

ENGLISH LANGUAGE ARTS



Grade 7: Unit 3

Reading Literature & Informational Text

Literary Analysis & Narrative Writing

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.

Pacing Chart – Unit 3

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 1		
Topic: Reading Literature and Informational Text Narrative/Literary Analysis Writing	NJSLS	Instruction: 8 weeks

<p>DISTRICT RESOURCES</p> <p>Reading Instruction: Novel: <i>Runner</i> by Carl Deuker</p> <p>HML Unit 1: Text Analysis Workshop: Plot, Setting, and Character, The Last Dog, Rikki-Tikki-Tavi</p> <p>HML Unit 2: The Scholarship Jacket, Zebra, Text Analysis Workshop: Point of View</p> <p>HML Unit 3: Text Analysis Workshop: Understanding Theme; The War of Wolf, Amigo Brothers</p> <p>HML Unit 6: Prometheus, Orpheus, and Eurydice, from Beowulf; from Young Arthur</p> <p>Writing Instruction: Narrative Writing and Literary Analysis</p>	<p>Reading Standards: Literature RL.7.1, RL.7.2, RL.7.3, RL.7.4, RL.7.5, RL.7.6, RL.7.7, RL.7.9</p> <p>Informational RI.7.1, RI.7.2, RI.7.6</p> <p>Writing Standards: W.7.3A, B, C, D, E, W.7.4, W.7.5, W.7.6, W.7.9A,B, 7.10</p> <p>Language Standards: L.7.1C, L.7.2A,B, L.7.3A, L.7.4A,C,D, L.7.5A,C, L.7.6</p> <p>Speaking and Listening Standards: SL.7.1A,B,C,D, SL.7.2 SL.7.4, SL.7.6</p>	<p>Assessment: 1 week</p>
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<p>Collaborative problem solving</p> <p>Writing to learn Making thinking visible Note taking</p> <p>Rereading & rewriting</p> <p>Establishing text-based norms for discussions & writing</p> <p>Establishing metacognitive reflection & 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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Educational Technology

Standards

8.1.8.A.2, 8.1.8.B.1, 8.1.8.C.1. 8.1.8.E.1,

Technology Operations and Concepts

- Demonstrate knowledge of real word problems using digital resources

Example: Students can draft an essay on racism using computer based resources as they read Claudette Colvin: Twice Toward Justice reading.

Creativity and Innovation

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

Example: After reading Claudette Colvin: Twice Toward Justice, students can publish an essay on racism on a teacher, school, or district web page.

Communication and Collaboration

- Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using electronic tools.

Example: After completing Claudette Colvin: Twice Toward Justice and online research, students can create a blog to discuss their views on Claudette's Colvin's role in the Civil Rights Movement.

Research and Information Literacy

- Use digital tools and online resources to explore a problem or issue affecting children, and discuss possible solutions.

Example: While reading Claudette Colvin: Twice Toward Justice, students can use digital tools such as Acrobat and iAnnotate to take notes in class PDFs.

LINK: <http://www.state.nj.us/education/cccs/standards/8/>

Computer Skills

Keyboarding Skills Multimedia Presentation

Learn the home row position

Practice finding and using keys such as shift, backspace, forward

and back slashers, enter and Ctrl

Accurately keyboard alphabetic material at 25-30 wpm

Properly use a 10-key numeric keypad

Word Processing Skills

Select fonts, change font size, apply font styles, and underlines
Apply font colors
Use cut and paste/ copy and paste
Change line and paragraph spacing
Move text and paragraphs
Indent text

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, CRP5, 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 group discussions. Examples may include jigsaw and fishbowl activities.

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: In this unit, students will apply appropriate academic and technical skills when making relevant global connections to Claudette Colvin Twice Toward Justice and the IFL Texts.

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: In this unit, students will communicate, in writing, when producing an informative/explanatory essay.

CRP5. Consider the environmental, social and economic impacts of decisions.

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

Example: Students can engaged in research, writing and discussions about the real world environmental and social implications of ideas discussed in Claudette Colvin Twice Toward Justice.

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 can produce an essay depicting their viewpoint on “Would the World Be Different if Claudette Colvin Never Existed?”

<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:

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

4- Expanding	<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>
3- Developing	<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>
2- Beginning	<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>
1- Entering	<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><u>Time/General</u></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><u>Processing</u></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><u>Comprehension</u></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><u>Recall</u></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><u>Assistive Technology</u></p> <p>Computer/whiteboard</p> <p>Tape recorder</p> <p>Spell-checker</p> <p>Audio-taped books</p>	<p><u>Tests/Quizzes/Grading</u></p> <p>Extended time</p> <p>Study guides</p> <p>Shortened tests</p> <p>Read directions aloud</p>	<p><u>Behavior/Attention</u></p> <p>Consistent daily structured routine</p> <p>Simple and clear classroom rules</p> <p>Frequent feedback</p>	<p><u>Organization</u></p> <p>Individual daily planner</p> <p>Display a written agenda</p> <p>Note-taking assistance</p> <p>Color code materials</p>

Differentiated Instruction

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: Analysis of Theme: Degrees of Happiness

Social Studies Connection: 6.2.8.D.3.a

Global Happiness

It is important to be aware of how countries function globally. There are countries that feel a high level of national pride, personal freedom, safety, and security. There are also countries that suffer from poverty, disease, war, and human rights violations. Learning the components of a “happy country” versus a “sad country” and where these countries are located in relation to the United States is critical to understanding global politics.

Students will work in groups to create an action plan with strategies on how to assist the “sad countries” in surmounting their societal hardships.

“The World’s Happiest Countries” by Francesca Levy

<http://www.forbes.com/2010/07/14/world-happiest-countries-lifestyle-realestate-gallup.html>

<http://www.forbes.com/pictures/mef45mfgd/1-norway-2/>

Science Connection: MS-LS1-5

Laughter is the Best Medicine

There are many positive side effects of laughter on the body such as boosting the immune system, preventing heart disease, reducing stress, and an increase in overall emotional health. A simple laugh or smile can produce positive outcomes for body, mind, and soul that prove to be extensive and invaluable. Students will create an anchor chart to display the physical and mental benefits of happiness.

http://www.helpguide.org/life/humor_laughter_health.htm

<http://www.discovery.com/tv-shows/curiosity/topics/10-reasons-why-laughing-good-for-you.htm>

Interdisciplinary Connections

Model Interdisciplinary thinking to expose students to other disciplines.

Claudette Colvin: Twice Toward Justice

Social Studies Connection: 6.1.12.A.13.b

Jim Crow

Between 1877 and the mid-1960’s, Jim Crow was the name of the racial caste system which operated primarily, but not exclusively in southern and border states. Under Jim Crow, African Americans were relegated to the status of second class citizens. Jim Crow laws mandated the segregation of public schools, public places, public transportation, and the segregation of restrooms, restaurants and drinking fountains for whites and blacks.

<http://www.dpi.state.nc.us/docs/curriculum/socialstudies/middlegrades/discovernc/7discoverncjimcrow.pdf>

<http://www.pbs.org/wnet/jimcrow/index.html>

<http://www.ferris.edu/jimcrow/what.htm>

Social Studies Connection: 6.1.12.A.13.b

Freedom Riders

Civil rights activists who rode interstate buses into the segregated southern United States in 1961 were called Freedom Riders. The Supreme Court ruled that segregated public buses were unconstitutional in the cases of *Irene Morgan v. Commonwealth of Virginia* (1946) and *Boynton v. Virginia* (1960). When this Supreme Court decision was disregarded, people rallied together and organized the group Freedom Riders. The Freedom Riders rode interstate buses in the South in mixed racial groups to challenge local laws or customs that enforced segregation in seating. National attention was brought to the South for their negligence in adhering to the federal law and the local violence used to enforce segregation in southern United States.

http://www.crmvet.org/riders/freedom_rides.pdf

<http://www.blackpast.org/aah/freedom-rides-1961/>

<http://www.tolerance.org/lesson/freedom-riders>

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.

Assessments

Required District/State Assessments Suggested Formative/Summative Classroom Assessments Short

constructed response questions

Study Island Writing Prompts DRA2

PARCC

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</i> , <i>bellicose</i> , <i>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	

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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

READING: INFORMATIONAL TEXT					
RI.7.1	Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.	X	X	X	X
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
WRITING					
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 and collaborate with others, including linking to and citing sources.	X	X	X	X
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
SPEAKING AND LISTENING					
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 and ideas that bring the discussion back on topic as needed.	X	X	X	X
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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) and explain how the ideas clarify a topic, text, or issue under study.			X	X
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

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Grade: 7	Unit 3	Topic: Reading Literature & Informational Text Narrative & Literary Analysis Writing
Standards: NJSLS: Reading Literature: 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.9 Reading Informational Text: 7.1, 7.2, 7.6 Writing: 7.3A,B,C,D,E, 7.4, 7.5, 7.6, 7.9A,B, 7.10 Speaking and Listening: 7.1A,B,C,D, 7.2, 7.4, 7.6 Language: 7.1C, 7.2A,B, 7.3A, 7.4A,C,D, 7.5A,C, 7.6		

IFL Unit CCSS:

Reading Literature: 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.10 **Language:** 7.1, 7.2, 7.3, 7.4, 7.5, 7.6

Speaking and Listening: 7.1A,B,C,D **Writing:** 7.2, 7.4, 7.5, 7.8, 7.9, 7.10

HML Reading Unit: Analysis of Theme: Degrees of Happiness (5 Week Unit)

This unit about analysis of theme and literary characterizations. Through engaging in the unit, students will:

- *read, write about, and discuss two narrative poems and two short stories; and
- *learn to analyze how themes develop over the course of a text and how particular elements, like plot and character, interact to develop the theme; *learn how a text's structure (poem or prose) contributes to its meaning;
- *deepen their understanding of the methods used by authors to develop different characters
- *learn how to write essays about their analysis of themes.

Required Resources for HML

“Oranges” by Gary Soto
“The Chase” by Annie Dillard
“Happiness” by Yusef Komunyakaa
“Two Kinds” by Amy Tan
“Snow” by Julia Alvarez
“The Bridge” by Maurice Kilwein Guevara

New Jersey Student Learning Standard (NJSLS) RL.7.1

NJSLS: 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 NJSLS: Analyze text to identify where information is explicitly stated and where inferences must be drawn.

Student Population

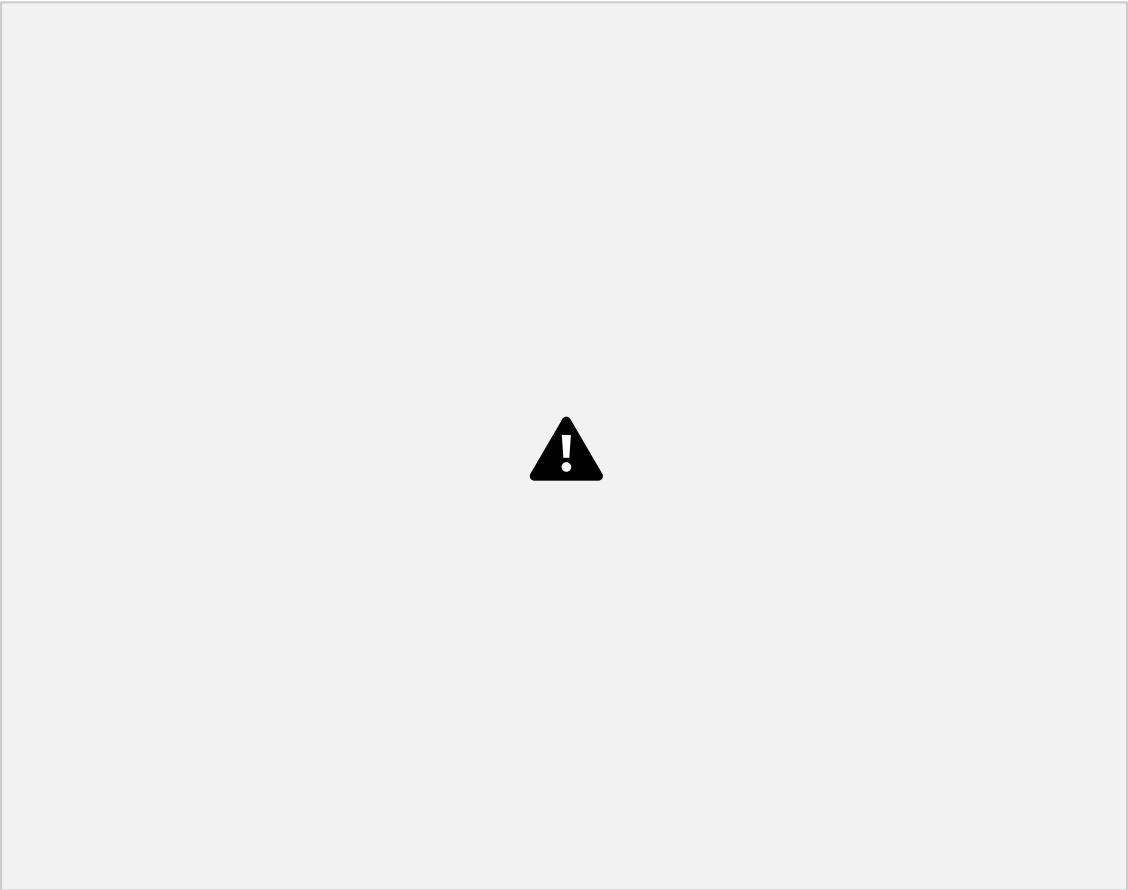
Critical Knowledge and Skills

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 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 literary genres Probe a segment of text in order to study and evaluate its multiple,</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>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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	<p>deeper, and varied meanings 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>		
<p>ESL Levels 2.5-3.9 WIDA 2: Reading, Speaking Special Education Students - Mid Group</p>	<p>Identifying the main idea Identifying supporting details Drawing inference Supporting inferences using pieces from the text</p>	<p>How can you determine the main idea? How can you support the main idea using supporting details? How can you utilize details to make an inference?</p>	<p>Use a graphic organizer to chart supporting details. Use a double entry journal to chart supporting details and make inferences. 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 WIDA 2: Reading, Speaking Special Education</p>	<p>Identifying the main idea Identifying supporting details</p>	<p>Which one of the following sentences summarizes the main idea? Given the main idea, which of the following sentences are supporting</p>	<p>Have students match sentence citations from appropriately leveled text to visual representations. Provide students with appropriately leveled sentences and have students underline the sentences that support the main idea.</p>

Students - Low Group		details?	With teacher’s prompt and support, Use a partially filled graphic organizer to chart supporting details.
<div>Sample Test Released Item –(4125_A EBSR) Associated Text: “Black Beauty: The Autobiography of a Horse”</div> <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</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>a text</p> <p>Evaluate recurring ideas and changes in the characters and plot over the course of the text</p> <p>(why did the author make those changes, impact on</p>		
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	<p>the reader, effectiveness of the author's choices)</p> <p>Identify how the theme or central idea relates to the characters, setting, and/or plot over the course of the text</p> <p>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</p>
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			<p>development of a central idea in a simple text.</p> <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>
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New Jersey Student Learning Standard (NJSLS) RL.7.3

NJSLS: RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). **Essential Element of the NJSLS: Determine how two or more story elements 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>Analyze the impact specific story elements have on the text</p> <p>Relate the change in character to changes in setting or plot and vice versa (change in setting affects character or plot, change in plot affects character and setting)</p> <p>Analyze how the plot and setting affect the actions/choices of the characters</p> <p>Explain why the author chose to have elements of a story interact in a specific way</p> <p>Analyze the impact of the relationship between characters, setting, and plot on the reader</p> <p>Evaluate the author's effectiveness in determining the</p>	<p>How does the plot unfold?</p> <p>Describe the problem. How was it resolved?</p> <p>An example of how the plot is shaped by the setting is_.</p> <p>What can you infer about plot and how it is shaped by the setting?</p> <p>An example of how a character evolves with the plot is</p> <p>What can you infer about the character and how he is shaped by the setting?</p> <p>How does the use of dialogue help the reader understand character and plot?</p>	<p>Students recognize how setting affects character and thematic developments. Students complete a graphic organizer to prompt thinking/writing.</p> <p>Students analyze how plot elements (Exposition, Rising Action, Climax, Falling Action, and Resolution) and their sequence affect meaning. Students create visual representations of the story arc as they read.</p> <p>Students analyze Direct vs. Indirect Characterization, and use a graphic organizer to show how these devices affect the emergence of character and theme.</p> <p>Students recognize the central conflicts within a text, including internal vs. external conflicts. Students can use a "conflict dissection" graphic organizer to help them analyze each conflict.</p> <p>Students recognize the point of view from which the story is told, and apply this to a greater understanding of the text. Students</p>

	interactions between character, setting, and plot		<p>should also analyze the text in terms of the author or character's perspective.</p> <p>Students distinguish between and appraise each of the story elements for its relation to theme. Students draw on their understanding of these elements in an effort to think critically, and craft an argument regarding the given text.</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</p> <p>Group</p>	<p>Events</p> <p>Ideas</p> <p>Interaction between characters</p>	<p>How does the development of events / ideas affect the actions / choices / and individuals?</p>	<p>Using a T-Chart, model for your students how to identify examples of cause-and-effect interactions among individuals, ideas and events.</p> <p>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>

<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</p>
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			completed graphic organizers.
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Sample Test Released Item: (4120_A EBSR) Associated Text: “The Georges and the Jewels”



New Jersey Student Learning Standard (NJSLS) RL.7.4

NJSLS: RL.7.4 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: Determine the meaning of simple idioms and figures of speech as they are used in a 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>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>Explain poetic devices used in text</p> <p>Analyze the impact of poetic sound devices (rhyme scheme, alliteration, consonance, etc.) on a particular section of a text</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</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 the meaning and tone of the passage?</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>

	author's word choice or sound device		
<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>Understanding new vocabulary words</p> <p>Using synonyms and antonyms to determine word meaning</p> <p>Interpret meaning by using context clues</p> <p>Understanding figurative and connotative meanings</p> <p>Formal and informal tone</p>	<p>How can I analyze the use of rhymes, repetition of words, and alliteration in poetry and literary texts?</p> <p>How can I determine a phrase's implied message?</p> <p>Which words and phrases specifically impact the tone of the text?</p>	<p>Create an anchor chart with examples of rhymes, repetition of words, and alliteration.</p> <p>Create a word gallery.</p> <p>With teacher's prompt and support, highlight in different colors rhymes, repetition of words, and alliteration in poetry.</p> <p>Complete a four square vocabulary graphic organizer.</p> <p>Use a graphic organizer to chart literal and implied meaning of words.</p> <p>Model using context clues to determine the meaning of unknown words.</p> <p>Given short sentences, as a group determine the meaning of words based on its use and explain the answer.</p> <p>Watch a video about identifying figurative language. As a group, create riddles about figurative language.</p>

			With teacher's prompt and support, students will read a leveled text and chart formal and informal tone.
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			<p>Provide students with <i>Yes/ No</i> or multiple choice questions to identify synonyms or antonyms.</p> <p>Create visual representations of vocabulary words.</p> <p>Given context clues, students will match words to pictures.</p> <p>Given a word bank, students will complete appropriately leveled sentences.</p> <p>Given specific statements, students will match a statement with the correct term (rhyme, repetition or words, and alliteration).</p> <p>Sort words that have positive and negative connotation</p> <p>After reading a short text, as class identify the author's tone.</p> <p>Highlight words or phrases that reinforce the author's tone.</p> <p>Highlight formal and informal tone with two different colors.</p>
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<p>ESL Levels 1-2.4</p> <p>WIDA 2: Reading, Speaking</p>	<p>Using context clues to figure out meanings</p> <p>Word Choice</p> <p>Using synonyms and antonyms to determine</p>	<p>Which of the following words and phrases helps you figure out the unknown word in the sentence?</p>	<p>Provide students with <i>Yes/ No</i> or multiple choice questions to identify synonyms or antonyms.</p> <p>Create visual representations of vocabulary words.</p>
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<p>Special Education</p> <p>Students - Low Group</p>	<p>word meaning</p> <p>Understanding figurative and connotative meanings</p>	<p>Which of the following represents the implied meaning of the sentence?</p> <p>Which group of words represents rhyming words?</p> <p>Which of the following words is the synonym of the underlined word?</p>	<p>Match context clues to words or pictures.</p> <p>Given a word bank, students will complete appropriately leveled sentences.</p> <p>Given specific statements students will match a statement with the correct term (rhyme, repetition, and alliteration)</p> <p>Sort out words that have positive or negative connotation.</p> <p>After reading a short text as a whole class, identify the author's tone by highlighting words or phrases that reinforce the author's tone using different colors.</p>
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Sample Test Released Item: (4122_A EBSR) Associated Text: “Black Beauty: The Autobiography of a



Horse”

New Jersey Student Learning Standard (NJSL) RL.7.5

NJSL: RL.7.5 Analyze how a drama's or poem's form or structure (e.g. soliloquy, sonnet) contributes to its meaning. Essential

Element of the NJSL: Compare the structure of two or more texts (e.g., stories, poems, or dramas).

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 form and structure of a drama or poem</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</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 informat texts.</p> <p>After examining a drama's or poem's form or structure, students can analyze how specific structures impact meaning.</p>

	<p>would the text be different if the form changed?)</p> <p>Evaluate the effectiveness of the chosen form or structure</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</p> <p>Group</p>	<p>Understand and identify types of drama and poetry</p> <p>Analyze the form or structure of drama and poetry</p> <p>Interpret the meaning of drama and poetry</p> <p>Understand and analyze how text structure contributes to the meaning of a drama or poem.</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>Model the reading of two short leveled texts and complete a corresponding graphic organizer.</p> <p>With a partner, determine the text structure of two short leveled passages using the anchor chart.</p> <p>Use a three Column chart to compare and contrast.</p> <p>Create a teacher-guided –text-structure anchor chart based on selected text.</p>

<p>ESL Levels 1-2.4</p> <p>WIDA 2: Reading, Speaking</p> <p>Special Education</p> <p>Students - Low Group</p>	<p>Understand and identify types of drama and poetry</p> <p>Analyze the form or structure of drama and poetry</p> <p>Interpret the meaning of drama and poetry</p> <p>Understand and analyze how text structure contributes to the</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>Model and chart one text structure at a time.</p> <p>Have students match the passage with text structure.</p> <p>Students will finish a partially completed graphic organizer for each text structure.</p> <p>Given a leveled passage, students will use a check list to answer Yes/ No questions about the features that the author used throughout the texts.</p>
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	<p>meaning of a drama or poem.</p>		
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Sample Test Released Item: (VF646272 EBSR) Beach Walk Souvenir



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.**

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 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</p> <p>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 view?</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>

<p>ESL Levels 2.5-3.9</p> <p>WIDA 2: 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>
<p>ESL Levels 1-2.4</p> <p>WIDA 2: Reading, Speaking</p> <p>Special Education 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>

			Match phrases with author’s purpose
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			<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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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)

New Jersey Student Learning Standard (NJSLS) RL.7.7

NJSLS: 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).

Essential Element of the NJSLS: Compare a text version of a story, drama, or poem with an audio, video, or live version of the same text.

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
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<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 because of the medium in which it is presented</p> <p>Interact with content expressed through multiple and varied formats (written, audio, staged, multimedia)</p> <p>Generate a list of techniques expressed in each medium</p> <p>Compare and contrast a written story, drama, or poem o its audio, filmed, staged, or multimedia version</p> <p>Determine how the techniques of a particular medium affect the content</p> <p>Analyze the effects of techniques unique to each medium</p> <p>Explain what makes each medium unique</p>	<p>How does reading a story 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 book 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>Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, and poem).</p> <p>Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.</p> <p>Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.</p>
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	<p>Analyze the impact of each medium on the reader</p> <p>Make judgments about which medium best represents the content</p>		
<p>ESL Levels 2.5-3.9</p> <p>WIDA 2: Reading, Speaking</p> <p>Special Education</p> <p>Students - Mid Group</p>	<p>Compare & 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</p> <p>Sound</p> <p>Color</p> <p>Camera focus</p> <p>Camera angles</p>	<p>How does reading a story compare to the audio or video version?</p> <p>Evaluate the effectiveness of the media techniques used to portray the work.</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>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>

ESL Levels 1-2.4 WIDA 2: Reading, Speaking	Compare & contrast the experience of reading a story, drama, or poem to	Select an event from the book and compare it to a scene from the	Have students work in groups to create a Venn diagram, and provide a list of guiding questions on what student should
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Special Education Students - Low Group	<p>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 Camera angles</p>	<p>production. How are they different and why? What medium most impacts your understanding of the selected work? How does reading the text compare to the audio or video version?</p>	<p>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. Display videos or have class discussions with students on the concepts of nonverbal and oral communication.</p>
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<p>New Jersey Student Learning Standard (NJSLs) RL.7.9</p> <p>NJSLs: 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.</p> <p>Essential Element of the NJSLs: Compare a fictional time, place, or character in one text with the same time, place, or character portrayed in a historical account.</p>			
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>Compare and contrast historical fiction and a factual text</p> <p>Explain how authors of historical fiction omit, embellish, or alter the information found in factual text to create a story</p> <p>Use a variety of previous knowledge (e.g. practical knowledge, historical/cultural context, and background knowledge) to make connections to and reflect on the text</p> <p>Analyze the importance of the information each author emphasized and the importance of what was excluded</p> <p>Analyze why the author of the fictional piece</p>	<p>How does the author use/alter history to_?</p> <p>How are historical events and the fictional event the same and/ or different?</p> <p>How does the author's portrayal of the character compare to historical accounts?</p> <p>What could the author have done to provide a more accurate portrayal of the time period/place?</p>	<p>Students read through a fictional account to compare it to a historical account of the same time period. While reading through the fictional text, students highlight statements describing the time, place and characters. They then compare these statements to statements found in the historical account of the same time period and record those comparisons.</p> <p>Students read a fictional text as well as a historical account of the same time period and then organize the information into a template which provides for comparisons to be made. Students use the information to write an objective summary of their comparison and synthesis of ideas.</p>
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	<p>chose to use or alter history</p> <p>Analyze the impact that the author's use or alteration of history has on the reader</p> <p>Evaluate the effectiveness of the author's choices to use and/or alter history</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>Identify how the author used or altered history to write a fictional portrayal</p> <p>Compare and contrast the historical events as they were portrayed in the fictional story to the historical account of the same event</p>	<p>How does the author's portrayal of the character compare to historical accounts?</p> <p>What could the author have done to provide a more accurate portrayal of the time period/place?</p>	<p>Have students work in groups to analyze the historical, social, and cultural context of setting and its impact on character development.</p> <p>Compare/contrast characters from fictional narratives or poems. Use translation dictionaries to assist with research of text evidence to support the analysis.</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>Distinguish between historical fiction and historical accounts</p> <p>Identify the historical event in terms of time, place, and/or character</p>	<p>How does the author use/alter history to</p> <p>?</p> <p>How are historical events and the fictional event the same and/or different?</p>	<p>Conduct activity to have students reflect on personal experiences or historical events as the foundation for producing a creative poem or short story.</p> <p>Explore variations of universal themes in literary texts and poetry.</p>

New Jersey Student Learning Standard (NJSLS)RI.7.1

NJSLS: 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 NJSLS: Analyze text to identify where information is explicitly stated and where inferences must be drawn.

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>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>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>

	Read and analyze a variety of informational texts		
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	<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 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>What can you infer from what you have read?</p> <p>What can I interpret or understand from the text?</p> <p>What is the author telling us?</p> <p>Is my understanding of the text correct based on the story details?</p> <p>How do my experiences help me to understand</p>	<p>After reading a short read aloud, the teacher will model how to draw inferences and chart on an anchor chart.</p> <p>Students will identify details and give examples by using pre-taught words or phrases on a graphic organizer.</p> <p>Given sentence frames students will draw inferences. For example,</p> <p>From the story I can tell that <u>because</u> on page it states, .”</p> <p>After reading a leveled text, in pairs students will highlight statements that</p>
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		<p>what I am reading?</p> <p>What is the most important information in the text?</p> <p>Are my inferences accurate based on the story events/details?</p> <p>What are the most important facts?</p> <p>Why did the author want the reader to learn these?</p>	<p>explain what the text is about.</p> <p>After reading a short text, students will complete a T- chart to write their inferences and support their answers.</p> <p>In pairs, students will read short paragraphs and answer yes/no or multiple choices questions.</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>Identify details and examples</p> <p>Draw inferences based on textual evidence and illustrations</p> <p>Explain what the text says with drawings and simple answers to WH question:</p> <p>Cite one or two examples using word bank and illustrations to explain an inference.</p>	<p>What are the facts in the text?</p> <p>Where in the text does it show it/tells you?</p>	<p>After reading a leveled text, students will use visual representations or sentence starters to identify the most important information in the text. For example,</p> <p>On page it states that -”</p> <p>Was the text about or ? In the text, did happen?</p> <p>In the beginning, middle and end of the text, did happen?</p> <p>Students will use pre-taught words or illustrations or point to pictures to draw inferences based on textual evidence.</p> <p>Students will answer WH questions to explain what the text says.</p>
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			<p>Teacher will model how to cite examples in making inferences with the aid of graphic organizers.</p>
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New Jersey Student Learning Standard (NJSL) RI.7.2

NJSL: 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.

Essential Element of the NJSL: Determine two or more central ideas in a 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>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 a text to create an objective summary 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>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>

	the text.		
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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>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 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.7.6

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>Read multiple articles. Have students pair at identified points and complete the phrase: This section/paragraph is about ; and the point is .</p>
<p>ESL Levels 2.5-3.9</p> <p>WIDA 2: Reading, Speaking</p> <p>Special Education Students - Mid Group</p>	<p>Point of view</p> <p>Analyze purpose</p> <p>Narrator</p>	<p>How can you define an author's purpose?</p> <p>How can you define an author's point of view?</p> <p>What is the author's purpose?</p> <p>What is the author's point of view?</p> <p>How does the author</p>	<p>After listening to a short leveled text, model how to find the author's/ narrator's point of view. Highlight words or phrases that support the author's/narrator's point of view.</p> <p>Using an appropriately leveled passage, students in groups will identify the author's/ narrator's point of view by highlighting reasons and evidence that support particular points.</p>

		<p>distinguish his/her position from that of others?</p> <p>How does the author distinguish his/her position from that of others?</p>	<p>Complete a graphic organizer with the author's point of view and evidence.</p>
<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>Analyze purpose</p> <p>Narrator</p>	<p>What is an author's purpose?</p> <p>What is an author's point of view?</p> <p>How does the author distinguish his/her position from that of others?</p>	<p>After listening and comprehending an appropriately leveled text, students will answer multiple choice questions about the author's point of view.</p> <p>Given sentence strips, students will place the author's point of view with corresponding visual representation.</p>



New Jersey Student Learning Standard (NJSLS)W.7.3 A,B,C,D,E,F

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

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

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

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

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

Essential Element of the NJSLS: Write about events or personal experiences.

a. Write a narrative about a real or imagined experience introducing the experience, at least one character, and two or more events.

b. Not applicable

c. Use temporal words (e.g., first, then, next) to signal order.

d. Use words that describe feelings of people or characters in the narrative.

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>Engage the reader with a story hook</p> <p>Introduce a narrator and/or characters</p> <p>Establish a point of view and background story</p> <p>Organize an event sequence that unfolds naturally and logically</p> <p>Use narrative techniques effectively to develop experiences, events, and/or characters</p> <p>Transition from one idea to the next by</p>	<p>What is the main problem or conflict in the story?</p> <p>In which sentences does the author establish his/her point of view?</p> <p>How does the author introduce the narrator?</p> <p>Who is the narrator?</p> <p>Name the first event that leads to the unfolding of the story?</p> <p>Which significant events reveal the problem in the story?</p>	<p>Compose a narrative that engages and orients the reader to the narrator and/or characters as the sequence unfolds naturally and logically.</p> <p>Compose a narrative that uses narrative techniques such as dialogue, pacing, and description to develop experiences, events, and characters.</p> <p>Compose a narrative that uses a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>Compose a narrative that uses descriptions and details which allow the</p>

	using		audience to create vivid images. Include precise and
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	<p>appropriate words and phrases Use figurative language to aid in description Describe ideas by using sensory and specific language Write a conclusion that brings the story events to a meaningful close Clearly convey a conflict and a resolution to the conflict</p>	<p>Identify the details the author uses to create the mood of the story. Is foreshadowing used in the story? If so, how?</p> <p>How does the author convey shifts from one time period to another? Name the events that detail these shifts.</p> <p>How does the author use dialogue to develop the plot? How does affect the plot?</p> <p>How do the characters impact the problem/resolution? How does change throughout the story?</p> <p>What details of the event that indicate the problem has been resolved.</p>	<p>descriptive language to capture the action and convey experiences.</p>
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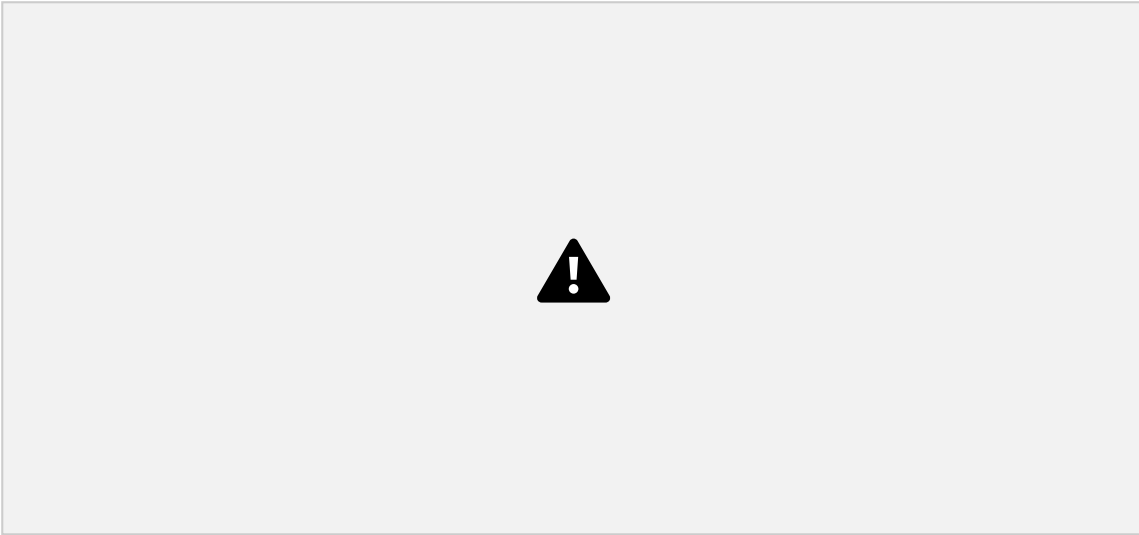
ESL Levels 2.5-3.9 WIDA 2: Reading, Speaking	Elements of a narrative Narrative organization text structure	Who is telling the story? What are the elements of a narrative? Which sentence shows	Model completing a graphic organizer to outline a narrative piece. Watch a video about organizing a narrative text.
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<p>Special Education</p> <p>Students- Mid Group</p>	<p>Context</p> <p>Point of view</p> <p>Sequence</p> <p>Dialogue</p> <p>Pacing</p> <p>Description</p> <p>Events</p> <p>Characters</p> <p>Transition words</p> <p>Sequence</p> <p>Wordchoice</p> <p>Phrases</p> <p>SensoryLanguage</p> <p>Precise words</p> <p>Phrases</p> <p>Experiences</p> <p>Events</p> <p>Conclusion</p> <p>Narrativewriting</p> <p>Resolution</p>	<p>the author's point of view?</p> <p>How is dialogue important in developing the story plot?</p> <p>How canI include dialogue in my narrative writing</p> <p>How canyou show time order inyour narrative paragraph?</p> <p>How does the author signal shifts from one time period to another?</p> <p>Which details show the mood in the story?</p> <p>Howare sensory languageand descriptive details important to develop experiences, events, andcharacters?</p> <p>How canI provide an effectiveconclusion to mynarrativewriting?</p> <p>What amI supposed to include in my narrative</p>	<p>Model for students how to identify the author's point of view.</p> <p>With teacher's prompt and support, students will use pre-taught vocabulary, transitional words, phrases,and previously completedgraphic plan to develop a narrativeparagraph using sentenceframes.</p> <p>Examinean excerpt with students, discuss dialogue,and explain how words and phrases are used to develop the plot.</p> <p>Given anarrativeparagraph, ask students to incorporate dialogueas theyseefit.</p> <p>Given a short narrativeparagraph, ask students to add temporal / transitional words to show shifts in the storyby referring to a word wall.</p> <p>Model for students how to usedescriptive details and sensory language.</p> <p>With the support of a teacher-provided model and a word bank of pre-taught descriptive / sensory language, students willwriteanarrativeparagraph to develop experiences, events andcharacters.</p> <p>Model for students how to provide an appropriateconclusion to a narrative</p>
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		conclusion?	<p>piece.</p> <p>Given sentenceframes, students will provide an appropriate conclusion.</p>
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			<p>Given a short, adapted narrative text, students will develop an appropriate conclusion.</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>Elements of a narrative Narrative organization text structure</p> <p>Context</p> <p>Point of view</p> <p>Sequence</p> <p>Dialogue</p> <p>Pacing</p> <p>Description</p> <p>Events</p> <p>Characters</p> <p>Transition words</p> <p>Sequence</p> <p>Word choice</p> <p>Phrases</p> <p>Sensory Language</p> <p>Precise words</p> <p>Phrases</p> <p>Experiences</p>	<p>Is the narrator of the story or ?</p> <p>Which of the following sentences represents a narrative experience? Which group of words helps us understand change in a sequence of events? Which group of words helps us see change in time of events</p> <p>Which one of the following sentences has sensory language? Which of the following sentences has descriptive details? Which of the following sentences can be used as an effective conclusion? How can I write my concluding sentence?</p>	<p>With teacher's prompt and support, students will use prior knowledge including pre-taught words, phrases, and transitional words to complete a cloze narrative paragraph.</p> <p>Have students' complete sentences using elements of a narrative.</p> <p>With teacher's prompt and support, students will connect dialogue with characters from a previously read story.</p> <p>In a whole-class format, model for students and engage them in writing sentences featuring dialogue.</p> <p>Complete story board by adding dialogue.</p> <p>Ask students to enumerate events as they occur in a story by sequencing pictures and labeling them.</p> <p>Model for students how to identify descriptive details and sensory language in a narrative.</p> <p>Given a word bank of pre-taught descriptive words / phrases, students will complete appropriately leveled sentences.</p>
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	Events Conclusion Narrative writing Resolution		Given sentence frames, students will provide an appropriate concluding sentence.
<p>Sample Test Released Item: (VF909277 PCR) Believing in Horses</p> <div>  </div>			

<div> <div> New Jersey Student Learning Standard (NJSLS) W.7.4 </div> <div> NJSLS: W.7.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. </div> <div> Essential Element of the NJSLS: Produce writing that is appropriate for the task, purpose, or audience. </div> </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>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</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</p>

WIDA 2: Reading, Speaking Special Education Students - Mid Group	task Understand the audience Write well-constructed sentences	prompt? Who is going to be the reader of your writing piece? How can you organize your ideas before you start writing?	appropriate to task, purpose and audience by using key, content-based vocabulary in simple sentences. Use a graphic organizer.
ESL Levels 1-2.4 WIDA 2: Reading, Speaking Special Education Students - Low Group	Organize ideas Understand the writing task Understand the audience Write well-constructed sentences	Which of the following words and phrases better matches the highlighted caption?	Have students use high-frequency, content related, single words or phrases to complete captions.

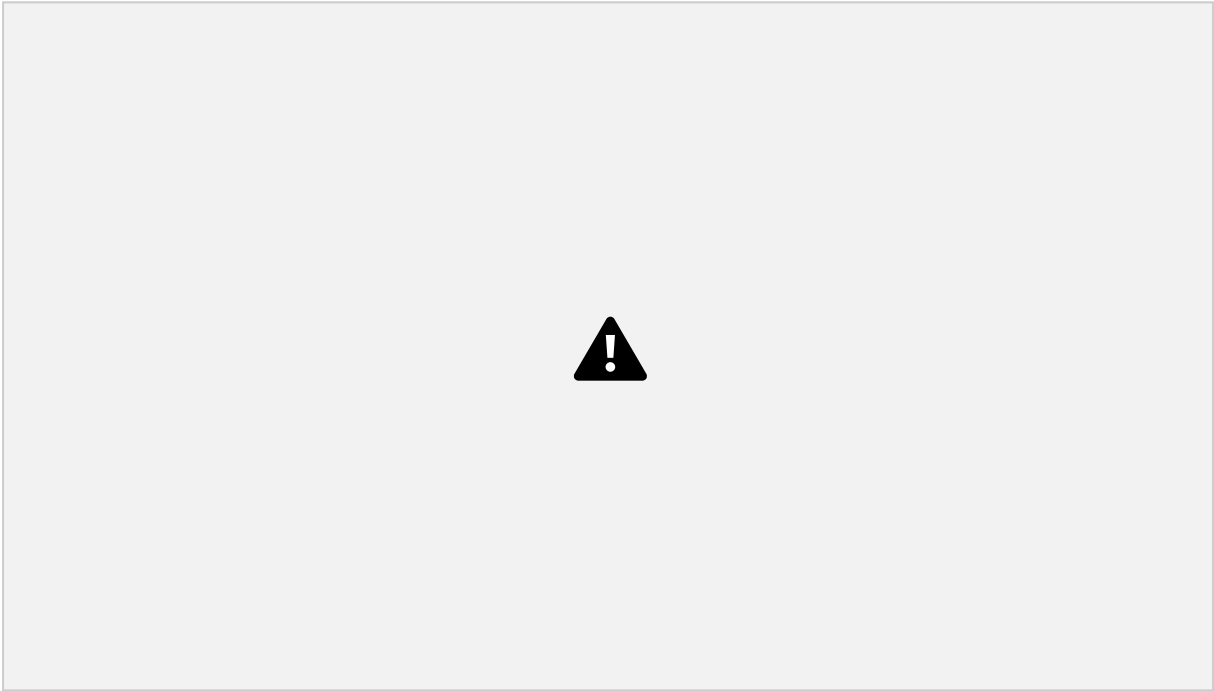
New Jersey Student Learning Standard (NJSLS) W.7.5 NJSLS: W.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed Essential Element 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: Reading, Speaking</p> <p>Special Education Students - Mid Group</p>	<p>Transitions</p> <p>Temporal words</p> <p>Word Choice</p> <p>Precise language</p> <p>Vocabulary</p> <p>Explain the topic</p>	<p>How can you show time shifting from one period to another?</p> <p>When can you include transition words in your writing?</p> <p>Which group of words helps you understand change in a sequence of</p>	<p>Assist students with revisions and edits, practice writing short answer responses to improve writing.</p> <p>Students work with partners to generate ideas and develop a list of topics.</p> <p>Practice revisions with writing with a partner or self-editing checklists.</p> <p>Have students acquire and accurately use</p>

		<p>events?</p> <p>Which group of words helps you see change in time of events?</p> <p>Which words selected are appropriate for my audience?</p>	<p>grade-appropriate general academic and domain specific words and phrases in L1, and have them translate into their L2.</p>
<p>ESL Levels 1-2.4</p> <p>WIDA 2: Reading, Speaking</p> <p>Special Education</p> <p>Students - Low Group</p>	<p>Transitions</p> <p>Temporal words</p> <p>Word Choice</p> <p>Transitions</p> <p>Temporal words</p> <p>Word Choice</p> <p>Precise language</p> <p>Vocabulary</p> <p>Explain the topic</p>	<p>How can you show time shifting from one period to another?</p> <p>When can you include transition words in your writing?</p> <p>Which group of words helps you understand change in a sequence of events?</p> <p>Which group of words helps you see change in time of events?</p> <p>Which words selected are appropriate for my audience?</p>	<p>Assist students with revisions and edits, practice writing short answer responses to improve writing.</p> <p>Students work with partners to generate ideas and develop a list of topics.</p> <p>Practice revisions with writing with a partner or self-editing checklists.</p> <p>Have students acquire and accurately use grade-appropriate general academic and domain specific words and phrases in L1, and have them translate into their L2.</p>

Sample Test Released Item: (4501 PCR)

Associated Texts : “The Klondike Gold Rush,” “A Woman Who Went to Alaska,” and “City of



New Jersey Student Learning Standard (NJSLS) W.7.6

NJSLS W.7.6. 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.

Essential Element of the NJSLS: Use technology, including the Internet, to produce writing to interact and collaborate with others.

Student Population	Critical Knowledge and Skills	Essential Questions	Sample Activities/Lesson Starters
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<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 Google 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>	<ul style="list-style-type: none"> • Use technological resources to enhance writing 	<p>How will you use technology to create</p>	<ul style="list-style-type: none"> • Have students use technological resources and model samples to enhance writing skills

<p>Speaking Special Education Students - Mid Group</p>	<ul style="list-style-type: none"> • Provide websites and utilize technology to broaden research options • Cite and research evidence found online to support ideas • Understand feedback on usage of technology • Learn how to research authentic publishing opportunities 	<p>this document? How do you format a document before writing? How can you include a link to resources within your document?</p>	<ul style="list-style-type: none"> • Demonstrate to students how to navigate websites and utilize technology as they research topics. • Note and use evidence found online to support given ideas. • Give students a rubric to follow and model for students how attain a strong overall score on the use of technology.
<p>ESL Levels 1-2.4 WIDA 2: Reading, Speaking Special Education Students - Low Group</p>	<ul style="list-style-type: none"> • Use technological resources to enhance writing • Provide websites and utilize technology to broaden research options • Cite and research evidence found online to support ideas • Understand feedback on usage of technology • Learn how to research authentic publishing opportunities 	<p>How do you use grammar and spell check? How did you use technology to interact and collaborate with others?</p>	<ul style="list-style-type: none"> • Have students use technological resources and model samples to enhance writing skills. • Demonstrate to students how to navigate websites and utilize technology as they research topics. • Note and use evidence found online to support given ideas. • Give students a rubric to follow and model for students how attain a strong overall score on the use of technology.
<p>Sample Test Released Item: (Task Type)</p>			

New Jersey Student Learning Standard (NJSLS) W.7.9 A,B

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

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

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

Essential Element of the NJSLS: Use information from literary and informational text to support writing.

a. Apply Essential Elements of Grade 7 Reading Standards to literature (e.g., "Recognize the difference between fictional characters and nonfictional characters.").

b. Apply Essential Elements of Grade 7 Reading Standards to informational texts (e.g., "Use relevant and sufficient evidence for supporting the claims and argument.").

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>Incorporate ideas from literary or informational texts to support writing</p> <p>Deconstruct and reflect upon textual evidence</p> <p>Identify evidence that supports claims in literary analysis</p> <p>Logically connect evidence to claims in writing</p> <p>Select direct and indirect quotations that relate to the topic as evidence</p> <p>Cite in-text direct and indirect quotations appropriately</p> <p>Explain quotations used as</p>	<p>How does the author portray the character?</p> <p>Give examples.</p> <p>How does this portrayal compare to the historical accounts of the character?</p> <p>What evidence do you have to support your answer?</p> <p>How does the author alter the time and place of events to support his argument?</p> <p>What evidence do you have to support the author's argument/claim that_?</p>	<p>Compare and contrast two or more works focusing on how the author used or altered history in the fictional portrayals.</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>

	<p>support to enhance meaning</p> <p>Recognize and identify multiple organizational models</p>	<p>Is there relevant and sufficient evidence to support the claim? If so, what?</p>	
<p>ESL Levels 2.5-3.9</p> <p>WIDA 2: Reading, Speaking</p> <p>Special Education</p> <p>Students - Mid Group</p>	<p>Draw evidence</p> <p>Analyze information</p> <p>Synthesize information</p>	<p>How can you provide evidence to support your answer?</p>	<p>In writing, have students identify evidence from texts that supports analysis, reflection, and research by producing simple sentences.</p> <p>Review quoting and paraphrasing to avoid plagiarism.</p>
<p>ESL Levels 1-2.4</p> <p>WIDA 2: Reading, Speaking</p> <p>Special Education</p> <p>Students - Low Group</p>	<p>Draw evidence</p> <p>Analyze information</p> <p>Synthesize information</p>	<p>Which of the following sentences represents evidence from text to support your answer?</p>	<p>Have the students mark an appropriately leveled text to provide evidence to support their answers.</p> <p>List “emotional” and/or “influential” words to be included in the essay.</p>

New Jersey Student Learning Standard (NJSLS) W.7.10

NJSLS: 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.

Essential Element of the NJSLS: Write routinely for a variety of tasks, purposes, and audiences.

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>Practice writing in a myriad of situations (journals, dialogues, creative tasks, etc.)</p> <p>Reflect on and be able to explain decisions made while crafting a piece of writing</p> <p>Produce written reflections</p> <p>Write for a variety of audiences and purposes on an array of cross curricular topics</p>	<p>What is the purpose of this writing?</p> <p>Who is the audience? Identify the thesis statement.</p> <p>Is the thesis statement supported by evidence that can be traced throughout the writing? The transition _could be replaced by _.</p> <p>Could additional revisions be made? Where?</p> <p>How could the sentence _be revised?</p> <p>How does the conclusion reflect the thesis? Give examples.</p>	<p>Students produce several pieces of writing to be revised.</p> <p>Teacher reads aloud a mentor text. Thereafter, students develop a checklist to help them see what effective writers do to be able to create a well-developed piece of writing.</p> <p>Students revise the teacher's work using the checklist.</p> <p>Students communicate their ideas for revision of their peers' work through a written conversation so that peers can remember and reflect upon their thoughts.</p>
<p>ESL Levels 2.5-3.9</p>	<p>Craft a clear, concise thesis statement</p>	<p>Is the thesis statement supported by evidence</p>	<p>Students practice in groups writing in a myriad of situations (journals, dialogues,</p>

<p>WIDA 2: Reading, Speaking Special Education Students - Mid Group</p>	<p>Incorporate appropriate transitions to create cohesion and clarify relationships among ideas and concepts.</p> <p>Edit for language conventions</p> <p>Write a strong conclusion that supports ideas presented in the writing</p>	<p>that can be traced throughout the writing?</p> <p>The transition could be replaced by .</p> <p>Could additional revisions be made? Where?</p> <p>How could the sentence <u>be</u> revised?</p> <p>How does the conclusion reflect the thesis? Give examples.</p>	<p>creative tasks, etc.)</p> <p>Students assist each other on grammar, sentence structures and their written reflections.</p> <p>Revise and rewrite reflections.</p> <p>Write for a variety of audiences and purposes on an array of cross-curricular topics.</p>
<p>ESL Levels 1-2.4 WIDA 2: Reading, Speaking Special Education Students - Low Group</p>	<p>Understand the purpose for writing</p> <p>Understand and address the audience</p> <p>Write well-constructed sentences</p> <p>Craft well written paragraphs</p>	<p>What is the purpose of this writing?</p> <p>Who is the audience?</p> <p>Identify the thesis statement.</p>	<p>Students practice in groups writing in a myriad of situations (journals, dialogues, creative tasks, etc.).</p> <p>Students assist each other on grammar, sentence structures and their written reflections.</p> <p>Revise and rewrite reflections.</p> <p>Write for a variety of audiences and purposes on an array of cross-curricular topics.</p>

Writing		
Primary Focus: Writing Unit	Secondary Focus	Routine Writing

<u>Narrative and Research Unit</u>	Narrative	Examples:
<p><u>Narrative Lessons</u></p> <p>Lesson 1. Review Excerpt from Joy Luck from line --- to line ---to Continue Narrative</p> <p>Lesson 2. Develop scenarios for continuation with partners and share , Idea Tell and Take</p> <p>Lesson 3. Creating New Characters and Narrator</p> <p>Lesson 4. Choosing a Point of View and Determining Voice and Tone Lesson 5. Organizing event sequence,</p> <p>Lesson 6. Mapping out the conflict, resolution/conclusion Lesson 7. Review of sensory language</p> <p>Lesson 8. Review of narrative techniques</p> <p>Lesson 9. Using time transitions</p> <p>Lesson 10. Examining a Response to Literature for structure, tone, voice Lesson 11. Practice Set- Evaluating Responses</p> <p>Lesson 12. Writing the New Narrative and Adding a Hook Lesson 13. Adding graphics to Your Narrative</p> <p>Lesson 14. Revising for Variety and Conciseness Review of Participles Lesson 15. Revision from Reader Feedback</p>	<p>The culminating assignment within the IFL unit, Analysis of Theme: Degrees of Happiness addresses Literary Analysis writing. However, please note, additional writing lessons may be needed to address all NJSLS</p> <p>Please note, district required reading resources can be utilized to develop Narrative Writing tasks</p>	<p>Reader Response Notebook Journals Blogging Quick Writes Interactive Writing</p>

<p>Lesson 16 Edit Down the Lane and a Rubric for a Response to Literature</p> <p>Lesson 17. Reflection: Seeing yourself in a Fictional Character and Publishing</p> <p>Lesson 18. Review and Quiz on Writing Terms</p> <p><u>Lessons for a Mini-Research Paper</u></p> <p>Lesson 19. Key Words, Questions, Topics – Civil Rights Lesson</p> <p>20. Taking Notes on Source 1 Claudette Colvin and Source 2 Rosa Parks</p> <p>Lesson 21 Source 3 Susan B. Anthony and Research for Other Sources Lesson 22. Exemplar - Focus: use of quotations</p> <p>Lesson 23. Writing a Mini-Research Paper and Reflecting on the Topic Lesson 24. Revising for Variety, Clarity, Conciseness and Correctness - gerunds and infinitives</p> <p>Lesson 25. Evaluating by Using a Rubric</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
Reading Comprehension of Key Ideas and Details	The student response demonstrates full comprehension of ideas stated explicitly and inferentially by providing an accurate analysis and supporting the analysis with effective and convincing textual evidence.	The student response demonstrates comprehension of ideas stated explicitly and/or inferentially by providing a mostly accurate analysis and supporting the analysis with adequate textual evidence.	The student response demonstrates basic comprehension of ideas by providing a generally accurate analysis and supporting the analysis with basic textual evidence.	The student response does not demonstrate limited comprehension of ideas by providing minimally accurate or no analysis with limited textual evidence.	The student response does not demonstrate no comprehension of ideas by providing inaccurate or no analysis and little to no textual evidence.
Writing Written Expression	The student response: addresses the prompt and provides effective and comprehensive development of the claim or topic that is consistently appropriate to the task by using clear and convincing reasoning supported by relevant textual evidence; demonstrates purposeful coherence, clarity, and cohesion making it easy to follow the writer's progression of ideas; establishes and maintains an effective style,	The student response: addresses the prompt and provides mostly effective development of the claim or topic that is mostly appropriate to the task by using clear reasoning supported by relevant textual evidence; demonstrates coherence, clarity, and cohesion making it fairly easy to follow the writer's	The student response: addresses the prompt and provides some development of the claim or topic that is somewhat appropriate to the task by using some reasoning and text-based evidence; demonstrates some coherence, clarity, and cohesion making the writer's progression of idea usually discernible but not obvious ; has a style that is somewhat	The student response: addresses the prompt and provides minimal development of the claim or topic that is limited in its appropriate to the task by using limited reasoning and text-based evidence; is a developed, text-based response with little or no awareness of the prompt; demonstrates limited coherence, clarity, and cohesion making the writer's progression of ideas somewhat unclear; has a style that is limited effectiveness,	The student response: is undeveloped and/or inappropriate to the task; lacks coherence, clarity and cohesion, has an inappropriate style with little to no awareness of the norms of the discipline.

	attending to the norms and conventions of the discipline.	progression of ideas; establishes and maintains a mostly effective style, attending to the norms and conventions of the discipline.	effective, generally attending to the norms and conventions of the discipline.	with limited awareness of the norms of the discipline.	
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Construct Measured	Score Point 4	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Writing Knowledge of Language and Conventions		The student response to the prompt demonstrates full command of the conventions of standard English at an appropriate level of complexity. There may be a few minor errors in mechanics, grammar and usage, but meaning is clear .	The student response to the prompt demonstrates some command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar and usage, that occasionally impede understanding , but the meaning is generally clear .	The student response to the prompt demonstrates limited command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics; grammar and usage that often impede understanding .	The student response to the prompt demonstrates no command of the conventions of standard English at an appropriate level of complexity. Frequent and varied errors in mechanics, grammar, and usage impede understanding .