



SPRINGFIELD PUBLIC SCHOOLS
ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Springfield Public Schools
Springfield, New Jersey 07081

ELA Lab

Curriculum Guide

2025

This curriculum may be modified through varying materials, techniques, and strategies as per an individual student's IEP.

Springfield Board of Education
Approved November 17, 2025

Springfield Public Schools

Cultivating compassionate and extraordinary learners!

EXTRACT OF THE MINUTES OF A MEETING OF
THE BOARD OF EDUCATION OF
THE TOWNSHIP OF SPRINGFIELD
COUNTY OF UNION, NEW JERSEY
AS RECORDED IN THE OFFICIAL MINUTE BOOK

Resolution: 15

Introduced By: Mrs. Turnbull

Seconded By: Mrs. Murphy

Adopted: November 17, 2025

Curriculum Adoption

To approve the following curriculum

1. Elementary School Level
 - a. Creative Curriculum – PreK
 - b. Gifted and Talented Art – Grades K-5
 - c. Intervention Services Gr K-5
2. Middle School Level
 - a. ELA LAB – Grades 6-8 (NEW)
 - b. Introduction to Mysteries of History (NEW)
3. High School
 - a. AP Senior Seminar
 - b. Springfield Leadership (Grades 11 & 12)

I, Michelle Calas, School Business Administrator/ Board Secretary of the Springfield Board of Education, hereby certify that the extract from the minutes of a meeting of the Board of Education duly called and held on November 17, 2025 has been compared by me with the original minute book of said Board of Education, and is a true, complete and exact copy thereof, as far as the same relates to the subject matter to on said extract.

In WITNESS THEREOF, I have hereunto set my hand and seal of the Springfield Board of Education, this 18th day of November 2025.

SEAL



Michelle Calas

School Business Administrator/ Board Secretary

Michelle Calas, School Business Administrator/Board Secretary



**Springfield Public Schools
Springfield, New Jersey**

**Dr. Rachel Goldberg
Superintendent of Schools**

**Erica Scudero
Assistant Superintendent**

Curriculum Developed By:

Ronald Slate - Principal

Candice Schiano - Supervisor

Jaime Gaughan - Teacher



Unit Overview Template

Content Area: English **Grade Level:** 6-8 **Unit Title:** *U1: Reading Foundations & Comprehension Strategies*

Unit Summary: This unit equips students with the essential strategies needed for reading comprehension across genres and disciplines. Students will learn to annotate texts, identify central ideas and themes, cite and explain textual evidence, and analyze vocabulary through context and word parts. Emphasis will be placed on applying decoding strategies, developing written responses using the R.A.C.E. format, and participating in collaborative discussions. Through regular reading of both literary and informational texts, students will build confidence in their ability to engage deeply with challenging material.

Primary Interdisciplinary Connections: This unit strengthens comprehension skills essential across academic disciplines by teaching students to annotate, decode, and analyze texts effectively. In science and social studies, identifying central ideas, citing evidence, and understanding domain-specific vocabulary enhances content learning. In math, these strategies help students interpret complex word problems and justify solutions. The ability to respond clearly using the R.A.C.E. format and participation in structured discussion supports communication in all subjects, preparing students to think critically, read actively, and write purposefully in any context.

21st Century Themes ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy
☐ Information Literacy ☐ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy

Unit Rationale: This unit provides students with the foundational tools they need to become thoughtful, independent readers. By focusing on comprehension strategies, vocabulary development, and evidence-based responses, students strengthen the literacy skills necessary for success in academic settings and beyond. Empowering students to understand and discuss what they read lays the groundwork for lifelong learning.

Career Readiness (Standard 9): Act as a responsible and contributing community member. ● Demonstrate creativity and innovation. ● Utilize critical thinking to make sense of problems and persevere in solving them. ● Use technology to enhance productivity, increase collaboration, and communicate effectively. ● Work productively in teams while using cultural/global competence.

Learning Targets

Standards: RL.CR.6-8.1, RL.CI.6-8.2, RL.CR.6-8.3, RL.VL.6-8.4, RI.CR.6-8.1, RI.CI.6-8.2, RI.CR.6-8.3, RI.VL.6-8.4, L.VL.6-8.3.A, L.VL.6-8.3.C, L.VL.6-8.3.D, LVL.6-8.3.E, 9.4.6-8.TL.2, 9.4.6-8.TL.3, 9.4.6-8.CT.3, SEL.PK-12.2.3



**Content
Statements:**

Language (L)

- Demonstrate command of English grammar, usage, and sentence structure when writing and speaking.
- Determine or clarify the meaning of unknown and multiple-meaning words using context clues, word parts, and reference materials.
- Use context as a clue to the meaning of a word or phrase.
- Use common Greek or Latin affixes and roots to determine the meaning of unfamiliar words.
- Consult dictionaries, glossaries, or thesauruses (print and digital) to determine the meaning or part of speech of a word.
- Demonstrate understanding of figurative language, word relationships, and word nuances in meaning.

Reading Literature (RL)

- Cite textual evidence and make relevant connections to support analysis of literary texts.
- Determine a theme or central idea in a literary text and summarize it objectively.
- Analyze how different elements of a story or drama (e.g., setting, plot, character) interact and develop.

Reading Informational Text (RI)

- Cite textual evidence and make relevant connections to support analysis of informational texts.
- Determine the central idea of an informational text and summarize it objectively.

Writing (W)

- Write routinely for a range of tasks, purposes, and audiences over short and extended time frames.

Speaking & Listening (SL)

- Engage effectively in collaborative discussions, building on others' ideas and expressing one's own clearly.

CPI#:	Cumulative Progress Indicator (CPI#)
RL.CR.6-8.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL.CI.6-8.2	Determine a theme or central idea and analyze its development over the course of the text. Provide an objective summary.
RL.CR.6-8.3	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.
RL.VL.6-8.4	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.
RI.CR.6-8.1	Cite textual evidence to support analysis of what the text says explicitly and inferences drawn from it.
RI.CI.6-8.2	Determine a central idea and analyze its development over the course of the text. Provide an objective summary.



RI.CR.6-8.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events.
RI.VL.6-8.4	Determine the meaning of words and phrases as they are used in a text, including technical meanings and the impact of specific word choices.
L.VL.6-8.3.A	Use context as a clue to the meaning of a word or phrase.
L.VL.6-8.3.C	Use common, grade-appropriate Greek or Latin affixes and roots to determine word meaning.
L.VL.6-8.3.D	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital.
L.VL.6-8.3.E	Verify the preliminary determination of the meaning of a word or phrase by checking the inferred meaning in context or with a dictionary.

Unit Essential Questions:

- How do strong decoding skills help us become better, more fluent readers?
- What strategies can we use to understand unfamiliar words in both fiction and nonfiction texts?
- How does understanding story elements or text structure improve our comprehension?
- Why is it important to read with expression, accuracy, and fluency?
- How do readers use evidence from the text to make inferences and draw conclusions?

Unit Enduring Understandings:

- Reading comprehension requires the use of active strategies such as annotating, summarizing, and questioning the text.
- Readers make meaning by citing textual evidence and connecting it to their background knowledge and experiences.
- Understanding the central idea or theme of a text is essential to interpreting its purpose and message.
- Vocabulary knowledge—including context clues and word parts—is critical for understanding complex texts.
- Effective written responses to reading rely on structured thinking and clear use of evidence.
- Collaboration and discussion with peers can enhance understanding and interpretation of texts.
- Strategic reading skills developed with fiction and nonfiction texts are applicable across academic and real-world settings.

Unit Learning Targets:

Students will...

- *read and analyze* nonfiction texts and literary narratives.
- *cite* textual evidence to support inferences and explicit statements from a text.
- *determine* the theme or central idea of a text and explain how it is supported by key details.
- *summarize* literary and informational texts distinct from personal opinions or judgments.
- *use* decoding strategies (context clues, roots, prefixes, suffixes) to determine the meaning of unknown words.
- *analyze* figurative language and word relationships within grade-level texts.
- *annotate* texts for key ideas, supporting details, and vocabulary.



- *apply* the R.A.C.E. strategy (Restate, Answer, Cite, Explain) to write complete short constructed responses.
- *collaborate* effectively in small group reading and discussion tasks.

Evidence of Learning

Summative Assessment: 20 days (50 minute class periods)

Equipment Needed: Student iPads; Access to Google Classroom for assignments and communication; Research databases (e.g., EBSCO, CommonLit); Newline board for modeling, interactive lessons, and group activities; Student notebooks or folders for annotation and written responses; Printed mentor texts, graphic organizers, and editing checklists as needed

Teacher Resources: NJSLA Practice Workbooks, iReady Tool Kit, Online Resources, Savvas Online Supplementary Materials

Formative Assessments:

- Class Discussions
- Group Learning
- Homework
- Performance Tasks
- Performance Based Assessments
- Resource Selectivity and Differentiation
- Media Prompts
- Independent Learning Options
- Charts
- Multimedia Presentations
- Oral Presentations
- Comprehension and Analytical Questions
- Familiarity with, and adherence to, New Jersey Student Learning Standards



Lesson Plans

Lesson	Time Frame
Lesson 1: Decoding Vocabulary in Context	5 Days (50 minute class periods)
Lesson 2: Main Idea and Supporting Details	8 Days (50 minute class periods)
Lesson 3: Reading Annotation	7 Days (50 minute class periods)

Teacher Notes: Teachers should tailor instruction to meet the diverse needs of learners by offering differentiated activities, such as leveled assignments, scaffolded graphic organizers, and sentence starters. One-to-one or small group support can be provided to students who need additional reinforcement or guided practice, or have modifications from an IEP or 504 plan. Teachers may also extend learning opportunities for advanced students through enrichment tasks, challenge prompts, or peer mentoring roles. Ongoing formative assessments and student feedback should guide instructional adjustments throughout the unit.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

[Clever.com](#) to access Savvas Textbook

[Classroom.google.com](#)

[Quizziz.com](#)

[Commonlit.com](#)

[Noodletools.com](#)

[Noredink.com](#)

[KhanAcademy.com](#)

[GrammarBytes.com](#)

[Roomrecess.com](#)

[Turtlediary.com](#)



Lesson Plan 1 Template

Content Area: English **Lesson Title:** *Decoding Vocabulary in Context* **Time Frame:** 5 days (50 minute class periods)

Lesson Components

21st Century Themes

X Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
X Civic Literacy ☐ Health Literacy

21st Century Skills

☐ Creativity and Innovation x Critical Thinking and Problem Solving x Information Literacy
☐ Life and Career Skills x Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Many science terms (e.g., photosynthesis, ecosystem, microorganism) are built from Greek and Latin roots; Students can apply root analysis to decode scientific vocabulary. Reading nonfiction science texts improves domain-specific vocabulary and reinforces comprehension strategies. Math word problems often include unfamiliar academic and procedural vocabulary (e.g., evaluate, approximate, consecutive). Decoding word meaning from context is key to understanding math tasks. Prefixes (e.g., tri-, quad-, poly-) help students understand mathematical terms. Historical and civic texts require understanding of tier 2 vocabulary (e.g., conflict, reform, constitution). Context clues help students unpack meaning in primary sources, speeches, and articles. Connections to Greek/Latin roots support understanding of government and geography terms (e.g., democracy, geography).

Integration of Technology:

iPads

Digital reading and annotation using apps (e.g., Notability and/or Google Docs)
Drafting and revising writing pieces
Recording audio/video storytelling or presentations

Google Classroom

Posting assignments, mentor texts, and exemplars
Facilitating peer feedback through shared Docs
Submitting and organizing writing drafts and reflections

EBSCO & Research Databases

Conducting credible research for argumentative writing
Gathering supporting evidence for informational essays
Practicing citation and source evaluation

Quizizz

Grammar and vocabulary practice through interactive quizzes



Formative assessments and reviews for reading skills
Engaging exit tickets or bell ringers

Newline Board

Interactive sentence combining, editing, and modeling lessons
Shared reading of mentor texts with annotation modeling
Demonstrating writing structure, planning organizers, and graphic organizers

Equipment Needed: Student iPads; Access to Google Classroom for assignments and communication; Research databases (e.g., EBSCO, CommonLit); Newline board for modeling, interactive lessons, and group activities; Student notebooks or folders for annotation and written responses; Printed mentor texts, graphic organizers, and editing checklists as needed

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Be able to work confidently and competently within the framework of the Unit's Essential Question. • Use context clues to determine the meaning of unknown words. • Identify and use common Greek and Latin roots, prefixes, and suffixes. • Annotate unfamiliar vocabulary in a text and apply decoding strategies. • Reflect on vocabulary strategies used during reading.	Lesson Sequence Day 1: Define "context." What does it mean to use clues in a sentence? Teach five types of context clues (definition, synonym, antonym, example, inference) with an anchor chart. Read short sentences with unfamiliar words; model identifying clue type and word meaning. Day 2: Model decoding unfamiliar words in a paragraph using clues around them. Partner Practice: Pairs annotate a short nonfiction article, underlining unfamiliar words and writing predicted meanings in margins. Day 3:	• Matching worksheet (clue type + example sentence). • Informal observations • Part 1: Multiple choice – identify meaning of bolded word using context • Part 2: Word breakdown – identify meaning based on root/prefix/suffix • Part 3: Short constructed response – explain how meaning was determined • Students complete a short reflection sheet about their decoding growth and strategies they'll use going forward.



Introduce common prefixes, suffixes, and roots (e.g., “bio,” “-logy,” “pre-,” “-ment”).

Root Word Puzzle Game:
 Students match parts of words to form and define compound vocabulary.

Independent Practice: Worksheet with real words broken into root + affix combinations.

Day 4:
 Vocabulary Quick Quiz (context clue sentence + root/affix matching)

Text Practice: Read an excerpt from a grade-level short story or article (can use *My Perspectives* or Newsela). Offer student choice.

Vocabulary Detective Activity:
 Students highlight 5 unknown words, decode them using strategies, and write definitions + strategy used.

Day 5:
 “Why is it important to know how to figure out unfamiliar words?”

Summative Assessment:

- Part 1: Multiple choice – identify meaning of bolded word using context
- Part 2: Word breakdown – identify meaning based on



root/prefix/suffix

- Part 3: Short constructed response – explain how meaning was determined; Reflection: Students complete a short reflection sheet about their decoding growth and strategies they'll use going forward.

Differentiation:

Students will use various resources to respond to curricular topics using methods commensurate with their abilities. Students will use various resources to respond to curricular topics using methods and pacing commensurate with their abilities. When applicable, special education co-teacher(s) and/or general education teachers will also make accommodations for individual students on an as-needed basis.

Resources Provided:

- Texts--Online Savvas Textbook and Workbooks
- Short stories and primary source documents
- iPads
- Videos
- Multimedia tools



Lesson Plan 2 Template

Content Area: English **Lesson Title:** *Main Idea and Supporting Details* **Time Frame:** 8 days (50 minute periods)

Lesson Components

21st Century Themes

x Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
x Civic Literacy ☐ Health Literacy

21st Century Skills

☐ Creativity and Innovation x Critical Thinking and Problem Solving x Information Literacy
☐ Life and Career Skills x Communication and Collaboration x Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: This unit connects to multiple disciplines by applying main ideas and supporting detail skills to content-specific texts. In social studies and science, students analyze historical documents and informational articles to extract central ideas and supporting evidence. Math connections include summarizing real-world problems and interpreting data to find main messages. In the arts, students identify themes in performances or artworks and explain how details support interpretation. Media literacy is reinforced through evaluating digital content, infographics, and multimedia for key ideas and reliability.

Integration of Technology: iPads

Digital reading and annotation using apps (e.g., Notability and/or Google Docs)
Drafting and revising writing pieces
Recording audio/video storytelling or presentations

Google Classroom

Posting assignments, mentor texts, and exemplars
Facilitating peer feedback through shared Docs
Submitting and organizing writing drafts and reflections

EBSCO & Research Databases

Conducting credible research for argumentative writing
Gathering supporting evidence for informational essays
Practicing citation and source evaluation



Quizizz

Grammar and vocabulary practice through interactive quizzes

Formative assessments and reviews for reading skills

Engaging exit tickets or bell ringers

Newline Board

Interactive sentence combining, editing, and modeling lessons

Shared reading of mentor texts with annotation modeling

Demonstrating writing structure, planning organizers, and graphic organizers

Equipment Needed: Student iPads; Access to Google Classroom for assignments and communication; Research databases (e.g., EBSCO, CommonLit); Newline board for modeling, interactive lessons, and group activities; Student notebooks or folders for annotation and written responses; Printed mentor texts, graphic organizers, and editing checklists as needed

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Define and differentiate between topic and main idea. • Identify the main idea in short, modeled texts. • Identify different types of supporting details. • Explain how details support a main idea. • Determine the stated or implied main idea of a paragraph. • Justify reasoning with text evidence. • Match supporting details to given main ideas. • Explain the relationship between main idea and	Lesson Sequence Day 1: Introduction to Main Idea • Define and differentiate between topic and main idea using anchor charts and examples. • Model identifying main idea in short nonfiction texts; think-aloud strategy. Day 2: Understanding Supporting Details • Teach types of supporting details (facts, examples, statistics, etc.). • Practice finding details that support a provided main idea. Day 3: Main Idea in Paragraphs	• Exit tickets • Turn and Talk observations • Annotation Checks • Sticky note check-ins • Quizzes • Worksheets • Rubric-scored Summary Writing



detail. • Recognize common nonfiction text structures. • Explain how text structure helps reveal the main idea. • Identify the main idea and key details in multi-paragraph texts. • Annotate and organize ideas to support comprehension. • Write a summary that includes a clear main idea and key details. • Use academic language and paraphrasing to express understanding. • Demonstrate mastery by identifying main ideas and supporting details in a passage. • Reflect on learning and summarize growth.	• Analyze short paragraphs to determine implied or stated main ideas. • Partner work: highlight key sentences and summarize main ideas. Day 4: Matching Details to Main Idea • Provide mixed sets of main ideas and supporting details to sort and match. • Small group discussion: explain reasoning for matches. Day 5: Text Structure and Main Idea • Introduce how text structure (chronological, cause/effect, etc.) supports the main idea. • Read a short article and map structure to clarify main ideas and details. Day 6: Determining Main Idea in Longer Texts • Guided practice with 2–3 paragraph texts; annotate and summarize. • Independent work: students identify main ideas + 3 key details from	
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a passage.

Day 7: Writing a Summary

- Teach how to write a summary using the main idea and key supporting details.
- Practice summarizing a nonfiction article as a class, then independently.

Day 8: Assessment and Reflection

- Assessment: read a passage and identify the main idea, details, and write a summary.
- Student reflection: explain how understanding the main idea improves reading comprehension.

Differentiation: Students will use various resources to respond to curricular topics using methods and pacing commensurate with their abilities. When applicable, special education co-teacher(s) and/or general education teachers will also make accommodations for individual students on an as-needed basis.

Resources Provided:

- Texts--Online Savvas Textbook and Workbooks
- Short stories and primary source documents
- iPads
- Videos
- Multimedia tools



Lesson Plan 3 Template

Content Area: English **Lesson Title:** *Reading Annotations* **Time Frame:** 7 Days (50 minute class periods)

Lesson Components

21st Century Themes

x Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
x Civic Literacy ☐ Health Literacy

21st Century Skills

☐ Creativity and Innovation x Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☐ Communication and Collaboration x Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: This unit supports learning across disciplines by strengthening critical reading and thinking skills. In science and social studies, students annotate informational texts to track key terms, cause/effect, and historical context. In math, annotation is used to highlight essential data or steps in complex word problems. In the arts, students annotate scripts, song lyrics, or critiques to interpret meaning and artistic intent. These skills also enhance digital literacy, helping students process and interact thoughtfully with online texts across content areas.

Integration of Technology: iPads

Digital reading and annotation using apps (e.g., Notability and/or Google Docs)
Drafting and revising writing pieces
Recording audio/video storytelling or presentations

Google Classroom

Posting assignments, mentor texts, and exemplars
Facilitating peer feedback through shared Docs
Submitting and organizing writing drafts and reflections

EBSCO & Research Databases

Conducting credible research for argumentative writing
Gathering supporting evidence for informational essays
Practicing citation and source evaluation



Quizizz

Grammar and vocabulary practice through interactive quizzes
Formative assessments and reviews for reading skills
Engaging exit tickets or bell ringers

Newline Board

Interactive sentence combining, editing, and modeling lessons
Shared reading of mentor texts with annotation modeling
Demonstrating writing structure, planning organizers, and graphic organizers

Equipment Needed: Student iPads; Access to Google Classroom for assignments and communication; Research databases (e.g., EBSCO, CommonLit); Newline board for modeling, interactive lessons, and group activities; Student notebooks or folders for annotation and written responses; Printed mentor texts, graphic organizers, and editing checklists as needed

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Understand the purpose and benefits of annotating a text. • Identify and use basic annotation symbols and strategies (highlighting, underlining, margin notes). • Annotate unfamiliar vocabulary and key ideas to support comprehension. • Analyze and annotate for the author's purpose and tone. • Generate and annotate questions, predictions, and inferences while reading. • Revise and refine annotations to clarify thinking and deepen understanding. • Apply annotation strategies to longer texts	Lesson Sequence Day 1: Introduce annotation purpose and benefits; model basic annotation marks (highlighting, underlining, margin notes). Day 2: Teach active reading strategies; students practice annotating for unfamiliar vocabulary and key ideas. Day 3: Focus on annotating the author's purpose and tone; use short nonfiction and literary texts. Day 4: Teach students how to ask questions while reading and annotate their thoughts and inferences. Graphic organizers, sticky notes, and group monitoring worksheets can be used to help students organize their thoughts and draw connections. Teachers should	• Exit tickets • Turn and Talk observations • Annotation Checks • Sticky note check-ins • Quizzes • Worksheets • Rubric-scored Writing



and engage in discussions based on notes. • Demonstrate comprehension by independently annotating a passage. • Reflect on how annotations support reading comprehension and critical thinking.	model first. Students can annotate independently or in small groups. Day 5: Analyze how annotations support deeper comprehension and discussion; students revise annotations for clarity. Day 6: Apply annotation strategies to a full-length passage or article; group discussion based on shared notes. Day 7: Assessment and reflection: annotate independently and explain how annotations aided comprehension.	
Differentiation: Students will use various resources to respond to curricular topics using methods and pacing commensurate with their abilities. When applicable, special education co-teacher(s) and/or general education teachers will also make accommodations for individual students on an as-needed basis.		
Resources Provided: • Hard and digital copies of all literature • Audiobooks, YouTube version of the texts • iPads • Newline boards • Anchor Charts • Digital Notebooks		



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson ***Strongly, Moderately*** or ***Weakly*** meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	x		
Allow for student choice	x		
Provide scaffolding for acquiring targeted knowledge/skills	x		
Integrate global perspectives	x		
Integrate 21st century skills	x		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	x		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	x		
Are varied to address different student learning styles and preferences	x		
Are differentiated based on student needs	x		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	x		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	x		
Provide opportunities for student reflection and self- assessment	x		
Provide data to inform and adjust instruction to better meet the varying needs of learners	x		

Curriculum Design Template

Content Area: English	Grade Level: 6-8	Unit Title: <i>UI: Reading Foundations</i>
Created: Jaime Gaughan	Board Approved on:	



Unit Overview Template

Content Area: English **Grade Level:** 6-8 **Unit Title:** *U2: Sentence Fluency and Grammar Foundations*

Unit Summary: In this unit, students will strengthen their writing by mastering the foundational grammar and mechanics skills that support sentence fluency and clarity. The focus will include identifying and correcting fragments and run-ons, applying subject-verb agreement, using correct punctuation and capitalization, and experimenting with sentence variety and structure to enhance meaning and tone. Instruction will be scaffolded through direct instruction, guided practice, peer editing, and application in authentic writing tasks.

Primary Interdisciplinary Connections: This unit supports interdisciplinary learning by reinforcing clear, precise communication skills essential across all content areas. In science and social studies, proper grammar and sentence structure help students write coherent lab reports, essays, and constructed responses. In math, strong command of grammar supports students in explaining problem-solving processes with clarity. In career and technical education, grammar accuracy enhances professional communication in resumes, emails, and presentations. These foundational skills also support digital media literacy, enabling students to craft effective, well-structured content in online environments.

21st Century Themes X Creativity and Innovation X Critical Thinking and Problem Solving X ICT Literacy

X Information Literacy X Life and Career Skills ☐ Communication and Collaboration X Media Literacy

Unit Rationale: A strong command of grammar and mechanics is essential for effective communication in both academic and real-world contexts. In this unit, students will build foundational language skills that enable them to write and speak with clarity, precision, and purpose. By exploring how grammar choices impact tone, meaning, and structure, students will develop the ability to make intentional decisions in their writing. Mastery of these conventions not only enhances fluency and comprehension but also empowers students to express themselves confidently and appropriately for a variety of audiences and purposes.

Career Readiness (Standard 9): Act as a responsible and contributing community member. ● Demonstrate creativity and innovation. ● Utilize critical thinking to make sense of problems and persevere in solving them. ● Use technology to enhance productivity, increase collaboration, and communicate effectively. ● Work productively in teams while using cultural/global competence.

Learning Targets



Standards: L.SS.6-8.1, W.WR.6-8.5, W.WR.6-8.7, SL.AS.6-8.6, L.VL.6-8.6, W.WP.6-8.4, 9.4.8.TL.2, 9.4.8.TL.3, 9.4.8.CT.3, SEL.PK-12.2.3

Content Statements:	Language (L) • Demonstrate command of the system and structure of the English language when writing or speaking. • Use knowledge of language and its conventions when writing, speaking, reading, or listening. • Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content. • Use common Greek or Latin affixes and roots to determine the meaning of unfamiliar words. • Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
	Reading Literature (RL) • Cite textual evidence and make relevant connections to support analysis of literary texts. • Determine a theme or central idea in a literary text and summarize it objectively. • Analyze how different elements of a story or drama (e.g., setting, plot, character) interact and develop.
	Reading Informational Text (RI) • Cite textual evidence and make relevant connections to support analysis of informational texts. • Determine the central idea of an informational text and summarize it objectively.
	Writing (W) • Write routinely for a range of tasks, purposes, and audiences over short and extended time frames. • Develop and strengthen writing as needed by planning, revising, etc.
	Speaking & Listening (SL) • Engage effectively in collaborative discussions, building on others' ideas and expressing one's own clearly.

CPI#:	Cumulative Progress Indicator (CPI):
L.SS.6-8.1	Demonstrate command of English grammar, usage, and sentence structure when writing and speaking. <i>Includes identifying/correcting fragments, run-ons, subject-verb agreement, sentence variety, tone, and clarity.</i>
W.WR.6-8.5	Conduct short research projects and produce clear, structured written work following revision for mechanics.
W.WR.6-8.7	Write routinely for a range of tasks, purposes, and audiences, focusing on improving structure, fluency, and conventions.



SL.AS.6-8.6	Adapt speech for varied situations, demonstrating command of formal English (grammar, mechanics, tone).
L.VL.6-8.6	Acquire and accurately use vocabulary to reflect precise writing (sentence fluency and clarity).
W.WP.6-8.4	Strengthen writing through planning, revising, and editing to enhance mechanics and purpose.
9.4.8.TL.2	Gather data and digitally represent information to communicate a real-world problem
9.4.8.TL.3	Select appropriate tools to organize and present information digitally.
9.4.12.IML. 2	Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources
SEL.PK-12.2 .3	Recognize the skills needed to establish and achieve personal and educational goals.

Unit Essential Questions:

- How can grammar choices change the meaning, tone, or clarity of our writing?
- How does using proper grammar and mechanics affect how others understand and respond to us?
- How do changes in verb voice and mood affect the message and tone of what we write or say?
- Why does precision in grammar and mechanics matter in both formal and informal communication?
- How do punctuation and word choice shape the flow and effectiveness of a sentence?

Unit Enduring Understandings:

- Understanding grammar and mechanics helps writers communicate ideas with clarity and precision.
- Grammar choices—such as verb voice, mood, and punctuation—impact the tone, flow, and effectiveness of writing.
- Proper use of language conventions influences how a message is received and interpreted by an audience.
- Word choice, sentence structure, and punctuation guide the reader's understanding and shape meaning.
- Precision in grammar supports effective communication in both academic and real-world settings.
- Revising for grammar and mechanics strengthens the quality and professionalism of writing. Mastery of grammar empowers writers to adapt their style for different purposes, audiences, and contexts.

Unit Learning Targets:

Students will...



- *Identify* and explain the function of verbals (gerunds, participles, and infinitives) in sentences.
- *Form* and use verbs in the active and passive voice appropriately.
- *Form* and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive moods.
- *Recognize* and correct inappropriate shifts in verb voice and mood.
- *Use* commas, dashes, and ellipses to indicate pauses, breaks, or omissions in writing.
- *Apply* correct spelling and punctuation conventions in writing.
- *Revise* sentences to improve clarity, tone, and structure.
- *Adapt* grammar and mechanics to suit different audiences and writing purposes.
- *Choose* precise and appropriate words to enhance meaning and expression.
- *Explain* how grammar choices affect the meaning, tone, and effectiveness of communication.



Evidence of Learning

Summative Assessment: 20 days (50 minute class periods)

Equipment Needed: Student iPads; Access to Google Classroom for assignments and communication; Research databases (e.g., EBSCO, CommonLit); Newline board for modeling, interactive lessons, and group activities; Student notebooks or folders for annotation and written responses; Printed mentor texts, graphic organizers, and editing checklists as needed

Teacher Resources: *myPerspectives* Grade 6-8 Teacher's Edition, myPerspectives+ Online Resources and Trainings, Trade Book Novels, Worksheets, Graphic Organizers, Interactive boards and materials for projects

Formative Assessments:

- Open-response questions
- Ongoing Evidence Logs
- Exit Card activities
- Google Classroom activities and assessments
- Quizzes and Unit Test
- Small Group Projects
- Practice Grammar & Mechanics Benchmark tasks



Lesson Plans

Lesson	Time Frame
Lesson 1: Fragments and Run-ons	5 Days (50 minute class periods)
Lesson 2: Subject-verb agreement	5 Days (50 minute class periods)
Lesson 3: Punctuation and Capitalization	5 Days (50 minute class periods)

Teacher Notes: Teachers should tailor instruction to meet the diverse needs of learners by offering differentiated activities, such as leveled assignments, scaffolded graphic organizers, and sentence starters. One-to-one or small group support can be provided to students who need additional reinforcement or guided practice, or have modifications from an IEP or 504 plan. Teachers may also extend learning opportunities for advanced students through enrichment tasks, challenge prompts, or peer mentoring roles. Ongoing formative assessments and student feedback should guide instructional adjustments throughout the unit.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

[Clever.com](#) to access Savvas Textbook

[Classroom.google.com](#)

[Quizziz.com](#)

[Commonlit.com](#)

[Noodletools.com](#)

[Noredink.com](#)

[KhanAcademy.com](#)

[GrammarBytes.com](#)

[Roomrecess.com](#)

[Turtlediary.com](#)



Lesson Plan 1 Template

Content Area: English	Lesson Title: <i>Fragments and Run-On Sentences</i>	Time Frame: 5 Days (50 minute class periods)
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Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Supports clear communication in science and social studies, where students must write complete, coherent responses in lab reports or historical analyses; Reinforces writing fluency in ELA and CTE, helping students avoid sentence-level errors in narratives, reports, and technical writing; Enhances media literacy by encouraging students to evaluate and revise sentence clarity in digital posts, captions, and emails.

Integration of Technology: iPads

Digital reading and annotation using apps (e.g., Notability and/or Google Docs)
 Drafting and revising writing pieces
 Recording audio/video storytelling or presentations to listen to writing in order to hear necessary revisions

Google Classroom

Posting assignments, mentor texts, and exemplars
 Facilitating peer feedback through shared Docs
 Submitting and organizing writing drafts and reflections

EBSCO & Research Databases

Conducting credible research for argumentative writing
 Gathering supporting evidence for informational essays
 Practicing citation and source evaluation

Quizizz

Grammar and vocabulary practice through interactive quizzes
 Formative assessments and reviews for reading skills
 Engaging exit tickets or bell ringers

Newline Board

Interactive sentence combining, editing, and modeling lessons
 Shared reading of mentor texts with annotation modeling
 Demonstrating writing structure, planning organizers, and graphic organizers

Equipment Needed: Student iPads; Access to Google Classroom for assignments and communication; Research databases (e.g., EBSCO, CommonLit); Newline board for modeling, interactive lessons, and



group activities; Student notebooks or folders for annotation and written responses; Printed mentor texts, graphic organizers, and editing checklists as needed

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify and distinguish between sentence fragments and complete sentences. - Understand the components that make a sentence complete. - Recognize different types of run-on sentences (fused sentences and comma splices). - Label sentences as run-ons or correct sentences. - Correct sentence fragments by adding missing subjects or predicates. - Demonstrate ability to revise fragments into complete sentences. - Apply punctuation and conjunctions to fix run-on sentences. - Use revision strategies to separate or combine clauses properly. - Edit paragraphs to identify and correct	Lesson Sequence Day 1: Introduce sentence structure basics; identify fragments vs. complete sentences. Day 2: Teach run-on sentence types; model how to recognize and label them. Day 3: Practice correcting fragments by adding missing subjects or predicates. Day 4: Explore strategies to fix run-ons using punctuation and conjunctions. Day 5: Apply revision strategies to a paragraph; review with peer editing for fragments and run-ons.	- Class Participation - Whole Class Learning Discussions - Small Group Learning Activities (e.g. "Pair and Share") - Independent Learning Tasks (e.g. Evidence Logs) - Grammar Quizzes



fragments and run-ons.

- Collaborate with peers to revise writing for sentence clarity and fluency.

Differentiation:

Students will use various resources to respond to curricular topics using methods and pacing commensurate with their abilities. When applicable, special education co-teacher(s) and/or general education teachers will also make accommodations for individual students on an as-needed basis.

Resources Provided:

- Texts--Online Savvas Textbook and Workbooks
- Short stories and primary source documents
- iPads
- Videos
- Multimedia tools
- Newline board access



Lesson Plan 2 Template

Content Area: English	Lesson Title: <i>Subject-Verb Agreement</i>	Time	5 Days (50 minute
		Frame:	class periods)

Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Strengthens precision in mathematics and science, where consistent subject-verb agreement clarifies steps and processes in explanations; Reinforces accurate grammar use in public speaking or presentations across disciplines, including social studies and STEM; Supports clear communication in career readiness writing, such as cover letters, proposals, and business emails.

Integration of Technology:

iPads

Digital reading and annotation using apps (e.g., Notability and/or Google Docs)
 Drafting and revising writing pieces
 Recording audio/video storytelling or presentations

Google Classroom

Posting assignments, mentor texts, and exemplars
 Facilitating peer feedback through shared Docs
 Submitting and organizing writing drafts and reflections

EBSCO & Research Databases

Conducting credible research for argumentative writing
 Gathering supporting evidence for informational essays
 Practicing citation and source evaluation

Quizizz

Grammar and vocabulary practice through interactive quizzes
 Formative assessments and reviews for reading skills
 Engaging exit tickets or bell ringers

Newline Board

Interactive sentence combining, editing, and modeling lessons
 Shared reading of mentor texts with annotation modeling
 Demonstrating writing structure, planning organizers, and graphic organizers



Equipment Needed: Student iPads; Access to Google Classroom for assignments and communication; Research databases (e.g., EBSCO, CommonLit); Newline board for modeling, interactive lessons, and group activities; Student notebooks or folders for annotation and written responses; Printed mentor texts, graphic organizers, and editing checklists as needed



Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Apply subject-verb agreement rules in the simple present tense with singular and plural subjects. • Recognize and analyze how prepositional phrases affect subject-verb agreement. • Identify and correct agreement errors involving compound subjects and indefinite pronouns. • Revise sentences with subject-verb agreement issues in questions and inverted word order. • Demonstrate understanding by applying rules to original writing and engaging in peer review.	Lesson Sequence Day 6: Review subject-verb agreement rules in simple present tense; match verbs to singular/plural nouns. Day 7: Focus on prepositional phrases and how they affect subject-verb agreement. Day 8: Introduce compound subjects and indefinite pronouns; correct agreement errors in context. Day 9: Explore subject-verb agreement in questions and inverted word order. Day 10: Apply subject-verb agreement rules in original writing; peer review and grammar check.	• Class Participation • Whole Class Grammar Discussions • Small Group Practice • Activities (e.g. "Correct the Sentence" challenges) • Independent Editing Tasks (e.g. Grammar Fix-It Logs) • Sentence Rewriting Exercises • Subject-Verb Agreement Mini-Quizzes • Peer Review with Grammar Focus Do Now Grammar Warm-Ups • Exit Tickets Focused on Daily Skill • Whiteboard Responses or Polling (e.g. Smart Board or Quizziz)
Differentiation: Students will use various resources to respond to curricular topics using methods and pacing commensurate with their abilities. When applicable, special education co-teacher(s) and/or general education teachers will also make accommodations for individual students on an as-needed basis.		
Resources Provided: • Texts--Online Savvas Textbook and Workbooks • Short stories and primary source documents • iPads • Videos • Multimedia tools		



Lesson Plan 3 Template

Content Area:	English	Lesson Title:	Punctuation and Capitalization	Time Frame	5 Days (50 minute class periods)
				:	

Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☒ Life and Career Skills ☐ Communication and Collaboration ☒ Media Literacy ☒ ICT Literacy

Interdisciplinary Connections: Promotes attention to detail in formal lab reports and research summaries, where correct punctuation and capitalization are expected; Assists in interpreting legal, civic, or historical texts in social studies/civics, where punctuation affects meaning; Encourages professionalism in digital writing, helping students format emails, blog posts, or presentations with polish and clarity.

Integration of Technology:

iPads

Digital reading and annotation using apps (e.g., Notability and/or Google Docs)
 Drafting and revising writing pieces
 Recording audio/video storytelling or presentations

Google Classroom

Posting assignments, mentor texts, and exemplars
 Facilitating peer feedback through shared Docs
 Submitting and organizing writing drafts and reflections

EBSCO & Research Databases

Conducting credible research for argumentative writing
 Gathering supporting evidence for informational essays
 Practicing citation and source evaluation

Quizizz

Grammar and vocabulary practice through interactive quizzes
 Formative assessments and reviews for reading skills
 Engaging exit tickets or bell ringers

Newline Board

Interactive sentence combining, editing, and modeling lessons
 Shared reading of mentor texts with annotation modeling
 Demonstrating writing structure, planning organizers, and graphic organizers



Equipment Needed: Student iPads; Access to Google Classroom for assignments and communication; Research databases (e.g., EBSCO, CommonLit); Newline board for modeling, interactive lessons, and group activities; Student notebooks or folders for annotation and written responses; Printed mentor texts, graphic organizers, and editing checklists as needed

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Master capitalization rules for proper nouns, titles, and sentence beginnings. • Apply comma rules correctly for items in a series and compound sentences with coordinating conjunctions (FANBOYS). • Use commas appropriately for introductory elements and interrupters in sentences. • Demonstrate correct use of apostrophes, quotation marks, and end punctuation in writing. • Identify and revise punctuation and capitalization errors in mentor texts and personal writing using a checklist.	Lesson Sequence Day 11: Review capitalization rules for proper nouns, titles, and sentence openings. Day 12: Teach comma rules for items in a series and compound sentences using FANBOYS. Day 13: Introduce commas for introductory elements and interrupters; practice revising sentences. Day 14: Review apostrophes, quotation marks, and end punctuation; apply to short writing samples. Day 15: Conduct a grammar scavenger hunt in mentor texts; students revise their own writing using a punctuation and capitalization checklist.	• Class Participation • Whole Class Learning Discussions • Small Group Learning Activities (e.g., Sentence Revision Practice) • Independent Practice Tasks (e.g., Capitalization and Punctuation Exercises) • Quizzes on Capitalization and Punctuation Rules • Peer Review of Writing Samples • Grammar Scavenger Hunt Activity • Use of Punctuation and Capitalization Checklists during Writing Revision • Informal Observations during Sentence Revision • Written Application in Short Writing Samples
Differentiation: Students will use various resources to respond to curricular topics using methods commensurate with their abilities. Students will use various resources to respond to curricular topics using methods and pacing commensurate with their abilities. When applicable, special education		



co-teacher(s) and/or general education teachers will also make accommodations for individual students on an as-needed basis.

Resources Provided:

- District-issued student iPads
- Hardcopy consumable planning sheets
- Hardcopy and digital research cards
- Anchor chart
- Multimedia options (e.g. links to relevant audio clips, subject and age appropriate video and interview clips, applicable subject-based photograph documentation, etc.)



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson ***Strongly***, ***Moderately*** or ***Weakly*** meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives		X	
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area: English	Grade Level: 6-8	Unit Title: U2: Sentence Fluency and Grammar Foundations
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Created: Jaime Gaughan	Board Approved on:
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Unit Overview Template

Content Area: English **Grade Level:** 6-8 **Unit Title:** U3: Narrative Writing

Unit Summary: In this unit, students will explore the elements of narrative writing, including character development, setting, conflict, dialogue, pacing, and theme. Through mentor texts and structured lessons, students will plan, draft, revise, and polish original narratives that demonstrate creativity, voice, and purposeful storytelling.

Primary Interdisciplinary Connections: This unit supports creativity and innovation by encouraging students to develop original stories that express personal and imaginative ideas. Narrative writing skills enhance communication and self-expression, which are valuable across subjects such as social studies, arts, and language arts. By planning, drafting, and revising narratives, students build organizational and language skills that transfer to presentations, multimedia projects, and collaborative storytelling activities, fostering life and career skills essential for effective communication.

21st Century Themes x Creativity and Innovation x Critical Thinking and Problem Solving ☐ ICT Literacy ☐ Information Literacy Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy

Unit Rationale: Narrative writing fosters creativity, empathy, and self-expression. It builds foundational writing skills such as organization, descriptive language, and sentence fluency while helping students find and develop their voice. By crafting personal or fictional stories, students learn to engage readers and communicate ideas effectively.

Career Readiness (Standard 9): Act as a responsible and contributing community member. ● Demonstrate creativity and innovation. ● Utilize critical thinking to make sense of problems and persevere in solving them. ● Use technology to enhance productivity, increase collaboration, and communicate effectively. ● Work productively in teams while using cultural/global competence.

Learning Targets

Standards: NW.6-8.3.AW, NW.6-8.3.B, NW.6-8.3.C, NW.6-8.3.D, NW.6-8.3.E, WP.6-8.4, SS.6-8.1, VL.6-8.3.A, VL.6-8.4, IT.6-8.3, MF.6-8.6, PE.6-8.1, PI.6-8.4, 9.4.2.CT.2, 9.4.2.CT.3

Content Statements: Writing (W)

- Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.
- Use narrative techniques such as dialogue, pacing, and description to develop characters, events, and experiences.
- Organize events in a clear sequence using transitions to signal shifts in time or setting.
- Engage and orient the reader by establishing a context and introducing a narrator and/or characters.
- Revise writing for clarity, development, and style.



- Write routinely for a range of tasks, purposes, and audiences over short and extended time frames.

Language (L)

- Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.
- Use vivid language and sensory details to enhance narrative voice and imagery.
- Apply knowledge of figurative language, word relationships, and nuances in word meanings to enrich narrative writing.
- Determine or clarify the meaning of unknown and multiple-meaning words using context clues, word parts, and reference materials.

Reading Literature (RL)

- Analyze how story elements such as setting, plot, and character interact and develop over the course of a text.
- Identify and evaluate how authors use narrative techniques to build tension, reveal character, or advance themes.

Speaking & Listening (SL)

- Engage in collaborative discussions to share feedback and reflect on narrative choices.
- Present original narratives or storytelling with appropriate volume, pacing, and expression.

CPI#:	Cumulative Progress Indicator (CPI):
W.NW.6-8.3. A	Engage and orient the reader by setting context and introducing narrator/characters; organize events logically
W.NW.6-8.3. B	Use narrative techniques—dialogue, pacing, description, reflection—to develop experiences, events, and characters
W.NW.6-8.3. C	Employ transition words, phrases, and clauses to signal time shifts and show relationships among events
W.NW.6-8.3. D	Use precise language, descriptive details, and sensory imagery to convey action and evoke experiences
W.NW.6-8.3. E	Provide a conclusion that reflects on and follows the narrated experiences



W.WP.6-8.4	Strengthen writing through planning, revising, and editing to enhance mechanics and purpose
L.SS.6-8.1	Demonstrate control of grammar, usage, and sentence structure (including verbals, voice, mood, punctuation, spelling).
L.VL.6-8.3.A	Use context clues to determine the meanings of words or phrases.
L.VL.6-8.4	Understand figurative language, word relationships, and nuances in word meaning.
RL.IT.6-8.3	Analyze how elements of a story—characters, events, ideas—interact across text types.
RL.MF.6-8.6	Evaluate how narrative choices are presented in different mediums, including perspective and emphasis.
SL.PE.6-8.1	Engage in discussions by preparing, referencing evidence, posing questions, and responding to others.
SL.PI.6-8.4	Present claims or findings coherently with appropriate volume, pacing, and pronunciation.
9.4.2.CT.2	Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Unit Essential Questions:

- How do writers craft engaging stories that capture a reader's attention?
- What makes a narrative meaningful, memorable, or emotionally impactful?
- How do elements like character, setting, and conflict work together to build a strong story?
- In what ways does a writer's voice and point of view shape a narrative?
- Why is revision an essential part of the storytelling process?
- How can descriptive language and dialogue bring characters and events to life?
- How do narratives reflect personal experiences, values, and creativity?

Unit Enduring Understandings:

- Effective storytelling requires intentional choices about character, setting, plot, and theme.
- Narrative writing helps authors explore identity, imagination, and human experiences.
- Strong narratives engage readers through voice, vivid description, dialogue, and pacing.
- Writers develop ideas and clarify meaning through planning, revising, and editing.
- Creativity and personal voice are essential components of compelling narrative writing.
- Mentor texts provide models for structure, style, and technique in student writing.
- Storytelling is a powerful tool for self-expression, communication, and connection with others.



Unit Learning Targets:

Students will....

- *Identify* narrative elements such as character, setting, conflict, and theme in mentor texts.
- *Organize* a coherent narrative using a clear beginning, middle, and end.
- *Develop* characters using dialogue, description, and internal thoughts.
- *Establish* a setting that enhances mood and supports the storyline.
- *Apply* narrative techniques including pacing, dialogue, transitions, and reflection.
- *Use* precise words, figurative language, and sensory details to enhance description and tone.
- *Revise* drafts for clarity, organization, sentence fluency, and voice.
- *Edit* writing for grammar, punctuation, capitalization, and spelling.
- *Reflect* on writing progress and incorporate feedback from peers and the teacher.
- *Publish* a polished narrative and present it to an audience.



Evidence of Learning

Summative Assessment: 15 days (50 minute periods)

Equipment Needed: Student iPads; Access to Google Classroom for assignments and communication; Research databases (e.g., EBSCO, CommonLit); Newline board for modeling, interactive lessons, and group activities; Student notebooks or folders for annotation and written responses; Printed mentor texts, graphic organizers, and editing checklists as needed

Teacher Resources: *myPerspectives* Grade 6-8 Teacher's Edition, *myPerspectives+* Online Resources and Trainings, Trade Book Novels, Worksheets, Graphic Organizers, Interactive boards and materials for projects

Formative Assessments:

- Class Discussions
- Group Learning
- Writing Performance Tasks
- Performance Based Assessments
- Comprehension and Analytical Questions
- Familiarity with, and adherence to, New Jersey Student Learning Standards



Lesson Plans

Lesson	Time Frame
Lesson 1: Narrative Foundations	5 Days (50 minute class periods)
Lesson 2: Plot, Dialogue, Pacing	5 Days (50 minute class periods)
Lesson 3: Writing and Revisions	5 Days (50 minute class periods)

Teacher Notes: Teachers should tailor instruction to meet the diverse needs of learners by offering differentiated activities, such as leveled assignments, scaffolded graphic organizers, and sentence starters. One-to-one or small group support can be provided to students who need additional reinforcement or guided practice, or have modifications from an IEP or 504 plan. Teachers may also extend learning opportunities for advanced students through enrichment tasks, challenge prompts, or peer mentoring roles. Ongoing formative assessments and student feedback should guide instructional adjustments throughout the unit.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

[Clever.com](#) to access Savvas Textbook

[Classroom.google.com](#)

[Quizziz.com](#)

[Commonlit.com](#)

[Noodletools.com](#)

[Noredink.com](#)

[KhanAcademy.com](#)

[GrammarBytes.com](#)

[Roomrecess.com](#)

[Turtlediary.com](#)



Lesson Plan 1 Template

Content Area:	English	Lesson Title:	<i>Narrative Foundations</i>	Time Frame:	5 Days (50 minute class periods)
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Lesson Components

21st Century Themes

- x Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
 x Civic Literacy ☐ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills x Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Supports social studies by helping students understand historical figures and events through character analysis and perspective-taking; Enhances visual and performing arts as students apply character and setting development to drama, storyboarding, or scriptwriting; Builds empathy and emotional literacy across subjects by encouraging exploration of identity, motivation, and perspective in storytelling.

Integration of Technology:

iPads

- Digital reading and annotation using apps (e.g., Notability and/or Google Docs)
- Drafting and revising writing pieces
- Recording audio/video storytelling or presentations

Google Classroom

- Posting assignments, mentor texts, and exemplars
- Facilitating peer feedback through shared Docs
- Submitting and organizing writing drafts and reflections

EBSCO & Research Databases

- Conducting credible research for argumentative writing
- Gathering supporting evidence for informational essays
- Practicing citation and source evaluation

Quizizz

- Grammar and vocabulary practice through interactive quizzes
- Formative assessments and reviews for reading skills
- Engaging exit tickets or bell ringers

Newline Board

- Interactive sentence combining, editing, and modeling lessons
- Shared reading of mentor texts with annotation modeling
- Demonstrating writing structure, planning organizers, and graphic organizers



Equipment Needed: Student iPads; Access to Google Classroom for assignments and communication; Research databases (e.g., EBSCO, CommonLit); Newline board for modeling, interactive lessons, and group activities; Student notebooks or folders for annotation and written responses; Printed mentor texts, graphic organizers, and editing checklists as needed

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify and analyze key narrative elements including plot structure, character, setting, and theme. - Brainstorm and organize narrative ideas using a plot diagram from exposition to resolution. - Write descriptive paragraphs focusing on setting using sensory language. - Develop characters through traits, actions, dialogue, and inner thoughts. - Create detailed character and setting sketches, and engage in peer feedback to refine narrative plans.	Lesson Sequence Day 1: Introduce narrative elements (plot structure, character, setting, theme); read and analyze a model narrative. Day 2: Teach how to brainstorm and organize narrative ideas using a plot diagram (exposition to resolution). Model together with the class. Class volunteers ideas within their small groups. Class votes in which group's idea fits best with the organization of the plot. Group with the best explanation of why it works best wins a point for the game. Day 3: Focus on setting; write descriptive setting paragraphs using sensory language. Pair-share with peers to elicit further details. Day 4: Explore character development through traits, actions, dialogue, and inner thoughts. Students will explore the S.T.E.A.L. method of writing characters and begin to brainstorm ideas for a character	- Class participation in narrative element discussions - Plot diagram completion and organization activity - Descriptive setting paragraph writing task - Character development writing exercise (traits, actions, dialogue, thoughts) - Peer review and feedback sessions on character and setting sketches



sketch.

Day 5: Create a character and setting sketch; peer share and receive feedback to build narrative plans.

Differentiation: Students will use various resources to respond to curricular topics using methods and pacing commensurate with their abilities. When applicable, special education co-teacher(s) and/or general education teachers will also make accommodations for individual students on an as-needed basis.

Resources Provided:

- Texts--Online Savvas Textbook and Workbooks
- Narrative Checklists and Rubrics
- Graphic Organizers
- Short stories and model narratives
- iPads
- Videos
- Multimedia tools



Lesson Plan 2 Template

Content Area: English	Lesson Title: <i>Plot, Dialogue, Pacing</i>	Time Frame:	5 Days (50 minute class periods)
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Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Reinforces creative sequencing in STEM, such as coding or scientific procedures, where steps must be logically ordered; Supports foreign language and drama instruction through dialogue writing and performance, emphasizing voice, tone, and timing; Encourages media production skills where timing, scene development, and dialogue are essential for podcasts, videos, or digital storytelling.

Integration of Technology:

iPads

Digital reading and annotation using apps (e.g., Notability and/or Google Docs)
 Drafting and revising writing pieces
 Recording audio/video storytelling or presentations

Google Classroom

Posting assignments, mentor texts, and exemplars
 Facilitating peer feedback through shared Docs
 Submitting and organizing writing drafts and reflections

EBSCO & Research Databases

Conducting credible research for argumentative writing
 Gathering supporting evidence for informational essays
 Practicing citation and source evaluation

Quizizz

Grammar and vocabulary practice through interactive quizzes
 Formative assessments and reviews for reading skills
 Engaging exit tickets or bell ringers

Newline Board

Interactive sentence combining, editing, and modeling lessons



Shared reading of mentor texts with annotation modeling
 Demonstrating writing structure, planning organizers, and graphic organizers

Equipment Needed: Student iPads; Access to Google Classroom for assignments and communication; Research databases (e.g., EBSCO, CommonLit); Newline board for modeling, interactive lessons, and group activities; Student notebooks or folders for annotation and written responses; Printed mentor texts, graphic organizers, and editing checklists as needed

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Write a strong narrative opening that hooks the reader and introduces the central conflict. • Develop rising action using vivid details and appropriate pacing to build suspense. • Format and use dialogue effectively to reveal character and advance the plot. • Write a climax and falling action that reflect emotional or thematic turning points. • Create a complete narrative outline or storyboard detailing each stage of the plot.	Lesson Sequence Day 6: Model how to write a strong opening that hooks the reader and sets up the conflict. Day 7: Teach how to develop rising action and build suspense using vivid details and pacing. Day 8: Introduce dialogue format and techniques; write a scene using realistic dialogue to reveal character and move the plot. Day 9: Focus on writing the climax and falling action; discuss how to show emotional shifts or turning points. Day 10: Draft a full narrative outline or storyboard with detailed notes for each plot stage.	• Narrative scene writing samples • Peer feedback rubrics • Short constructed responses explaining writing choices • Annotated storyboards or outlines • Teacher conferences and checklists • Informal writing quizzes on dialogue/pacing conventions



Differentiation: Each of these lessons can be differentiated by offering sentence frames, mentor text examples, and visual storyboards for students who need more structure. Teachers may provide guided writing support or small group conferencing for students who need help organizing ideas or developing narrative techniques. For advanced learners, extension activities might include writing multiple scene options or experimenting with different narrative perspectives. Students can also be given the choice to plan their narratives using written outlines, visual diagrams, or oral storytelling to match their learning styles.

Resources Provided:

- Texts--Online Savvas Textbook and Workbooks
- Short stories and primary source documents
- iPads
- Videos
- Multimedia tools

Lesson Plan 3 Template

Content Area:	English	Lesson Title:	<i>Writing and Revising</i>	Time Frame:	5 days (50 minutes)
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Lesson Components

21st Century Themes

☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☐ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Strengthens critical thinking and problem-solving skills needed in all subjects by emphasizing feedback, iteration, and improvement; Reinforces digital literacy and ICT skills through peer editing using shared docs or revision software; Supports college and career readiness as students develop self-editing habits and refine their voice for authentic audiences and real-world writing tasks.

Integration of Technology:

iPads

Digital reading and annotation using apps (e.g., Notability and/or Google Docs)
Drafting and revising writing pieces
Recording audio/video storytelling or presentations

Google Classroom

Posting assignments, mentor texts, and exemplars
Facilitating peer feedback through shared Docs



Submitting and organizing writing drafts and reflections

EBSCO & Research Databases

Conducting credible research for argumentative writing
 Gathering supporting evidence for informational essays
 Practicing citation and source evaluation

Quizizz

Grammar and vocabulary practice through interactive quizzes
 Formative assessments and reviews for reading skills
 Engaging exit tickets or bell ringers

Newline Board

Interactive sentence combining, editing, and modeling lessons
 Shared reading of mentor texts with annotation modeling
 Demonstrating writing structure, planning organizers, and graphic organizers

Equipment Needed: Student iPads; Access to Google Classroom for assignments and communication; Research databases (e.g., EBSCO, CommonLit); Newline board for modeling, interactive lessons, and group activities; Student notebooks or folders for annotation and written responses; Printed mentor texts, graphic organizers, and editing checklists as needed

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Draft complete narrative pieces using prior planning, maintaining focus and fluency. • Revise narrative drafts to improve clarity, word choice, and overall story flow. • Provide and receive peer feedback using a structured narrative writing checklist. • Edit narratives for grammar, punctuation,	Lesson Sequence Day 11: Draft full narratives using planning tools; focus on writing fluently and building momentum. At the discretion of the teacher, this can be modified to help students write and revise narratives that are being written in their ELA classes instead of writing two. Day 12: Teach strategies for revising narrative	• Draft writing samples • Narrative revision checklists • Peer review forms • Edited drafts with teacher or peer annotations • Final published narrative • Reflective writing (e.g., author's note, exit slip, or discussion response) • Participation in a gallery walk or story-sharing activity



dialogue formatting, and transitions.

- Publish final narrative drafts and reflect on the writing process through sharing or self-assessment.

writing for clarity, word choice, and flow.

Day 13: Conduct a peer review using a narrative checklist (structure, character, setting, theme, dialogue).

Day 14: Revise and edit based on peer feedback; work on grammar, punctuation, and transitions.

Day 15: Publish final narratives and engage in a reflective activity (author's note, sharing circles, or gallery walk).

Differentiation: Students will use various resources to respond to curricular topics using methods commensurate with their abilities. Students will use various resources to respond to curricular topics using methods and pacing commensurate with their abilities. When applicable, special education co-teacher(s) and/or general education teachers will also make accommodations for individual students on an as-needed basis.

Resources Provided:

- Texts--Online Savvas Textbook and Workbooks
- Narrative Checklists and Rubrics
- Graphic Organizers
- Short stories and model narratives
- iPads
- Videos
- Multimedia tools



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson ***Strongly, Moderately*** or ***Weakly*** meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	x		
Allow for student choice	x		
Provide scaffolding for acquiring targeted knowledge/skills	x		
Integrate global perspectives	x		
Integrate 21st century skills	x		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	x		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	x		
Are varied to address different student learning styles and preferences	x		
Are differentiated based on student needs	x		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	x		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	x		
Provide opportunities for student reflection and self- assessment	x		
Provide data to inform and adjust instruction to better meet the varying needs of learners	x		

Curriculum Design Template

Content Area: English	Grade Level: 6-8	Unit 3: Narrative Writing
Created: Jaime Gaughan	Board Approved on:	



Unit Overview Template

Content Area: English **Grade Level:** 6-8 **Unit Title:** *U4: Informational Texts*

Unit Summary: This unit introduces students to a range of informational texts and the common text structures used to organize ideas (e.g., cause/effect, problem/solution, compare/contrast). Students will learn to identify text features, summarize key ideas, and analyze how structure supports meaning. Through reading, discussion, and short writing tasks, students will build informational literacy.

Primary Interdisciplinary Connections: This unit supports learning across disciplines by helping students recognize and analyze how informational texts are structured—skills essential in science, social studies, and health education, where cause/effect, problem/solution, and compare/contrast formats are commonly used. By learning to summarize main ideas and interpret text features, students strengthen their ability to comprehend content-area readings and present organized, evidence-based responses across the curriculum. These skills also reinforce digital and media literacy in navigating informational content online.

21st Century Themes X Creativity and Innovation X Critical Thinking and Problem Solving X ICT Literacy

X Information Literacy X Life and Career Skills X Communication and Collaboration X Media Literacy

Unit Rationale: Understanding how informational texts are organized helps students comprehend complex ideas and retain information across academic disciplines. Recognizing structure deepens reading comprehension and enhances students' ability to write their own clear, organized informational pieces. This unit supports cross-curricular success and prepares students for reading academic and real-world texts.

Career Readiness (Standard 9): Act as a responsible and contributing community member. ● Demonstrate creativity and innovation. ● Utilize critical thinking to make sense of problems and persevere in solving them. ● Use technology to enhance productivity, increase collaboration, and communicate effectively. ● Work productively in teams while using cultural/global competence.

Learning Targets

Standards: RI.VI.6-8.4, RI.CI.6-8.2, RI.CR.6-8.3, L.VI.6-8.3.A, L.VI.6-8.3.C, L.VI.6-8.3.D, L.VI.6-8.3.E, W.IW.6-8.2, SL.PE.6-8.1, SL.PI.6-8.4, 9.4.8.CI.1, 9.4.8.CT.1, 9.4.8.CT.3, 9.4.8.TL.2, 9.4.8.TL.3

Content Statements: Reading Informational Text (RI)

- Determine the central idea and analyze how it is conveyed through supporting details and structure.
- Analyze how specific sentences, paragraphs, or sections contribute to the overall structure and meaning of a text.
- Compare and contrast different authors' presentations of the same topic.



- Trace and evaluate the argument and specific claims in a text, distinguishing claims supported by reasons and evidence.

Language (L)

- Determine the meaning of words and phrases in context, including academic and domain-specific vocabulary.
- Use common Greek or Latin affixes and roots to determine the meaning of unfamiliar words.

Writing (W)

- Write informative/explanatory texts to examine a topic and convey ideas clearly through effective organization and elaboration.
- Use appropriate transitions to clarify relationships among ideas and concepts.
- Write routinely for a range of tasks and purposes.

Speaking & Listening (SL)

- Present claims and findings in a logical sequence using appropriate facts and evidence.

CPI#:	Cumulative Progress Indicator (CPI):
RI.VL.6-8.4	Determine word meanings in context, including technical or domain-specific vocabulary, and analyze how word choice impacts meaning and tone.
RI.CI.6-8.2	Determine a central idea of an informational text and summarize it accurately.
RI.CR.6-8.3	Analyze how contexts, individuals, ideas, or events interact within informational texts.
L.VL.6-8.3.A	Use context clues (e.g., sentence meaning or word position) to infer the meaning of a word or phrase.
L.VL.6-8.3.C	Use common Greek or Latin affixes and roots to determine word meaning.
L.VL.6-8.3.D	Consult print and digital reference materials to determine precise word meanings or parts of speech.
L.VL.6-8.3.E	Verify inferred word meaning or usage using context or reference tools.
W.IW.6-8.2	Write informative/explanatory texts using appropriate structure and domain-specific vocabulary to clarify ideas and concepts.
SL.PE.6-8.1	Engage in collaborative discussions, referencing evidence, building on others' ideas, and articulating responses.
SL.PI.6-8.4	Present claims and findings clearly, coherently, and with sound reasoning using appropriate tone and delivery.
9.4.8.CI.1	Demonstrate openness to diverse perspectives in teams.
9.4.8.CT.1	Define problems and gather relevant information to solve them.
9.4.8.CT.3	Compare past solutions to real-world issues to evaluate their effectiveness.



9.4.8.TL.2	Gather data and digitally represent information to communicate a real-world problem.
9.4.8.TL.3	Select appropriate digital tools to organize and present information effectively.

Unit Enduring Understandings:

- Informational texts are often organized using specific structures such as cause/effect, compare/contrast, and problem/solution to communicate ideas clearly.
- Identifying a text's structure and features helps readers better understand, interpret, and retain information.
- Recognizing how authors organize ideas supports comprehension and analysis across academic subjects.
- Writing informational texts with clear structure enhances clarity, coherence, and reader understanding.
- Informational reading and writing skills are essential for academic success and real-world communication.

Unit Learning Targets:

Students will....

- *Identify and analyze* common informational text structures.
- *Use* text features (e.g., headings, subheadings, graphics) to support comprehension.
- *Summarize* informational texts while maintaining accuracy and objectivity.
- *Explain* how an author's organizational choices contribute to meaning.
- *Compare and contrast* how similar topics are presented across texts.
- *Apply* knowledge of text structure to plan and write clear, organized informational paragraphs or essays.
- *Use* evidence from informational texts to support analysis and discussion.



Evidence of Learning

Summative Assessment: 20 days (50 minute class periods)

Equipment Needed: Student iPads; Access to Google Classroom for assignments and communication; Research databases (e.g., EBSCO, CommonLit); Newline board for modeling, interactive lessons, and group activities; Student notebooks or folders for annotation and written responses; Printed mentor texts, graphic organizers, and editing checklists as needed

Teacher Resources: *myPerspectives* Grade 6-8 Teacher's Edition, myPerspectives+ Online Resources and Trainings, Trade Book Novels, Worksheets, Graphic Organizers, Interactive boards and materials for projects

Formative Assessments:

- Class Discussions
- Group Learning
- Homework
- Performance Tasks
- Performance Based Assessments
- Media Prompts
- Independent Learning Options
- Google Classroom Activities
- Comprehension and Analytical Questions



Lesson Plans

Lesson	Time Frame
Lesson 1: Informational Texts and Main Idea	5 days (50 minute periods)
Lesson 2: Understanding Text Structures	5 days (50 minute periods)
Lesson 3: Author's Craft, Purpose, and Word Choice	5 days (50 minute periods)

Teacher Notes: Teachers should tailor instruction to meet the diverse needs of learners by offering differentiated activities, such as leveled assignments, scaffolded graphic organizers, and sentence starters. One-to-one or small group support can be provided to students who need additional reinforcement or guided practice, or have modifications from an IEP or 504 plan. Teachers may also extend learning opportunities for advanced students through enrichment tasks, challenge prompts, or peer mentoring roles. Ongoing formative assessments and student feedback should guide instructional adjustments throughout the unit.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

[Clever.com](#) to access Savvas Textbook

[Classroom.google.com](#)

[Quizziz.com](#)

[Commonlit.com](#)

[Noodletools.com](#)

[Noredink.com](#)

[KhanAcademy.com](#)

[GrammarBytes.com](#)

[Roomrecess.com](#)

[Turtlediary.com](#)



Lesson Plan 1 Template

Content Area: English Lesson Title: *Informational Texts and Main Idea* Time Frame: 5 Days (50 minute class periods)

Lesson Components

21st Century Themes

☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☐ Health Literacy

21st Century Skills

☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Builds critical reading strategies for science and social studies, where identifying the central idea and supporting evidence is essential for interpreting nonfiction sources; Enhances health and technical education literacy by helping students extract key information from manuals, articles, and public health resources; Supports career readiness by teaching students how to analyze informational documents like job postings, safety guidelines, and workplace procedures.

Integration of Technology:

iPads

Digital reading and annotation using apps (e.g., Notability and/or Google Docs)
Drafting and revising writing pieces
Recording audio/video storytelling or presentations

Google Classroom

Posting assignments, mentor texts, and exemplars
Facilitating peer feedback through shared Docs
Submitting and organizing writing drafts and reflections

EBSCO & Research Databases

Conducting credible research for argumentative writing
Gathering supporting evidence for informational essays
Practicing citation and source evaluation

Quizizz

Grammar and vocabulary practice through interactive quizzes
Formative assessments and reviews for reading skills
Engaging exit tickets or bell ringers

Newline Board

Interactive sentence combining, editing, and modeling lessons
Shared reading of mentor texts with annotation modeling
Demonstrating writing structure, planning organizers, and graphic organizers



Equipment Needed: Student iPads; Access to Google Classroom for assignments and communication; Research databases (e.g., EBSCO, CommonLit); Newline board for modeling, interactive lessons, and group activities; Student notebooks or folders for annotation and written responses; Printed mentor texts, graphic organizers, and editing checklists as needed

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify topic, main idea, and supporting details in informational texts. - Analyze and describe the purpose of common nonfiction text features. - Recognize and explain cause/effect, compare/contrast, problem/solution, and sequence structures. - Summarize informational texts using objective language. - Paraphrase ideas and combine information from multiple sources. - Evaluate how text structure supports an author's purpose and clarity. - Write clear, organized responses using evidence from informational texts. - Collaborate in discussions and provide peer	Lesson Sequence Day 1: Introduce informational texts and their real-world relevance; read a short article and identify purpose and audience. Day 2: Teach topic vs. main idea vs. supporting details using modeled texts; guided practice identifying each. Day 3: Practice summarizing texts using main ideas and key details; introduce annotation strategies for informational reading. Day 4: Teach how text features (headings, bold print, captions, graphs) support comprehension; scavenger hunt in print/digital articles. Day 5: Apply text feature analysis and summarizing to a full article; write a short constructed response (R.A.C.E. format).	- Class Participation - Do Now Warm-Ups / Exit Tickets (structure ID, main idea checks, short responses) - Graphic Organizers (text structure charts, Venn diagrams, cause/effect maps) - Reading Quizzes (structure recognition, vocabulary, main idea identification) - Short Constructed Responses using R.A.C.E. strategy - Summarizing Tasks (based on one or more articles) - Peer Review Checklist for student writing - Final Written Response analyzing a selected informational text and explaining how structure supports meaning - Reflection Journals or one-paragraph



feedback using structured tools.

self-assessments on skills gained

Differentiation:

Students will use various resources to respond to curricular topics using methods and pacing commensurate with their abilities. When applicable, special education co-teacher(s) and/or general education teachers will also make accommodations for individual students on an as-needed basis.

Resources Provided:

- Texts--Online Savvas Textbook and Workbooks
- News and primary source documents
- Informational Texts
- iPads
- Videos
- Multimedia tools



Lesson Plan 2 Template

Content Area: English Lesson Title: *Understanding Text Structures* Time Frame: 5 days (50 minutes)

Lesson Components

21st Century Themes

☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☒ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☐ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy ☒ ICT Literacy

Interdisciplinary Connections: Strengthens scientific reasoning by teaching students to recognize cause/effect and problem/solution structures in lab reports, hypotheses, and findings; Reinforces historical analysis in social studies, where understanding sequence and comparison of events aids in deeper contextual knowledge; Prepares students for mathematical problem-solving by helping them decode structured word problems and analyze the logic of multi-step tasks.

Integration of Technology:

iPads

Digital reading and annotation using apps (e.g., Notability and/or Google Docs)
Drafting and revising writing pieces
Recording audio/video storytelling or presentations

Google Classroom

Posting assignments, mentor texts, and exemplars
Facilitating peer feedback through shared Docs
Submitting and organizing writing drafts and reflections

EBSCO & Research Databases

Conducting credible research for argumentative writing
Gathering supporting evidence for informational essays
Practicing citation and source evaluation

Quizizz

Grammar and vocabulary practice through interactive quizzes
Formative assessments and reviews for reading skills
Engaging exit tickets or bell ringers

Newline Board

Interactive sentence combining, editing, and modeling lessons
Shared reading of mentor texts with annotation modeling
Demonstrating writing structure, planning organizers, and graphic organizers

Equipment Needed: Student iPads; Access to Google Classroom for assignments and communication; Research databases (e.g., EBSCO, CommonLit); Newline board for modeling, interactive lessons, and



group activities; Student notebooks or folders for annotation and written responses; Printed mentor texts, graphic organizers, and editing checklists as needed

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify topic, main idea, and supporting details in informational texts. - Analyze and describe the purpose of common nonfiction text features. - Recognize and explain cause/effect, compare/contrast, problem/solution, and sequence structures. - Summarize informational texts using objective language. - Paraphrase ideas and combine information from multiple sources. - Evaluate how text structure supports an author's purpose and clarity. - Write clear, organized responses using evidence from informational texts. - Collaborate in discussions and provide peer feedback using structured tools.	Lesson Sequence Day 6: Introduce common text structures (cause/effect, compare/contrast, problem/solution, sequence); provide anchor charts. Day 7: Focus on cause/effect texts; identify signal words and structure using graphic organizers. Day 8: Focus on compare/contrast texts; analyze similarities/differences using a Venn diagram and paired texts. Day 9: Focus on problem/solution texts; map problems and solutions in structured notes. Day 10: Group activity: rotate through short articles using all three structures; identify structure, main idea, and purpose at each station.	- Class Participation - Do Now Warm-Ups / Exit Tickets (structure ID, main idea checks, short responses) - Graphic Organizers (text structure charts, Venn diagrams, cause/effect maps) - Reading Quizzes (structure recognition, vocabulary, main idea identification) - Short Constructed Responses using R.A.C.E. strategy - Summarizing Tasks (based on one or more articles) - Peer Review Checklist for student writing - Final Written Response analyzing a selected informational text and explaining how structure supports meaning - Reflection Journals or one-paragraph self-assessments on skills gained



Differentiation:

Students will use various resources to respond to curricular topics using methods and pacing commensurate with their abilities. When applicable, special education co-teacher(s) and/or general education teachers will also make accommodations for individual students on an as-needed basis.

Resources Provided:

- Texts--Online Savvas Textbook and Workbooks
- News and primary source documents
- Informational Texts
- iPads
- Videos
- Multimedia tools



Lesson Plan 3 Template

Content Area:	English	Lesson Title:	<i>Author's Craft, Purpose, and Word Choice</i>	Time Frame:	10 days (50 minute periods)
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Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☒ ICT Literacy

Interdisciplinary Connections: Builds media literacy by helping students evaluate bias and intent in news articles, editorials, and digital content across all subjects; Supports civics and government instruction by teaching students to distinguish between persuasive and informative writing in speeches and documents; Enhances visual and performing arts by analyzing how authors use language, tone, and structure to shape meaning—skills that transfer to interpreting lyrics, scripts, and visual storytelling.

Integration of Technology:

iPads

Digital reading and annotation using apps (e.g., Notability and/or Google Docs)
Drafting and revising writing pieces
Recording audio/video storytelling or presentations

Google Classroom

Posting assignments, mentor texts, and exemplars
Facilitating peer feedback through shared Docs
Submitting and organizing writing drafts and reflections

EBSCO & Research Databases

Conducting credible research for argumentative writing
Gathering supporting evidence for informational essays
Practicing citation and source evaluation

Quizizz

Grammar and vocabulary practice through interactive quizzes
Formative assessments and reviews for reading skills
Engaging exit tickets or bell ringers

Newline Board

Interactive sentence combining, editing, and modeling lessons
Shared reading of mentor texts with annotation modeling
Demonstrating writing structure, planning organizers, and graphic organizers



Equipment Needed: Student iPads; Access to Google Classroom for assignments and communication; Research databases (e.g., EBSCO, CommonLit); Newline board for modeling, interactive lessons, and group activities; Student notebooks or folders for annotation and written responses; Printed mentor texts, graphic organizers, and editing checklists as needed

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify topic, main idea, and supporting details in informational texts. - Analyze and describe the purpose of common nonfiction text features. - Recognize and explain cause/effect, compare/contrast, problem/solution, and sequence structures. - Summarize informational texts using objective language. - Paraphrase ideas and combine information from multiple sources. - Evaluate how text structure supports an author's purpose and clarity. - Write clear, organized responses using evidence from informational texts. - Collaborate in discussions and provide peer	Lesson Sequence Day 11: Explore how structure supports the author's purpose and clarity; analyze two articles with different structures but similar topics. Day 12: Teach paraphrasing and summarizing multiple sources; model how to combine ideas from two texts. Day 13: Begin a short writing assignment: students select an article and write a summary and paragraph explaining how the structure helps convey the message. Day 14: Peer review day: students swap responses, give feedback using a checklist (main idea, structure identification, clarity). Day 15: Finalize and publish summaries; reflection activity: students write a brief response on how text structures support understanding across subjects	- Class Participation - Do Now Warm-Ups / Exit Tickets (structure ID, main idea checks, short responses) - Graphic Organizers (text structure charts, Venn diagrams, cause/effect maps) - Reading Quizzes (structure recognition, vocabulary, main idea identification) - Short Constructed Responses using R.A.C.E. strategy - Summarizing Tasks (based on one or more articles) - Peer Review Checklist for student writing - Final Written Response analyzing a selected informational text and explaining how structure supports meaning - Reflection Journals or one-paragraph self-assessments on skills gained



feedback using structured tools.

(can be used as an exit slip or portfolio piece).

Differentiation:

Students will use various resources to respond to curricular topics using methods and pacing commensurate with their abilities. When applicable, special education co-teacher(s) and/or general education teachers will also make accommodations and/or provide additional help resources and guides for individual students/classes on an as-needed basis.

Resources Provided:

- Texts--Online Savvas Textbook and Workbooks
- News and primary source documents
- Informational Texts
- Database Access
- iPads
- Videos
- Multimedia tools



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly, Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice	x		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives	x		
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	x		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment		x	
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area: English	Grade Level: 6-8	Unit Title: U4: Informational Text and Text Structures
Created: Jaime Gaughan	Board Approved on:	



Unit Overview Template

Content Area: English **Grade Level:** 6-8 **Unit Title:** *U5: Argument and Evidence*

Unit Summary: In this unit, students will learn the foundations of argumentative writing by analyzing mentor texts, developing debatable claims, supporting arguments with relevant evidence, addressing counterclaims, and crafting clear, persuasive essays. Students will build skills in evaluating sources, using formal tone, and organizing ideas logically to strengthen their arguments.

Primary Interdisciplinary Connections: This unit reinforces critical thinking and problem-solving skills vital across academic disciplines and real-world contexts. By analyzing and constructing arguments, students enhance their ability to evaluate sources, articulate positions clearly, and engage in respectful discourse—skills important in social studies, science debates, and civic education. The unit also strengthens communication and collaboration abilities, preparing students to participate thoughtfully in group discussions, presentations, and digital platforms where persuasive writing and reasoning are essential.

21st Century Themes ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy

☒ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy

Unit Rationale:	Argumentative writing provides students with the ability to critically evaluate issues, express opinions clearly, and support their perspectives with evidence. These skills are essential for academic success, civic engagement, and real-world communication. This unit encourages students to think critically, communicate effectively, and engage respectfully with differing viewpoints.
Career Readiness (Standard 9):	Act as a responsible and contributing community member. ● Demonstrate creativity and innovation. ● Utilize critical thinking to make sense of problems and persevere in solving them. ● Use technology to enhance productivity, increase collaboration, and communicate effectively. ● Work productively in teams while using cultural/global competence.

Learning Targets

Standards: W.AW.6-8.1, W.WR.6-8.7, RI.AA.6-8.7, L.VL.6-8.3.A, L.VL.6-8.3.C, L.VL.6-8.3.D, L.SS.6-8.1, SL.PE.6-8.1, SL.PI.6-8.4, 9.4.8.CI.1, 9.4.8.CT.1, 9.4.8.CT.3, 9.4.8.TL.2, 9.4.8.TL.3

Content Statements: **Writing (W)**

- Write arguments to support claims with clear reasons and relevant evidence.
- Introduce and support claims with logical reasoning, credible sources, and relevant examples.
- Acknowledge and address counterclaims to strengthen an argument.
- Organize ideas clearly and use transitions to create cohesion.
- Maintain a formal style and objective tone in argumentative writing.



- Write routinely over extended and shorter time frames for a variety of tasks and audiences.

Reading Informational Text (RI)

- Evaluate arguments and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient.

Language (L)

- Use precise language and domain-specific vocabulary to express ideas.
- Demonstrate command of conventions when writing formal arguments.

Speaking & Listening (SL)

- Participate in structured debates and discussions by presenting arguments clearly and responding respectfully to opposing viewpoints.

CPI#:	Cumulative Progress Indicator (CPI):
W.AW.6-8.1	Write arguments on discipline-specific content by introducing claims, acknowledging opposing views, organizing reasons and evidence, and maintaining formal style.
W.WR.6-8.7	Write routinely for a range of tasks, purposes, and audiences—especially for argumentative writing.
RI.AA.6-8.7	Delineate and evaluate the argument and specific claims in a text, assessing reasoning and evidence; recognize irrelevant evidence.
L.VL.6-8.3.A	Use context clues to determine word meanings.
L.VL.6-8.3.C	Use Greek or Latin prefixes and roots to understand unfamiliar words.
L.VL.6-8.3.D	Use reference materials to determine word meaning or part of speech.
L.SS.6-8.1	Demonstrate command of English grammar, usage, and sentence structure when writing.
SL.PE.6-8.1	Engage effectively in collaborative discussions on grade-level topics and texts.
SL.PI.6-8.4	Present claims and findings clearly, with relevant evidence and well-chosen details.
9.4.8.CI.1	Demonstrate openness to diverse ideas in team settings.
9.4.8.CT.1	Define problems and gather relevant information to solve them.
9.4.8.CT.3	Compare past problem-solving solutions to real-world issues and analyze outcomes.
9.4.8.TL.2	Gather data and digitally present information to communicate about real-world problems.
9.4.8.TL.3	Choose and use appropriate digital tools to organize and present information effectively.

Unit Essential Questions:

- How do writers craft strong and debatable claims?
- What makes evidence effective and relevant in an argument?
- Why is it important to consider and respond to opposing viewpoints?
- How does tone and word choice influence the strength and credibility of an argument?
- What strategies help organize ideas logically in persuasive writing?

Unit Enduring Understandings:

- Strong argumentative writing is built on clear claims, logical reasoning, and credible evidence.



- Addressing counterclaims respectfully strengthens the persuasiveness and fairness of an argument.
- The tone, style, and organization of writing impact how effectively an argument is communicated.
- Evaluating sources for credibility and relevance is essential to supporting a well-developed argument.
- Argumentative writing is a powerful tool for civic engagement and real-world problem solving.

Unit Learning Targets:

Students will...

- *Identify* elements of effective argumentative writing through the analysis of mentor texts.
- *Develop* clear, debatable claims and support them with relevant, credible evidence.
- *Organize* argumentative essays with logical progression and clear transitions.
- *Use* formal tone and precise word choice to strengthen written arguments.
- *Acknowledge* and refute counterclaims to enhance the depth and fairness of their arguments.
- *Evaluate* the credibility and reliability of sources used in argumentative writing.
- *Write* structured argumentative essays that present and defend a position effectively.



Evidence of Learning

Summative Assessment: 20 days (50 minute class periods)

Equipment Needed: Student iPads; Access to Google Classroom for assignments and communication; Research databases (e.g., EBSCO, CommonLit); Newline board for modeling, interactive lessons, and group activities; Student notebooks or folders for annotation and written responses; Printed mentor texts, graphic organizers, and editing checklists as needed

Teacher Resources: NJSLA Practice Workbooks, iReady Tool Kit, Online Resources, Savvas Online Supplementary Materials

Formative Assessments:

- Open-response questions
- Ongoing CER Evidence Logs
- Exit Card activities
- Google Classroom activities and assessments
- Quizzes and Unit Test
- Small Group Projects



Lesson Plans

Lesson	Time Frame
Lesson 1: Intro to Arguments	5 Days (50 minute class periods)
Lesson 2: Research	5 Days (50 minute class periods)
Lesson 3: Write and Revise	10 Days (50 minute class periods)

Teacher Notes: Teachers should tailor instruction to meet the diverse needs of learners by offering differentiated activities, such as leveled assignments, scaffolded graphic organizers, and sentence starters. One-to-one or small group support can be provided to students who need additional reinforcement or guided practice, or have modifications from an IEP or 504 plan. Teachers may also extend learning opportunities for advanced students through enrichment tasks, challenge prompts, or peer mentoring roles. Ongoing formative assessments and student feedback should guide instructional adjustments throughout the unit.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

[Clever.com](#) to access Savvas Textbook

[Classroom.google.com](#)

[Quizziz.com](#)

[Commonlit.com](#)

[Noodletools.com](#)



Lesson Plan 1 Template

Content Area: English	Lesson Title: <i>Intro to Arguments and Analyzing Mentor Texts</i>	Time Frame:	5 Days (50 minute class periods)
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Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☐ Health Literacy

21st Century Skills

☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Strengthens civics and social studies by teaching students how to evaluate multiple perspectives on current and historical issues, supporting informed participation in debates and discussions; Reinforces media literacy across content areas by helping students analyze bias, tone, and rhetorical techniques in opinion pieces, advertisements, and news media; Supports health education by encouraging students to evaluate arguments and claims related to wellness, safety, and public health campaigns.

Integration of Technology:

iPads

Digital reading and annotation using apps (e.g., Notability and/or Google Docs)
 Drafting and revising writing pieces
 Recording audio/video storytelling or presentations

Google Classroom

Posting assignments, mentor texts, and exemplars
 Facilitating peer feedback through shared Docs
 Submitting and organizing writing drafts and reflections

EBSCO & Research Databases

Conducting credible research for argumentative writing
 Gathering supporting evidence for informational essays
 Practicing citation and source evaluation

Quizizz

Grammar and vocabulary practice through interactive quizzes
 Formative assessments and reviews for reading skills
 Engaging exit tickets or bell ringers

Newline Board

Interactive sentence combining, editing, and modeling lessons



Shared reading of mentor texts with annotation modeling
Demonstrating writing structure, planning organizers, and graphic organizers

Equipment Needed: Student iPads; Access to Google Classroom for assignments and communication; Research databases (e.g., EBSCO, CommonLit); Newline board for modeling, interactive lessons, and group activities; Student notebooks or folders for annotation and written responses; Printed mentor texts, graphic organizers, and editing checklists as needed

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Define and explain the components of argumentative writing, including claims, reasons, evidence, and counterclaims. • Identify claims, supporting details, and counterarguments in model texts through annotation. • Evaluate the strength of textual evidence and assess source credibility and relevance. • Analyze how authors use tone, diction, and rhetorical appeals (ethos, pathos, logos) to persuade audiences. • Compare opposing viewpoints and analyze how each article builds and defends its argument, including refutation techniques.	Lesson Sequence Day 1: Introduce argumentative writing; define claim, reasons, and evidence using examples. Day 2: Read and annotate a short argumentative text; identify the claim, support, and counterclaim. Day 3: Analyze strong vs. weak evidence; teach how to evaluate sources for credibility and relevance. Day 4: Explore how authors use tone, word choice, and rhetorical appeals (ethos, pathos, logos). Day 5: Compare two opposing articles; discuss how each side builds its argument and refutes the other.	• Argument Structure Graphic Organizer • Annotated Articles with Labeled Elements • Source Credibility Checklist • Short Constructed Responses on Rhetorical Appeals • Comparative Discussion or Exit Slip on Opposing Articles • Quizzes on argument vocabulary and techniques • Class participation in guided analysis and discussion
Differentiation:		



Students will use various resources to respond to curricular topics using methods and pacing commensurate with their abilities. When applicable, special education co-teacher(s) and/or general education teachers will also make accommodations for individual students on an as-needed basis.

Resources Provided:

- Texts--Online Savvas Textbook and Workbooks
- Argument Models
- Informational Texts
- iPads
- Videos
- Multimedia tools



Lesson Plan 2 Template

Content Area: English Lesson Title: *Research and Planning* Time Frame: 5-7 Days (50 minute class periods)

Lesson Components

21st Century Themes

☒ Global Awareness ☒ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Builds information literacy as students locate, evaluate, and cite credible sources, a skill critical for success in science, social studies, and technology; Enhances digital literacy through guided online research, helping students responsibly use databases like EBSCO and navigate informational websites for evidence-based writing; Connects with career readiness by practicing how to plan arguments and proposals in formats used for presentations, workplace communications, and business writing.

Integration of Technology:

iPads

Digital reading and annotation using apps (e.g., Notability and/or Google Docs)
Drafting and revising writing pieces
Recording audio/video storytelling or presentations

Google Classroom

Posting assignments, mentor texts, and exemplars
Facilitating peer feedback through shared Docs
Submitting and organizing writing drafts and reflections

EBSCO & Research Databases

Conducting credible research for argumentative writing
Gathering supporting evidence for informational essays
Practicing citation and source evaluation

Quizizz

Grammar and vocabulary practice through interactive quizzes
Formative assessments and reviews for reading skills
Engaging exit tickets or bell ringers

Newline Board

Interactive sentence combining, editing, and modeling lessons



Shared reading of mentor texts with annotation modeling
 Demonstrating writing structure, planning organizers, and graphic organizers

Equipment Needed: Student iPads; Access to Google Classroom for assignments and communication; Research databases (e.g., EBSCO, CommonLit); Newline board for modeling, interactive lessons, and group activities; Student notebooks or folders for annotation and written responses; Printed mentor texts, graphic organizers, and editing checklists as needed

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Develop a clear, focused, and debatable claim supported by at least three logical reasons. - Locate and select relevant evidence from multiple sources, organizing it effectively under corresponding reasons. - Compose an engaging introduction that includes a hook, background information, and a clearly stated thesis. - Write well-structured body paragraphs with topic sentences, supporting evidence, explanations, and transition words. - Construct a counterclaim and rebuttal paragraph using a respectful and academic tone to	Lesson Sequence Day 6: Choose a topic and develop a clear, debatable claim with three supporting reasons. Day 7: Gather evidence from multiple sources and organize it by reason. Day 8: Teach how to write an effective introduction with hook, background, and thesis statement. Day 9: Draft body paragraphs using clear topic sentences, evidence, explanations, and transitions. Day 10: Write counterclaim and rebuttal paragraph; discuss tone and respectful disagreement.	- Argument Planner or Outline with Claim, Reasons, and Evidence - Annotated Source Collection Log - Peer Feedback on Drafted Introductions - Body Paragraph Check for Structure and Support - Counterclaim and Rebuttal Exit Slip or Paragraph Rubric - Small Group or Partner Writing Conferences - Draft Submission Checklists



SPRINGFIELD PUBLIC SCHOOLS

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

acknowledge and refute
opposing viewpoints.

Differentiation:

Students will use various resources to respond to curricular topics using methods and pacing commensurate with their abilities. When applicable, special education co-teacher(s) and/or general education teachers will also make accommodations for individual students on an as-needed basis.

Resources Provided:

- Texts--Online Savvas Textbook and Workbooks
- Argument Models
- News and primary source documents
- Informational Texts
- iPads
- Videos
- Multimedia tools



Lesson Plan 3 Template

Content Area: English Lesson Title: *Writing, Editing, and Publishing* Time Frame: 7-15 Days (50 minute class periods)

Lesson Components

21st Century Themes

☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Strengthens communication skills used across disciplines to convey clear, logical arguments in lab reports, persuasive presentations, and reflective essays; Reinforces the importance of editing and peer review in the writing process, mirroring revision cycles in STEM, journalism, and the creative arts; Prepares students for real-world writing by developing fluency in formal tone, organization, and reasoning needed in resumes, cover letters, proposals, and advocacy writing.

Integration of Technology:

iPads

Digital reading and annotation using apps (e.g., Notability and/or Google Docs)
Drafting and revising writing pieces
Recording audio/video storytelling or presentations

Google Classroom

Posting assignments, mentor texts, and exemplars
Facilitating peer feedback through shared Docs
Submitting and organizing writing drafts and reflections

EBSCO & Research Databases

Conducting credible research for argumentative writing
Gathering supporting evidence for informational essays
Practicing citation and source evaluation

Quizizz

Grammar and vocabulary practice through interactive quizzes
Formative assessments and reviews for reading skills
Engaging exit tickets or bell ringers

Newline Board

Interactive sentence combining, editing, and modeling lessons



Shared reading of mentor texts with annotation modeling
 Demonstrating writing structure, planning organizers, and graphic organizers

Equipment Needed: Student iPads; Access to Google Classroom for assignments and communication; Research databases (e.g., EBSCO, CommonLit); Newline board for modeling, interactive lessons, and group activities; Student notebooks or folders for annotation and written responses; Printed mentor texts, graphic organizers, and editing checklists as needed

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Conduct a peer review focused on clarity, structure, and strength of argument using a checklist or rubric. - Revise drafts to improve transitions, elaboration of evidence, and overall organization. - Edit writing for grammar, sentence fluency, word choice, and adherence to a formal academic tone. - Finalize and publish a polished argumentative essay; prepare to present or display work to an audience. - Reflect on the argumentative writing process and explain how these skills apply to real-world discussions, civic engagement, and digital communication.	Lesson Sequence Day 11: Peer review for clarity, structure, and strength of evidence; give and receive feedback. Day 12: Revise drafts to improve transitions, elaboration, and organization. Day 13: Edit for grammar, sentence variety, and proper use of formal tone. Day 14: Finalize and publish essays; prepare for a class gallery walk or oral presentation. Day 15: Reflect on the writing process; discuss how argument writing applies to real-world communication.	- Peer Review Checklist or Comment Sheet - Revised Draft Comparison (Before/After Edits) - Editing Checklist or Grammar Mini-Quiz - Final Argumentative Essay Rubric - Gallery Walk Peer Evaluation or Oral Presentation Rubric - Reflective Writing Prompt or Exit Ticket on Writing Process and Application

**Differentiation:**

Students will use various resources to respond to curricular topics using methods and pacing commensurate with their abilities. When applicable, special education co-teacher(s) and/or general education teachers will also make accommodations for individual students on an as-needed basis.

Resources Provided:

- Texts--Online Savvas Textbook and Workbooks
- News and primary source documents
- Informational Texts
- iPads
- Videos
- Multimedia tools

Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson **Strongly**, **Moderately** or **Weakly** meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives		X	
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		



Provide opportunities for student reflection and self- assessment		X	
Provide data to inform and adjust instruction to better meet the varying needs of learners		X	

Curriculum Design Template

Content Area: English	Grade Level: 6-8	Unit Title: <i>U5: Argument and Evidence</i>
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Created: Jaime Gaughan	Board Approved on:
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SPRINGFIELD PUBLIC SCHOOLS

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS

IEP AND 504 ACCOMMODATIONS AND MODIFICATIONS FOR EARLY CHILDHOOD AND ELEMENTARY SCHOOL STUDENTS:

Large print textbooks
Textbooks for at-home use
Additional time for assignments
Review of directions
Use of mnemonics
Have student restate information
Concrete examples
Adaptive writing utensils
Support auditory presentations with visuals
Use of a study carrel
Assistance in maintaining uncluttered space
Weekly home-school communication tools (notebook, daily log, phone calls or email messages)
Space for movement or breaks
Study sheets and teacher outlines
Extra visual and verbal cues and prompts
Math sheets with highlighted instructions
Graph paper to assist in organizing or lining up math problems
Use of computers and calculators
Books on tape
Graphic organizers
Quiet corner or room to calm down and relax when anxious
Preferential seating
Alteration of the classroom arrangement
Reduction of distractions
Answers to be dictated
Hands-on activities
Use of manipulatives
No penalty for spelling errors or sloppy handwriting
Follow a routine/schedule
Alternate quiet and active time
Teach time management skills
Rest breaks
Verbal and visual cues regarding directions and staying on task
Agenda book and checklists
Adjusted assignment timelines
Visual daily schedule



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**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

Varied reinforcement procedures
Immediate feedback
Work-in-progress check
Personalized examples

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

Answers to be dictated
Frequent rest breaks
Additional time
Oral testing
Untimed tests
Choice of test format (multiple-choice, essay, true-false)
Alternate ways to evaluate (projects or oral presentations instead of written tests)
Accept short answers
Open-book tests
Read test and directions to student
Provide study outline prior to tests
Highlight key directions
Test in alternative site
Use of calculator
Extra credit option
Preview test procedures
Simplified test wording; rephrased test questions and/or directions

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

Use of alternative books or materials on the topic being studied
Computerized spell-check support
Word bank of choices for answers to test questions
Provision of calculator and/or number line for math tests
Reworded questions in simpler language
Projects instead of written reports
Highlighting important words or phrases in reading assignments
Modified workload or length of assignments/tests
Modified time demands
Modified grades based on IEP

BEHAVIOR ACCOMMODATIONS MODIFICATIONS:



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**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

Breaks between tasks
Cue expected behavior
Daily feedback to student
Have contingency plans
Use de-escalating strategies
Use positive reinforcement
Use proximity/touch control
Use peer supports and mentoring
Model expected behavior by adults
Have parent sign homework
Have parent sign behavior chart
Set and post class rules
Chart progress and maintain data



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ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS

IEP AND 504 ACCOMMODATIONS AND MODIFICATIONS FOR MIDDLE AND HIGH SCHOOL STUDENTS:

Large print textbooks
Textbooks for at-home use
Additional time for assignments
A locker with adapted lock
Review of directions
Review sessions
Use of mnemonics
Have student restate information
Provision of notes or outlines
Concrete examples
Adaptive writing utensils
Support auditory presentations with visuals
Weekly or bi-weekly home-school communication
Space for movement or breaks
Study sheets and teacher outlines
Extra visual and verbal cues and prompts
Lab and math sheets with highlighted instructions
Graph paper to assist in organizing or lining up math problems
Use of tape recorder for lectures
Use of Interactive notebook
Use of a scribe
Use of computers and calculators
Books on tape
Graphic organizers
Quiet corner or room to calm down and relax when anxious
Preferential seating
Alteration of the classroom arrangement
Reduction of distractions
Answers to be dictated
Hands-on activities
Ability to type all assignments
Follow a routine/schedule
Teach time management and organizational skills
Rest breaks
Verbal and visual cues regarding directions and staying on task
Agenda book and checklists
Daily check-in with case manager or special education teacher
Adjusted assignment timelines
Visual daily schedule



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**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

Varied reinforcement procedures
Immediate feedback
Work-in-progress check
Personalized examples

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

Answers to be dictated
Frequent rest breaks
Additional time
Oral testing
Choice of test format (multiple-choice, essay, true-false)
Alternate ways to evaluate (projects or oral presentations instead of written tests)
Accept short answers
Open-book or open-note tests
Read test and directions to student
Provide study guides prior to tests
Highlight key directions
Test in alternative site
Use of calculator
Extra credit option
Pace long-term projects
Preview test procedures
Simplified test wording; rephrased test questions and/or directions

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

Allow outlining, instead of writing for an essay or major project
Use of alternative books or materials on the topic being studied
Computerized spell-check support
Word bank of choices for answers to test questions
Provision of calculator for math tests
Film or video supplements in place of reading text
Reworded questions in simpler language
Projects instead of written reports
Highlighting important words or phrases in reading assignments
Modified workload or length of assignments/tests
Modified time demands



SPRINGFIELD PUBLIC SCHOOLS

**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

Pass/no pass option

Modified grades based on IEP

BEHAVIOR ACCOMMODATIONS FOR STUDENTS:

- Breaks between tasks
- Cue expected behavior
- Daily feedback to student
- Have contingency plans
- Use de-escalating strategies
- Use positive reinforcement
- Use proximity/touch control
- Use peer supports and mentoring
- Model expected behavior by adults
- Have parent sign homework
- Set and post class rules
- Chart progress and maintain data



SPRINGFIELD PUBLIC SCHOOLS

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS

Accommodations and Modifications for ESL Students

- Give tests orally
- Give instructions/directions in writing and orally
- Assign a peer tutor, same language or English speaking
- Allow use of bilingual/translation dictionary
- Provide summaries of text or study guides of particular chapters
- Allow errors in speaking
- Allow errors in writing
- Accept writing in first language
- Highlight key vocabulary
- Reduce amount of work required
- Assess comprehension through demonstration or other alternative means (gestures, drawings)
- Rephrase questions, directions, and explanations
- Reduce multiple choices on assessments
- Provide study guides and/ or outlines
- Shorten reading assignments
- Allow extended time for test/project completion
- Use of audio books
- Use of graphic organizers
- Use reduced text, so that print is not dense
- Use visuals/pictures throughout lesson/unit/assignment
- Adapt homework to reflect language proficiency/home support
- Adapt homework to reflect home support
- Provide hands-on activities and explanations
- Allow extended time to answer questions, and permit drawing, as an explanation
- Use of translation dictionaries to locate words in the native language
- Use anecdotal records and portfolio of work as forms of assessment
- Use story retellings to assess comprehension

What Does the Gifted and Talented Experience Look Like? *Springfield Public Schools*

Mission Statement

The Gifted and Talented Program of the Springfield Public Schools aims to provide a meaningful and rigorous education that instills the value of lifelong learning and empowers all students to reach their full potential and become self-fulfilled creative leaders in accordance with the comprehensive standards of our state. We accomplish this by offering challenging, real-world experiences in a student-centered environment.

We recognize that students come from diverse socioeconomic, cultural, and ethnic backgrounds, and the mission of the gifted and talented program is to provide opportunities for students to explore their intellectual, creative, and artistic gifts and talents within the classroom and with beyond-the-classroom experiences. It is essential to provide diverse, appropriate, and ongoing learning experiences and environments that incorporate students' academic, psychological, and social needs. Our responsibility is to provide students with educational alternatives that teach, challenge, and expand their knowledge, while simultaneously stressing the development of independent and self-directed learners who continuously generate questions, analyze, synthesize, and evaluate information and ideas.

New Jersey Administrative Code 6A:8-3.1 defines students who are gifted and talented as those students who possess or demonstrate high levels of ability in one or more content areas when compared to their chronological peers in the local district and who require modification of their educational program if they are to achieve in accordance with their capabilities.

Goals:

To support our mission, we have established the following goals to guide our work:

- To infuse into the general education program a broad range of activities for high-level learning that will challenge all students to perform at advanced levels, and provide extended opportunities, resources, and support in particular areas where student interest or talent is demonstrated.
- To provide a continuum of gifted education services that will strengthen the total school program, offer enriching and challenging learning opportunities for all students, and provide specialized learning experiences
- To promote achievement of students' best potentials and increased ability.

Through a productive and collaborative relationship among the building principals, classroom teachers, and the Gifted and Talented teacher, our schools can create programming that will enhance the learning experience for every student and serve the unique and specialized needs of students currently demonstrating gifted behaviors.

Elements of the Schoolwide Enrichment Model, W.I.N (What I Need), differentiated instruction, advanced classes, or individual programs into a student's regular instruction program are integral to this overarching framework for gifted education in the Springfield School District.

Reference Board Policy and Regulation 2464 – Gifted and Talented Pupils (M)

Early Childhood Center **Edward V. Walton**

Schoolwide Virtual Enrichment

All first and second grade students have access to the [Gifted and Talented Virtual Classroom](#). This virtual classroom is a space for students to complete various challenges and enrichment opportunities at their own pace. Students can receive feedback and additional adaptable resources to meet their individual learning needs. The virtual classroom design expands accessibility to enrichment resources and allows students to choose learning activities according to their unique interests and abilities. The purpose of the activities is to encourage problem-solving, develop critical thinking

skills, and expand curiosity and imagination. Activities are aligned to the New Jersey Student Learning Standards.

Gifted and Talented Teacher as a Resource

The Gifted and Talented teacher serves as a resource to all teachers within Edward V. Walton School. Teachers seeking resources for their high-ability learners will receive additional support from the Gifted and Talented teacher in various ways. This support may include additional units of study, challenging resources, and student projects.

Elementary Schools

James Caldwell

Thelma L. Sandmeier

The goal is to engage small groups of students in intensive learning experiences through standards-based, rigorous, and relevant units of study that supplement, not supplant, the grade-level curriculum and support students' unique learning needs.

Enrichment Experience Grade 3

Beginning in third grade, the G&T teacher will cycle through all classrooms to work on problem-solving and enrichment tasks with students. Driven by assessment data, academic performance, student interest, and teacher observation, small groups of students will meet with the G&T teacher during W.I.N. (What I Need) periods throughout the week that the teacher is assigned to their classroom teacher. Groupings will be flexible and monitored to best meet each student's needs throughout the school year. Activities will include brain teasers, puzzles, strategic thinking, problem-solving, and STEM challenges.

Targeted Gifted and Talented Programing Grades 4-5

Students may become identified as Gifted and Talented in fourth grade. Students that are identified may receive support from the G&T Teacher for up to five periods (200 minutes) a week during W.I.N. (What I Need) periods. Identified students will meet to explore grade-level content while incorporating depth and complexity in a student-centered, problem-based environment. The Gifted and Talented Program aims to provide students with various advanced and challenging learning experiences across content areas to promote independent thinking skills, refine critical thinking and communication skills, cultivate joy in learning, and expand student interests through problem-solving. The instruction that students receive incorporates 21st Century Skills and advanced content that is challenging, hands-on, and relevant to the real world.

Strategies and Practices that Support Gifted and Talented Students

- Adjusted Pace of Lessons
- Inquiry-Based Instruction
- Higher-Order Thinking Activities
- Interest-Based Content
- Real World Problem Solving/Problem Based Learning
- Independent Study/Passion Projects
- Units of Study with Like-Minded Peers

Schoolwide Virtual Enrichment

All JCS and TLS students have access to grade level-specific [Gifted and Talented Virtual Classrooms](#). These virtual classrooms are a space for students to complete various challenges and enrichment opportunities at their own pace. Students are able to receive feedback and additional opportunities based on their needs. The virtual classrooms have expanded the accessibility of enrichment resources directly to the students and allows for students to choose opportunities according to their interests and abilities. The purpose of the activities is to encourage problem solving, develop critical thinking skills, and expand curiosity and imagination in conjunction with the New Jersey Student Learning Standards.

Gifted and Talented Teacher as a Resource

In addition to classroom support, the Gifted and Talented teacher also serves as a resource to all teachers in the building. Teachers that are seeking resources for their high ability learners will receive additional support from the Gifted and Talented teacher in various ways. This may include additional units of study, challenging resources, student projects, and meeting with the G&T teacher as needed.

Additional Enrichment Opportunities

Across all grade levels 3-5, as recommended by the classroom teacher, students exhibiting a need for additional enrichment may have the opportunity to meet with the G&T teacher as the schedule allows. Groupings will be flexible and monitored to best meet the students' needs throughout the school year. Activities will include, brain teasers, puzzles, strategic thinking activities, problem-solving challenges, and STEM challenges. Students engage in an extended process of asking questions, using resources, and developing answers that lead to thinking about what and how they are learning. Students are held accountable for how they work and use their time by demonstrating their learning through products or presentations.

Students self-select to participate in individual and/or group projects based on interest and commitment. The classroom teacher and/or the enrichment teacher will help guide and monitor student exploration of chosen topics, facilitating their learning with resources and teaching of needed skills.

Secondary Schools
Florence M. Gaudineer Middle School
Jonathan Dayton High School

Grades 6-12: Access to specific content programs with higher levels of academic challenges (i.e. Pre-Algebra, Accelerated Communication Arts, and Advanced Placement Classes)

Dual Credit Courses provide students the opportunity to obtain high school credit, and college credit, simultaneously through partnerships with several institutions.

Project Lead the Way (PLTW) students become builders of technology by engaging in real world activities. Students are empowered as design thinkers collaborating on real world projects.

Gifted and Talented Identification Criteria

The Springfield Schools Gifted and Talented Program recognizes that students require differentiated learning experiences beyond the core curriculum being taught because of their advanced abilities in one or more content areas. These students may also have other cognitive qualities such as curiosity, creativity, motivation, leadership, and passion that require modifications to their academic experience.

Multiple Measures of Eligibility

Kindergarten through grade twelve identification process for gifted and talented students includes multiple measures. Multiple measures may include but are not limited to: achievement test scores; grades; student performance or products; intelligence testing; parent, student, and/or teacher recommendation; and other appropriate measures. The identification methodology is developmentally appropriate, non-discriminatory, and related to the programs and services offered by the Springfield School District. The identification procedures are reviewed annually.

According to N.J.A.C. 6A:8-3.1, all public school districts must have a board-approved gifted and talented identification process and provide services for identified students enrolled in the grades of that school district. The regulations require that identification and services be made available to students in grades K-12.

When students are recommended for the Gifted and Talented Program there are multiple measures that are considered to determine if services are necessary and appropriate. The assessments used are as follows:

- *Cognitive Abilities Test (CogAT)*
- *Classroom Performance/Student Portfolios*
- *DRA2 Level*
- *iReady Diagnostic Scores*
- *Gifted Indicators Checklist*
- *Start Strong/NJSLA Assessment Data*

The N.J.A.C. requires that students be compared to their chronological peers in the local school district. The New Jersey Department of Education has not established state-level criteria for identifying students who are gifted, such as mandated tests or assessments, grade point averages, or IQ scores. Local school districts must use multiple measures to identify students.

Procedures

<https://www.straussesmay.com/seportal/Public/DistrictPolicy.aspx?policyid=2464&id=b8a33a9f505e4998a6db3fb8e1de778b>

Gifted and Talented Program Identification Matrix

Minimum Score Required for Consideration: 14 Points

1 Point	2 Points	3 Points
Cogat Assessment Overall Stanine Score of a 7	Cogat Assessment Overall Stanine Score of an 8	Cogat Assessment Overall Stanine Score of a 9
iReady Math Assessment Just Below Current Grade Level	iReady Math Assessment On Grade Level	iReady Math Assessment ½ Year + Above Current Level
iReady ELA On Grade Level	iReady ELA ½ Year Above Current Level	iReady ELA One Full Grade Level + Above Current Level
NJSLA Math Approaching Expectations	NJSLA Math Met Expectations	NJSLA Math Exceed Expectations
NJSLA ELA Approaching Expectations	NJSLA ELA Met Expectations	NJSLA ELA Exceed Expectations
HOPE Teacher Rating Scale Raw Score: 11 - 29	HOPE Teacher Rating Scale Raw Score: 30 - 49	HOPE Teacher Rating Scale Raw Score: 50-66

Team meetings present the opportunity to review data and assess the educational needs of all students. Teacher provides examples of student work exhibiting above and beyond grade level expectations, creativity, leadership, critical and abstract thinking. Programs for gifted and talented students will be periodically evaluated for their continuing efficacy and adjusted accordingly. The parent of any student identified as gifted or talented shall be consulted regarding any program designed to address the student's particular needs.

Resource Links

https://riversideinsights.com/cognitive_abilities_test

<https://www.curriculumassociates.com/programs/i-ready-learning>

<https://www.nj.gov/education/assessment/resources/>

<https://www.routledge.com/HOPE-Teacher-Rating-Scale-Involving-Teachers-in-Equitable-Identification/Gentry-Pereira-Peters-McIntosh-Fugate/p/book/9781618214522#:~:text=The%20HOPE%20Teacher%20Rating%20Scale,making%20it%20easy%20to%20use.>

Gifted and talented student: The "[*Strengthening Gifted and Talented Education Act*](#)" defines a gifted and talented student as a "student who possesses or demonstrates a high level of ability in one or more content areas when compared to their chronological peers in the school district and who require modifications of their educational program if they are to achieve in accordance with their capabilities."

Twice-exceptional (2E) students: A twice-exceptional (2E) student is defined as "a student who is both gifted and a student with a disability. These students may also be referred to as having dual exceptionalities or as being gifted with learning disabilities (GT/LD). This also applies to students who are gifted with ADHD or gifted with autism" (New Jersey Association for Gifted Children, www.nagc.org).

Instructional adaptation: An adjustment or modification to instruction enabling a student who is gifted and talented to participate in, benefit from, and demonstrate knowledge and application of the New Jersey Student Learning Standards in one or more content areas at the instructional level of the student, not just the student's grade level.

Identifying gifted and talented students: The focus of identification is to provide programming and services in which students' specific learning needs and potential are appropriately addressed and met. In every New Jersey school district, there are students who require modifications to the general education curriculum if they are to achieve in accordance with their abilities. By identifying a student's general intellectual ability, creativity, or specific academic area aptitudes, we are acknowledging that they need programming and services outside of the general education/grade level curriculum to advance their learning.

NJDOE Fast Facts

<https://www.nj.gov/education/standards/gifted/>

<https://www.nj.gov/education/standards/gifted/legislation.shtml>

Supplemental Resources/Programming for Gifted Students

Edward V. Walton

- PETS Program – Primary Education Thinking Skills
- Group Solutions/Group Solutions 2 – Cooperative Logic Activities
- Lollipop Logic
- Beginning Thinking Skills
- AIMS Education Programming

James Caldwell and Thelma L. Sandmeier

Math/ELA

- Project M3: Mentoring Mathematical Minds
- Junior Great Books
- AIMS Education Programming
- Borenson Hands on Equations
- BizWorld
- Perplexors
- Advanced Math Explorations grade 3-5
- Challenging Units for Gifted Learners (ELA and Math)
- Creative Curriculum Extenders
- Differentiated Lessons & Projects
- Challenge Math Grades 4+
- Differentiating Instruction with Menus (All Content Areas)
- Jacob's Ladder
- Genius Hour/Passion Project
- Spatial Reasoning
- Logic Puzzles, Brain Games, Analogies

STEM

- Engineering is Elementary
- Engineer Throughout the Year
- PBS Design Squad
- DefinedSTEM
- Project Lead the Way (PLTW)

Enrichment Events

Experience for all students to be enriched through events related to the curricular or extracurricular activities. Examples include after school clubs, PTA-sponsored events, leadership opportunities, visual and performing arts, and community service opportunities.