Deal School Curriculum

English Language Arts
Curriculum Guide
Grade 4

Deal School
Deal, New Jersey

2018
Board of Education

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<u>Consultant/Curriculum Development</u>

Nick Montesano

<u>Teacher(s)</u>

Courtney Magner

<u>Developed and Written</u>

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December 2018

Purpose

The English Language Arts Curriculum Guide for Grade 4 is a resource for educators to refer to in planning and preparing for curriculum instruction aligned to Common Core State Standards and best practices. For each unit, desired outcomes, learners' enduring understanding, essential questions, learner goals and objectives, suggested assessments, anticipated sequence of events, and learning resources are identified.

Additionally, links are included in the plan for 21st Century Skills and Themes as well as Scope and Sequence links for district approved programs.

Assessments

Prior to implementing the curriculum, diagnostic assessments can be used to gather baseline data to guide beginning instruction. Throughout each unit, formative and summative assessments are available to determine achievement and guide instruction.

Deal School Curriculum
Grade 4 English Language Arts – Language

Conventions of Standard English:
NJSLS.ELA-LITERACY.L.4.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
NJSLS.ELA-LITERACY.L.4.1.A
Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
NJSLS.ELA-LITERACY.L.4.1.B
Use relative pronouns
NJSLS.ELA-LITERACY.L.4.1.C
Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
NJSLS.ELA-LITERACY.L.4.1.D
Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
NJSLS.ELA-LITERACY.L.4.1.E
Form and use prepositional phrases.
NJSLS.ELA-LITERACY.L.4.1.F
Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*
NJSLS.ELA-LITERACY.L.4.1.G
Correctly use frequently confused words (e.g., to, too, two; there, their).*
NJSLS.ELA-LITERACY.L.4.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
NJSLS.ELA-LITERACY.L.4.2.A
Use correct capitalization.
NJSLS.ELA-LITERACY.L.4.2.B
Use commas and quotation marks to mark direct speech and quotations from a text.
NJSLS.ELA-LITERACY.L.4.2.C
Use a comma before a coordinating conjunction in a compound sentence.
NJSLS.ELA-LITERACY.L.4.2.D
Spell grade-appropriate words correctly, consulting references as needed.
Knowledge of Language:
NJSLS.ELA-LITERACY.L.4.3
Use knowledge of language and its conventions when writing, speaking, reading, or listening.
NJSLS.ELA-LITERACY.L.4.3.A
Choose words and phrases to convey ideas precisely.*
NJSLS.ELA-LITERACY.L.4.3.B
Choose punctuation for effect.*
NJSLS.ELA-LITERACY.L.4.3.C
Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
Vocabulary Acquisition and Use:

NJSLS.ELA-LITERACY.L.4.4
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
NJSLS.ELA-LITERACY.L.4.4.A
Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
NJSLS.ELA-LITERACY.L.4.4.B
Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
NJSLS.ELA-LITERACY.L.4.4.C
Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
NJSLS.ELA-LITERACY.L.4.5
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
NJSLS.ELA-LITERACY.L.4.5.A
Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
NJSLS.ELA-LITERACY.L.4.5.B
Recognize and explain the meaning of common idioms, adages, and proverbs.
NJSLS.ELA-LITERACY.L.4.5.C
Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
NJSLS.ELA-LITERACY.L.4.6
Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Enduring Understandings	Essential Questions
1. Written communication and mechanics promote fluency of communication. 2. Rules, conventions of language, help readers understand what is being communicated. Words powerfully affect meaning. 3. People communicate through words. 4. Conventional spelling promotes common understanding. 5. Using proper form in sentence and paragraph composition expresses and clarifies thoughts.	1. What is the purpose of applying grammar and mechanic skills? 2. How do rules of language affect communication? 3. How does word choice affect meaning? 4. Why is it important to spell correctly? 5. How can you write paragraphs to make a clear picture for your reader?
Learners will know…	**Learners will be able to….**
● There are standard conventions of grammar and usage for writing and speaking the English Language. ● There are standard conventions for	● Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- capitalization, punctuation, and spelling when writing Standard English.
- Knowledge of language and its conventions are used when writing, speaking, reading, or listening.
- Fluent readers determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
- Fluent readers demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- Fluent readers determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

- o Use relative pronouns.
- o Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
- o Order adjectives within sentences according to conventional patterns.
- o Form and use prepositional phrases.
- o Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
- o Correctly use frequently confused words.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - o Use correct capitalization.
  - o Use commas and quotation marks to mark direct speech and quotations from a text.
  - o Use a comma before a coordinating conjunction in a compound sentence.
  - o Spell grade-appropriate words correctly, consulting references as needed.
  - o Spell grade-appropriate words correctly, consulting references as needed.
  - o Use a comma before a coordinating conjunction in a compound sentence.
  - o Spell grade-appropriate words correctly, consulting references as needed.
- Use knowledge of language and its conventions when writing, speaking, reading, or listening.
  - o Choose words and phrases to convey ideas precisely.
  - o Choose punctuation for effect.
  - o Differentiate between contexts

	that call for formal English and situations where informal discourse is appropriate.
	● Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
	    o Use context as a clue to the meaning of a word or phrase.
	    o Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.
	    o Consult reference materials both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
	● Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
	    o Explain the meaning of simple similes and metaphors in context.
	    o Recognize and explain the meaning of common idioms, adages, and proverbs.
	    o Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
	● Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.

Assessment Evidence	

Formative Assessments
- Thumbs Up
- Exit Slips
- Think Pair Share
- Quick Checks
- Exit Slips

- ● Class Discussion
- ● Turn and Talks
- ● Reading/Writing Notebook
- ● Homework
- ● Student Self-Assessment
- ● Graphic Organizers

Summative Assessments
- ● Unit Assessments
- ● Weekly Assessments
- ● Quizzes
- ● Writing Specific Rubrics

Benchmarks
- ● DRA
- ● Link It Benchmarks

Alternative Assessments
- ● Project Specific Rubrics
- ● Group Project Products

Suggested Learning Plan

Anticipated daily sequence of activities:
The structure of the daily lesson will be in the format of a 90-minute writing workshop. Based on the pacing of the unit the teacher will be using the Interactive Read-Aloud Structure or Mini-Lesson Structure.

Interactive Read-Aloud Structure
Read-Aloud, Teacher Modeling and Class Discussion (20-30 minutes)
- ● Teacher will read the text(s) to the class.
- ● Teacher will stop periodically to share thoughts, observations, inquiries, and ideas about the text(s) and use of skills.
- ● Teacher will model how to read like a writer.

Independent Writing and Small Group Work (20-30 minutes)
- ● Students will write independently, often responding to what was read or discussed, while you provide support for conferring with them.

Group Share (5-10 minutes)
- ● Students will gather back to whole group.
- ● Students will share their writing and reflect on the ideas presented.

Mini- Lesson Structure
Mini-Lesson (10-15 minutes)
- ● Teacher will demonstrate strategies and skills through explicit whole-class instruction.

Independent Writing and Teacher Conferring (30-40 minutes)
- ● Students can write independently.

- Students will practice what was modeled in the mini-lesson and make decisions about their writing.
- Teacher will confer with students individually or in small groups.

Group Share (5-10 minutes)
- Students will gather back together.
- Students will share their writing and reflect on the ideas presented.

Suggested Learning Resources

Schoolwide Reading/Writing Fundamental Units
Schoolwide Reading/Writing Mentor Texts
Schoolwide Reading/Writing Appendices
Google Apps
Dictionaries
Thesauruses
Graphic organizers
Porta Portal http://guest.portaportal.com/dealschool
  Gamequarium
  Internet 4 Classrooms
  Funbrain

21st Century Life and Careers

CRP1. Act as a responsible and contributing citizen and employee
CRP4. Communicate clearly and effectively and with reason
CRP5. Consider the environmental, social and economic impacts of decisions.
9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Accommodations and Modifications

Gifted and Talented
- Provide appropriate challenge for wide ranging skills and development areas.
- Participate in inquiry and project-based learning units of study.

English Language Learners
- Pair visual prompts with verbal presentations
- Provide students with visual models, sentence stems, concrete objects, and hands on materials.

Students with IEPs/504

- Review student individual educational plan and/or 504 plan
- Establish procedures for accommodations and modifications for assessments as per IEP/504
- Modify classroom environment to support academic and physical needs of the students as per IEP/504

At Risk Learners:
- Provide Title 1 services to students not meeting academic standards in ELA and/or Math
- Differentiated instruction
- Basic Skills
- Provide instructional interventions in the general education classroom

Interdisciplinary Connections/Cross Curricular Opportunities

- Texts read aloud during Modeled/Shared Reading may refer to topics being studied in science, social studies and math, most effectively during the "nonfiction" unit of study.
- Books and passages may be related to, or taken from, content area texts to help with specific LAL skills during Guided Reading.
- Students may research a topic of interest incorporating technology and library skills with the topic of choice during Independent Reading.

Social Studies
6.1 U.S. History: America in the World, 6.3 Active Citizenship in the 21st Century:
Strand A. Civics, Government, and Human Rights
Strand B. Geography, People, and the Environment
Strand C. Economics, Innovation, and Technology
Strand D. History, Culture, and Perspectives
- **Mentor Texts**
  - Planting the Trees of Kenya: The True Story of Wangari Maathai
  - Can You Fly High, Wright Brothers?
  - You Wouldn't Want to Work on the Hoover Dam!
  - The Korean Cinderella
  - The Rough Face Girl
  - The Gods and Goddesses of Olympus
  - George Washington's Teeth

6.1.12.D.11.d: Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust
- **Mentor Texts**
  - Usborn Famous Lives: Anne Frank
  - Who Was Anne Frank
  - Benno and The Night of Broken Glass

Science
ESS2-2 Earth's Systems
ESS3 Earth and Human Activity
- **Mentor Texts**

- o Moonshot: The Flight of Apollo 11
- o Oceanography: The Study of Oceans
- o A Drop Around the World
- o Animal Minis
- o A Desert Scrapbook

Integration of Technology

8.1 Educational Technology

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.

8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems

8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.

D. Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

8.1.5.D.4 Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.

E: Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.

8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

Pacing Guide

4th Grade Reading Pacing Guide

https://docs.google.com/document/d/166WwRXO63ej_KUPkkjmIjnRLdpZdk0I5v8bAmrLNb_k/edit?usp=sharing

Deal School Curriculum Grade 4 English Language Arts – Foundational Skills	
Phonics and Word Recognition: NJSLS.ELA-LITERACY.RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words. NJSLS.ELA-LITERACY.RF.4.3.A Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. **Fluency:** NJSLS.ELA-LITERACY.RF.4.4 Read with sufficient accuracy and fluency to support comprehension. NJSLS.ELA-LITERACY.RF.4.4.A Read grade-level text with purpose and understanding. NJSLS.ELA-LITERACY.RF.4.4.B Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. NJSLS.ELA-LITERACY.RF.4.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	

Enduring Understandings	Essential Questions
1. Written communication and mechanics promote fluency of communication. 2. Rules, conventions of language, help readers understand what is being communicated. Words powerfully affect meaning. 3. People communicate through words. 4. Conventional spelling promotes common understanding. 5. Using proper form in sentence and paragraph composition expresses and clarifies thoughts.	1. What is the purpose of applying grammar and mechanic skills? 2. How do rules of language affect communication? 3. How does word choice affect meaning? 4. Why is it important to spell correctly? 5. How can you write paragraphs to make a clear picture for your reader?

Learners will know…	Learners will be able to….
● Fluent readers know and apply grade-level phonics and word analysis skills in decoding words. ● Good readers read with sufficient accuracy and fluency to support comprehension	● Know and apply grade-level phonics and word analysis skills in decoding words. o Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context. ● Read with sufficient accuracy and fluency to

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

Assessment Evidence

Formative Assessments
- Thumbs Up
- Exit Slips
- Think Pair Share
- Quick Checks
- Exit Slips
- Class Discussion
- Turn and Talks
- Reading/Writing Notebook
- Homework
- Student Self-Assessment
- Graphic Organizers

Summative Assessments
- Unit Assessments
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- Quizzes
- Writing Specific Rubrics

Benchmarks
- DRA
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Alternative Assessments
- Project Specific Rubrics
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Suggested Learning Plan

Anticipated daily sequence of activities:
The structure of the daily lesson will be in the format of a 90 minute reading workshop. Based on the pacing of the unit the teacher will be using the Interactive Read-Aloud Structure or Mini-Lesson Structure.

Interactive Read-Aloud Structure
    Read-Aloud, Teacher Modeling and Class Discussion (20-30 minutes)
- Teacher will read the text(s) to the class.
- Teacher will stop periodically to share thoughts, observations, inquiries, and ideas about the text(s) and use of skills.
- Teacher will engage students in a focused discussion.

    Independent Reading Work and Guided Practice (20-30 minutes)
- Teacher will have students do partnership, small-group, or independent work while providing support as needed.

    Group Share (5-10 minutes)
- Students will gather back to whole group.
- Students will share their work and reflect on the ideas presented.

Mini- Lesson Structure
    Mini-Lesson (10-15 minutes)
- Teacher will demonstrate strategies and skills through explicit whole-class instruction.

    Independent Reading Work and Guided Practice (30-40 minutes)
- Students can read independently.
- Teacher will confer with students individually or in small groups.
- Teacher will differentiate instruction in guided reading groups.

    Group Share (5-10 minutes)
- Students will gather back together.
- Students will share their work and reflect on the ideas presented.

Suggested Learning Resources

Schoolwide Reading Fundamental Units
Schoolwide Reading Mentor Texts
Schoolwide Reading Appendices
Google Apps
Scholastic News Story Works grades 3-6
Dictionaries
Thesauruses
Graphic organizers
Porta Portal http://guest.portaportal.com/dealschool
  Gamequarium
  Internet 4 Classrooms
  Funbrain
  Raz Kids
  Writing A-Z

21st Century Life and Careers

CRP1. Act as a responsible and contributing citizen and employee
CRP4. Communicate clearly and effectively and with reason
CRP5. Consider the environmental, social and economic impacts of decisions.

9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

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- Differentiated instruction
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- Students may research a topic of interest incorporating technology and library skills with the topic of choice during Independent Reading.

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- The Rough Face Girl
- The Gods and Goddesses of Olympus
- George Washington's Teeth

6.1.12.D.11.d: Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust

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  - Benno and The Night of Broken Glass

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ESS2-2 Earth's Systems
ESS3 Earth and Human Activity

- **Mentor Texts**
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A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems
8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.

D. Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
8.1.5.D.4 Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.

E: Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.

8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

Pacing Guide
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Deal School Curriculum
Grade 4 English Language Arts – Informational Text

Key Ideas and Details:

NJSLS.ELA-LITERACY. RI.4.1.

Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text

NJSLS.ELA-LITERACY.RI.4.2

Determine the main idea of a text and explain how it is supported by key details; summarize the text.

NJSLS.ELA-LITERACY.RI.4.3

Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

Craft and Structure:

NJSLS.ELA-LITERACY.RI.4.4

Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

NJSLS.ELA-LITERACY.RI.4.5

Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

NJSLS.ELA-LITERACY.RI.4.6

Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

Integration of Knowledge and Ideas:

NJSLS.ELA-LITERACY.RI.4.7

Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

NJSLS.ELA-LITERACY.RI.4.8

Explain how an author uses reasons and evidence to support particular points in a text.

NJSLS.ELA-LITERACY.RI.4.9.

Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Range of Reading and Level of Text Complexity:

NJSLS.ELA-LITERACY.RI.4.10.

By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

Enduring Understandings	**Essential Questions**
1. Readers use strategies to construct meaning. 2. Readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in text. Strategic readers can	1. How do readers construct meaning from text? 2. How do you figure out a word you do not know? 3. What do readers do when they do not understand everything in a text? Why do readers need to pay attention to a writer's

	choice of words?
develop, select, and apply strategies to enhance their comprehension. 3. Readers recognize the power of words to affect meaning. 4. Thoughtful readers evaluate what they read in a personal and informed way.	4. How does reading influence readers? Why do readers need to evaluate what they read?
Learners will know…	**Learners will be able to….**
● Details and examples in a text are used to explain what the text says when drawing inferences. ● The main idea of a text is supported by key details. ● Fluent readers summarize what they have read. ● Events, procedures, or concepts in historical, scientific, or technical texts can be explained using specific information in the text. ● General academic and domain-specific spellings words or phrases in a text can be determined using content. ● Good readers can describe the overall structure of events, ideas, concepts, or information in a text or part of a text. ● Fluent readers compare and contrast firsthand and secondhand accounts of the same event or topic. ● Fluent readers can describe the differences in focus and the information provided. ● Strong readers interpret information presented visually, orally, or quantitatively. ● Information contributes to an understanding of the text in which it appears. ● An author uses reasons and evidence to support particular points in a text. ● Good readers integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. ● By the end of year, fluent readers, read and comprehend informational texts, including history/social studies, science,	● Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. ● Determine the main idea of a text and explain how it is supported by key details. ● Summarize the text. ● Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. ● Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. ● Describe the overall structure of events, ideas, concepts, or information in a text or part of a text. ● Compare and contrast a firsthand and secondhand account of the same event or topic. ● Describe the differences in focus and the information provided. ● Interpret information presented visually, orally, or quantitatively. ● Explain how the information contributes to an understanding of the text in which it appears. ● Explain how an author uses reasons and evidence to support particular points in a text. ● Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. ● By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	

Assessment Evidence

Formative Assessments
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Summative Assessments
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Benchmarks
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Alternative Assessments
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- Group Project Products

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The structure of the daily lesson will be in the format of a 90 minute reading workshop. Based on the pacing of the unit the teacher will be using the Interactive Read-Aloud Structure or Mini-Lesson Structure.

Interactive Read-Aloud Structure
  Read-Aloud, Teacher Modeling and Class Discussion (20-30 minutes)
- Teacher will read the text(s) to the class.
- Teacher will stop periodically to share thoughts, observations, inquiries, and ideas about the text(s) and use of skills.
- Teacher will engage students in a focused discussion.

Independent Reading Work and Guided Practice (20-30 minutes)
- Teacher will have students do partnership, small-group, or independent work while providing support as needed.

Group Share (5-10 minutes)
- Students will gather back to whole group.
- Students will share their work and reflect on the ideas presented.

Mini- Lesson Structure

Mini-Lesson (10-15 minutes)
- Teacher will demonstrate strategies and skills through explicit whole-class instruction.

Independent Reading Work and Guided Practice (30-40 minutes)
- Students can read independently.
- Teacher will confer with students individually or in small groups.
- Teacher will differentiate instruction in guided reading groups.

Group Share (5-10 minutes)
- Students will gather back together.
- Students will share their work and reflect on the ideas presented.

Suggested Learning Resources

Schoolwide Reading Fundamental Units
Schoolwide Reading Mentor Texts
Schoolwide Reading Appendices
Google Apps
Dictionaries
Thesauruses
Graphic organizers
Porta Portal http://guest.portaportal.com/dealschool
  Gamequarium
  Internet 4 Classrooms
  Funbrain
  Raz Kids
  Writing A-Z

21st Century Life and Careers

CRP1. Act as a responsible and contributing citizen and employee
CRP4. Communicate clearly and effectively and with reason
CRP5. Consider the environmental, social and economic impacts of decisions.

9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Accommodations and Modifications

Gifted and Talented
- Provide appropriate challenge for wide ranging skills and development areas.
- Participate in inquiry and project-based learning units of study.

English Language Learners
- Pair visual prompts with verbal presentations
- Provide students with visual models, sentence stems, concrete objects, and hands on materials.

Students with IEPs/504
- Review student individual educational plan and/or 504 plan
- Establish procedures for accommodations and modifications for assessments as per IEP/504
- Modify classroom environment to support academic and physical needs of the students as per IEP/504

At Risk Learners
- Provide Title 1 services to students not meeting academic standards in ELA and/or Math
- Differentiated instruction
- Basic Skills
- Provide instructional interventions in the general education classroom

Interdisciplinary Connections/Cross Curricular Opportunities

- Texts read aloud during Modeled/Shared Reading may refer to topics being studied in science, social studies and math, most effectively during the "nonfiction" unit of study.
- Books and passages may be related to, or taken from, content area texts to help with specific LAL skills during Guided Reading.
- Students may research a topic of interest incorporating technology and library skills with the topic of choice during Independent Reading.

Social Studies

6.1 U.S. History: America in the World, 6.3 Active Citizenship in the 21st Century:

Strand A. Civics, Government, and Human Rights

Strand B. Geography, People, and the Environment

Strand C. Economics, Innovation, and Technology

Strand D. History, Culture, and Perspectives

- **Mentor Texts**
  - Planting the Trees of Kenya: The True Story of Wangari Maathai
  - Can You Fly High, Wright Brothers?
  - You Wouldn't Want to Work on the Hoover Dam!
  - The Korean Cinderella
  - The Rough Face Girl
  - The Gods and Goddesses of Olympus
  - George Washington's Teeth

6.1.12.D.11.d: Compare the varying perspectives of victims, survivors, bystanders, rescuers,

and perpetrators during the Holocaust
- **Mentor Texts**
    - Usborn Famous Lives: Anne Frank
    - Who Was Anne Frank
    - Benno and The Night of Broken Glass

Science
ESS2-2 Earth's Systems
ESS3 Earth and Human Activity
- **Mentor Texts**
    - Moonshot: The Flight of Apollo 11
    - Oceanography: The Study of Oceans
    - A Drop Around the World
    - Animal Minis
    - A Desert Scrapbook

Integration of Technology

8.1 Educational Technology

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.

8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems

8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.

D. Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

8.1.5.D.4 Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.

E: Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.

8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

Pacing Guide
4th Grade Reading Pacing Guide https://docs.google.com/document/d/166WwRXO63ej_KUPkkjmIjnRLdpZdk0I5v8bAmrLNb_k/edit?usp=sharing

Deal School Curriculum
Grade 4 English Language Arts – Reading Literature

Key Ideas and Details:
NJSLS.ELA-LITERACY.RL.4.1
Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
NJSLS.ELA-LITERACY.RL.4.2
Determine the key details to identify theme in a story, drama, or poem and summarize the text.
NJSLS.ELA-LITERACY.RL.4.3
Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

Craft and Structure:
NJSLS.ELA-LITERACY.RL.4.4
Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature
NJSLS.ELA-LITERACY.RL.4.5
Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
NJSLS.ELA-LITERACY.RL.4.6
Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

Integration of Knowledge and Ideas:
NJSLS.ELA-LITERACY.RL.4.7
Make connections between specific descriptions and directions in a text and a visual or oral representation of the text
NJSLS.ELA-LITERACY.RL.4.8
(RL.4.8 not applicable to literature)
NJSLS.ELA-LITERACY.RL.4.9
Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

Range of Reading and Level of Text Complexity:
NJSLS.ELA-LITERACY.RL.4.10
By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.

Enduring Understandings	Essential Questions
1. Readers use strategies to construct meaning. 2. Readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in text. Strategic readers can develop,	1. How do readers construct meaning from text? 2. How do you figure out a word you do not know? 3. What do readers do when they do not understand everything in a text? Why do readers need to pay attention to a writer's

	choice of words?
select, and apply strategies to enhance their comprehension. 3. Readers recognize the power of words to affect meaning. 4. Thoughtful readers evaluate what they read in a personal and informed way.	4. How does reading influence readers? Why do readers need to evaluate what they read?

Learners will know…	Learners will be able to….
● Details and examples in a text help when drawing inferences in the text. ● Details in the text help determine theme of a story drams, or poem. ● Fluent readers summarize the text. ● Strong readers can describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text. ● Fluent readers determine the meaning of words and phrases as they are used in a text. ● Strong readers explain major differences between poems, drama, and prose, and refer to the structural elements of poems and drama when writing or speaking about a text. ● Strong readers compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. ● Strong readers make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. ● The treatment of similar themes topics, and patterns of events in stories, myths, and traditional literature from different cultures may be alike or different. ● By the end of the year, fluent Grade 4 students read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	● Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. ● Determine a theme of a story, drama, or poem from details in the text. ● Summarize the text. ● Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text. ● Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology. ● Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. ● Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. ● Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. ● Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. ● By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Assessment Evidence

Formative Assessments
- Thumbs Up
- Exit Slips
- Think Pair Share
- Quick Checks
- Exit Slips
- Class Discussion
- Turn and Talks
- Reading/Writing Notebook
- Homework
- Student Self-Assessment
- Graphic Organizers

Summative Assessments
- Unit Assessments
- Weekly Assessments
- Quizzes
- Writing Specific Rubrics

Benchmarks
- DRA
- Link It Benchmarks

Alternative Assessments
- Project Specific Rubrics
- Group Project Products

Suggested Learning Plan

Anticipated daily sequence of activities:
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    Read-Aloud, Teacher Modeling and Class Discussion (20-30 minutes)
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- Teacher will have students do partnership, small-group, or independent work while providing support as needed.

    Group Share (5-10 minutes)
- Students will gather back to whole group.

- Students will share their work and reflect on the ideas presented.

Mini- Lesson Structure
    Mini-Lesson (10-15 minutes)
- Teacher will demonstrate strategies and skills through explicit whole-class instruction.

    Independent Reading Work and Guided Practice (30-40 minutes)
- Students can read independently.
- Teacher will confer with students individually or in small groups.
- Teacher will differentiate instruction in guided reading groups.

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Schoolwide Reading Fundamental Units
Schoolwide Reading Mentor Texts
Schoolwide Reading Appendices
Google Apps
Scholastic News Story Works grades 3-6
Dictionaries
Thesauruses
Graphic organizers
Porta Portal http://guest.portaportal.com/dealschool

21st Century Life and Careers

CRP1. Act as a responsible and contributing citizen and employee
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Accommodations and Modifications

Gifted and Talented
- Provide appropriate challenge for wide ranging skills and development areas.
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English Language Learners
- ● Pair visual prompts with verbal presentations
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- ● Books and passages may be related to, or taken from, content area texts to help with specific LAL skills during Guided Reading.
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- ●

Social Studies
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Strand B. Geography, People, and the Environment
Strand C. Economics, Innovation, and Technology
Strand D. History, Culture, and Perspectives
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ESS2-2 Earth's Systems
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Integration of Technology

8.1 Educational Technology

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8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.

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8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

Pacing Guide

4th Grade Reading Pacing Guide
https://docs.google.com/document/d/166WwRXO63ej_KUPkkjmIjnRLdpZdk0I5v8bAmrLNb_k/edit?usp=sharing

Deal School Curriculum
Grade 4 English Language Arts – Speaking and Listening

Comprehension and Collaboration:

NJSLS.ELA-LITERACY.SL.4.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

NJSLS.ELA-LITERACY.SL.4.1.A

Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.

NJSLS.ELA-LITERACY.SL.4.1.B

Follow agreed-upon rules for discussions and carry out assigned roles.

NJSLS.ELA-LITERACY.SL.4.1.C

Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

NJSLS.ELA-LITERACY.SL.4.1.D

Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

NJSLS.ELA-LITERACY.SL.4.2

Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g.,visually, quantitatively, and orally).

NJSLS.ELA-LITERACY.SL.4.3

Identify the reasons and evidence a speaker provides to support particular points.

Presentation of Knowledge and Ideas:

NJSLS.ELA-LITERACY.SL.4.4

Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

NJSLS.ELA-LITERACY.SL.4.5

Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

NJSLS.ELA-LITERACY.SL.4.6

Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 here for specific expectations.)

Enduring Understandings	Essential Questions
1. Listening is the process of receiving, constructing meaning from, and responding to spoken and/nonverbal messages.	1. How does a speaker communicate so others will listen and understand the message?
2. Listening skills are critical for learning and communicating.	2. How does a listener understand a message?
	3. How do you listen?
	4. What impact does listening have?
3. Effective listeners are able to interpret and evaluate increasingly complex	5. How do you speak effectively?
	6. How does the choice of words affect the speaker's message and the listener's

	response?
messages. 4. A speaker selects a form and an organizational pattern based on the audience and purpose. 5. A speaker's choice of words and style set the tone and define the message.	

Learners will know…	Learners will be able to….

● Specific strategies are used when engaging in collaborative discussions with diverse partners on grade 4 topics and texts.
● Visual representations in diverse media and formats can be used to determine the main ideas and supporting details of a text.
● Questioning is a strategy used to gain elaboration and detail from a speaker.
● Strong speakers are able to identify reasons and evidence a speaker provides to support particular points.
● Strong speakers report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes.
● Strong speakers speak clearly at an understandable pace.
● Strong speakers report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes.
● Strong speakers differentiate between contexts that call for formal English (and situations where informal discourse is appropriate
● Strong speakers use formal English when appropriate to task and situation.
	● Engage effectively in a range of collaborative discussions with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
	   o Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
	   o Follow agreed-upon rules for discussions and carry out assigned roles.
	   o Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
	   o Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
	● Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
	● Identify the reasons and evidence a speaker provides to support particular points.
	● Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes.
	● Speak clearly at an understandable pace.
	● Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or

	themes.
	● Differentiate between contexts that call for formal English (and situations where informal discourse is appropriate
	● Use formal English when appropriate to task and situation.

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- DRA
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Alternative Assessments
- Project Specific Rubrics
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Suggested Learning Plan

Anticipated daily sequence of activities:
The structure of the daily lesson will be in the format of a 90-minute writing workshop. Based on the pacing of the unit the teacher will be using the Interactive Read-Aloud Structure or Mini-Lesson Structure.

Interactive Read-Aloud Structure

Read-Aloud, Teacher Modeling and Class Discussion (20-30 minutes)
- Teacher will read the text(s) to the class.
- Teacher will stop periodically to share thoughts, observations, inquiries, and ideas about the text(s) and use of skills.

- Teacher will model how to read like a writer.

Independent Writing and Small Group Work (20-30 minutes)
- Students will write independently, often responding to what was read or discussed, while you provide support for conferring with them.

Group Share (5-10 minutes)
- Students will gather back to whole group.
- Students will share their writing and reflect on the ideas presented.

Mini- Lesson Structure

Mini-Lesson (10-15 minutes)
- Teacher will demonstrate strategies and skills through explicit whole-class instruction.

Independent Writing and Teacher Conferring (30-40 minutes)
- Students can write independently.
- Students will practice what was modeled in the mini-lesson and make decisions about their writing.
- Teacher will confer with students individually or in small groups.

Group Share (5-10 minutes)
- Students will gather back together.
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- Teacher will differentiate instruction in guided reading groups.

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Suggested Learning Resources
Schoolwide Reading/Writing Fundamental Units Schoolwide Reading/Writing Mentor Texts Schoolwide Reading/Writing Appendices Google Apps Scholastic News Story Works grades 3-6 Dictionaries Thesauruses Graphic organizers Porta Portal http://guest.portaportal.com/dealschool

21st Century Life and Careers

CRP1. Act as a responsible and contributing citizen and employee
CRP4. Communicate clearly and effectively and with reason
CRP5. Consider the environmental, social and economic impacts of decisions.

9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.

9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Accommodations and Modifications

Gifted and Talented
- Provide appropriate challenge for wide ranging skills and development areas.
- Participate in inquiry and project-based learning units of study.

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- Pair visual prompts with verbal presentations
- Provide students with visual models, sentence stems, concrete objects, and hands on materials.

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- Review student individual educational plan and/or 504 plan
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    - The Korean Cinderella
    - The Rough Face Girl
    - The Gods and Goddesses of Olympus
    - George Washington's Teeth
6.1.12.D.11.d: Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust
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    - Usborn Famous Lives: Anne Frank
    - Who Was Anne Frank
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Science
ESS2-2 Earth's Systems
ESS3 Earth and Human Activity
- **Mentor Texts**
    - Moonshot: The Flight of Apollo 11
    - Oceanography: The Study of Oceans
    - A Drop Around the World
    - Animal Minis
    - A Desert Scrapbook

Integration of Technology (*How will students integrate technology throughout the unit? How will students achieve the* NJSLS)
8.1 Educational Technology **8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.** **A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.** **8.1.5.A.1** Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems **8.1.5.A.2** Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures. **D. Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.** **8.1.5.D.4** Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media. **E: Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.** **8.1.5.E.1** Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.
Pacing Guide
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Deal School Curriculum
Grade 4 English Language Arts – Writing

Text Types and Purposes:
NJSLS.ELA-LITERACY.W.4.1
Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
NJSLS.ELA-LITERACY.W.4.1.A
Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
NJSLS.ELA-LITERACY.W.4.1.B
Provide reasons that are supported by facts from texts and/or other sources.
NJSLS.ELA-LITERACY.W.4.1.C
Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
NJSLS.ELA-LITERACY.W.4.1.D
Provide a conclusion related to the opinion presented.
NJSLS.ELA-LITERACY.W.4.2
Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
NJSLS.ELA-LITERACY.W.4.2.A
Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
NJSLS.ELA-LITERACY.W.4.2.B
Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
NJSLS.ELA-LITERACY.W.4.2.C
Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because).
NJSLS.ELA-LITERACY.W.4.2.D
Use precise language and domain-specific vocabulary to inform about or explain the topic.
NJSLS.ELA-LITERACY.W.4.2.E
Provide a conclusion related to the information or explanation presented.
NJSLS.ELA-LITERACY.W.4.3
Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences
NJSLS.ELA-LITERACY.W.4.3.A
Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
NJSLS.ELA-LITERACY.W.4.3.B
Use dialogue and description to develop experiences and events or show the responses of characters to situations.

NJSLS.ELA-LITERACY.W.4.3.C
Use a variety of transitional words and phrases to manage the sequence of events.
NJSLS.ELA-LITERACY.W.4.3.D
Use concrete words and phrases and sensory details to convey experiences and events precisely.
NJSLS.ELA-LITERACY.W.4.3.E
Provide a conclusion that follows from the narrated experiences or events.
Production and Distribution of Writing:
NJSLS.ELA-LITERACY.W.4.4
Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
NJSLS.ELA-LITERACY.W.4.5
With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 here.)
NJSLS.ELA-LITERACY.W.4.6
With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
Research to Build and Present Knowledge:
NJSLS.ELA-LITERACY.W.4.7
Conduct short research projects that build knowledge through investigation of different aspects of a topic.
NJSLS.ELA-LITERACY.W.4.8
Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
NJSLS.ELA-LITERACY.W.4.9
Draw evidence from literary or informational texts to support analysis, reflection, and research.
NJSLS.ELA-LITERACY.W.4.9.A
Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").
NJSLS.ELA-LITERACY.W.4.9.B
Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
Range of Writing:
NJSLS.ELA-LITERACY.W.4.10
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

Enduring Understandings	Essential Questions
1. Writers have a purpose for writing. 2. Writers gather their ideas from personal experience, observations, reading, and imagination. 3. Good writers develop and refine their ideas for thinking, learning, communicating, and aesthetic expression. 4. Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts. 5. Writing is a multi-stage process. 6. Writing is a reflective process.	1. Why do writers write? 2. How do good writers express themselves? 3. How do writers develop a well-written product? 4. How does process shape the writer's product? 5. How does each step in the writing process impact your writing? 6. How can writing be evaluated? 7. How can evaluation and reflection be used to improve writing?
Learners will know…	**Learners will be able to….**

● Writing may be used to express an opinion, inform or explain, or narrate a story.
● Good writers produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
● Digital tools and technology may be used to produce and publish writing.
● Good writers focus on a topic, respond to questions and suggestions form peers, and add details to strengthen their writing as needed.
● Good writers strengthen their writing by revising and editing.
● Good writers recall information from experiences or gather information from provided sources to answer a question.
● Short research projects build knowledge through investigation of different aspects of a topic.
	● Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
	   o Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
	   o Provide reasons that are supported by facts and details.
	   o Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
	   o Provide a concluding statement or section related to the opinion presented.
	● Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- Taking notes helps to categorize information. - Strong writers write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.	- Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. - Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). - Use precise language and domain-specific vocabulary to inform about or explain the topic. - Provide a concluding statement or section related to the information or explanation presented. - Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. - Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. - Use dialogue and description to develop experiences and events or show the responses of characters to situations. - Use a variety of

	transitional words and phrases to manage the sequence of events.
	o Use concrete words and phrases and sensory details to convey experiences and events precisely.
	o Provide a conclusion that follows from the narrated experiences or events.
	● Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
	● With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
	● With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
	● Conduct short research projects that build knowledge through investigation of different aspects of a topic.
	● Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
	● Draw evidence from literary or informational texts to support analysis, reflection, and research.
	● Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama,

	drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").
	● Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
	● Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Assessment Evidence

Formative Assessments

- Thumbs Up
- Exit Slips
- Think Pair Share
- Quick Checks
- Exit Slips
- Class Discussion
- Turn and Talks
- Reading/Writing Notebook
- Homework
- Student Self-Assessment
- Graphic Organizers

Summative Assessments

- Unit Assessments
- Weekly Assessments
- Quizzes
- Writing Specific Rubrics

Benchmarks

- DRA
- Link It Benchmarks

Alternative Assessments

- Project Specific Rubrics
- Group Project Products

Suggested Learning Plan

Anticipated daily sequence of activities:
The structure of the daily lesson will be in the format of a 90-minute writing

workshop. Based on the pacing of the unit the teacher will be using the Interactive Read-Aloud Structure or Mini-Lesson Structure.

Interactive Read-Aloud Structure

Read-Aloud, Teacher Modeling and Class Discussion (20-30 minutes)
- Teacher will read the text(s) to the class.
- Teacher will stop periodically to share thoughts, observations, inquiries, and ideas about the text(s) and use of skills.
- Teacher will model how to read like a writer.

Independent Writing and Small Group Work (20-30 minutes)
- Students will write independently, often responding to what was read or discussed, while you provide support for conferring with them.

Group Share (5-10 minutes)
- Students will gather back to whole group.
- Students will share their writing and reflect on the ideas presented.

Mini- Lesson Structure

Mini-Lesson (10-15 minutes)
- Teacher will demonstrate strategies and skills through explicit whole-class instruction.

Independent Writing and Teacher Conferring (30-40 minutes)
- Students can write independently.
- Students will practice what was modeled in the mini-lesson and make decisions about their writing.
- Teacher will confer with students individually or in small groups.

Group Share (5-10 minutes)
- Students will gather back together.
- Students will share their writing and reflect on the ideas presented.

Suggested Learning Resources

Schoolwide Writing Fundamental Units
Schoolwide Writing Mentor Texts
Schoolwide Writing Appendices
Google Apps
Scholastic News Story Works grades 3-6
Dictionaries
Thesauruses
Graphic organizers
Porta Portal http://guest.portaportal.com/dealschool

21st Century Life and Careers

CRP1. Act as a responsible and contributing citizen and employee
CRP4. Communicate clearly and effectively and with reason
CRP5. Consider the environmental, social and economic impacts of decisions.

9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.

9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Accommodations and Modifications

Gifted and Talented
- Provide appropriate challenge for wide ranging skills and development areas.
- Participate in inquiry and project-based learning units of study.

English Language Learners
- Pair visual prompts with verbal presentations
- Provide students with visual models, sentence stems, concrete objects, and hands on materials.

Students with IEPs/504
- Review student individual educational plan and/or 504 plan
- Establish procedures for accommodations and modifications for assessments as per IEP/504
- Modify classroom environment to support academic and physical needs of the students as per IEP/504

At Risk Learners
- Provide Title 1 services to students not meeting academic standards in ELA and/or Math
- Differentiated instruction
- Basic Skills
- Provide instructional interventions in the general education classroom

Interdisciplinary Connections/Cross Curricular Opportunities

- Mentor texts used during Modeled/Shared Writing could be on the subject of
  topics being studied in science, social studies and math.
- During Independent Writing, students may choose to write about topics or people being studied in content areas; non-fiction unit of study provides ample

opportunity for such writing.
- Publishing, as part of the writing process, can incorporate the use of technological literacy and programs.
- Class and students can compose letters, books, articles, essays relating to content area subjects.
- Library and technological skills can be utilized in research of non-fiction writing.

Social Studies
6.1 U.S. History: America in the World, 6.3 Active Citizenship in the 21st Century:
Strand A. Civics, Government, and Human Rights
Strand B. Geography, People, and the Environment
Strand C. Economics, Innovation, and Technology
Strand D. History, Culture, and Perspectives
- **Mentor Texts**
  - Planting the Trees of Kenya: The True Story of Wangari Maathai
  - Can You Fly High, Wright Brothers?
  - You Wouldn't Want to Work on the Hoover Dam!
  - The Korean Cinderella
  - The Rough Face Girl
  - The Gods and Goddesses of Olympus
  - George Washington's Teeth
6.1.12.D.11.d: Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust
- **Mentor Texts**
  - Usborn Famous Lives: Anne Frank
  - Who Was Anne Frank
  - Benno and The Night of Broken Glass
Science
ESS2-2 Earth's Systems
ESS3 Earth and Human Activity
- **Mentor Texts**
  - Moonshot: The Flight of Apollo 11
  - Oceanography: The Study of Oceans
  - A Drop Around the World
  - Animal Minis
  - A Desert Scrapbook

Integration of Technology

8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a
variety of tasks including solving problems

8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.
Pacing Guide
4th Grade Writing Pacing Guide https://docs.google.com/document/d/1MU7m-HA-ACT5f1vpp1sE8wTDmoCibgOQQ30mlAIi0EM/edit?usp=sharing

Annual Pacing Guide
Grade Level: 4th Grade
Subject: Reading

September	October	November	December	January
Launching Unit	**Launching** Unit	**Fiction** Unit	**Fiction** Unit	**Fiction** Unit

February	March	April	May	June
Non Fiction Unit	**Non Fiction** Unit	**Non Fiction** Unit	**Poetry** Unit	**Poetry** Unit

Annual Pacing Guide
Grade Level: 4th Grade
Subject: Writing

September	October	November	December	January
How Writers Work Unit	**How Writers Work** Unit	**How Writers Work** Unit	**Cynthia Rylant Author Study** Unit	**Cynthia Rylant Auth Study** Unit

February	March	April	May	June
ynthia Rylant Author Study Unit	**Feature Article** Unit	**Feature Article** Unit	s **Feature Article** Unit	**Nonfiction** Unit

Deal School Curriculum

English Language Arts
Curriculum Guide
Grade 5

Deal School
Deal, New Jersey

2018
Board of Education

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Curriculum Writing Committee

<u>Administration</u>

Donato Saponaro, Jr.

<u>Consultant/Curriculum Development</u>

Nick Montesano

<u>Teacher(s)</u>

Courtney Magner

<u>Developed and Written</u>

August – November 2014

<u>Revised</u>

December 2018

<u>Board Approved</u>

December 2018

Purpose

The English Language Arts Curriculum Guide for Grade 5 is a resource for educators to refer to in planning and preparing for curriculum instruction aligned to Common Core State Standards and best practices. For each unit, desired outcomes, learners' enduring understanding, essential questions, learner goals and objectives, suggested assessments, anticipated sequence of events, and learning resources are identified.

Additionally, links are included in the plan for 21st Century Skills and Themes as well as Scope and Sequence links for district approved programs.

Assessments

Prior to implementing the curriculum, diagnostic assessments can be used to gather baseline data to guide beginning instruction. Throughout each unit, formative and summative assessments are available to determine achievement and guide instruction.

Deal School Curriculum
Grade 5 English Language Arts – Language

Desired Outcomes

Conventions of Standard English:

NJSLS.ELA-LITERACY.L.5.1

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

NJSLS.ELA-LITERACY.L.5.1.A

Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

NJSLS.ELA-LITERACY.L.5.1.B

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

NJSLS.ELA-LITERACY.L.5.1.C

Use verb tense to convey various times, sequences, states, and conditions.

NJSLS.ELA-LITERACY.L.5.1.D

Recognize and correct inappropriate shifts in verb tense.*

NJSLS.ELA-LITERACY.L.5.1.E

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

NJSLS.ELA-LITERACY.L.5.2

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

NJSLS.ELA-LITERACY.L.5.2.A

Use punctuation to separate items in a series.*

NJSLS.ELA-LITERACY.L.5.2.B

Use a comma to separate an introductory element from the rest of the sentence.

NJSLS.ELA-LITERACY.L.5.2.C

Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).

NJSLS.ELA-LITERACY.L.5.2.D

Use underlining, quotation marks, or italics to indicate titles of works.

NJSLS.ELA-LITERACY.L.5.2.E

Spell grade-appropriate words correctly, consulting references as needed.

Knowledge of Language:

NJSLS.ELA-LITERACY.L.5.3

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

NJSLS.ELA-LITERACY.L.5.3.A

Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

NJSLS.ELA-LITERACY.L.5.3.B

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

Vocabulary Acquisition and Use:

NJSLS.ELA-LITERACY.L.5.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

NJSLS.ELA-LITERACY.L.5.4.A
Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
NJSLS.ELA-LITERACY.L.5.4.B
Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
NJSLS.ELA-LITERACY.L.5.4.C
Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
NJSLS.ELA-LITERACY.L.5.5
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
NJSLS.ELA-LITERACY.L.5.5.A
Interpret figurative language, including similes and metaphors, in context.
NJSLS.ELA-LITERACY.L.5.5.B
Recognize and explain the meaning of common idioms, adages, and proverbs.
NJSLS.ELA-LITERACY.L.5.5.C
Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
NJSLS.ELA-LITERACY.L.5.6
Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Enduring Understandings	Essential Questions
1. Written communication and mechanics promote fluency of communication. 2. Rules, conventions of language, help readers understand what is being communicated. Words powerfully affect meaning. 3. People communicate through words. 4. Conventional spelling promotes common understanding. 5. Using proper form in sentence and paragraph composition expresses and clarifies thoughts.	1. What is the purpose of applying grammar and mechanic skills? 2. How do rules of language affect communication? 3. How does word choice affect meaning? 4. Why is it important to spell correctly? 5. How can you write paragraphs to make a clear picture for your reader?
Learners will know…	**Learners will be able to….**

● Strong writers and speakers demonstrate command of the conventions of Standard English grammar and usage.
● Strong writers and speakers demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling.
● Verb tense to convey various times, sequences, states, and conditions.
	● Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
	   o Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
	   o Form and use the perfect (e.g., I had walked; I have walked; I will have

- Punctuation is used to separate items in a series.
- A comma is used to separate an introductory element from the rest of the sentence.
- A comma is used to set off the words yes and no and to set off a tag question from the rest of the sentence and to indicate direct address.
- Underlining, quotation marks, or italics are used to indicate titles of works.
- Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
- A range of strategies is used to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content.
- Figurative language, word relationships, and nuances in word meanings provide style to reading.

walked) verb tenses.
- o Use verb tense to convey various times, sequences, states, and conditions.
- o Recognize and correct inappropriate shifts in verb tense.
- o Use correlative conjunctions (e.g., either/or, neither/nor).
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - o Use punctuation to separate items in a series.
  - o Use a comma to separate an introductory element from the rest of the sentence.
  - o Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).
  - o Use underlining, quotation marks, or italics to indicate titles of works.
  - o Spell grade-appropriate words correctly, consulting references as needed.
- Use knowledge of language and its conventions when writing, speaking, reading, or listening.
  - o Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
  - o Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
  - o Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
  - o Use common, grade-appropriate Greek

	and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
	o Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
	● Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
	o Interpret figurative language, including similes and metaphors, in context.
	o Recognize and explain the meaning of common idioms, adages, and proverbs.
	o Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
	● Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Assessment Evidence

Formative Assessments

- Thumbs Up
- Exit Slips
- Think Pair Share
- Quick Checks
- Exit Slips
- Class Discussion
- Turn and Talks
- Reading/Writing Notebook
- Homework
- Student Self-Assessment
- Graphic Organizers

Summative Assessments

- Unit Assessments
- Weekly Assessments

- Quizzes
- Writing Specific Rubrics

Benchmarks
- DRA
- Link It Benchmarks

Alternative Assessments
- Project Specific Rubrics
- Group Project Products

Suggested Learning Plan

Anticipated daily sequence of activities:

The structure of the daily lesson will be in the format of a 90-minute writing workshop. Based on the pacing of the unit the teacher will be using the Interactive Read-Aloud Structure or Mini-Lesson Structure.

Interactive Read-Aloud Structure

Read-Aloud, Teacher Modeling and Class Discussion (20-30 minutes)
- Teacher will read the text(s) to the class.
- Teacher will stop periodically to share thoughts, observations, inquiries, and ideas about the text(s) and use of skills.
- Teacher will model how to read like a writer.

Independent Writing and Small Group Work (20-30 minutes)
- Students will write independently, often responding to what was read or discussed, while you provide support for conferring with them.

Group Share (5-10 minutes)
- Students will gather back to whole group.
- Students will share their writing and reflect on the ideas presented.

Mini- Lesson Structure

Mini-Lesson (10-15 minutes)
- Teacher will demonstrate strategies and skills through explicit whole-class instruction.

Independent Writing and Teacher Conferring (30-40 minutes)
- Students can write independently.
- Students will practice what was modeled in the mini-lesson and make decisions about their writing.
- Teacher will confer with students individually or in small groups.

Group Share (5-10 minutes)
- Students will gather back together.
- Students will share their writing and reflect on the ideas presented.

Suggested Learning Resources

Schoolwide Writing Fundamental Units
Schoolwide Writing Mentor Texts
Schoolwide Writing Appendices

Google Apps
Scholastic News Story Works grades 3-6
Dictionaries
Thesauruses
Graphic organizers
Porta Portal http://guest.portaportal.com/dealschool

21st Century Life and Careers

CRP2. Apply appropriate academic and technical skills
CRP4. Communicate clearly and effectively and with reason.
CRP5. Consider the environmental, social and economic impacts of decisions
CRP6. Demonstrate creativity and innovation

9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.

9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Accommodations and Modifications

Gifted and Talented
● Provide appropriate challenge for wide ranging skills and development areas.
● Participate in inquiry and project-based learning units of study.
English Language Learners
● Pair visual prompts with verbal presentations
● Provide students with visual models, sentence stems, concrete objects, and hands on materials.
Students with IEPs/504
● Review student individual educational plan and/or 504 plan
● Establish procedures for accommodations and modifications for assessments as per IEP/504
● Modify classroom environment to support academic and physical needs of the students as per IEP/504
At Risk Learners
● Provide Title 1 services to students not meeting academic standards in ELA and/or Math
● Differentiated instruction
● Basic Skills
● Provide instructional interventions in the general education classroom

Interdisciplinary Connections/Cross Curricular Opportunities

● Text read aloud during Modeled/Shared Reading may refer to topics being

studied in science, social studies and math, most effectively during the "nonfiction" unit of study.

- Books and passages may be related to, or taken from, content area texts to help with specific LAL skills during Guided Reading.
- Students may research a topic of interest incorporating technology and library skills with the topic of choice during Independent Reading.

Social Studies

6.1 U.S. History: America in the World, 6.3 Active Citizenship in the 21st Century:

Strand A. Civics, Government, and Human Rights
Strand B. Geography, People, and the Environment
Strand C. Economics, Innovation, and Technology
Strand D. History, Culture, and Perspectives

- **Mentor Texts**
  - Henry's Freedom Box
  - When Jessie Came Across the Sea
  - Women Explorers
  - The Other Side- Segregation

6.1.12.D.11.d: Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust

- **Mentor Texts**
  - Along Way to Go
  - Who Was Anne Frank?
  - Benno and the Night of Broken Glass
  - Hidden

Science

ESS2-2 Earth's Systems
ESS3 Earth and Human Activity

- **Mentor Texts**
  - Warmer World: From Polar Bears to Butterflies, How Climate Change Affects Wildlife
  - Lizards

Integration of Technology

8.1 Educational Technology

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.

8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems

8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.

D. Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
8.1.5.D.4 Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.

E: Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.

8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

Pacing Guide
5th Grade Reading Pacing Guide https://docs.google.com/document/d/15EsULUNiRggX4iH-1oRy_BSaLOIp8ZsdrU6K8V8TU4o/edit?usp=sharing

Deal School Curriculum
Grade 5 English Language Arts – Foundational Skills

Desired Outcomes

Phonics and Word Recognition:
NJSLS.ELA-LITERACY.RF.5.3
Know and apply grade-level phonics and word analysis skills in decoding words.
NJSLS.ELA-LITERACY.RF.5.3.A
Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
Fluency:
NJSLS.ELA-LITERACY.RF.5.4
Read with sufficient accuracy and fluency to support comprehension.
NJSLS.ELA-LITERACY.RF.5.4.A
Read grade-level text with purpose and understanding.
NJSLS.ELA-LITERACY.RF.5.4.B
Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
NJSLS.ELA-LITERACY.RF.5.4.C
Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Enduring Understandings	Essential Questions
1. Written communication and mechanics promote fluency of communication. 2. Rules, conventions of language, help readers understand what is being communicated. Words powerfully affect meaning. 3. People communicate through words. 4. Conventional spelling promotes common understanding. 5. Using proper form in sentence and paragraph composition expresses and clarifies thoughts.	1. What is the purpose of applying grammar and mechanic skills? 2. How do rules of language affect communication? 3. How does word choice affect meaning? 4. Why is it important to spell correctly? 5. How can you write paragraphs to make a clear picture for your reader?

Learners will know…	Learners will be able to….
● Combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology is used to accurately read unfamiliar multisyllabic words in context and out of context. ● Fluent readers read grade level text with purpose and understanding. ● Fluent readers grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive	● Know and apply grade-level phonics and word analysis skills in decoding words. 　o Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. ● Read with sufficient accuracy and fluency to support comprehension.

readings. ● Context is used to confirm or self-correct word recognition and understanding, rereading as necessary.	○ Read grade-level text with purpose and understanding. ○ Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. ○ Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Assessment Evidence

Formative Assessments
● Thumbs Up
● Exit Slips
● Think Pair Share
● Quick Checks
● Exit Slips
● Class Discussion
● Turn and Talks
● Reading/Writing Notebook
● Homework
● Student Self-Assessment
● Graphic Organizers

Summative Assessments
● Unit Assessments
● Weekly Assessments
● Quizzes
● Writing Specific Rubrics

Benchmarks
● DRA
● Link It Benchmarks

Alternative Assessments
● Project Specific Rubrics
● Group Project Products

Suggested Learning Plan

Anticipated daily sequence of activities:

The structure of the daily lesson will be in the format of a 90 minute reading workshop. Based on the pacing of the unit the teacher will be using the Interactive Read-Aloud Structure or Mini-Lesson Structure.

Interactive Read-Aloud Structure
    Read-Aloud, Teacher Modeling and Class Discussion (20-30 minutes)
- Teacher will read the text(s) to the class.
- Teacher will stop periodically to share thoughts, observations, inquiries, and ideas about the text(s) and use of skills.
- Teacher will engage students in a focused discussion.

    Independent Reading Work and Guided Practice (20-30 minutes)
- Teacher will have students do partnership, small-group, or independent work while providing support as needed.

    Group Share (5-10 minutes)
- Students will gather back to whole group.
- Students will share their work and reflect on the ideas presented.

Mini- Lesson Structure
    Mini-Lesson (10-15 minutes)
- Teacher will demonstrate strategies and skills through explicit whole-class instruction.

    Independent Reading Work and Guided Practice (30-40 minutes)
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Schoolwide Reading Mentor Texts
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Google Apps
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Dictionaries
Thesauruses
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Porta Portal http://guest.portaportal.com/dealschool

21st Century Life and Careers

CRP2. Apply appropriate academic and technical skills
CRP4. Communicate clearly and effectively and with reason.
CRP5. Consider the environmental, social and economic impacts of decisions
CRP6. Demonstrate creativity and innovation

9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.

9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career succes

Accommodations and Modifications

Gifted and Talented
- Provide appropriate challenge for wide ranging skills and development areas.
- Participate in inquiry and project-based learning units of study.

English Language Learners
- Pair visual prompts with verbal presentations
- Provide students with visual models, sentence stems, concrete objects, and hands on materials.

Students with IEPs/504
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Interdisciplinary Connections/Cross Curricular Opportunities

- Texts read aloud during Modeled/Shared Reading may refer to topics being studied in science, social studies and math, most effectively during the "nonfiction" unit of study.
- Books and passages may be related to, or taken from, content area texts to help with specific LAL skills during Guided Reading.
- Students may research a topic of interest incorporating technology and library skills with the topic of choice during Independent Reading.

Social Studies

6.1 U.S. History: America in the World, 6.3 Active Citizenship in the 21st Century:
Strand A. Civics, Government, and Human Rights
Strand B. Geography, People, and the Environment
Strand C. Economics, Innovation, and Technology
Strand D. History, Culture, and Perspectives
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    - Henry's Freedom Box
    - When Jessie Came Across the Sea

- ○ Women Explorers
- ○ The Other Side- Segregation

6.1.12.D.11.d: Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust

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Science
ESS2-2 Earth's Systems
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  - ○ Lizards

Integration of Technology

8.1 Educational Technology

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.

8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems

8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.

D. Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

8.1.5.D.4 Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.

E: Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.

8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of

using print and non-print electronic information sources to complete a variety of tasks.
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Deal School Curriculum
Grade 5 English Language Arts – Informational Text

Key Ideas and Details:
NJSLS.ELA-LITERACY.RI.5.1
RI.5.1. Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
NJSLS.ELA-LITERACY.RI.5.2
Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
NJSLS.ELA-LITERACY.RI.5.3
Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

Craft and Structure:
NJSLS.ELA-LITERACY.RI.5.4
Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
NJSLS.ELA-LITERACY.RI.5.5
Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
NJSLS.ELA-LITERACY.RI.5.6
Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

Integration of Knowledge and Ideas:
NJSLS.ELA-LITERACY.RI.5.7
Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
NJSLS.ELA-LITERACY.RI.5.8
Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
NJSLS.ELA-LITERACY.RI.5.9
Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.

Range of Reading and Level of Text Complexity:
NJSLS.ELA-LITERACY.RI.5.10
By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

Enduring Understandings	Essential Questions
1. Readers use strategies to construct meaning. 2. Readers use language structure and context clues to identify the intended	1. How do readers construct meaning from text? 2. How do you figure out a word you do not know?

meaning of words and phrases as they are used in text. Strategic readers can develop, select, and apply strategies to enhance their comprehension. 3. Readers recognize the power of words to affect meaning. 4. Thoughtful readers evaluate what they read in a personal and informed way.	3. What do readers do when they do not understand everything in a text? Why do readers need to pay attention to a writer's choice of words? 4. How does reading influence readers? Why do readers need to evaluate what they read?
Learners will know…	**Learners will be able to….**
● Strong readers quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. ● Two or more main ideas of a text are supported by key details. ● The relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text are based on specific information in the text. ● Good readers compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts. ● Strong readers analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. ● Strong readers draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. ● Authors use reasons and evidence to support particular points in a text. ● Good readers integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. ●	● Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. ● Determine two or more main ideas of a text and explain how they are supported by key details. ● Summarize the text. ● Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. ● Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. ● Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. ● Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. ● Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. ● Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). ● Integrate information from several texts on the same topic in order to write or

| | speak about the subject knowledgeably. |
| | ● By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently. |

Assessment Evidence

Formative Assessments
- Thumbs Up
- Exit Slips
- Think Pair Share
- Quick Checks
- Exit Slips
- Class Discussion
- Turn and Talks
- Reading/Writing Notebook
- Homework
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Alternative Assessments
- Project Specific Rubrics
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Suggested Learning Plan

Anticipated daily sequence of activities:

The structure of the daily lesson will be in the format of a 90 minute reading workshop. Based on the pacing of the unit the teacher will be using the Interactive Read-Aloud Structure or Mini-Lesson Structure.

Interactive Read-Aloud Structure
Read-Aloud, Teacher Modeling and Class Discussion (20-30 minutes)

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Group Share (5-10 minutes)
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Accommodations and Modifications

Gifted and Talented
- Provide appropriate challenge for wide ranging skills and development areas.
- Participate in inquiry and project-based learning units of study.

English Language Learners
- Pair visual prompts with verbal presentations
- Provide students with visual models, sentence stems, concrete objects, and hands on materials.

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Integration of Technology

8.1 Educational Technology

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.

8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems

8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.

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</table>

Deal School Curriculum
Grade 5 English Language Arts – Reading Literature

Desired Outcomes

Key Ideas and Details:

NJSLS.ELA-LITERACY.RL.5.1

Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

NJSLS.ELA-LITERACY.RL.5.2

Determine the key details in a story, drama or poem to identify the theme and to summarize the text.

NJSLS.ELA-LITERACY.RL.5.3

Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

Craft and Structure:

NJSLS.ELA-LITERACY.RL.5.4

Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

NJSLS.ELA-LITERACY.RL.5.5

Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

NJSLS.ELA-LITERACY.RL.5.6

Describe how a narrator's or speaker's point of view influences how events are described.

Integration of Knowledge and Ideas:

NJSLS.ELA-LITERACY.RL.5.7

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

NJSLS.ELA-LITERACY.RL.5.8

(RL.5.8 not applicable to literature)

NJSLS.ELA-LITERACY.RL.5.9

Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

Range of Reading and Level of Text Complexity:

NJSLS.ELA-LITERACY.RL.5.10

By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.

Enduring Understandings	Essential Questions
1. Readers use strategies to construct meaning. 2. Readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in text. Strategic readers can develop, select, and apply strategies to	1. How do readers construct meaning from text? 2. How do you figure out a word you do not know? 3. What do readers do when they do not understand everything in a text? Why do readers need to pay attention to a writer's

enhance their comprehension. 3. Readers recognize the power of words to affect meaning. 4. Thoughtful readers evaluate what they read in a personal and informed way.	choice of words? 4. How does reading influence readers? Why do readers need to evaluate what they read?

Learners will know…	**Learners will be able to….**
● Quoting accurately from a text helps to explain and draw inferences when reading literature. ● Theme is determined in a story drama or poem from the details in the text. ● Strong readers compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text. ● A series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. ● A narrator's or speaker's point of view influences how events are described. ● Visual and multimedia elements contribute to the meaning, tone, or beauty of a text. ● Visual and multimedia elements contribute to the meaning, tone, or beauty of a text. ● Stories in the same genre can take differing approaches to similar themes.	● Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. ● Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. ● Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). ● Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. ● Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. ● Describe how a narrator's or speaker's point of view influences how events are described. ● Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). ● Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. ● By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.

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8.1.5.D.4 Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.

E: Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.

8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

Pacing Guide

5th Grade Reading Pacing Guide

https://docs.google.com/document/d/15EsULUNiRggX4iH-1oRy_BSaLOIp8ZsdrU6K8V8TU4o/edit?usp=sharing

Deal School Curriculum
Grade 5 English Language Arts – Speaking and Listening

Desired Outcomes

Comprehension and Collaboration:

NJSLS.ELA-LITERACY.SL.5.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

NJSLS.ELA-LITERACY.SL.5.1.A

Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion

NJSLS.ELA-LITERACY.SL.5.1.B

Follow agreed-upon rules for discussions and carry out assigned roles.

NJSLS.ELA-LITERACY.SL.5.1.C

Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

NJSLS.ELA-LITERACY.SL.5.1.D

Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

NJSLS.ELA-LITERACY.SL.5.2

Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g.,visually, quantitatively, and orally)

NJSLS.ELA-LITERACY.SL.5.3

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

Presentation of Knowledge and Ideas:

NJSLS.ELA-LITERACY.SL.5.4

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

NJSLS.ELA-LITERACY.SL.5.5

Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

NJSLS.ELA-LITERACY.SL.5.6

Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 here for specific expectations.)

Enduring Understandings	Essential Questions
1. Listening is the process of receiving, constructing meaning from, and responding to spoken and/nonverbal messages.	1. How does a speaker communicate so others will listen and understand the message?
	2. How does a listener understand a message?
	3. How do you listen?
2. Listening skills are critical for learning and communicating.	4. What impact does listening have?
	5. How do you speak effectively?
3. Effective listeners are able to interpret	6. How does the choice of words affect the

and evaluate increasingly complex messages. 4. A speaker selects a form and an organizational pattern based on the audience and purpose. 5. A speaker's choice of words and style set the tone and define the message.	speaker's message and the listener's response?
Learners will know…	**Learners will be able to….**
● Specific strategies are used when engaging in collaborative discussions with diverse partners on grade 5 topics and texts including researching by reading prior to the discussion, drawing on the preparation to support opinions and explore more ideas about the topic. ● Agreed upon rules should lead a discussion. ● Good listeners review the key ideas expressed and draw conclusions based on the input of others. ● Visual representations in diverse media and formats can be used to determine summarize a written text. ● Strong speakers are able to identify reasons and evidence a speaker provides to support particular points. ● Strong speakers summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. ● Strong speakers report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes. ● Strong speakers speak clearly at an understandable pace. ● Strong speakers report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes. ● Strong speakers include multimedia components (e.g., graphics, sound) and visual displays in presentations when	● Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. o Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. o Follow agreed-upon rules for discussions and carry out assigned roles. o Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. o Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. ● Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. ● Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. ● Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. ● Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

appropriate to enhance the development of main ideas or themes.
- Strong speakers adapt speech and use formal English when appropriate to task and situation.

- Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Assessment Evidence

Formative Assessments
- Thumbs Up
- Exit Slips
- Think Pair Share
- Quick Checks
- Exit Slips
- Class Discussion
- Turn and Talks
- Reading/Writing Notebook
- Homework
- Student Self-Assessment
- Graphic Organizers

Summative Assessments
- Unit Assessments
- Weekly Assessments
- Quizzes
- Writing Specific Rubrics

Benchmarks
- DRA
- Link It Benchmarks

Alternative Assessments
- Project Specific Rubrics
- Group Project Products

Suggested Learning Plan

Anticipated daily sequence of activities:
The structure of the daily lesson will be in the format of a 90-minute writing workshop. Based on the pacing of the unit the teacher will be using the Interactive Read-Aloud Structure or Mini-Lesson Structure.
Interactive Read-Aloud Structure
Read-Aloud, Teacher Modeling and Class Discussion (20-30 minutes)
- Teacher will read the text(s) to the class.
- Teacher will stop periodically to share thoughts, observations, inquiries, and ideas about the text(s) and use of skills.

- Teacher will model how to read like a writer.

Independent Writing and Small Group Work (20-30 minutes)
- Students will write independently, often responding to what was read or discussed, while you provide support for conferring with them.

Group Share (5-10 minutes)
- Students will gather back to whole group.
- Students will share their writing and reflect on the ideas presented.

Mini- Lesson Structure

Mini-Lesson (10-15 minutes)
- Teacher will demonstrate strategies and skills through explicit whole-class instruction.

Independent Writing and Teacher Conferring (30-40 minutes)
- Students can write independently.
- Students will practice what was modeled in the mini-lesson and make decisions about their writing.
- Teacher will confer with students individually or in small groups.

Group Share (5-10 minutes)
- Students will gather back together.
- Students will share their writing and reflect on the ideas presented.

The structure of the daily lesson will be in the format of a 90 minute reading workshop. Based on the pacing of the unit the teacher will be using the Interactive Read-Aloud Structure or Mini-Lesson Structure.

Interactive Read-Aloud Structure

Read-Aloud, Teacher Modeling and Class Discussion (20-30 minutes)
- Teacher will read the text(s) to the class.
- Teacher will stop periodically to share thoughts, observations, inquiries, and ideas about the text(s) and use of skills.
- Teacher will engage students in a focused discussion.

Independent Reading Work and Guided Practice (20-30 minutes)
- Teacher will have students do partnership, small-group, or independent work while providing support as needed.

Group Share (5-10 minutes)
- Students will gather back to whole group.
- Students will share their work and reflect on the ideas presented.

Mini- Lesson Structure

Mini-Lesson (10-15 minutes)
- Teacher will demonstrate strategies and skills through explicit whole-class instruction.

Independent Reading Work and Guided Practice (30-40 minutes)
- Students can read independently.
- Teacher will confer with students individually or in small groups.
- Teacher will differentiate instruction in guided reading groups.

Group Share (5-10 minutes)
- Students will gather back together.

- Students will share their work and reflect on the ideas presented.

Suggested Learning Resources

Schoolwide Writing/Reading Fundamental Units
Schoolwide Writing/Reading Mentor Texts
Schoolwide Writing/Reading Appendices
Google Apps
Scholastic News Story Works grades 3-6
Dictionaries
Thesauruses
Graphic organizers
Porta Portal http://guest.portaportal.com/dealschool

21st Century Life and Careers

CRP2. Apply appropriate academic and technical skills
CRP4. Communicate clearly and effectively and with reason.
CRP5. Consider the environmental, social and economic impacts of decisions
CRP6. Demonstrate creativity and innovation

9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.

9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Accommodations and Modifications

Gifted and Talented
- Provide appropriate challenge for wide ranging skills and development areas.
- Participate in inquiry and project-based learning units of study.

English Language Learners
- Pair visual prompts with verbal presentations
- Provide students with visual models, sentence stems, concrete objects, and hands on materials.

Students with IEPs/504
- Review student individual educational plan and/or 504 plan
- Establish procedures for accommodations and modifications for assessments as per IEP/504
- Modify classroom environment to support academic and physical needs of the students as per

IEP/504
At Risk Learners
- Provide Title 1 services to students not meeting academic standards in ELA and/or Math
- Differentiated instruction
- Basic Skills
- Provide instructional interventions in the general education classroom

<div style="background-color:#8B0000;color:white;text-align:center;padding:4px;">Interdisciplinary Connections/Cross Curricular Opportunities</div>

- Texts read aloud during Modeled/Shared Reading may refer to topics being studied in science, social studies and math, most effectively during the "nonfiction" unit of study.
- Books and passages may be related to, or taken from, content area texts to help with specific LAL skills during Guided Reading.
- Students may research a topic of interest incorporating technology and library skills with the topic of choice during Independent Reading.
-

Social Studies
6.1 U.S. History: America in the World, 6.3 Active Citizenship in the 21st Century:
Strand A. Civics, Government, and Human Rights
Strand B. Geography, People, and the Environment
Strand C. Economics, Innovation, and Technology
Strand D. History, Culture, and Perspectives
- **Mentor Texts**
  - Henry's Freedom Box
  - When Jessie Came Across the Sea
  - Women Explorers
  - The Other Side- Segregation

6.1.12.D.11.d: Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust
- **Mentor Text**
  - Along Way to Go
  - Who Was Anne Frank?
  - Benno and the Night of Broken Glass
  - Hidden

Science
ESS2-2 Earth's Systems
ESS3 Earth and Human Activity
- **Mentor Texts**
  - Warmer World: From Polar Bears to Butterflies, How Climate Change Affects Wildlife
  - Lizards

Integration of Technology

8.1 Educational Technology

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.

8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems
8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.

D. Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

8.1.5.D.4 Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.

E: Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.

8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

Pacing Guide

5th Grade Reading Pacing Guide

https://docs.google.com/document/d/15EsULUNiRggX4iH-1oRy_BSaLOIp8ZsdrU6K8V8TU4o/edit?usp=sharing

Deal School Curriculum
Grade 5 English Language Arts – Writing

Text Types and Purposes:
NJSLS.ELA-LITERACY.W.5.1
Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
NJSLS.ELA-LITERACY.W.5.1.A
Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
NJSLS.ELA-LITERACY.W.5.1.B
Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.
NJSLS.ELA-LITERACY.W.5.1.C
Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
NJSLS.ELA-LITERACY.W.5.1.D
Provide a conclusion related to the opinion presented.
NJSLS.ELA-LITERACY.W.5.2
Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
NJSLS.ELA-LITERACY.W.5.2.A
Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aiding comprehension.
NJSLS.ELA-LITERACY.W.5.2.B
Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
NJSLS.ELA-LITERACY.W.5.2.C
Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially).
NJSLS.ELA-LITERACY.W.5.2.D
Use precise language and domain-specific vocabulary to inform about or explain the topic.
NJSLS.ELA-LITERACY.W.5.2.E
Provide a conclusion related to the information of explanation presented. NJSLS.ELA-LITERACY.W.5.3
Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
NJSLS.ELA-LITERACY.W.5.3.A
Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
NJSLS.ELA-LITERACY.W.5.3.B
Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
NJSLS.ELA-LITERACY.W.5.3.C
Use a variety of transitional words, phrases, and clauses to manage the sequence of events.

NJSLS.ELA-LITERACY.W.5.3.D
Use concrete words and phrases and sensory details to convey experiences and events precisely.
NJSLS.ELA-LITERACY.W.5.3.E
Provide a conclusion that follows from the narrated experiences or events.
Production and Distribution of Writing:
NJSLS.ELA-LITERACY.W.5.4
Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
NJSLS.ELA-LITERACY.W.5.5
With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 here.)
NJSLS.ELA-LITERACY.W.5.6
With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.
Research to Build and Present Knowledge:
NJSLS.ELA-LITERACY.W.5.7
Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.
NJSLS.ELA-LITERACY.W.5.8
Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
NJSLS.ELA-LITERACY.W.5.9
Draw evidence from literary or informational texts to support analysis, reflection, and research.
NJSLS.ELA-LITERACY.W.5.9.A
Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").
NJSLS.ELA-LITERACY.W.5.9.B
Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]"").
Range of Writing:
NJSLS.ELA-LITERACY.W.5.10
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.

Enduring Understandings	Essential Questions
1. Writers have a purpose for writing. 2. Writers gather their ideas from personal experience, observations, reading, and imagination. 3. Good writers develop and refine their	1. Why do writers write? 2. How do good writers express themselves? 3. How do writers develop a well-written product?

ideas for thinking, learning, communicating, and aesthetic expression. 4. Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts. 5. Writing is a multi-stage process. 6. Writing is a reflective process.	4. How does process shape the writer's product? 5. How does each step in the writing process impact your writing? 6. How can writing be evaluated? 7. How can evaluation and reflection be used to improve writing?
Learners will know…	**Learners will be able to….**

● Writing may be used to express an opinion, inform or explain, or narrate a story.
● Good writers produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
● Digital tools and technology may be used to produce and publish writing, as well as interact with others.
● Good writers focus on a topic, respond to questions and suggestions form peers, and add details to strengthen their writing as needed.
● Good writers strengthen their writing by revising, editing, rewriting, or trying a new approach.
● Good writers recall information from experiences or gather information from provided sources to answer a question.
● Grade five students are capable of using keyboarding to type two single pages in one sitting.
● Multiple resources strengthen short research projects that build knowledge through investigation of different aspects of a topic.
● Evidence from literary or informational texts support analysis, reflection, and research.
● Strong writers write routinely over extended time frames and shorter time frames for a range of discipline-specific
	● Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
	    o Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
	    o Provide logically ordered reasons that are supported by facts and details.
	    o Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
	    o Provide a concluding statement or section related to the opinion presented.
	● Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
	    o Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
	    o Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
	    o Link ideas within and across categories of information using words, phrases, and clauses (e.g.,

tasks, purposes, and audiences.	in contrast, especially).
	o Use precise language and domain-specific vocabulary to inform about or explain the topic.
	o Provide a concluding statement or section related to the information or explanation presented.
	● Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
	o Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
	o Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
	o Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
	o Use concrete words and phrases and sensory details to convey experiences and events precisely.
	o Provide a conclusion that follows from the narrated experiences or events.
	● Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
	● With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
	● With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.

	● Demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
	● Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
	● Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

	● Draw evidence from literary or informational texts to support analysis, reflection, and research.
	     o Apply grade 5 Reading standards to literature .
	     o Apply grade 5 Reading standards to informational texts.

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

<table>
<tr><td colspan="2" align="center">Assessment Evidence</td></tr>
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Formative Assessments
- Thumbs Up
- Exit Slips
- Think Pair Share
- Quick Checks
- Exit Slips
- Class Discussion
- Turn and Talks
- Reading/Writing Notebook
- Homework
- Student Self-Assessment
- Graphic Organizers

Summative Assessments
- Unit Assessments
- Weekly Assessments
- Quizzes
- Writing Specific Rubrics

Benchmarks
- DRA
- Link It Benchmarks

Alternative Assessments
- Project Specific Rubrics
- Group Project Products

Suggested Learning Plan

Anticipated daily sequence of activities:

The structure of the daily lesson will be in the format of a 90-minute writing workshop. Based on the pacing of the unit the teacher will be using the Interactive Read-Aloud Structure or Mini-Lesson Structure.

Interactive Read-Aloud Structure

Read-Aloud, Teacher Modeling and Class Discussion (20-30 minutes)
- Teacher will read the text(s) to the class.
- Teacher will stop periodically to share thoughts, observations, inquiries, and ideas about the text(s) and use of skills.
- Teacher will model how to read like a writer.

Independent Writing and Small Group Work (20-30 minutes)
- Students will write independently, often responding to what was read or discussed, while you provide support for conferring with them.

Group Share (5-10 minutes)
- Students will gather back to whole group.
- Students will share their writing and reflect on the ideas presented.

Mini- Lesson Structure

Mini-Lesson (10-15 minutes)
- Teacher will demonstrate strategies and skills through explicit whole-class instruction.

Independent Writing and Teacher Conferring (30-40 minutes)
- Students can write independently.
- Students will practice what was modeled in the mini-lesson and make decisions about their writing.
- Teacher will confer with students individually or in small groups.

Group Share (5-10 minutes)
- Students will gather back together.
- Students will share their writing and reflect on the ideas presented.

Suggested Learning Resources

Schoolwide Writing Fundamental Units
Schoolwide Writing Mentor Texts
Schoolwide Writing Appendices
Scholastic News Story Works grades 3-6

Google Apps
Dictionaries
Thesauruses
Graphic organizers
Porta Portal http://guest.portaportal.com/dealschool
Laptops

21st Century Life and Careers

CRP2. Apply appropriate academic and technical skills
CRP4. Communicate clearly and effectively and with reason.
CRP5. Consider the environmental, social and economic impacts of decisions
CRP6. Demonstrate creativity and innovation

9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.

9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Accommodations and Modifications

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- Pair visual prompts with verbal presentations
- Provide students with visual models, sentence stems, concrete objects, and hands on materials.

Students with IEPs/504
- Review student individual educational plan and/or 504 plan
- Establish procedures for accommodations and modifications for assessments as per IEP/504
- Modify classroom environment to support academic and physical needs of the students as per IEP/504

At Risk Learners
- Provide Title 1 services to students not meeting academic standards in ELA and/or Math
- Differentiated instruction
- Basic Skills
- Provide instructional interventions in the general education classroom

- Mentor texts used during Modeled/Shared Writing could be on the subject of topics being studied in science, social studies and math.
- During Independent Writing, students may choose to write about topics or people being studied in content areas; non-fiction unit of study provides ample opportunity for such writing.
- Publishing, as part of the writing process, can incorporate the use of technological literacy and programs.
- Class and students can compose letters, books, articles, essays relating to content area subjects.
- Library and technological skills can be utilized in research of non-fiction writing.

Social Studies
6.1 U.S. History: America in the World, 6.3 Active Citizenship in the 21st Century:
Strand A. Civics, Government, and Human Rights
Strand B. Geography, People, and the Environment
Strand C. Economics, Innovation, and Technology
Strand D. History, Culture, and Perspectives
- **Mentor Texts**
  - Henry's Freedom Box
  - When Jessie Came Across the Sea
  - Women Explorers
  - The Other Side- Segregation

6.1.12.D.11.d: Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust
- **Mentor Text**
  - Along Way to Go
  - Who Was Anne Frank?
  - Benno and the Night of Broken Glass
  - Hidden

Science
ESS2-2 Earth's Systems
ESS3 Earth and Human Activity
- **Mentor Texts**
  - Warmer World: From Polar Bears to Butterflies, How Climate Change Affects Wildlife
  - Lizards

Integration of Technology

8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems **8.1.5.A.2** Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.
Pacing Guide
5th Grade Writing Pacing Guide https://docs.google.com/document/d/1MR3_i7uWyqMd3os9dBOuLf0ossJZyQMPkBf2iNwWTWc/edit?usp=sharing

Annual Pacing Guide
Grade Level: 5th Grade
Subject: Reading

September	October	November	December	January
Launching Unit	**Launching** Unit	**Fiction** Unit	**Fiction** Unit	**Fiction** Unit

February	March	April	May	June
Non Fiction Unit	s **Non Fiction** Unit	**Non Fiction** Unit	**Poetry** Unit	**Poetry** Unit

Annual Pacing Guide
Grade Level: 5th Grade
Subject: Writing

September	October	November	December	January
How Writers Work Unit	**How Writers Work** Unit	**How Writers Work** Unit	**Memoir** Unit	**Memoir** Unit

February	March	April	May	June
Memoir Unit	**Essay** Unit	**Essay** Unit	**Essay** Unit	**Nonfiction** Unit

Deal School Curriculum

English Language Arts
Curriculum Guide
Grade 6

Deal School
Deal, New Jersey

2018
Board of Education

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<u>Consultant/Curriculum Development</u>

Nick Montesano

<u>Teacher(s)</u>

Deana Curcione

<u>Developed and Written</u>

August – November 2014

<u>Revised</u>

December 2018

<u>Board Approved</u>

December 2018

Purpose

The English Language Arts Curriculum Guide for Grade 6 is a resource for educators to refer to in planning and preparing for curriculum instruction aligned to Common Core State Standards and best practices. For each unit, desired outcomes, learners' enduring understanding, essential questions, learner goals and objectives, suggested assessments, anticipated sequence of events, and learning resources are identified.

Additionally, links are included in the plan for 21st Century Skills and Themes as well as Scope and Sequence links for district approved programs.

Assessments

Prior to implementing the curriculum, diagnostic assessments can be used to gather baseline data to guide beginning instruction. Throughout each unit, formative and summative assessments are available to determine achievement and guide instruction.

Deal School Curriculum
Grade 6 English Language Arts – Writing

Desired Outcomes

Text Types and Purposes:
NJSLS.ELA-LITERACY.W.6.1
Write arguments to support claims with clear reasons and relevant evidence.
NJSLS.ELA-LITERACY.W.6.1.A
Introduce claim(s) and organize the reasons and evidence clearly.
NJSLS.ELA-LITERACY.W.6.1.B
Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
NJSLS.ELA-LITERACY.W.6.1.C
Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
NJSLS.ELA-LITERACY.W.6.1.D
Establish and maintain a formal/academic style, approach, and form.
NJSLS.ELA-LITERACY.W.6.1.E
Provide a concluding statement or section that follows from the argument presented.
NJSLS.ELA-LITERACY.W.6.2
Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
NJSLS.ELA-LITERACY.W.6.2.A
Introduce a topic and 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) when useful to aiding comprehension.
NJSLS.ELA-LITERACY.W.6.2.B
Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
NJSLS.ELA-LITERACY.W.6.2.C
Use appropriate transitions to clarify the relationships among ideas and concepts.
NJSLS.ELA-LITERACY.W.6.2.D
Use precise language and domain-specific vocabulary to inform about or explain the topic.
NJSLS.ELA-LITERACY.W.6.2.E
Establish and maintain a formal/academic style, approach, and form.
NJSLS.ELA-LITERACY.W.6.2.F
Provide a concluding statement or section that follows from the information or explanation presented.
NJSLS.ELA-LITERACY.W.6.3

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
NJSLS.ELA-LITERACY.W.6.3.A
Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
NJSLS.ELA-LITERACY.W.6.3.B
Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
NJSLS.ELA-LITERACY.W.6.3.C
Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
NJSLS.ELA-LITERACY.W.6.3.D
Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
NJSLS.ELA-LITERACY.W.6.3.E
Provide a conclusion that follows from the narrated experiences or events.
Production and Distribution of Writing:
NJSLS.ELA-LITERACY.W.6.4
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.)
NJSLS.ELA-LITERACY.W.6.5
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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6 here.)
NJSLS.ELA-LITERACY.W.6.6
Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
Research to Build and Present Knowledge:
NJSLS.ELA-LITERACY.W.6.7
Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
NJSLS.ELA-LITERACY.W.6.8
Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
NJSLS.ELA-LITERACY.W.6.9
Draw evidence from literary or informational texts to support analysis, reflection, and research.
NJSLS.ELA-LITERACY.W.6.9.A
Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy

stories] in terms of their approaches to similar themes and topics").
NJSLS.ELA-LITERACY.W.6.9.B
Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").
Range of Writing:
NJSLS.ELA-LITERACY.W.6.10
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.

Enduring Understandings	Essential Questions
1. Good writers develop and refine their ideas for thinking, learning, communicating, and aesthetic expression. 2. Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts. 3. Writers have a purpose for writing. 4. Writing is a multi-stage process. 5. Writing is a reflective process.	1. Why do writers write? 2. How do good writers express themselves? 3. How do writers develop a well-written product? 4. How does process shape the writer's product? 5. How does each step in the writing process impact your writing? 6. How can writing be evaluated? 7. How can evaluation and reflection be used to improve writing?

Learners will know…	Learners will be able to….

● Writing may be used to express an opinion, inform or explain, or narrate a story.
 ● Effective argument writers introduce claim(s) and organize the reasons and evidence clearly.
 ● Effective argument writers support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
 ● Effective argument writers use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
 ● Effective writers establish and maintain a formal style.
 ● Effective argument writers
	● Write arguments to support claims with clear reasons and relevant evidence.
	     o Introduce claim(s) and organize the reasons and evidence clearly.
	     o Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
	     o Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
	     o Establish and maintain a formal style.

provide a concluding statement or section that follows from the argument presented.

- Informative writers introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- Informative writers use appropriate transitions to clarify the relationships among ideas and concepts.
- Informative writers use precise language and domain-specific vocabulary to inform about or explain the topic.
- Informative writers provide a concluding statement or section that follows from the information or explanation presented.
- Narrative writers engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- Narrative writers use techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- Narrative writers use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- Narrative writers use precise words and phrases, relevant descriptive details, and sensory language to convey experiences

o Provide a concluding statement or section that follows from the argument presented.
- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
  o Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
  o Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
  o Use appropriate transitions to clarify the relationships among ideas and concepts.
  o Use precise language and domain-specific vocabulary to inform about or explain the topic.
  o Establish and maintain a formal style.
  o Provide a concluding statement or section that follows from the information or explanation presented.
- Write narratives to develop real or imagined experiences or events using effective technique,

and events.

-
- Narrative writers provide a conclusion that follows from the narrated experiences or events.
- Strong writers produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Good writers develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- Good writers use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others;.
- Grade 6 writers demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
- Writers conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
- Good writers gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
- Good writers draw evidence from literary or informational texts to support analysis, reflection, and research.
- Grade 6 writers write routinely over extended time frames (time

relevant descriptive details, and well-structured event sequences.
  - o Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
  - o Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
  - o Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
  - o Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
  - o Provide a conclusion that follows from the narrated experiences or events.
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 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. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient

for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	command of keyboarding skills to type a minimum of three pages in a single sitting.
	● Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
	● Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
	● Draw evidence from literary or informational texts to support analysis, reflection, and research.
	    o Apply grade 6 Reading standards to literature.
	    o Apply grade 6 Reading standards to literary nonfiction
	● Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Assessment Evidence

Formative Assessments

- Thumbs Up
- Exit Slips
- Think Pair Share
- Quick Checks
- Exit Slips
- Class Discussion
- Turn and Talks
- Reading/Writing Notebook
- Homework
- Student Self-Assessment
- Graphic Organizers

Summative Assessments
- Unit Assessments
- Weekly Assessments
- Quizzes
- Writing Specific Rubrics

Benchmarks
- DRA
- Link It Benchmarks

Alternative Assessments
- Project Specific Rubrics
- Group Project Products

Suggested Learning Plan

The structure of the daily lesson will be in the format of a 90-minute writing workshop. Based on the pacing of the unit the teacher will be using the Interactive Read-Aloud Structure or Mini-Lesson Structure.

Interactive Read-Aloud Structure

Read-Aloud, Teacher Modeling and Class Discussion (20-30 minutes)
- Teacher will read the text(s) to the class.
- Teacher will stop periodically to share thoughts, observations, inquiries, and ideas about the text(s) and use of skills.
- Teacher will model how to read like a writer.

Independent Writing and Small Group Work (20-30 minutes)
- Students will write independently, often responding to what was read or discussed, while you provide support for conferring with them.

Group Share (5-10 minutes)
- Students will gather back to whole group.
- Students will share their writing and reflect on the ideas presented.

Mini- Lesson Structure

Mini-Lesson (10-15 minutes)
- Teacher will demonstrate strategies and skills through explicit whole-class instruction.

Independent Writing and Teacher Conferring (30-40 minutes)
- Students can write independently.
- Students will practice what was modeled in the mini-lesson and make decisions about their writing.
- Teacher will confer with students individually or in small groups.

Group Share (5-10 minutes)
- Students will gather back together.
- Students will share their writing and reflect on the ideas presented.

Suggested Learning Resources

Schoolwide Writing Fundamentals Units
Schoolwide Writing Unit Appendices

Schoolwide Writing Unit Mentor Texts
Google Apps: Google Classroom, Google Docs, Google Slides, Google Forms
Graphic Organizers
Students Dictionary
Scholastic Thesaurus Dictionary
Games:
Lakeshore Reading Comprehension:
   Hazard Mountain – Inferences
   Quest for the Jewels – Cause and Effect
   Capture the Flag – Reading Comprehension
   *Wipeou*t – Vocabulary
   Main Street Shopping – Main Idea
   Scrabble
Laptop Computers
Ipads and various apps
Porta Portal Http://guest.portaportal.com/dealschool

LGBTQ+ and Disabilities
Wilson Cruz, Actor and Activist" (Achieve 3000)
"Gen Z Is Here To Help" (Achieve 3000)
"A Life Helping Others" (Achieve 3000)
"A Camp That Sparked a Movement" (Achieve 3000)
"Cooking Up Change" (Achieve 3000)
"Clothes for All" (Achieve 3000)
"A Band for the World" (Achieve 3000)
"Seeing Things in a New Way" (Achieve 3000)
"What's Fair in Sports" (Achieve 3000)
"A Worthy Workout" (Achieve 3000)
"A Day in My Wheels" (Achieve 3000)
"Helping a Classmate Learn" (Achieve 3000)
"Fun For All" (Achieve 3000)
"Good Ideas" (Achieve 3000)
"Books for Everyone" (Achieve 3000)
"Climbing Kilimanjaro" (Achieve 3000)
"Museum Offers: Touch Tours" (Achieve 3000)
"Young Racer, Big Plans" (Achieve 3000)
"A Grandfather's Gift" (Achieve 3000)
"Stepping Out with a Robot" (Achieve 3000)
"Liu Wei's Got Talent" (Achieve 3000)
"Companies Hold Back the Blind" (Achieve 3000)
"Titus Makes a Splash" (Achieve 3000)
"Brody Gets Gold" (Achieve 3000)
"Dreaming Big" (Achieve 3000)

"Nothing Holds Me Back" by Kristin Lewis (Scholastic Scope Magazine)
"The Fastest Woman in the World" by Allison Friedman (Scholastic Scope Magazine)

LGBTQ+ Disabilities Example Lesson
- [Wilson Cruz, Actor and Activist (Achieve 3000) Lesson](#)
- [The Fastest Woman in the World (Scholastic Scope) Lesson](#)
- ["Nothing Holds Me Back: by Kristin Lewis (Scholastic Scope) Lesson](#)

21st Century Life and Careers

Career Ready Practices
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
-

Personal Financial Literacy
- 9.1.8.A.2 Relate how career choices, education choices, skills, entrepreneurship,
and economic conditions affect income.

Career Awareness, Exploration, and Preparation
- 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can
be developed through school, home,work, and extracurricular activities
for use in a career.

Accommodations and Modifications

Gifted and Talented
- Provide appropriate challenge for a wide ranging skills and development.
- Participate in inquiry and project-based learning units of study.

English Language Learners
- Pair visual prompts with verbal presentations.
- Provide students with visual models, sentence stems, concrete objects, and hands-on material.

Students with IEPs/504s
- Review student individual education plan and/or 504 plan
- Establish procedures for accommodations and modifications for assessments as per IEP/504.
- Modify classroom environment to support academic and physical needs of the students per IEP/504.

At-Risk Learners
- Provide Title 1 services to students not meeting academic standards in ELA

- and/or Math.
- Differentiated instruction
- Basic Skills
- Provide instructional interventions in the general education classroom.

Interdisciplinary Connections/Cross Curricular Opportunities

- Mentor texts used during Modeled/Shared Writing could be on the subject of topics being studied in science, social studies and math.
- During Independent Writing, students may choose to write about topics or people being studied in content areas; non-fiction unit of study provides ample opportunity for such writing.
- Publishing, as part of the writing process, can incorporate the use of technological literacy and programs.
- Class and students can compose letters, books, articles, essays relating to content area subjects. Library and technological skills can be utilized in research of non-fiction writing.

Social Studies
- Harvesting Hope: The Story of Cesar Chavez (mentor text)
- Richard Wright and the Library Card (mentor tex)
- Grandmama's Pride (mentor text)
- My Freedom Trip (mentor text)

Holocaust Read Aloud
- The Lily Cupboard (mentor text)

6.1 U.S. History: America in the World, 6.3 Active Citizenship in the 21st Century
- Strand A. Civics, Government, and Human Rights
- Strand B. Geography, People, and the Environment
- Strand C. Economics, Innovation, and Technology
- Strand D. History, Culture, and Perspectives

Science
- Extreme Animals: The Toughest Creatures on Earth (mentor text)
- Black Hole is NOT a Hole (mentor text)
- Can We Save the Tiger? (mentor text)
- Team Moon: How 400,000 People Landed Apollo 11 on the Moon (mentor text)
- Heroes of the Environment: The Story of People Helping to Protect our Plant (mentor text)
- Tracking Trash (mentor text)
- The Lorax (mentor text)

Earth and Space Sciences
- MS-ESS3 Earth and Human Activity

Integration of Technology
8.1.8.A-Demonstrate knowledge of a real world problem using digital tools. **8.1.8.A.2**-Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability. **8.1.8.B**-Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).
Pacing Guide
6th Grade Writing Pacing Guide https://docs.google.com/document/d/1_lHmds3wiBu8084v6E5cdBZUS3NDzMi3kIdnwcpcEcs/edit?usp=sharing

Deal School Curriculum
Grade 6 English Language Arts – Speaking and Listening

Comprehension and Collaboration:

NJSLS.ELA-LITERACY.SL.6.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

NJSLS.ELA-LITERACY.SL.6.1.A

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

NJSLS.ELA-LITERACY.SL.6.1.B

Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

NJSLS.ELA-LITERACY.SL.6.1.C

Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

NJSLS.ELA-LITERACY.SL.6.1.D

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

NJSLS.ELA-LITERACY.SL.6.2

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

NJSLS.ELA-LITERACY.SL.6.3

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

Presentation of Knowledge and Ideas:

NJSLS.ELA-LITERACY.SL.6.4

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

NJSLS.ELA-LITERACY.SL.6.5

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

NJSLS.ELA-LITERACY.SL.6.6

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

Enduring Understandings	Essential Questions

1. Listening is the process of receiving, constructing meaning from, and responding to spoken and/nonverbal messages. 2. Listening skills are critical for learning and communicating. 3. Effective listeners are able to interpret and evaluate increasingly complex messages. 4. A speaker selects a form and an organizational pattern based on the audience and purpose. 5. A speaker's choice of words and style set the tone and define the message.	1. How does a speaker communicate so others will listen and understand the message? 2. How does a listener understand a message? 3. How do you listen? 4. What impact does listening have? 5. How do you speak effectively? 6. How does the choice of words affect the speaker's message and the listener's response?
Learners will know…	**Learners will be able to….**

● There are rules that guide success in collaborative discussions with diverse partners on grade 6 topics, texts, and issues.
● It is effective to come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
● Making comments that contribute to the topic, text, or issue under discussion allows a speaker to pose and respond to specific questions with elaboration and detail.
● Good listeners review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
● Information presented is interpreted in diverse media and formats that explains how it contributes to a topic, text, or issue under study.
	● Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
	  o Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
	  o Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
	  o Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
	  o Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
	● Interpret information presented in diverse media and formats and explain how it contributes to a topic, text, or

- Savvy listeners delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. - Strong listeners present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. - Information is clarified by Including multimedia components and visual displays in presentations. - Effective speakers adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	- issue under study. - Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. - Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. - Include multimedia components and visual displays in presentations to clarify information. - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Assessment Evidence

Formative Assessments
- Thumbs Up
- Exit Slips
- Think Pair Share
- Quick Checks
- Exit Slips
- Class Discussion
- Turn and Talks
- Reading/Writing Notebook
- Homework
- Student Self-Assessment
- Graphic Organizers

Summative Assessments
- Unit Assessments
- Weekly Assessments
- Quizzes
- Writing Specific Rubrics

Benchmarks

- DRA
- Link It Benchmarks

Alternative Assessments
- Project Specific Rubrics
- Group Project Products

Suggested Learning Plan

The structure of the daily lesson will be in the format of a 90 minute reading workshop. Based on the pacing of the unit the teacher will be using the Interactive Read-Aloud Structure or Mini-Lesson Structure.

Interactive Read-Aloud Structure

Read-Aloud, Teacher Modeling and Class Discussion (20-30 minutes)
- Teacher will read the text(s) to the class.
- Teacher will stop periodically to share thoughts, observations, inquiries, and ideas about the text(s) and use of skills.
- Teacher will engage students in a focused discussion.

Independent Reading Work and Guided Practice (20-30 minutes)
- Teacher will have students do partnership, small-group, or independent work while providing support as needed.

Group Share (5-10 minutes)
- Students will gather back to whole group.
- Students will share their work and reflect on the ideas presented.

Mini- Lesson Structure

Mini-Lesson (10-15 minutes)
- Teacher will demonstrate strategies and skills through explicit whole-class instruction.

Independent Reading Work and Guided Practice (30-40 minutes)
- Students can read independently.
- Teacher will confer with students individually or in small groups.
- Teacher will differentiate instruction in guided reading groups.

Group Share (5-10 minutes)
- Students will gather back together.
- Students will share their work and reflect on the ideas presented.

The structure of the daily lesson will be in the format of a 90-minute writing workshop. Based on the pacing of the unit the teacher will be using the Interactive Read-Aloud Structure or Mini-Lesson Structure.

Interactive Read-Aloud Structure

Read-Aloud, Teacher Modeling and Class Discussion (20-30 minutes)
- Teacher will read the text(s) to the class.
- Teacher will stop periodically to share thoughts, observations, inquiries, and ideas about the text(s) and use of skills.
- Teacher will model how to read like a writer.

Independent Writing and Small Group Work (20-30 minutes)

- Students will write independently, often responding to what was read or discussed, while you provide support for conferring with them.

Group Share (5-10 minutes)
- Students will gather back to whole group.
- Students will share their writing and reflect on the ideas presented.

Mini- Lesson Structure

Mini-Lesson (10-15 minutes)
- Teacher will demonstrate strategies and skills through explicit whole-class instruction.

Independent Writing and Teacher Conferring (30-40 minutes)
- Students can write independently.
- Students will practice what was modeled in the mini-lesson and make decisions about their writing.
- Teacher will confer with students individually or in small groups.

Group Share (5-10 minutes)
- Students will gather back together.
- Students will share their writing and reflect on the ideas presented.

Suggested Learning Resources

Schoolwide Writing/Reading Fundamentals Units
Schoolwide Writing/Reading Unit Appendices
Schoolwide Writing/Reading Unit Mentor Texts
Google Apps: Google Classroom, Google Docs, Google Slides, Google Forms
Graphic Organizers
Students Dictionary
Scholastic Thesaurus Dictionary
Games:
Lakeshore Reading Comprehension:
   Hazard Mountain – Inferences
   Quest for the Jewels – Cause and Effect
   Capture the Flag – Reading Comprehension
   *Wipeou*t – Vocabulary
   Main Street Shopping – Main Idea
   Scrabble
Laptop Computers
Ipads and various apps
Porta Portal Http://guest.portaportal.com/dealschool

21st Century Life and Careers

Career Ready Practices
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.

Personal Financial Literacy
- 9.1.8.A.2 Relate how career choices, education choices, skills, entrepreneurship, and
economic conditions affect income.

Career Awareness, Exploration, and Preparation
- 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be
developed through school, home,work, and extracurricular activities for use
in a career.

Accommodations and Modifications

Gifted and Talented
- Provide appropriate challenge for a wide ranging skills and development.
- Participate in inquiry and project-based learning units of study.

English Language Learners
- Pair visual prompts with verbal presentations.
- Provide students with visual models, sentence stems, concrete objects, and hands-on material.

Students with IEPs/504s
- Review student individual education plan and/or 504 plan
- Establish procedures for accommodations and modifications for assessments as per IEP/504.
- Modify classroom environment to support academic and physical needs of the students per IEP/504.

At-Risk Learners
- Provide Title 1 services to students not meeting academic standards in ELA and/or Math.
- Differentiated instruction
- Basic Skills
- Provide instructional interventions in the general education classroom.

Interdisciplinary Connections/Cross Curricular Opportunities

- Texts read aloud during Modeled/Shared Reading may refer to topics being studied in science, social studies and math, most effectively during the "nonfiction" unit of study.
- Books and passages may be related to, or taken from, content area texts to help with specific LAL skills during Guided Reading.
- Students may research a topic of interest incorporating technology and library skills with the topic of choice during Independent Reading.

Social Studies
- Harvesting Hope: The Story of Cesar Chavez (mentor text)
- Richard Wright and the Library Card (mentor tex)

- Grandmama's Pride (mentor text)
- My Freedom Trip (mentor text)

Holocaust Read Aloud
- The Lily Cupboard (mentor text)

6.1 U.S. History: America in the World, 6.3 Active Citizenship in the 21st Century
- Strand A. Civics, Government, and Human Rights
- Strand B. Geography, People, and the Environment
- Strand C. Economics, Innovation, and Technology
- Strand D. History, Culture, and Perspectives

Science
- Extreme Animals: The Toughest Creatures on Earth (mentor text)
- Black Hole is NOT a Hole (mentor text)
- Can We Save the Tiger? (mentor text)
- Team Moon: How 400,000 People Landed Apollo 11 on the Moon (mentor text)
- Heroes of the Environment: The Story of People Helping to Protect our Plant (mentor text)
- Tracking Trash (mentor text)
- The Lorax (mentor text)

Earth and Space Sciences
- MS-ESS3 Earth and Human Activity

Integration of Technology

8.1 Educational Technology
8.1 All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations

8.1.8.A.1-Demonstrate knowledge of a real world problem using digital tools.

8.1.8.A.2-Create a document (e.g. newsletter, reports, personalized learning plan, business
letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

B. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

8.1.8.B.1-Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).

D. Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. **8.1.8.D.4**-Assess the credibility and accuracy of digital content
Pacing Guide
6th Grade Reading Pacing Guide https://docs.google.com/document/d/1dsbV0aEex7Y1h_VKDB2d_MKEuyVMHED_qtaMJii8nX0/edit?usp=sharing

Deal School Curriculum
Grade 6 English Language Arts – Reading Literature

Desired Outcomes

Key Ideas and Details:

NJSLS.ELA-LITERACY.RL.6.1

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

NJSLS.ELA-LITERACY.RL.6.2

Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

NJSLS.ELA-LITERACY.RL.6.3

Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

Craft and Structure:

NJSLS.ELA-LITERACY.RL.6.4

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

NJSLS.ELA-LITERACY.RL.6.5

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

NJSLS.ELA-LITERACY.RL.6.6

Explain how an author develops the point of view of the narrator or speaker in a text.

Integration of Knowledge and Ideas:

NJSLS.ELA-LITERACY.RL.6.7

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.

NJSLS.ELA-LITERACY.RL.6.8

(RL.6.8 not applicable to literature)

NJSLS.ELA-LITERACY.RL.6.9

Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

Range of Reading and Level of Text Complexity:

NJSLS.ELA-LITERACY.RL.6.10

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.

Enduring Understandings	Essential Questions
1. Readers use strategies to construct meaning.	1. How do readers construct meaning from text?

2. Readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in text. 3. Strategic readers can develop, select, and apply strategies to enhance their comprehension. 4. Words powerfully affect meaning. 5. Readers develop a deeper understanding through reflection of text.	2. How do you figure out a word you do not know? 3. What do readers do when they do not understand everything in a text? 4. Why do readers need to pay attention to a writer's choice of words? 5. How does reading influence us? Why do we need to evaluate what we read?
Learners will know…	**Learners will be able to….**
● Good readers cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. ● Good readers determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. ● A particular story's or drama's plot unfolds in a series of episodes. ● Characters respond or change as the plot moves towards resolution. ● Fluent readers determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. ● Strong readers analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. ● Strong readers explain how an author develops the point of	● Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. ● Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. ● Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. ● Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone ● Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. ● Explain how an author develops the point of view of the narrator or speaker in a text. ● 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

view of the narrator or speaker in a text. • Good readers 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.	contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch. • Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics. • By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Assessment Evidence

Formative Assessments
- Thumbs Up
- Exit Slips
- Think Pair Share
- Quick Checks
- Exit Slips
- Class Discussion
- Turn and Talks
- Reading/Writing Notebook
- Homework
- Student Self-Assessment
- Graphic Organizers

Summative Assessments
- Unit Assessments
- Weekly Assessments
- Quizzes
- Writing Specific Rubrics

Benchmarks
- DRA
- Link It Benchmarks

Alternative Assessments
- Project Specific Rubrics
- Group Project Products

Suggested Learning Plan

The structure of the daily lesson will be in the format of a 90 minute reading workshop. Based on the pacing of the unit the teacher will be using the Interactive Read-Aloud Structure or Mini-Lesson Structure.

Interactive Read-Aloud Structure

Read-Aloud, Teacher Modeling and Class Discussion (20-30 minutes)
- Teacher will read the text(s) to the class.
- Teacher will stop periodically to share thoughts, observations, inquiries, and ideas about the text(s) and use of skills.
- Teacher will engage students in a focused discussion.

Independent Reading Work and Guided Practice (20-30 minutes)
- Teacher will have students do partnership, small-group, or independent work while providing support as needed.

Group Share (5-10 minutes)
- Students will gather back to whole group.
- Students will share their work and reflect on the ideas presented.

Mini- Lesson Structure

Mini-Lesson (10-15 minutes)
- Teacher will demonstrate strategies and skills through explicit whole-class instruction.

Independent Reading Work and Guided Practice (30-40 minutes)
- Students can read independently.
- Teacher will confer with students individually or in small groups.
- Teacher will differentiate instruction in guided reading groups.

Group Share (5-10 minutes)
- Students will gather back together.
- Students will share their work and reflect on the ideas presented.

Suggested Learning Resources

Schoolwide Reading Fundamentals Units
Schoolwide Reading Unit Appendices
Schoolwide Reading Unit Mentor Texts
Google Apps: Google Classroom, Google Docs, Google Slides, Google Forms
Graphic Organizers
Students Dictionary
Scholastic Thesaurus Dictionary
Games:
Lakeshore Reading Comprehension:
  Hazard Mountain – Inferences
  Quest for the Jewels – Cause and Effect
  Capture the Flag – Reading Comprehension
  *Wipeou*t – Vocabulary
  Main Street Shopping – Main Idea
  Scrabble
Laptop Computers
Ipads and various apps
Porta Portal Http://guest.portaportal.com/dealschool

LGBTQ+ and Disabilities
Hey World, Here I Am by Jean Little

21ˢᵗ Century Life and Careers

Career Ready Practices
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
-

Personal Financial Literacy
- 9.1.8.A.2 Relate how career choices, education choices, skills, entrepreneurship, and
economic conditions affect income.

Career Awareness, Exploration, and Preparation
- 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be
developed through school, home,work, and extracurricular activities for use
in a career.

Accommodations and Modifications

Gifted and Talented
- Provide appropriate challenge for a wide ranging skills and development.
- Participate in inquiry and project-based learning units of study.

English Language Learners
- Pair visual prompts with verbal presentations.
- Provide students with visual models, sentence stems, concrete objects, and hands-on material.

Students with IEPs/504s
- Review student individual education plan and/or 504 plan
- Establish procedures for accommodations and modifications for assessments as per IEP/504.
- Modify classroom environment to support academic and physical needs of the students per IEP/504.

At-Risk Learners
- Provide Title 1 services to students not meeting academic standards in ELA and/or Math.
- Differentiated instruction
- Basic Skills
- Provide instructional interventions in the general education classroom.

Interdisciplinary Connections/Cross Curricular Opportunities

- Texts read aloud during Modeled/Shared Reading may refer to topics being studied in science, social studies and math, most effectively during the "nonfiction" unit of study.
- Books and passages may be related to, or taken from, content area texts to help with specific LAL skills during Guided Reading.
- Students may research a topic of interest incorporating technology and library skills with the topic of choice during Independent Reading.

Social Studies
- Harvesting Hope: The Story of Cesar Chavez (mentor text)
- Richard Wright and the Library Card (mentor tex)
- Grandmama's Pride (mentor text)
- My Freedom Trip (mentor text)

Holocaust Read Aloud
- The Lily Cupboard (mentor text)

6.1 U.S. History: America in the World, 6.3 Active Citizenship in the 21st Century
- Strand A. Civics, Government, and Human Rights
- Strand B. Geography, People, and the Environment
- Strand C. Economics, Innovation, and Technology
- Strand D. History, Culture, and Perspectives

Science
- Extreme Animals: The Toughest Creatures on Earth (mentor text)
- Black Hole is NOT a Hole (mentor text)
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Earth and Space Sciences
- MS-ESS3 Earth and Human Activity

Integration of Technology

8.1 Educational Technology

8.1 All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations

8.1.8.A.1-Demonstrate knowledge of a real world problem using digital tools.

8.1.8.A.2-Create a document (e.g. newsletter, reports, personalized learning plan, business
letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

B. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

8.1.8.B.1-Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).
D. Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

8.1.8.D.4-Assess the credibility and accuracy of digital content

Pacing Guide
6th Grade Reading Pacing Guide   https://docs.google.com/document/d/1dsbV0aEex7Y1h_VKDB2d_MKEuyVMHED_qtaMJii8nX0/edit?usp=sharing

Deal School Curriculum
Grade 6 English Language Arts – Informational Text

Desired Outcomes

Key Ideas and Details:

NJSLS.ELA-LITERACY.RI.6.1

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

NJSLS.ELA-LITERACY.RI.6.2

Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

NJSLS.ELA-LITERACY.RI.6.3

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

Craft and Structure:

NJSLS.ELA-LITERACY.RI.6.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

NJSLS.ELA-LITERACY.RI.6.5

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

NJSLS.ELA-LITERACY.RI.6.6

Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

Integration of Knowledge and Ideas:

NJSLS.ELA-LITERACY.RI.6.7

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

NJSLS.ELA-LITERACY.RI.6.8

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

NJSLS.ELA-LITERACY.RI.6.9

Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

Range of Reading and Level of Text Complexity:

NJSLS.ELA-LITERACY.RI.6.10

By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

Enduring Understandings	Essential Questions
1. Readers use strategies to construct meaning.	1. How do readers construct meaning from text?

2. Readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in text. 3. Strategic readers can develop, select, and apply strategies to enhance their comprehension. 4. Words powerfully affect meaning. 5. Readers develop a deeper understanding through reflection of text.	2. How do you figure out a word you do not know? 3. What do readers do when they do not understand everything in a text? 4. Why do readers need to pay attention to a writer's choice of words? 5. How does reading influence us? Why do we need to evaluate what we read?
Learners will know…	**Learners will be able to….**
● Citing textual evidence supports analysis of what the text says explicitly as well as inferences drawn from the text. ● Good readers determine a central idea of a text and how it is conveyed through particular details. ● Good readers provide a summary of the text distinct from personal opinions or judgments. ● Good readers analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text. ● Fluent readers determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. ● Strong readers analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. ● Good readers determine an author's point of view or purpose in a text and explain how it is conveyed in the text. ● Coherent understanding of a topic or issue is developed by integrating information presented	● Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. ● Determine a central idea of a text and how it is conveyed through particular details. ● Provide a summary of the text distinct from personal opinions or judgments. ● Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text. ● Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. ● Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. ● Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. ● Integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue. ● Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. ● Compare and contrast one author's

in different media or formats as well as in words. ● Strong readers trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	presentation of events with that of another. ● By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Assessment Evidence

Formative Assessments
- Thumbs Up
- Exit Slips
- Think Pair Share
- Quick Checks
- Exit Slips
- Class Discussion
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- Homework
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Alternative Assessments
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Suggested Learning Plan

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Scholastic Thesaurus Dictionary
Games:
Lakeshore Reading Comprehension:
   Hazard Mountain – Inferences
   Quest for the Jewels – Cause and Effect
   Capture the Flag – Reading Comprehension
   *Wipeou*t – Vocabulary
   Main Street Shopping – Main Idea
   Scrabble
Laptop Computers
Ipads and various apps
Porta Portal Http://guest.portaportal.com/dealschool

LGBTQ+ and Disabilities

Wilson Cruz, Actor and Activist" (Achieve 3000)
"Gen Z Is Here To Help" (Achieve 3000)
"A Life Helping Others" (Achieve 3000)
"A Camp That Sparked a Movement" (Achieve 3000)
"Cooking Up Change" (Achieve 3000)
"Clothes for All" (Achieve 3000)
"A Band for the World" (Achieve 3000)
"Seeing Things in a New Way" (Achieve 3000)
"What's Fair in Sports" (Achieve 3000)
"A Worthy Workout" (Achieve 3000)
"A Day in My Wheels" (Achieve 3000)
"Helping a Classmate Learn" (Achieve 3000)
"Fun For All" (Achieve 3000)
"Good Ideas" (Achieve 3000)
"Books for Everyone" (Achieve 3000)
"Climbing Kilimanjaro" (Achieve 3000)
"Museum Offers: Touch Tours" (Achieve 3000)
"Young Racer, Big Plans" (Achieve 3000)
"A Grandfather's Gift" (Achieve 3000)
"Stepping Out with a Robot" (Achieve 3000)
"Liu Wei's Got Talent" (Achieve 3000)
"Companies Hold Back the Blind" (Achieve 3000)
"Titus Makes a Splash" (Achieve 3000)
"Brody Gets Gold" (Achieve 3000)
"Dreaming Big" (Achieve 3000)
"Nothing Holds Me Back" by Kristin Lewis (Scholastic Scope Magazine)
"The Fastest Woman in the World" by Allison Friedmen (Scholastic Scope Magazine)

LGBTQ+ Disabilities Example Lesson
- [Wilson Cruz, Actor and Activist (Achieve 3000) Lesson](#)
- [The Fastest Woman in the World (Scholastic Scope) Lesson](#)
- ["Nothing Holds Me Back: by Kristin Lewis (Scholastic Scope) Lesson](#)

21ˢᵗ Century Life and Careers

Career Ready Practices
- CRP2. Apply appropriate academic and technical skills.
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-

Personal Financial Literacy
- 9.1.8.A.2 Relate how career choices, education choices, skills, entrepreneurship, and
economic conditions affect income.

Career Awareness, Exploration, and Preparation
- 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home,work, and extracurricular activities for use
in a career.

Accommodations and Modifications

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Earth and Space Sciences
- MS-ESS3 Earth and Human Activity

Integration of Technology

8.1 Educational Technology

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A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations

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8.1.8.A.2-Create a document (e.g. newsletter, reports, personalized learning plan, business
letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

B. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

8.1.8.B.1-Synthesize and publish information about a local or global issue or event (ex.

telecollaborative project, blog, school web).
D. Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
8.1.8.D.4-Ass
ess the credibility and accuracy of digital content

6th Grade Reading Pacing Guide https://docs.google.com/document/d/1dsbV0aEex7Y1h_VKDB2d_MKEuyVMHED_qtaMJii8nX0/edit?usp=sharing

Deal School Curriculum
Grade 6 English Language Arts – Language

Conventions of Standard English:
NJSLS.ELA-LITERACY.L.6.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
NJSLS.ELA-LITERACY.L.6.1.A
Ensure that pronouns are in the proper case (subjective, objective, possessive).
NJSLS.ELA-LITERACY.L.6.1.B
Use intensive pronouns (e.g., myself, ourselves).
NJSLS.ELA-LITERACY.L.6.1.C
Recognize and correct inappropriate shifts in pronoun number and person.*
NJSLS.ELA-LITERACY.L.6.1.D
Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*
NJSLS.ELA-LITERACY.L.6.1.E
Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*
NJSLS.ELA-LITERACY.L.6.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
NJSLS.ELA-LITERACY.L.6.2.A
Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*
NJSLS.ELA-LITERACY.L.6.2.B
Spell correctly.
Knowledge of Language:
NJSLS.ELA-LITERACY.L.6.3
Use knowledge of language and its conventions when writing, speaking, reading, or listening.
NJSLS.ELA-LITERACY.L.6.3.A
Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice
NJSLS.ELA-LITERACY.L.6.3.B
Maintain consistency in style and tone.
Vocabulary Acquisition and Use:
NJSLS.ELA-LITERACY.L.6.4
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
NJSLS.ELA-LITERACY.L.6.4.A
Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

NJSLS.ELA-LITERACY.L.6.4.B
Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
NJSLS.ELA-LITERACY.L.6.4.C
Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
NJSLS.ELA-LITERACY.L.6.4.D
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).
NJSLS.ELA-LITERACY.L.6.5
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
NJSLS.ELA-LITERACY.L.6.5.A
Interpret figures of speech (e.g., personification) in context.
NJSLS.ELA-LITERACY.L.6.5.B
Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
NJSLS.ELA-LITERACY.L.6.5.C
Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).
NJSLS.ELA-LITERACY.L.6.6
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.

Enduring Understandings	Essential Questions
1. Written communication and mechanics promote fluency of communication. 2. Rules, conventions of language, help readers understand what is being communicated. 3. Words powerfully affect meaning. 4. People communicate through words. 5. Conventional spelling promotes common understanding. 6. Using proper form in sentence and paragraph composition will help us clarify and express our thoughts.	1. What is the purpose of applying grammar and mechanic skills? 2. How do rules of language affect communication? 3. How does word choice affect meaning? 4. Why is it important to spell correctly? 5. How can you write paragraphs to make a clear picture for your reader?
Learners will know…	**Learners will be able to….**
● Good writers and speakers demonstrate command of the	● Demonstrate command of the conventions of Standard English grammar and usage when writing or

conventions of Standard English including grammar and usage.
- Good writers demonstrate command of the conventions of Standard English including capitalization, punctuation, and spelling.
- When writing, speaking, reading, and listening good readers vary sentence patters for meaning, reader/listener interest, and style.
- When writing, speaking, reading, and listening good readers maintain consistency in style and tone.
- Fluent readers determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
- Good readers demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Fluent readers 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.

speaking.
  - o Ensure that pronouns are in the proper case.
  - o Use intensive pronouns.
  - o Recognize and correct inappropriate shifts in pronoun number and person.
  - o Recognize and correct vague pronouns.
  - o Recognize variations from Standard English in their own and others' writing and speaking.
  - o Identify and use strategies to improve expression in conventional language.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - o Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
  - o Spell correctly.
- Use knowledge of language and its conventions when writing, speaking, reading, or listening.
  - o Vary sentence patterns for meaning, reader/listener interest, and style.
  - o Maintain consistency in style and tone.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
  - o 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.
  - o Use common, grade-appropriate

	Greek or Latin affixes and roots as clues to the meaning of a word.
	   o 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.
	   o Verify the preliminary determination of the meaning of a word or phrase.
	● Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
	   o Interpret figures of speech (e.g., personification) in context.
	   o Use the relationship between particular words.
	   o Distinguish among the connotations (associations) of words with similar denotations (definitions) .
	● 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.

Assessment Evidence

Formative Assessments

- Thumbs Up
- Exit Slips
- Think Pair Share
- Quick Checks
- Exit Slips
- Class Discussion
- Turn and Talks
- Reading/Writing Notebook
- Homework
- Student Self-Assessment
- Graphic Organizers

Summative Assessments
- Unit Assessments
- Weekly Assessments
- Quizzes
- Writing Specific Rubrics

Benchmarks
- DRA
- Link It Benchmarks

Alternative Assessments
- Project Specific Rubrics
- Group Project Products

Suggested Learning Plan

The structure of the daily lesson will be in the format of a 90-minute writing workshop. Based on the pacing of the unit the teacher will be using the Interactive Read-Aloud Structure or Mini-Lesson Structure.

Interactive Read-Aloud Structure

Read-Aloud, Teacher Modeling and Class Discussion (20-30 minutes)
- Teacher will read the text(s) to the class.
- Teacher will stop periodically to share thoughts, observations, inquiries, and ideas about the text(s) and use of skills.
- Teacher will model how to read like a writer.

Independent Writing and Small Group Work (20-30 minutes)
- Students will write independently, often responding to what was read or discussed, while you provide support for conferring with them.

Group Share (5-10 minutes)
- Students will gather back to whole group.
- Students will share their writing and reflect on the ideas presented.

Mini- Lesson Structure

Mini-Lesson (10-15 minutes)
- Teacher will demonstrate strategies and skills through explicit whole-class instruction.

Independent Writing and Teacher Conferring (30-40 minutes)
- Students can write independently.
- Students will practice what was modeled in the mini-lesson and make decisions about their writing.
- Teacher will confer with students individually or in small groups.

Group Share (5-10 minutes)
- Students will gather back together.
- Students will share their writing and reflect on the ideas presented.

Suggested Learning Resources

Schoolwide Writing Fundamentals Units
Schoolwide Writing Unit Appendices

Schoolwide Writing Unit Mentor Texts
Google Apps: Google Classroom, Google Docs, Google Slides, Google Forms
Graphic Organizers
Students Dictionary
Scholastic Thesaurus Dictionary
Games:
Lakeshore Reading Comprehension:
   Hazard Mountain – Inferences
   Quest for the Jewels – Cause and Effect
   Capture the Flag – Reading Comprehension
   *Wipeou*t – Vocabulary
   Main Street Shopping – Main Idea
   Scrabble
Laptop Computers
Ipads and various apps
Porta Portal Http://guest.portaportal.com/dealschool

21st Century Life and Careers

Career Ready Practices
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.

Personal Financial Literacy
- 9.1.8.A.2 Relate how career choices, education choices, skills, entrepreneurship, and
  economic conditions affect income.

Career Awareness, Exploration, and Preparation
- 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be
  developed through school, home,work, and extracurricular activities for use
  in a career.

Accommodations and Modifications

Gifted and Talented
- Provide appropriate challenge for a wide ranging skills and development.
- Participate in inquiry and project-based learning units of study.

English Language Learners
- Pair visual prompts with verbal presentations.
- Provide students with visual models, sentence stems, concrete objects, and hands-on material.

Students with IEPs/504s
- Review student individual education plan and/or 504 plan
- Establish procedures for accommodations and modifications for assessments as

per IEP/504.
- Modify classroom environment to support academic and physical needs of the students per IEP/504.

At-Risk Learners
- Provide Title 1 services to students not meeting academic standards in ELA and/or Math.
- Differentiated instruction
- Basic Skills
- Provide instructional interventions in the general education classroom.

Interdisciplinary Connections/Cross Curricular Opportunities

- Texts read aloud during Modeled/Shared Reading may refer to topics being studied in science, social studies and math, most effectively during the "nonfiction" unit of study.
- Books and passages may be related to, or taken from, content area texts to help with specific LAL skills during Guided Reading.
- Students may research a topic of interest incorporating technology and library skills with the topic of choice during Independent Reading.

Social Studies
- Harvesting Hope: The Story of Cesar Chavez (mentor text)
- Richard Wright and the Library Card (mentor tex)
- Grandmama's Pride (mentor text)
- My Freedom Trip (mentor text)

Holocaust Read Aloud
- The Lily Cupboard (mentor text)

6.1 U.S. History: America in the World, 6.3 Active Citizenship in the 21st Century
- Strand A. Civics, Government, and Human Rights
- Strand B. Geography, People, and the Environment
- Strand C. Economics, Innovation, and Technology
- Strand D. History, Culture, and Perspectives

Science
- Extreme Animals: The Toughest Creatures on Earth (mentor text)
- Black Hole is NOT a Hole (mentor text)
- Can We Save the Tiger? (mentor text)
- Team Moon: How 400,000 People Landed Apollo 11 on the Moon (mentor text)
- Heroes of the Environment: The Story of People Helping to Protect our Plant (mentor text)
- Tracking Trash (mentor text)
- The Lorax (mentor text)

Earth and Space Sciences
- MS-ESS3 Earth and Human Activity

Life Sciences
- MS-LS1 From Molecules to Organisms: Structures and Processes

Integration of Technology

8.1 Educational Technology

8.1 All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations

8.1.8.A.1-Demonstrate knowledge of a real world problem using digital tools.

8.1.8.A.2-Create a document (e.g. newsletter, reports, personalized learning plan, business
letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

B. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

8.1.8.B.1-Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).

D. Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

8.1.8.D.4-Assess the credibility and accuracy of digital content

Pacing Guide

6th Grade Reading Pacing Guide

https://docs.google.com/document/d/1dsbV0aEex7Y1h_VKDB2d_MKEuyVMHED_qtaMJii8nX0/edit?usp=sharing

Annual Pacing Guide
Grade Level: 6th Grade
Subject: Reading

September	October	November	December	January
Launching Unit	*Launching Unit*	*Fiction Unit*	*Fiction Unit*	*Fiction Unit*

February	March	April	May	June
Nonfiction Unit	*Nonfiction Unit*	*Nonfiction Unit*	*Poetry Unit*	*Poetry Unit*

Annual Pacing Guide
Grade Level: 6th Grade
Subject: Writing

September	October	November	December	January
How Writers Work Unit	*How Writers Work Unit*	*How Writers Work Unit*	*Personal Narrative*	*Personal Narrative*

February	March	April	May	June
Personal Narrative	*Feature Article*	*Feature Article*	*Feature Article*	*Argumentative Essay*

Deal School Curriculum

English Language Arts
Curriculum Guide
Grade 7

Deal School
Deal, New Jersey

2018
Board of Education

Dennis Melofchik, President
Kaye Jannarone, Vice President

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Administration

Donato Saponaro, Jr.
Superintendent of Schools

Curriculum Writing Committee

<u>Administration</u>

Donato Saponaro, Jr.

<u>Consultant/Curriculum Development</u>

Nick Montesano

<u>Teacher(s)</u>

Deana Curcione

<u>Developed and Written</u>

August – November 2014

<u>Revised</u>

December 2018

<u>Board Approved</u>

December 2018

Purpose

The English Language Arts Curriculum Guide for Grade 7 is a resource for educators to refer to in planning and preparing for curriculum instruction aligned to Common Core State Standards and best practices. For each unit, desired outcomes, learners' enduring understanding, essential questions, learner goals and objectives, suggested assessments, anticipated sequence of events, and learning resources are identified.

Additionally, links are included in the plan for 21st Century Skills and Themes as well as Scope and Sequence links for district approved programs.

Assessments

Prior to implementing the curriculum, diagnostic assessments can be used to gather baseline data to guide beginning instruction. Throughout each unit, formative and summative assessments are available to determine achievement and guide instruction.

Deal School Curriculum
Grade 7 English Language Arts – Writing

Desired Outcomes

Text Types and Purposes:
NJSLS.ELA-LITERACY.W.7.1
Write arguments to support claims with clear reasons and relevant evidence.
NJSLS.ELA-LITERACY.W.7.1.A
Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
NJSLS.ELA-LITERACY.W.7.1.B
Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
NJSLS.ELA-LITERACY.W.7.1.C
Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
NJSLS.ELA-LITERACY.W.7.1.D
Establish and maintain a formal style/academic style, approach, and form.
NJSLS.ELA-LITERACY.W.7.1.E
Provide a concluding statement or section that follows from and supports the argument presented.
NJSLS.ELA-LITERACY.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.
NJSLS.ELA-LITERACY.W.7.2.A
Introduce a topic; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension.
NJSLS.ELA-LITERACY.W.7.2.B
Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
NJSLS.ELA-LITERACY.W.7.2.C
Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
NJSLS.ELA-LITERACY.W.7.2.D
Use precise language and domain-specific vocabulary to inform about or explain the topic.
NJSLS.ELA-LITERACY.W.7.2.E
Establish and maintain a formal style/academic style, approach, and form.
NJSLS.ELA-LITERACY.W.7.2.F
Provide a concluding statement or section that follows from and supports the

information or explanation presented.

NJSLS.ELA-LITERACY.W.7.3

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

NJSLS.ELA-LITERACY.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.

NJSLS.ELA-LITERACY.W.7.3.B

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

NJSLS.ELA-LITERACY.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.

NJSLS.ELA-LITERACY.W.7.3.D

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

NJSLS.ELA-LITERACY.W.7.3.E

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

Production and Distribution of Writing:

NJSLS.ELA-LITERACY.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.)

NJSLS.ELA-LITERACY.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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7 here.)

NJSLS.ELA-LITERACY.W.7.6

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

Research to Build and Present Knowledge:

NJSLS.ELA-LITERACY.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.

NJSLS.ELA-LITERACY.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.

NJSLS.ELA-LITERACY.W.7.9
Draw evidence from literary or informational texts to support analysis, reflection, and research.
NJSLS.ELA-LITERACY.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").
NJSLS.ELA-LITERACY.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").
Range of Writing:
NJSLS.ELA-LITERACY.W.7.10
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Enduring Understandings	Essential Questions
1. Good writers develop and refine their ideas for thinking, learning, communicating, and aesthetic expression. 2. Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts. 3. Writers have a purpose for writing. 4. Writing is a multi-stage process. 5. Writing is a reflective process.	1. Why do writers write? 2. How do good writers express themselves? 3. How do writers develop a well-written product? 4. How does process shape the writer's product? 5. How does each step in the writing process impact your writing? 6. How can writing be evaluated? 7. How can evaluation and reflection be used to improve writing?
Learners will know…	**Learners will be able to….**

● Writing may be used to express an opinion, inform or explain, or narrate a story.
● Argument writers introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
● Argument writers support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or
	● Write arguments to support claims with clear reasons and relevant evidence.
	   o Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
	   o Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic

text.
- Argument writers use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- Argument writers establish and maintain a formal style.
- Argument writers provide a concluding statement or section that follows from and supports the argument presented.
- Informative writers introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect and include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- Informative writers develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- Informative writers use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- Informative writers use precise language and domain-specific vocabulary to inform about or explain the topic.
- Informative writers establish and maintain a formal style.
- Informative writers provide a concluding statement or section that follows from and supports the information or explanation presented.

or text.
o Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
o Establish and maintain a formal style.
o Provide a concluding statement or section that follows from and supports the argument presented.
- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
o Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
o Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
o Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
o Use precise language and domain-specific vocabulary to inform

- Narrative writers 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.
- Narrative writers use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- Narrative writers use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- Narrative writers use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- Narrative writers provide a conclusion that follows from and reflects on the narrated experiences or events.
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 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.
- 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,

about or explain the topic.
- o Establish and maintain a formal style.
- o Provide a concluding statement or section that follows from and supports the information or explanation presented.
- Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
  - o 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.
  - o Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
  - o Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
  - o Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
  - o Provide a conclusion that follows from and reflects on the narrated experiences or events.
- Produce clear and coherent writing in which the

- including linking to and citing sources.
- Effective writers conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
- Effective writers 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.
- Effective writers draw evidence from literary or informational texts to support analysis, reflection, and research.
- Effective writers apply grade 7 Reading standards to literature
- Effective writers apply grade 7 Reading standards to literary nonfiction.
- Grade 7 writers write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

- development, organization, and style are appropriate to task, purpose, and audience.
- 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.
- 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.
- Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
- 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.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.
  o 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"). o 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"). ● Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

<div align="center">

Assessment Evidence

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Formative Assessments
- Thumbs Up
- Exit Slips
- Think Pair Share
- Quick Checks
- Exit Slips
- Class Discussion
- Turn and Talks
- Reading/Writing Notebook
- Homework
- Student Self-Assessment
- Graphic Organizers

Summative Assessments
- Unit Assessments
- Weekly Assessments
- Quizzes
- Writing Specific Rubrics

Benchmarks
- DRA
- Link It Benchmarks

Alternative Assessments
- Project Specific Rubrics

- Group Project Products

The structure of the daily lesson will be in the format of a 90-minute writing workshop. Based on the pacing of the unit the teacher will be using the Interactive Read-Aloud Structure or Mini-Lesson Structure.

Interactive Read-Aloud Structure

    Read-Aloud, Teacher Modeling and Class Discussion (20-30 minutes)
- Teacher will read the text(s) to the class.
- Teacher will stop periodically to share thoughts, observations, inquiries, and ideas about the text(s) and use of skills.
- Teacher will model how to read like a writer.

    Independent Writing and Small Group Work (20-30 minutes)
- Students will write independently, often responding to what was read or discussed, while you provide support for conferring with them.

    Group Share (5-10 minutes)
- Students will gather back to whole group.
- Students will share their writing and reflect on the ideas presented.

Mini- Lesson Structure

    Mini-Lesson (10-15 minutes)
- Teacher will demonstrate strategies and skills through explicit whole-class instruction.

    Independent Writing and Teacher Conferring (30-40 minutes)
- Students can write independently.
- Students will practice what was modeled in the mini-lesson and make decisions about their writing.
- Teacher will confer with students individually or in small groups.

    Group Share (5-10 minutes)
- Students will gather back together.

- Students will share their writing and reflect on the ideas presented.

Schoolwide Writing Fundamentals Units
Schoolwide Writing Unit Appendices
Schoolwide Writing Unit Mentor Texts
Google Apps: Google Classroom, Google Docs, Google Slides, Google Forms
Graphic Organizers
Students Dictionary
Scholastic Thesaurus Dictionary
Games:
Lakeshore Reading Comprehension:
   Hazard Mountain – Inferences
   Quest for the Jewels – Cause and Effect
   Capture the Flag – Reading Comprehension

*Wipeou*t – Vocabulary
Main Street Shopping – Main Idea
  Scrabble
Laptop Computers
Ipads and various apps
Porta Portal Http://guest.portaportal.com/dealschool

LGBTQ+ and Disabilities

Junkyard Wonders by Patricia Polocco (Schoolwide-How Writer's Work Unit)
Thank You, Mr. Falker by Patricia Polocco (Schoolwide-Memoir Unit)
Wilson Cruz, Actor and Activist" (Achieve 3000)
"Gen Z Is Here To Help" (Achieve 3000)
"A Life Helping Others" (Achieve 3000)
"A Camp That Sparked a Movement" (Achieve 3000)
"Cooking Up Change" (Achieve 3000)
"Clothes for All" (Achieve 3000)
"A Band for the World" (Achieve 3000)
"Seeing Things in a New Way" (Achieve 3000)
"What's Fair in Sports" (Achieve 3000)
"A Worthy Workout" (Achieve 3000)
"A Day in My Wheels" (Achieve 3000)
"Helping a Classmate Learn" (Achieve 3000)
"Fun For All" (Achieve 3000)
"Good Ideas" (Achieve 3000)
"Books for Everyone" (Achieve 3000)
"Climbing Kilimanjaro" (Achieve 3000)
"Museum Offers: Touch Tours" (Achieve 3000)
"Young Racer, Big Plans" (Achieve 3000)
"A Grandfather's Gift" (Achieve 3000)
"Stepping Out with a Robot" (Achieve 3000)
"Liu Wei's Got Talent" (Achieve 3000)
"Companies Hold Back the Blind" (Achieve 3000)
"Titus Makes a Splash" (Achieve 3000)
"Brody Gets Gold" (Achieve 3000)
"Dreaming Big" (Achieve 3000)
"Nothing Holds Me Back" by Kristin Lewis (Scholastic Scope Magazine)
"The Fastest Woman in the World" by Allison Friedman (Scholastic Scope Magazine)

LGBTQ+ Disabilities Example Lesson

- Wilson Cruz, Actor and Activist (Achieve 3000) Lesson
- The Fastest Woman in the World (Scholastic Scope) Lesson
- "Nothing Holds Me Back: by Kristin Lewis (Scholastic Scope) Lesson
- Junkyard Wonders Lesson (Grade 7)

● Thank You, Mr. Falker Lesson (Grade 7)

21st Century Life and Careers

Career Ready Practices
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.

Personal Financial Literacy
- 9.1.8.A.2 Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.

Career Awareness, Exploration, and Preparation
- 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home,work, and extracurricular activities for use in a career.

Accommodations and Modifications

Gifted and Talented
- Provide appropriate challenge for a wide ranging skills and development.
- Participate in inquiry and project-based learning units of study.

English Language Learners
- Pair visual prompts with verbal presentations.
- Provide students with visual models, sentence stems, concrete objects, and hands-on material.

Students with IEPs/504s
- Review student individual education plan and/or 504 plan
- Establish procedures for accommodations and modifications for assessments as per IEP/504.
- Modify classroom environment to support academic and physical needs of the students per IEP/504.

At-Risk Learners
- Provide Title 1 services to students not meeting academic standards in ELA and/or Math.
- Differentiated instruction
- Basic Skills
- Provide instructional interventions in the general education classroom.

Interdisciplinary Connections/Cross Curricular Opportunities

- Mentor texts used during Modeled/Shared Writing could be on the subject of topics being studied in science, social studies and math.

- During Independent Writing, students may choose to write about topics or people being studied in content areas; non-fiction unit of study provides ample opportunity for such writing.
- Publishing, as part of the writing process, can incorporate the use of technological literacy and programs.
- Class and students can compose letters, books, articles, essays relating to content area subjects. Library and technological skills can be utilized in research of non-fiction writing.

Social Studies
- My Lord, What a Morning: An Autobiography (mentor text)
- The Voice That Challenged a Nation: Marian Anderson and the Struggle for Equal Rights (mentor text)
- When Marian Sang: The True Recital of Marian Anderson (mentor text)

Holocaust Read Aloud
- Rose Blanche (mentor text)

6.1 U.S. History: America in the World, 6.3 Active Citizenship in the 21st Century
- Strand A. Civics, Government, and Human Rights
- Strand B. Geography, People, and the Environment
- Strand C. Economics, Innovation, and Technology
- Strand D. History, Culture, and Perspectives

Science
- Phineas Gage: A Gruesome but True Story About Brain Science (mentor text)
- Moonbird: A Year on the Wind With the Great Survivor B95 (mentor text)

Earth and Space Sciences
- MS-ESS3 Earth and Human Activity

Life Sciences
- MS-LS1 From Molecules to Organisms: Structures and Processes

Integration of Technology

8.1.8.A-Demonstrate knowledge of a real world problem using digital tools.

8.1.8.A.2-Create a document (e.g. newsletter, reports, personalized learning plan, business
letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

8.1.8.B-Synthesize and publish information about a local or global issue or event
(ex. telecollaborative project, blog, school web).

Pacing Guide

7th Grade Writing Pacing Guide

https://docs.google.com/document/d/1UeMh5a-74A8BGt6ZPgWeZK_pvN2qRZb5W_T0OzElJ4A/edit?usp=sharing

Deal School Curriculum
Grade 7 English Language Arts – Speaking and Listening

Desired Outcomes

Comprehension and Collaboration:

NJSLS.ELA-LITERACY.SL.7.1

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

NJSLS.ELA-LITERACY.SL.7.1.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.

NJSLS.ELA-LITERACY.SL.7.1.B

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

NJSLS.ELA-LITERACY.SL.7.1.C

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

NJSLS.ELA-LITERACY.SL.7.1.D

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

NJSLS.ELA-LITERACY.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.

NJSLS.ELA-LITERACY.SL.7.3

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

Presentation of Knowledge and Ideas:

NJSLS.ELA-LITERACY.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.

NJSLS.ELA-LITERACY.SL.7.5

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

NJSLS.ELA-LITERACY.SL.7.6

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 here for specific expectations.)

Enduring Understandings	Essential Questions

1. Listening is the process of receiving, constructing meaning from, and responding to spoken and/nonverbal messages. 2. Listening skills are critical for learning and communicating. 3. Effective listeners are able to interpret and evaluate increasingly complex messages. 4. A speaker selects a form and an organizational pattern based on the audience and purpose. 5. A speaker's choice of words and style set the tone and define the message.	1. How does a speaker communicate so others will listen and understand the message? 2. How does a listener understand a message? 3. How do you listen? 4. What impact does listening have? 5. How do you speak effectively? 6. How does the choice of words affect the speaker's message and the listener's response?
Learners will know…	**Learners will be able to….**

● There are rules that guide success in collaborative discussions with divers partners on grade 7 topics, texts, and issues.
● Effective discussion occurs when participants 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.
● Effective discussion occurs when participants follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
● Effective discussion occurs when participants 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.
	● Engage effectively in a range of collaborative discussions with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
	   o 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.
	   o Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
	   o 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.
	   o Acknowledge new information expressed by others and, when warranted, modify their own views.
	● Analyze the main ideas and supporting

- Effective discussion occurs when participants acknowledge new information expressed by others and, when warranted, modify their own views. - Analyzing the main ideas and supporting details presented in diverse media and formats enhance discussions. - Strong listeners delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. - Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples to strengthen discussion. - Strong speakers use appropriate eye contact, adequate volume, and clear pronunciation. - Multimedia components and visual displays are used in presentations to clarify claims and findings and emphasize salient points. - Good speakers adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	- details presented in diverse media and formats. - Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. - 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. - Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Assessment Evidence

Formative Assessments

- Thumbs Up
- Exit Slips
- Think Pair Share
- Quick Checks
- Exit Slips
- Class Discussion
- Turn and Talks
- Reading/Writing Notebook

- Homework
- Student Self-Assessment
- Graphic Organizers

Summative Assessments
- Unit Assessments
- Weekly Assessments
- Quizzes
- Writing Specific Rubrics

Benchmarks
- DRA
- Link It Benchmarks

Alternative Assessments
- Project Specific Rubrics
- Group Project Products

Suggested Learning Plan

The structure of the daily lesson will be in the format of a 90 minute reading workshop. Based on the pacing of the unit the teacher will be using the Interactive Read-Aloud Structure or Mini-Lesson Structure.

Interactive Read-Aloud Structure

Read-Aloud, Teacher Modeling and Class Discussion (20-30 minutes)
- Teacher will read the text(s) to the class.
- Teacher will stop periodically to share thoughts, observations, inquiries, and ideas about the text(s) and use of skills.
- Teacher will engage students in a focused discussion.

Independent Reading Work and Guided Practice (20-30 minutes)
- Teacher will have students do partnership, small-group, or independent work while providing support as needed.

Group Share (5-10 minutes)
- Students will gather back to whole group.
- Students will share their work and reflect on the ideas presented.

Mini- Lesson Structure

Mini-Lesson (10-15 minutes)
- Teacher will demonstrate strategies and skills through explicit whole-class instruction.

Independent Reading Work and Guided Practice (30-40 minutes)
- Students can read independently.
- Teacher will confer with students individually or in small groups.
- Teacher will differentiate instruction in guided reading groups.

Group Share (5-10 minutes)
- Students will gather back together.
- Students will share their work and reflect on the ideas presented.

The structure of the daily lesson will be in the format of a 90-minute writing workshop. Based on the pacing of the unit the teacher will be using the Interactive Read-Aloud Structure or Mini-Lesson Structure.

Interactive Read-Aloud Structure

    Read-Aloud, Teacher Modeling and Class Discussion (20-30 minutes)
- Teacher will read the text(s) to the class.
- Teacher will stop periodically to share thoughts, observations, inquiries, and ideas about the text(s) and use of skills.
- Teacher will model how to read like a writer.

    Independent Writing and Small Group Work (20-30 minutes)
- Students will write independently, often responding to what was read or discussed, while you provide support for conferring with them.

    Group Share (5-10 minutes)
- Students will gather back to whole group.
- Students will share their writing and reflect on the ideas presented.

Mini- Lesson Structure

    Mini-Lesson (10-15 minutes)
- Teacher will demonstrate strategies and skills through explicit whole-class instruction.

    Independent Writing and Teacher Conferring (30-40 minutes)
- Students can write independently.
- Students will practice what was modeled in the mini-lesson and make decisions about their writing.
- Teacher will confer with students individually or in small groups.

    Group Share (5-10 minutes)
- Students will gather back together.
- Students will share their writing and reflect on the ideas presented.

Suggested Learning Resources

Schoolwide Writing/Reading Fundamentals Units
Schoolwide Writing/Reading Unit Appendices
Schoolwide Writing/Reading Unit Mentor Texts
Google Apps: Google Classroom, Google Docs, Google Slides, Google Forms
Graphic Organizers
Students Dictionary
Scholastic Thesaurus Dictionary
Games:
Lakeshore Reading Comprehension:
  Hazard Mountain – Inferences
  Quest for the Jewels – Cause and Effect
  Capture the Flag – Reading Comprehension
  *Wipeou*t – Vocabulary
  Main Street Shopping – Main Idea
  Scrabble
Laptop Computers
Ipads and various apps
Porta Portal Http://guest.portaportal.com/dealschool

21st Century Life and Careers

Career Ready Practices
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.

Personal Financial Literacy
- 9.1.8.A.2 Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.

Career Awareness, Exploration, and Preparation
- 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home,work, and extracurricular activities for use in a career.

Accommodations and Modifications

Gifted and Talented
- Provide appropriate challenge for a wide ranging skills and development.
- Participate in inquiry and project-based learning units of study.

English Language Learners
- Pair visual prompts with verbal presentations.
- Provide students with visual models, sentence stems, concrete objects, and hands-on material.

Students with IEPs/504s
- Review student individual education plan and/or 504 plan
- Establish procedures for accommodations and modifications for assessments as per IEP/504.
- Modify classroom environment to support academic and physical needs of the students per IEP/504.

At-Risk Learners
- Provide Title 1 services to students not meeting academic standards in ELA and/or Math.
- Differentiated instruction
- Basic Skills
- Provide instructional interventions in the general education classroom.

Interdisciplinary Connections/Cross Curricular Opportunities

- Texts read aloud during Modeled/Shared Reading may refer to topics being studied in science, social studies and math, most effectively during the "nonfiction" unit of study.
- Books and passages may be related to, or taken from, content area texts to help with specific LAL skills during Guided Reading.
- Students may research a topic of interest incorporating technology and library skills with the topic of choice during Independent Reading.

Social Studies
- My Lord, What a Morning: An Autobiography (mentor text)
- The Voice That Challenged a Nation: Marian Anderson and the Struggle for Equal Rights (mentor text)
- When Marian Sang: The True Recital of Marian Anderson (mentor text)

Holocaust Read Aloud
- Rose Blanche (mentor text)

6.1 U.S. History: America in the World, 6.3 Active Citizenship in the 21st Century
- Strand A. Civics, Government, and Human Rights
- Strand B. Geography, People, and the Environment
- Strand C. Economics, Innovation, and Technology
- Strand D. History, Culture, and Perspectives

Science
- Phineas Gage: A Gruesome but True Story About Brain Science (mentor text)
- Moonbird: A Year on the Wind With the Great Survivor B95 (mentor text)

Earth and Space Sciences
- MS-ESS3 Earth and Human Activity

Life Sciences
- MS-LS1 From Molecules to Organisms: Structures and Processes

Integration of Technology

8.1 Educational Technology
8.1 All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations

8.1.8.A.1-Demonstrate knowledge of a real world problem using digital tools.

8.1.8.A.2-Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

B. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

8.1.8.B.1-Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).

D. Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

8.1.8.D.4-Assess the credibility and accuracy of digital content

Pacing Guide
7th Grade Reading Pacing Guide
https://docs.google.com/document/d/11_rad9k1wQ8gTzP8sTFupdaAdnS1gm1glx62miWFOxU/edit?usp=sharing

Deal School Curriculum
Grade 7 English Language Arts – Reading Literature

Desired Outcomes

Key Ideas and Details:

NJSLS.ELA-LITERACY.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.

NJSLS.ELA-LITERACY.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.

NJSLS.ELA-LITERACY.RL.7.3

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

Craft and Structure:

NJSLS.ELA-LITERACY.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.

NJSLS.ELA-LITERACY.RL.7.5

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

NJSLS.ELA-LITERACY.RL.7.6

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

Integration of Knowledge and Ideas:

NJSLS.ELA-LITERACY.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).

NJSLS.ELA-LITERACY.RL.7.8

(RL.7.8 not applicable to literature)

NJSLS.ELA-LITERACY.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.

Range of Reading and Level of Text Complexity:

NJSLS.ELA-LITERACY.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.

Enduring Understandings	Essential Questions

1. Readers use strategies to construct meaning. 2. Readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in text. 3. Strategic readers can develop, select, and apply strategies to enhance their comprehension. 4. Words powerfully affect meaning. 5. Readers develop a deeper understanding through reflection of text.	1. How do readers construct meaning from text? 2. How do you figure out a word you do not know? 3. What do readers do when they do not understand everything in a text? 4. Why do readers need to pay attention to a writer's choice of words? 5. How does reading influence us? Why do we need to evaluate what we read?
Learners will know…	**Learners will be able to….**
● Comprehensive readers cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. ● Comprehensive readers 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. ● Comprehensive readers analyze how particular elements of a story or drama interact ● Fluent readers 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 on a specific verse or stanza of a poem or section of a story or drama. ● Comprehensive readers analyze how a drama's or poem's form or structure contributes to its meaning ● Comprehensive readers analyze	● Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. ● 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. ● Analyze how particular elements of a story or drama interact ● 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 on a specific verse or stanza of a poem or section of a story or drama. ● Analyze how a drama's or poem's form or structure contributes to its meaning ● Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. ● 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 ● Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same

how an author develops and contrasts the points of view of different characters or narrators in a text.
- Comprehensive readers 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
- Comprehensive readers 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.
- By the end of the year, Grade 7 students read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

period as a means of understanding how authors of fiction use or alter history.
- By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Assessment Evidence

Formative Assessments
- Thumbs Up
- Exit Slips
- Think Pair Share
- Quick Checks
- Exit Slips
- Class Discussion
- Turn and Talks
- Reading/Writing Notebook
- Homework
- Student Self-Assessment
- Graphic Organizers

Summative Assessments
- Unit Assessments
- Weekly Assessments

- Quizzes
- Writing Specific Rubrics

Benchmarks
- DRA
- Link It Benchmarks

Alternative Assessments
- Project Specific Rubrics
- Group Project Products

Suggested Learning Plan

The structure of the daily lesson will be in the format of a 90 minute reading workshop. Based on the pacing of the unit the teacher will be using the Interactive Read-Aloud Structure or Mini-Lesson Structure.

Interactive Read-Aloud Structure

    Read-Aloud, Teacher Modeling and Class Discussion (20-30 minutes)
- Teacher will read the text(s) to the class.
- Teacher will stop periodically to share thoughts, observations, inquiries, and ideas about the text(s) and use of skills.
- Teacher will engage students in a focused discussion.

    Independent Reading Work and Guided Practice (20-30 minutes)
- Teacher will have students do partnership, small-group, or independent work while providing support as needed.

    Group Share (5-10 minutes)
- Students will gather back to whole group.
- Students will share their work and reflect on the ideas presented.

Mini- Lesson Structure

    Mini-Lesson (10-15 minutes)
- Teacher will demonstrate strategies and skills through explicit whole-class instruction.

    Independent Reading Work and Guided Practice (30-40 minutes)
- Students can read independently.
- Teacher will confer with students individually or in small groups.
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Suggested Learning Resources

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Schoolwide Reading Unit Appendices
Schoolwide Reading Unit Mentor Texts
Google Apps: Google Classroom, Google Docs, Google Slides, Google Forms

Graphic Organizers
Students Dictionary
Scholastic Thesaurus Dictionary
Games:
Lakeshore Reading Comprehension:
   Hazard Mountain – Inferences
   Quest for the Jewels – Cause and Effect
   Capture the Flag – Reading Comprehension
   *Wipeou*t – Vocabulary
   Main Street Shopping – Main Idea
   Scrabble
Laptop Computers
Ipads and various apps
Porta Portal Http://guest.portaportal.com/dealschool

LGBTQ+ Disabilities
"Sunrise" by Nancy Springer (Schoolwide-Fiction Unit)
The Miracle Worker: A Play by William Gibson (Schoolwide-Fiction Unit)
Junkyard Wonders by Patricia Polocco (Schoolwide-How Writer's Work Unit)
Thank You, Mr. Falker by Patricia Polocco (Schoolwide-Memoir Unit)

LGBTQ+ Disabilities Example Lesson
- Junkyard Wonders Lesson (Grade 7)
- Thank You, Mr. Falker Lesson (Grade 7)

21st Century Life and Careers

Career Ready Practices
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
-

Personal Financial Literacy
- 9.1.8.A.2 Relate how career choices, education choices, skills, entrepreneurship, and
economic conditions affect income.

Career Awareness, Exploration, and Preparation
- 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be
developed through school, home,work, and extracurricular activities for
use in a career.

Accommodations and Modifications

Gifted and Talented
- Provide appropriate challenge for a wide ranging skills and development.
- Participate in inquiry and project-based learning units of study.

English Language Learners
- Pair visual prompts with verbal presentations.
- Provide students with visual models, sentence stems, concrete objects, and hands-on material.

Students with IEPs/504s
- Review student individual education plan and/or 504 plan
- Establish procedures for accommodations and modifications for assessments as per IEP/504.
- Modify classroom environment to support academic and physical needs of the students per IEP/504.

At-Risk Learners
- Provide Title 1 services to students not meeting academic standards in ELA and/or Math.
- Differentiated instruction
- Basic Skills
- Provide instructional interventions in the general education classroom.

Interdisciplinary Connections/Cross Curricular Opportunities

- Texts read aloud during Modeled/Shared Reading may refer to topics being studied in science, social studies and math, most effectively during the "nonfiction" unit of study.
- Books and passages may be related to, or taken from, content area texts to help with specific LAL skills during Guided Reading.
- Students may research a topic of interest incorporating technology and library skills with the topic of choice during Independent Reading.

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Holocaust Read Aloud
- Rose Blanche (mentor text)

6.1 U.S. History: America in the World, 6.3 Active Citizenship in the 21st Century
- Strand A. Civics, Government, and Human Rights
- Strand B. Geography, People, and the Environment
- Strand C. Economics, Innovation, and Technology
- Strand D. History, Culture, and Perspectives

Science

- Phineas Gage: A Gruesome but True Story About Brain Science (mentor text)
- Moonbird: A Year on the Wind With the Great Survivor B95 (mentor text)

Earth and Space Sciences
- MS-ESS3 Earth and Human Activity

Life Sciences
- MS-LS1 From Molecules to Organisms: Structures and Processes

Integration of Technology

8.1 Educational Technology
8.1 All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations

8.1.8.A.1-Demonstrate knowledge of a real world problem using digital tools.

8.1.8.A.2-Create a document (e.g. newsletter, reports, personalized learning plan, business
letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

B. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

8.1.8.B.1-Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).

D. Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

8.1.8.D.4-Assess the credibility and accuracy of digital content

Pacing Guide

7th Grade Reading Pacing Guide

https://docs.google.com/document/d/11_rad9k1wQ8gTzP8sTFupdaAdnS1gm1glx62mi
WFOxU/edit?usp=sharing

Deal School Curriculum
Grade 7 English Language Arts – Informational Text

Desired Outcomes

Key Ideas and Details:

NJSLS.ELA-LITERACY.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.

NJSLS.ELA-LITERACY.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.

NJSLS.ELA-LITERACY.RI.7.3

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

Craft and Structure:

NJSLS.ELA-LITERACY.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.

NJSLS.ELA-LITERACY.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.

NJSLS.ELA-LITERACY.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.

Integration of Knowledge and Ideas:

NJSLS.ELA-LITERACY.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).

NJSLS.ELA-LITERACY.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.

NJSLS.ELA-LITERACY.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.

Range of Reading and Level of Text Complexity:

NJSLS.ELA-LITERACY.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.

Enduring Understandings	Essential Questions
1. Readers use strategies to construct meaning. 2. Readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in text. 3. Strategic readers can develop, select, and apply strategies to enhance their comprehension. 4. Words powerfully affect meaning. 5. Readers develop a deeper understanding through reflection of text.	1. How do readers construct meaning from text? 2. How do you figure out a word you do not know? 3. What do readers do when they do not understand everything in a text? 4. Why do readers need to pay attention to a writer's choice of words? 5. How does reading influence us? Why do we need to evaluate what we read?
Learners will know…	**Learners will be able to….**
● Comprehensive readers cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. ● Comprehensive readers 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. ● Comprehensive readers analyze the interactions between individuals, events, and ideas in a text. ● Fluent readers 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. ● Comprehensive readers 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.	● Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. ● 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. ● Analyze the interactions between individuals, events, and ideas in a text. ● 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. ● 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. ● 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. ● Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject. ● Trace and evaluate the argument and

● Strong readers 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. ● Comprehensive readers compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject. ● Strong readers 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. ● Comprehensive readers analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. ● By the end of the year, Grade 7 students read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. ● Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. ● By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Assessment Evidence

Formative Assessments

- Thumbs Up
- Exit Slips
- Think Pair Share
- Quick Checks
- Exit Slips
- Class Discussion
- Turn and Talks
- Reading/Writing Notebook
- Homework
- Student Self-Assessment

- Graphic Organizers

Summative Assessments
- Unit Assessments
- Weekly Assessments
- Quizzes
- Writing Specific Rubrics

Benchmarks
- DRA
- Link It Benchmarks

Alternative Assessments
- Project Specific Rubrics
- Group Project Products

Suggested Learning Plan

The structure of the daily lesson will be in the format of a 90 minute reading workshop. Based on the pacing of the unit the teacher will be using the Interactive Read-Aloud Structure or Mini-Lesson Structure.

Interactive Read-Aloud Structure

Read-Aloud, Teacher Modeling and Class Discussion (20-30 minutes)
- Teacher will read the text(s) to the class.
- Teacher will stop periodically to share thoughts, observations, inquiries, and ideas about the text(s) and use of skills.
- Teacher will engage students in a focused discussion.

Independent Reading Work and Guided Practice (20-30 minutes)
- Teacher will have students do partnership, small-group, or independent work while providing support as needed.

Group Share (5-10 minutes)
- Students will gather back to whole group.
- Students will share their work and reflect on the ideas presented.

Mini- Lesson Structure

Mini-Lesson (10-15 minutes)
- Teacher will demonstrate strategies and skills through explicit whole-class instruction.

Independent Reading Work and Guided Practice (30-40 minutes)
- Students can read independently.
- Teacher will confer with students individually or in small groups.
- Teacher will differentiate instruction in guided reading groups.

Group Share (5-10 minutes)
- Students will gather back together.

- Students will share their work and reflect on the ideas presented.

Suggested Learning Resources

Schoolwide Reading Fundamentals Units
Schoolwide Reading Unit Appendices
Schoolwide Reading Unit Mentor Texts
Google Apps: Google Classroom, Google Docs, Google Slides, Google Forms
Graphic Organizers
Students Dictionary
Scholastic Thesaurus Dictionary
Games:
Lakeshore Reading Comprehension:
   Hazard Mountain – Inferences
   Quest for the Jewels – Cause and Effect
   Capture the Flag – Reading Comprehension
   *Wipeou*t – Vocabulary
   Main Street Shopping – Main Idea
   Scrabble
Laptop Computers
Ipads and various apps
Porta Portal Http://guest.portaportal.com/dealschool

LGBTQ+ and Disabilities
Wilson Cruz, Actor and Activist" (Achieve 3000)
"Gen Z Is Here To Help" (Achieve 3000)
"A Life Helping Others" (Achieve 3000)
"A Camp That Sparked a Movement" (Achieve 3000)
"Cooking Up Change" (Achieve 3000)
"Clothes for All" (Achieve 3000)
"A Band for the World" (Achieve 3000)
"Seeing Things in a New Way" (Achieve 3000)
"What's Fair in Sports" (Achieve 3000)
"A Worthy Workout" (Achieve 3000)
"A Day in My Wheels" (Achieve 3000)
"Helping a Classmate Learn" (Achieve 3000)
"Fun For All" (Achieve 3000)
"Good Ideas" (Achieve 3000)
"Books for Everyone" (Achieve 3000)
"Climbing Kilimanjaro" (Achieve 3000)
"Museum Offers: Touch Tours" (Achieve 3000)
"Young Racer, Big Plans" (Achieve 3000)
"A Grandfather's Gift" (Achieve 3000)
"Stepping Out with a Robot" (Achieve 3000)
"Liu Wei's Got Talent" (Achieve 3000)
"Companies Hold Back the Blind" (Achieve 3000)
"Titus Makes a Splash" (Achieve 3000)
"Brody Gets Gold" (Achieve 3000)

"Dreaming Big" (Achieve 3000)
"Nothing Holds Me Back" by Kristin Lewis (Scholastic Scope Magazine)
"The Fastest Woman in the World" by Allison Friedman (Scholastic Scope Magazine)

LGBTQ+ Disabilities Example Lesson
- [Wilson Cruz, Actor and Activist (Achieve 3000) Lesson](#)
- [The Fastest Woman in the World (Scholastic Scope) Lesson](#)
- ["Nothing Holds Me Back: by Kristin Lewis (Scholastic Scope) Lesson](#)

21st Century Life and Careers

Career Ready Practices
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.

Personal Financial Literacy
- 9.1.8.A.2 Relate how career choices, education choices, skills, entrepreneurship, and
      economic conditions affect income.

Career Awareness, Exploration, and Preparation
- 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be
         developed through school, home,work, and extracurricular activities for use
         in a career.

Accommodations and Modifications

Gifted and Talented
- Provide appropriate challenge for a wide ranging skills and development.
- Participate in inquiry and project-based learning units of study.

English Language Learners
- Pair visual prompts with verbal presentations.
- Provide students with visual models, sentence stems, concrete objects, and hands-on material.

Students with IEPs/504s
- Review student individual education plan and/or 504 plan
- Establish procedures for accommodations and modifications for assessments as per IEP/504.
- Modify classroom environment to support academic and physical needs of the students per IEP/504.

At-Risk Learners
- Provide Title 1 services to students not meeting academic standards in ELA and/or Math.

- Differentiated instruction
- Basic Skills
- Provide instructional interventions in the general education classroom.

Interdisciplinary Connections/Cross Curricular Opportunities

- Texts read aloud during Modeled/Shared Reading may refer to topics being studied in science, social studies and math, most effectively during the "nonfiction" unit of study.
- Books and passages may be related to, or taken from, content area texts to help with specific LAL skills during Guided Reading.
- Students may research a topic of interest incorporating technology and library skills with the topic of choice during Independent Reading.

Social Studies
Holocaust Read Aloud
- Rose Blanche (mentor text)

6.1 U.S. History: America in the World, 6.3 Active Citizenship in the 21st Century
- Strand A. Civics, Government, and Human Rights
- Strand B. Geography, People, and the Environment
- Strand C. Economics, Innovation, and Technology
- Strand D. History, Culture, and Perspectives

Science
Earth and Space Sciences
- MS-ESS3 Earth and Human Activity

Life Sciences
- MS-LS1 From Molecules to Organisms: Structures and Processes

Integration of Technology

8.1 Educational Technology

8.1 All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations

8.1.8.A.1-Demonstrate knowledge of a real world problem using digital tools
.

8.1.8.A.2-Create a document (e.g. newsletter, reports, personalized learning plan,

business
letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

B. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
8.1.8.B.1-Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).

D. Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

8.1.8.D.4-Assess the credibility and accuracy of digital content

Pacing Guide
7th Grade Reading Pacing Guide https://docs.google.com/document/d/11_rad9k1wQ8gTzP8sTFupdaAdnS1gm1glx62mi WFOxU/edit?usp=sharing

Deal School Curriculum
Grade 7 English Language Arts – Language

Desired Outcomes

Conventions of Standard English:

NJSLS.ELA-LITERACY.L.7.1

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

NJSLS.ELA-LITERACY.L.7.1.A

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

NJSLS.ELA-LITERACY.L.7.1.B

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

NJSLS.ELA-LITERACY.L.7.1.C

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

NJSLS.ELA-LITERACY.L.7.2

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

NJSLS.ELA-LITERACY.L.7.2.A

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

NJSLS.ELA-LITERACY.L.7.2.B

Spell correctly.

Knowledge of Language:

NJSLS.ELA-LITERACY.L.7.3

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

NJSLS.ELA-LITERACY.L.7.3.A

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

Vocabulary Acquisition and Use:

NJSLS.ELA-LITERACY.L.7.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

NJSLS.ELA-LITERACY.L.7.4.A

Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

NJSLS.ELA-LITERACY.L.7.4.B

Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).

NJSLS.ELA-LITERACY.L.7.4.C

Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
NJSLS.ELA-LITERACY.L.7.4.D
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).
NJSLS.ELA-LITERACY.L.7.5
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
NJSLS.ELA-LITERACY.L.7.5.A
Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
NJSLS.ELA-LITERACY.L.7.5.B
Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
NJSLS.ELA-LITERACY.L.7.5.C
Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).
NJSLS.ELA-LITERACY.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.

Enduring Understandings	Essential Questions
1. Written communication and mechanics promote fluency of communication. 2. Rules, conventions of language, help readers understand what is being communicated. 3. Words powerfully affect meaning. 4. People communicate through words. 5. Conventional spelling promotes common understanding. 6. Using proper form in sentence and paragraph composition will help us clarify and express our thoughts.	1. What is the purpose of applying grammar and mechanic skills? 2. How do rules of language affect communication? 3. How does word choice affect meaning? 4. Why is it important to spell correctly? 5. How can you write paragraphs to make a clear picture for your reader?
Learners will know…	**Learners will be able to….**
● Good writers and speakers demonstrate command of the conventions of Standard English including grammar and usage. ● Good writers demonstrate command of the conventions of	● Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. o Explain the function of phrases and clauses in general and their

Standard English including capitalization, punctuation, and spelling.
- Strong writers choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
- Effective writers place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
- A comma is used to separate coordinate adjectives.
- Knowledge of language and its conventions strengthens writing, speaking, reading, or listening.
- When writing, speaking, reading, or listening, an effective strategy is to choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
- Fluent readers determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
- Context provides clues to the meaning of a word or phrase.
- Common, grade-appropriate Greek or Latin affixes and roots provide clues to the meaning of a word.
- General and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, help to find the pronunciation of a word or determine or clarify its precise

function in specific sentences.
  - o Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
  - o Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - o Use a comma to separate coordinate adjectives.
  - o Spell correctly.
- Use knowledge of language and its conventions when writing, speaking, reading, or listening.
  - o Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
  - o Use context as a clue to the meaning of a word or phrase.
  - o Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.
  - o Consult general and specialized 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.
  - o Verify the preliminary determination of the meaning of

meaning or its part of speech. ● Fluent readers verify the preliminary determination of the meaning of a word or phrase. ● Strong readers demonstrate understanding of figurative language, word relationships, and nuances in word meanings. ● Fluent readers 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. ● Fluent readers demonstrate understanding of figurative language, word relationships, and nuances in word meanings. ●	a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). ● Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. o Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. o Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. o Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending). ● 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.

Assessment Evidence

Formative Assessments
- Thumbs Up
- Exit Slips
- Think Pair Share
- Quick Checks
- Exit Slips
- Class Discussion
- Turn and Talks
- Reading/Writing Notebook
- Homework
- Student Self-Assessment
- Graphic Organizers

Summative Assessments
- Unit Assessments

- Weekly Assessments
- Quizzes
- Writing Specific Rubrics

Benchmarks
- DRA
- Link It Benchmarks

Alternative Assessments
- Project Specific Rubrics
- Group Project Products

Suggested Learning Plan

The structure of the daily lesson will be in the format of a 90-minute writing workshop. Based on the pacing of the unit the teacher will be using the Interactive Read-Aloud Structure or Mini-Lesson Structure.

Interactive Read-Aloud Structure

Read-Aloud, Teacher Modeling and Class Discussion (20-30 minutes)
- Teacher will read the text(s) to the class.
- Teacher will stop periodically to share thoughts, observations, inquiries, and ideas about the text(s) and use of skills.
- Teacher will model how to read like a writer.

Independent Writing and Small Group Work (20-30 minutes)
- Students will write independently, often responding to what was read or discussed, while you provide support for conferring with them.

Group Share (5-10 minutes)
- Students will gather back to whole group.
- Students will share their writing and reflect on the ideas presented.

Mini- Lesson Structure

Mini-Lesson (10-15 minutes)
- Teacher will demonstrate strategies and skills through explicit whole-class instruction.

Independent Writing and Teacher Conferring (30-40 minutes)
- Students can write independently.
- Students will practice what was modeled in the mini-lesson and make decisions about their writing.
- Teacher will confer with students individually or in small groups.

Group Share (5-10 minutes)
- Students will gather back together.Students will share their writing and reflect on the ideas presented.

Suggested Learning Resources

Schoolwide Writing Fundamentals Units
Schoolwide Writing Unit Appendices
Schoolwide Writing Unit Mentor Texts
Google Apps: Google Classroom, Google Docs, Google Slides, Google Forms

Graphic Organizers
Students Dictionary
Scholastic Thesaurus Dictionary
Games:
Lakeshore Reading Comprehension:
   Hazard Mountain – Inferences
   Quest for the Jewels – Cause and Effect
   Capture the Flag – Reading Comprehension
   *Wipeou*t – Vocabulary
   Main Street Shopping – Main Idea
   Scrabble
Laptop Computers
Ipads and various apps
Porta Portal Http://guest.portaportal.com/dealschool

21st Century Life and Careers

Career Ready Practices
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
-

Personal Financial Literacy
- 9.1.8.A.2 Relate how career choices, education choices, skills, entrepreneurship, and
economic conditions affect income.

Career Awareness, Exploration, and Preparation
- 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be
developed through school, home,work, and extracurricular activities for use
in a career.

Accommodations and Modifications

Gifted and Talented
- Provide appropriate challenge for a wide ranging skills and development.
- Participate in inquiry and project-based learning units of study.

English Language Learners
- Pair visual prompts with verbal presentations.
- Provide students with visual models, sentence stems, concrete objects, and hands-on material.

Students with IEPs/504s
- Review student individual education plan and/or 504 plan
- Establish procedures for accommodations and modifications for assessments as

per IEP/504.
- Modify classroom environment to support academic and physical needs of the students per IEP/504.

At-Risk Learners
- Provide Title 1 services to students not meeting academic standards in ELA and/or Math.
- Differentiated instruction
- Basic Skills
- Provide instructional interventions in the general education classroom.

Interdisciplinary Connections/Cross Curricular Opportunities

- Texts read aloud during Modeled/Shared Reading may refer to topics being studied in science, social studies and math, most effectively during the "nonfiction" unit of study.
- Books and passages may be related to, or taken from, content area texts to help with specific LAL skills during Guided Reading.
- Students may research a topic of interest incorporating technology and library skills with the topic of choice during Independent Reading.

Social Studies
- My Lord, What a Morning: An Autobiography (mentor text)
- The Voice That Challenged a Nation: Marian Anderson and the Struggle for Equal Rights (mentor text)
- When Marian Sang: The True Recital of Marian Anderson (mentor text)

Holocaust Read Aloud
- Rose Blanche (mentor text)

6.1 U.S. History: America in the World, 6.3 Active Citizenship in the 21st Century
- Strand A. Civics, Government, and Human Rights
- Strand B. Geography, People, and the Environment
- Strand C. Economics, Innovation, and Technology
- Strand D. History, Culture, and Perspectives

Science
- Phineas Gage: A Gruesome but True Story About Brain Science (mentor text)
- Moonbird: A Year on the Wind With the Great Survivor B95 (mentor text)

Earth and Space Sciences
- MS-ESS3 Earth and Human Activity

Life Sciences
- MS-LS1 From Molecules to Organisms: Structures and Processes

Integration of Technology

8.1 Educational Technology

8.1 All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations

8.1.8.A.1-Demonstrate knowledge of a real world problem using digital tools.

8.1.8.A.2-Create a document (e.g. newsletter, reports, personalized learning plan, business
letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

B. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

8.1.8.B.1-Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).

D. Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

8.1.8.D.4-Assess the credibility and accuracy of digital content

Pacing Guide
7th Grade Reading Pacing Guide   https://docs.google.com/document/d/11_rad9k1wQ8gTzP8sTFupdaAdnS1gm1glx62mi WFOxU/edit?usp=sharing

Annual Pacing Guide
Grade Level: 7th Grade
Subject: Reading

September	October	November	December	January
Launching Unit	*Launching Unit*	*Fiction Unit*	*Fiction Unit*	*Fiction Unit*

February	March	April	May	June
Nonfiction Unit	*Nonfiction Unit*	*Nonfiction Unit*		

Annual Pacing Guide
Grade Level: 7th Grade
Subject: Writing

September	October	November	December	January
How Writers Work Unit	*How Writers Work Unit*	*How Writers Work Unit*	*Memoir*	*Memoir*

February	March	April	May	June
Memoir	*Photo Essay*	*Photo Essay*	*Photo Essay*	*Book Review*

Deal School Curriculum

**English Language Arts
Curriculum Guide
Grade 8**

Deal School
Deal, New Jersey

2018
Board of Education

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Nick Montesano

<u>Teacher(s)</u>

Deana Curcione

<u>Developed and Written</u>

August – November 2014

<u>Revised</u>

December 2018

<u>Board Approved</u>

December 2018

Purpose

The English Language Arts Curriculum Guide for Grade 8 is a resource for educators to refer to in planning and preparing for curriculum instruction aligned to Common Core State Standards and best practices. For each unit, desired outcomes, learners' enduring understanding, essential questions, learner goals and objectives, suggested assessments, anticipated sequence of events, and learning resources are identified.

Additionally, links are included in the plan for 21st Century Skills and Themes as well as Scope and Sequence links for district approved programs.

Assessments

Prior to implementing the curriculum, diagnostic assessments can be used to gather baseline data to guide beginning instruction. Throughout each unit, formative and summative assessments are available to determine achievement and guide instruction.

Deal School Curriculum
Grade 8 English Language Arts – Writing

Desired Outcomes

Text Types and Purposes:
NJSLS.ELA-LITERACY.W.8.1
Write arguments to support claims with clear reasons and relevant evidence
NJSLS.ELA-LITERACY.W.8.1.A
Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
NJSLS.ELA-LITERACY.W.8.1.B
Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
NJSLS.ELA-LITERACY.W.8.1.C
Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
NJSLS.ELA-LITERACY.W.8.1.D
D. Establish and maintain a formal style/academic style, approach, and form.
NJSLS.ELA-LITERACY.W.8.1.E
Provide a concluding statement or section that follows from and supports the argument presented.
NJSLS.ELA-LITERACY.W.8.2
Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
NJSLS.ELA-LITERACY.W.8.2.A
Introduce a topic and 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).
NJSLS.ELA-LITERACY.W.8.2.B
Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
NJSLS.ELA-LITERACY.W.8.2.C
Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
NJSLS.ELA-LITERACY.W.8.2.D
Use precise language and domain-specific vocabulary to inform about or explain the topic.
NJSLS.ELA-LITERACY.W.8.2.E
Establish and maintain a formal style/academic style, approach, and form.
NJSLS.ELA-LITERACY.W.8.2.F
Provide a concluding statement or section that follows from and supports the information or explanation presented.

NJSLS.ELA-LITERACY.W.8.3

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

NJSLS.ELA-LITERACY.W.8.3.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.

NJSLS.ELA-LITERACY.W.8.3.B

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

NJSLS.ELA-LITERACY.W.8.3.C

Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.

NJSLS.ELA-LITERACY.W.8.3.D

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

NJSLS.ELA-LITERACY.W.8.3.E

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

Production and Distribution of Writing:

NJSLS.ELA-LITERACY.W.8.4

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.)

NJSLS.ELA-LITERACY.W.8.5

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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8 here.)

NJSLS.ELA-LITERACY.W.8.6

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.

Research to Build and Present Knowledge:

NJSLS.ELA-LITERACY.W.8.7

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

NJSLS.ELA-LITERACY.W.8.8

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.

NJSLS.ELA-LITERACY.W.8.9

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

NJSLS.ELA-LITERACY.W.8.9.A

Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").

NJSLS.ELA-LITERACY.W.8.9.B

Apply grade 8 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").

Range of Writing:

NJSLS.ELA-LITERACY.W.8.10

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.

Enduring Understandings	Essential Questions
1. Good writers develop and refine their ideas for thinking, learning, communicating, and aesthetic expression. 2. Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts. 3. Writers have a purpose for writing. 4. Writing is a multi-stage process. 5. Writing is a reflective process.	1. Why do writers write? 2. How do good writers express themselves? 3. How do writers develop a well-written product? 4. How does process shape the writer's product? 5. How does each step in the writing process impact your writing? 6. How can writing be evaluated? 7. How can evaluation and reflection be used to improve writing?
Learners will know…	**Learners will be able to….**
● Writing may be used to express an opinion, inform or explain, or narrate a story. ● Argument writers introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. ● Argument writers support	● Write arguments to support claims with clear reasons and relevant evidence o Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- Argument writers use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- Argument writers establish and maintain a formal style.
- Argument writers provide a concluding statement or section that follows from and supports the argument presented.
- Informative writers introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- Informative writers develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- Informative writers use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- Informative writers use precise language and domain-specific vocabulary to inform about or explain the topic.
- Informative writers establish and maintain a formal style.
- Informative writers provide a concluding statement or section

o Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
o Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
o Establish and maintain a formal style.
o Provide a concluding statement or section that follows from and supports the argument presented.
- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
o Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
o Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
o Use appropriate and

- that follows from and supports the information or explanation presented.
- 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.
- Narrative writers use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
- Narrative writers use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
- Narrative writers use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- Narrative writers provide a conclusion that follows from and reflects on the narrated experiences or events.
- Grade 8 students produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
- With some guidance and support from peers and adults, students 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

- varied transitions to create cohesion and clarify the relationships among ideas and concepts.
  - o Use precise language and domain-specific vocabulary to inform about or explain the topic.
  - o Establish and maintain a formal style.
  - o Provide a concluding statement or section that follows from and supports the information or explanation presented.
- Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
  - o 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.
  - o Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
  - o Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and

- addressed.
- Effective writers 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.
- Grade 8 students conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- Effective writers 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.
- Effective writers draw evidence from literary or informational texts to support analysis, reflection, and research.
- Grade 8 students write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

- events.
  - o Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
  - o Provide a conclusion that follows from and reflects on the narrated experiences or events.
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
- 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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8 here.)
- 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.
- Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for

	multiple avenues of exploration.
	● 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.
	● Draw evidence from literary or informational texts to support analysis, reflection, and research.
	    o Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").
	    o Apply grade 8 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").
	● Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a

	range of discipline-specific tasks, purposes, and audiences.

Assessment Evidence

Formative Assessments
- Thumbs Up
- Exit Slips
- Think Pair Share
- Quick Checks
- Exit Slips
- Class Discussion
- Turn and Talks
- Reading/Writing Notebook
- Homework
- Student Self-Assessment
- Graphic Organizers

Summative Assessments
- Unit Assessments
- Weekly Assessments
- Quizzes
- Writing Specific Rubrics

Benchmarks
- DRA
- Link It Benchmarks

Alternative Assessments
- Project Specific Rubrics
- Group Project Products

Suggested Learning Plan

The structure of the daily lesson will be in the format of a 90-minute writing workshop. Based on the pacing of the unit the teacher will be using the Interactive Read-Aloud Structure or Mini-Lesson Structure.

Interactive Read-Aloud Structure

Read-Aloud, Teacher Modeling and Class Discussion (20-30 minutes)
- Teacher will read the text(s) to the class.
- Teacher will stop periodically to share thoughts, observations, inquiries, and ideas about the text(s) and use of skills.
- Teacher will model how to read like a writer.

Independent Writing and Small Group Work (20-30 minutes)
- Students will write independently, often responding to what was read or discussed, while you provide support for conferring with them.

Group Share (5-10 minutes)

- Students will gather back to whole group.
- Students will share their writing and reflect on the ideas presented.

Mini- Lesson Structure

Mini-Lesson (10-15 minutes)
- Teacher will demonstrate strategies and skills through explicit whole-class instruction.

Independent Writing and Teacher Conferring (30-40 minutes)
- Students can write independently.
- Students will practice what was modeled in the mini-lesson and make decisions about their writing.
- Teacher will confer with students individually or in small groups.

Group Share (5-10 minutes)
- Students will gather back together.
- Students will share their writing and reflect on the ideas presented.

Suggested Learning Resources

Schoolwide Writing Fundamentals Units
Schoolwide Writing Unit Appendices
Schoolwide Writing Unit Mentor Texts
The Boy in the Striped Pajamas by John Boyne
Google Apps: Google Classroom, Google Docs, Google Slides, Google Forms
Graphic Organizers
Students Dictionary
Scholastic Thesaurus Dictionary
Games:
Lakeshore Reading Comprehension:
   Hazard Mountain – Inferences
   Quest for the Jewels – Cause and Effect
   Capture the Flag – Reading Comprehension
   *Wipeou*t – Vocabulary
   Main Street Shopping – Main Idea
   Scrabble
Laptop Computers
Ipads and various apps
Porta Portal Http://guest.portaportal.com/dealschool

LGBTQ+ and Disabilities
"Troubled Daughter Grows Up" by Mary Schmich (Schoolwide Nonfiction Unit)
"Wilson Cruz, Actor and Activist" (Achieve 3000)
"Gen Z Is Here To Help" (Achieve 3000)
"A Life Helping Others" (Achieve 3000)
"A Camp That Sparked a Movement" (Achieve 3000)
"Cooking Up Change" (Achieve 3000)
"Clothes for All" (Achieve 3000)
"A Band for the World" (Achieve 3000)

"Seeing Things in a New Way" (Achieve 3000)
"What's Fair in Sports" (Achieve 3000)
"A Worthy Workout" (Achieve 3000)
"A Day in My Wheels" (Achieve 3000)
"Helping a Classmate Learn" (Achieve 3000)
"Fun For All" (Achieve 3000)
"Good Ideas" (Achieve 3000)
"Books for Everyone" (Achieve 3000)
"Climbing Kilimanjaro" (Achieve 3000)
"Museum Offers: Touch Tours" (Achieve 3000)
"Young Racer, Big Plans" (Achieve 3000)
"A Grandfather's Gift" (Achieve 3000)
"Stepping Out with a Robot" (Achieve 3000)
"Liu Wei's Got Talent" (Achieve 3000)
"Companies Hold Back the Blind" (Achieve 3000)
"Titus Makes a Splash" (Achieve 3000)
"Brody Gets Gold" (Achieve 3000)
"Dreaming Big" (Achieve 3000)
"Nothing Holds Me Back" by Kristin Lewis (Scholastic Scope Magazine)
"The Fastest Woman in the World" by Allison Friedman (Scholastic Scope Magazine)

LGBTQ+ Disabilities Example Lesson
- [Wilson Cruz, Actor and Activist (Achieve 3000) Lesson](#)
- [The Fastest Woman in the World (Scholastic Scope) Lesson](#)
- ["Nothing Holds Me Back: by Kristin Lewis (Scholastic Scope) Lesson](#)
- ["The Distance" (Schoolwide Fundamentals) Lesson](#)

21st Century Life and Careers
Career Ready Practices ● CRP2. Apply appropriate academic and technical skills. ● CRP4. Communicate clearly and effectively and with reason. ● CRP6. Demonstrate creativity and innovation.
Accommodations and Modifications

Gifted and Talented
- Provide appropriate challenge for a wide ranging skills and development.
- Participate in inquiry and project-based learning units of study.

English Language Learners
- Pair visual prompts with verbal presentations.
- Provide students with visual models, sentence stems, concrete objects, and

hands-on material.

Students with IEPs/504s
- Review student individual education plan and/or 504 plan
- Establish procedures for accommodations and modifications for assessments as per IEP/504.
- Modify classroom environment to support academic and physical needs of the students per IEP/504.

At-Risk Learners
- Provide Title 1 services to students not meeting academic standards in ELA and/or Math.
- Differentiated instruction
- Basic Skills
- Provide instructional interventions in the general education classroom.

Interdisciplinary Connections/Cross Curricular Opportunities

- Mentor texts used during Modeled/Shared Writing could be on the subject of topics being studied in science, social studies and math.
- During Independent Writing, students may choose to write about topics or people being studied in content areas; non-fiction unit of study provides ample opportunity for such writing.
- Publishing, as part of the writing process, can incorporate the use of technological literacy and programs.
- Class and students can compose letters, books, articles, essays relating to content area subjects. Library and technological skills can be utilized in research of non-fiction writing.

Social Studies
Holocaust Literature Study
- The Boy in the Striped Pajamas by John Boyne

6.1 U.S. History: America in the World, 6.3 Active Citizenship in the 21st Century
- Strand A. Civics, Government, and Human Rights
- Strand B. Geography, People, and the Environment
- Strand C. Economics, Innovation, and Technology
- Strand D. History, Culture, and Perspectives

Science
Earth and Space Sciences
- MS-ESS3 Earth and Human Activity

Life Sciences
- MS-LS1 From Molecules to Organisms: Structures and Processes

Integration of Technology

8.1.8.A-Demonstrate knowledge of a real world problem using digital tools.

8.1.8.A.2-Create a document (e.g. newsletter, reports, personalized learning plan, business
letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

8.1.8.B-Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).

Pacing Guide
8th Grade Writing Pacing Guide https://docs.google.com/document/d/1Dhmja7BpYXOPsxEeOqTo831QcTHTFrQgVrv6X5_QlCI/edit?usp=sharing

Deal School Curriculum
Grade 8 English Language Arts – Speaking and Listening

Comprehension and Collaboration:

NJSLS.ELA-LITERACY.SL.8.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

NJSLS.ELA-LITERACY.SL.8.1.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.

NJSLS.ELA-LITERACY.SL.8.1.B

Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

NJSLS.ELA-LITERACY.SL.8.1.C

Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

NJSLS.ELA-LITERACY.SL.8.1.D

Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

NJSLS.ELA-LITERACY.SL.8.2

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

NJSLS.ELA-LITERACY.SL.8.3

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

Presentation of Knowledge and Ideas:

NJSLS.ELA-LITERACY.SL.8.4

Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

NJSLS.ELA-LITERACY.SL.8.5

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

NJSLS.ELA-LITERACY.SL.8.6

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 here for specific expectations.)

Enduring Understandings	Essential Questions

1. Listening is the process of receiving, constructing meaning from, and responding to spoken and/nonverbal messages. 2. Listening skills are critical for learning and communicating. 3. Effective listeners are able to interpret and evaluate increasingly complex messages. 4. A speaker selects a form and an organizational pattern based on the audience and purpose. 5. A speaker's choice of words and style set the tone and define the message.	1. How does a speaker communicate so others will listen and understand the message? 2. How does a listener understand a message? 3. How do you listen? 4. What impact does listening have? 5. How do you speak effectively? 6. How does the choice of words affect the speaker's message and the listener's response?
Learners will know…	**Learners will be able to….**

● There are rules that guide success in collaborative discussions with divers partners on grade 8 topics, texts, and issues.
● Discussions are most effective when participants 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.
● Discussions are most effective when participants follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
● Discussions are most effective when participants pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and acknowledge new information
	● Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
	    o 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.
	    o Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
	    o Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the

expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. ● Effective discussion strategies include analyzing the purpose of information presented in diverse media and formats behind its presentation. ● Effective discussion strategies include delineating a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. ● Effective discussion strategies include presenting claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details. ● Effective speakers use appropriate eye contact, adequate volume, and clear pronunciation. ● Effective discussion strategies include integrating multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. ● Effective speakers adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	evidence presented. ● Analyze the purpose of information presented in diverse media and formats behind its presentation. ● Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. ● Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. ● Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. ● Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Assessment Evidence
Formative Assessments ● Thumbs Up ● Exit Slips ● Think Pair Share

- Quick Checks
- Exit Slips
- Class Discussion
- Turn and Talks
- Reading/Writing Notebook
- Homework
- Student Self-Assessment
- Graphic Organizers

Summative Assessments
- Unit Assessments
- Weekly Assessments
- Quizzes
- Writing Specific Rubrics

Benchmarks
- DRA
- Link It Benchmarks

Alternative Assessments
- Project Specific Rubrics
- Group Project Products

Suggested Learning Plan

The structure of the daily lesson will be in the format of a 90 minute reading workshop. Based on the pacing of the unit the teacher will be using the Interactive Read-Aloud Structure or Mini-Lesson Structure.

Interactive Read-Aloud Structure

Read-Aloud, Teacher Modeling and Class Discussion (20-30 minutes)
- Teacher will read the text(s) to the class.
- Teacher will stop periodically to share thoughts, observations, inquiries, and ideas about the text(s) and use of skills.
- Teacher will engage students in a focused discussion.

Independent Reading Work and Guided Practice (20-30 minutes)
- Teacher will have students do partnership, small-group, or independent work while providing support as needed.

Group Share (5-10 minutes)
- Students will gather back to whole group.
- Students will share their work and reflect on the ideas presented.

Mini- Lesson Structure

Mini-Lesson (10-15 minutes)
- Teacher will demonstrate strategies and skills through explicit whole-class instruction.

Independent Reading Work and Guided Practice (30-40 minutes)

- Students can read independently.
- Teacher will confer with students individually or in small groups.
- Teacher will differentiate instruction in guided reading groups.

Group Share (5-10 minutes)
- Students will gather back together.
- Students will share their work and reflect on the ideas presented.

The structure of the daily lesson will be in the format of a 90-minute writing workshop. Based on the pacing of the unit the teacher will be using the Interactive Read-Aloud Structure or Mini-Lesson Structure.

Interactive Read-Aloud Structure

Read-Aloud, Teacher Modeling and Class Discussion (20-30 minutes)
- Teacher will read the text(s) to the class.
- Teacher will stop periodically to share thoughts, observations, inquiries, and ideas about the text(s) and use of skills.
- Teacher will model how to read like a writer.

Independent Writing and Small Group Work (20-30 minutes)
- Students will write independently, often responding to what was read or discussed, while you provide support for conferring with them.

Group Share (5-10 minutes)
- Students will gather back to whole group.
- Students will share their writing and reflect on the ideas presented.

Mini- Lesson Structure

Mini-Lesson (10-15 minutes)
- Teacher will demonstrate strategies and skills through explicit whole-class instruction.

Independent Writing and Teacher Conferring (30-40 minutes)
- Students can write independently.
- Students will practice what was modeled in the mini-lesson and make decisions about their writing.
- Teacher will confer with students individually or in small groups.

Group Share (5-10 minutes)
- Students will gather back together.
- Students will share their writing and reflect on the ideas presented.

Suggested Learning Resources

Schoolwide Writing/Reading Fundamentals Units
Schoolwide Writing/Reading Unit Appendices
Schoolwide Writing/Reading Unit Mentor Texts
The Boy in the Striped Pajamas by John Boyne
Google Apps: Google Classroom, Google Docs, Google Slides, Google Forms
Graphic Organizers
Students Dictionary
Scholastic Thesaurus Dictionary
Games:
Lakeshore Reading Comprehension:
   Hazard Mountain – Inferences

Quest for the Jewels – Cause and Effect
Capture the Flag – Reading Comprehension
*Wipeou*t – Vocabulary
Main Street Shopping – Main Idea
Scrabble
Laptop Computers
Ipads and various apps
Porta Portal Http://guest.portaportal.com/dealschool

21st Century LIfe and Careers

Career Ready Practices
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
-

Personal Financial Literacy
- 9.1.8.A.2 Relate how career choices, education choices, skills, entrepreneurship, and
economic conditions affect income.

Career Awareness, Exploration, and Preparation
- 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be
developed through school, home,work, and extracurricular activities for
use in a career.

Accommodations and Modifications

Gifted and Talented
- Provide appropriate challenge for a wide ranging skills and development.
- Participate in inquiry and project-based learning units of study.

English Language Learners
- Pair visual prompts with verbal presentations.
- Provide students with visual models, sentence stems, concrete objects, and
hands-on material.

Students with IEPs/504s
- Review student individual education plan and/or 504 plan
- Establish procedures for accommodations and modifications for assessments as
per IEP/504.
- Modify classroom environment to support academic and physical needs of the
students per IEP/504.

At-Risk Learners
- Provide Title 1 services to students not meeting academic standards in ELA
and/or Math.
- Differentiated instruction

- Basic Skills
- Provide instructional interventions in the general education classroom.

- Texts read aloud during Modeled/Shared Reading may refer to topics being studied in science, social studies and math, most effectively during the "nonfiction" unit of study.
- Books and passages may be related to, or taken from, content area texts to help with specific LAL skills during Guided Reading.
- Students may research a topic of interest incorporating technology and library skills with the topic of choice during Independent Reading.

Social Studies
- **6.1 U.S. History: America in the World and 6.3 Active Citizenship in the 21st Century**
  - Strand A. Civics, Government, and Human Rights
  - Strand B. Geography, People, and the Environment
  - Strand C. Economics, Innovation, and Technology
  - Strand D. History, Culture, and Perspectives
- **6.1.12.D.11.d: Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust**
  - Erika's Story (mentor text)
  - Yellow Star: The Legend of King Christian X of Denmark (mentor text)
  - The Boy in the Striped Pajamas by John Boyne (Literature Study)
    - **Mentor Texts**
  - Patrol: An American Soldier in Vietnam
  - Shipwreck at the Bottom of the World
  - Faithful Elephants: A True Story about Animals, People and War
  - Remember the Journey to School Integration

Science
- **Earth and Space Sciences**
  - MS-ESS3 Earth and Human Activity
    - **Life Sciences**
  - MS-LS1 From Molecules to Organisms: Structures and Processes
    - **Mentor Texts**
  - Cars on Mars Roving the Red Planet
  - Kakapo Rescue: Saving the World's Strangest Parrot
  - Don't Sweat It: Regulating Body Temperature

8.1 Educational Technology

8.1 All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations

8.1.8.A.1-Demonstrate knowledge of a real world problem using digital tools.

8.1.8.A.2-Create a document (e.g. newsletter, reports, personalized learning plan, business
letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
B. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

8.1.8.B.1-Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).
D. Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

8.1.8.D.4-Assess the credibility and accuracy of digital content

Pacing Guide
8th Reading Pacing Guide
https://docs.google.com/document/d/1gOMceSofXZmRkOj152IP3acOJVajJIUJOg1ylyNkV74/edit?usp=sharing

Deal School Curriculum
Grade 8 English Language Arts – Reading Literature

Key Ideas and Details:
NJSLS.ELA-LITERACY.RL.8.1
Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
NJSLS.ELA-LITERACY.RL.8.2
Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
NJSLS.ELA-LITERACY.RL.8.3
Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
Craft and Structure:
NJSLS.ELA-LITERACY.RL.8.4
Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
NJSLS.ELA-LITERACY.RL.8.5
Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
NJSLS.ELA-LITERACY.RL.8.6
Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
Integration of Knowledge and Ideas:
NJSLS.ELA-LITERACY.RL.8.7
Evaluate the choices made by the directors or actors by analyzing the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script.
NJSLS.ELA-LITERACY.RL.8.8
(RL.8.8 not applicable to literature)
NJSLS.ELA-LITERACY.RL.8.9
Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
Range of Reading and Level of Text Complexity:
NJSLS.ELA-LITERACY.RL.8.10
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.

Enduring Understandings	Essential Questions
1. Readers use strategies to construct meaning. 2. Readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in text. 3. Strategic readers can develop, select, and apply strategies to enhance their comprehension. 4. Words powerfully affect meaning. 5. Readers develop a deeper understanding through reflection of text.	1. How do readers construct meaning from text? 2. How do you figure out a word you do not know? 3. What do readers do when they do not understand everything in a text? 4. Why do readers need to pay attention to a writer's choice of words? 5. How does reading influence us? Why do we need to evaluate what we read?
Learners will know…	**Learners will be able to….**
● Comprehensive readers cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. ● Comprehensive readers determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. ● Particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. ● Fluent readers determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. ● Comprehensive readers	● Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. ● Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. ● Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. ● Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. ● Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. ● Analyze how differences in the points of view of the characters and the audience or reader create such effects as suspense or humor.

compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
- Differences in the points of view of the characters and the audience or reader create such effects as suspense or humor.
- Comprehensive readers 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.
- A modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
- By the end of the year, Grade 8 students read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.

- 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.
- Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
- By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.

Assessment Evidence

Formative Assessments
- Thumbs Up
- Exit Slips
- Think Pair Share
- Quick Checks
- Exit Slips
- Class Discussion
- Turn and Talks
- Reading/Writing Notebook
- Homework
- Student Self-Assessment
- Graphic Organizers

Summative Assessments
- Unit Assessments
- Weekly Assessments
- Quizzes
- Writing Specific Rubrics

Benchmarks
- DRA
- Link It Benchmarks

Alternative Assessments
- Project Specific Rubrics
- Group Project Products

Suggested Learning Plan

The structure of the daily lesson will be in the format of a 90 minute reading workshop. Based on the pacing of the unit the teacher will be using the Interactive Read-Aloud Structure or Mini-Lesson Structure.

Interactive Read-Aloud Structure

Read-Aloud, Teacher Modeling and Class Discussion (20-30 minutes)
- Teacher will read the text(s) to the class.
- Teacher will stop periodically to share thoughts, observations, inquiries, and ideas about the text(s) and use of skills.
- Teacher will engage students in a focused discussion.

Independent Reading Work and Guided Practice (20-30 minutes)
- Teacher will have students do partnership, small-group, or independent work while providing support as needed.

Group Share (5-10 minutes)
- Students will gather back to whole group.
- Students will share their work and reflect on the ideas presented.

Mini- Lesson Structure

Mini-Lesson (10-15 minutes)
- Teacher will demonstrate strategies and skills through explicit whole-class instruction.

Independent Reading Work and Guided Practice (30-40 minutes)
- Students can read independently.
- Teacher will confer with students individually or in small groups.
- Teacher will differentiate instruction in guided reading groups.

Group Share (5-10 minutes)
- Students will gather back together.

- Students will share their work and reflect on the ideas presented.

Suggested Learning Resources

Schoolwide Reading Fundamentals Units

Schoolwide Reading Unit Appendices
Schoolwide Reading Unit Mentor Texts
The Boy in the Striped Pajamas by John Boyne
Google Apps: Google Classroom, Google Docs, Google Slides, Google Forms
Graphic Organizers
Students Dictionary
Scholastic Thesaurus Dictionary
Games:
Lakeshore Reading Comprehension:
   Hazard Mountain – Inferences
   Quest for the Jewels – Cause and Effect
   Capture the Flag – Reading Comprehension
   *Wipeou*t – Vocabulary
   Main Street Shopping – Main Idea
   Scrabble
Laptop Computers
Ipads and various apps
Porta Portal Http://guest.portaportal.com/dealschool

LGBTQ+ and Disabilities
"The Distance" by Jacqueline Woodson (Schoolwide Multi-Genre Memoir Unit)

LGBTQ+ Disabilities Example Lesson

["The Distance" (Schoolwide Fundamentals Lesson)](link)

21st Century Life and Careers

Career Ready Practices
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
-

Personal Financial Literacy
- 9.1.8.A.2 Relate how career choices, education choices, skills, entrepreneurship, and
economic conditions affect income.

Career Awareness, Exploration, and Preparation
- 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be
developed through school, home,work, and extracurricular activities for use
in a career.

Accommodations and Modifications

Gifted and Talented
- Provide appropriate challenge for a wide ranging skills and development.
- Participate in inquiry and project-based learning units of study.

English Language Learners
- Pair visual prompts with verbal presentations.
- Provide students with visual models, sentence stems, concrete objects, and hands-on material.

Students with IEPs/504s
- Review student individual education plan and/or 504 plan
- Establish procedures for accommodations and modifications for assessments as per IEP/504.
- Modify classroom environment to support academic and physical needs of the students per IEP/504.

At-Risk Learners
- Provide Title 1 services to students not meeting academic standards in ELA and/or Math.
- Differentiated instruction
- Basic Skills
- Provide instructional interventions in the general education classroom.

Interdisciplinary Connections/Cross Curricular Opportunities

- Texts read aloud during Modeled/Shared Reading may refer to topics being studied in science, social studies and math, most effectively during the "nonfiction" unit of study.
- Books and passages may be related to, or taken from, content area texts to help with specific LAL skills during Guided Reading.
- Students may research a topic of interest incorporating technology and library skills with the topic of choice during Independent Reading.

Social Studies
- **6.1 U.S. History: America in the World and 6.3 Active Citizenship in the 21st Century**
  - Strand A. Civics, Government, and Human Rights
  - Strand B. Geography, People, and the Environment
  - Strand C. Economics, Innovation, and Technology
  - Strand D. History, Culture, and Perspectives
- **6.1.12.D.11.d: Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust**
  - Erika's Story (mentor text)
  - Yellow Star: The Legend of King Christian X of Denmark (mentor text)
  - The Boy in the Striped Pajamas by John Boyne (Literature Study)
- **Mentor Texts**

- ○ Patrol: An American Soldier in Vietnam
- ○ Shipwreck at the Bottom of the World
- ○ Faithful Elephants: A True Story about Animals, People and War
- ○ Remember the Journey to School Integration

Science

- **Earth and Space Sciences**
  - ○ MS-ESS3 Earth and Human Activity
- **Life Sciences**
  - ○ MS-LS1 From Molecules to Organisms: Structures and Processes
- **Mentor Texts**
  - ○ Cars on Mars Roving the Red Planet
  - ○ Kakapo Rescue: Saving the World's Strangest Parrot
  - ○ Don't Sweat It: Regulating Body Temperature

Integration of Technology

8.1 Educational Technology

8.1 All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations

8.1.8.A.1-Demonstrate knowledge of a real world problem using digital tools.

8.1.8.A.2-Create a document (e.g. newsletter, reports, personalized learning plan, business
letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
B. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

8.1.8.B.1-Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).
D. Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

8.1.8.D.4-Assess the credibility and accuracy of digital content

Pacing Guide

8th Reading Pacing Guide

https://docs.google.com/document/d/1gOMceSofXZmRkOj152IP3acOJVajJIUJOg1ylyNkV74/edit?usp=sharing

Deal School Curriculum
Grade 8 English Language Arts – Informational Text

Desired Outcomes

Key Ideas and Details:
NJSLS.ELA-LITERACY.RI.8.1
Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
NJSLS.ELA-LITERACY.RI.8.2
Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
NJSLS.ELA-LITERACY.RI.8.3
Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

Craft and Structure:
NJSLS.ELA-LITERACY.RI.8.4
Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
NJSLS.ELA-LITERACY.RI.8.5
Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.
NJSLS.ELA-LITERACY.RI.8.6
Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

Integration of Knowledge and Ideas:
NJSLS.ELA-LITERACY.RI.8.7
Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
NJSLS.ELA-LITERACY.RI.8.8
Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
NJSLS.ELA-LITERACY.RI.8.9
Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

Range of Reading and Level of Text Complexity:
NJSLS.ELA-LITERACY.RI.8.10
By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

Enduring Understandings	Essential Questions

1. Readers use strategies to construct meaning. 2. Readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in text. 3. Strategic readers can develop, select, and apply strategies to enhance their comprehension. 4. Words powerfully affect meaning. 5. Readers develop a deeper understanding through reflection of text.	1. How do readers construct meaning from text? 2. How do you figure out a word you do not know? 3. What do readers do when they do not understand everything in a text? 4. Why do readers need to pay attention to a writer's choice of words? 5. How does reading influence us? Why do we need to evaluate what we read?
Learners will know…	**Learners will be able to….**
● Some textual evidence more strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. ● Comprehensive readers determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas. ● Comprehensive readers provide an objective summary of the text. ● Comprehensive readers analyze how a text makes connections among and distinctions between individuals, ideas, or events. ● Fluent readers determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. ● Comprehensive readers analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. ● Comprehensive readers analyze	● Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. ● Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas. ● Provide an objective summary of the text. ● Analyze how a text makes connections among and distinctions between individuals, ideas, or events. ● Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. ● Analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. ● Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. ● Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. ● Evaluate the advantages and disadvantages of using different

in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
- Comprehensive readers determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
- Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
- Comprehensive readers delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
- Comprehensive readers analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
- By the end of the year, Grade 8 students read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.

mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
- Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
- Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
- By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.

Assessment Evidence

Formative Assessments
- Thumbs Up
- Exit Slips
- Think Pair Share

- Quick Checks
- Exit Slips
- Class Discussion
- Turn and Talks
- Reading/Writing Notebook
- Homework
- Student Self-Assessment
- Graphic Organizers

Summative Assessments
- Unit Assessments
- Weekly Assessments
- Quizzes
- Writing Specific Rubrics

Benchmarks
- DRA
- Link It Benchmarks

Alternative Assessments
- Project Specific Rubrics
- Group Project Products

Suggested Learning Plan

The structure of the daily lesson will be in the format of a 90 minute reading workshop. Based on the pacing of the unit the teacher will be using the Interactive Read-Aloud Structure or Mini-Lesson Structure.

Interactive Read-Aloud Structure

Read-Aloud, Teacher Modeling and Class Discussion (20-30 minutes)
- Teacher will read the text(s) to the class.
- Teacher will stop periodically to share thoughts, observations, inquiries, and ideas about the text(s) and use of skills.
- Teacher will engage students in a focused discussion.

Independent Reading Work and Guided Practice (20-30 minutes)
- Teacher will have students do partnership, small-group, or independent work while providing support as needed.

Group Share (5-10 minutes)
- Students will gather back to whole group.
- Students will share their work and reflect on the ideas presented.

Mini- Lesson Structure

Mini-Lesson (10-15 minutes)
- Teacher will demonstrate strategies and skills through explicit whole-class instruction.

Independent Reading Work and Guided Practice (30-40 minutes)
- Students can read independently.

- Teacher will confer with students individually or in small groups.
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Group Share (5-10 minutes)
- Students will gather back together.
- Students will share their work and reflect on the ideas presented.

Schoolwide Reading Fundamentals Units
Schoolwide Reading Unit Appendices
Schoolwide Reading Unit Mentor Texts
The Boy in the Striped Pajamas by John Boyne
Google Apps: Google Classroom, Google Docs, Google Slides, Google Forms
Graphic Organizers
Students Dictionary
Scholastic Thesaurus Dictionary
Games:
Lakeshore Reading Comprehension:
   Hazard Mountain – Inferences
   Quest for the Jewels – Cause and Effect
   Capture the Flag – Reading Comprehension
   *Wipeou*t – Vocabulary
   Main Street Shopping – Main Idea
   Scrabble
Laptop Computers
Ipads and various apps
Porta Portal Http://guest.portaportal.com/dealschool

LGBTQ+ and Disabilities
"Troubled Daughter Grows Up" by Mary Schmich (Schoolwide Nonfiction Unit)
"Wilson Cruz, Actor and Activist" (Achieve 3000)
"Gen Z Is Here To Help" (Achieve 3000)
"A Life Helping Others" (Achieve 3000)
"A Camp That Sparked a Movement" (Achieve 3000)
"Cooking Up Change" (Achieve 3000)
"Clothes for All" (Achieve 3000)
"A Band for the World" (Achieve 3000)
"Seeing Things in a New Way" (Achieve 3000)
"What's Fair in Sports" (Achieve 3000)
"A Worthy Workout" (Achieve 3000)
"A Day in My Wheels" (Achieve 3000)
"Helping a Classmate Learn" (Achieve 3000)
"Fun For All" (Achieve 3000)
"Good Ideas" (Achieve 3000)
"Books for Everyone" (Achieve 3000)
"Climbing Kilimanjaro" (Achieve 3000)

"Museum Offers: Touch Tours" (Achieve 3000)
"Young Racer, Big Plans" (Achieve 3000)
"A Grandfather's Gift" (Achieve 3000)
"Stepping Out with a Robot" (Achieve 3000)
"Liu Wei's Got Talent" (Achieve 3000)
"Companies Hold Back the Blind" (Achieve 3000)
"Titus Makes a Splash" (Achieve 3000)
"Brody Gets Gold" (Achieve 3000)
"Dreaming Big" (Achieve 3000)
"Nothing Holds Me Back" by Kristin Lewis (Scholastic Scope Magazine)
"The Fastest Woman in the World" by Allison Friedman (Scholastic Scope Magazine)

LGBTQ+ Disabilities Example Lesson
- [Wilson Cruz, Actor and Activist (Achieve 3000) Lesson](#)
- [The Fastest Woman in the World (Scholastic Scope) Lesson](#)
- ["Nothing Holds Me Back: by Kristin Lewis (Scholastic Scope) Lesson](#)

21st Century Life and Careers

Career Ready Practices
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
-

Personal Financial Literacy
- 9.1.8.A.2 Relate how career choices, education choices, skills, entrepreneurship, and
economic conditions affect income.

Career Awareness, Exploration, and Preparation
- 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be
developed through school, home, work, and extracurricular activities for
use in a career.

Accommodations and Modifications

Gifted and Talented
- Provide appropriate challenge for a wide ranging skills and development.
- Participate in inquiry and project-based learning units of study.

English Language Learners
- Pair visual prompts with verbal presentations.
- Provide students with visual models, sentence stems, concrete objects, and
hands-on material.

Students with IEPs/504s

- Review student individual education plan and/or 504 plan
- Establish procedures for accommodations and modifications for assessments as per IEP/504.
- Modify classroom environment to support academic and physical needs of the students per IEP/504.

At-Risk Learners
- Provide Title 1 services to students not meeting academic standards in ELA and/or Math.
- Differentiated instruction
- Basic Skills
- Provide instructional interventions in the general education classroom.

Interdisciplinary Connections/Cross Curricular Opportunities

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- Books and passages may be related to, or taken from, content area texts to help with specific LAL skills during Guided Reading.
- Students may research a topic of interest incorporating technology and library skills with the topic of choice during Independent Reading.

Social Studies
- **6.1 U.S. History: America in the World and 6.3 Active Citizenship in the 21st Century**
    - Strand A. Civics, Government, and Human Rights
    - Strand B. Geography, People, and the Environment
    - Strand C. Economics, Innovation, and Technology
    - Strand D. History, Culture, and Perspectives
- **6.1.12.D.11.d: Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust**
    - Erika's Story (mentor text)
    - Yellow Star: The Legend of King Christian X of Denmark (mentor text)
    - The Boy in the Striped Pajamas by John Boyne (Literature Study)
- **Mentor Texts**
    - Patrol: An American Soldier in Vietnam
    - Shipwreck at the Bottom of the World
    - Faithful Elephants: A True Story about Animals, People and War
    - Remember the Journey to School Integration

Science
- **Earth and Space Sciences**
    - MS-ESS3 Earth and Human Activity
- **Life Sciences**
    - MS-LS1 From Molecules to Organisms: Structures and Processes
- **Mentor Texts**

- ○ Cars on Mars Roving the Red Planet
- ○ Kakapo Rescue: Saving the World's Strangest Parrot
- ○ Don't Sweat It: Regulating Body Temperature

Integration of Technology

8.1 Educational Technology
8.1 All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations

8.1.8.A.1-Demonstrate knowledge of a real world problem using digital tools.

8.1.8.A.2-Create a document (e.g. newsletter, reports, personalized learning plan, business
letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
B. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

8.1.8.B.1-Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).
D. Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

8.1.8.D.4-Assess the credibility and accuracy of digital content

Pacing Guide

8th Reading Pacing Guide

https://docs.google.com/document/d/1gOMceSofXZmRkOj152IP3acOJVajJIUJOg1ylyNkV74/edit?usp=sharing

Deal School Curriculum
Grade 8 English Language Arts – Language

Conventions of Standard English:

NJSLS.ELA-LITERACY.L.8.1

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

NJSLS.ELA-LITERACY.L.8.1.A

Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.

NJSLS.ELA-LITERACY.L.8.1.B

Form and use verbs in the active and passive voice.

NJSLS.ELA-LITERACY.L.8.1.C

Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.

NJSLS.ELA-LITERACY.L.8.1.D

Recognize and correct inappropriate shifts in verb voice and mood.*

NJSLS.ELA-LITERACY.L.8.2

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

NJSLS.ELA-LITERACY.L.8.2.A

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

NJSLS.ELA-LITERACY.L.8.2.B

Use an ellipsis to indicate an omission.

NJSLS.ELA-LITERACY.L.8.2.C

Spell correctly.

Knowledge of Language:

NJSLS.ELA-LITERACY.L.8.3

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

NJSLS.ELA-LITERACY.L.8.3.A

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

Vocabulary Acquisition and Use:

NJSLS.ELA-LITERACY.L.8.4

Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

NJSLS.ELA-LITERACY.L.8.4.A

Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

NJSLS.ELA-LITERACY.L.8.4.B
Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
NJSLS.ELA-LITERACY.L.8.4.C
Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
NJSLS.ELA-LITERACY.L.8.4.D
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).
NJSLS.ELA-LITERACY.L.8.5
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
NJSLS.ELA-LITERACY.L.8.5.A
Interpret figures of speech (e.g. verbal irony, puns) in context.
NJSLS.ELA-LITERACY.L.8.5.B
Use the relationship between particular words to better understand each of the words.
NJSLS.ELA-LITERACY.L.8.5.C
Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
NJSLS.ELA-LITERACY.L.8.6
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.

Enduring Understandings	Essential Questions
1. Written communication and mechanics promote fluency of communication. 2. Rules, conventions of language, help readers understand what is being communicated. 3. Words powerfully affect meaning. 4. People communicate through words. 5. Conventional spelling promotes common understanding. 6. Using proper form in sentence and paragraph composition will help us clarify and express our thoughts.	1. What is the purpose of applying grammar and mechanic skills? 2. How do rules of language affect communication? 3. How does word choice affect meaning? 4. Why is it important to spell correctly? 5. How can you write paragraphs to make a clear picture for your reader?
Learners will know…	**Learners will be able to….**
● Good writers and speakers demonstrate command of the	● Demonstrate command of the conventions of standard English grammar and usage when writing or

- conventions of Standard English including grammar and usage.
- Good writers demonstrate command of the conventions of Standard English including capitalization, punctuation, and spelling.
- Effective writers and strong speakers explain the function of verbals.
- Effective writers and strong speakers form and use verbs in the active and passive voice.
- Effective writers and strong speakers form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
- Effective writers and strong speakers recognize and correct inappropriate shifts in verb voice and mood.
- Punctuation is used (comma, ellipsis, dash) to indicate a pause or break.
- An ellipsis is used to indicate an omission.
- Verbs are used in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects.
- Fluent readers determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
- Fluent readers use context as a clue to the meaning of a word or phrase.
- Fluent readers use common, grade-appropriate Greek or Latin affixes and roots as clues

- speaking.
  - o Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
  - o Form and use verbs in the active and passive voice.
  - o Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
  - o Recognize and correct inappropriate shifts in verb voice and mood.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - o Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
  - o Use an ellipsis to indicate an omission.
  - o Spell correctly.
- Use knowledge of language and its conventions when writing, speaking, reading, or listening.
  - o Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects
- Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
  - o Use context as a clue to the meaning of a word or phrase.
  - o Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
  - o Consult general and specialized

- to the meaning of a word (e.g., precede, recede, secede).
- Fluent readers consult general and specialized 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.
- Fluent readers verify the preliminary determination of the meaning of a word or phrase.
- Comprehensive readers demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Fluent readers interpret figures of speech (e.g. verbal irony, puns) in context.
- Fluent readers use the relationship between particular words to better understand each of the words.
- Fluent readers distinguish among the connotations (associations) of words with similar denotations (definitions).
- Grade 8 students 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.

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.
- o 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).
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
    - o Interpret figures of speech (e.g. verbal irony, puns) in context.
    - o Use the relationship between particular words to better understand each of the words.
    - o Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
- 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.

Assessment Evidence

Formative Assessments
- Thumbs Up
- Exit Slips
- Think Pair Share

- Quick Checks
- Exit Slips
- Class Discussion
- Turn and Talks
- Reading/Writing Notebook
- Homework
- Student Self-Assessment
- Graphic Organizers

Summative Assessments
- Unit Assessments
- Weekly Assessments
- Quizzes
- Writing Specific Rubrics

Benchmarks
- DRA
- Link It Benchmarks

Alternative Assessments
- Project Specific Rubrics
- Group Project Products

Suggested Learning Plan

The structure of the daily lesson will be in the format of a 90-minute writing workshop. Based on the pacing of the unit the teacher will be using the Interactive Read-Aloud Structure or Mini-Lesson Structure.

Interactive Read-Aloud Structure

Read-Aloud, Teacher Modeling and Class Discussion (20-30 minutes)
- Teacher will read the text(s) to the class.
- Teacher will stop periodically to share thoughts, observations, inquiries, and ideas about the text(s) and use of skills.
- Teacher will model how to read like a writer.

Independent Writing and Small Group Work (20-30 minutes)
- Students will write independently, often responding to what was read or discussed, while you provide support for conferring with them.

Group Share (5-10 minutes)
- Students will gather back to whole group.
- Students will share their writing and reflect on the ideas presented.

Mini- Lesson Structure

Mini-Lesson (10-15 minutes)
- Teacher will demonstrate strategies and skills through explicit whole-class instruction.

Independent Writing and Teacher Conferring (30-40 minutes)

- Students can write independently.
- Students will practice what was modeled in the mini-lesson and make decisions about their writing.
- Teacher will confer with students individually or in small groups.

Group Share (5-10 minutes)
- Students will gather back together.
- Students will share their writing and reflect on the ideas presented.

Suggested Learning Resources

Schoolwide Writing Fundamentals Units
Schoolwide Writing Unit Appendices
Schoolwide Writing Unit Mentor Texts
The Boy in the Striped Pajamas by John Boyne
Google Apps: Google Classroom, Google Docs, Google Slides, Google Forms
Graphic Organizers
Students Dictionary
Scholastic Thesaurus Dictionary
Games:
Lakeshore Reading Comprehension:
   Hazard Mountain – Inferences
   Quest for the Jewels – Cause and Effect
   Capture the Flag – Reading Comprehension
   *Wipeou*t – Vocabulary
   Main Street Shopping – Main Idea
   Scrabble
Laptop Computers
Ipads and various apps
Porta Portal Http://guest.portaportal.com/dealschool

21st Century Life and Careers

Career Ready Practices
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
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Personal Financial Literacy
- 9.1.8.A.2 Relate how career choices, education choices, skills, entrepreneurship, and
economic conditions affect income.

Career Awareness, Exploration, and Preparation
- 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home,work, and extracurricular activities for
use

in a career.

Gifted and Talented
- Provide appropriate challenge for a wide ranging skills and development.
- Participate in inquiry and project-based learning units of study.

English Language Learners
- Pair visual prompts with verbal presentations.
- Provide students with visual models, sentence stems, concrete objects, and hands-on material.

Students with IEPs/504s
- Review student individual education plan and/or 504 plan
- Establish procedures for accommodations and modifications for assessments as per IEP/504.
- Modify classroom environment to support academic and physical needs of the students per IEP/504.

At-Risk Learners
- Provide Title 1 services to students not meeting academic standards in ELA and/or Math.
- Differentiated instruction
- Basic Skills
- Provide instructional interventions in the general education classroom.

- Texts read aloud during Modeled/Shared Reading may refer to topics being studied in science, social studies and math, most effectively during the "nonfiction" unit of study.
- Books and passages may be related to, or taken from, content area texts to help with specific LAL skills during Guided Reading.
- Students may research a topic of interest incorporating technology and library skills with the topic of choice during Independent Reading.

Social Studies
- **6.1 U.S. History: America in the World and 6.3 Active Citizenship in the 21st Century**
  - Strand A. Civics, Government, and Human Rights
  - Strand B. Geography, People, and the Environment
  - Strand C. Economics, Innovation, and Technology
  - Strand D. History, Culture, and Perspectives
- **6.1.12.D.11.d: Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust**
  - Erika's Story (mentor text)
  - Yellow Star: The Legend of King Christian X of Denmark (mentor text)

- - The Boy in the Striped Pajamas by John Boyne (Holocaust Literature Study)
  - **Mentor Texts**
    - Patrol: An American Soldier in Vietnam
    - Shipwreck at the Bottom of the World
    - Faithful Elephants: A True Story about Animals, People and War
    - Remember the Journey to School Integration

Science
- **Earth and Space Sciences**
  - MS-ESS3 Earth and Human Activity
- **Life Sciences**
  - MS-LS1 From Molecules to Organisms: Structures and Processes
- **Mentor Texts**
  - Cars on Mars Roving the Red Planet
  - Kakapo Rescue: Saving the World's Strangest Parrot
  - Don't Sweat It: Regulating Body Temperature

Integration of Technology

8.1 Educational Technology
8.1 All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations

8.1.8.A.1-Demonstrate knowledge of a real world problem using digital tools.

8.1.8.A.2-Create a document (e.g. newsletter, reports, personalized learning plan, business
letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
B. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

8.1.8.B.1-Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).
D. Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

8.1.8.D.4-Assess the credibility and accuracy of digital content

Pacing Guide

8th Reading Pacing Guide

https://docs.google.com/document/d/1gOMceSofXZmRkOj152IP3acOJVajJIUJOg1ylyNk V74/edit?usp=sharing

Annual Pacing Guide
Grade Level: 8th Grade
Subject: Reading

September	October	November	December	January
Launching Unit	*Launching Unit*	*Fiction Unit*	*Fiction Unit*	*Fiction Unit*

February	March	April	May	June
Nonfiction Unit	*Nonfiction Unit*	*Nonfiction Unit*	**Holocaust Literature Study** *The Boy in the Striped Pajamas*	**Holocaust Literature Study** *The Boy in the Striped Pajamas*

Annual Pacing Guide
Grade Level: 8th Grade
Subject: Writing

September	October	November	December	January
How Writers Work Unit	*How Writers Work Unit*	*How Writers Work Unit*	*Multi-Genre Memoir*	*Multi-Genre Memoir*

February	March	April	May	June
Multi-Genre Memoir	*Argumentative Essay (Content Areas)*	*Argumentative Essay (Content Areas)*	*Argumentative Essay (Content Areas)*	*Research Report*