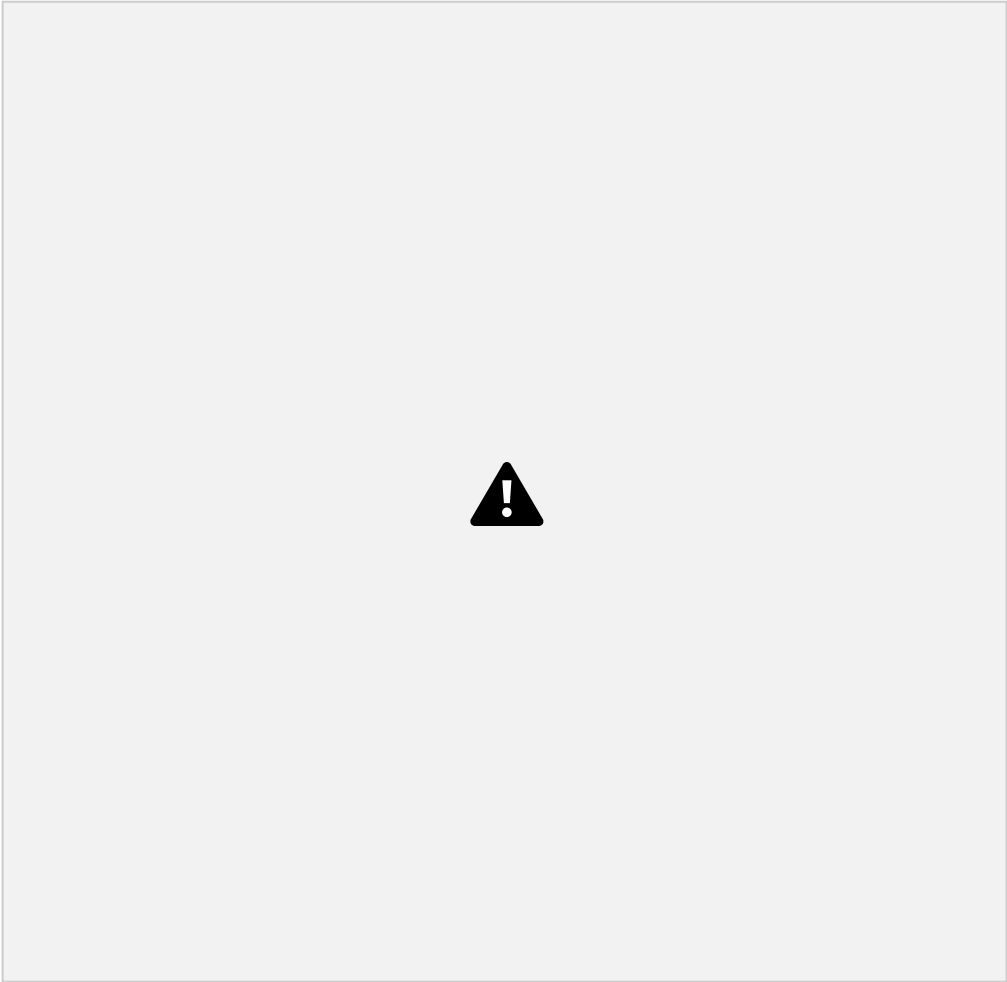
<div>New Jersey Student Learning Standard (NJSL)RI.7.1</div> <div>NJSL: 7.1 Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</div> <div>Essential Element of the NJSL: Analyze text to identify where information is explicitly stated and where inferences must be drawn.</div>			
Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters

<p>General Education</p> <p><i>ESL Levels 4-5</i></p> <p>WIDA 2: Reading, Speaking</p> <p>Special Education Students - High Group</p>	<p>Paraphrase evidence from text</p> <p>Correctly cite evidence</p> <p>Closely read the text (questioning, determining importance, looking for patterns) to extract quality evidence to support a claim</p> <p>Use evidence from the text to make and check predictions as you read</p> <p>Make personal connections, connections to other texts, and/or global connections, when relevant</p> <p>Gather evidence from the text to support inferences or explicit meaning</p> <p>Read and analyze a variety of informational texts</p> <p>Probe a segment of text in order to study and evaluate its multiple, deeper, and varied meanings</p> <p>Combine text information and prior knowledge (personal experience and/or previous reading) to create new information in the form of inferences</p> <p>Refer to the text for support</p>	<p>What textual evidence did you identify to support your analysis of the text?</p> <p>Cite several examples of textual evidence.</p> <p>According to lines (x-x), what can you infer...?</p> <p>What inferences can you draw from your analysis of the text?</p> <p>Show me in the text what makes you think that?</p> <p>What can you conclude from the text?</p> <p>Which evidence is most relevant?</p> <p>What can you infer from this paragraph? Explain your thinking.</p>	<p>Use a graphic organizer to chart details.</p> <p>Use a double entry journal to chart details and make inferences.</p> <p>In pairs, have students chart details to summarize the text.</p> <p>Use the summary to extrapolate a theme.</p>
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	when analyzing and drawing inferences.		
<p>ESL Levels 2.5-3.9</p> <p>WIDA 2: Reading, Speaking</p> <p>Special Education Students - Mid Group</p>	<p>Analyze the text</p> <p>Draw Inferences</p> <p>Cite Evidence</p>	<p>What is an analysis?</p> <p>What is your analysis of the text?</p> <p>What textual evidence did you identify to support your analysis of the text?</p>	<p>In groups, students will read an appropriately leveled text and discuss meaning. Use graphic organizer to chart inferences, using sentence frames:</p> <p>I infer that .</p> <p>I support my inference with evidence on page , which explains .</p> <p>Using my background knowledge, I understand .</p>
<p>ESL Levels 1-2.4</p> <p>WIDA 2: Reading, Speaking</p> <p>Special Education Students - Low Group</p>	<p>Analyze the text</p> <p>Draw Inferences</p> <p>Cite Evidence</p>	<p>What does it mean to draw a conclusion?</p> <p>What can you conclude from the text?</p> <p>Which evidence is most relevant?</p>	<p>After listening to an audio or “Read Aloud”, the teacher will chart important details and students’ inferences.</p> <p>Students will match phrase or sentence citations from leveled texts with visual representations of the text.</p> <p>Using sentence strips, students will identify which sentence supports a statement.</p>



**Sample Test Released Item: ( VF557778) The Benefits of Breakfast**



## **New Jersey Student Learning Standard (NJSLS) RI.7.2**

**NJSLS: RL.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.

**Essential Element of the NJSLS: Determine two or more central ideas in a text.**

<b>Student Population</b>	<b>Critical Knowledge and Skills</b>	<b>Essential Questions</b>	<b>Sample Activities/Lesson Starters</b>
<p>General Education</p> <p><i>ESL Levels 4-5</i></p> <p>WIDA 2: Reading, Speaking</p> <p>Special Education Students - High Group</p>	<p>Explain how two or more central ideas in a nonfiction piece develop over the course of the text, including the relationship between people, ideas, and events Identify and use knowledge of common graphic features (charts, maps, diagrams, captions, illustrations) to help determine two or more central idea of a text Summarize the text objectively, capturing the main ideas</p> <p>Distinguish between essential and nonessential details of</p>	<p>What is the theme or central idea?</p> <p>Is there more than one central idea?</p> <p>How are the central ideas developed?</p> <p>Cite evidence from the text to support your determination of the theme/central idea.</p> <p>best captures the theme.</p> <p>An example of how the theme recurs/is developed in the text is</p> <p>∴</p> <p>How can you objectively summarize the text?</p> <p>What makes a summary objective?</p>	<p>Underline and mark provided text for key points and supporting details during active/sustained silent reading.</p> <p>Use a whip-around to determine different student interpretations of the text.</p> <p>In pairs, have students chart details to summarize the text. Use the summary to extrapolate the theme.</p>

	a text to create an objective summary of the text.		
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37 | Page

<p>ESL Levels 2.5-3.9</p> <p>WIDA 2:</p> <p>Reading,</p> <p>Speaking</p> <p>Special Education</p> <p>Students - Mid</p> <p>Group</p>	<p>Determine central ideas</p> <p>Formulate an objective summary of the text</p> <p>Reading Comprehension</p>	<p>What is the main/central idea?</p> <p>How are the main/central ideas developed?</p>	<p>Highlight and underline key words that help support the main/central ideas. Circle supporting details.</p> <p>Main/Central Idea</p> <p>Supporting detail 1_</p> <p>Supporting detail 2_</p> <p>Supporting detail 3_</p> <p>In groups, complete objective summary, using main/central idea graphic organizer.</p>
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<p>ESL Levels 1-2.4</p> <p>WIDA 2: Reading, Speaking</p> <p>Special Education</p> <p>Students - Low Group</p>	<p>Determine central ideas</p> <p>Formulate an objective summary of the text</p> <p>Reading Comprehension</p>	<p>Which one of the following sentences summarizes the main idea?</p> <p>Given the main idea, which of the following sentences is supporting evidence?</p>	<p>After listening to an audio of an appropriately leveled text, match possible main/central ideas with corresponding pictures or statements.</p> <p>Students will identify important details by answering Yes/ No or multiple choice questions.</p> <p>In pairs, use a flow chart and pre-taught word bank to show the development of a central idea in a simple text.</p> <p>Students will use pictures to complete a storyboard.</p>
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**New Jersey Student Learning Standard (NJSLS) RI.7.3**

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

**Essential Element of the NJSLS: Determine how two individuals, events or ideas in a text are related.**

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
<p>General Education</p> <p><i>ESL Levels 4-5</i></p> <p>WIDA 2: Reading, Speaking</p> <p>Special Education Students - High Group</p>	<p>Use a note taking structure to track key individuals, events, and/or ideas in informational texts. Explain the relationships between individuals, events, and ideas in a text Reflect on how historical figures influenced ideas or events of the time period and vice versa Analyze why the author chose to describe the interaction between ideas, individuals, and events in a particular way Analyze the impact of the interaction between ideas, individuals, and events on the reader Analyze the effectiveness of the interaction between ideas, individuals, and</p>	<p>What change of events was influential? How did one individual influence another? What interaction influenced future events?</p>	<p>Students write a summary or essay that cites the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>Aligned assessment and feedback of writing products can move learning forward with regards to writing skill, language acquisition, and reading comprehension.</p> <p>Students answer and receive feedback on text dependent questions.</p> <p>Students engage in a variety of discussions and/or Socratic questioning to display competency with regards to this standards. Aligned assessment and feedback of speaking and listening skills also promote growth in this area.</p> <p>Students prepare a visual representation illustrating and citing the textual evidence that most strongly supports an analysis of what the text</p>

	events in communicating the author's central idea		
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40 | Page

			says explicitly as well as inferences that may be drawn.
ESL Levels 2.5-3.9 WIDA 2: Reading, Speaking Special Education Students - Mid Group	Events Ideas  Interaction between characters	How does the development of events / ideas affect the actions / choices / and individuals?	Using a T-Chart, model for your students how to identify examples of cause-and-effect interactions among individuals, ideas and events.  In pairs or small groups, students will complete a graphic organizer by using information that describes cause-and effect interactions between individuals, ideas and events in an appropriately leveled text.

<p>ESL Levels 1-2.4</p> <p>WIDA 2: Reading, Speaking</p> <p>Special Education</p> <p>Students - Low Group</p>	<p>Events</p> <p>Ideas</p> <p>Interaction between characters</p>	<p>Which of the following sentences represents a good example of cause and effect?</p>	<p>With teacher's prompt and support, have students complete a cloze paragraph featuring cause-and-effect interactions between individuals, events and ideas in an appropriately leveled text.</p> <p>With teacher's prompt and support, students will pair up or work in small groups to complete sentence starters featuring cause and effect interactions between individuals and events in an appropriately leveled text by using pre taught words / phrases and previously completed graphic organizers.</p>
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## **New Jersey Student Learning Standard (NJSLS) RI.7.4**

**NJSLS: 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.

**Essential Element of the NJSLS: Determine how words or phrases are used to persuade or inform a text.**

<b>Student Population</b>	<b>Critical Knowledge and Skills</b>	<b>Essential Questions</b>	<b>Sample Activities/Lesson Starters</b>
<p>General Education</p> <p><i>ESL Levels 4-5</i></p> <p>WIDA 2: Reading, Speaking</p> <p>Special Education Students - High Group</p>	<p>Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical)</p> <p>Analyze the impact of specific word choice on meaning and/or tone</p> <p>Analyze why the author used a specific word choice or sound device</p> <p>Analyze the impact of a word choice or sound device on the reader</p> <p>Evaluate the effectiveness of the author's word choice or sound device</p>	<p>What does the word/phrase mean in this selection?</p> <p>Without changing the meaning of the sentence, which word can best be used to replace the underlined part?</p> <p>Which of the following synonyms is closest in the meaning to the word ?</p> <p>The author uses connotation to .</p> <p>What is the technical meaning of the word?</p> <p>What message does the author convey?</p> <p>What is the tone of the selection?</p> <p>How does the author's word choice impact</p>	<p>Create a graphic organizer noting literal and implied meanings of words.</p> <p>Have students Think-Pair-Share in regard to why the author chose to use specific words.</p> <p>Use visual representation to compare a word's literal and figurative meaning.</p>

		the meaning and tone of the passage?	
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<p>ESL Levels 2.5-3.9</p> <p>WIDA 2:</p> <p>Reading,</p> <p>Speaking</p> <p>Special Education</p> <p>Students - Mid Group</p>	<p>Connotations</p> <p>Context clues</p> <p>Figurative language</p> <p>Technical terms</p> <p>Word choice</p> <p>Tone</p>	<p>How can surrounding words help me understand the meaning of unfamiliar words?</p> <p>How can I see the difference between a literal meaning and a figurative meaning?</p> <p>How can I understand technical meanings?</p>	<p>Based on an appropriately leveled text, have students create a word wall for key words.</p> <p>With teacher's prompt and support, students will utilize a graphic organizer to show literal and implied meanings of words.</p> <p>Model for students how to determine the connotative and figurative meaning of words as they are used in an appropriately leveled text.</p> <p>Discuss with students why the author chose specific words in an informational text.</p>
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<p>ESL Levels 1-2.4</p> <p>WIDA 2: Reading, Speaking</p> <p>Special Education Students - Low Group</p>	<p>Connotations</p> <p>Context clues</p> <p>Figurative language</p> <p>Technical terms</p> <p>Word choice</p> <p>Tone</p>	<p>What does the word / phrase mean in the reading selection?</p> <p>Which of the following words can best replace the underlined word in the sentence?</p>	<p>Model for students how to determine the connotative and figurative meaning of words as they are used in appropriately leveled sentences.</p> <p>Using a word wall of pre-taught connotative and figurative meanings of specific words, students will complete cloze sentences.</p>
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**Sample Test Released Item: ( VF645937 EBSR) What Zoos Do**



## **New Jersey Student Learning Standard (NJSL) RI.7.5**

**NJSLS: 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.

**Essential Element of the NJSLS:** Determine how a fact, step, or event fits into the overall structure of the text.

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
<p>General Education</p> <p><i>ESL Levels 4-5</i></p> <p>WIDA 2: Reading, Speaking</p> <p>Special Education Students - High Group</p>	<p>Describe the structure used to organize a nonfiction text</p> <p>Explain how text structure impacts overall meaning of text</p> <p>Identify how the differing form or structure of a text contributes to its meaning</p> <p>Analyze how parts of a text contribute to meaning</p> <p>Explain why the author chose a specific form or structure</p> <p>Analyze the impact of the form or structure on the reader (how would the text be different if the form</p>	<p>What is the structure of the text?</p> <p>What is the meaning of the text?</p> <p>How does the structure of the text contribute to its meaning?</p> <p>How does the sentence, chapter, scene, or stanza fit into the overall structure of a _?</p> <p>How would the meaning of the poem /drama have been different if it were written as a _?</p>	<p>With a partner analyze a text and determine the text features.</p> <p>Compare and contrast two or more informational texts.</p> <p>After examining a drama's or poem's form or structure, students can analyze how specific structures impact meaning.</p>

	changed?)		
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	Evaluate the effectiveness of the chosen form or structure		
<p>ESL Levels 2.5-3.9</p> <p>WIDA 2:</p> <p>Reading,</p> <p>Speaking</p> <p>Special Education</p> <p>Students - Mid</p> <p>Group</p>	<p>Text structures</p> <p>Text features</p> <p>Organization</p> <p>Compare and contrast</p>	<p>What is the text structure?</p> <p>What text features does the author use to develop his / her ideas?</p> <p>How does the author organize and structure events?</p>	<p>In a mini-lesson, explain to students how text features in an informational text help develop the central idea.</p> <p>Provide students with an appropriately leveled short informational text and have students work in pairs or small groups in order to discuss central idea based on text features.</p> <p>With teacher's prompt and support, have students compare and contrast the structure of two paragraphs.</p>

<p>ESL Levels 1-2.4</p> <p>WIDA 2: Reading, Speaking</p> <p>Special Education</p> <p>Students - Low Group</p>	<p>Text structures</p> <p>Text features</p> <p>Organization</p> <p>Compare and contrast</p>	<p>Which one of the following features does the author use to develop his / her ideas?</p>	<p>Given a set of ideas, have students put these ideas in the order they appeared in an appropriately leveled text.</p> <p>With teacher's support and prompt, have students use pre-identified words on a web to identify two examples of cause-and effect interactions among individuals, ideas, or events.</p>
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### **New Jersey Student Learning Standard (NJSLS) RI.7.6**

**NJSLS:** 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.

**Essential Element of the NJSLS: Determine an author's purpose or point of view.**

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
<p>General Education</p> <p><i>ESL Levels 4-5</i></p> <p>WIDA 2: Reading, Speaking</p> <p>Special Education Students - High Group</p>	<p>Identify the author's point of view</p> <p>Explain the techniques the author uses to distinguish his/her point of view from others</p> <p>Evaluate the effectiveness of the techniques the author uses to distinguish his/her point of view from others</p>	<p>What is the author's point of view or purpose?</p> <p>How does the author's word choice help develop the point of view/purpose?</p> <p>How does the author distinguish his/her position from that of others?</p>	<p>After reading an informational excerpt, determine the author's point of view.</p> <p>Students write a short essay that defines the author's point of view. They are then given an alternate point of view from a different text on the same topic and conduct a comparison and synthesis of ideas.</p> <p>Students are given two or more texts which address a similar topic or issue from varying points of view. After closely reading each text, students "synthesize" the meaning of each and construct an original informative/explanatory essay "to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and</p>

			analysis of content” (W.9-10.2). Self, peer-to-peer and
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			teacher-to-student feedback continually maintains an objective focus on the words the author used within each text; how they are similar and how they contrast in meaning and tone.
ESL Levels 2.5-3.9 WIDA 2: Reading, Speaking Special Education Students - Mid Group	Point of view Analyze purpose	How does the author’s choice of language help develop the narrator or speaker’s point of view?  How can you use text to support the author’s point of view?  How does the author develop his/her point of view?	Model for students how to identify the author’s point of view based on an appropriately leveled text.  In a ‘think-pair-share’, students will highlight and discuss with a partner the author’s point of view.  In pairs or small groups, students will use a graphic organizer to chart textual evidence supporting the author’s point of view.  In a whip-around activity, students will share what they

			think is the purpose of writing a particular article.
ESL Levels 1-2.4 WIDA 2: Reading, Speaking Special Education	Point of view Analyze purpose	Which sentence in the paragraph shows the author's point of view?  Which of the following sentences supports the	Model for students how to identify the author's point of view in an appropriately leveled text.  After reading aloud and comprehending an appropriately leveled text, students will be given

Students - Low Group		author's point of view?	a multiple-choice activity to choose the author's point of view.  Students can also be asked to go back to the text and highlight the sentence featuring the author's point of view.
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**Sample Test Released Item: ( VF557772 EBSR) The Benefits of Breakfast**



**New Jersey Student Learning Standard (NJSL) RI.7.7**

**NJSL: 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 (e.g., how the delivery of a speech affects the impact of the words).

**Essential Element of the NJSL: Compare a text to an audio, video or multimedia version of the same text.**

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
<p>General Education</p> <p><i>ESL Levels 4-5</i></p> <p>WIDA 2: Reading, Speaking</p> <p>Special Education Students - High Group</p>	<p>Analyze how content differs depending on the medium in which it is presented</p> <p>Explain how content shifts/transforms/re shapes when presented in written, audio, video or multimedia formats</p> <p>Identify techniques present in each format</p> <p>Compare/contrast two or more formats' portrayal of the same subject</p> <p>Reflect upon how the techniques within all mediums utilized affect and/or shape/color the particular segment of text</p>	<p>How does reading the text compare to the audio or video version?</p> <p>What medium most impacts your understanding of the selected work?</p> <p>What senses were most stimulated by the production?</p> <p>Select an event from the text and compare it to a scene from the production. How are they different and why? Evaluate the effectiveness of the media techniques used to portray the work.</p>	<p>Students create a Venn diagram that compares and contrasts a text to an audio, video, or multimedia version of the text. Students include a formal analysis of each medium's portrayal of the subject.</p> <p>Have students compare and contrast text to media. Talk with students about how a nonverbal message accompanies every oral communication. Facial expressions, body movements, gestures, tone of voice, rate of speech, and voice inflection all add meaning to the words actually spoken. These nonverbal components help the receiver interpret the emotional significance of the message. Using a triangle graphic organizer (or any other graphic organizer that compares/contrasts), students should note what is the same and what is different.</p>
<p>ESL Levels 2.5-3.9</p> <p>WIDA 2: Reading, Speaking</p>	<p>Compare &amp; contrast the experience of reading a story, drama, or poem to listening to or viewing an</p>	<p>How does reading a story compare to the audio or video version?</p>	<p>Students work in groups to create a Venn diagram that compares and contrasts a text to an audio, video, or multimedia version of the text.</p>

<p>Special Education Students - Mid Group</p>	<p>audio, video, or live version of the text</p> <p>Analyze effects unique to each medium</p> <p>Lighting Sound Color Camera focus Camera angles</p>	<p>Evaluate the effectiveness of the media techniques used to portray the work.</p>	<p>Provide and model for students an outline of a Venn diagram and a list of questions on what to look for when making comparisons.</p> <p>Have students compare and contrast text to media. Talk with students about how a nonverbal message accompanies every oral communication. Facial expressions, body movements, gestures, tone of voice, rate of speech, and voice inflection all add meaning to the words actually spoken.</p> <p>Provide students with a graphic organizer (or any other graphic organizer that compares/contrasts),</p> <p>Have students work in pairs to note and list what is the same and what is different.</p>
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<p>ESL Levels 1-2.4</p> <p>WIDA 2: Reading, Speaking</p> <p>Special Education</p> <p>Students - Low Group</p>	<p>Compare &amp; contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text</p> <p>Analyze effects unique to each medium</p> <p>Lighting Sound Color Camera focus</p>	<p>Select an event from the text and compare it to a scene from the production.</p> <p>How are they different and why?</p> <p>What medium most impacts your understanding of the selected work?</p> <p>How does reading the text compare to the audio or video version?</p>	<p>Have students work in groups to create a Venn diagram, and provide a list of guiding questions on what student should look when comparing and contrasting text to an audio, video, or multimedia source. . Provide for students resources and graphic organizers in their L1 as they work on given tasks to compare and contrast text to media.</p> <p>Display videos or have class discussions with students on the concepts of nonverbal and oral communication.</p>
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53 | Page

	Camera angles		
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54 | Page

<p><b><u>New Jersey Student Learning Standard (NJSLs) RI.7.8</u></b></p> <p><b>NJSLs: 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.</b></p> <p><b>Essential Element of the NJSLs: Determine how a claim or reason fits into the overall structure of an informational text.</b></p>			
<b>Student Population</b>	<b>Critical Knowledge and Skills</b>	<b>Essential Questions</b>	<b>Sample Activities/Lesson Starters</b>



<p>General Education</p> <p><i>ESL Levels 4-5</i></p> <p>WIDA 2: Reading, Speaking</p> <p>Special Education Students - High Group</p>	<p>Support arguments presented in text with evidence.</p> <p>Identify arguments and specific claims in a text</p> <p>Determine which textual segments most strongly support the author's claim</p> <p>Determine the validity of the reasoning</p> <p>Determine the relevance and sufficiency of the evidence</p> <p>Delineate and evaluate the argument and specific claims in a text</p>	<p>Identify the claims used to support the argument. Are these claims valid/invalid, and if so, why?</p> <p>Is there sufficient evidence to support the claims?</p> <p>Is the argument well developed and supported?</p> <p>Explain your answer.</p>	<p>Students are to read with the purpose of identifying specific claims in a text. Each claim can be noted. This strategy provides students with a way to organize their thinking while reading.</p>
<p>ESL Levels 2.5-3.9</p> <p>WIDA 2: Reading, Speaking</p> <p>Special Education Students - Mid Group</p>	<p>Understand how claims and/or arguments are supported by evidence from the text.</p> <p>Trace the claims of an argument</p> <p>Evaluate evidence relevant to the claims</p>	<p>Are these claims valid/invalid, and if so, why?</p> <p>Is there sufficient evidence to support the claims?</p> <p>Is the argument well developed and supported?</p>	<p>In a group discussion, objectively summarize a text.</p> <p>Create a graphic organizer to show common text structures used by authors.</p>

		Explain your answer.	
ESL Levels 1-2.4 WIDA 2: Reading, Speaking Special Education Students - Low Group	Understand how claims and/or arguments are supported by evidence from the text. Trace the claims of an argument Evaluate evidence relevant to the claims	What is the argument in the text? Identify the claims used to support the argument. What evidence is relevant?	Using a graphic organizer and a minimum compare/contrast the claims made by the authors Write an explanation assessing which author presents the most evidence to support their position.

<p align="center"><b><u>New Jersey Student Learning Standard (NJSLS) RI.7.9</u></b></p> <p><b>NJSLS: RI.7.9</b> 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.</p> <p align="center"><b>Essential Element of the NJSLS: Compare and contrast how different texts on the same topic present the details.</b></p>			
<b>Student Population</b>	<b>Critical Knowledge and Skills</b>	<b>Essential Questions</b>	<b>Sample Activities/Lesson Starters</b>

<p>General Education</p> <p><i>ESL Levels 4-5</i></p> <p>WIDA 2: Reading, Speaking</p> <p>Special Education Students - High Group</p>	<p>Track key individuals, events, and/or ideas in informational texts from two or more authors.</p> <p>Investigate how one topic may be presented in different ways</p> <p>Compare and contrast two or more authors' presentations of key information.</p> <p>Analyze the importance of the different information each author emphasized and</p>	<p>What topic do both authors address?</p> <p>How do their interpretations of facts differ?</p> <p>What evidence does each author use to shape his/her presentation of key information?</p> <p>How does the evidence differ?</p> <p>How does one author advance a different interpretation of the facts as compared to the other author</p>	<p>Given two passages about the same topic by two different authors, state each author's interpretation of facts and state how each differs.</p>
<p>ESL Levels 2.5-3.9</p> <p>WIDA 2: Reading, Speaking</p> <p>Special Education</p>	<p>Compare and contrast</p> <p>Analyze interpretation of facts</p> <p>Analyze use of evidence</p>	<p>What topic do both texts deal with?</p> <p>What are the differences and similarities both texts present?</p>	<p>Using a Venn diagram, model for your students how to compare and contrast information about the same topic both texts address.</p> <p>Using a partially filled graphic organizer, students will add similarities and</p>

Students - Mid Group			differences in the information both texts present.
ESL Levels 1-2.4 WIDA 2: Reading, Speaking Special Education Students - Low Group	Compare and contrast  Analyze interpretation of facts  Analyze use of evidence	Which of the following information is similar in both texts?  Which of the following information is different in both texts?	After reading two leveled paragraphs as a class, students will complete a cloze paragraph to compare and contrast information about the topic both texts address.  Use visual representations to compare and contrast  Given a bank of pre-taught words and phrases, students will use a partially completed graphic organizer to add similarities and differences that two leveled paragraphs present.
Sample Test Released Item: ( VF909277 PCR ) Believing in Horses			



### **New Jersey Student Learning Standard (NJSLS)W.7.1 A,B,C,D,E**

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

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

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

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

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

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

### **Essential Element of the NJSLS: Write claims about topics or texts.**

**a. Introduce a topic or text and write one claim about it.**

**b. Write one or more reasons to support a claim about a topic or text.**

**c. Use temporal words (first, next, also) to create cohesion.**

**d. Not applicable**

**e. Not applicable**

**Student Population**

**Critical Knowledge and Skills**

**Essential Questions**

**Sample Activities/Lesson Starters**

<p>General Education</p> <p><i>ESL Levels 4-5</i></p> <p>WIDA 2: Reading, Speaking</p> <p>Special Education Students - High Group</p>	<p>Write arguments to support claims Support arguments with clear reasons and relevant evidence Introduce claim(s) Write a clear thesis statement Address opposing claims Organize the reasons and evidence logically. Choose appropriate reasoning and evidence to support claims Evaluate sources for</p>	<p>Introduce a claim, acknowledge and address alternate/opposing claims. In sentence , the author supports his counter argument with relevant evidence. Which sentences best support the counterargument? What data does the author use to support his claim?</p>	<p>After reading argument writing determines the thesis and identifies the relevant facts. With a partner read each other's writing and determine the audience, thesis statement, and highlight the supportive relevant facts. Given an argument piece determine the concrete details. Analyze a peer's writing and explain the thesis statement, claims, supporting details and examine the topic. Given argument writing incorporate</p>
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	<p>accuracy and reliability</p> <p>Demonstrate an understanding of the topic or text</p> <p>Use transitional words and phrases</p> <p>Use transitions to clarify the relationships among claim(s), counterclaims, reasons, and evidence</p> <p>Choose a consistent style, approach, and form for the task</p> <p>Close the text with a conclusion</p>	<p>Does the data come from a credible source?</p> <p>Rewrite the concluding statement to support the argument presented.</p>	<p>transitions to organize the writing.</p> <p>With a partner read an argument and determine if the topic has been explained using specific details.</p> <p>Given several writing pieces determine if they are written using a formal style.</p> <p>Given a writing piece change the concluding statement and share with your classmates. As a class determine if the revised concluding statement is adequate.</p>
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<p>ESL Levels 2.5-3.9</p> <p>WIDA 2:</p> <p>Reading,</p> <p>Speaking</p> <p>Special Education</p> <p>Students - Mid</p> <p>Group</p>	<p>Text structure</p> <p>Claim/counterclaims</p> <p>Evidence</p> <p>Argument writing</p> <p>Credible sources</p> <p>Purpose</p> <p>Audience</p> <p>Temporal words</p> <p>Word choice</p> <p>Precise words</p>	<p>Why is it important to provide clear reasons to support your claim?</p> <p>What is your major claim?</p> <p>How do you know if my sources are credible?</p> <p>How can you determine the audience and the purpose?</p> <p>How can I use transitional words and phrases to organize my writing?</p>	<p>Show your students a video about argumentative introduction writing and discuss claim and supporting reasons.</p> <p>Expose your students to a variety of appropriately leveled mentor texts to familiarize them with argumentative introduction writing featuring claim and supporting reasons.</p> <p>During a whole-class format, involve students in creating an anchor chart featuring a claim and supporting reasons.</p> <p>With teacher's prompt and support, students will use technology to research their claim and supporting reasons.</p>
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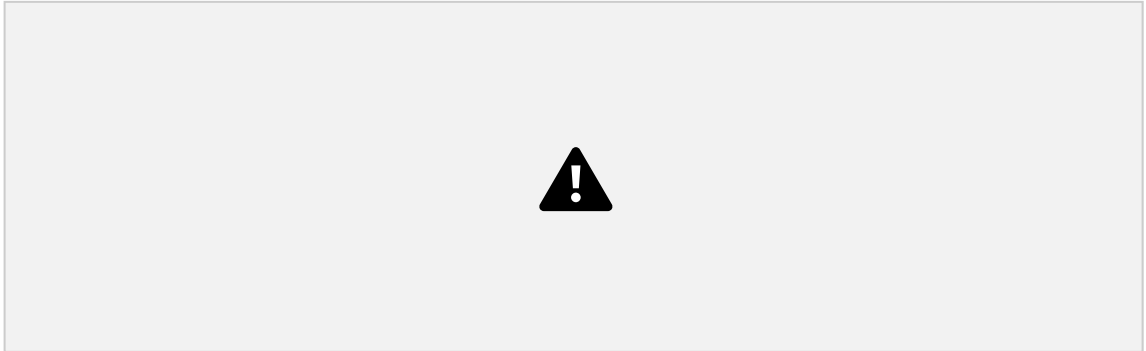
	<p>Formal text structure</p> <p>Argument writing</p> <p>Purpose</p> <p>Crafting a conclusion</p> <p>Organization</p> <p>Support argument</p>	<p>What is the purpose of the writing?</p> <p>Why is it important for my writing to be formal?</p> <p>How can I write a conclusion that supports my argument?</p>	<p>After reading a writing piece with textual evidence, determine if the relevant evidence comes from an accurate credible source.</p> <p>With teacher's prompt and support, students will use technology to research their claim and take notes of relevant information, facts, and evidence.</p> <p>Discuss with your class exemplars of strong conclusions and how they support the authors' argument</p>
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<p>ESL Levels 1-2.4</p> <p>WIDA 2: Reading, Speaking</p> <p>Special Education Students - Low Group</p>	<p>Text structure</p> <p>Claim/counterclaims</p> <p>Evidence</p> <p>Argument writing</p> <p>Credible sources</p> <p>Purpose</p> <p>Audience</p> <p>Temporal words</p> <p>Word choice</p> <p>Precise words</p> <p>Formal text structure</p>	<p>Which of the following sentences represents the author's argument?</p> <p>How can I organize my claim and reasons?</p> <p>How can I decide if my sources are credible?</p> <p>Which of the following transition words / phrases best fits in the sentence?</p> <p>What is the purpose of the writing?</p> <p>Which of the following sentences represents formal style writing?</p>	<p>Show your students a video about argumentative introduction writing and discuss claim and supporting reasons.</p> <p>Given a pre-taught bank of words and phrases, students will complete sentence frames featuring a major claim and supporting reasons.</p> <p>Model for students how to identify credible sources of information to reference in their argumentative writing.</p> <p>After a read-aloud segment of an appropriately leveled text and comprehending it, students will be given the author's claim and be asked to select supporting reasons in a multiple choice practice.</p> <p>Given an appropriately leveled</p>
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	<p>Argument writing</p> <p>Purpose</p> <p>Crafting a conclusion</p> <p>Organization</p> <p>Support argument</p>	<p>Which of the following sentences represents an appropriate concluding statement?</p>	<p>argumentative writing exemplar, students will use a partially filled graphic organizer to chart the author's claim and supporting reasons.</p> <p>After reading and comprehending an appropriately leveled argumentative essay, discuss with your students the author's choice of transitional words / phrases and how it helps make the author's writing cohesive.</p> <p>Given a pre-taught bank of transitional words and phrases, students will complete a cloze paragraph.</p>
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<p align="center"><b><u>New Jersey Student Learning Standard (NJSLS) W.7.4</u></b></p> <p><b>NJSLS:</b> W.7.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.</p> <p><b>Essential Element of the NJSLS:</b> Produce writing that is appropriate for the task, purpose, or audience.</p>			
<b>Student Population</b>	<b>Critical Knowledge and Skills</b>	<b>Essential Questions</b>	<b>Sample Activities/Lesson Starters</b>

<p>General Education</p> <p><i>ESL Levels 4-5</i></p> <p>WIDA 2: Reading, Speaking</p> <p>Special Education Students - High Group</p>	<p>Identify defining characteristics of different genres of writing</p> <p>Unpack the writing prompt</p> <p>Write for a specific purpose and audience</p> <p>Select an appropriate text structure or format for the task</p> <p>Use language that is precise and powerful to create voice in writing</p> <p>Create a tone that is appropriate for one's audience</p>	<p>What form of writing does the writing prompt call for? How do you know?</p> <p>Who is the audience?</p> <p>How will you organize your thinking before beginning to write?</p> <p>Will your writing include a thesis statement?</p> <p>How will you conclude your writing?</p> <p>What is your purpose for writing?</p> <p>What style will you use? Formal? Informal?</p> <p>What can you add in this paragraph to make your writing clearer?</p>	<p>Create an outline that will organize your thoughts before you begin writing.</p> <p>Teacher can model how to develop an outline.</p> <p>Given a writing piece determine the audience and the thesis statement.</p>
<p>ESL Levels 2.5-3.9 WIDA 2: Reading,</p>	<p>Organize ideas</p> <p>Understand the writing</p>	<p>Does your writing respond to the writing</p>	<p>With the teacher's prompt and support, have students develop and organize writing appropriate to task, purpose and audience</p>

<p>Speaking</p> <p>Special Education</p> <p>Students - Mid Group</p>	<p>task</p> <p>Understand the audience</p> <p>Write well-constructed sentences</p>	<p>prompt?</p> <p>Who is going to be the reader of your writing piece?</p> <p>How can you organize your ideas before you start writing?</p>	<p>by using key, content-based vocabulary in simple sentences.</p> <p>Use a graphic organizer.</p>
<p>ESL Levels 1-2.4</p> <p>WIDA 2: Reading, Speaking</p> <p>Special Education</p> <p>Students - Low Group</p>	<p>Organize ideas</p> <p>Understand the writing task</p> <p>Understand the audience</p> <p>Write well-constructed sentences</p>	<p>Which of the following words and phrases better matches the highlighted caption?</p>	<p>Have students use high-frequency, content related, single words or phrases to complete captions.</p>
<p><b>Sample Test Released Item: ( VF909277 PCR ) Believing in Horses</b></p> <div data-bbox="174 1068 1312 1417">  </div>			

### **New Jersey Student Learning Standard (NJSLS) W7.5**


**NJSLS: 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.

**Essential Element of the NJSLS: With guidance and support from adults and peers, plan before writing and revise own writing.**

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
<p>General Education</p> <p><i>ESL Levels 4-5</i></p> <p>WIDA 2: Reading, Speaking</p> <p>Special Education Students - High Group</p>	<p>Revise and edit intentionally to improve writing.</p> <p>Generate ideas to develop topic</p> <p>Revise writing with a partner or self-editing checklists</p> <p>View writing from the vantage point of the audience in order to determine the effectiveness of their words, organization, etc.</p>	<p>Which would be the best opening sentence?</p> <p>Which would be the best thesis statement?</p> <p>What is the best title for this selection?</p> <p>What sentence best concludes this selection? Which sentence can be deleted without changing the meaning of the selection?</p>	<p>Given a written piece, engage in peer critique that focuses on how well the purpose and audience has been addressed.</p> <p>Engage in revising, editing, and rewriting based on feedback from peers and adults.</p>

<p>ESL Levels 2.5-3.9</p> <p>WIDA 2:</p> <p>Reading,</p> <p>Speaking</p> <p>Special Education</p> <p>Students - Mid Group</p>	<p>Text structure</p> <p>Evidence</p> <p>Argument writing</p> <p>Organize ideas</p> <p>Understand the writing task</p> <p>Understand the audience</p>	<p>Why is it important to provide clear reasons to support your purpose?</p> <p>What is your message to your audience?</p> <p>How are you conveying your purpose and message to your</p>	<p>Expose your students to a variety of appropriately leveled mentor texts to familiarize them with argumentative introduction writing featuring claim and supporting reasons.</p> <p>With teacher's prompt and support, students will use technology to research their words to address their audience, purpose and supporting reasons.</p>
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	<p>Write well-constructed sentences</p>	<p>audience?</p>	
<p>ESL Levels 1-2.4</p> <p>WIDA 2: Reading,</p> <p>Speaking</p> <p>Special Education</p> <p>Students - Low Group</p>	<p>Text structure</p> <p>Evidence</p> <p>Argument writing</p> <p>Organize ideas</p> <p>Understand the writing task</p> <p>Understand the audience</p> <p>Write well-constructed sentences</p>	<p>Why is it important to provide clear reasons to support your purpose?</p> <p>Who is going to be the reader of your writing piece?</p> <p>How can you organize your ideas before you start writing?</p>	<p>Show your students a video about argumentative introduction writing and discuss claim and supporting reasons.</p> <p>Given a pre-taught bank of words and phrases, students will complete sentence frames addressing their purpose and provide supporting reasons.</p> <p>Have students use high-frequency, content related, single words or phrases to</p>

			complete captions.
<p><b>Sample Test Released Item: (4501 PCR) Associated Texts : “The Klondike Gold Rush,” “A Woman Who Went to Alaska,” and “City of Gold”</b></p> <div style="text-align: center; height: 200px;">  </div>			

<p style="text-align: center;"><b><u>New Jersey Student Learning Standard (NJSLS) W.7.6</u></b></p> <p><b>NJSLS W.7.6.</b> Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p> <p style="text-align: center;"><b>Essential Element of the NJSLS: Use technology, including the Internet, to produce writing to interact and collaborate with others.</b></p>			
<b>Student Population</b>	<b>Critical Knowledge and Skills</b>	<b>Essential Questions</b>	<b>Sample Activities/Lesson Starters</b>



<p>General Education</p> <p><i>ESL Levels 4-5</i></p> <p>WIDA 2: Reading, Speaking</p> <p>Special Education Students - High Group</p>	<p>Use technological resources to enhance writing</p> <p>Follow appropriate typing format and conventions</p> <p>Use technology to broaden research base</p> <p>Use evidence found online to support ideas</p> <p>Give and receive feedback using technology</p> <p>Seek out authentic publishing opportunities</p>	<p>Name the software programs available for you to publish your writing.</p> <p>How do you format a document before writing?</p> <p>How can you include a link to resources within your document?</p> <p>What program tools are available for you to check your accuracy of language conventions?</p> <p>What URL would you use to access a moodle account?</p> <p>What search engine do you most prefer to use in researching__?</p>	<p>Students will create a research product using Google Docs to share information.</p>
<p>ESL Levels 2.5-3.9 WIDA 2: Reading,</p>	<p>Know how to format and design page layouts</p>	<p>How can you include a link to resources within your document?</p>	<p>Generate creative writing ideas through discussions and from printed material.</p>

<p>Speaking Special Education Students - Mid Group</p>	<p>Know how to embed links into a document Know how to access collaborative sources to discuss topics of interest Use email, blogs, Edmodo, Moodle, Schoology, Google Classroom and other media/technology to interact and collaborate with others.</p>	<p>Use grammar and spell check. How did you use technology to interact and collaborate with others?</p>	<p>Guide students in selection of creative writing project(s) utilizing online resources.</p> <p>Using online resources and reference materials select effective vocabulary that creates consistency in style, tone and voice.</p> <p>Produce final copy for publication and/or presentation utilizing technological programs.</p>
<p>ESL Levels 1-2.4 WIDA 2: Reading, Speaking Special Education Students - Low Group</p>	<p>Be able to keyboard accurately Possess computer literacy Know how to use computer publishing software</p>	<p>How will you use technology to create this document? How do you format a document before writing?</p>	<p>Generate creative writing ideas through discussions and from printed material.</p> <p>Guide students in selection of creative writing project(s) utilizing online resources</p> <p>Using online resources and reference materials select effective vocabulary that creates consistency in style, tone and voice.</p> <p>Produce final copy for publication and/or presentation utilizing technological programs.</p>

### **New Jersey Student Learning Standard (NJSLS) W.7.8**

**NJSLS:** 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.

**Essential Element of the NJSLS: Identify quotes providing relevant information about a topic from multiple print or digital sources.**

<b>Student Population</b>	<b>Critical Knowledge and Skills</b>	<b>Essential Questions</b>	<b>Sample Activities/Lesson Starters</b>
<p>General Education</p> <p><i>ESL Levels 4-5</i></p> <p>WIDA 2: Reading, Speaking</p> <p>Special Education Students - High Group</p>	<p>Use search terms effectively</p> <p>Write a clear thesis statement</p> <p>Draw evidence from texts to support thesis</p> <p>Assess the credibility and accuracy of each source</p> <p>Select direct and indirect quotations that relate to the topic as evidence</p> <p>Follow published guidelines (MLA, APA, etc.) to cite direct and indirect quotations</p> <p>Identify examples of plagiarism in writing</p> <p>Paraphrase source information to avoid</p>	<p>How do you know that the source is credible?</p> <p>How do you know that data is accurate?</p> <p>What standard format did you use when citing sources for your bibliography?</p> <p>How do you site a digital source?</p> <p>How is a digital source cited differently than a printed source?</p> <p>Summarize the information found in these data.</p> <p>What can you conclude from the</p>	<p>Students gather relevant information for a future job using multiple print and digital sources.</p> <p>Students gather relevant information to find out the endangered plants and animals in their state using multiple print and digital resources.</p>

	plagiarism in writing	data?	
ESL Levels 2.5-3.9	Know how to assess the credibility of each source	How do you know that the source is credible?	Use technology, including the Internet, to produce and publish writing and link to

<p>WIDA 2: Reading, Speaking Special Education Students - Mid Group</p>	<p>Know how to assess the accuracy of each source Know how to quote/paraphrase data without plagiarizing Be able to create a bibliography using a standard format for citation Create a bibliography</p>	<p>How do you know that data is accurate? How is a digital source cited differently than a printed source? Summarize the information found in these data. What can you conclude from the data?</p>	<p>and cite sources as well as to interact and collaborate with others, including linking to and citing source. Assess the credibility and accuracy of each source; and learn how to quote or paraphrase the data and conclusions of sources used. Have students consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of words to determine or clarify its precise meaning or its part of speech. Model for students how to use other applications to cite text appropriately to avoid plagiarism and learn how to follow a standard format for citation.</p>
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ESL Levels 1-2.4 WIDA 2: Reading, Speaking Special Education Students - Low Group	Know how to gather relevant information from digital sources Know how to gather relevant information from multiple print sources	What standard format did you use when citing sources for your bibliography? How do you site a digital source?	Use technology, including the Internet, to produce and publish writing and link to and cite sources.  Work, interact and collaborate with others, to compile ideas and learn how to link and cite sources  Gather relevant information from multiple print and digital sources, using search terms effectively
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Writing		
Primary Focus: Writing Unit	Secondary Focus	Routine Writing

<p style="text-align: center;"><b>Informational and Argument Essays Unit</b></p> <p>Lesson 1. Identifying Informational Essays and <i>Judging Sources</i></p> <p>Lesson 2. Review of How to Take Notes: notecards, computer organized, outline</p> <p>Lesson 3. Beginning the Research Process</p> <p>Lesson 4. Making a Preliminary Outline</p> <p>Lesson 5. Taking Notes on Source 2</p> <p>Lesson 6. Fleshing Out a Preliminary Outline</p> <p>Lesson 7. Recognizing and Injecting Structures When Taking Notes*</p> <p>Lesson 8. Adding Voice and Taking Notes</p> <p>Lesson 9. Researching for Anecdotes and Graphics</p> <p>* Lesson 10. Examining an Exemplar</p> <p>Lesson 11. Turning Notes into an Essay *</p> <p>Lesson 12. Revising for <i>Variety, Clarity, Correctness, and Conciseness</i> *</p> <p>Lesson 13. Revising for Content - Comparisons *</p> <p>Lesson 14. Using a Rubric and Edit Down the Lane</p> <p>Lesson 15. Celebrating, Sharing, and Performing</p>	<p>The culminating assignment within the IFL unit, Modern Issues About Food, addresses argument writing.</p> <p>However, please note, additional writing lessons may be needed to address all NJSLs.</p>	<p style="text-align: center;"><b>Examples:</b></p> <p>Reader's Response</p> <p>Notebook Journals</p> <p>Blogging</p> <p>Quick Writes</p> <p>Interactive Writing</p>
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### **Argument Essay Lessons**

Lesson 16. Recognizing What is Worth Arguing About and Judging Sources\*

Lesson 17. Taking Notes

Lesson 18. Taking Notes on Source 2.

Lesson 19. Taking Notes on Source 3

Lesson 20. Examining an Exemplar for Addressing the Opposing Side, Establishing Tone and Writing an Original Argument Essay\*

Lesson 21 *Revision from Reader*

Lesson 22 Revising for Content -Citing in-text direct and indirect quotations

Lesson 23 Revising for Variety, Clarity, Correctness, and Conciseness –

Lesson 24. Using a Rubric – Organizing Reasons and Evidence Logically and Edit Down the Lane

Lesson 25. Celebrating, Sharing, and Performing\*

### **Research Simulation Task Lessons**

Lesson 1. Reading Texts, Watching a Video, Finding Main Ideas for the RST Essay





<p>Lesson 2. Creating an Outline and Interpreting an Assignment for the RST Essay *</p> <p>Lesson 3. Writing Workshop, Writing the Introductory Paragraph for the RST</p> <p>Lesson 4. Evaluating an Exemplar Introductory Paragraph for the RST*</p> <p>Lesson 5. Writing Workshop, Writing the First Body Paragraph for the RST</p> <p>Lesson 6. Evaluating an Exemplar First Body Paragraph for the RST*</p> <p>Lesson 7. Writing Workshop, Writing the Second Body Paragraph for the RST</p> <p>Lesson 8. Evaluating an Exemplar Second Body Paragraph for the RST *</p> <p>Lesson 9. Writing Workshop, Writing a Third Body Paragraph for the RST</p> <p>Lesson 10. Evaluating an Exemplar Third Body Paragraph for the RST*</p> <p>Lesson 11. Writing and Evaluating a Concluding Paragraph for the RST*</p> <p>*Indicates that the lesson is accompanied by a PowerPoint.</p>		
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## Writing Rubrics

GRADES 6-11 CONDENSED SCORING RUBRIC FOR PROSE CONSTRUCTED RESPONSE ITEMS (Revised July 29, 2014)\*

Research Simulation Task and Literary Analysis Task

Construct Measured	Score Point 4	Score Point 3	Score Point 2	Score Point 1	Score Point 0
<b>Reading Comprehension of Key Ideas and Details</b>	The student response demonstrates <b>full comprehension</b> of ideas stated explicitly and inferentially by providing an <b>accurate</b> analysis and supporting the analysis with <b>effective and convincing</b> textual evidence.	The student response demonstrates <b>comprehension</b> of ideas stated explicitly and/or inferentially by providing a <b>mostly accurate</b> analysis and supporting the analysis with <b>adequate</b> textual evidence.	The student response demonstrates <b>basic comprehension</b> of ideas by providing a <b>generally accurate</b> analysis and supporting the analysis with <b>basic</b> textual evidence.	The student response does not demonstrate <b>limited comprehension</b> of ideas by providing <b>minimally accurate</b> or no analysis with limited textual evidence.	The student response does not demonstrate <b>no comprehension</b> of ideas by providing inaccurate or no analysis and <b>little to no</b> textual evidence.

<b>Writing Written Expression</b>	The student response: addresses the prompt and provides <b>effective and comprehensive</b> development of the claim or topic that is <b>consistently appropriate</b> to the task by using <b>clear and convincing</b> reasoning supported by <b>relevant textual</b> evidence; demonstrates <b>purposeful</b> coherence, clarity, and cohesion making it <b>easy to</b>	The student response: addresses the prompt and provides mostly <b>effective</b> development of the claim or topic that is <b>mostly appropriate</b> to the task by using <b>clear</b> reasoning supported by <b>relevant textual</b> evidence; demonstrates coherence, clarity, and cohesion making it <b>fairly easy to follow</b> the writer's progression of ideas; establishes and	The student response: addresses the prompt and provides <b>some</b> development of the claim or topic that is <b>somewhat appropriate</b> to the task by using <b>some</b> reasoning and <b>text-based</b> evidence; demonstrates <b>some</b> coherence, clarity, and cohesion making the writer's progression of idea <b>usually discernible but not obvious</b> ; has a style that is <b>somewhat</b>	The student response: addresses the prompt and provides <b>minimal</b> development of the claim or topic that is <b>limited in its appropriate</b> to the task by using <b>limited</b> reasoning and <b>text based</b> evidence; is a developed, text-based response with <b>little or no awareness</b> of the prompt; demonstrates <b>limited</b> coherence, clarity, and cohesion	The student response: is <b>undeveloped</b> and/or <b>inappropriate</b> to the task; <b>lacks</b> coherence, clarity and cohesion, has an inappropriate style with <b>little to no</b> awareness of the norms of the discipline.
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<b>Construct Measured</b>	<b>Score Point 4</b>	<b>Score Point 3</b>	<b>Score Point 2</b>	<b>Score Point 1</b>	<b>Score Point 0</b>
	<b>follow</b> the writer's progression of ideas; establishes and maintains an <b>effective</b> style, attending to the norms and conventions of the	maintains a <b>mostly effective</b> style, attending to the norms and conventions of the discipline.	effective, <b>generally</b> attending to the norms and conventions of the discipline.	making the writer's progression of ideas somewhat unclear; has a style that is has <b>limited</b> effectiveness, with <b>limited</b> awareness of the norms of the discipline.	

	discipline.				
<b>Writing Knowledge of Language and Conventions</b>		The student response to the prompt demonstrates <b>full command</b> of the conventions of standard English at an appropriate level of complexity. There <b>may</b> be a <b>few minor errors</b> in mechanics, grammar and usage, but <b>meaning is clear</b> .	The student response to the prompt demonstrates <b>some command</b> of the conventions of standard English at an appropriate level of complexity. There <b>may</b> be errors in mechanics, grammar and usage, that <b>occasionally impede understanding</b> , but the <b>meaning is generally clear</b> .	The student response to the prompt demonstrates <b>limited command</b> of the conventions of standard English at an appropriate level of complexity. There <b>may be errors</b> in mechanics; grammar and usage that <b>often impede understanding</b> .	The student response to the prompt demonstrates <b>no command</b> of the conventions of standard English at an appropriate level of complexity. <b>Frequent and varied errors</b> in mechanics, grammar, and usage <b>impede understanding</b> .

## Vocabulary

### When teaching vocabulary:

Please introduce students to 10-12 words per week.

Use the identified words as those you are teaching to the students (additional words may be selected by the teacher).

Use the various learning modalities and sample menu in order to deliver instruction.

Have students see the word in context first before explicit vocabulary instruction.

Have students repeat the word to ensure proper pronunciation. They are much more likely to use the word if they are confident they are saying it correctly.

Note: Not all sample activities/modalities need to be used for each word. Base your instruction on the needs of your student population and select modalities/activities that meet their needs

## Sadlier Textbook – Level B

76 | Page

### Additional Resources: Suggested in the NJ Curriculum Framework

Reading	Writing	Speaking and Listening	Language
<ul style="list-style-type: none"> <li>• <a href="#">Close In on Close Reading</a> <ul style="list-style-type: none"> <li>• <a href="#">Teaching Channel: Thinking Notes Strategy For Close Reading</a></li> </ul> </li> <li>• <a href="#">Summarizing, Paraphrasing &amp; Retelling</a></li> <li>• <a href="#">Strategies for Analyzing Argument</a> • <a href="#">Common Core Reading Strategies Informational Text</a></li> <li>• <a href="#">Summarizing Non-Fiction Text</a> • <a href="#">YouTube Reading Lessons Middle School</a></li> <li>• <a href="#">Common Core Strategies</a></li> <li>• <a href="#">Teaching Reading</a></li> <li>• <a href="#">Teaching Theme</a></li> <li>• <a href="#">Exploring Character</a></li> <li>• <a href="#">Literary Analysis</a></li> <li>• <a href="#">Vocabulary: Doing It Differently</a></li> </ul> <p><a href="http://www.state.nj.us/education/cccs/f_rameworks/ela/">http://www.state.nj.us/education/cccs/f_rameworks/ela/</a></p>	<ul style="list-style-type: none"> <li>• <a href="#">Teacher Tube - Counterclaims and rebuttals</a></li> <li>• <a href="#">Evidence Based Arguments</a></li> <li>• <a href="#">Writing Fix: Word Choice Resources</a></li> <li>• <a href="#">Writing Resources by Strand</a></li> <li>• <a href="#">Word Choice YouTube</a></li> <li>• <a href="#">Argumentative Writing YouTube</a></li> <li>• <a href="#">Writing Exemplars - Argument/Opinion</a></li> <li>• <a href="#">PARCC Writing Resources</a></li> <li>• <a href="#">Harvard College Writing Center</a> • <a href="#">Teaching Narrative</a></li> <li>• <a href="#">Writing Exemplars by Grade Level and Aspects to Consider in Writing</a> • <a href="#">Thesis Writing</a></li> <li>• <a href="#">Discussion, Planning and Questioning</a></li> <li>• <a href="#">Literary Analysis Writing</a></li> <li>• <a href="#">Writing a Thesis Statement</a></li> </ul> <p><a href="http://www.state.nj.us/education/cccs/f_rameworks/ela/">http://www.state.nj.us/education/cccs/f_rameworks/ela/</a></p>	<ul style="list-style-type: none"> <li>• <a href="#">Inquiry Based Learning (Edutopia)</a></li> <li>• <a href="#">Engaging Students Using Discussion</a></li> <li>• <a href="#">Strategies for Student Centered Discussion</a></li> <li>• <a href="#">Socratic Seminar: ReadWriteThink</a> • <a href="#">Fishbowl Strategy</a></li> <li>• <a href="#">Stems on Fostering Class Discussion</a></li> <li>• <a href="#">Fishbowl Strategies: Teach Like This</a></li> <li>• <a href="#">Accountable Talk</a></li> <li>• <a href="#">AVID Socratic Seminar</a></li> </ul> <p><a href="http://www.state.nj.us/education/cccs/f_rameworks/ela/">http://www.state.nj.us/education/cccs/f_rameworks/ela/</a></p>	<ul style="list-style-type: none"> <li>• <a href="#">Levels of Thinking in Bloom's and Webb's Depth of Knowledge</a></li> <li>• <a href="#">Cognitive Rigor Chart</a></li> <li>• <a href="#">5 Strategies For Middle School Classrooms</a></li> <li>• <a href="#">Spectrum of Standards by Grade: Breakdown of Standards and Sample Lessons</a></li> </ul> <p><a href="http://www.state.nj.us/education/cccs/f_rameworks/ela/">http://www.state.nj.us/education/cccs/f_rameworks/ela/</a></p>

## Suggested Websites

### **Read Write Think**

International Reading Association (IRA) website with grade level lesson plans, articles, and resources to support English Language Arts. <http://www.readwritethink.org/>

### **Writing Fix Home of Interactive Writing Prompts**

Quality teaching resources for K-12 strategically designed lessons to help teachers teach writing.

<http://writingfix.com/>

### **News ELA**

A free website with informational texts in the form of daily news articles with quizzes that can be utilized to differentiate instruction based on Lexile levels.

<http://www.newsela.com/>

### **Tween Tribune**

The daily news sites for kids, tweens and teens, where you will find the most compelling, relevant and interesting news for 55 million kids in K-12 and their 3.5 million teachers. Stories are selected by professional journalists working closely with teens, tweens and teachers. Teens and tweens can post comments, with all comments moderated by their teachers before they are published.

[www.tweentribune.com](http://www.tweentribune.com)

## Suggested Websites

### **E Reading Worksheets**

Ereading Worksheets provides teachers, parents, and motivated students with high-quality reading worksheets, activities, and resources aligned with Common Core State Standards. This website uses a skill focused approach where each activity targets a specific set of skills.

<http://www.ereadingworksheets.com/>

Field Trip Ideas



## **Unit 1**

**NEW JERSEY SCHOOL OF CONSERVATION** - Through field activities and sessions at Montclair State University's New Jersey School of Conservation, groups will learn about how Earth systems work and how humans impact those systems. Environmental science sessions aim to teach groups about animal ecology, entomology, herpetology, ornithology, and other topics related to the environment. Groups will also learn about topics in the social sciences such as Native American history and pre-industrial America. Activities include hiking, questing, papermaking, climbing, nature writing, canoeing on Lake Wapalanne, and more. Special activities in the winter include curling, snowshoeing, ice fishing, ski touring, and ice skating. <https://www.montclair.edu/csam/school-of-conservation/>

**THE MEADOWLANDS ENVIRONMENTAL CENTER** - The Meadowlands Environment Center (MEC) was formed to increase awareness and enjoyment of the Meadowlands District's unique and vital urban ecosystem. The New Jersey Sports and Exposition Authority and Ramapo College of New Jersey entered into a partnership in 2003 to develop a comprehensive environmental education program for schools and the general public. Together, the NJSEA and the experienced team of educators from Ramapo College encourage the use of the environment as a classroom, increase awareness of the natural resources of the Meadowlands, and help communities recognize the critical issues that affect the region. <http://www.njsea.com/njmc/about/meadowlands-environment-center.html>

## **Unit 2**

**NEWARK MUSEUM** - All programs at the Newark Museum are aligned with the New Jersey Core Curriculum Standards and address the goals of the National Common Core Standards initiative. Designed to be fun and engaging, the content-rich programs are based on the renowned art and science collections and engage students in learning that will enhance their academic skills. All of the programs are led by professional educators, using an inquiry based and discussion approach, never lectures. Special services include the state-of-the-art planetarium and portable SKYLAB & Distance Learning videoconferences. <http://newarkmuseum.org/>

**LIBERTY SCIENCE CENTER** - An interactive science museum and learning center located in Liberty State Park. The center, which first opened in 1993 as New Jersey's first major state science museum, has science exhibits, the largest IMAX Dome theater in the United States, numerous educational resources, and the original *Hoberman sphere*.

<http://lsc.org/plan-your-visit/>