

Egg Harbor City Public Schools

English Language Arts Curriculum

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New Jersey Core Curriculum Content Standards

for

English Language Arts

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[Link for ELA Standards](#)

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Introduction:

The purpose of the Egg Harbor City School District ELA Curriculum Guide is to provide parents, staff members and community members with information that describes the ELA instructional program in our school district. This curriculum guide was developed to assist students achieve success with the New Jersey Standards and to prepare them with the knowledge of ELA that can be applied to their everyday life as well as using this knowledge to make informed decisions in their future careers. The foregoing curriculum serves as a true curriculum resource guide to assist ELA teachers with implementing the Standards and District goals.

The ELA Curriculum will be an ever-evolving curriculum, keeping up-to-date with the latest content knowledge, utilizing the best instructional practices, incorporating effective multiple assessments, and discarding materials and practices that are ineffective or detrimental to student achievement. An evolving curriculum allows for flexibility to adapt to students' academic needs and interests, while maintaining focus on student achievement of the Standards and District goals.

Acknowledgement:

The development of the District ELA Curriculum Guide was an arduous task that required dedicated professionals with a sincere interest in their craft. Many hours of preparation, discussion, articulation and refinement went into this curriculum guide. The Egg Harbor City School District gratefully acknowledges the thoughtful contributions and outstanding efforts of the members of the ELA Curriculum Development Team: Jaclyn Williscroft, Lori-Beth Silver, Pamela Clouser, and Emily Tomasello.

Instructional Practices:

Essentially, the aim of our instructional practice is to maximize each student's growth by meeting each student where he or she is and helping the student to progress. In practice, it involves offering several different learning experiences in response to students' varied needs. Learning activities and materials may be varied by difficulty to challenge students at different readiness levels, by topic in response to students' interests, and by students' preferred ways of learning or expressing themselves. Through well-developed unit plans instructional staff has the opportunity to remain consistent in the implementation of the curriculum. In addition, formatted lesson

plans that coincide with the unit plans will afford the instructional staff a template that can be easily completed and address the necessary components of the unit plan.

Our teachers use numerous strategies and tools to differentiate instruction. There are several key characteristics or elements that form the foundation of our instructional practices:

- Teachers and students accept and respect one another's similarities and differences.
- All students participate in respectful work -- work that is challenging, meaningful, interesting, and engaging.
- The teacher is primarily a coordinator of time, space, and activities rather than a provider of information. The aim is to help students become self-reliant learners.
- Students and teachers collaborate in setting class and individual goals.
- Students work in a variety of group configurations, as well as independently. Flexible grouping is evident.
- Time is used flexibly in the sense that pacing is varied based on student needs.
- Students often have choices about topics they wish to study, ways they want to work, and how they want to demonstrate their learning.

Curriculum Mandates

NJ Amistad Commission: "The Amistad Bill (A1301), which became law in 2002, calls on New Jersey schools to incorporate African-American history into their social studies curriculum. This legislation also created the Amistad Commission, a 23-member body charged with ensuring that African-American history, contributions and experiences are adequately taught in the state's classrooms."

NJ Commission on Holocaust Education: "In 1994 the legislature voted unanimously in favor of an act requiring education on the Holocaust and genocide in elementary and secondary education and it subsequently signed into law by Governor Whitman. The law indicates that issues of bias, prejudice and bigotry, including bullying through the teaching of the Holocaust and genocide, shall be included for all children from K-12th grade. Because this is a law and in Statute any changes in standards would not impact the requirement of education on this topic in all New Jersey public schools."

Dating Violence Education: "Legislation (P.L. 2011, Chapter 64) (N.J.S.A. 18A:35-4.23a, 18A:37-33 et.al) enacted on May 4, 2011 requires each school district/charter school to approve a policy to prevent, respond, and educate their students, as well as

their school community on incidents of dating violence. A safe and civil school environment is necessary for students to learn and achieve high academic standards. A student who is a victim of dating violence suffers academically and the student's safety at school is jeopardized."

Stress Abstinence Law: "N.J.S.A. 18A:35-4.19 et seq., known as the "stress abstinence law," requires schools to stress abstinence as the one completely reliable method of prevention when discussing contraception. It also requires schools to address the failure rates of various contraceptive methods (Adult failure rate data is the only information currently available)."

LGBTQ/Disabled Person Law: "A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards."

Diversity & Inclusion Law: "Beginning in the 2021 - 2022 school year, each school district shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student Learning Standards."

Curriculum Design:

Addressing Grade Level Expectations –

- Highlighted within the Lesson (Unit) Plan
- Select Standards
- State the Rationale (Goal)
- Describe the Context (Objective)
- Address a Timeframe
- Identify Instructional Strategies

- Present an Overview
- Devise Essential and Guiding Questions
- Determine Exit Outcomes and Indicators
- Devise Learning Opportunities
- Develop Assessment Opportunities
- Use Data to Drive Instruction
- Provide appropriate Accommodations/Modifications
- Address Cross-Curricular Connections
- Integrate Technology and Career Readiness Skills
- Reflect on Teaching Practices

Accommodations/Modifications:

Overview –

- Accommodations Versus Modifications
 - Accommodations indicate changes to how the content is:
 - 1) Taught
 - 2) Made Accessible
 - 3) Assessed
 - Accommodations do not change what the student is expected to master.
 - The objectives of the course remain intact.
- Modifications
 - Indicates the “what” (content) being taught is modified.
 - The student is expected to learn something different than the general education standard

Special Education Students (IEP –Individualized Education Program) –

- Implemented by Special Education Self-Contained Teachers
- Implemented by Special Education In-Class Resource Teachers

- Implemented by General Education Teachers (Supplemental Instruction)
- Implemented by Special Area Teacher (as per discipline area)
- Accommodation and Modification Options Chart

Visual Reinforcement	Use Manipulatives	Multi-Sensory Approach
Repeat Instructions	Review Directions	Visual Reminders
Modified Tests	Oral Testing	Scribe
On Computer	Preferential Seating	Study Carrel
Avoid placing student under pressure of time or completion	Post Assignments	Assignment Pad
Limited Multiple Choice	Prior Notice of Test	Test Setting: Administer tests in small group and/or in a separate room
Check Work in Progress	Immediate Feedback	Have Student Restate Information
Support Auditory Presentations with Visuals	Repeat Directions Quietly	Provide Extra Assignment Time
Highlight Key Words	Have the student repeat and explain directions	Modified Homework
Clean Work Area	Test Scheduling: Adding time as needed, providing frequent breaks	Test Study Guides
Concrete Examples	Extra Response Time	Extra Time Tests
Provide Models	Extra Drill/Practice	Monitor Assignments
Recognize and Give Credit for Oral Participation	No Handwriting Penalty	Post Routines
Extra Time - Written Work	Positive Reinforcement	Mindfulness Activities

504 Plan Students –

- Implemented by General Education Teachers
- Implemented by Special Area Teacher (as per discipline area)
- Accommodation and Modification Options Chart

Visual Reinforcement	Use Manipulatives	Multi-Sensory Approach
Repeat Instructions	Review Directions	Visual Reminders
Modified Tests	Oral Testing	Scribe

On Computer	Preferential Seating	Study Carrel
Avoid placing student under pressure of time or completion	Post Assignments	Assignment Pad
Limited Multiple Choice	Prior Notice of Test	Test Setting: Administer tests in small group and/or in a separate room
Check Work in Progress	Immediate Feedback	Have Student Restate Information
Support Auditory Presentations with Visuals	Repeat Directions Quietly	Provide Extra Assignment Time
Highlight Key Words	Have the student repeat and explain directions	Modified Homework
Clean Work Area	Test Scheduling: Adding time as needed, providing frequent breaks	Test Study Guides
Concrete Examples	Extra Response Time	Extra Time Tests
Provide Models	Extra Drill/Practice	Monitor Assignments
Recognize and Give Credit for Oral Participation	No Handwriting Penalty	Post Routines
Extra Time - Written Work	Positive Reinforcement	Mindfulness Activities

English Language Learners –

- Implemented by ESL Teacher
- Implemented by General Education Teachers
- Implemented by Special Area Teacher (as per discipline area)
- Accommodation and Modification Options Chart

Visual Reinforcement	Use Manipulatives	Multi-Sensory Approach
Repeat Instructions	Review Directions	Visual Reminders
Modified Tests	Oral Testing	Scribe
On Computer	Preferential Seating	Study Carrel
Avoid placing student under pressure of time or completion	Post Assignments	Assignment Pad
Limited Multiple Choice	Prior Notice of Test	Test Setting: Administer tests in small group and/or in a separate room
Check Work in Progress	Immediate Feedback	Have Student Restate Information
Support Auditory Presentations with Visuals	Repeat Directions Quietly	Provide Extra Assignment Time
Highlight Key Words	Have the student repeat and explain directions	Modified Homework

Clean Work Area	Test Scheduling: Adding time as needed, providing frequent breaks	Test Study Guides
Concrete Examples	Extra Response Time	Extra Time Tests
Provide Models	Extra Drill/Practice	Monitor Assignments
Recognize and Give Credit for Oral Participation	No Handwriting Penalty	Post Routines
Extra Time - Written Work	Positive Reinforcement	Mindfulness Activities

Basic Skills Instruction Students or Students at Risk of School Failure (IPP –Individualized Program Plan) –

- Implemented by Special Education In-Class Resource Teachers
- Implemented by General Education Teachers
- Implemented by Special Area Teacher (as per discipline area)
- Accommodation and Modification Options Chart

Visual Reinforcement	Use Manipulatives	Multi-Sensory Approach
Repeat Instructions	Review Directions	Visual Reminders
Modified Tests	Oral Testing	Scribe
On Computer	Preferential Seating	Study Carrel
Avoid placing student under pressure of time or completion	Post Assignments	Assignment Pad
Limited Multiple Choice	Prior Notice of Test	Test Setting: Administer tests in small group and/or in a separate room
Check Work in Progress	Immediate Feedback	Have Student Restate Information
Support Auditory Presentations with Visuals	Repeat Directions Quietly	Provide Extra Assignment Time
Highlight Key Words	Have the student repeat and explain directions	Modified Homework
Clean Work Area	Test Scheduling: Adding time as needed, providing frequent breaks	Test Study Guides
Concrete Examples	Extra Response Time	Extra Time Tests
Provide Models	Extra Drill/Practice	Monitor Assignments
Recognize and Give Credit for Oral Participation	No Handwriting Penalty	Post Routines
Extra Time - Written Work	Positive Reinforcement	Mindfulness Activities

Gifted and Talented Students –

- Implemented by General Education Teachers
- Implemented by Special Education In-Class Resource Teachers
- Implemented by Special Area Teacher (as per discipline area)
- Accommodation and Modification Options Chart

Encourage students to explore concepts in depth and encourage independent studies or investigations.	Use thematic instruction to connect learning across the curriculum.	Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment.
Expand students' time for free reading.	Invite students to explore different points of view on a topic of study and compare the two.	Provide learning centers where students are in charge of their learning.
Brainstorm with gifted children on what types of projects they would like to explore to extend what they're learning in the classroom.	Determine where students' interests lie and capitalize on their inquisitiveness.	Refrain from having them complete more work in the same manner.
Employ differentiated curriculum to keep interest high.	Avoid drill and practice activities.	Ask students' higher level questions that require students to look into causes, experiences, and facts to draw a conclusion or make connections to other areas of learning.
If possible, compact curriculum to allow gifted students to move more quickly through the material	Encourage students to make transformations- use a common task or item in a different way.	Allow for choice.

Assessments:

Formative – (Refer to **Tools for Formative Assessment** on the Google Team Drive in the Staff Resources Folder under the Formative Assessment Folder for a list of techniques to check for understanding and how to utilize each.)

- Analyzing Student Work (Homework, Classwork, Tests, Quizzes)
- Observation
- Round Robin Charts

- Strategic Questioning
- 3-Way Summaries
- Think-Pair-Share.
- 3,2,1 Countdown
- Classroom Polls
- Exit Slips
- Admit Slips
- One Minute Papers
- Thumbs Up and Thumbs Down
- Extended Projects
- Self-Assessment
- Portfolio Check
- Journal Entry
- Choral Response
- Story Map
- Quizlet
- Informal Reading Inventory
- DRA
- Fountas and Pinnel
- LinkIt Standards Based Assessments
- LinkIt Writing Rubric
- LinkIt Fluency Assessments
- DORA
- Let's Go Learn
- Superkids Progress Tests
- Superkids Products from 10 Minute Tuck-Ins and independent activities

Summative –

- End of Unit Assessment
- End of Chapter Test
- Mid-Term Exam
- Final Exam
- LinkIt Writing Rubric
- LinkIt Benchmark Assessments
- Project Based Assignment
- ACCESS for ELL's Assessment
- New Jersey Student Learning Assessment ELA
- Superkids Mid-Year Test
- Superkids End of Year Test

Alternative Assessments

- Lucy Calkins Units of Study
- Standard Based Projects
- Presentations
- Group Work
- Reader's Theatre
- Writing comics
- Videos of information learned
- Summaries using graphic organizers

Benchmark –

- Grades K-8 LinkIt Fall Benchmark
- Grades K-8 LinkIt Winter Benchmark
- Grades K-8 LinkIt Spring Benchmark
- Let's Go Learn Benchmarks
- Grades K-8 Writing Samples (Fall and Spring)

- Grades K-6 Sight Word Assessments (Fall and Spring)

Instructional Materials	Supplemental Materials	Technology-Based Resources
Grades K-2 The Superkids Reading Program (Zaner-Bloser) Grades 3-8 Lucy Calkins Units of Study (Heinemann)	Foundations (Wilson) Orton Gillingham (Phonics First) Leveled Readers Lucy Calkins Library Heggerty Phonemic Awareness Program Superkids Phonemic Awareness Program	BrainPop/BrainPopJr. Flocabulary Epic! Education.com ReadWorks Learning A-Z NewsELA Vooks Vocabulary.com Nearpod Seesaw Superkids Online Fun Generation Genius

Pacing Guide:

- Identified on Lesson Plan
- SuperKids Pacing Guide:

Kindergarten

Units 1-13 <https://drive.google.com/file/d/1-okCU89Y2K5JMf6ywpY7K0enzpCe0kts/view?usp=sharing>

Units 14-24 <https://drive.google.com/file/d/1-ssDQARnBSbqyQ3XfXjZmohP0n-VFrsd/view?usp=sharing>

Grade 1

<https://drive.google.com/open?id=1znQnbTtZjCLpiGQFi8aLKmsxxHOAIFsR>

Grade 2

Units 1-4 https://drive.google.com/open?id=1U9D0KwqbYm5CoaS57QEtQVug9a9yh_Ro

Units 5-8 <https://drive.google.com/open?id=153kVN-LYLaV1YE7ezOqfFVQYVJe7lauV>

Units 9-12 https://drive.google.com/open?id=12PI-IEhIRYoSKZjsCTcNq3k_rOVnUOIN

Units 13-16 <https://drive.google.com/open?id=1LqIJ1GE2Uj14zPiUbEyPVzy-vGFpxHj3>

- Lucy Calkins Pacing Guide

Grades 3- 9 https://drive.google.com/file/d/1eHM0k3-muOAiv5bOP_2nIaQ5yQ4aJYL3/view?usp=drive_link

Lucy Calkins Unit Plans	
Book	Code
Grade 3	
<i>Reading</i>	
Reader's WS	RUOS_Gr3
<i>Writing</i>	
Writer's WS	WUOS_Gr3

Grade 4	
<i>Reading</i>	
Reader's WS	RUOS_Gr4
<i>Writing</i>	
Writer's WS	WUOS_Gr4
Grade 5	
<i>Reading</i>	
Reading Workshop	RUOS_Gr5
<i>Writing</i>	
Writer's Workshop	WUOS_Gr5
Grade 6	
<i>Reading</i>	
Deep Study of Character:	MSRUOS_GHAQ5
Investigating Characterization	MSRUOS_LXWU2
Literary Nonfiction	MSRUOS_GCDDT9
Tapping the Power of Nonfiction	MSRUOS_DWFL2
Dystopian Book Clubs	MSRUOS_JBTP3
Historical Fiction Book Clubs	MSRUOS_AFPE8

Social Issues Book Clubs	MSRUOS_BOTY4
<i>Writing</i>	
Personal Narrative	WUOS_GR6
The Literary Essay	WUOS_GR6
Research-based Information Writing	WUOS_GR6
Grade 7	
<i>Reading</i>	
Deep Study of Character:	MSRUOS_GHAQ5
Investigating Characterization	MSRUOS_LXWU2
Literary Nonfiction	MSRUOS_GCDT9
Tapping the Power of Nonfiction	MSRUOS_DWFL2
Dystopian Book Clubs	MSRUOS_JBTP3
Historical Fiction Book Clubs	MSRUOS_AFPE8
Social Issues Book Clubs	MSRUOS_BOTY4
<i>Writing</i>	
The Art of Argument	WUOS_GR7
Writing Realistic Fiction	WUOS_GR7
Writing About Reading	WUOS_GR7

Grade 8	
<i>Writing</i>	
Writer's Workshop	WUOS_GR8
<i>Reading</i>	
A Deep Study of Character Grades 6-8	MSRUOS_GHAQ5
Historical Fiction Book Clubs	MSRUOS_AFPE8
Literary Nonfiction	MSRUOS_GCDT9
Social Issues Book Clubs	MSRUOS_BOTY4
Tapping the Power of Nonfiction	MSRUOS_DWFL2
Supplemental	
<i>Reading</i>	
A Deep Study of Character Grades 6-8	MSRUOS_GHAQ5
Investigating Characterization Grades 6-8	MSRUOS_LXWU2
Dystopian Book Clubs Grades 6-8	MSRUOS_JBTP3
<i>Writing</i>	
Up the Ladder Grades 3-6 Writing	UTL_VYWE8

Interdisciplinary Connections:

Identified on Lesson Plan – Evidence of at least one interdisciplinary connection across grades and content areas identified on Teacher lesson plans

Interdisciplinary learning develops real-world, multi-faceted knowledge. Integration identifies logical connections between and among the content and learning experiences in all areas and provides more authentic and relevant experiences for students. Interdisciplinary connections both enrich and extend learning. Interdisciplinary connections are studies that cross the boundaries of two or more district disciplines such as mathematics and art, or literature and science. By purposefully looking for “essential concepts” and “big ideas,” we purposefully design deliberate integration of the various content areas wherever appropriate. This includes, but is not limited to, examining how curriculum themes, project based learning, understanding by design, essential questions, inquiry approaches, curriculum mapping, and the standards, merge, while always keeping students' best interest at the heart of this work. The following areas are integrated into all areas of instructional program:

Subject Areas

→ Math

Mathematical Practices

1. Make sense of problems and persevere in solving them.
 - This standard would be addressed via story mapping, plot, and character development.
2. Reason abstractly and quantitatively.
 - This standard would be addressed via critical thinking and higher order questioning strategies within the classroom.
3. Construct viable arguments and critique the reasoning of others.
 - This standard would be addressed via critical observation, offering constructive feedback, opinion writing, and classroom debates.
4. Model with mathematics.
 - This standard would be addressed via data collection and text feature analysis.
5. Use appropriate tools strategically.
 - This standard would be addressed via text features and print concepts.
6. Attend to precision.

- This standard would be addressed via editing, peer editing, revision, handwriting, and reading accuracy.
- 7. Look for and make use of structure.
 - This standard would be addressed via writing and text structure.
- 8. Look for and express regularity in repeated reasoning.
 - This standard would be addressed via signal words, text structure, story elements, and spelling patterns.

→ **Science**

1. Patterns
 - This standard would be addressed via text structure, story elements, and spelling/sound patterns.
2. Cause and Effect: Mechanism and Explanation
 - This standard would be addressed via text structure analysis.
3. Scale, Proportion, and Quantity
 - This standard would be addressed via connecting key details throughout multiple texts.
4. Systems and System Models
 - This standard would be addressed via analyzing text structures.
5. Structure and Function
 - This standard would be addressed via analyzing text structures.

→ **Social Studies**

1. Civics, Government, and Human Rights
 - This standard would be addressed via read alouds, classroom discussions, current events, informational text analysis, vocabulary, use of primary and secondary sources, text features (timelines, charts/graphs).
2. Geography, People, and the Environment
 - This standard would be addressed via read alouds, classroom discussions, current events, informational text analysis, vocabulary, use of primary and secondary sources, text features (timelines, charts/graphs).
3. Economics, Innovation, and Technology

- This standard would be addressed via read alouds, classroom discussions, current events, informational text analysis, vocabulary, use of primary and secondary sources, text features (timelines, charts/graphs).

4. History, Culture, and Perspectives

- This standard would be addressed via read alouds, classroom discussions, current events, informational text analysis, vocabulary, use of primary and secondary sources, text features (timelines, charts/graphs).

→ **World Languages**

7.1 All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Strand A reflects the Interpretive Mode of communication, in which students demonstrate an understanding of spoken and written communication within appropriate cultural contexts. Examples of this kind of “one-way” reading or listening include cultural interpretations of printed texts, videos, online texts, movies, radio and television broadcasts, and speeches. Beyond the Novice level, “interpretation” differs from “comprehension” because it implies the ability to read or listen “between the lines” and

1. Interpretive Mode of Communication

- This standard would be addressed via understanding and communicating at the sentence level and using strings of sentences independently to accomplish the following tasks: identify the main idea and some supporting details when reading, understand the gist and some supporting details of conversations dealing with everyday life, infer the meaning of some unfamiliar words when used in familiar contexts.

Strand B reflects the Interpersonal Mode of communication, in which students engage in direct oral and/or written communication with others. Examples of this “two-way” communication include conversing face-to-face, participating in online discussions or videoconferences, instant messaging and text messaging, and exchanging personal letters or email messages.

2. Interpersonal Mode of Communication

- This standard would be addressed via speaking and writing using sentences and strings of sentences when exchanging preferences, feelings, opinions, and basic advice on familiar topics. They ask original questions and a variety of follow-up questions as they participate in spontaneous spoken and written conversations. Students engage in short social interactions in everyday situations. They create original sentences and questions that allow them to usually say what they want to say about self and their everyday lives.

Strand C reflects the Presentational Mode of communication, in which students present, orally and/or in writing, information, concepts and ideas to an audience of listeners or readers with whom there is no immediate interaction. Examples of this “one-to-many” mode of communication include a presentation to a group, posting an online video or webpage, creating and posting a podcast or videocast, and writing an article for a newspaper.

3. Presentational Mode of Communication

- This standard would be addressed via speaking and writing using sentences and strings of sentences when expressing preferences, feelings, opinions, and basic advice on familiar topics. Students can create original sentences that allow them to usually say what they want to say about self and their everyday lives.

→ **Visual and Performing Arts**

1. Artistic Process: Creating

1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

- This standard would be addressed via conceptualizing, generating ideas, organizing and developing ideas, refining and completing products.

2. Artistic Process: Performing/Presenting/Producing

1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

- This standard would be addressed via Reader's Theaters, oral presentations, and analyzing a text for meaning.

3. Artistic Process: Responding

- This standard would be addressed via analyzing intent and meaning of multiple literary sources.

1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

4. Artistic Process: Connecting

1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.

- This standard would be addressed via synthesizing and relating knowledge and personal experiences to multiple literary sources

→ **Comprehensive Health & Physical Education**

1. Personal and Mental Health:

- This standard would be addressed via the application of comprehension strategies across various ideas and concepts.

2. Physical Wellness

- This standard would be addressed via Reader's Theaters and presentations.

3. Safety:

- This standard would be addressed via making predictions, collaborative learning, and the application of comprehension strategies across ideas and concepts.

2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.

- This standard would be addressed via read alouds, researching, writing and presenting oral reports, vocabulary, performing readers theater, whole brain movements, reading health-based informational text and by employing the use of kinesthetic learning strategies.

2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.

- This standard would be addressed via read alouds, working in small groups, think-pair-share, writing and presenting oral reports, vocabulary, performing readers theater, whole brain movements, reading health-based informational text and by employing the use of kinesthetic learning strategies.

2.3 Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.

- This standard would be addressed via read alouds, researching, writing and presenting oral reports, vocabulary, whole brain movements, reading health-based informational text and by employing the use of kinesthetic learning strategies.

2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.

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- This standard would be addressed via diverse read alouds, researching, writing and presenting oral reports, vocabulary, whole brain movements, reading health-based informational text and by employing the use of kinesthetic learning strategies.

2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy,

active lifestyle.

- This standard would be addressed via read alouds, researching, presenting readers theater, vocabulary, whole brain movements, reading health-based informational text and by employing the use of kinesthetic learning strategies.

2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

- This standard would be addressed via read alouds, researching, presenting readers theater, vocabulary, whole brain movements, reading health-based informational text and by employing the use of kinesthetic learning strategies.

→ **Integration of Financial Literacy (Standard 9.1):**

To support the path towards success, students require opportunities to understand and develop both career awareness and personal financial literacy.

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance.

○ Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

1. Financial Health

- This would be addressed via read alouds and technology-based resources.

2. Financial Landscape

- This would be addressed via read alouds and technology-based resources.

3. Money Management

- This would be addressed via read alouds and technology-based resources.

- Strand A: Income and Careers
 - This standard would be addressed via read alouds, researching different careers and entrepreneurs, classroom jobs, and professions, and by hosting a career fair each year.
- Strand B: Money Management
 - This standard would be addressed via read alouds, STEM and problem solving activities, with informational text analysis, and by having a classroom economy.
- Strand C: Credit and Debt Management
 - This standard would be addressed via STEM and problem solving activities, and by having a classroom economy.
- Strand D: Planning, Saving, and Investing
 - This standard would be addressed via STEM and problem solving activities, by having a classroom economy, the use of school-wide currency.
- Strand E: Becoming a Critical Consumer
 - This standard would be addressed via the use of read alouds, higher order thinking and questioning techniques, and compare and contrast activities, and by the use of a classroom economy.
- Strand F: Civic Financial Responsibility

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- This standard would be addressed via read alouds, research and debates, main idea and key details, establishing relationships and habits and by having a classroom economy.
- Strand G: Insuring and Protecting
 - This standard would be addressed via read alouds, and informational text.

→ **Career Awareness (Standard 9.2)**

This standard develops career readiness, outlining the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options.

- This standard would be addressed via read alouds, technology-based resources, working collaboratively to solve problems, and a yearly career fair.

→ **21st Century Life and Careers (Standard 9.3)**

This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

- This standard would be addressed via read alouds, technology-based resources, working collaboratively to solve problems, and a yearly career fair.

→ **Life Literacies and Key Skills (Standard 9.4)**

This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy that are critical for students to develop to live and work in an interconnected global economy.

- This standard would be addressed via read alouds, technology-based resources, working collaboratively to solve problems, and a yearly career fair.

Identified in Lesson Plans:

Our career programs introduce high interest careers to students via STEAM based practices, hands-on projects, and collaborative efforts. With our career programs, students learn how the concepts and topics they learn in school are related to the real world. Based on the key topics and areas identified above within NJSL Standard 9 regarding career readiness and 21st century skills, the following topics are addressed weekly within the lesson plans of instructional staff:

Career Awareness, Exploration, Preparation, and Training Through NJSL 9 Disciplinary Concepts							
	Financial Health		Financial Landscape		Money Management		Career Awareness and Planning
	Creativity and Innovation		Critical Thinking and Problem Solving		Digital Citizenship		Global & Cultural Awareness
	Information and Media Literacy		Technology Literacy		Other:		

Examples of these skills in lessons could include:

- working collaboratively to solve problems using media sources
- comparing and contrasting using interactive graphic organizers
- classroom debates and negotiations using Google Suite
- speaking and listening skills using varied content and sources (ie: podcasts, videos)
- networking
- customizing resumes and references using Microsoft Word
- questioning techniques based on information gathered from varied media sources
- communicating clearly and effectively, with reason, to explain research conducted online
- employ valid and reliable research strategies
- accept and integrate criticism and feedback
- utilize critical thinking to make sense of problems and persevere in solving them
- use technology to enhance productivity
- utilize videos, magazines, presenters, internet search engines

→**Computer Science & Design Thinking:**

New approaches necessary for solving the critical challenges that we face as a society will require harnessing the power of technology and computing. Rapidly changing technologies and the proliferation of digital information have permeated and radically transformed learning, working, and everyday life. To be well-educated, global-minded individuals in a computing-intensive world, students must have a clear understanding of the concepts and practices of computer science. As education systems adapt to a vision of students who are not just computer users but also computationally literate creators who are proficient in the concepts and practices of computer science and design thinking, engaging students in computational thinking and human-centered approaches to design through the study of computer science and technology serves to prepare students to ethically produce and critically consume technology.

1. Computing Systems:

People interact with a wide variety of computing devices that collect, store, analyze, and act upon information in ways that can affect human capabilities both positively and negatively. The physical components (hardware) and instructions (software) that make up a computing system communicate and process information in digital form.

- This would be addressed via cause and effect text structures and technology-based resources.

2. Impacts of Computing

Computing affects many aspects of the world in both positive and negative ways at local, national, and global levels. Individuals and communities influence computing through their behaviors and cultural and social interactions, and, in turn, computing influences new cultural practices.

- This would be addressed via cause and effect text structures and technology-based resources.

3. Engineering Design:

People design for enjoyment and to solve problems, extend human capabilities, satisfy needs and wants, and improve the human condition. Engineering Design, a systematic approach to creating solutions to technological problems and finding ways to meet people's needs and desires, allows for the effective and efficient development of products and systems.

- This would be addressed via text structures such as problem and solution, cause and effect, order and sequence, and with technology-based resources.

4. Interaction of Technology and Humans:

Societies influence technological development. Societies are characterized by common elements such as shared values, differentiated roles, and cultural norms, as well as by entities such as community institutions, organizations, and businesses. Interaction of Technology and Humans concerns the ways society drives the improvement and creation of new technologies, and how technologies both serve and change society.

- This would be addressed via research projects and technology-based resources.

5. Effects of Technology on the Natural World:

Many of engineering and technology's impacts on society and the environment are widely regarded as desirable. However, other impacts are regarded as less desirable. Effects of Technology on the Natural World concerns the positive and negative ways that technologies affect the natural world.

- This would be addressed via research projects and technology-based resources.

6. Ethics & Culture:

Ethics and Culture concerns the profound effects that technologies have on people, how those effects can widen or narrow disparities, and the responsibility that people have for the societal consequences of their technological decisions.

- This would be addressed via research projects and technology-based resources.

Identified in Lesson Plans:

Readiness in this century demands that students actively engage in critical thinking, communication, collaboration, and creativity. The power of technology supports all curricular areas and multiple levels of mastery for all students. Based on the key topics and areas identified above within the Computer Science and Design Thinking standards regarding technology, computation, and engineering, the following topics are addressed weekly within the lesson plans of instructional staff:

Computer Science and Design Thinking Practices							
	Fostering an Inclusive Computing and Design Culture		Collaborating Around Computing and Design		Recognizing and Defining Computational Problems		Developing and Using Abstractions
	Creating Computational Artifacts		Testing and Refining Computational Artifacts		Communicating About Computing and Design		Other:

Examples of these skills in lessons could include:

- working collaboratively to solve problems using media sources
- comparing and contrasting using interactive graphic organizers
- classroom debates and negotiations using Google Suite
- speaking and listening skills using varied content and sources (ie: podcasts, videos)
- networking
- customizing resumes and references using Microsoft Word
- questioning techniques based on information gathered from varied media sources
- communicating clearly and effectively, with reason, to explain research conducted online
- employ valid and reliable research strategies
- accept and integrate criticism and feedback
- utilize critical thinking to make sense of problems and persevere in solving them
- use technology to enhance productivity

Additional Content-Specific Information/Resources –

- National / International Technology Student Standards
 - 8.1 Educational Technology
 - [International Society for Technology in Education \(ISTE\) Standards for Student](#)
 - [American Association of School Librarians \(AASL\) Student Standards for the 21st-Century Learner](#)
 - [Common Sense Student Standards Alignment in the K-12 Digital Citizenship Curriculum](#)
 - 8.2 Technology Education, Engineering, Design and Computational Thinking - Programming
 - [K12 Computer Science Student Framework Statements by Grade Band](#)
 - [International Technology and Engineering Educators Association Standards for Technological Literacy](#)

State Legislation

Integration of LGBTQ+ & Disabilities Awareness (N.J.S.A.18A:35-4.35, and N.J.S.A.18A:35-4.36):

In each curricular area, the district will adopt inclusive instructional materials that portray the cultural and economic diversity of society including the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people.

- This standard would be addressed via diverse read alouds, class discussions and dialogue of inclusiveness, character growth and development, story mapping and plot, increasing representation of diverse characters, and real world connections.

Diversity, Equity, and Inclusion (N.J.S.A.18A:35-4.36a):

Instruction on the contributions of a diverse population of people, that may include, LGBTQ+, Asian American & Pacific Islanders, persons with disabilities, to the growth of science knowledge and practices over the years is discussed throughout the curriculum and are included in lessons and the variety of resources used.

- This standard would be addressed via diverse read alouds, class discussions and dialogue of inclusiveness, character growth and development, story mapping and plot, increasing representation of diverse characters, and real world connections.

Integration of Asian-American and Pacific Islander Legislation:

In each curricular area, the district will adopt inclusive instructional materials that portray the contributions of members of the Asian American and Pacific Islander communities in regards to the realm of science. This will include books about and created by Asian American and Pacific Islanders.

- This standard would be addressed via diverse read alouds, class discussions and dialogue of inclusiveness, character growth and development, story mapping and plot, increasing representation of diverse characters, and real world connections.

Amistad Law (N.J.S.A. 18A 52:16A-88):

Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Standard 6.1 U.S. History: America in the World applies to grades K-8; at K-4 levels, content is organized by strand only; at the 5-8 level, content organized by era and strand.

- This standard would be addressed via diverse read alouds, class discussions and dialogue of inclusiveness, character growth and development, story mapping and plot, increasing representation of diverse characters, and real world connections.

Standard 6.2 World History/Global Studies applies only to grades 5-8; at the 5-8 levels, content organized by era and strand and will also include N.J.S.A. 18A:35-28, Holocaust/Genocide and Amistad Commision Education to be taught to all Egg Harbor City students in grades K-8 and will be identified on instructional lesson plans.

- This standard would be addressed via diverse read alouds, class discussions and dialogue of inclusiveness, character growth and development, story mapping and plot, increasing representation of diverse characters, and real world connections.

Standard 6.3 Active Citizenship in the 21st Century applies to grades K-8; at all levels (K-4, 5-8) content is organized by strand only and will also include N.J.S.A. 18A:35-28, Holocaust/Genocide and Amistad Commision Education to be taught to all Egg Harbor

City students in grades K-8 and will be identified on instructional lesson plans.

- This standard would be addressed via diverse read alouds, class discussions and dialogue of inclusiveness, character growth and development, story mapping and plot, increasing representation of diverse characters, and real world connections.

The Amistad Commission's goal is to integrate African American history and culture into the curriculum across all subject areas in New Jersey's public schools. The Amistad Bill became law in 2002, and the Amistad Commission works to ensure that schools are implementing the required materials and texts.

[Amistad Components for Primary Grades](#)

[Amistad Commission Website](#)

[Teaching Hard History - Tolerance Act](#)

[William Patterson Black History Resources K-8](#)

[NJ State Bar Foundation- Breaking Bias](#)

[District Library on Nearpod](#)

[K-12 District Resources](#)

[EHC Google Slide Resources](#)

Holocaust Law (N.J.S.A. 18A:35-28):

Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

- This standard would be addressed via diverse read alouds, class discussions and dialogue of inclusiveness, character growth and development, story mapping and plot, increasing representation of diverse characters, and real world connections.

[The United States Holocaust Memorial Museum](#)

[Early Elementary Resources \(K-2\)](#)

[Late Elementary Resources \(3-5\)](#)

[Middle School Resources \(6-8\)](#)

[Virtual Tour of the Secret Annex \(Anne Frank\)](#)

[District Library on Nearpod](#)

[EHC Holocaust Resource Slides](#)

Middle School Civics:

Middle School Civics instruction does not need to be scheduled as standalone civics classes, but the civics content must be addressed within the social studies scheduled instructional classes.

- This standard would be addressed via diverse read alouds, class discussions and dialogue of inclusiveness, character growth and development, story mapping and plot, increasing representation of diverse characters, and real world.

Egg Harbor City Public Schools

ELA Adopted 2024 K-8 Unit Plans and Pacing Guides

Superkids: Unit Plans and Pacing Guides

[Kindergarten- K Pacing Guide](#)

[1st grade Pacing Guide](#)

[2nd Grade Pacing Guide](#)

Lucy Calkins: Unit plans with standards, pacing guides, and essential questions -

Grade 3

[Reading](#)

[Writing](#)

Grade 4

[Reading](#)

[Writing](#)

Grade 5

[Reading](#)

[Writing](#)

Grade 6/7/8 [Reading and Writing Lucy Calkins](#)

New Jersey Standards K-8

[Link to ELA NJSLS](#)

New Jersey Student Learning Revised Anchor Standards K-12

Language: System and structure, effective use, and vocabulary

(SS) System and Structure of Language: By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling.

(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

(VL) Vocabulary Acquisition, Use and Literal Meaning: By the end of grade 12, determine the meaning of unknown and multiple-meaning words using analysis of word parts (morphemes), word solving strategies, and consulting general and specialized reference materials, as appropriate.

(VI) Vocabulary Acquisition, Use and Interpretative Meaning: By the end of grade 12, interpret figurative and connotative word meanings, including shades of meaning based on word relationships and context.

Reading: Text complexity and the growth of comprehension:

(CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.

(PP) Perspective and Purpose in Texts: By the end of grade 12, assess how perspective or purpose shapes the content and style of a text.

(MF) Diverse Media and Formats: By the end of grade 12, synthesize content presented in diverse media and formats, including visually and quantitatively, as well as in words.

(AA) Analysis of an Argument: By the end of grade 12, evaluate the argument and specific claims in a text, including the validity of the reasoning, the credibility and accuracy of each source as well as the relevance and sufficiency of the evidence.

(CT) Comparison of Texts: By the end of grade 12, analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Writing: Text types, responding to reading, and research

(AW) Argumentative Writing: By the end of grade 12, write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

(IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

(WR) Writing Research: By the end of grade 12, conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

(SE) Sources of Evidence: By the end of grade 12, gather relevant information and evidence from multiple sources to support analysis, reflection, and research, while assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism.

(RW) Range of Writing: By the end of grade 12, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking and Listening: Flexible communication and collaboration

(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

(II) Integrate Information: By the end of grade 12, integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

(PI) Present Information: By the end of grade 12, present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

(UM) Use Media: By the end of grade 12, make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

K-12 New Jersey Student Learning Standards for English Language Arts

(NJSLS-ELA) Technical Revisions Crosswalk 2016 to 2023

- **Reading Standards for Literacy in History/Social Studies 6-8 - No Changes**
- **Reading Science and Technical Subjects 6-8 - No Changes**
- **Writing History, Science and Technical Subjects 6-8**

History, Social Studies, Science and Technical Subjects

Grades 6-8

Companion Anchor Standards for Reading

Key Ideas and Details

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

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

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

Craft and Structure

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

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

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Note on range and content of student reading

To become college and career ready, students must grapple with works of exceptional craft and thought whose range extends across genres, cultures, and centuries. Such works offer profound insights into the human condition and serve as models for students' own thinking and writing. Along with high-quality contemporary works, these texts should be chosen from among seminal U.S. documents, the classics of American literature, and the timeless dramas of Shakespeare. Through wide and deep reading of literature and literary nonfiction of steadily increasing sophistication, students gain a reservoir of literary and cultural knowledge, references, and images; the ability to evaluate intricate arguments; and the capacity to surmount the challenges posed by complex texts.

Grades 6-8

Progress Indicators Reading History

Reading History and Social Studies

The standards below begin at grade 6; standards for K-5 reading in history/social studies, science, and technical subjects are integrated into the K-5 Reading standards. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Key Ideas and Details

RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.

RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RH.6-8.3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

Craft and Structure

RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

RH.6-8.5. Describe how a text presents information (e.g., sequentially, comparatively, causally).

RH.6-8.6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

Integration of Knowledge and Ideas

RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

RH.6-8.8. Distinguish among fact, opinion, and reasoned judgment in a text.

RH.6-8.9. Analyze the relationship between a primary and secondary source on the same topic.

Range of Reading and Level of Text Complexity

RH.6-8.10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

Grades 6-8

Progress Indicators Reading Science and Technical Subjects

Key Ideas and Details

RST.6-8.1. Cite specific textual evidence to support analysis of science and technical texts.

RST.6-8.2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

RST.6-8.3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

Craft and Structure

RST.6-8.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 6-8 texts and topics*.

RST.6-8.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.

RST.6-8.6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.

Integration of Knowledge and Ideas

RST.6-8.7. Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).

RST.6-8.8. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.

RST.6-8.9. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.

Range of Reading and Level of Text Complexity

RST.6-8.10. By the end of grade 8, read and comprehend science/technical texts in the grades 6-8 text complexity band independently and proficiently.

Anchor Standards for Writing

Text Types and Purposes

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

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

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

Production and Distribution of Writing

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

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

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

Research to Build and Present Knowledge

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

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

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

Range of Writing

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

Note on range and content in student writing

To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.

Grades 6-8

Progress Indicators for Writing History, Science and Technical Subjects

The standards below begin at grade 6; standards for K-5 writing in history/social studies, science, and technical subjects are integrated into the K-5 writing standards. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Text Types and Purposes

WHST.6-8.1. Write arguments focused on *discipline-specific content*.

- A. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

- B. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- D. Establish and maintain a formal/academic style, approach, and form.
- E. Provide a concluding statement or section that follows from and supports the argument presented.

WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- 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.
- B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- E. Establish and maintain a formal/academic style, approach, and form.
- F. Provide a concluding statement or section that follows from and supports the information or explanation presented.

WHST.6-8.3

(See note; not applicable as a separate requirement)

Production and Distribution of Writing

WHST.6-8.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.

WHST.6-8.5. 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.

WHST.6-8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

Research to Build and Present Knowledge

WHST.6-8.7. 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.

WHST.6-8.8. 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.

WHST.6-8.9. Draw evidence from informational texts to support analysis, reflection, and research.

Range of Writing

WHST.6-8.10. 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.

Note

Students' narrative skills continue to grow in these grades. The standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate

narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work so that others can replicate them and (possibly) reach the same results.