

Tri-District Language Arts Curriculum

Table of Contents

	<u><i>Page</i></u>
Introduction	1
Current Trends in Language Arts Research	2 - 6
Goals and Objectives by Grade Level	
Kindergarten	7 - 15
First Grade	16 - 25
Second Grade	26 - 35
Third Grade	36 - 46
Fourth Grade	47 - 59
Fifth Grade	60 - 73
Sixth Grade	74 - 88
Seventh Grade	89 - 103
Eighth Grade	104 - 117
Ninth Grade	118 - 131
Tenth Grade	132 - 145
Eleventh Grade	146 - 160
Twelfth Grade	161 - 176
Assessment	177 - 179

Appendices

Glossary	Appendix A	A 1 - 7
Professional Bibliography, K-12	Appendix B	A 8 - 19
Technology: Resources and Innovations in Language Arts	Appendix C	A 20 - 22
Home School Connection	Appendix D	A 23 - 24
Resources for Parents	Appendix E	A 25
Trade Book Lists	Appendix F	A 26 - 39
Writing Rubrics	Appendix G	A 40 – 63

Language Arts Curriculum

Grades K – 12

Introduction

The goal of the Language Arts Curriculum Revision Committee was to produce a curriculum with content aligned for all three districts. With respect for the idea that individual teaching practices and assessments would continue to be at the discretion of the teachers, the committee members designed a curriculum that incorporated required objectives and suggested activities. This committee then analyzed the current trends in research, reviewed the use of technology in the language arts classroom, produced a list of common vocabulary, and reviewed the types of assessment needed to most accurately assess our students. Additionally, a professional bibliography for teachers and suggestions for home/school connections were made.

The curriculum produced is viewed as a "living" document and should constantly be evaluated and modified. By reviewing the work of this committee, recommendations for staff development can be made. The guide encourages teachers to exercise professional judgment in the use of educational methods and materials in keeping with the philosophy of organizations such as the Association for Supervision and Curriculum Development, The International Reading Association, and the National Council of Teachers of English. By working together on this document, the representatives of the tri-district K-12 community of Language Arts teachers and support personnel were able to reflect on their profession and understand how the language arts student moves through the district. Moreover, because of the collaboration among the three districts on curriculum, seventh grade students from Oradell and River Edge enter River Dell with a greater similarity in background and preparation.

In order to produce such a valuable tool for veteran and new staff, the committee needed the cooperation of three Boards of Education, three Superintendents, five principals, and over 40 teachers. This task would never have been completed without the professionalism and efforts of these educators.

Current Trends in Language Arts Research

INTRODUCTION

As educators, one of our jobs is to promote the growth of our students' knowledge in the area of English/Language Arts. Current research is based on the focus of Balanced Literacy. Dorothy S. Strickland, a renowned reading expert and professor of education at Rutgers University who has also served as president of the International Reading Association, summarizes Balanced Literacy:

“In a truly balanced literacy program, **how** you teach is as important as **what** you teach. Like most educators today, we've been changing our practices to reflect new knowledge about learning and teaching. Our students are reading more, writing more, and learning through themes. ...”

Five Rules of Thumb for Maintaining Balance

1. **Teach skills as a way to gain meaning.** Skills are not ends in themselves.
2. **Each day, include time for both guided instruction and independent work.** Otherwise, students will never internalize skills and make them their own.
3. **Avoid teaching children as if they were empty receptacles for knowledge.** Instead, allow them to build knowledge in a process-oriented way.
4. **Integrate print and electronic materials effectively.** That way, your classroom will reflect the multimedia world in which students live.
5. **Always consider standardized test scores in light of informal assessment data.** Encourage parents to do the same.

READING

Reading is the process of constructing meaning from text.

Richard Allington, a primary researcher at the National Research Center on English Language and Achievement, found six common features among these exemplary instructors of English/Language Arts. He refers to these features as the: "6 Ts of effective literacy instruction" (2002, p.741)

- Time- Children in these classrooms are involved in reading and writing for nearly half their day.
- Texts- These teachers make sure that their classrooms contain an extensive collection of books in a range of reading levels.
- Teach- Teaching includes explicit demonstrations and modeling of cognitive strategies for reading and writing.
- Talk-Teachers promote much more talk by, with, and between students.
- Tasks- Students have greater ownership of their work because the tasks presented are meaningful, not simply tasks meant to complete an assignment.
- Test- Student work is evaluated on the basis of effort and improvement rather than achievement status.

"...it is incorrect to suppose that there is a simple or single step, which, if taken correctly, will immediately allow a child to read. Becoming a skilled reader is a journey that involves many steps." (Afferbach and Bikakis)

WRITING

"If writing is thinking and discovery and selection and order and meaning, it is also awe and reverence and mystery and magic." (Morrison)

Good writing is hard to do; yet, good writing skills can be acquired through instruction and practice. Over the past ninety years, researchers have identified six elements of effective school writing programs:

- The creation of language-rich classroom environment;
- An emphasis on writing as a process as well as a product;
- Grammar instruction which relates directly to students' own writing;
- Sequencing of writing tasks;
- Use of models of good writing;
- Writing across the curriculum.

When we invite students to make something with writing instead of just asking them to write, they go about their work differently. For instance, when young students see themselves as people who make books they develop beginning understandings about genre, craft, style, voice, organization, audience, process and purpose. (Educational Leadership/ October 2004)

LISTENING

"The latest studies reveal that listening is a very large part of school learning and is one of our primary means of interacting with other people on a personal basis."

www.rusd.k12.ca.us/parents/listening.html

As much as 80% of the school day is spent listening and yet little, or in most cases, no time is spent teaching listening skills.” (Improving Listening Skills Through The Use of Children’s Literature, 2003)

Effective listeners are able to:

- Value listening as a means of learning and enjoyment;
- Determine their own purpose(s) for listening;
- Recognize their responsibility to the speaker and listen without distracting the speaker;
- Concentrate and not become distracted;
- Send appropriate feedback to the speaker (e.g., restate directions and explanations, ask questions);
- Prepare to react or respond to what the speaker says;
- Make connections between their prior knowledge and the information presented by the speaker;
- Evaluate the speaker’s message and motive;
- Try to predict the speaker’s purpose and determine the speaker’s plan of organization;
- Identify transitional/signal words and phrases and follow the sequence of ideas spoken;
- Observe and interpret the speaker’s nonverbal cues (e.g., smiles, frowns, body movements) and use them to enhance their understanding of the speaker’s message;
- Recognize the speaker’s main point(s) or ideas(s) and identify the supporting details and examples;
- Distinguish fact from opinion;
- Determine bias, stereotyping, and propaganda.

“Teachers also need to model good listening techniques and visual imagery to ensure improvement in listening and comprehension.”(Johnson) When effective listening skills are given a prominent role in the English/Language Arts classroom, students learn to value active listening.

SPEAKING

“Oral communication is a vital component of the English/Language Arts curriculum and provides the base for growth in reading, writing and listening abilities.”

Speaking skills do not need to be taught as a special subject, but are integrated into all curriculum areas. Students engage in formal and informal oral communication across the curriculum. The purpose of this includes:

- To express personal feelings, ideas, or viewpoints
- To tell a story
- To entertain or amuse
- To describe
- To inform or explain
- To request
- To inquire or question
- To explore and experiment with a variety of ideas and formats
- To converse and discuss

To be successful in school, children must be able to translate their thoughts and ideas into words.

VIEWING

In today's world literacy means—in addition to interacting with print texts—recognizing how texts are produced and understanding how multimodal forms of representation convey meaning. This means that students engage with a variety of texts, both print and multimodal, as they learn. (NCTE 2004)

- Students who use computers when learning to write are not only more engaged and motivated in their writing, but they produce written work that is of greater length and high quality. (Goldberg, et al.)
- A media-literacy curriculum can lead students to higher reading comprehension scores, writing longer paragraphs and identifying more features of purpose and audience in reading selections. (Hobbs and Frost)
- On-line discussions of literature foster greater student engagement than traditional discussions, and student participants are able to use transcripts to develop metacognitive capacities. (Carico, Logan, Labbo)
- Use of the internet for several years can augment student autonomy, enhance motivation, improve the quality of group work, and decrease adversarial qualities in teacher-student relationships. (Schofield and Davidson)

As teachers, when we combine pictures with words, we are able to develop a deeper learning in students through multimodal activities.

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Language Arts
Performance Objectives and Common Experiences / Suggestions and Strategies
Kindergarten

STANDARD 3.1 (READING) ALL STUDENTS WILL UNDERSTAND AND APPLY THE KNOWLEDGE OF SOUNDS, LETTERS, AND WORDS IN WRITTEN ENGLISH TO BECOME INDEPENDENT AND FLUENT READERS, AND WILL READ A VARIETY OF MATERIALS AND TEXTS WITH FLUENCY AND COMPREHENSION.

By the end of Kindergarten, students will:

A. Concepts About Print

1. Realize that speech can be recorded in words (e.g., his/her own name; words and symbols in the environment).
2. Distinguish letters from words.
3. Recognize that words are separated by spaces.
4. Follow words left to right and from top to bottom.
5. Recognize that print represents spoken language.
6. Demonstrate understanding of the function of a book and its parts, including front and back and title page.

Common Experiences:

- Retell a story (A.1, 5)
- Write and illustrate in journals (A.1-5)
- Design class books (A.1-6)
- Listen to big books (A.1-6)
- Take part in creating experience charts (Building Blocks) (A.1-5)

Suggested Strategies:

- Apply technology –Kid Pix, Kid Works, Kidspiration (A.1-5; 8.1.4.A.1, 4, 8, 9)
- Manipulate magnetic letters to make words (A.1-5)
- Clap letters/syllables in a word (A.1, 2)
- Use the “Two finger rule” between words (A.2-5)
- Track print with **pointers** (finger, witch fingers, Popsicle sticks) (A.1-5)
- Manipulate individual word cards to make a sentence (student dictates sentence to teacher, teacher cuts sentence into individual words, student scrambles words, and place the cards back into the original sentence.) (A.1, 3-5)
- “**Sky writing**”- using a finger to write letter in the air (A..2, 4, 5)
- Dictate language and record (A.1-6)
- Participate in a **book walk** (A..3-6)

B. Phonological Awareness (includes phonemic awareness)

1. Demonstrate understanding that spoken words consist of sequences of phonemes.
2. Demonstrate phonemic awareness by rhyming, clapping syllables, and substituting sounds.
3. Understand that the sequence of letters in a written word represents the sequence of sounds (phonemes) in a spoken word (alphabetic principle).

Common Experiences:

- Interpret, repeat, and produce poems, songs, and chants (B.1-5)
- Understand letter sound relationships (B.1-5)
- Take part in daily **phonemic awareness** activities- make connections between words with similar initial sounds (B.1-3)

Suggested Strategies:

- Take part in poetry- **echo reading, choral reading**, individual reading (B.1-3, 5)
- Collect poetry to read at home and at school (Poetry Books) (B.1-5)
- Create **word families**/ rhyming using magnetic letters/ letter card manipulation (B.1-5)
- Develop word lists (B.1,3-5)
- Construct specific initial letter word lists (Aa Word List) (B.1, 3)

<p>4. Learn many, though not all, one-to-one letter-sound correspondences.</p> <p>5. Given a spoken word, produce another word that rhymes with it.</p>		<p>Use letter cards to show letter sounds of consonant and short vowel sounds (B.1-4; word families B.5)</p> <p>Finish and create rhyming pairs (B.1-5)</p> <p>Discover new words through initial letter substitution activities (ex: Song: Ba, Be, Bi, Bo, Bu to La, Le, Li, Lo, Lu) (B.2,4)</p>
<p><u>C. Decoding and Word Recognition</u></p> <p>1. Recognize some words by sight.</p> <p>2. Recognize and name all uppercase and lowercase letters of the alphabet.</p> <p>3. Recognize and read one's name.</p>	<p><u>Common Experiences:</u></p> <p>Be surrounded both auditorially and visually by letters and words (C.1-3)</p> <p>Sing/chant alphabet songs (C.2)</p> <p>Explore alphabet letter activities (C.1-3)</p> <p>Practice with alphabet books, games, puzzles (C.1.2)</p>	<p><u>Suggested Strategies:</u></p> <p>Internalize vocabulary through the use of a Word Wall (Popcorn Words) (C.1-3)</p> <p>Practice cvc words, high frequency words, student's names in the writing center (C.1-3)</p> <p>Apply technology programs- Kid Pix, Kid Works (C.2-3; 8.1.4. 1, 3, 4, 9)</p> <p>Identify words through use of different materials (dry erase boards, shaving cream, Wikki Stix) (C.1-3)</p> <p>Create Getting to Know You/Me Books (Building Blocks) (C.1-3)</p> <p>Read the Room (C.1-3)</p> <p>Reference their names and pictures located around the room(C.1-3)</p>
<p><u>D. Fluency</u></p> <p>1. Practice reading behaviors such as <u>retelling</u>, reenacting, or dramatizing stories.</p> <p>2. Recognize when a simple text fails to make sense when listening to a story read aloud.</p> <p>3. Attempt to follow along in book while listening to a story read aloud.</p> <p>4. Listen and respond attentively to literary texts (e.g., nursery rhymes) and functional texts (e.g., science books).</p>	<p><u>Common Experiences:</u></p> <p>Listen and respond to big books and predictable books (D.1-4)</p> <p>Self correct with familiar text (D.2)</p> <p>Take part in listening/reading centers (D.1-4)</p> <p>Story Elements (D.1,3)</p> <p>Retell stories- beginning, middle, end (D.1, 3, 4)</p> <p>Participate in read alouds (D.1-4)</p>	<p><u>Suggested Strategies:</u></p> <p>Touch read/track, using pointers while reading (D.3,4)</p> <p>Rewrite stories with predictable text (D.1,4)</p> <p>Use puppets, flannel board, mitts, apron during a story (D.1,3,4)</p> <p>Differentiate between nonsense and real words using supportive text (D.2)</p>
<p><u>E. Reading Strategies (before, during, and after reading)</u></p> <p>1. Begin to track or follow print when listening to a familiar text being read.</p> <p>2. Think ahead and make simple predictions about text.</p> <p>3. Use picture clues to aid understanding of story content.</p>	<p><u>Common Experiences:</u></p> <p>Recognize how a good reader reads (E.1-5)</p> <p>Answer questions based on Bloom's Taxonomy (E.2-4)</p> <p>Emulate teacher's model of thinking/questioning process of stories (E.2-4)</p> <p>Make predictions through writing (E.2)</p> <p>Track poetry/story while listening and/or reading (E.1,4, 5)</p>	<p><u>Suggested Strategies:</u></p> <p>Read alphabet books chorally and individually (E.1, 3, 5)</p> <p>Employ a variety of pointers/tracking items (fly swatters, witch fingers, flashlights) (E.1, 5)</p> <p>Take a picture walk (E.2-4)</p> <p>Interpret wordless picture books (E.2-4)</p>

<p>4. Relate personal experiences to story characters' experiences, language, customs, and cultures with assistance from teacher.</p> <p>5. "Read" familiar texts from memory, not necessarily verbatim from the print alone</p>	<p>Make connections-text to self, text to text, text to world (E.4)</p> <p>Re-read stories (E.1-5)</p> <p>D.E.A.R. (Drop Everything And Read) (E.5)</p>	
<p><u>F. Vocabulary and Concept Development</u></p> <p>1. Continue to develop a vocabulary through meaningful, concrete experiences.</p> <p>2. Identify and sort words in basic categories.</p> <p>3. Explain meanings of common signs and symbols.</p> <p>4. Use new vocabulary and grammatical construction in own speech.</p>	<p><u>Common Experiences:</u></p> <p>Be involved in the daily meeting (F.1, 3, 4)</p> <p>Recognize and identify classroom labeling (F.1-4)</p> <p>Refer to charts, labels of environmental print displayed in classroom (F.1, 2, 4)</p> <p>Employ standard English modeled by the teacher(F.2-4)</p>	<p><u>Suggested Strategies:</u></p> <p>Internalize vocabulary through the use of a Word Wall/Popcorn Words (F.2,4)</p> <p>Be involved in center activities including identification and sorting (F.1-2)</p> <p>Create class books (F.1-4)</p> <p>Illustrate/write in their journal (F.1-4)</p>
<p><u>G. Comprehension Skills and Response to Text</u></p> <p>1. Respond to a variety of poems and stories through movement, art, music, and drama.</p> <p>2. Verbally identify the main character, setting, and important events in a story read aloud.</p> <p>3. Identify favorite books and stories.</p> <p>4. Retell a story read aloud using main characters and events.</p> <p>5. Participate in shared reading experiences.</p> <p>6. Make predictions based on illustrations or portions of stories.</p>	<p><u>Common Experiences:</u></p> <p>Show understanding of text in Poetry Journal/Book (G.1,3,5)</p> <p>Conduct author studies (G.1-6; 9.1.4.2)</p> <p>Respond to text through journal writing (G.1,3-5)</p> <p>Participate in daily meeting activities (G.5)</p> <p>Draw knowledge from big books/predictable books and good literature (fiction and non-fiction text) (G.1-6)</p> <p>Ask open-ended questions (G.1, 5, 6)</p>	<p><u>Suggested Strategies:</u></p> <p>Observe Reader's Theater (G.1)</p> <p>Participate in the Kindergarten Show (Oradell) (G.1; 9.1.4.A.2, 3)</p> <p>Conduct dramatic reading activities(G.1-6)</p> <p>React to Directed Listening/Thinking Activities (DL-TA) (G.1,2,4-6)</p> <p>Role-play with flannel board/ puppets (G.1-6)</p> <p>Read with buddy (G.5)</p> <p>Model through Dramatic Play Center (G.1-6; 9.1.4.A.3)</p> <p>Graph stories/authors (G.3)</p>
<p><u>H. Inquiry and Research</u></p> <p>1. Locate and know the purposes for various literacy areas of the classroom and the library/media center.</p> <p>2. Choose books related to topics of interest</p>	<p><u>Common Experiences:</u></p> <p>Apply skills in reading/listening centers (H.1,2)</p> <p>Examine theme books (H.1,2)</p> <p>Access leveled books (H.1,2)</p> <p>Select content area books (Science, Math, Social Studies) (H.1,2)</p> <p>Use school and classroom libraries (H.1,2; 9.1.4.A.1-3, B.2)</p>	<p><u>Suggested Strategies:</u></p> <p>Shop for books (H.2)</p> <p>Select readings from book baskets (leveled books) (H.1,2)</p> <p>Visit library (H.1,2; 9.1.4.A.1-3)</p> <p>Choose themed books from display (H.1,2)</p> <p>Discover books through book clubs (Book Fair, Scholastic) (H.2)</p> <p>Enjoy books on tape (H.1,2)</p>

STANDARD 3.2 (WRITING) ALL STUDENTS WILL WRITE IN CLEAR, CONCISE, ORGANIZED LANGUAGE THAT VARIES IN CONTENT AND FORM FOR DIFFERENT AUDIENCES AND PURPOSES.

By the end of Kindergarten, students will:

A. Writing as a Process (prewriting, drafting, revising, editing, postwriting)

1. Recognize that thoughts and talk can be written down in words.
2. Observe the teacher modeling writing.
3. Generate and share ideas and experiences for a story.
4. Attempt to put ideas into writing using pictures, developmental spelling, or conventional text.
5. Write (print) own first and last name.
6. Participate in group writing activities such as experience stories, interactive writing, and shared writing.
7. Begin to sequence story events for writing using pictures, developmental spelling, or conventional text.

Common Experiences:

- Illustrate and write in journals (A.4-7)
- Participate in creating language experience charts (A.1-4, 6,7)
- Participate in Writing Center activities (A.1, 3-7)

Suggested Strategies

- Dictate thoughts to teacher (A.1-4, 6-7)
- Create class books (A.1-7)
- Participate/lead in the **daily meeting** (A.1, 2, 6)
- Construct shared writing (chart paper) (A. 1-4, 6, 7)
- Compose whole and small group story writing (A.1-7)
- Engage in technology programs: KidWorks, Kid Pix, Kidspiration (A.1, 3-7; 8.1.4. 1, 3, 4, 8, 9)
- Tell a story (A.1, 3-4, 6-7)
- Build developmental writing skills (stretching the word) (A.1-7)
- Utilize dry erase boards (A.2, 5)
- Analyze sequence cards (A.3, 4, 7)
- Demonstrate story knowledge using felt board and supporting pieces (A.3, 4, 7)
- Differentiate between the beginning, middle, and end of stories (A.1-4, 6, 7)
- Rewrite stories with predictable text (A.1-4, 6-7)

B. Writing as a Product (resulting in work samples)

1. Show and talk about work samples containing pictures, developmental spelling, or conventional text.
2. Begin to collect favorite work samples to place in personal writing folder.

Common Experiences:

- Discuss writing in whole group and/or small group settings (B.1, 2)
- Collect writing samples (B. 1, 2)

Suggested Strategies

- Share journal writing (B.1)
- Read from the Author's Chair (B.1, 2)
- Organize a portfolio of writing samples (B.2)

C. Mechanics, Spelling, and Handwriting

1. Use letter/sound knowledge in attempting to write (print) some words.
2. Spell own name.
3. Recognize and begin to use left-to-right and top-to-bottom directionality and spacing between words when writing.

Common Experiences:

- Take part in formal instruction of letter writing technique (C. 3-5)
- Emulate teacher **modeling** (C.1-5)

Suggested Strategies

- Learn and use correct standard handwriting techniques (Zaner Bloser) (C.3-5)
- Build **developmental spelling** skills (C.1, 3-5)
- "Stretch the word"- letter sound relationship (C. 1, 3)
- Enhance fine motor skills- strengthen hand control activities (C. 3-5)
- Use textual materials- clay, **Wikki Stix** (C. 4)

<p>4. Gain increasing control of penmanship, including pencil grip, paper position, and beginning strokes.</p> <p>5. Write all uppercase and lowercase letters of the alphabet from teacher copy</p>		<p>Use multiple writing tools and surfaces (C. 1-5) Have a variety of materials and tools for writing-dry erase boards, etc... (C.1-5) Apply "Two finger rule" for spacing between words (C.1, 3-5)</p>
<p><u>D. Writing Forms, Audiences, and Purposes (exploring a variety of writing)</u></p> <p>1. Communicate personal response to literature through drawing, telling, or writing.</p> <p>2. Show and talk about favorite work samples (drawing or writing) with teacher and family</p>	<p><u>Common Experiences:</u> Conference at school with teacher and peers, and at home with family (D. 1, 2; 9.1.4.B.1-3)</p>	<p><u>Suggested Strategies</u> Accumulate a best work folder (best writing samples) (D. 2) React to shared experiences/literature (D.1, 2)</p>

STANDARD 3.3 (SPEAKING) ALL STUDENTS WILL SPEAK IN CLEAR, CONCISE, ORGANIZED LANGUAGE THAT VARIES IN CONTENT AND FORM FOR DIFFERENT AUDIENCES AND PURPOSES.

By the end of Kindergarten, students will:

<p><u>A. Discussion</u> 1. Share experiences and express ideas. 2. Participate in conversations with peers and adults. 3. React to stories, poems, and songs</p>	<p><u>Common Experiences:</u> Engage in small group and large group discussions (A.1, 2; 9.1.4.B.3) Be actively involved in center time (A.1, 3) Participate in daily meeting activities (A. 1-3) Recite poetry chorally and individually (A.3) Practice phonemic awareness activities (A.2, 3) Share journals (A.1-3) Be engaged in cooperative learning activities (A.1-3; 9.1.4.B.3)</p>	<p><u>Suggested Strategies:</u> Use choral and individual opportunities to practice public speaking (A.1-3) Recite poetry (A.3) Take part in Show and Tell type activities (A.1, 2) Be actively engaged during center time (A.1-3) Practice phonemic awareness activities- onset and rime, and word families (A.1-3)</p>
<p><u>B. Questioning (Inquiry) and Contributing</u> 1. Share in conversations with others. 2. Use oral language to extend learning</p>	<p><u>Common Experiences:</u> Participate in play during center time (B.1, 2) Make observations and predictions (B.1, 2) Be part of cooperative learning groups (B.1, 2)</p>	<p><u>Suggested Strategies</u> Observe appropriate questioning techniques modeled by teacher ex: "Can you please help me?" (B.1, 2) Begin to ask questions versus tell a story (B. 1, 2) Ask appropriate questions during Show and Tell (ex: "why did you bring this in for Show and Tell?") (B. 1, 2)</p>
<p><u>C. Word Choice</u> 1. Use language to describe feelings, people, objects, and events. 2. Suggest rhyming words during word play, songs, or read-aloud.</p>	<p><u>Common Experiences:</u> Engage in Word Choice/Cloze activities (C.1, 2) Participate in dramatic play (C.1, 2) Use predictable materials that encourage phonemic awareness (C.1, 2)</p>	<p><u>Suggested Strategies</u> Have opportunities to play with language (oral and manipulative) (C.1, 2) React to stories, pictures, and situations (C.1, 2) Use nursery rhymes and poetry as a source of letter/word substitution activities (C.1, 2) Analyze Big Books (C.1, 2)</p>
<p><u>D. Oral Presentation</u> 1. Sing familiar songs and rhymes to promote oral language development. 2. Use social conventions of language.</p>	<p><u>Common Experiences:</u> Conduct Show-and-Tell type activities (D.2) Share journal writings (D.2) Participate in familiar oral activities (D.1, 2)</p>	<p><u>Suggested Strategies</u> Use age appropriate language (D.1, 2) Periodically revisit songs and poems (D.1, 2) Demonstrate knowledge of polite expressions of thought (D. 2) Be Special Helper/ Leader (D.1, 2) Participate in familiar oral activities- show and tell, poetry reading, and calendar (D.1, 2)</p>

STANDARD 3.4 (LISTENING) ALL STUDENTS WILL LISTEN ACTIVELY TO INFORMATION FROM A VARIETY OF SOURCES IN A VARIETY OF SITUATIONS.

By the end of Kindergarten students will:

A. Active Listening

1. Listen fully to understand instructions or hear daily messages.
2. Listen to identify main characters and events in stories.
3. Listen to rhymes and songs to begin developing an understanding of letter/sound relationships.

Common Experiences:

- Follow and read daily message (A.1)
- Demonstrate knowledge of classroom rules (A.1)
- Recite Pledge of Allegiance (A.1)
- Conceptualize calendar and weather information (A.1, 3)
- Sign-in daily (A.1)
- Attend while others share journals (A.2)
- Listen and follow multi-step directions (A.1)

Suggested Strategies:

- Refer to poetry books for poems, songs, and chants (A.1-3)
- Identify rhyming words and **onsets** (A.3)
- Participate in **phonemic awareness** activities (A.3)
- Use CDs, tapes, and visual displays of text (A.1-3)
- Re-tell text and life situations (A.2)
- Employ different ways to Sign-In- moving your name from "Here" to "Not Here;" answering a daily question (A.1)
- Recall transitional songs/chants (ex: "1, 2, 3... eyes on me!") (A.1, 3)
- Put in action listening rule chart (ex: "Give Me Five!") (A.1)
- Use Story Can/Map to identify characters, setting, problem, solution, beginning, middle, end (A.2)

B. Listening Comprehension

1. Listen attentively to books teacher reads to class.
2. Answer questions correctly about books read aloud.

Common Experiences:

- Enjoy and recite poetry (B.1)
- Be actively involved in the listening center (B.2)
- Read aloud responses (pictorial/oral/written) (B.2)
- Track print (B.2)

Suggested Strategies

- Use developmentally appropriate literature (fiction and non-fiction, nursery rhymes, and poetry) (B.1, 2)
- Ask **open-ended questions** (B.1)
- Think-Pair-Share** (B.1, 2)
- Use KWL charts and other **graphic organizers** (B.1, 2)
- Retell oral directions (B.1, 2)

STANDARD 3.5 (VIEWING AND MEDIA LITERACY) ALL STUDENTS WILL ACCESS, VIEW, EVALUATE, AND RESPOND TO PRINT, NONPRINT, AND ELECTRONIC TEXTS AND RESOURCES.

By the end of Kindergarten, students will:

<p><u>A. Constructing Meaning</u> 1. Make predictions about visual information (e.g., pictures in books). 2. Discuss favorite characters from books, film, and television.</p>	<p><u>Common Experiences:</u> Participate in read alouds (A.1, 2) Take part in whole group and small group discussions about concepts of literacy (B.1, 2; 9.1.4.B.3)</p>	<p><u>Suggested Strategies</u> Create graphic organizers (ex: KWL chart, webbing) (A.1) Use technology and websites to enhance and support learning (A.1, 2; 8.1.4.A.1, 4, 5, 8, 9)</p>
<p><u>B. Visual and Verbal Messages</u> 1. Begin to sequence a series of pictures or images to tell a story. 2. Show understanding of purpose for pictures in books.</p>	<p><u>Common Experiences:</u> Retell stories (B.1, 2) Answer question prompts (B.1, 2)</p>	<p><u>Suggested Strategies</u> Employ balanced literacy strategies (ex: display and use alphabet chart/cards for grapheme and phoneme awareness) (B.1, 2) Sequence story telling/activity cards (B.1) Manipulate flannel/felt board figures (B.1, 2) Develop story maps (B.2) Respond to literature in their journals (B.2)</p>

KINDERGARTEN AUTHOR LISTS

River Edge

Required Authors:

Eric Carle
Nancy Carlson
Lois Ehlert
Denise Fleming
Pat Hutchins
Robert Kraus
Bruce McMillan
Joseph Slate
Rosemary Wells

Supplemental Author Studies:

Stan and Jan Berenstain
Don Freeman
Bill Martin, Jr.
Jean Marzollo
David McPhail
Dr. Seuss

Required Genre:

Nursery Rhymes

Required Books:

Madeline
Make Way for Ducklings

Suggested Chapter Book:

Junie B. Jones is a Graduation Girl

Library Required:

Caps for Sale

Oradell

Required Authors:

Ludwig Bemeimans
Eric Carle*
Lois Ehlert*
Kevin Henkes
Ezra Jack Keats
Dr. Seuss

Supplemental Author Studies:

Nancy Carlson
Denise Fleming
Don Freeman*
Pat Hutchins
Bill Martin, Jr.
Joseph Slate

Required Genre:

Nursery Rhymes

Required Books:

Madeline
Make Way for Ducklings

Suggested Chapter Book:

Junie B. Jones is a Graduation Girl

Language Arts
Performance Objectives and Common Experiences / Suggestions and Strategies
Grade One

STANDARD 3.1 (READING) ALL STUDENTS WILL UNDERSTAND AND APPLY THE KNOWLEDGE OF SOUNDS, LETTERS, AND WORDS IN WRITTEN ENGLISH TO BECOME INDEPENDENT AND FLUENT READERS, AND WILL READ A VARIETY OF MATERIALS AND TEXTS WITH FLUENCY AND COMPREHENSION.

By the end of Grade 1, students will:

<p><u>A. Concepts About Print</u></p> <ol style="list-style-type: none"> 1. Match oral words to printed words (e.g., pointing to print as one reads). 2. Practice reading print in the environment at school and at home with assistance. 3. Locate and identify the title, author, and illustrator of a book or reading selection. 4. Interpret simple graphs, charts, and diagrams. 	<p><u>Common Experiences:</u></p> <p>Participate in shared reading (A.1, 3) Observe Modeled/Interactive Writing (A.1) Use graphic organizers (A. 4) Participate in morning meetings/daily message (A. 1, 4; 9.1.4.B.1-3) Read from first grade booklets, anthology and leveled books (A.1, 3)</p>	<p><u>Suggested Strategies:</u></p> <p>Experience Big Books visually and auditorially (A. 1, 3) Track words with pointers (A.1) Engage in chants, songs, choral reading, and poems (A. 1) Read the Room – posters, poetry, environmental print (A.2) Graph (weather, tooth, birthday) (A.4) Use computer software Graphers/KidPix (A. 4; 8.1.4.A. 1-5, 8, 9) Complete At Home Reading Log (A. 2) Participate in school wide reading incentive program (A. 2)</p>
<p><u>B. Phonological Awareness (includes phonemic awareness)</u></p> <ol style="list-style-type: none"> 1. Demonstrate understanding of all sound-symbol relationships. 2. Blend or segment the phonemes of most one-syllable words. 3. Listen and identify the number of syllables in a word. 4. Merge spoken segments into a word. 5. Add, delete, or change sounds to change words (e.g., cow to how, cat to can). 	<p><u>Common Experiences:</u></p> <p>Develop phonemic awareness through poetry (B. 1-3) Encode words through dictation (B. 1-4) Participate in weekly spelling activities (B. 1) Locate words or word/phonemic patterns during Daily Word Study (B. 1, 3, 5)</p>	<p><u>Suggested Strategies:</u></p> <p>Merge word segments -Making Words (B. 1, 2, 3, 4, 5) Use Short/Long Vowel & Blend Charts or Deskplates as reference (B. 1, 2, 4, 5) Utilize Word Wheels/Rhyme Sliders (B. 5) Manipulate magnetic letters (B. 2, 4, 5) Use white boards to demonstrate ability to change sounds to make new words (B. 4, 5) Clap syllables (B. 3)</p>
<p><u>C. Decoding and Word Recognition</u></p> <ol style="list-style-type: none"> 1. Identify all consonant sounds in spoken words (including blends such as bl, br; and digraphs such as th, wh). 2. Recognize and use rhyming words to reinforce decoding skills. 	<p><u>Common Experiences:</u></p> <p>Use Word Wall Words (C. 5) Participate in Guided Reading (C. 1-6) Develop phonemic awareness/rhyming through poetry (C. 1-5) Take a book Picture Walk (C. 7)</p>	<p><u>Suggested Strategies:</u></p> <p>Participate in weekly spelling activities (C. 1-3) Replicate Reading Edge – short vowel hand signals (C. 3) Represent word sounds using multi-colored chips/tiles (C. 1)</p>

<ol style="list-style-type: none"> 3. Decode regular one-syllable words and nonsense words (e.g., sit, zot). 4. Use sound-letter correspondence knowledge to sound out unknown words when reading text. 5. Recognize high frequency words in and out of context 6. Decode unknown words using basic phonetic analysis. 7. Decode unknown words using context clues. 	<p>Recognize word patterns/word families (C. 1-5), Extend a word pattern or word family (C. 1-5)</p>	<p>Frame the word/phonegram using Wikki Stix, fingers, etc. (C. 1-3, 6) Sort or highlight blends, digraphs, rhyming parts of words (C. 1-3) Use Word Wall, charts, posters, environmental print (C. 1, 2, 4-6)</p>
<p>D. Fluency</p> <ol style="list-style-type: none"> 1. Answer questions correctly that are posed about stories read. 2. Begin to read simple text with fluency. 3. Read with fluency both fiction and nonfiction that is grade-level appropriate. 	<p>Common Experiences: Participate in Guided Reading (D. 1-3) Read from first grade booklets, anthologies, and leveled books</p>	<p>Suggested Strategies: Read books with repetitive/predictable text (D.1-3) Read from booklist selections, anthologies, big books and leveled books (D. 1-3) Read text aloud to various audiences (parent volunteers, book buddies, teacher, peers) (D. 2, 3)</p>
<p>E. Reading Strategies (before, during, and after reading)</p> <ol style="list-style-type: none"> 1. Use prior knowledge to make sense of text. 2. Establish a purpose for reading and adjust reading rate. 3. Use pictures as cues to check for meaning. 4. Check to see if what is being read makes sense. 5. Monitor their reading by using fix-up strategies (e.g., searching for clues). 6. Use graphic organizers to build on experiences and extend learning. 7. Begin to apply study skills strategies (e.g., survey, question, read, recite, and review—SQ3R) to assist with retention and new learning. 	<p>Common Experiences: Use Reading Strategy Posters/ Bookmarks as tools (E. 3-6) Participate in Guided Reading, Read Aloud Author/Theme Studies (E. 1-7)</p>	<p>Suggested Strategies: Read strategy poster or bookmark (E. 5) Develop KWL charts (What do I Know, Want to Know, What did I Learn) (E. 1, 2, 4, 6, 7) Make predictions from a Picture Walk (E. 3)</p>
<p>F. Vocabulary and Concept Development</p> <ol style="list-style-type: none"> 1. Develop a vocabulary of 300-500 high-frequency sight words and phonetically regular words. 2. Use and explain common antonyms and synonyms. 3. Comprehend common and/or specific vocabulary in informational texts and literature 	<p>Common Experiences: Utilize Word Wall Words (F. 1) Develop Word Bank F. 1, 2) Learn weekly spelling lists (F. 1, 2) Acquire information from non-fiction sources (books, age-appropriate current event articles, interviews) (F.3; 9.1.4.A.1, 3)</p>	<p>Suggested Strategies: Use antonyms/synonym charts (F. 2) Create Tricky Word Lists from guided reading (F. 1,3) Integrate Wiggleworks and other computer programs (F. 1-3; 8.1.4.A. 1-5, 8-9) Make student personal word list/book (F. 1) Gain information from a variety of media (Scholastic News, Weekly Reader) (F.3)</p>

<p><u>G. Comprehension Skills and Response to Text</u></p> <ol style="list-style-type: none"> 1. Draw simple conclusions from information gathered from pictures, print, and people. 2. Demonstrate familiarity with genres of text, including storybooks, expository texts, poetry, and newspapers. 3. Sequence information learned from text into a logical order to retell facts. 4. Identify, describe, compare, and contrast the elements of plot, setting, and characters. 5. Make simple inferences. 6. Read regularly in independent-level materials. 7. Engage in silent independent reading for specific purposes. 	<p><u>Common Experiences:</u></p> <p>Recognize a variety of genres (G. 2) Participate in Guided Reading (G. 1, 2, 3, 4, 5) Read Aloud (G. 1, 4, 5, 6) Provide a written response (Reading Response Journal) (G. 1, 3, 4, 5) Participate in peer sharing (G. 6) Read poetry (G. 2, 6) Take part in Independent Reading/D.E.A.R. time (G. 6, 7) Access leveled libraries (G. 6) Retell a story, using story elements (G. 3, 4)</p>	<p><u>Suggested Strategies:</u></p> <p>Read Scholastic News (G. 1, 2, 5) Make text connections – self-to-text, text-to-text, text-to-world (G. 1, 5, 7) Retell a story (G. 1, 3) Select books based on student/teacher guided choice, interest, topic/theme, level, author (G. 6, 7) Sequence (G. 3) Create Venn Diagrams (G. 4) Utilize Book Baskets (G. 6, 7) Maintain independent reading lists (G. 6, 7) Be Reader of the Day G. 3, 6) Read to/with parent volunteer/book buddies (G. 6) Record responses to literature (G.1, 2, 7)</p>
<p><u>H. Inquiry and Research</u></p> <ol style="list-style-type: none"> 1. Ask and explore questions related to a topic of interest. 2. Draw conclusions from information and data gathered. 3. Be exposed to and read a variety of fiction and nonfiction, and produce evidence of reading. 	<p><u>Common Experiences:</u></p> <p>Obtain information from Thematic Units/classroom library (H. 1-3; 9.1.4.A.1-3) Learn to research a topic (H. 1- 3) Develop KWL charts (H. 1, 2)</p>	<p><u>Suggested Strategies:</u></p> <p>Read Scholastic News (H. 2, 3) Engage in inquiry and research on thematic units (H. 1-3)</p>

STANDARD 3.2 (WRITING) ALL STUDENTS WILL WRITE IN CLEAR, CONCISE, ORGANIZED LANGUAGE THAT VARIES IN CONTENT AND FORM FOR DIFFERENT AUDIENCES AND PURPOSES.

By the end of Grade 1, students will:

A. Writing as a Process (prewriting, drafting, revising, editing, post writing)

1. Begin to generate ideas for writing through talking, sharing, and drawing.
2. Observe the modeling of writing.
3. Begin to use a basic writing process to develop writing.
4. Use simple sentences to convey ideas.
5. Increase fluency (ability to write ideas easily) to improve writing.
6. Continue to use pictures, developmental spelling or conventional text to create writing drafts.
7. Revisit pictures and writings to add detail.
8. Begin to mimic an author's voice and patterns.
9. Begin to use a simple checklist to improve writing with teacher support.
10. Begin to use simple computer writing applications during some parts of the writing process.

Common Experiences:

Writing as a Process:

- Use **Graphic Organizer** (Web) (A. 1)
- Edit Daily Message (A. 1, 2)
- Identify and utilize varied writing **discourse modes** (A. 8)
- Explore skills learned during daily mini-lesson (A. 2, 3, 9)
- Maintain writing journals (A. 1, 4, 5, 6)
- Observe teacher modeling (A. 2, 9)
- Participate in writing workshop (A. 2, 3, 5, 8, 10)
- Use editing checklist (A. 7, 9)
- Interpret comparative graphs (A. 1, 8)
- Generate a class list of nouns, verbs, adjectives (A. 1, 4)

Suggested Strategies:

- Create a biographical sketch – family member (A. 1, 3-7, 9, 10)
- Write a friendly letter (A. 1– 7, 9, 10)
- Demonstrate knowledge of science through writing (A. 1-7, 9, 10)
- Construct graphs (favorite: authors, foods, sports, etc.) (A. 1– 7, 9, 10)
- Create class books and memoirs (A. 1– 7, 9, 10)
- Integrate technology through writing class projects (A. 1– 7, 9, 10; 8.1.4.A. 1-4, 8, 9)

B. Writing as a Product (resulting in a product or publication)

1. Produce finished writings to share with class and/or for publication.
2. Produce stories from personal experiences.
3. Show and talk about own writing for classroom audience.
4. Collect favorite works to place in personal writing folder.

Common Experiences:

- Engage in expository writing (Science/Math journal entries) (B. 1)
- Produce descriptive writing piece (retellings) (B. 1, 2)
- Write narrative/friendly letter (B. 2)
- Complete writing portfolio pieces (B. 4)

Suggested Strategies:

- Celebrate individual student's writings (B. 1, 3)
- Share writing with a partner (B. 1, 2; 9.1.4.B.3)
- Write:
 - class books (B. 1, 2)
 - memoirs (B. 1, 2)
 - journals (B. 1, 2, 3)
 - poetry (B. 1, 2, 3)
 - friendly letter (B. 2)
- Organize a portfolio of writing samples (B. 4)

C. Mechanics, Spelling, and Handwriting

1. Write all upper and lowercase letters of the alphabet from memory.
2. Begin to use basic punctuation and capitalization.

Common Experiences:

- Use writer's/editing checklist (C. 2)
- Understand rubrics (C. 2)
- Apply district handwriting program (C. 1, 3-6)
- Write spelling program's dictated sentences (C. 2-5)

Suggested Strategies:

- Utilize **C.O.P.S.** – Capitalization, Order of Words, Punctuation, Spelling/Spacing (C. 2-6)
- Model **sky writing** (C. 1)
- Apply punctuation movements (C. 2)

<ul style="list-style-type: none"> 3. Apply sound/symbol relationships to writing words. 4. Use developmental spelling or phonics-based knowledge to spell independently, when necessary. 5. Develop awareness of conventional spelling. 6. Use left-to-right and top-to-bottom directionality and use appropriate spacing between words. 		<p>Build developmental writing skills (stretching the word) (A. 4) Utilize dry erase boards (A. 3) Have a variety of materials and tools (C. 1-6)</p>
<p><u>D. Writing Forms, Audiences, and Purposes (exploring a variety of writing)</u></p> <ul style="list-style-type: none"> 1. Create written texts for others to read. 2. Produce a variety of writings, including stories, descriptions, and journal entries, showing relationships between illustrations and printed text. 	<p><u>Common Experiences:</u> Create class books (D. 1, 2) Maintain journals (D. 2)</p>	<p><u>Suggested Strategies:</u> Use author chair to share his/her writing (D. 1, 2) Share journals/poetry writings (D. 1, 2)</p>

STANDARD 3.3 (SPEAKING) ALL STUDENTS WILL SPEAK IN CLEAR, CONCISE, ORGANIZED LANGUAGE THAT VARIES IN CONTENT AND FORM FOR DIFFERENT AUDIENCES AND PURPOSES.

By the end of Grade 1, students will:

<p><u>A. Discussion</u> 1. Speak in complete sentences. 2. Offer personal opinions in discussion and retell personal experiences. 3. Role-play situations and dramatize story events.</p>	<p><u>Common Experiences:</u> Participate in daily meeting/calendar (A.1) Integrate math/science concepts (weather, temperature, number sense, place-value, odd/even, counting coins, ordinal numbers, number patterns, measurement, graphing (A.1) Take turns as leader/helper (A. 1, 2) Demonstrate ability to resolve conflicts (A.2) Participate in an interview (A. 1, 2) Engage in small group and large group discussions (A. 1)</p>	<p><u>Suggested Strategies:</u> Take an oral picture walk through a book (A.1, A.3) Be Student of the Week (A.1, A.2) Act out a selection from literature (teacher-directed or student choice) (A. 3) Communicate through Show and Tell (A.1, A.2)</p>
<p><u>B. Questioning (Inquiry) and Contributing</u> 1. Respond to ideas and questions posed by others. 2. Ask and answer various types of questions.</p>	<p><u>Common Experiences:</u> Communicate during daily meeting (B.1) Demonstrate public speaking skills (B. 2)</p>	<p><u>Suggested Strategies:</u> Think, Pair, and Share (B.1) Develop KWL Charts (B.1) Use varied questioning techniques: 5 W's and How (B. 2) True/False (B. 2) Ask and respond to questions during Show and Tell (B. 1, 2)</p>
<p><u>C. Word Choice</u> 1. Attempt to use new vocabulary learned from shared literature and classroom experiences. 2. Use descriptive words to clarify and extend ideas.</p>	<p><u>Common Experiences:</u> Report findings in science journals using new vocabulary and descriptive words. (C. 1, 2)</p>	<p><u>Suggested Strategies:</u> Share journal (C.2) Complete a Cloze Procedure (C.1) Develop questioning prompts (C.2) Generate a student personal word list/book/bank (C. 1, 2) Participate in class language experience charts (C.1, 2) Use a variety of sentence starters to integrate new vocabulary (C.1)</p>
<p><u>D. Oral Presentation</u> 1. Recite poems, stories, or rhymes orally (e.g., favorite nursery rhymes).</p>	<p><u>Common Experiences:</u> Present book reports (D. 1, 4) Recite poetry (D. 1, 4)</p>	<p><u>Suggested Strategies:</u> Be Reader of the Day (D.4) Share books through book talks/share/book buddies (D.3) Respond orally to reading (D.3)</p>

<p>2. Participate in choral reading to develop phonemic awareness, oral language, and fluency.</p> <p>3. Retell a story to check for understanding.</p> <p>4. Read aloud from developmentally appropriate texts with attention to expression.</p>	<p>Actively engage in: assemblies (D. 2; 9.1.4.A.2, 3) class presentations (D. 4) Mimic proper articulation and expression (D. 3-4) Orally read to a group (D.1 ,2, 4)</p>	<p>Discuss story element chart (D.3) Sing songs/playground rhymes (D.1, D.2)</p>
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STANDARD 3.4 (LISTENING) ALL STUDENTS WILL LISTEN ACTIVELY TO INFORMATION FROM A VARIETY OF SOURCES IN A VARIETY OF SITUATIONS.

By the end of Grade 1, students will:

A. Active Listening

1. Listen and respond appropriately to **multi-step/multiple** directions.
2. Listen to hear initial, final, and eventually middle sounds in words.
3. Listen to a familiar text being read **in order** to begin tracking print.
4. Listen to a spoken word to produce another word that rhymes with it.

Common Experiences:

Actively listen and respond during:
 daily meeting time or opening exercises (A. 1, 3)
daily message (A.3)
 chart reading (A.3, A.4))
 school announcements (A.1)
 big books (A.3)
read alouds (A.3)
 poetry (A.3, A.4))
 rhymes (A.3, A.4)
 oral directions (A.1)
 Engage in tactile and kinesthetic/auditory **phonemic awareness** activities to identify letter sound relationships (A. 1, 4)

Suggested Strategies:

Play rhyming games (A. 4)
 Use highlighter or manipulatives to identify initial, final and middle sounds (A. 2)
 Clap out syllables and repeating a given clapping pattern (A. 1)
 Show:
 hand signals for medial sounds
 decoding, Reading Edge hand signals, Balanced Literacy posters (A. 1)
 finger spelling (A. 1)
 Access:
 learning centers (A.1)
 books on tape and computer software (A. 3; 8.1.4.A. 1, 9)
 Change initial consonant sounds to create rhyming words (A. 2, 4)

B. Listening Comprehension

1. Listen to make predictions about stories read aloud.
2. Follow simple oral directions.
3. Recall information from listening to stories, poems, television, and film.
4. Retell, reenact, or dramatize stories or parts of stories heard.
5. Respond appropriately **with relevant answers** to questions about stories read aloud.
6. Begin to track print when listening to a familiar text being read or when rereading his/her own writing.
7. Ask questions for clarification and explanation of stories and ideas heard.

Common Experiences:

Share Personal experiences (B. 7)
 Follow Daily Procedures:
 attendance (B. 2)
 calendar (B. 7)
 Integrate math/science concepts (weather, temperature, number sense, place-value, odd/even, counting coins, ordinal numbers, number patterns, measurement, graphing (B. 3, 7)
 Actively listen to journal sharing (B.7)
 Retell orally, pictorially, and in a written format (B.3-5)

Suggested Strategies:

Take an oral picture walk through the book (B.1)
 Retell oral directions (B. 4)
 Listen for cues/prompts (i.e., “1-3 .Eyes on me,” chimes, hand-clapping pattern) (B. 2)
 Access listening rubric (B. 4, 5)
 Cheer letters (B. 4)
 Pause intermittently to elicit predictions throughout the reading (B.1, B.7)
 Play games (e.g. Simon Says) (B.2)
 Complete daily classroom tasks (B.2)
 Follow classroom routines (B.2; 9.1.4. B. 3)
Think, Pair, and Share (B.3, B.7)
 Use graphic organizers (B.3)
 5 W’s, Web and How! (who, what, when, where, why, how) (B.3)
 Use audiotapes and puppets (B.4)
 Take part in role playing activities (B.4; 9.1.4.A.1, 2)
 Respond to literature activities (B.5)
 Use various **pointers** to track print (B.6)

STANDARD 3.5 (VIEWING AND MEDIA LITERACY) ALL STUDENTS WILL ACCESS, VIEW, EVALUATE, AND RESPOND TO PRINT, NONPRINT, AND ELECTRONIC TEXTS AND RESOURCES.

By the end of Grade 1, students will:

A. Constructing Meaning

1. Retell the story from a favorite media program (e.g., television, movie).
2. Distinguish between "pretend" and "real" in the media.
3. Begin to recognize that media messages have different purposes.
4. Speculate about visual representations (e.g., pictures, artwork).
5. Use simple graphs and charts to report data.
6. Begin to recognize the work of a favorite illustrator.
7. Begin to compare and contrast media characters.

Common Experiences:

- Take the role of newsperson (A. 1)
- Access:
- Internet (A. 1-3, 7; 8.1.4.A. 1, 3, 9)
 - books on tape (A. 1-3, 7)
 - books on video (A. 1-3, 7)
- Attend assemblies (A.2)
- Create a Venn Diagram (A.2,7)
- Create class graph personal to the class (A. 5)
- Participate in illustrator study to recognize illustrator's work (A. 6)
- View a variety of advertisements to identify the media's purpose (A. 3; 9.1.4.A.3)

Suggested Strategies:

- Access the Internet and grade specific software:
- Graphers, AppleWorks (A.5)
 - Kidspiration (A.7, 8.1.4.A. 1-5, 8, 9)
 - Specific author websites (A.6, A.7)
 - Scholastic.com_(A.6, A.7)
 - Wiggleworks (A.5; 8.1.4.A. 1-5, 8, 9)
- Share current events:
- Newsperson (A. 2, 3)
 - Scholastic News (A. 2-4)
 - school/morning announcements (A.3)
 - Graph student's favorite thing, birthdays, etc. (A. 5, 7)

B. Visual and Verbal Messages

1. Begin to interpret messages in simple advertisements.
2. Sequence a series of pictures or images to tell a story

Common Experiences:

- Order a set of pictures or story cards (B.2)
- Review Scholastic News (B.2)

Suggested Strategies:

- Access Between the Lions videos (PBS Channel) (B. 1, 2; 9.1.4.B.2)
- Access to Channel 13 (B. 1, 2)
- Sequence pictures related to a book/comic strips (B.2)

FIRST GRADE AUTHOR STUDIES

River Edge

Required Authors:

Tomie De Paola*
Ezra Jack Keats
Jan Brett*
Eloise Greenfield
Frank Asch*
Judith Viorst
Audrey Wood*
Donald Crews*
Kevin Henkes
Jack Prelutsky*

Supplemental Author Studies

Dr. Seuss*
Norman Bridwell
Syd Hoff*
Lillian & Arnold Hoban
Don Freeman*
Marc Brown*
Margaret Wise Brown
Bill Martin, Jr.*
Mercer Mayer*
Jonathon London*
Shel Silverstein
Laura Numeroff
Maurice Sendak*
H. A. Rey

Oradell

Required Authors:

AllkiJan Brett
Marc Brown
Sydd Hoft
Pat Hutchins
Arnold Lobel
Jean Marmollo
Mercer Mayer
Bernard Most
Jack Prelutsky
Dr. Seuss
Mike Thaler

Required Genre:

Fairy Tales
Folk Tales
Fiction
Poetry
Non-Fiction

Required Books:

Anthology/Guided Reading
Scholastic Literacy

Suggested Chapter Book:

Aldo Appleseed
Danny and the Dinosaur
Dinosaurs Before Dark
Fluffy
First Grader Takes a Test
Magic Tree House

Language Arts
Objectives and Common Experiences / Suggestions and Strategies
Grade Two

STANDARD 3.1 (READING) ALL STUDENTS WILL UNDERSTAND AND APPLY THE KNOWLEDGE OF SOUNDS, LETTERS, AND WORDS IN WRITTEN ENGLISH TO BECOME INDEPENDENT AND FLUENT READERS, AND WILL READ A VARIETY OF MATERIALS AND TEXTS WITH FLUENCY AND COMPREHENSION.

By the end of Grade 2, students will:

<p><u>A. Concepts About Print/Text</u> 1. Use titles, tables of contents, and chapter headings to locate information. 2. Recognize the purpose of a paragraph.</p>	<p><u>Common Experiences:</u> Read from Second Grade Booklist, Anthology, and Leveled Books (A. 1-2) (9.1.4..A.3) Genres: Fiction Realistic Fiction Non Fiction Folk Tales Write and/or label a paragraph (A.2)</p>	<p><u>Suggested Strategies:</u> Preview book by using (<u>Book Walk</u>) to identify parts (A.1) Identify the main idea and details of a paragraph (A.2)</p>
<p><u>B. Phonological Awareness (includes phonemic awareness)</u> 1. Add, delete, or change middle sounds to change words (e.g., pat to put). 2. Use knowledge of letter-sound correspondences to sound out unknown words.</p>	<p><u>Common Experiences:</u> Use a variety of decoding skills to figure out a word (B.1-2) Recognize patterns in words (compound words, suffix, prefix) (B.1.2)</p>	<p><u>Suggested Strategies:</u> Make new words by rearranging letters (B.1) Use picture clues and context clues use to decode words (B.1)</p>
<p><u>C. Decoding and Word Recognition</u> 1. Look for known chunks or small words to attempt to decode an unknown word. 2. Reread inserting the beginning sound of the unknown word. 3. Decode regular multisyllable words and parts of words (e.g., capital, Kalamazoo). 4. Read many irregularly spelled words and such spelling patterns as diphthongs, special vowel</p>	<p><u>Common Experiences:</u> Use a variety of decoding skills to figure out a word (C.1-4) Recognize patterns in words (compound words, suffix, prefix) (C.1, 3-4) Identify number of syllables in a word (C.3)</p>	<p><u>Suggested Strategies:</u> Frame the word/ phonogram using fingers, Wikki Sticks, Highlighting Strips (C.1-2) Identify “chunks”, beginning blends, vowels etc... in words (C.1-2) Clap/ tap out syllables in a word (C.3) Use <u>finger spelling</u> to decode a word (C.1-3) Identify common misspelled words on <u>Word Wall</u> and/or Personal Dictionary throughout</p>

spellings, and common endings.		the year (C.4)
<p><u>D. Fluency</u></p> <ol style="list-style-type: none"> 1. Pause at appropriate end points (e.g., comma, period). 2. Use appropriate pace; “not choppy” or word-by-word. 3. Use appropriate inflection (e.g., dialogue, exclamation questions). 4. Read silently without finger or lip movement 5. Self-monitor when text does not make sense. 6. Employ learned strategies to determine if text makes sense without being prompted. 	<p><u>Common Experiences:</u> Read from Second Grade Booklist, Anthology, and Leveled Books</p> <p>Genres: (D1-6) (9.1.4.A.3) Fiction Realistic Fiction Non Fiction Folk Tales</p>	<p><u>Suggested Strategies:</u> Listen to teacher read aloud (D.1-3) Participate in read alouds as class (D.1-3) With a focus on: Choral reading Guided reading groups Re-read the same poem daily to help build fluency (D.1-3) Participate in <u>D.E.A.R.</u> time (D.4) Observe teacher demonstration of self-monitoring strategies, when text does not make sense (D. 5-6)</p>
<p><u>E. Reading Strategies (before, during, and after reading)</u></p> <ol style="list-style-type: none"> 1. Skip over difficult words in an effort to read on and determine meaning. 2. Return to the beginning of a sentence and try again. 	<p><u>Common Experiences: Grade 2</u></p> <p>Read higher level passages and circle unknown words (E.1-2)</p>	<p><u>Suggested Strategies:</u> Watch teacher modeling of strategies for skipping over difficulty words and using context clues while reading.(E-1-2) Uses <u>CLOZE</u> procedure to figure out unknown word (E.-1-2)</p>
<p><u>F. Vocabulary and Concept Development</u></p> <ol style="list-style-type: none"> 1. Develop a vocabulary of 500-800 regular and irregular sight words. 2. Know and relate meanings of simple prefixes and suffixes. 3. Demonstrate evidence of expanding language repertory. 4. Understand concept of antonyms and synonyms. 5. Begin to use a grade-appropriate dictionary with assistance from teacher. 	<p><u>Common Experiences: Grade 2</u> Recognize parts of words (F.1-3, 5) Prefixes Suffixes Synonyms Homonyms Compound Words Root Words Antonyms Use knowledge of alphabetical order to locate information in dictionary/reference book (F.5)</p>	<p><u>Suggested Strategies:</u> Utilize “sight word” list to aid in vocabulary use (F.-1) Match prefixes/suffixes to root word (F.-2) Use Expensive Words / Wonderful Words list as a reference expanding vocabulary and improving writing (F.-3) Draw pictures of synonyms and antonyms (F-4) Play Dictionary Hunt (F.-5)</p>
<p><u>G. Comprehension Skills and Response to Text</u></p> <ol style="list-style-type: none"> 1. Demonstrate ability to recall facts and details of text. 2. Recognize cause and effect in text. 3. Make inferences and support them with 	<p><u>Common Experiences: Grade 2</u> Retell or sequence story (summarize) (G.1,3-5) identify the following in a text: Story elements</p>	<p><u>Suggested Strategies:</u> Complete comprehension questions in Reading Notebook /Journal to related text. (G.-1) Draw a picture of an effect to a given cause (G.-2)</p>

<p>textual information.</p> <ol style="list-style-type: none"> 4. Continue to identify story elements in text. 5. Respond to text by using how, why, and what-if questions. 	<p>Facts/details Cause/effect Make inferences Predicting Drawing Conclusions (G.1-5) Respond to text by using how, why, what -if questions (G.5)</p>	<p>Participate in discussions related to text focusing on cause/effect, inferencing, story elements and predicting (G.-2-4) Ask <u>5W's</u> about the story and have peers answer these questions (G.-5)</p>
<p><u>H. Inquiry and Research</u></p> <ol style="list-style-type: none"> 1. Locate information using alphabetical order. 2. Read a variety of nonfiction and fiction books and produce evidence of reading. 	<p><u>Common Experiences: Grade 2</u> Retell or put the story in proper sequence (H.2) (9.1.4.A.2) Identify the following in a text: Story elements Facts/details Cause/effect Make inferences Predict story events and/or outcome (H.2) Drawing Conclusions (H.2) Respond to text by using how, why, what-if questions (H.2) Use knowledge of alphabetical order to locate information in dictionary/reference book (H.1)</p>	<p><u>Suggested Strategies:</u> Play Dictionary Hunt (H.-1) Create a flip book demonstrating beginning, middle and end of a story. (H.-2)</p>

STANDARD 3.2 (WRITING) ALL STUDENTS WILL WRITE IN CLEAR, CONCISE, ORGANIZED LANGUAGE THAT VARIES IN CONTENT AND FORM FOR DIFFERENT AUDIENCES AND PURPOSES.

By the end of Grade 2, students will:

A. Writing as a Process (prewriting, drafting, revising, editing, postwriting)

1. Generate ideas for writing: hearing stories, recalling experiences, brainstorming, and drawing.
2. Observe the modeling of writing.
3. Begin to develop an awareness of simple story structures and author's voice.
4. Use sentences to convey ideas in writing.
5. Maintain the use of a basic writing process to develop writing.
6. Use graphic organizers to assist with planning writing.
7. Compose readable first drafts.
8. Use everyday words in appropriate written context.
9. Reread drafts for meaning, to add details, and to improve correctness.
10. Focus on elaboration as a strategy for improving writing.
11. Participate with peers to comment on and react to each other's writing.
12. Use a simple checklist to improve elements of own writing.
13. Use computer writing applications during some parts of the writing process.

Common Experiences:

- Utilize the Writing Process (A.1-13)
 Write in a variety of genres:
 Non-Fiction/ Informational
 Narration
 Use imaginative and /or poetry using Picture Prompts (A.1-13)
- Use a variety of resources to edit their writing (A.10-12)
- Share/peer edit their writing (A.11)
 Use technology to support their writing (A.13) (8.1.4.A.4)

Suggested Strategies:

- Use graphic organizers to aid brainstorming process (A.1,6) (i.1.4.A.8)
 Create class story by using 'Add On Story' strategy (A.2-5)
 Observe teacher modeling of the writing process (A.2)
 Create class rubric for writing (A. 10-12)
 Complete first draft of story then meet with a peer to edit work (A.7-9,11)
 Utilize a word processing program to complete a final draft (A.13)

B. Writing as a Product (resulting in a formal product or publication)

1. Produce finished writings to share with classmates and/or for publication.
2. Produce stories from personal experiences.

Common Experiences:

- Utilize the Writing Process (B.1-4)
 Write in a variety of genres:
 Non-Fiction/ Informational
 Narrative

Suggested Strategies:

- Write a friendly letter to a pen pal (B.1-3)
 Create class books on a variety of curriculum-related topics (B.1-3)
 Create an "All About Me" (autobiography) (B.1-

<ol style="list-style-type: none"> 3. Produce a narrative with a beginning, middle, and end. 4. Write nonfiction pieces, such as letters, procedures, biographies, or simple reports. 5. Organize favorite work samples in a writing folder or portfolio. 	<p>Use imaginative and /or poetry using Picture Prompts (B.1-4)</p> <p>Maintain a writing folder/binder that includes work in progress and favorite work samples (B.5)</p> <p>Keep a writing journal (B.5)</p> <p>Write a research report (B.4)</p> <p>Write a book reports on a variety of genres (B.4)</p> <p>Fiction, Non-Fiction, Biography, etc.</p>	<p>3)</p> <p>Record observations on topics covered in curriculum-related science units (B.4)</p> <p>Write definitions of vocabulary words (B.4)</p> <p>Write an acrostic poem for their names, holidays, seasons, etc. (B.1)</p> <p>Create a book report mobile, diorama or written report (B.4)</p> <p>Complete research report to tie in other curriculum areas (B.4)</p>
<p>C. Mechanics, Spelling, and Handwriting</p> <ol style="list-style-type: none"> 1. Use correct end point punctuation. 2. Apply basic rules of capitalization. 3. Use correct spelling of some high frequency words. 4. Apply sound/symbol relationships to writing words. 5. Recognize and apply basic spelling patterns. 6. Write legibly to meet district standards. 	<p>Common Experiences:</p> <p>Utilize a variety of resources to edit their writing (C.1-6)</p> <p>Use a variety to decoding skills to spell an unknown word (C.3-5)</p> <p>Recognize patterns in words (C.3-5)</p> <p>Write legibly using proper formation/spacing of letters and numbers (C.6)</p>	<p>Suggested Strategies:</p> <p>Utilize some the following resources for editing; Writer’s Checklist, C.O.P.S. (C.1-3)</p> <p>Use dictionary, <u>Word Wall</u> and <u>finger spelling</u> to spell unknown words (C.3-5)</p> <p>Practice handwriting skills daily in workbook (C.6)</p>
<p>D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)</p> <ol style="list-style-type: none"> 1. Create written texts for others to read. 2. Generate ideas and write on topics in forms appropriate to science, social studies, or other subject areas. 3. Use writing as a tool for learning self-discovery and reflection. 4. Use reading and technology to support writing. 5. Write in a variety of simple genres to satisfy personal, academic, and social needs, such as letters, plays, procedures, biographies, or simple reports. 	<p>Common Experiences:</p> <p>Utilize technology to support writing (D.1-5) (8.1.4.A.4)</p> <p>Write a research report (D.1-5)</p> <p>Write a book report (D.1-5)</p>	<p>Suggested Strategies:</p> <p>Create class book to be placed in classroom library. (C.1-3,5)</p> <p>For Example: Dinosaur Research Report -Insect Report How To Books</p> <p>Create slide show on the computer to support writing (C.4) (8.1.4.A.6)</p> <p>Use word processing program to publish final draft (C.4) (8.1.4.A.4)</p>

STANDARD 3.3 (SPEAKING) ALL STUDENTS WILL SPEAK IN CLEAR, CONCISE, ORGANIZED LANGUAGE THAT VARIES IN CONTENT AND FORM FOR DIFFERENT AUDIENCES AND PURPOSES.

By the end of Grade 2, students will:

<p><u>A. Discussion (small group and whole class)</u></p> <ol style="list-style-type: none"> 1. Elaborate on experiences and ideas. 2. Begin to stay focused on a topic of discussion. 3. Offer personal opinions related to topics of discussion. 4. Wait their turn to speak. 	<p><u>Common Experiences:</u> Participate in Sharing/ Show and Tell (A.1-4) Orally present book report or a project (A.1-4) Engage in an interview of a classmate or family member (A.2,4)</p>	<p><u>Suggested Strategies:</u> Participate in activities such as: Tell Me A Story <u>Think-Pair- Share</u> Book Talks/ Reports Reader's Theater (role play) (A.1-4) Orally present their research/project (A.2) Use 'question' words to develop interview and then complete an interview (A.2) Participate in a discussion after sharing (writing, object etc.) by using teacher created questions (A.1-4) Participate in "News Flash" (A.1-4)</p>
<p><u>B. Questioning (Inquiry) and Contributing</u></p> <ol style="list-style-type: none"> 1. Ask for explanation to clarify meaning. 2. Respond to ideas posed by others. 3. Restate to demonstrate understanding. 4. Identify a problem and simple steps for solving the problem. 	<p><u>Common Experiences:</u> Participate in Sharing/ Show and Tell (B.1-4) Repeat directions given by teacher (B.3,4)</p>	<p><u>Suggested Strategies:</u> Ask questions to clarify meaning after listening to a presentation (B.1) Share their feelings/opinions on classroom rules (B.2) Restate instructions given by teacher (B.3) Identify problems on the playground and will offer solutions (B.4)</p>
<p><u>C. Word Choice</u></p> <ol style="list-style-type: none"> 1. Use new vocabulary learned from literature and classroom experiences. 2. Recognize and discuss how authors use words to create vivid images 	<p><u>Common Experiences:</u> Read or recite a selection from literature (teacher directed or student choice) (C.1-2) Read a descriptive passage (C.1-2) Create word list based on words from literature (C.1)</p>	<p><u>Suggested Strategies:</u> Create a Word Lists/ Word Wall based on new vocabulary from science topics being covered (C.1-2) Read story and discuss how author uses vivid details to help the read create a picture in his mind (C.2)</p>
<p><u>D. Oral Presentation</u></p> <ol style="list-style-type: none"> 1. Participate in a dramatization or role play. 2. Begin to understand the importance of 	<p><u>Common Experiences:</u> Act/Role Play a selection from literature (D.1-4)</p>	<p><u>Suggested Strategies:</u> Participate in activities such as: - Think-Pair-Share</p>

<p>looking at a speaker.</p> <p>3. Talk about an experience or work sample in front of a small group</p> <p>4. Read aloud, recite, perform and/or retell text written by others.</p>	<p>Orally present a report or project (D.2-4) (9.2.4.C.1-5))</p> <p>Participate in interview (D.2-4) (9.1.4.A1-3.B1-3)</p>	<ul style="list-style-type: none"> - Book Talks/ Reports - Reader's Theater (role play) (D.1-3) <p>Participate in project sharing (D.2-3)</p> <p>Use 5 W's to develop interview and conduct interview (D.2-3)</p> <p>Recite or chant a poem (D.4)</p> <p>Share "All About Me" Book (D.2-4)</p> <p>Participate in "News Flash" (D.2-4)</p>
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STANDARD 3.4 (LISTENING) ALL STUDENTS WILL LISTEN ACTIVELY TO INFORMATION FROM A VARIETY OF SOURCES IN A VARIETY OF SITUATIONS.

By the end of Grade 2, students will:

<p><u>A. Active Listening</u></p> <ol style="list-style-type: none"> 1. Listen critically to identify main ideas and supporting details. 2. Begin to distinguish between types of speech (e.g., a joke, a chat, a warning). 3. Listen and contribute to class discussions. 4. Listen and respond to a variety of media (books, audiotapes, videos). 	<p><u>Common Experiences:</u></p> <p>Listen and participate in teacher read aloud (A.1-4)</p> <p>Participate in Morning Exercises (For example: Journals, Calendar, Flag Salute, Number of the Day) (A.1-4)</p> <p>Participate in Sharing Time or Show and Tell (A.1-3)</p> <p>Repeat directions given to demonstrate understanding (A.1-2)</p> <p>Orally present reports/projects (A.1-3)</p>	<p><u>Suggested Strategies:</u></p> <p>Utilize <u>graphic organizers</u> to compare and contrast and/or identify main idea and supporting details from teacher read aloud/video. (A.1-4)</p> <p>Respond to a read aloud/audio tape by drawing a picture to show understanding (A.4)</p> <p>Role play/act out examples of a joke, a chat, a warning, etc. (A.2)</p> <p>Respond to school assemblies/field trips by writing their feelings in their journals or in a letter to PTO/PTA ((A.1-4)</p> <p>Discuss and/or compare/contrast books on tape and computer (A.4)</p>
<p><u>B. Listening Comprehension</u></p> <ol style="list-style-type: none"> 1. Follow one- and two- step oral directions 2. Develop a strong listening vocabulary to aid comprehension and oral and written language growth. 3. Compare and contrast a variety of media (books, audiotapes and videos). 	<p><u>Common Experiences:</u></p> <p>Follow oral directions given by the teacher (B.1-2)</p> <p>Listen to and participate in a teacher read aloud (B.2-3)</p> <p>Use a Venn Diagram to compare and contrast material (B.2-3)</p>	<p><u>Suggested Strategies:</u></p> <p>Utilize <u>graphic organizers</u> to compare and contrast and/or identify main idea and supporting details (B.3)</p> <p>Complete class projects by using check list for directions (B.1)</p> <p>Identify and write new words learned from reading stories and add to reading journal/personal dictionary (B.2)</p>

STANDARD 3.5 (VIEWING AND MEDIA LITERACY) ALL STUDENTS WILL ACCESS, VIEW, EVALUATE, AND RESPOND TO PRINT, NONPRINT, AND ELECTRONIC TEXTS AND RESOURCES.

By the end of Grade 2, students will:

<p><u>A. Constructing Meaning</u></p> <ol style="list-style-type: none"> 1. Speculate about characters, events, and settings in books, film, and television. 2. Recognize that media messages are created for a specific purpose (e.g., to inform, entertain, persuade). 3. Use graphs and charts to report data. 4. Recognize the work of a favorite illustrator. 5. Compare and contrast media characters. 	<p><u>Common Experiences</u></p> <p>Survey classmates on certain topic and create graph to demonstrate outcome (A.3)</p> <p>Utilize <u>graphic organizers</u> to analyze character traits, sequence story events, story elements (setting, problem, solution).(A.3,5) (8.1.4.A.8)</p> <p>Participate in author/illustrator study to explore author/illustrator’s work (A.4)</p> <p>View a variety of advertisements to identify the media’s purpose. (A.2)</p> <p>Recognize media messages, report data, and compare/contrast by watching and responding to videos (A.2,3,5)</p> <p>Compare/contrast video and books on the same subject (A.1)</p>	<p><u>Suggested Strategies:</u></p> <p>Compare and contrast authors Tomie dePaola and Vera B. Williams by using a Venn Diagram (A.1-5)</p> <p>Utilize technology to create graphs and/or graphic organizers to compare information (A.1-5) (8.1.4A.5) (i.1.4.A.8)</p> <p>Compare and contrast a piece of literature with a movie (A.1-3)</p> <p>Create advertisement for new toy, candy or form of transportation (A.2)</p> <p>Create a classroom newsletter (A.2)</p> <p>Survey and create a graph students’ favorite animal, candy, food, etc. (A.5)</p> <p>Illustrate favorite part of book (A.4)</p>
<p><u>B. Visual and Verbal Messages</u></p> <ol style="list-style-type: none"> 1. Interpret messages in simple advertisements. 2. Use a simple rating scale to judge media products. 3. Begin to look at the effects of visual arts on one’s mood and emotions. 	<p><u>Common Experiences:</u></p> <p>View a variety of advertisements and discuss the media’s purpose.(B.1)</p> <p>Identify moods felt through the visual arts while watching and responding to videos (B.3)</p>	<p><u>Suggested Strategies:</u></p> <p>Create advertisement for new toy, candy, form of transportation.(B.1-2)</p> <p>Create a graph of the students’ favorite toy advertisement (B.2) (8.1.4.A.5)</p> <p>Describe emotions (orally or with illustrations) as students’ view different works of art (B.3)</p>

SECOND GRADE AUTHOR STUDIES

River Edge

Required Authors:

At least one book from:

George and Martha Series
Miss Nelson is Missing Series
Frog and Toad Series
Henry and Mudge Series
Mr. Putter and Tabby Series
Nate the Great Series
Freckle Juice

Supplemental Author Studies:

Pinky and Rex Series
Russell Sprout Series
Horrible Harry Series
Flat Stanley
Polk Street Series
Magic Tree House Series
Freckle Juice
Tar Beach
A Chair for My Mother

Required Genre

Folk Tales/Fables

Why Mosquitoes Buzz in People's Ears
Anansi and the Spider
How Chipmunk Got Its Stripes

Language Arts
Performance Objectives and Common Experiences / Suggestions and Strategies
Grade Three

STANDARD 3.1 (READING) ALL STUDENTS WILL UNDERSTAND AND APPLY THE KNOWLEDGE OF SOUNDS, LETTERS, AND WORDS IN WRITTEN ENGLISH TO BECOME INDEPENDENT AND FLUENT READERS, AND WILL READ A VARIETY OF MATERIALS AND TEXTS WITH FLUENCY AND COMPREHENSION.

By the end of Grade 3, students will:

<p><u>A. Concepts About Print/Text</u></p> <ol style="list-style-type: none"> 1. Recognize that printed materials provide specific information. 2. Recognize purposes for print conventions such as end-sentence punctuation, paragraphing, and bold print. 3. Use a glossary or index to locate information in a text. 	<p><u>Common Experiences:</u> Participate in whole class, small group, partner, or individual reading experiences (A. 1) Use science and Social Studies texts to locate information (A.1) Read a variety of print material: magazines, newspapers, books (A1, 2, 3)</p>	<p><u>Suggested Strategies</u> Skim the text for pictures and other visuals before reading. (A.1) Model for students what specific sentences would sound like if read with no punctuation. (A.2) Play “Where in the Book Will You Find This?” by having class locate specific words in the glossary and/or index and write the page # and paragraph #. (A.3)</p>
<p><u>B. Phonological Awareness (includes phonemic awareness)</u></p> <ol style="list-style-type: none"> 1. Demonstrate a sophisticated sense of sound-symbol relationships, including all phonemes (e.g., blends, digraphs, diphthongs). 	<p><u>Common Experiences:</u> Apply spelling (B.1)</p>	<p><u>Suggested Strategies</u> Apply spelling knowledge to dictation (B.1) Create a word sort by classifying a list of words for each phoneme. (B.1) List words for use in writing on appropriate alphabetical pages (Words We Use). (B.1) Alphabetize (B.1)</p>
<p><u>C. Decoding and Word Recognition</u></p> <ol style="list-style-type: none"> 1. Know sounds for a range of prefixes and suffixes (e.g., re-, ex-, -ment, -tion). 2. Use letter-sound knowledge and structural analysis to decode words. 3. Use context to accurately read words with more than one pronunciation. 	<p><u>Common Experiences:</u> Apply spelling (C. 1, 2) Use the dictionary (C. 1, 2) Extend vocabulary by using required trade books (C. 3)</p>	<p><u>Suggested Strategies</u> Complete word puzzles (C.1) Read to end of sentence to gain knowledge of unknown word through context clues. Use “Click and Clunk” game (C.3) Use cloze procedure activities. (C.2)</p>
<p><u>D. Fluency</u></p> <ol style="list-style-type: none"> 1. Recognize grade-level words accurately and with ease so that a text sounds like spoken language when read aloud. 2. Read longer text and chapter books independently and silently. 	<p><u>Common Experiences:</u> Listen to teacher model reading aloud (D.1, 3) Practice independent Reading (D.2) Use core novels (D.1, 2, 3)</p>	<p><u>Suggested Strategies</u> Read aloud a) From a favorite book or poem (D.2) b) Through a written script (Readers’ Theatre) (D.3) c) Play Reading Tag for oral reading – Students read to any point in the text, stop, and call</p>

<p>3. Read aloud with proper phrasing, inflection, and intonation.</p>		<p>on next reader. (D.1, 3) Participate in D.E.A.R. time (D.2) Read aloud a) Paired Reading (D.3) b) Read to younger classes/students. (D.3)</p>
<p><u>E. Reading Strategies (before, during, after reading)</u></p> <ol style="list-style-type: none"> 1. Set purpose for reading and check to verify or change predictions during/after reading. 2. Monitor comprehension and accuracy while reading in context and self-correct errors. 3. Use pictures, syntax, and context clues to assist with decoding of new words. 4. Develop and use graphic organizers to build on experiences and extend learning 	<p><u>Common Experiences:</u> Use character webs, Venn Diagrams and Story maps (E.4) Read mysteries – make and change predictions (E.1) Use core novels (E.3)</p>	<p><u>Suggested Strategies</u> List clues as they are presented and write predictions based on these clues and verify or change as more information is presented. (E.1) Audio -tape themselves reading aloud and critique their performance. (E. 2) Answer in notebook a question posed by teacher during and after reading (Quick Write). (E.1)</p>
<p><u>F. Vocabulary and Concept Development</u></p> <ol style="list-style-type: none"> 1. Spell previously studied words and spelling patterns accurately. 2. Point to or clearly identify specific words or wording that cause comprehension difficulties. 3. Infer word meanings from taught roots, prefixes, and suffixes. 4. Use a grade-appropriate dictionary with assistance from teacher. 5. Use pictures and context clues to assist with meaning of new words. 	<p><u>Common Experiences:</u> Identify new vocabulary from trade books and content area books. (F.2, 5) Develop English language study (F.3, 4) Investigate spelling – Study of words (F.1)</p>	<p><u>Suggested Strategies</u> Create and complete: Picture glossary for new vocabulary (3.1, F.5) Crossword puzzles (F.1) Word Searches (F.1) List difficult words, define using a dictionary, and explain them in their own words. (F.4) Examine words with common prefixes and suffixes to determine meaning. (F.1, 3) Vocabulary Word of the Day – Locate new word in the dictionary and share information under each entry word with a partner. (F.4) Play “Picture Dictionary” by drawing pictures of new vocabulary words as opponent guesses words. (F.5)</p>
<p><u>G. Comprehension Skills and Response to Text</u></p> <ol style="list-style-type: none"> 1. Recognize purpose of the text. 2. Distinguish cause/effect, fact/opinion, and main idea/supporting details in interpreting texts. 3. Interpret information in graphs, charts, and diagrams. 4. Ask how, why, and what-if questions in interpreting nonfiction texts. 5. Recognize how authors use humor, sarcasm, 	<p><u>Common Experiences:</u> Read biographies (G.4, 6, 8, 11, 13) Read grade specific literature in various genres and identify story elements. (G.12) Use content-area textbooks (G.2, 3, 6) Use graphic organizers (G.10) Examine current events (G.4, 14) Participate in Independent reading time (G.12)</p>	<p><u>Suggested Strategies</u> Display a poster naming various purposes for writing and have students identify for each story/book read. (G.1) Play “Fact or Opinion Game” where children hold up labeled FACT or OPINION cards to evaluate a statement. (G. 9, 14) Interpret information by: a) Using newspapers to analyze graphs, charts, and diagrams. (G.3) b) Creating a time line (3.1, G.6)</p>

<p>and imagery to extend meaning.</p> <ol style="list-style-type: none"> 6. Summarize major points from fiction and nonfiction texts. 8. Draw conclusions and inferences from texts. 9. Recognize first-person "I" point of view. 10. Compare and contrast story plots, characters, settings, and themes. 11. Participate in creative responses to texts (e.g., dramatizations, oral presentations). 12. Read regularly in materials appropriate for their independent reading level. 13. Read and comprehend both fiction and nonfiction that is appropriately designed for grade level. 14. Use information and reasoning to examine bases of hypotheses and opinions. 		<p>K-W-L – (What I know, What I want to know, and what I learned) (G.14) Point out instances of humor, sarcasm, and imagery and discuss. (G.5) Respond to a book by: a) Writing a summary and sharing with a partner. (G.6) b) Illustrating beginning, middle, and ending of a story. (3.1, G.6) Create a new ending for the story. (G.11) Imagine you are a character in the story and write a letter to another character describing their dilemma. (G.11) Compare and contrast story elements: a) Venn diagram (G.10) b) Author Study (G.5) c) Books on similar themes (G.13) Participate in: a) Literature Circles (G.13) b) Role-playing (G.9) Use software program "Bookworm" (G.13) Demonstrate understanding by: a) Suggesting titles for unnamed chapters and in small groups, comparing and recommending the best choice, citing reason for choice. (G.11) b) Making connections (text to text, text to self, and text to world) (G.8) Develop reasoning skills by: a) Reading Scholastic <u>News</u> or other classroom newspapers. (G.3) b) Perform a science experiment using the Scientific Method. (G.14)</p>
<p>H. Inquiry and Research</p> <ol style="list-style-type: none"> 1. Use library classification systems, print or electronic, to locate information. 2. Draw conclusions from information and data gathered. 3. Read a variety of nonfiction and fiction books and produce evidence of understanding. 	<p>Common Experiences: Research reports (H. 1-3) Use Library as a resource (H. 1-3) Investigate print and on-line text. (H. 1-3)</p>	<p>Suggested Strategies Research a famous person and present to class in costume. (H.1- 3) Take notes from data and present an oral report to class. (H. 1-3) Create and/or sing songs related to topics. (H. 1, 3)</p>

STANDARD 3.2 (WRITING) ALL STUDENTS WILL WRITE IN CLEAR, CONCISE, ORGANIZED LANGUAGE THAT VARIES IN CONTENT AND FORM FOR DIFFERENT AUDIENCES AND PURPOSES.

By the end of Grade 3 students will:

A. Writing as a Process (prewriting, drafting, revising, editing, postwriting)

1. Generate possible ideas for writing through recalling experiences, listening to stories, reading, brainstorming, and discussion.
2. Examine real-world examples of writing in various genres to gain understanding of how authors communicate ideas through form, structure, and author's voice.
3. Use graphic organizers to assist with planning writing.
4. Compose first drafts from prewriting work.
5. Revise a draft by rereading for meaning, narrowing the focus, sequencing, elaborating with detail, improving openings, closings, and word choice to show voice.
6. Participate with peers to comment on and react to each other's writing.
7. Build awareness of ways authors use paragraphs to support meaning.
8. Begin to develop author's voice in own writing.
9. Use reference materials to revise work, such as a dictionary or internet/software resource.
10. Edit work for basic spelling and mechanics.
11. Use computer word-processing applications during parts of the writing process.
12. Understand and use a checklist and/or rubric to improve writing.
13. Reflect on own writing, noting strengths and areas needing improvement.

Common Experiences:

Participate in Writing Workshop (A.1-13)

Suggested Strategies

Make a topic list to include life experiences and personal interests. (A. 1)
 Read and discuss a variety of poetic forms and familiarize students with various **genres** such as biographies, tall tales, non-fiction, etc. For example, describe in writing how to make a peanut butter and jelly sandwich. Using the written steps, someone will make the sandwich exactly as written. (A. 2)
 Use a familiar story, and create story webs, character webs, Venn Diagrams, etc. and apply knowledge of **graphic organizers** to their own writing. (A. 3)
 Participate in a Writing Workshop (personal narrative, poetry, fiction, or non-fiction) (A-13)
 Conference (teacher-student) to discuss ways to improve and change writing. (A. 5)
 Practice a writing conference with a peer, focusing on specific revision techniques such as strong opening, details, problem/solution, etc. (A. 6)
 Compare a variety of stories by different authors and discuss how the developed paragraphs show one main focus. (3.2, A. 2, 7)
 Apply letter writing – Pen pals, P.T.A./P.T.O., class mothers, peers, literature characters. (A. 1-13)
 Revise writing to make it more interesting for the reader by using a Thesaurus and word lists. (A.5)
 Use **C.O.P.S.** (Capitalization, Omission, Punctuation, and Spelling) to help in editing. (A. 10)
 Become familiar with Spell Check, Cut and Paste, graphics, etc. (A. 11)
 Self-assess writing by reviewing writing

		checklists and rubrics. Revise and edit. (A. 12) Create a Reflection Journal and critique growth in writing. (A. 8, 13)
<p><u>B. Writing as a Product (resulting in a formal product or publication)</u></p> <ol style="list-style-type: none"> 1. Write a descriptive piece, such as a description of a person, place, or object. 2. Write a narrative piece based on personal experiences. 3. Write a nonfiction piece and/or simple informational report across the curriculum. 4. Present and discuss writing with other students. 5. Apply elements of grade-appropriate rubrics to improve writing. 6. Develop a collection of writings (e.g., a literacy folder or portfolio). 	<p><u>Common Experiences:</u> Use word Processing (B. 1-6) Develop a research report (B.3) Create a character sketch (B.1)</p>	<p><u>Suggested Strategies</u> Take a Nature Walk. Find an object to take back to the classroom and use as a prompt for a descriptive paragraph. Try to include all 5 senses. Create a class book. (B.1) Write a letter to a younger student describing “the third grade experience.” (B.2) Choose from a class list of research projects. Some might include city and state reports, holidays, Science and current events. After collecting information on a specific topic, develop a report and incorporate all steps of the writing process. (B.3) Create a poster to share information researched. Poetry Café – Sharing of poems in a café environment. (B.4) Self-assess writing by reviewing writing checklists and rubrics. Revise and edit (B.5) Keep a writing folder in the classroom and periodically choose a piece to include in their 3rd grade portfolio. (B.6)</p>
<p><u>C. Mechanics, Spelling, Handwriting</u></p> <ol style="list-style-type: none"> 1. Use Standard English conventions that are developmentally appropriate to the grade level: sentences, punctuation, capitalization, and spelling. 2. Use grade-appropriate knowledge of English grammar and usage to craft writing, such as singular and plural nouns, subject/verb agreement, and appropriate parts of speech. 3. Study examples of narrative and expository writing to develop understanding of paragraphs and indentation. 4. Develop knowledge of English spelling through the use of patterns, structural analysis, and high frequency words. 5. Write legibly in manuscript or cursive to meet district standards. 	<p><u>Common Experiences:</u> Create weekly spelling lists (C 1, 2, 4) Use Language Arts text (C. 2, 3) Develop cursive writing in workbooks (C.5)</p>	<p><u>Suggested Strategies</u> Use Daily Oral Language and an editing checklist. (C. 1, 2, 4) Use the Language Arts text to practice correct English grammar and usage. (C., 1, 2) Word sort (C. 4) Produce final copies (C. 5)</p>
<p><u>D. Writing Forms, Audiences, and Purposes</u></p>	<p><u>Common Experiences:</u></p>	<p><u>Suggested Strategies</u></p>

<p><u>(exploring a variety of forms)</u></p> <ol style="list-style-type: none"> 1. Write for a variety of purposes (e.g., to inform, entertain, persuade) and audiences (e.g., self, peers, community). 2. Develop fluency by writing daily and for sustained amounts of time. 3. Generate ideas for writing in a variety of situations and across the curriculum. 4. Write to express thoughts and ideas, to share experiences, and to communicate socially. 5. Write the events of a story sequentially. 6. Produce writing that demonstrates the use of a variety of sentence types, such as declarative, interrogative, exclamatory, and imperative. 7. Respond to literature through writing to demonstrate an understanding of a text. 8. Write narrative text (e.g., realistic or humorous story). 9. Write non-fiction text (e.g., reports, procedures, letters). 	<p>Practice Journal Writing (D. 1- 8) Respond to Literature (D. 7) Write research reports (D. 9)</p>	<p>Write a script for a performance such as a Magic Show. (D. 1, 3, 5) Write in a journal using your own experiences, in response to literature, and/or a writing prompt. (D. 1-4) Create a class list of writing topics. (D. 3) Write a friendly letter to a classmate, and write a response back to the letter writer. (D. 1, 4, 6, 8) Make an accordion book illustrating at least 4 sequential events in a story. (D. 5) Create a cartoon. (D. 1, 5) Use Quick-Write as a response to literature (a question or comment about a read-aloud completed in a minute or two). (D. 2, 7) Describe in writing how to make a peanut butter and jelly sandwich. Using the written steps, someone will make the sandwich exactly as written. (D. 1, 4, 5) Take notes on a presented oral report, a video, a website, or non-fiction text. (D. 9)</p>
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STANDARD 3.3 (SPEAKING) ALL STUDENTS WILL SPEAK IN CLEAR, CONCISE, ORGANIZED LANGUAGE THAT VARIES IN CONTENT AND FORM FOR DIFFERENT AUDIENCES AND PURPOSES.

By the end of Grade 3, students will:

<p><u>A. Discussion (small group and whole class)</u> 1. Listen and follow a discussion in order to contribute appropriately. 2. Stay focused on topic. 3. Take turns. 4. Support an opinion with details.</p>	<p><u>Common Experiences:</u> Share – Show and Tell (A. 1-4) Read <u>The Great Body Shop</u> (A. 1- 4)</p>	<p><u>Suggested Strategies</u> Share current events (A. 1-4) During a class discussion, be responsible for stating a fact about the topic being discussed. (A. 1-3) Play a game as a class or small group by sitting in a circle and passing a ball or a beanbag to the next child whose turn it will be to contribute to the discussion. (A. 1-4) Take a stand on a debatable topic and be ready to support their opinion (i.e. Should there be zoos or should animals be free?). (A. 4)</p>
<p><u>B. Questioning (Inquiry) and Contributing</u> 1. Develop appropriate questions to explore a topic. 2. Contribute information, ideas, and experiences to classroom inquiry.</p>	<p><u>Common Experiences:</u> Conduct interview (B. 1, 2)</p>	<p><u>Suggested Strategies</u> Create: a) K-W-L (B. 1, 2) b) Conduct an interview with a classmate to find common experiences and/or attributes. (B. 1) Use think, pair, share. (B. 2)</p>
<p><u>C. Word Choice</u> 1. Use vocabulary related to a particular topic. 2. Adapt language to persuade, explain, or seek information. 3. Use new vocabulary and figurative language learned from literature and classroom experiences.</p>	<p><u>Common Experiences:</u> Use appropriate content area vocabulary (C. 1) Read trade books (C. 2., 3) Share classroom presentations (C. 1- 3)</p>	<p><u>Suggested Strategies</u> Use clustering – cluster words to develop details for specific topics. (C. 1, 3) Conduct a campaign for an election to persuade classmates to vote for them. (C. 2) Present impromptu speeches (C. 1- 3)</p>
<p><u>D. Oral Presentation</u> 1. Use pictures to support an oral presentation. 2. Attempt to revise future presentations based on feedback from peers and teacher. 3. Use appropriate strategies to prepare, rehearse, and deliver an oral presentation, such as word choice, expression, eye contact, and volume.</p>	<p><u>Common Experiences:</u> Role-play (D. 1, 2, 3) Give an oral present oral presentation (D. 1-3)</p>	<p><u>Suggested Strategies</u> Create a persuasive poster and presentation (D.1) Share writing piece and using feedback from peers and teachers, make revisions. (D.2) Work in cooperative groups for role playing – Groups will be given specific topics to dramatize. D.3)</p>

STANDARD 3.4 (LISTENING) ALL STUDENTS WILL LISTEN ACTIVELY TO INFORMATION FROM A VARIETY OF SOURCES IN A VARIETY OF SITUATIONS.

By the end of Grade 3, students will:

<p><u>A. Active Listening</u></p> <ol style="list-style-type: none"> 1. Connect messages heard to prior knowledge and experiences. 2. Exchange information through verbal and nonverbal messages. 	<p><u>Common Experiences:</u></p> <p>Participate in student-led presentations (3.4, A. 1, 2)</p> <p>Prepare oral reports (3.4, A. 1, 2)</p> <p>Share writing (3.4, A. 2)</p> <p>Attend assemblies (3.4, A. 1)</p>	<p><u>Suggested Strategies</u></p> <p>Share (show and tell) using questions and comments. (3.4, A. 1, 2)</p> <p>Practice story-telling.</p> <p>Play Charades. (3.4, A. 2)</p>
<p><u>B. Listening Comprehension</u></p> <ol style="list-style-type: none"> 1. Follow two-and three-step directions. 2. Listen to a story read aloud and/or information from television or film, and summarize main ideas. 3. Paraphrase information shared by others. 	<p><u>Common Experiences:</u></p> <p>Listen to teacher read-aloud (3.4, B. 2)</p> <p>Follow teacher directions (3.4, B. 1)</p> <p>Listen to guest speakers (3.4, B. 3)</p>	<p><u>Suggested Strategies</u></p> <p>Make a symmetrical mask. (Teacher gives directions to create mask) (3.4, B. 1)</p> <p>Use graphic organizers to outline the main ideas of a story, video, or audiotape. (3.4, B. 2)</p> <p>Respond to oral presentations and evaluate an assembly in a journal or letter. (3.4, B. 3)</p>

STANDARD 3.5 (VIEWING AND MEDIA LITERACY) ALL STUDENTS WILL ACCESS, VIEW, EVALUATE, AND RESPOND TO PRINT, NONPRINT, AND ELECTRONIC TEXTS AND RESOURCES.

By the end of Grade 3, students will:

<p><u>A. Constructing Meaning</u></p> <ol style="list-style-type: none"> 1. Begin to demonstrate an awareness of different media forms and how they contribute to communication. 2. Identify the central theme and main ideas in different media. 	<p><u>Common Experiences</u></p> <p>View videos (A. 1, 2) View websites (A. 1, 2) Identify current events (A. 1, 2) Identify Braille and sign language exposure (A. 1, 2)</p>	<p><u>Suggested Strategies</u></p> <p>Use the following suggested strategies:</p> <ol style="list-style-type: none"> a) Read and discuss a biography related to visual and/or hearing impairment. (A.1) b) Discuss two newspaper advertisements on the same topic and compare messages . (A.1. 2) c) Access website “Brainpop.” . (A.1, 2) d) Access website “United Streaming” (A.1, 2) <p>Students will:</p> <ol style="list-style-type: none"> a) Compare and contrast a piece of literature with a movie version. (A.1, 2) b) Use books and internet web sites for specific research projects . (A.1, 2)
<p><u>B. Visual and Verbal Messages</u></p> <ol style="list-style-type: none"> 1. Recognize the effects of visual arts on one’s mood and emotions. 2. Begin to explore and interpret messages found in advertisements and other texts. 	<p><u>Common Experiences:</u></p> <p>Write/discuss a visual prompt (3.5, B. 1) Interpret visual advertisements (B. 2)</p>	<p><u>Suggested Strategies</u></p> <p>Examine a variety of pictures and express emotions they evoke (B. 1)</p> <p>Collect and study newspaper/magazine advertisements and go on to create their own ad (e.g. French curriculum – create an advertisement for the Eurostar). (B. 2)</p>

River Edge

Required Genre:

Tall Tales

Ramona Quimby, Age 8

Key to the Treasure

Class Clown

Ruth Baseball

Helen Keller and/or Teammates

(Jackie Robinson)

The Hundred Dresses

Chocolate Touch and/or Chocolate Fever

Muggie Maggie

Sarah, Plain and Tall

Cam Jansen and the Babe

Centerfield Ballhawk

Little House in the Big Woods

Little House on the Prairie

Charlotte's Web

Something Queer at the Haunted School

THIRD GRADE AUTHOR STUDIES

Catwings series

Pa Lia's First Day

The Keeping Quilt

The Stories Julian Tells

Stone Fox

Clues in the Woods

Frankenstein Moved in on the Fourth Floor

The Boxcar Children series

Read Alouds

Charlie and the Chocolate Factory

How Georgie Radbourn Saved Baseball

Baseball Saved Us

Wind in the Willows

Gooseberry Park

The Year of the Boar and Jackie Robinson

James and the Giant Peach

Oradell

Core Novels

Muggie Maggie

Helen Keller

Stone Fox

The Mouse and the Motorcycle

Supplemental

Because of Winn-Dixie

Mrs. Piggle –Wiggle

The Monster’s Ring

Class Clown

Chocolate Touch

The Year of the Boar and Jackie Robinson

Fantastic Mr. Fox

The Gold Cadillac

Jennifer Murdley’s Toad

The 100 Dresses

Chalk Box Kid

Aliens For Breakfast

The Witches

Pigs Might Fly

The Tale of Desperaux

Molly’s Pilgram

How to Eat Fried Worms

Freckle Juice

The Flunking of Joshua T. Bates

All Ramona and Henry books

Language Arts
Performance Objectives and Common Experiences / Suggestions and Strategies
Grade Four

STANDARD 3.1 (READING) ALL STUDENTS WILL UNDERSTAND AND APPLY THE KNOWLEDGE OF SOUNDS, LETTERS, AND WORDS IN WRITTEN ENGLISH TO BECOME INDEPENDENT AND FLUENT READERS, AND WILL READ A VARIETY OF MATERIALS AND TEXTS WITH FLUENCY AND COMPREHENSION.

By the end of Grade 4, students will:

<p><u>A. Concepts About Print/Text</u></p> <ol style="list-style-type: none"> 1. Identify differences of various print formats, including newspapers, magazines, books, and reference resources. 2. Recognize purposes and uses for print conventions such as paragraphs, end-sentence punctuation, and bold print. 3. Identify and locate features that support text meaning (e.g., maps, charts, illustrations). 	<p><u>Common Experiences:</u></p> <ul style="list-style-type: none"> • Read a variety of print media: magazines, newspapers, books (A, 1-3) • Use content area texts to locate information (A. 1-3) • Participate in whole class, small group, partner, or individual reading experiences (A-D) 	<p><u>Suggested Strategies</u></p> <p>Use atlas to find physical features of NJ 3.1 (A-3)</p> <p>Understand author's intent in using various styles of print (bold, <i>italics</i>, CAPITALS, <u>underscore</u>) in text (A. 2)</p> <p>Write and distribute sentences without punctuation. (Students punctuation game) (A. 2)</p> <p>Compare and contrast features of various print formats (A. 1)</p> <p>Identify and use the features of a reference book- text book, encyclopedia (A. 3)</p>
<p><u>B. Phonological Awareness</u></p> <p>No additional indicators at this grade level.</p>	<p><u>Common Experiences:</u></p> <p>N/A</p>	<p><u>Suggested Strategies</u></p>
<p><u>C. Decoding and Word Recognition</u></p> <ol style="list-style-type: none"> 1. Use letter-sound correspondence and structural analysis (e.g., roots, affixes) to decode words. 2. Know and use common word families to decode unfamiliar words. 3. Recognize compound words, contractions, and common abbreviations. 	<p><u>Common Experiences:</u></p> <ul style="list-style-type: none"> • Utilize spelling (C. 1-3) • Use dictionary, glossary and Thesaurus (text and on-line sources) (C. 1, 3) • D.E.A.R. (Drop Everything and Read) (C. 1-3) • Incorporate vocabulary using trade books (C.1) 	<p><u>Suggested Strategies</u></p> <p>Create cards with single words and arrange them into compound words (C. 3)</p> <p>Log new words in reading journal (C. 1,-3)</p> <p>Use dictionary for syllabication and base words (C. 1)</p> <p>Complete "Cloze" exercises (C. 2)</p>
<p><u>D. Fluency</u></p> <ol style="list-style-type: none"> 1. Use appropriate rhythm, flow, meter, and pronunciation in demonstrating understanding of punctuation marks. 2. Read at different speeds using scanning, skimming, or careful reading as appropriate. 	<p><u>Common Experiences:</u></p> <p>Read aloud a variety of genre (D.1, 2)</p> <p>Model fluency (D.1, 2)</p>	<p><u>Suggested Strategies</u></p> <p>Read to peers (D. 1)</p> <p>Read to younger students (D. 1)</p> <p>Use teacher directed questions to scan or skim text for details (D. 1, 2)</p>

<p><u>E. Reading Strategies (before, during, and after reading)</u></p> <ol style="list-style-type: none"> 1. Use knowledge of word meaning, language structure, and sound-symbol relationships to check understanding when reading. 2. Identify specific words or passages causing comprehension difficulties and seek clarification. 3. Select useful visual organizers before, during, and after reading to organize information (e.g., Venn diagrams). 	<p><u>Common Experiences:</u> Incorporate vocabulary for core novels (E. 1, 2) Predict outcomes (E. 3) Create story map (E. 3)</p>	<p><u>Suggested Strategies</u> Prepare graphic organizers (E. 3) (8.1.4.A...8) Develop a Character analysis web (E. 3) Design a compare and contrast model (E. 1, 2, 3) Write questions relating to passage difficulty (E. 1-3) Create I wonder (statements) (E. 2)</p>
<p><u>F. Vocabulary and Concept Development</u></p> <ol style="list-style-type: none"> 1. Infer word meanings from learned roots, prefixes, and suffixes. 2. Infer specific word meanings in the context of reading passages. 3. Identify and correctly use antonyms, synonyms, homophones, and homographs. 4. Use a grade-appropriate dictionary (independently) to define unknown words. 	<p><u>Common Experiences:</u> Use word explorations in content area literature (F. 1, 2) Access and use a thesaurus (F. 3) Access and use a dictionary (F. 4) Utilize spelling unit words (F. 1, 3, 4) Compare figurative vs. literal language (F. 2)</p>	<p><u>Suggested Strategies</u> Identify an entry word format in a dictionary (F. 1, 4) Look up vocabulary words in the dictionary (F. 2, 4) Create a list of words that are synonyms, antonyms, homophones and homographs (F. 3) Apply newly learned words to language related activities (F. 1-4)</p>
<p><u>G. Comprehension Skills and Response to Text</u></p> <ol style="list-style-type: none"> 1. Discuss underlying themes across cultures in various texts. 2. Distinguish cause and effect, fact and opinion, main idea, and supporting details in nonfiction texts (e.g., science, social studies). 3. Cite evidence from text to support conclusions. 4. Understand author's opinions and how they address culture, ethnicity, gender, and historical periods. 5. Follow simple multiple-steps in written instructions. 6. Recognize an author's point of view. 7. Identify and summarize central ideas in informational texts. 8. Identify the structures in poetry. 9. Identify the structures in drama. 10. Read regularly in materials appropriate for their independent reading level. 	<p><u>Common Experiences:</u> Use core novels for different book discussions (G. 1, 2, 4-6, 13) Create book Reports (G. 1, 3, 7) Read and recite poetry (G. 1, 4, 5, 11) Read Aloud (G. 1-5) Cite examples from text to support your response (G. 2, 3, 7, 13)</p>	<p><u>Suggested Strategies</u> Analyze story for cause and effect relationships (G. 2) Form Literature Circles groups (G. 1,-6, 13) Respond to literature in journal through writing or drawing and through discussion (G. 1-7, 13) Act out parts of a story (G. 1-7, 13) Tell a story from another character's point of view (G. 1-7) Construct a poetry booklet of various types of poems: cinquain, haiku, and limericks (G. 11) Label lines of poems with patterns A/B etc. (G. 11) Label plot line (G. 12) Discuss cultural similarities and differences between characters and settings (G. 1) Read the play (G. 12) Write and perform a dramatic piece, (i.e. one act play) (G. 12)</p>

<p><u>H. Inquiry and Research</u></p> <ol style="list-style-type: none"> 1. Use library classification systems, print or electronic, to locate information. 2. Investigate a favorite author and produce evidence of research. 3. Read independently and research topics using a variety of materials to satisfy personal, academic, and social needs, and produce evidence of reading. 	<p><u>Common Experiences:</u></p> <p>Analyze and develop author study (H. 1-3) Research using Internet (H. 1-3) Research information for reports (H. 1-3)</p>	<p><u>Suggested Strategies</u></p> <p>Collect information from Author's website (H. 2) Gather research for Native Americans and explorers (H. 1, 3) Design a poster representing research (H. 1, 3) Report information in a news report (H. 3)</p>
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STANDARD 3.2 (WRITING) ALL STUDENTS WILL WRITE IN CLEAR, CONCISE, ORGANIZED LANGUAGE THAT VARIES IN CONTENT AND FORM FOR DIFFERENT AUDIENCES AND PURPOSES.

By the end of Grade 4, students will:

A. Writing as a Process (prewriting, drafting, revising, editing, postwriting)

1. Generate possible ideas for writing through talking, recalling experiences, hearing stories, reading, discussing models of writing, asking questions, and brainstorming.
2. Develop an awareness of form, structure, and author's voice in various genres.
3. Use strategies such as reflecting on personal experiences, reading, doing interviews or research, and using graphic organizers to generate and organize ideas for writing.
4. Draft writing in a selected genre with supporting structure according to the intended message, audience, and purpose for writing.
5. Revise drafts by rereading for meaning, narrowing the focus, elaborating, reworking organization, openings, and closings, and improving word choice and consistency of voice.
6. Review own writing with others to understand the reader's perspective and to consider ideas for revision.
7. Review and edit work for spelling, mechanics, clarity, and fluency.
8. Use a variety of reference materials to revise work, such as a dictionary, thesaurus, or internet/software resources.
9. Use computer writing applications during most of the writing process.
10. Understand and apply elements of grade-appropriate rubrics to improve and evaluate writing.
11. Reflect on one's writing, noting strengths and areas needing improvement.

Common Experiences:

- Participate in Writing Workshop (A. 1-11)
- Respond to literature (A. 1-6)
- Generate writer's notebook/journal (A. 1-11)
- Develop paragraph with **topic sentence** and **supporting details** (A.1, 2, 5- 7, 11)
- Incorporate **picture prompts** (A.1, 3, 4)

Suggested Strategies

- Brainstorm student ideas for writing (A. 1, 2, 3)
- Listen and share stories with peers (A. 5,- 7, 11)
- Write a variety of **discourse modes**, i.e.
 - Narration – journals, summary, book reports
 - Description – character sketches, people, places
 - Exposition – research reports, friendly letters, science lab reports
 - Comparison – in content areas
 - Persuasion – something that has personal meaning to you relating to school, family, friends, etc.
 - Imaginative/Poetry (A. 1-11)
- Define an idea (i.e. friendship, democracy (A. 1-4)
- Create and utilize a **holistic rubric** for evaluating writing (A. 10, 11)
- Peer edit** (A. 7)
- Discuss the purpose for writing by modeling (A. 1-11)
- Use software to write and edit works in progress (A. 9)
- Compile a packet of writing to use to show growth in writing (A. 11)
- Read aloud** a piece of writing to oneself (A. 5, 7)
- Utilize COPS strategy** (a. 5-8, 11)

B. Writing as a Product (resulting in a formal

Common Experiences:

Suggested Strategies

<p><u>product or publication</u></p> <ol style="list-style-type: none"> 1. Create narrative pieces, such as memoir or personal narrative, which contain description and relate ideas, observations, or recollections of an event or experience. 2. Write informational reports across the curriculum that frame an issue or topic, include facts and details, and draw from more than one source of information. 3. Craft writing to elevate its quality by adding detail, changing the order of ideas, strengthening openings and closings, and using dialogue. 4. Build knowledge of the characteristics and structures of a variety of genres. 5. Sharpen focus and improve coherence by considering the relevancy of included details, and adding, deleting, and rearranging appropriately. 6. Write sentences of varying lengths and complexity, using specific nouns, verbs, and descriptive words. 7. Recognize the difference between complete sentences and sentence fragments and examine the uses of each in real-world writing. 8. Improve the clarity of writing by rearranging words, sentences, and paragraphs. 9. Examine real-world writing to expand knowledge of sentences, paragraphs, usage, and authors' writing styles. 10. Provide logical sequence and support the purpose of writing by refining organizational structure and developing transitions between ideas. 11. Engage the reader from beginning to end with an interesting opening, logical sequence, and satisfying conclusion. 	<p>Participate in writing Workshop (A. 1-11) Construct and develop a research Paper (A. 2-11) Generate writer's notebook/journal Develop character sketch (B. 1-3)</p>	<p>Write in Journals B-1 Revise drafts with an eye to details (B.-3, 6-11) Construct sentences of varying lengths B-6 Use transition words (time connector words) (B.-5 ,8, 10) Engage in research to compose informational writing (B.-2) Read and respond in a variety of genre (B.-1, 4) Construct a writing piece based on a specific genre (B. – 4) Include dialogue in a written piece (B. 3, 5) Cut and paste sentences in new locations within original piece (B. 5 ,8) Provide sample openings and closings for modeling (B. 3, 9-11) Use teacher created graphic organizer to incorporate transitional words (B. 3, 5, 6, 9-11) Use highlighter for specific word choices, sentences and/or punctuation (B. 5, 6, 8) Utilize writer's checklist (B. 5-8, 11)</p>
<p><u>C. Mechanics, Spelling, and Handwriting</u></p> <ol style="list-style-type: none"> 1. Use Standard English conventions that are appropriate to the grade level, such as sentence structure, grammar and usage, punctuation, capitalization, spelling, and 	<p><u>Common Experiences:</u> Use Language Arts text and support material (C. 1-11) Read and write words from a common book list Use a variety of print , audio and media sources (C1, 2, 8-11)</p>	<p><u>Suggested Strategies</u> Use a daily language editing activity (C. 1-9) Recognize and highlight parts of speech or spelling patterns (C. 3, 8, 9) Utilize the Holistic Writing Rubric to strengthen writing piece (C. 1)</p>

<p>handwriting.</p> <ol style="list-style-type: none"> 2. Use increasingly complex sentence structure and syntax to express ideas. 3. Use grade appropriate knowledge of English grammar and usage to craft writing, such as subject/verb agreement, pronoun usage and agreement, and appropriate verb tenses. 4. Use punctuation correctly in sentences, such as ending punctuation, commas, and quotation marks in dialogue. 5. Use capital letters correctly in sentences, for proper nouns, and in titles. 6. Study examples of narrative and expository writing to develop understanding of the reasons for and use of paragraphs and indentation. 7. Indent in own writing to show the beginning of a paragraph. 8. Spell grade-appropriate words correctly with particular attention to frequently used words, contractions, and homophones. 9. Use knowledge of base words, structural analysis, and spelling patterns to expand spelling competency in writing. 10. Use a variety of reference materials, such as a dictionary, grammar reference, and internet/software resources to edit written work. 11. Write legibly in manuscript or cursive to meet district standards. 		<p>Use of games to develop language/grammar skills (C. 1, 8, 9) Create graphic organizers for parts of speech (C. 3) (8.1.4.A.8) Write chapter titles for chapters in novels (C. 5) Edit using appropriate software (C. 10) Recognize and highlight well-formed manuscript and cursive (C. 11) Model indentation using dialogue and speaker change (C. 4, 7)</p>
<p><u>D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)</u></p> <ol style="list-style-type: none"> 1. Write for different purposes (e.g., to express ideas, to inform, to entertain, to respond to literature, to question, to share) and a variety of audiences (e.g., self, peers, community). 2. Study the characteristics of a variety of genres, including expository, narrative, poetry, and reflection. 3. Develop independence by setting self-selected purposes and generating topics for 	<p><u>Common Experiences:</u> Respond to Literature (D.1-15) Develop essays using a variety of discourse modes (D.1-15) (8.1.4.A.4)</p>	<p><u>Suggested Strategies</u> Compose letters i.e., thank you, to inform, to answer questions, (D.1) Read a variety of poems on the same topic by different poets (D. 2) List personal writing topics and select one for further development (D. 3) Demonstrate knowledge of topic through paraphrasing or reflection across subject matter (D. 5) Write a letter to an author responding to literature (D. 6)</p>

<p>writing.</p> <ol style="list-style-type: none"> 4. Write independently to satisfy personal, academic, and social needs (e.g., stories, summaries, letters, or poetry). 5. Use writing to paraphrase, clarify, and reflect on new learning across the curriculum. 6. Respond to literature in writing to demonstrate an understanding of the text, to explore personal reactions, and to connect personal experiences with the text. 7. Write narratives that relate recollections of an event or experience and establish a setting, characters, point of view, and sequence of events. 8. Write informational reports that frame a topic, include facts and details, and draw information from several sources. 9. Write formal and informal letters for a variety of audiences and purposes. 10. Use a variety of strategies to organize writing, including sequence, chronology, and cause/effect. 11. Demonstrate higher-order thinking skills through responses to open-ended and essay questions in content areas or as responses to literature. 12. Use relevant graphics in writing (e.g., maps, charts, illustrations). 13. Demonstrate the development of a personal style and voice in writing. 14. Review scoring criteria of a writing rubric. 15. Develop a collection of writings (e.g., a literacy folder or a literacy portfolio). 		<p>Take a position to take or keep a book in the library collection or to purchase a book (D. 4, 9-11)</p> <p>Develop a narrative that sequences events of a personal nature (D.1, 7)</p> <p>Independent study or collaborative writing on a specific topic i.e. animals, persons etc. (D. 8)</p> <p>Develop a chart for sequence, chronology, cause or effect related to a story (D. 12)</p> <p>Allow for a variety of “How” or “Why” questions in response to personal writing or others’ writings (D. 11)</p> <p>Organize information in a coherent format using student generated maps, charts, illustrations (D. 12)</p> <p>Model style and personal voice by reading aloud student works (D.13)</p> <p>Use holistic writing rubric for self evaluation D14</p> <p>Collect writing in folder (D. 15)</p>
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STANDARD 3.3 (SPEAKING) ALL STUDENTS WILL SPEAK IN CLEAR, CONCISE, ORGANIZED LANGUAGE THAT VARIES IN CONTENT AND FORM FOR DIFFERENT AUDIENCES AND PURPOSES.

By the end of Grade 4, students will:

<p><u>A. Discussion (small group and whole class)</u> 1. Use details, examples and reasons to support central ideas or clarify a point of view. 2. Stay focused on a topic and ask relevant questions. 3. Take turns without dominating.</p>	<p><u>Common Experiences:</u> Provide classroom opportunities for public speaking (A. 1-3)</p>	<p><u>Suggested Strategies</u> Conduct interviews of various people (A. 2, 3) (9.1.4. A.1-3) Establish rules for discussion groups (A. 1- 3) Model group discussions (A. 1-3)</p>
<p><u>B. Questioning (Inquiry) and Contributing</u> 1. Develop questioning techniques (e.g., who, what, when, where, why, and how). 2. Use interview techniques to develop inquiry skills. 3. Explore concepts by describing, narrating, or explaining how and why things happen. 4. Discuss information heard, offer personal opinions, and ask for restatement or general explanation to clarify meaning. 5. Reflect and evaluate information learned as a result of the inquiry. 6. Solve a problem or understand a task through group cooperation.</p>	<p><u>Common Experiences:</u> Provide inquiry opportunities related to public speaking events (B. 1-6) (9.1.4.A.1-3) (9.2.4.B. 1-5) (9.2.4.C.1-5)</p>	<p><u>Suggested Strategies</u> Generate questions to stimulate a discussion of novel in a literature group (B 1, 4-5) Conduct interviews of various people (B. 1-2) Ask students what they learned form an experience (B. 3, 5) Demonstrate knowledge learned through inquiry through the use of a graphic organizer (B. 5, 6) (8.1.4.A.8) Report current events (B. 1, 3, 4)</p>
<p><u>C. Word Choice</u> 1. Use convincing dialogue to role-play short scenes involving familiar situations or emotions. 2. Use figurative language purposefully in speaking situations. 3. Use appropriate vocabulary to support or clarify a message. 4. Adapt language to persuade, explain, or seek information.</p>	<p><u>Common Experiences:</u> Provide opportunities for classroom presentations (C. 1-4) (9.2.4.C.1-5)</p>	<p><u>Suggested Strategies</u> Incorporate similes, metaphors, onomatopoeia idioms and alliteration while speaking (C. 2) Act out scenes from Anti-bully materials (C. 1, 3-4) (9.1.4.B. 1-3) To promote candidates for elections (C. 3-4) (9.1.4.D. 1-4)</p>
<p><u>D. Oral Presentation</u> 1. Speak for a variety of audiences and purposes. 2. Prepare, rehearse, and deliver a formal</p>	<p><u>Common Experiences:</u> Provide classroom opportunities for public speaking (D. 1-7)</p>	<p><u>Suggested Strategies</u> Share class reports on a variety of topics i.e. book reports , Native Americans, biographies (D. 1-4, 6- 7)</p>

<p>presentation in logical or sequential order, including opening, supportive details, and a closing statement.</p> <ol style="list-style-type: none"> 3. Use notes or other memory aids to structure a presentation. 4. Maintain audience interest during formal presentations, incorporating adequate volume, proper pacing, and clear enunciation. 5. Participate in a dramatization or role-play across the curriculum. 6. Read aloud with fluency. 7. Understand and use criteria for a rubric to improve an oral presentation. 		<p>Create and evaluate ones speaking with a rubric (C. 7) Use software to make a presentation i.e. Power Point, Key Note (C. 2-4)</p>
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STANDARD 3.4 (LISTENING) ALL STUDENTS WILL LISTEN ACTIVELY TO INFORMATION FROM A VARIETY OF SOURCES IN A VARIETY OF SITUATIONS.

By the end of Grade 4, students will:

A. Active Listening

1. Listen actively for a variety of purposes such as enjoyment and obtaining information.
2. Listen attentively and critically to a variety of speakers.
3. Interpret vocabulary gained through listening.

Common Experiences:

Promote opportunities to engage learners in active (A. 1-3)

Suggested Strategies

Model active listening (A. 1)
 Read aloud daily (A. 1-3)
 Supply a variety of written materials for enjoyment i.e. joke books, riddles (A. 1)
 Provide feedback on assemblies (A. 1-3)

B. Listening Comprehension

1. Demonstrate competence in active listening through comprehension of a story, interview, and oral report of an event or incident.
2. Develop listening strategies (e.g., asking questions and taking notes) to understand what is heard.
3. Demonstrate competence in active listening by interpreting and applying received information to new situations and solving problems.
4. Make inferences based on an oral report or presentation.
5. Describe how language reflects specific regions and/or cultures.
6. Follow three-and four-step oral directions.

Common Experiences:

Listen to guest speakers, reports, current events and projects (B.1-6)

Suggested Strategies

Asking questions during /after presentations (B.1-5)
 Demonstrate the difference between hearing and active listening through role playing (B. 1 –2)
 Repeat multi-step oral directions (B. 6)
 Fill in a graphic organizer during class presentations (B. 2)
 Discuss similarities and differences of new subject related problems compared to previous problems (B. 3)
 Address regional and cultural language in written and oral formats (B. 5)
 State inferences drawn from a report (B. 4)

STANDARD 3.5 (VIEWING AND MEDIA LITERACY) ALL STUDENTS WILL ACCESS, VIEW, EVALUATE, AND RESPOND TO PRINT, NONPRINT, AND ELECTRONIC TEXTS AND RESOURCES.

By the end of Grade 4, students will:

<p><u>A. Constructing Meaning</u></p> <ol style="list-style-type: none"> 1. Interpret information found in pictorial graphs, map keys, and icons on a computer screen. 2. Respond to and evaluate the use of illustrations to support text. 3. Use graphs, charts, and diagrams to report data. 4. Distinguish between factual and fictional visual representations. 5. Identify the central theme in a movie, film, or illustration. 6. Identify the target audience for a particular program, story, or advertisement. 7. Demonstrate an awareness of different media forms and how they contribute to communication. 	<p><u>Common Experiences</u> Provide multi media information for class use listening (A. 1-7) (8.1.4.A. 6) (8.1.4. B. 1-8)</p>	<p><u>Suggested Strategies</u> Create graphs, charts and diagrams (A, 1-3, 7) View age appropriate movies (A. 5)</p>
<p><u>B. Visual and Verbal Messages</u></p> <ol style="list-style-type: none"> 1. Understand that creators of both print media and electronic media have a purpose and target audience for their work. 2. Explore and interpret various messages found in advertisements and other texts. 3. Discuss the emotional impact of photos and how they aid understanding. 4. Compare and contrast media sources, such as film and book versions of a story. 	<p><u>Common Experiences:</u> Read book and view movie (B. 1-4) Read and analyze newspaper advertisements and articles (B. 1-3) (8.1.4. B. 1-8)</p>	<p><u>Suggested Strategies</u> Compare and Contrast book to movie through discussions, Venn diagrams or T charts (B. 4) Write a caption for a picture (B. 3)</p>
<p><u>C. Living with Media</u></p> <ol style="list-style-type: none"> 1. Express preferences for media choices 	<p><u>Common Experiences:</u> Use a variety of media i.e.: Internet/CD/Television/print material (C. 1) (8.1.4.B. 1-8)</p>	<p><u>Suggested Strategies</u> Express personal preference and graph (C. 1)</p>

FOURTH GRADE AUTHOR STUDIES

River Edge

Required Authors:

Toliver's Secret- Esther

by Wood Brady

Mouse and the Motorcycle

by Beverly Cleary

Choose One

Owls in the Family

by Farley Mowat

Trumpet of the Swans

by E.B. White

Wish Giver

by Bill Brittan

Search For Delicious

by Natalie Babbitt

Boy In The Red Jacket

by-Barbara Park

Supplemental Author Studies:

Phoebe The Spy

by Judith Berry Griffin

Super Fudge

by-Judy Blume

Skinnybones

by Barbara Park

The Kid Who Ran For President*by Dan Gutman*

The Kid Who Became President

by Dan Gutman

Caddie Woodlawn

by Caddie Woodlawn

Tales of a Fouth Grade Nothing

by Judy Blume

Read Aloud

Sign of the Beaver

By Elizabeth George Speare

Winn-Dixie

by Kate DiCamillo

Jackie and Me

by Dan Gutman

Wanderer

by Sharon Creech

Frindle

by Andrew Clements

Oradell

Core Novels:

The Sign of the Beaver
Kneeknock Rise
Sarah, Plain and Tall
Tales of a Fourth Grade Nothing

Supplemental Novels:

There's a Boy in the Girl's Bathroom
Frindle
Shiloh
Superfudge
Esperanza Rising
Maniac Magee
Where the Waves Break
Skylark

Language Arts
Performance Objectives and Common Experiences / Strategies and Suggestions
Grade Five

STANDARD 3.1 (READING) ALL STUDENTS WILL UNDERSTAND AND APPLY THE KNOWLEDGE OF SOUNDS, LETTERS, AND WORDS IN WRITTEN ENGLISH TO BECOME INDEPENDENT AND FLUENT READERS, AND WILL READ A VARIETY OF MATERIALS AND TEXTS WITH FLUENCY AND COMPREHENSION.

By the end of Grade 5, students will:

<p><u>A. Concepts About Print/Text</u> 1. Use a text index and glossary appropriately. 2. Survey and explain text features that contribute to comprehension (e.g., headings, introductory and concluding paragraphs).</p>	<p><u>Common Experiences:</u> Use content-area text to locate information (A.1)</p>	<p><u>Suggested Strategies</u> Complete scavenger hunt in a textbook to utilize index, glossary, contents (A.1, 2) Analyze on textbook structure (A.1,2)</p>
<p><u>B. Phonological Awareness</u> No additional indicators at this grade level.</p>	<p><u>Common Experiences:</u> N/A</p>	<p><u>Suggested Strategies</u> N/A</p>
<p><u>C. Decoding and Word Recognition</u> 1. Use the pronunciation key of a dictionary to decode new words. 2. Use context clues or knowledge of phonics, syllabication, prefixes, and suffixes to decode new words. 3. Interpret new words correctly in context. 4. Apply spelling and syllabication rules that aid in decoding and word recognition.</p>	<p><u>Common Experiences:</u> D.E.A.R. (Drop everything and read) (C.1-3) Use dictionary, glossary, and thesaurus (text and on-line sources) (C.1) Decode in weekly skill checks (C. 1, 4) Weekly focused-decoding skill (C.1, 4)</p>	<p><u>Suggested Strategies</u> Read required novels (C.1-4) Read short stories (Anthology) (C.1-4) Create crossword puzzles, word scramble, and word searches using weekly spelling words (C.4) Learn new vocabulary through the use of prefixes, suffixes, context clues, analogies, matching synonyms and antonyms (Wordly Wise) (C.2, 3) Use dictionary for syllabication and base words (C.1) Complete Cloze exercises (C.2, 3) Use context clues during read-alouds (C.2, 3) Define vocabulary as a pre-reading activity (C.2, 3) Compile common lists of vocabulary words through student-directed research (C.3)</p>
<p><u>D. Fluency</u> 1. Adjust reading speed appropriately for different purposes and audiences. 2. Apply knowledge of letter-sound associations, language structures, and context to recognize words.</p>	<p><u>Common Experiences:</u> Read aloud (D.1-3, 5) Observe teacher modeling (D. 1-3, 5) Teacher modeling (D.1-3, 5) Read aloud to younger grade students (D.1-3, 5) Present project orally (D.1-3, 5)</p>	<p><u>Suggested Strategies</u> Read dialogue with expression (D.1,3) Read aloud through choral reading (D.1-3, 5) Read scripts, plays, Reader’s Theater (D.1-3, 5) Read poem aloud (D.1-3, 5) Role-play (D.1,3)</p>

<ol style="list-style-type: none"> 3. Read aloud in ways that reflect understanding of proper phrasing and intonation. 4. Read silently for the purpose of increasing speed, accuracy, and reading fluency. 5. Apply self-correcting strategies to decode and gain meaning from print both, orally and silently. 		<p>Read aloud to younger grade book buddies (D.1-3,5)</p>
<p><u>E. Reading Strategies (before, during, and after reading)</u></p> <ol style="list-style-type: none"> 1. Activate prior knowledge and anticipate what will be read or heard. 2. Vary reading strategies according to their purpose for reading and the nature of the text. 3. Reread to make sense of difficult paragraphs or sections of text. 4. Make revisions to text predictions during and after reading. 5. Apply graphic organizers to illustrate key concepts and relationships in a text. 	<p><u>Common Experiences:</u> Make text connections, such as text-text, text-self, and text-world connections (E.1) Recognize foreshadowing (E.1) Make predictions (E.1, 4) Identify Author's Purpose (E.2) Apply background Knowledge (E.1, 5) Engage visual imagery while revisiting text (E..3)</p>	<p><u>Suggested Strategies</u> Make predictions based on title, cover, and first page of book (E.1,4) Construct a story map (E.5) Complete a K-W-L chart (E.1,5) (8.1.8.A.11) Complete a T-Chart (E.1, 5) (8.1.8. A. 11) Perform a Think-aloud (E.1-3, 4, 5) Produce a Venn diagram (E.1, 5) (8.1.8.A. 11) Repeat reading (E.2, 3)</p>
<p><u>F. Vocabulary and Concept Development</u></p> <ol style="list-style-type: none"> 1. Infer word meanings from learned roots, prefixes, and suffixes. 2. Infer specific word meanings in the context of reading passages. 3. Identify and correctly use antonyms, synonyms, homophones, and homographs. 4. Use a grade-level appropriate dictionary independently to define unknown words. 5. Use a thesaurus to identify alternative word choices and meanings. 	<p><u>Common Experiences:</u> Role-play (F.2, 4) Create Enter-Exit Cards * (F.3) Define vocabulary terms (F.4, 5) Compare figurative vs. literal language (F.2) Expand vocabulary using novels, literature, and content-area texts to expand vocabulary (F.1, 2, 4, 5) Spelling Unit words (Phonics, Analogies, Prefixes, Suffixes, Word Origins, etc.) (F.1, 4) Identify analogies, word origins, prefixes, suffixes, etc., in Spelling Unit words (F. 1, 4)</p>	<p><u>Suggested Strategies</u> Complete MUG Shots/Daily Language Review (F.1,3-,5) Play scrabble and crossword games (F.2,4,5) Learn new vocabulary through the use of analogies (WordMasters) (F.2,3)</p>
<p><u>G. Comprehension Skills and Response to Text</u></p> <ol style="list-style-type: none"> 1. Identify author's purpose, views, and beliefs. 2. Identify genre by their distinctive elements (e.g. tall tale-exaggeration). 3. Use cause and effect and sequence of events to gain meaning. 4. Anticipate and construct meaning from text by making conscious connections to self, an author, and others. 	<p><u>Common Experiences:</u> Develop an author study (G.1,10-13) Read various genres, including historical fiction, mystery, fantasy, science fiction, realistic fiction, folk-tales, poetry, nonfiction (G.1-17) Recognize of figurative language (G.13,17) Identify the elements of different types of poetry (e.g., cinquain, haiku, diamante, and limerick) (G.13, 14) Use Language Arts handbook to assist in identification of literary devices (G.5,12,13)</p>	<p><u>Suggested Strategies</u> Perform a Think-aloud (G.1,3- 9,12,13,17) Brainstorm elements of various genres (G.2, 7,14) Participate in Book Club and/or Literature Circles (G.1-17) Read a play (G.1-13,15) Write book reviews, reports, critiques (G.1-4,6-13,15-17) Play "I have. Who has?" activity for defining idiomatic expressions (G.17)</p>

<ol style="list-style-type: none"> 5. Recognize persuasive and propaganda techniques used to influence readers. 6. Recognize historical and cultural biases and different points of view. 7. Understand that theme refers to the central idea or meaning of a selection and recognize themes, whether implied or stated directly. 8. Distinguish between major and minor details. 9. Make inferences using textual information and provide supporting evidence. 10. Recognize common organizational patterns in text that support comprehension (e.g., headings, captions). 11. Identify and analyze text types, formats, and elements in nonfiction. 12. Recognize literary elements in stories, including setting, characters, plot, and mood. 13. Recognize figurative language in text (e.g. simile, metaphor, personification, alliteration). 14. Identify and respond to the elements of sound and structure in poetry. 15. Identify the structures in drama. 16. Read regularly in materials appropriate for their independent reading level. 17. Interpret idiomatic expressions. 	<p>Respond to leveled comprehension questions according to Bloom’s Taxonomy (G.1, 3, 4, 7-10, 12, 13)</p> <p>Use graphic organizers to identify literary elements (G.2.12) (i.1.4.A.8)</p>	<p>View Brainpop.com to understand figurative language, elements of poetry, etc. (G.13)</p> <p>Create alternate titles of chapters (G.1, 2, 4, 7)</p> <p>Use newspaper, magazines, content-area textbooks, internet articles as related resources in content areas, etc. to identify elements of nonfiction (G.4, 6, 8, 10,11,16) (8.1.8.B.6)</p>
<p><u>H. Inquiry and Research</u></p> <ol style="list-style-type: none"> 1. Use library classification systems, print or electronic, to locate information. 2. Develop and revise questions for investigations prior to, during, and after reading. 3. Use multiple sources to locate information relevant to research questions. 4. Read independently and research topics using a variety of materials to satisfy personal, academic, and social needs, and produce evidence of reading. 5. Draw conclusions from information gathered from multiple sources. 6. Interpret and use graphic sources of information such as maps, graphs, timelines, or tables to address research questions. 	<p><u>Common Experiences:</u></p> <p>Student self-selection of text (H.1, 3, 4)</p> <p>Student text for the purpose of research (H.1, 3, 4)</p> <p>Conduct content area research (H.1, 3- 8)</p> <p>Research via the Internet (on-line encyclopedia; search engines; school web page, including grade-level sites and on-line texts) (H.1, 3-8) (i.1.8.B.6)</p> <p>Create notes using outlining (H.2- 7)</p>	<p><u>Suggested Strategies</u></p> <p>Investigate Science Fair topic (H.1-8)</p> <p>Participate in Jigsaw to research topic – see Addendum (H.4,6,7)</p> <p>Use graphic organizer (e.g. KWL Chart, Venn diagram, 5 W’s) (H.2,3,6,7) (8.1.8.A.11)</p> <p>Research author for Author Study (H.1-8)</p> <p>Read biography (H.1-8)</p> <p>Apply Scientific Method (H.2 ,3 ,6, 7)</p> <p>Interpret Cause and Effect (H.5, 6)</p> <p>Present Keynote / Power Point report (H.1-8) (8.1..A.8)</p> <p>Generate questions for research (H.2 ,6)</p> <p>Create a bibliography (H.1, 3, 4) (8.1.8.A.3, 5)</p> <p>Investigate stocks through participation in The Stock Market Game (H.2, 3, 5, 7) (8.1.8.B.6)</p> <p>Use Inspiration / Kidspiration software program (Graphic organizers) (H.2,6,7) (8.1.8.A.11)</p>

<p>7. Summarize and organize information by taking notes, outlining ideas, and/or making charts.</p> <p>8. Produce projects and reports, using visuals, media, and/or technology to show learning and support the learning of an audience.</p>		Create and/or utilize Webquest (H.2-8)
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STANDARD 3.2 (WRITING) ALL STUDENTS WILL WRITE IN CLEAR, CONCISE, ORGANIZED LANGUAGE THAT VARIES IN CONTENT AND FORM FOR DIFFERENT AUDIENCES AND PURPOSES.

By the end of Grade 5, students will:

A. Writing as a Process (prewriting, drafting, revising, editing, postwriting)

1. Write stories with multiple paragraphs that develop a situation or plot, describe the setting, and include an ending.
2. Write informational compositions with multiple paragraphs that present important ideas, provide details, and offer a concluding paragraph.
3. Generate possible ideas for writing through listening, talking, recalling experiences, hearing stories, reading, discussing models of writing, asking questions, and brainstorming.
4. Develop an awareness of form, structure, and author's voice in various genres.
5. Use strategies such as graphic organizers and outlines to elaborate and organize ideas for writing.
6. Draft writing in a selected genre with supporting structure according to the intended message, audience, and purpose for writing
7. Make decisions about the use of precise language, including adjectives, adverbs, verbs, and specific details, and justify the choices made.
8. Revise drafts by rereading for meaning, narrowing focus, elaborating and deleting, as well as reworking organization, openings, closings, word choice, and consistency of voice.
9. Review own writing with others to understand the reader's perspective and to consider and incorporate ideas for revision.
10. Review and edit work for spelling, usage, clarity, organization, and fluency.

Common Experiences: Grade 5

Write in a variety of poetry forms (A.3-14)
 Choose writing topics (A.3)
 Keep a writer's notebook (A.3)
 Write a Research Paper (A.2-14) (i.1.8.B.6)
 (8.1.8.A.2, 3)
 Develop paragraph with topic sentence; supporting details, including facts, examples, statistics, illustration, etc. (A.1, 2, 5, 7)
 Utilize writer's checklist to revise and edit writing (A. 8-11)

Suggested Strategies

Peer Editing (A.8-11,13,14)
 Use **C.O.P.S.** to edit for capitalization, omission, punctuation, and spelling (A.8-11)
 Create a web to enable students to write a paragraph with strong supporting details (A.5, 7,12) (8.1.8.A.11)
 Use Bloom's taxonomy to generate written responses to higher-order questions (A.2,6)
 Memoir writing (A.3 ,5-11,13,14)
 Utilize **holistic scoring rubric** to evaluate other student writing pieces as well as self-evaluate own writing pieces (A.13,14)
 Student-Teacher Writing Conferences and Peer Writing Conferencing (A.1-14)
 Self-evaluation sheets (A.14)
 Use editing and revising checklists (A.8-11,13,14)
 Use **sentence kernels** to elaborate with parts of speech and detail (A.5, 7)
 Use pictures, videos, music, or writing prompt to begin a piece of writing (A.3)
 Use story starters to develop and organize a writing piece (A.1, 3, 5)
 Compile list of individual writing topics in "Writing Territories" (A.3)
 Complete teacher-created "Interest Inventory" (A.3)

<ol style="list-style-type: none"> 11. Use a variety of reference materials to revise work. 12. Use computer writing applications during the writing process. 13. Understand and apply the elements of a scoring rubric to improve and evaluate writing. 14. Reflect on own writing, noting strengths and setting goals for improvement. 		
<p><u>B. Writing as a Product (resulting in a formal product or publication)</u></p> <ol style="list-style-type: none"> 1. Expand knowledge of characteristics and structures of selected genres. 2. Write a range of grade appropriate essays across curricula (e.g., persuasive, personal, descriptive, issue- based) 3. Write grade appropriate, multi-paragraph, expository pieces across curricula (e.g., problem/solution, cause/effect, hypothesis/results, feature articles, critique, research reports). 4. Write various types of prose, such as short stories, biography, autobiography, or memoir that contain narrative elements. 5. Support main idea, topic, or theme with facts, examples, or explanations, including information from multiple sources. 6. Sharpen focus and improve coherence by considering the relevancy of included details and adding, deleting, and rearranging appropriately. 7. Write sentences of varying length and complexity, using specific nouns, verbs, and descriptive words. 8. Prepare a works consulted page for reports or research papers. 9. Provide logical sequence throughout multi-paragraph works by refining organizational structure and developing transitions between ideas. 10. Engage the reader from beginning to end with an interesting opening, logical sequence, and satisfying conclusion. 	<p><u>Common Experiences:</u></p> <p>Write in the various discourse modes, including persuasive, expository, descriptive, comparison, and narrative (B.1-10) (8.1.8 A.2, 3)</p> <p>Write definition (e.g., Scientific terms/concepts, Social Studies terms) (B.3, 5, 8) (8.1.8.A.2, 3)</p> <p>Write book review/report (B.1, 5, 6, 7, 9,10) (8.1.8.A.2, 3)</p> <p>Write research paper (B.3-10)</p>	<p><u>Suggested Strategies:</u></p> <p>Generate Science Fair Lab Report (B. 3, 5-,7-10)</p> <p>Use Holistic Scoring Rubrics (B. 2, 3, 5-,7, 9,10)</p> <p>Write Short Essays (B.2, 5-,7,10)</p> <p>Keep a Writing Journal (B.1- 0)</p> <p>Write in a Reading Journal (B.4-7,9,10)</p> <p>Summarize Current Events(B.1, 3-7,9,10)</p>

<p><u>C. Mechanics, Spelling, and Handwriting</u></p> <ol style="list-style-type: none"> 1. Use Standard English conventions in all writing, such as sentence structure, grammar and usage, punctuation, capitalization, spelling, and handwriting. 2. Use increasingly complex sentence structure and syntax to express ideas. 3. Use knowledge of English grammar and usage to express ideas effectively. 4. Use correct capitalization and punctuation, including commas and colons, throughout writing. 5. Use quotation marks and related punctuation correctly in passages of dialogue. 6. Use knowledge of roots, prefixes, suffixes, and English spelling patterns to spell words correctly in writing. 7. Study examples of narrative and expository writing to develop understanding of the reasons for and use of paragraphs and indentation. 8. Edit writing for correct grammar usage, capitalization, punctuation, and spelling. 9. Use a variety of reference materials, such as a dictionary, grammar reference, and/or internet/software resources to edit written work. 10. Write legibly in manuscript or cursive to meet district standards 	<p><u>Common Experiences:</u> Use Standard Proofreading Marks (C.1, 4, 5, 8, 9) Practice Daily Language Practice (e.g. MUG Shots/Daily Oral Language/Daily Language Review) (C.1, 3-6, 8-10)</p>	<p><u>Suggested Strategies</u> Use C.O.P.S. (Capitalization, Omission, Punctuation, Spelling) (C.1 , 3-6, 8, 9)</p>
<p><u>D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)</u></p> <ol style="list-style-type: none"> 1. Write for different purposes (e.g., to express ideas, inform, entertain, respond to literature, persuade, question, reflect, clarify, share) and a variety of audiences (e.g., self, peers, community). 2. Gather, select, and organize information appropriate to a topic, task, and audience. 3. Develop and use knowledge of a variety of genres, including expository, narrative, persuasive, poetry, critiques, and everyday/ workplace writing. 	<p><u>Common Experiences:</u> Write in various modes, including persuasive, expository, descriptive, comparison, and narrative (D.1-3,-5-17) Write in a variety of poetry forms (D.2,3,15,17) Self-select writing topics (D.1,2,15) Use transition words and conjunctions to convey sequence of events, order of importance, etc. (D.5,16) Write story based on picture prompt (D. 1, 2)</p>	<p><u>Suggested Strategies</u> Use literature to model transition words (D.5,8) Use comic strips to write dialogue with proper punctuation (D.8,14) Keep a reading journal to respond to novels (D.1, 2, 4, 8,13,14) Write a business letter to a candy company (D.1, 5, 6,11,12) (8.1.8.A. 2,3) Write a friendly letter to a character in a novel (D.1,4-6, 8,11,15) Respond to artwork or music with sensory details (D.1,8,15) Complete classroom Job / Buehler Job Application (D.1, 2,1 0,15) (9.1.8..B 2,3)</p>

<ol style="list-style-type: none"> 4. Organize a response that develops insight into literature by exploring personal reactions, connecting to personal experiences, and referring to the text through sustained use of examples. 5. Use transitions between and within paragraphs. 6. Organize paragraphs using topic sentences. 7. Write narratives, establishing a plot or conflict, setting, characters, point of view, and resolution. 8. Use narrative techniques (e.g., dialogue, specific actions of characters, sensory description, and expression of thoughts and feelings of characters). 9. Write reports based on research with a scope narrow enough to be thoroughly covered, supporting the main ideas or topic with facts, examples, and explanations, and including a works consulted page. 10. Write persuasive essays with clearly stated positions or opinions supported by organized and relevant evidence to validate arguments and conclusions, and sources cited when needed. 11. Demonstrate the ability to write friendly/business letters in correct format and coherent style. 12. Use a variety of strategies to organize writing, including sequence, chronology, cause/effect, problem/solution, and order of importance. 13. Demonstrate higher-order thinking skills and writing clarity when answering open-ended and essay questions in content areas or as responses to literature. 14. Use relevant graphics in writing (e.g., maps, charts, illustrations, graphs, photographs). 15. Demonstrate the development of a personal style and voice in writing. 16. Review scoring criteria of relevant rubrics. 17. Develop a collection of writings (e.g., a literacy folder, a literacy portfolio). 		<p>Develop persuasive writing piece for the purpose of influencing peers' opinions (D.1-3, 5, 6,10,12,15,16)</p> <p>Develop an outline (D.9,12) (8.1.8.A.11) Generate list of transition words through brainstorming (D.5,12) Restate question as statement (D.2,12,13) Support opinion with information from text / passage (D.1-4,10,11,15,16)</p>
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STANDARD 3.3 (SPEAKING) ALL STUDENTS WILL SPEAK IN CLEAR, CONCISE, ORGANIZED LANGUAGE THAT VARIES IN CONTENT AND FORM FOR DIFFERENT AUDIENCES AND PURPOSES.

By the end of Grade 5, students will:

<p><u>A. Discussion (small group and whole class)</u></p> <ol style="list-style-type: none"> 1. Use details, examples, and reasons to support central ideas or clarify a point of view. 2. Stay focused on a topic and ask relevant questions. 3. Accept others' opinions and respond appropriately. 4. Respond orally to literature. 5. Participate in class discussions appropriately. 	<p><u>Common Experiences: Grade 5</u> Participate in group discussions (A, 1-5) (9.2.8.C.2)</p>	<p><u>Suggested Strategies: Grade 5</u> Discuss literature using Literature Circle and book club discussions (A. 1- 5) Engage in Think-Pair-Share (A.1-5)</p>
<p><u>B. Questioning (Inquiry) and Contributing</u></p> <ol style="list-style-type: none"> 1. Respond orally by adding questions and comments while integrating knowledge. 2. Use interview techniques to develop inquiry skills. 3. Explore concepts by describing, narrating, or explaining how and why things happen. 4. Discuss information heard, offer personal opinions, and ask for restatement or general explanation to clarify meaning. 5. Reflect and evaluate information learned as a result of the inquiry. 6. Solve a problem or understand a task through group cooperation. 	<p><u>Common Experiences:</u> Conduct an interview (B, 1, 2, 4, 5) (9.2.8.C.2)</p>	<p><u>Suggested Strategies</u> Interview a character in a novel or a historical figure (B. 2, 4, 5) Recall and retell learnings from prior lesson(s) (B. 1, 3-5) Write impromptu summary following Science lab, reading of an excerpt, etc. (B. 3, 5)</p>
<p><u>C. Word Choice</u></p> <ol style="list-style-type: none"> 1. Use convincing dialogue to role-play short scenes involving familiar situations or emotions. 2. Use varied word choice to clarify, illustrate, and elaborate. 3. Use figurative language purposefully in speaking situations. 4. Select and use suitable vocabulary to fit a range of audiences. 	<p><u>Common Experiences:</u> Present a project orally (C, 2-4)</p>	<p><u>Suggested Strategies</u> Role-play a scene from literature, bullying situation, etc. (C. 1, 2) Re-enact a historical event (C. 1, 2, 4) Read poetry (C. 3)</p>

<p><u>D. Oral Presentation</u></p> <ol style="list-style-type: none"> 1. Develop and deliver a formal presentation based on a central theme, including logical sequence, introduction, main ideas, supporting details, and concluding remarks to an audience of peers, younger students, and/or parents. 2. Prepare, rehearse, and deliver a formal presentation in logical or sequential order, including an opening, supportive details, and a closing statement. 3. Use clear, precise, organized language that the conventions of spoken English. 4. Use visuals such as charts or graphs when presenting for clarification. 5. Use props effectively while speaking. 6. Maintain audience interest during formal presentations, incorporating adequate volume, proper pacing, and clear enunciation. 7. Use verbal and non verbal elements of delivery (e.g., eye contact, stance) to maintain audience focus. 8. Read aloud with fluency. 9. Understand and use criteria from a rubric to improve an oral presentation. 10. Incorporate peer feedback and teacher suggestions for revisions in content, organization, and delivery. 	<p><u>Common Experiences:</u></p> <p>Use visuals to present a project orally (D. 1-10) Present multi-media project (D.1-10)</p>	<p><u>Suggested Strategies</u></p> <p>Explain a scientific concept orally. (D. 1-10) Develop persuasive speech with the aid of a graphic organizer (D. 1-10) Keynote / PowerPoint (D. 1-10) Evaluate other student oral presentations through use of rubric (D. 9, 10) Observe own video-recorded oral presentation to self-critique (D. 9) (9.1.8.A.4)</p>
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STANDARD 3.4 (LISTENING) ALL STUDENTS WILL LISTEN ACTIVELY TO INFORMATION FROM A VARIETY OF SOURCES IN A VARIETY OF SITUATIONS.

By the end of Grade 5, students will:

A. Active Listening

1. Listen actively for a variety of purposes such as enjoyment and obtaining information.
2. Listen attentively and critically to a variety of speakers.
3. Acknowledge the speaker through eye contact and use appropriate feedback and questions to clarify the speaker's message.
4. Recognize and analyze persuasive techniques while listening.
5. Recognize the rich and varied language of literature (e.g., listen to a recording of poetry or classic literature).
6. Listen to determine a speaker's purpose, attitude, and perspective.
7. Use, when appropriate, criteria/rubric to evaluate oral presentations, such as purpose, delivery techniques, content, visual aids, body language, and facial expressions.

Common Experiences: Grade 5

- Listen critically in order to critique oral presentations (A. 1-7)
- Listen to teacher read aloud (A. 1-7)

Suggested Strategies: Grade 5

- Listen to and analyze persuasive essay presentations (A. 1-7)
- Analyze student-created commercials
- Utilize **graphic organizers** (A. 1-7))
- Use visual and oral cues to communicate understanding to teacher (A. 1-3)

B. Listening Comprehension

1. Demonstrate competence in active listening through responding to a story, interview, or oral report (e.g., summarizing, reacting, retelling).
2. Demonstrate competence in active listening by interpreting and applying received information to new situations and in solving problems.
3. Ask pertinent questions, take notes, and draw conclusions based on information presented.
4. Make inferences based on an oral report or presentation.
5. Follow three-and four-step oral directions.

Common Experiences:

- Summarize of other speaker presentations (B. 1-4)
- Retell (B. 1)
- Take notes (B. 1, 3, 4)
- Formulate questions addressing speaker's presentation (B. 1, 3, 4)
- Follow oral directions (B. 1, 5)

Suggested Strategies

- Role-play (B. 1)
- Complete **Enter/Exit Cards** * (B. 1-4)
- Follow multi-step directions (B. 5)

STANDARD 3.5 (VIEWING AND MEDIA LITERACY) ALL STUDENTS WILL ACCESS, VIEW, EVALUATE, AND RESPOND TO PRINT, NONPRINT, AND ELECTRONIC TEXTS AND RESOURCES.

By the end of Grade 5, students will:

A. Constructing Meaning

1. Respond to and evaluate the use of illustrations to support text.
2. Use graphs, charts, and diagrams to report data.
3. Distinguish between factual and fictional visual representations (e.g. political cartoons).
4. Identify the central theme in a movie, film, or illustration.
5. Identify the target audience for a particular program, story, or advertisement.
6. Demonstrate an awareness of different media forms (e.g. newspapers, internet, magazines) and how they contribute to communication.
7. Understand uses of persuasive text related to advertising in society.
8. Distinguish different points of view in media texts.

Common Experiences:

Read and analyze weekly student newspaper (A. 1, 3, 5-8) (8.1.8.B.6)

Suggested Strategies

Create Venn diagram to compare and contrast film and book versions of book (A. 2, 4, 8) (8.1.8.A.11)

B. Visual and Verbal Messages

1. Understand that creators of both print media and electronic media have a purpose and target audience for their work.
2. Evaluate media messages for credibility.
3. Explore and interpret various messages found in advertisements and other texts.
4. Interpret verbal and nonverbal messages reflected in personal interactions with others.
5. Discuss the emotional impact of a still image (e.g., photo, poster, painting) and how it aids understanding.
6. Compare and contrast media sources, such as film and book versions of a story.
7. Understand the uses of technology (e.g., the Internet for research).

Common Experiences:

Read and analyze of newspaper advertisements and articles (B. 1-3, 5, 7) (8.1.8.B.6)
Read and watch movies from required reading list to compare and contrast (B., 6)

Suggested Strategies

Use search engines to research topics for reports (B. 1-3, 7) (8.1.8.B.6)
Read letters to the editor (B. 3)
Read age-appropriate current events (B. 1-3) (8.1.8.B.6)

<p><u>C. Living with Media</u></p> <ol style="list-style-type: none"> 1. Express and justify preferences for media choices. 2. Choose the most appropriate media for a presentation. 3. Use a rubric to evaluate the content of media presentations. 4. Examine and evaluate effects of media on the family, home, and school. 	<p><u>Common Experiences:</u> View multi-media presentations (C. 1-3) (8.1.8.A.)</p>	<p><u>Suggested Strategies</u> Use search engines to research topics for reports (C. 1, 2) (8.1.8.B.6) Read book and watch movies to compare and contrast (C. 1, 3) Analyze editorial or letter to the editor to determine point of view (C. 4)</p>
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FIFTH GRADE AUTHOR STUDIES

River Edge

Required Authors

Island of the Blue Dolphins

The Fighting Ground

Number the Stars

Bud, Not Buddy *or* In the Year of the Boar and Jackie Robinson

Supplemental Author Studies:

Bridge to Terabithia

The Witch of Blackbird Pond

Walk Two Moons

Maniac Magee

The Whipping Boy

From the Mixed-Up Files of Mrs. Basil E. Frankweiler

Justin and the Best Biscuits in the World (lower reading level)

Children of the Wild West (non-fiction)

Read Alouds

The Cay

My Name is Not Angelica

The Book of Three

The Thief Lord

Chasing Vermeer

A Long Way from Chicago

A Year Down Yonder

Hoot

Oradell

Core Novels

The Great Brain

The Great Brain Reforms

Charlie and the Chocolate Factory

American Tall Tales

Children of the Wild West

Supplemental Novels:

Charlie and the Great Glass Elevator

The Fighting Ground

The Barn

Bridge to Terabithia

The Pushcart War

Summer of the Swans

Island of the Blue Dolphins

From the Mixed-up Files of Mrs. Basil E. Frankweiler

Language Arts

Performance Objectives and Common Experiences / Strategies and Suggestions Grade Six

STANDARD 3.1 (READING) ALL STUDENTS WILL UNDERSTAND AND APPLY THE KNOWLEDGE OF SOUNDS, LETTERS, AND WORDS IN WRITTEN ENGLISH TO BECOME INDEPENDENT AND FLUENT READERS, AND WILL READ A VARIETY OF MATERIALS AND TEXTS WITH FLUENCY AND COMPREHENSION.

By the end of Grade 6, students will:

<p><u>A. Concepts About Print/Text</u></p> <ol style="list-style-type: none"> 1. Use a text index and glossary independently and appropriately. 2. Survey and explain text features that contribute to comprehension (e.g., headings, introductory, concluding paragraphs). 3. Recognize and use common print formats to obtain information (e.g., newspapers, magazines, electronic sources). 	<p><u>Common Experiences</u></p> <p>Engage in mini-lessons on textbook structure (A.1,2)</p> <p>Read an age-appropriate weekly news publication to study current events (A.3)</p>	<p><u>Suggested Strategies:</u></p> <p>Engage in dictionary scavenger hunt to identify glossary, index, contents (e.g. Write Source) (A.1)</p> <p>Read Time for Kids, Scholastic, etc. (A.3)</p>
<p><u>B. Phonological Awareness</u></p> <p>No additional indicators at this grade level.</p>	<p><u>Common Experiences</u></p>	<p><u>Suggested Strategies:</u></p>
<p><u>C. Decoding and Word Recognition</u></p> <ol style="list-style-type: none"> 1. Use a dictionary to decode new words independently. 2. Use context clues or knowledge of phonics, syllabication, prefixes, and suffixes to decode new words. 3. Apply knowledge of new words correctly (refer to word parts and word origin). 4. Apply spelling and syllabication rules that aid in decoding and word recognition. 	<p><u>Common Experiences</u></p> <p>Look up weekly spelling list words in the dictionary (C.1-4)</p> <p>Study word attack/decoding skills (C.4)</p>	<p><u>Suggested Strategies:</u></p> <p>Discover spelling patterns through pretest of weekly list (e.g. "Spelling Sleuths") (C.2)</p>
<p><u>D. Fluency</u></p> <ol style="list-style-type: none"> 1. Adjust reading speed appropriately for different purposes and audiences. 2. Read aloud in ways that reflect understanding of proper phrasing and intonation. 3. Read silently for the purpose of increasing 	<p><u>Common Experiences</u></p> <p>Read to younger grade students (D.1)</p> <p>Read aloud in class to peers (D.1, 2)</p> <p>Select independent reading material (D.3)</p> <p>Read aloud grade-level core novels (D.2, 3)</p> <p>Engage in Sustained Silent Reading (D.E.A.R.) (D.3)</p>	<p><u>Suggested Strategies:</u></p> <p>Utilize timed reading passages (D.1,3)</p> <p>Read a variety of genres (D.2)</p> <p>Read the different character parts in plays and novel passages (Reader's Theater) with expression (D.2)</p> <p>Listen and/or follow along to teacher-modeling</p>

<p>speed, accuracy, and reading fluency.</p> <p>4. Apply self-correcting strategies to decode and gain meaning from print, both orally and silently.</p>		<p>of classroom read aloud selections (D.2) Keep a list of “interesting and unusual” or new words from reading selection (D.4) Chart nightly reading for PTO incentive program (E.3) Utilize Drop Everything And Read (D.E.A.R.) (D.1) Keep a reading journal/log of titles read (for monthly incentive program and classroom incentive programs (D.3)</p>
<p><u>E. Reading Strategies (before, during, and after reading)</u></p> <ol style="list-style-type: none"> 1. Activate prior knowledge and anticipate what will be read or heard. 2. Vary reading strategies according to their purpose for reading and the nature of the text. 3. Reread to make sense of difficult paragraphs or sections of text. 4. Make revisions to text predictions during and after reading. 5. Use reference aids for word meanings when reading. 6. Apply graphic organizers to illustrate key concepts and relationships in a text. 	<p><u>Common Experiences</u></p> <p>Recognize foreshadowing and cliffhanger techniques as a literary tool to predict story outcomes (E.1, 4) Make text connections during reading (E.2) Engage in mini-lessons on textbook structure (E.2) Engage in teacher-guided reading of difficult paragraphs or sections of text (E.2) Summarize and paraphrase text passages (E.3) Use dictionary and context clues to understand word meanings when reading (E.5) Use graphic organizers to study character development and plot line (E.6)</p>	<p><u>Suggested Strategies:</u></p> <p>Use selected passages in core novels to demonstrate foreshadowing and cliffhanger literary techniques (e.g. <u>Tuck Everlasting</u>: immortality vs. mortality) (E.1)</p> <p>**** SEE CORE LIST OF NOVELS ***</p> <p>Use note-taking skills to make sense of difficult passages (e.g. illustrations, bulleted phrases, concept maps/graphic organizer) (E.2,3, 6) Learn instructional strategies using content-area texts (i.e. fiction v. nonfiction, story elements and literary techniques, what makes drama a drama) (E.2) Novels and anthologies (E.2) Keep a reading journal to keep track of predictions and actual outcomes of text (E.1, E.4) Instruction on how to read captions on pictures within textbooks (E.2) Interactive notebook w/ text Use a graphic organizer to identify story elements in preparation for a retelling (e.g. KWL) → GLOSSARY TERM (E.6) Blank outline (E.6) Rewrite a news article with the 5W's (E.3) Students write own prologue, epilogue, sequel or prequel or alternative ending (E.4)</p>
<p><u>F. Vocabulary and Concept Development</u></p> <ol style="list-style-type: none"> 1. Infer word meanings from learned roots, prefixes, and suffixes. 	<p><u>Common Experiences</u></p> <p>Search for words in student text to support lessons utilizing grade level roots, suffixes,</p>	<p><u>Suggested Strategies:</u></p> <p>Use Post-It notes to mark recognition of new vocabulary (F.1,3)</p>

<ol style="list-style-type: none"> 2. Infer specific word meanings in the context of reading passages. 3. Identify and correctly use antonyms, synonyms, homophones, and homographs. 4. Use the dictionary for a variety of purposes (e.g., definitions, word origins, parts of speech). 5. Use a thesaurus to identify alternative word choices and meanings. 	<p>and prefixes (F.1) Learn to use context clues to identify word meaning in reading passage. (F.2)</p> <p>Use dictionary to build vocabulary from unknown words in reading text (F.4) Use thesaurus to identify alternative word choices and meanings to enhance understanding of words in text (F.5)</p>	<p>Use Vocabulary Bingo to master new vocabulary Participate in Word Masters Analogy Contest (4 contests per year) (F.1-F.5)</p> <p>Create hilarious homophone headlines for newspaper using new vocabulary (F.3) Read <u>Chicken Little the Sky is Falling</u> to demonstrate alternate uses of <i>said</i> (F.5) Brainstorm student guesses to unknown vocabulary from novel – put on board – have student choose (F.2) Give students nonsense words in context and see if students can define words (e.g. “Jabberwocky” – poem by Lewis Carroll) (F.2) Literature Circle / Word Wizard (F.1-F.5)</p>
<p><u>G. Comprehension Skills and Response to Text</u></p> <ol style="list-style-type: none"> 1. Respond critically to an author’s purpose, ideas, views, and beliefs. 2. Identify genre by their distinctive elements (e.g. tall tale-exaggeration). 3. Use cause and effect and sequence of events to gain meaning. 4. Construct meaning from text by making conscious connections to self, an author, and others. 5. Recognize persuasive and propaganda techniques used to influence readers. 6. Recognize and understand historical and cultural biases and different points of view. 7. Identify and analyze features of themes conveyed through characters, actions, and images. 8. Distinguish between major and minor details. 9. Make inferences using textual information and provide supporting evidence. 10. Recognize common organizational patterns in text that support comprehension (e.g., headings, captions). 11. Identify and analyze text types, formats, 	<p><u>Common Experiences</u> Keep a reading response journal (G.1) Use graphic organizers for cause and effect and sequence comprehension (G.3) Make text connections during reading (G.4) Use graphic organizer to identify characterization, setting, and plot line (G.7,16) Identify core themes from booklist and discuss character relationships (G.7) Utilize note-taking and outlining skills to summarize main ideas and supporting details (G.8) Instruct students in differentiating between implicit and explicit questions (G.9) Instruct students on how to read captions on pictures in textbooks and content-area related sources (G.10) Use core novels to recognize story elements in fiction (G.12,13) Read a play (G.15) Engage in author study/comparisons (G.1) View, read, understand political cartoons (G.5,6) Experience with summarizing and paraphrasing (G.16) Activate prior knowledge using prompts,</p>	<p><u>Suggested Strategies:</u> Critique print advertisements and commercials (G.5) Write story or letter from point of view of various characters (e.g. slave/owner/abolitionist) (G.6) Create excitement graphs that go along with plot line (G.8) ** SEE ADENDUM FOR SAMPLE** Use a webbing technique to list characteristics of different genres (G.2) Use anthology of short stories to demonstrate implicit and explicit questioning (G.9) Use anthology of short stories to identify and analyze text types, formats, and story elements in non fiction (G.11) Create story maps and use graphic organizers (G.12) Use individual Post-It notes to mark location of figurative language during silent reading of core novels (G.13) Adopt and analyze a poem (G.14) Read and act out a grade-appropriate play, script or scene from a core novel (G.15) Create mood of story using classroom environment (e.g. turning off lights to read a scary story or to depict a rainy day (G.17)</p>

<p>and elements in nonfiction.</p> <ol style="list-style-type: none"> 12. Recognize characterization, setting, plot, theme, and point of view in fiction. 13. Recognize sensory details, figurative language, and other literary devices in text. 14. Identify and respond to the elements of sound and structure in poetry. 15. Analyze drama as a source of information, entertainment, persuasion, or transmitter of culture. 16. Identify and analyze elements of setting, plot, and characterization in plays that are read, written, or performed. 17. Explain ways that the setting contributes to the mood of a novel, play, or poem. 18. Interpret idiomatic expressions. 	<p>questioning, and think-pair-share (G.5,6,10,12,13) Make connections to text i.e. text-to-self, text-to text, text-to-world. (G.2)</p>	<p>Draw a picture of the literal and figurative meanings (G.18)</p>
<p>H. Inquiry and Research</p> <ol style="list-style-type: none"> 1. Develop and revise questions for investigations prior to, during, and after reading. 2. Select and use multiple sources to locate information relevant to research questions. 3. Draw conclusions from information gathered from multiple sources. 4. Interpret and use graphic sources of information such as maps, graphs, timelines, or tables to address research questions. 5. Summarize and organize information by taking notes, outlining ideas, and/or making charts. 6. Produce projects and reports, using visuals, media, and/or technology to show learning and support the learning of an audience. 7. Compare themes, characters, settings, and ideas across texts or works and produce evidence of understanding 	<p>Common Experiences Use pre-reading activity to make predictions (H.1) Recognize relevant sources for research from the Internet and library (H.2) Model paraphrasing of factual information gathered from multiple sources (H.2,3,5) Read age-appropriate student news publication (e.g. Time For Kids, Scholastic) (H.4) Multimedia presentations, science fair displays, resource guides (H.6)</p>	<p>Suggested Strategies: Literature circle jobs (e.g. Discussion Director) (H.1) Follow research sequence (e.g. 1) school, classroom, and public libraries for print resources, 2) school web page on topic of research, 3) search the World Wide Web) (H.2) Work in large and small cooperative group and individual settings to paraphrase information read from a content area text (H.3) Create graphs for science fair projects (H.4) Use graphic organizers (e.g. Venn diagram) (H.7) ** SEE ADDENDUM FOR SAMPLE GRAPHIC ORGANIZER **</p>

STANDARD 3.2 (WRITING) ALL STUDENTS WILL WRITE IN CLEAR, CONCISE, ORGANIZED LANGUAGE THAT VARIES IN CONTENT AND FORM FOR DIFFERENT AUDIENCES AND PURPOSES.

By the end of Grade 6, students will:

A. Writing as a Process (prewriting, drafting, revising, editing, postwriting)

1. Write informational compositions of several paragraphs that engage the interest of the reader, state a clear purpose, develop the topic, and conclude with a detailed summary.
2. Generate ideas for writing through reading and making connections across the curriculum and with current events.
3. Expand knowledge about form, structure, and voice in a variety of **genres**.
4. Use strategies such as **graphic organizers** and outlines to elaborate and organize ideas for writing.
5. Draft writing in a selected **genre** with supporting structure and appropriate voice according to the intended message, audience, and purpose for writing.
6. Make decisions about the use of precise language, including adjectives, adverbs, verbs, and specific details, and justify the choices made.
7. Revise drafts by rereading for meaning, narrowing focus, elaborating and deleting, as well as reworking organization, openings, closings, word choice, and consistency of voice.
8. Review own writing with others to understand the reader's perspective and to consider and incorporate ideas for revision.
9. Review and edit work for spelling, usage, clarity, organization, and fluency.
10. Use a variety of reference materials to revise work.
11. Use computer writing applications during the writing process.
12. Understand and apply the elements of a

Common Experiences

Instruct students on **discourse modes of writing** (A.1)
 Model prewriting strategies (A.4)
 Provide direct instruction on the Writing Process and use of Writer's Checklist, **standard proofreading marks**, and editorial process. (A. 5, 7-9)
 Provide direct instruction in **peer editing** strategies. (A.8)
 Emphasize the use of dictionaries and thesauruses for precise language usage. (A.6, 10)
 Use a computer for all stages of the writing process. (A.11)
 Keep a writing journal and self-evaluate selections periodically (A.13)

Student choice book review (A. 1, 2, 5, 7-9,11)
 Research writing using multiple resources (A.1,2, 11)
 Use a rubric to assess writing (A. 12,13)
 Write from a prompt (A. 2-9,11)
 Write a story in response to a **picture prompt**
 Teacher to student or peer conferencing (A.13)
 Writing sample (process writing) (A. 7,10,11)

Suggested Strategies:

Using Inspiration program and **graphic organizers** (A.4)
 Writing in different **genres** (A.1)

Use student, teacher and class generated topics from content areas and current events (**e.g. Lincoln: A Photo biography Scrapbook, Time For Kids, Scholastic**) (A.1,,2)
 Write story or letter from point of view of various characters (**e.g. slave/owner/abolitionist**) (A.3)
 Teach students to differentiate between writing in the first person and third person. (A.3)

Search a news publication for headline goofs due to misused word choice and punctuation. (A.6)
 Use New Jersey Registered **Holistic Scoring Rubric** and other rubrics. (A.12)

Use student-generated topics (A.2)

<p>scoring rubric to improve and evaluate writing</p> <p>13. Reflect on own writing, noting strengths and setting goals for improvement.</p>		
<p><u>B. Writing as a Product (resulting in a formal product or publication)</u></p> <ol style="list-style-type: none"> Expand knowledge of characteristics, structures, and tone of selected genres. Write a range of grade appropriate essays across curricula (e.g., persuasive, personal, descriptive, issue-based) Write grade appropriate, multi-paragraph expository pieces across curricula (e.g., problem/solution, cause/effect, hypothesis/results, feature articles, critique, and research reports). Write various types of prose, such as short stories, biography, autobiography, or memoir that contain narrative elements. Support main idea, topic, or theme with facts, examples, or explanations, including information from multiple sources. Sharpen focus and improve coherence by considering the relevancy of included details, and adding, deleting, and rearranging appropriately. Write sentences of varying length and complexity, using specific nouns, verbs, and descriptive words. Prepare a works consulted page for reports or research papers. Provide logical sequence throughout multi-paragraph works by refining organizational structure and developing transitions between ideas. Engage the reader from beginning to end with an interesting opening, logical sequence, and satisfying conclusion. 	<p><u>Common Experiences</u></p> <p>Write letters for a variety of purposes (B.2)</p> <p>Write a research paper on content-related topics (e.g. science fair, slave paper, president's report, etc.) (B.5)</p> <p>Use the writing process to revise and edit written work in progress. (B.6, 7, 9)</p> <p>Model correct bibliographic format and student adherence. (B.8)</p> <p>** SEE ADDENDUM FOR BIBLIOGRAPHIC FORMAT **</p> <p>Read samples of well-written writing pieces that properly demonstrate components of an interesting opening, logical sequence, and satisfying conclusion. (B.10)</p>	<p><u>Suggested Strategies:</u></p> <p>Sandwich paragraph (How To, etc.) (B. 5)</p> <p>Paragraph revision (B. 6)</p> <p>Use short stories to expand student knowledge of various genres (A.1-6)</p> <p>Write story or letter from point of view of various characters (e.g. slave/owner/abolitionist) (B.1)</p> <p>Teach students to differentiate between writing in the first person and third person. (B.1)</p> <p>Use student, teacher and class generated topics from content areas and current events (e.g. <u>Lincoln: A Photo biography</u> Scrapbook, Time For Kids, Scholastic) (B.2, 3)</p> <p>Interview relative/friend and write a biography. Write personal narrative (e.g. use newspaper headline format) (B. 4)</p> <p>Write using art as a prompt (i.e. Sleeping Gypsy Painting) (B.2)</p>
<p><u>C. Mechanics, Spelling, and Handwriting</u></p> <ol style="list-style-type: none"> Use Standard English conventions in all writing, such as sentence structure, grammar and usage, punctuation, capitalization, spelling, handwriting. 	<p><u>Common Experiences</u></p> <p>Learn, apply and be evaluated on a weekly list of spelling words. (C.6)</p> <p>Engage in peer editing (C.8)</p> <p>Understand correct usage of paragraph</p>	<p><u>Suggested Strategies:</u></p> <p>Grammar Bingo (C.1)</p> <p>Weekly editing and Daily Oral Language (C.1-5)</p> <p>Use student writing pieces as models. (C.3-5)</p>

<ol style="list-style-type: none"> 2. Use a variety of sentence types and syntax, including independent and dependent clauses and prepositional and adverbial phrases, to connect ideas and craft writing in an interesting and grammatically correct way. 3. Use knowledge of English grammar and usage to express ideas effectively. 4. Use correct capitalization and punctuation, including commas and colons, throughout writing. 5. Use quotation marks and related punctuation correctly in passages of dialogue. 6. Use knowledge of roots, prefixes, suffixes, and English spelling patterns to spell words correctly in writing. 7. Demonstrate understanding of reasons for paragraphs in narrative and expository writing and indent appropriately in own writing. 8. Edit writing for correct grammar usage, capitalization, punctuation, and spelling. 9. Use a variety of materials, such as a dictionary, grammar reference, and/or internet/software resources to edit written work. 10. Write legibly in manuscript or cursive to meet district standards. 	<p style="text-align: center;">structure (e.g. indentation, spacing) (C.7)</p> <p>Use sources to check grammar and spelling (e.g. spell-check, grammar-check, Internet, dictionary, teacher or peer conference, grammar reference).</p>	<p>Use spelling word list to teach grammar and types of sentences. (C.2)</p> <p>Conversations between inanimate objects (C.5) Word origins (C.6) Copy historical documents in proper handwriting (C.10) Grade-level writing sample (C.1-10)</p>
<p><u>D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)</u></p> <ol style="list-style-type: none"> 1. Write for different purposes (e.g., to express ideas, inform, entertain, respond to literature, persuade, question, reflect, clarify, share) and a variety of audiences (e.g., self, peers, community). 2. Gather, select, and organize information appropriate to a topic, task, and audience. 3. Develop and use knowledge of a variety of genres, including expository, narrative, persuasive, poetry, critiques, and everyday/workplace writing. 4. Organize a response that develops insight into literature by exploring personal 	<p><u>Common Experiences</u></p> <p>Book reports/reviews (D.1,2) Creative and expository writing (D. 3,11,13,14) Research writing using multiple resources (D.2,7,10) Keep a literature response journal (D.1,1-13,15) Use Student-generated rubrics (D. 2,14) Write business letters to express an opinion (D.1,10,13) Insert related charts and graphics into research reports (D.12)</p>	<p><u>Suggested Strategies:</u></p> <p>Create writing pieces in the various discourse modes of writing (e.g. Creative writing, writing a play, role play, skit; research writing, student choice essay; writing to persuade) (D.1)</p> <p>Writing picture books and ABC books for younger students on curriculum-related themes (D.1)</p> <p>Pros/Cons of controversial student-issues (Cell phones, being allowed off school property without adult supervision at lunchtime; amount of homework, school</p>

<p>reactions, connecting to personal experiences, and referring to the text through sustained use of examples.</p> <ol style="list-style-type: none"> 5. Write narratives, establishing a plot or conflict, setting, characters, point of view, and resolution. 6. Use narrative techniques (e.g., dialogue, specific actions of characters, sensory description, and expression of thoughts and feelings of characters). 7. Write reports based on research with a scope narrow enough to be thoroughly covered, supporting the main ideas or topic with facts, examples, and explanations from authoritative sources, and including a works consulted page. 8. Write persuasive essays with clearly stated positions or opinions supported by organized and relevant evidence to validate arguments and conclusions, and sources cited when needed. 9. Demonstrate the ability to write business letters in correct format and coherent style. 10. Use a variety of strategies to organize writing, including sequence, chronology, cause/effect, problem/solution, and order of importance. 11. Demonstrate higher-order thinking skills and writing clarity when answering open-ended and essay questions in content areas or as responses to literature. 12. Use relevant graphics in writing (e.g., maps, charts, illustrations, graphs, photographs). 13. Demonstrate the development of a personal style and voice in writing. 14. Review scoring criteria of relevant rubrics. 15. Develop a collection of writings (e.g., a literacy folder or a literacy portfolio). 		<p>uniforms) (D.8)</p> <p>Research writing using multiple resources (D.7)</p> <p>Practice proper completion of life skills forms i.e. job and various other applications (D.3)</p> <p>Operation Shadow persuasive essay (D. 9)</p> <p>Letters to governmental officials (D.9)</p> <p>Letters to authors (D.9)</p>
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STANDARD 3.3 (SPEAKING) ALL STUDENTS WILL SPEAK IN CLEAR, CONCISE, ORGANIZED LANGUAGE THAT VARIES IN CONTENT AND FORM FOR DIFFERENT AUDIENCES AND PURPOSES.

By the end of Grade 6, students will:

<p><u>A. Discussion (small group and whole class)</u></p> <ol style="list-style-type: none"> 1. Support a position with organized, appropriate details. 2. Stay focused on a topic and ask relevant questions. 3. Acknowledge others' opinions and respond appropriately. 4. Respond orally to literature. 5. Participate in class discussion appropriately. 	<p><u>Common Experiences</u> Oral presentations of finished products (a. 1,2)</p>	<p><u>Suggested Strategies:</u> Debates (A.1) Think-pair-share (A.3) Jigsaw, Literature circles (A.4,5) Literature circles/discussion groups (D.2-5)</p>
<p><u>B. Questioning (Inquiry) and Contributing</u></p> <ol style="list-style-type: none"> 1. Respond orally by adding questions and comments while integrating knowledge. 2. Demonstrate effective use of a variety of questions, including literal, inferential, and evaluative questions. 3. Explore concepts by describing, narrating, or explaining how and why things happen. 4. Discuss information heard, offer personal opinions, and ask for restatement or general explanation to clarify meaning. 5. Reflect and evaluate information learned as a result of the inquiry. 6. Solve a problem or understand a task through group cooperation. 	<p><u>Common Experiences</u> Students will experience cooperative group learning during project work (B.1-6)</p>	<p><u>Suggested Strategies:</u> Junior Great Books (B.1-6) Literature circles (B.1-6)</p>
<p><u>C. Word Choice</u></p> <ol style="list-style-type: none"> 1. Use varied word choice to clarify, illustrate, and elaborate. 2. Use figurative language purposefully in speaking situations. 3. Select and use suitable vocabulary to fit a range of audiences. 	<p><u>Common Experiences</u> Extemporaneous speaking and oral reports (C.1-3) Book discussions (C.1-3)</p>	<p><u>Suggested Strategies:</u> Simulate a news/press conference (C.1-3) Engage in learning buddies program with younger students (C.1-3)</p>
<p><u>D. Oral Presentation</u></p>	<p><u>Common Experiences</u></p>	<p><u>Suggested Strategies:</u></p>

<ol style="list-style-type: none"> 1. Develop and deliver a formal presentation based on a central theme, including logical sequence, introduction, main ideas, supporting details, and concluding remarks to an audience of peers, younger students, and/or parents. 2. Prepare, rehearse, and deliver a formal presentation in logical or sequential order, including an opening, supportive details, and a closing statement. 3. Use clear, precise, organized language that reflects the conventions of spoken English. 4. Use visuals such as charts or graphs when presenting for clarification. 5. Use props effectively while speaking. 6. Use verbal and non verbal elements of delivery (e.g., eye contact, stance) to maintain audience focus. 7. Read aloud with fluency. 8. Understand and use criteria from a rubric to improve an oral presentation. 9. Incorporate peer feedback and teacher suggestions for revisions in content, organization, and delivery. 	<p>Share writing pieces during writer's workshop (D.1-9)</p> <p>Complete process for creating and presenting Science fair project (D.1-9)</p>	<p>Oral presentation of biography in character (D.2, 5, 6)</p> <p>Present an historical report (D.4)</p> <p>Design Keynote/PowerPoint programs (D.6)</p>
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STANDARD 3.4 (LISTENING) ALL STUDENTS WILL LISTEN ACTIVELY TO INFORMATION FROM A VARIETY OF SOURCES IN A VARIETY OF SITUATIONS.

By the end of Grade 6, students will:

A. Active Listening

1. Listen actively for a variety of purposes such as enjoyment and obtaining information.
2. Listen attentively and critically to a variety of speakers.
3. Acknowledge the speaker through eye contact and use appropriate feedback and questions to clarify the speaker's message.
4. Recognize and analyze persuasive techniques while listening.
5. Recognize the rich and varied language of literature (e.g., listen to a recording of poetry or classic literature).
6. Listen to determine a speaker's purpose, attitude, and perspective.
7. Use, when appropriate, criteria/rubric to evaluate oral presentations, such as purpose, delivery techniques, content, visual aids, body language, and facial expressions.

Common Experiences

Share projects (A.1-4,6,7)
 Provide constructive feedback (A.1-7)
 Final presentations (
 Follow directions (A.1,3,6)
 Share poetry (A.1,2,5,6)
 Listen to **read alouds** with established purpose and for enjoyment (A.1,2,5,6)

Suggested Strategies:

Choose a point of view/position and debate (A.6)
 Assess peer and own projects based on a rubric (A.7)
 Offer suggestion and compliment to speaker/presented (A.2,5,6,7)

B. Listening Comprehension

1. Demonstrate competence in active listening through responding to a story, interview, or oral report (e.g. summarizing, reacting, **retelling**).
2. Demonstrate competence in active listening by interpreting and applying received information to new situations and in solving problems.
3. Ask pertinent questions, take notes, and draw conclusions based on information presented.
4. Make inferences based on an oral report or presentation.
5. Follow three and four-step oral directions.

Common Experiences

Classroom Teacher **Read-Alouds** (B.1-3)
 Have accountability for Video Presentations (B.1-4)
 Audio Media (**e.g.** radio programs) (B.1-4)
 Record and organize notes from a teacher or student oral presentation (B.1-4)

Suggested Strategies:

Listen actively to weather, local news, national news (share what was heard) (B.1)
 Enter/Exit Cards - Upon exiting an activity, students will write 3 things they have learned, 2 lingering questions, and 1 new opinion/idea. (B.1,3)
 Jigsaw Technique - Students will use **cooperative groups** to listen for specific information (e.g. Native Americans (Group 1: Shelter; Group 2: Environment; Group 3: Customs/Beliefs; Group 4: Daily Roles). Students then collaborate with their team to strengthen their knowledge on the information they've acquired and fill in any "gaps" so they become experts on the sub-

		<p>topic. These experts then travel to groups to inform other students of their assigned sub-topic. (B.2-5)</p> <p>Journal Response - A follow-up activity to classroom and school-wide assemblies. Students will be given or will select a specific prompt which they are to respond in writing. (B.1,2)</p> <p><i>T-Cubed - Active listening activity where 3 students listen to a story, passage, or other text. Student #1 retells the information at hand to student #2. Student #3, upon completion of listening to the retelling by his/her peer, will "fill in" any gaps of information that may have been left out. (B.1,2, 5)</i></p>
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STANDARD 3.5 (VIEWING AND MEDIA LITERACY) ALL STUDENTS WILL ACCESS, VIEW, EVALUATE, AND RESPOND TO PRINT, NONPRINT, AND ELECTRONIC TEXTS AND RESOURCES.

By the end of Grade 6, students will:

<p><u>A. Constructing Meaning</u></p> <ol style="list-style-type: none"> 1. Respond to and evaluate the use of illustrations to support text. 2. Use graphs, charts, and diagrams to report data. 3. Distinguish between factual and fictional visual representations (e.g. political cartoons). 4. Identify the central theme in a movie, film, or illustration. 5. Identify the target audience for a particular program, story, or advertisement. 6. Demonstrate an awareness of different media forms (e.g. newspapers, internet, magazines) and how they contribute to communication. 7. Understand uses of persuasive text related to advertising in society. (e.g. <i>slogans, "catchy phrase"</i>) 8. Distinguish different points of view in media texts. (<i>Slogans and advertising during age appropriate shows vs. adult related shows.</i>) 9. <i>Persuasive writing (e.g. comparison of book to movie)</i> 	<p><u>Common Experiences:</u></p> <p>Weekly student news publications (A.1,3,5,6) View multi-media presentations (A.4) Use electronic media to enhance Science Fair projects ((A.2)</p>	<p><u>Suggested Strategies:</u></p> <p>Write and/or videotape own commercial (A.7,9) View and analyzing print and media commercials (A.8) Create charts, graphs in collecting, displaying and interpreting data in various content areas (A.2) Guided viewing (A.3,4,6,7,8)</p>
<p><u>B. Visual and Verbal Messages</u></p> <ol style="list-style-type: none"> 1. Understand that creators of both print media and electronic media have a purpose and target audience for their work. 2. Evaluate media messages for credibility. 3. Explore and interpret various messages found in advertisements and other texts. 4. Interpret verbal and nonverbal messages reflected in personal interactions with others. 5. Discuss the emotional impact of a still 	<p><u>Common Experiences</u></p> <p>View video version of core novels (compare and contrast) (B.6) Create a story in response to a picture prompt (B.5) Write biographies and complete research projects using a variety of primary and secondary sources (B.7,8)</p>	<p><u>Suggested Strategies</u></p> <p>Peer mediation and conflict resolution skills (B.4) Age appropriate current events (Time for Kids/Scholastic) (B.5) View Diary of Anne Frank movie; Listen to journal: Elisha Hunt Rhodes (B.8)</p>

<p>image (e.g., photo, poster, painting) and how it aids understanding <i>as it relates to specific subject areas</i>.</p> <ol style="list-style-type: none"> 6. Compare and contrast media sources, such as film and book versions of a story. 7. Understand the uses of technology (e.g., the Internet for research). 8. Understand the difference between primary and secondary sources. 		
<p><u>C. Living with Media</u></p> <ol style="list-style-type: none"> 1. Express and justify preferences for media choices. 2. Choose the most appropriate media for a presentation. 3. Use a rubric to evaluate the content of media presentations. 4. Examine and evaluate effects of media on the family, home, and school. 	<p><u>Common Experiences</u></p> <p>Determine primary and secondary resources when dealing with media (C.1)</p> <p>Recognize different-types of propaganda in the media (C.4)</p> <p>Student presentations (C.2)</p>	<p><u>S Suggested Strategies</u></p> <p>Create Power Point / Keynote presentations (C.2,3)</p> <p>Appropriate use of Internet, phone book, encyclopedia, newspaper, flyers, reading coupons/interpretation, menu, instruction manual etc. (C.4)</p>

SIXTH GRADE AUTHOR STUDIES

River Edge

Required Authors:

Holocaust (choose one)

*Devil's Arithmetic

Freidrich

The Upstairs Room

Twenty and Ten

Diary of Anne Frank

Twentieth Century Historical Fiction (choose one)

The Watsons Go to Birmingham

Park's Quest

A Year Down Yonder

A Long Way from Chicago

Social Relationships/Multicultural (choose one)

Star Girl

The Great Gilly Hopkins

Ghost Boy

Crash

Thief of Hearts

Hope Was Here

Fantasy and Science Fiction (choose one)

Tuck Everlasting

Among the Hidden

The Power of Un

Turnabout

Oradell

Core Novels

Crash

by Jerry Spinelli

Hatchet

by Gary Paulsen

Lincoln: A Photo biography

by Russell Freedman

Tuck Everlasting

by Natalie Babbitt

Upstairs Room

by Johanna Reiss

Supplemental Novels

The Outsiders

by S.E. Hinton

The Phantom Tollbooth

by Norton Juster

The River

by Gary Paulsen

The Westing Game

by Ellen Raskin

VISTAS: Anthology

English
Performance Objectives and Common Experiences / Strategies and Suggestions
Grade Seven

Strand	Essential Questions/Themes	Content	Skills and Strategies (Students Will):
<p>STANDARD 3.1 (READING) ALL STUDENTS WILL UNDERSTAND AND APPLY THE KNOWLEDGE OF SOUNDS, LETTERS, AND WORDS IN WRITTEN ENGLISH TO BECOME INDEPENDENT AND FLUENT READERS, AND WILL READ A VARIETY OF MATERIALS AND TEXTS WITH FLUENCY AND COMPREHENSION.</p>			
<p>A. Concepts About Print/Text 1. Identify and use common textual features (e.g., paragraphs, topic, sentence, index, glossary, table of contents) and graphic features, (e.g., charts, maps, diagrams) to comprehend information. 2. Develop an understanding of the organizational structure of printed material (e.g. chronological, sequential, procedural text).</p>	<ul style="list-style-type: none"> ▪ What are the different parts of a textbook? ▪ What information do we find in the different sections of a textbook? ▪ What types of graphics are used to help us understand information? ▪ What different formats are used to organize information and material? 	<ul style="list-style-type: none"> ▪ GEPA Preparatory Materials: <u>Measuring Up on the New Jersey GEPA: Language Arts Literacy Grade 7</u> ▪ GEPA Practice Tests: <u>Measuring Up to the New Jersey Core Curriculum Content Standards Test 1 Language Arts Literacy</u> ▪ GEPA Practice Tests: <u>NJ GEPA Language Arts Literacy Test Rehearsal, Level H, Form 1</u> ▪ Teacher-Generated Materials based on NJ GEPA scoring rubrics 	<p>Skills and Strategies (Students will)</p> <ul style="list-style-type: none"> ▪ Explain the purpose of different parts of a book. (A.1,2) ▪ Recognize the difference between narrative text and persuasive text. (A.2) ▪ Recognize the organization of material in a reading selection. (A.2) ▪ Interpret and complete graphic organizers, such as story maps, Venn diagrams, K-W-L charts. (A.1) ▪ Interpret captions for pictures and diagrams. (A.1)
<p>B .Phonological Awareness – No additional indicators at this grade level.</p>	<p>Not applicable</p>	<p>Not applicable</p>	<p>Not applicable</p>
<p>C. Decoding and Word Recognition 1. Distinguish among the spellings of homophones (e.g. cite, site, sight). 2. Apply spelling rules and syllabication that aid in correct spelling. 3. Continue to use structural analysis and context analysis to decode new words.</p>	<ul style="list-style-type: none"> ▪ What are context clues? ▪ What are the different types of context clues? ▪ What are roots, prefixes, and suffixes? ▪ What are synonyms, antonyms, and homophones? 	<p>C.1-3: Bi-Weekly Vocabulary Workshop, Level B. (240 words) supplemented by literature-based vocabulary and worksheets on homophones, synonyms, roots, prefixes, and suffixes.</p>	<ul style="list-style-type: none"> ▪ Recognize the different types of context clues in sentence, e.g. synonym, antonym, restatement, and contrast clues. (C.3) ▪ Write original sentences for vocabulary words with context clues. (C.2,3) ▪ Use new vocabulary words in their writing. (C.3) ▪ Use homophones, such as their, there, and they're, correctly (C.1) ▪ Learn the meanings of vocabulary words and use them in sentences

Strand	Essential Questions/Themes	Content	Skills and Strategies (Students Will):
			with context clues. (C.3) <ul style="list-style-type: none"> ▪ Recognize prefixes, suffixes, and roots. (C.2) ▪ Recognize context clues in sentences and choose appropriate word for the sentence based on the context clues (SAT Preparation). (C.3)
D. Fluency 1. Read aloud in selected texts reflecting understanding of the text and engaging the listener. 2. Read increasingly difficult texts silently with comprehension and fluency. 3. Apply self-correcting strategies automatically to decode and gain meaning from print both orally and silently. 4. Reread informational text for clarity.	<ul style="list-style-type: none"> ▪ What are the differences between fiction and non-fiction reading selections? ▪ How do we read text in different ways? ▪ What are some of the ways that we recognize an author's inferences? 	<ul style="list-style-type: none"> ▪ All fluency strands (D.1-4): ▪ Elements of Literature: First Course Holt, Rinehart, and Winston ▪ Selected short stories (anthology plus teacher-selected) including, but not limited to the following: "Lather and Nothing Else," "Duffy's Jacket," "Utzel and His Daughter, Poverty," "Rikki-Tikki-Tavi," "Zoo," "The Sniper," "Amigo Brothers," "The Dinner Party," "User Friendly," "After Twenty Years" ▪ Novels: <u>Freak the Mighty</u>, (required) <u>The Giver</u>, (required) <u>My Brother Sam Is Dead</u>, and <u>April Morning</u> ▪ Drama: <u>Inherit the Wind</u>, <u>The Monsters Are Due on Maple Street</u> ▪ Myths, Tales, and Fables: "Demeter and Persephone," "Phaethon, Son of Apollo," "The Fateful Contest," "Icarus and Daedalus," "King Midas and the Golden Touch," "King Arthur: The Sword in the Stone," "Lazy Peter and the Three-Cornered Hat," and "Fountain of Youth." 	<ul style="list-style-type: none"> ▪ Understand the structure of different genres: fiction and non-fiction (D.1,2) ▪ Read sentences and paragraphs aloud in class (D.1-3) ▪ Practice and read assigned parts in plays, read with intonation and tone of character (D.1-4)
E. Reading Strategies (before, during, and after reading) 1. Monitor reading for understanding	<ul style="list-style-type: none"> ▪ What is the active reading process? 	<ul style="list-style-type: none"> ▪ Novels: <u>Freak the Mighty</u> (required), <u>The Giver</u> (required), 	<ul style="list-style-type: none"> ▪ Make predictions, record observations, record connections, and ask questions in Reader

Strand	Essential Questions/Themes	Content	Skills and Strategies (Students Will):
<p>by setting a purpose for reading, making and adjusting predictions, asking essential questions, and relating new learning to background experiences.</p> <ol style="list-style-type: none"> Use increasingly complex text guides to understand different text structure and organizational patterns (e.g. chronological sequence or comparison and contrast). 	<ul style="list-style-type: none"> Why is it important to keep a reading journal as we read novels? 	<p><u>My Brother Sam is Dead</u> (not required)</p> <ul style="list-style-type: none"> Drama: <u>Inherit the Wind</u> (required) <u>The Monsters Are Due on Maple Street</u> 	<p>F56yResponse Journal for <u>The Giver</u>. (E.1,2)</p> <ul style="list-style-type: none"> Create titles for selected chapters in the novel <u>The Giver</u>. (E.1) Complete story maps for selected short stories (E.1,2) Answer questions in response to chapters in novels and short stories. (E.1,2)
<p>F. Vocabulary and Concept Development</p> <ol style="list-style-type: none"> Develop an extended vocabulary through both listening and independent reading. Clarify word meanings through the use of a word’s definition, example, restatement, or contrast. Clarify pronunciations, meanings, alternate word choice, parts of speech, and etymology of words using the dictionary, thesaurus, glossary, and technology resources. Expand reading vocabulary by identifying and correctly using idioms and words with literal and figurative meanings in their speaking and writing experiences. 	<ul style="list-style-type: none"> How do context clues help us understand the meanings of unfamiliar vocabulary words? What are the different types of context clues? What are idioms? What is the difference between the literal meaning and the figurative meaning of words? 	<p>All Vocabulary and concept development strands (F.1-4): <u>Workshop, Level B</u>, supplemented by literature-based vocabulary from in-class reading</p>	<ul style="list-style-type: none"> Recognize and explain the “connotations” of vocabulary words. (F.3,4) Be able to select a synonym for a word in context, with recognition of the “shades of a meaning” of words. (F.1-4) Recognize and highlight context clues in different sentence completion activities. (F.2) Explain the meanings of idioms and proverbs. (F.4)
<p>G. Comprehension Skills and Response to Text</p> <ol style="list-style-type: none"> Speculate about text by generating literal and inferential questions. Distinguish between essential and nonessential information. Differentiate between fact, opinion, bias, and propaganda in newspapers, periodicals, and electronic texts. Articulate the purposes and 	<ul style="list-style-type: none"> What are the differences between short stories and novels? How does drama differ from other genres? What are the characteristics of myths, fables, and tales? What patterns are in myths from different cultures? What are the essential 	<p>All comprehension skills (G1-17):</p> <ul style="list-style-type: none"> Selected short stories (anthology plus teacher-selected) including, but not limited to the following: “Lather and Nothing Else,” “Duffy’s Jacket,” “Utzel and His Daughter, Poverty,” “Rikki-Tikki-Tavi,” “Zoo,” “The Sniper,” “Amigo Brothers,” “The Dinner Party,” “User Friendly,” “After Twenty Years” 	<ul style="list-style-type: none"> Recognize the essential elements of fiction, e.g. plot, theme, conflict (G.5-7, 12) Know and understand the elements and the concept of the “roller coaster” (G.7,9) Know and recognize the different types of conflicts in stories, e.g. Person v. Person, Person v. Self (G.2, 7, 9, 10, 14) Differentiate the genres of fiction,

Strand	Essential Questions/Themes	Content	Skills and Strategies (Students Will):
<p>characteristics of different genres.</p> <ol style="list-style-type: none"> 5. Analyze ideas and recurring themes found in texts, such as bravery, loyalty, friendship, and loneliness. 6. Develop an awareness of a variety of perspectives on a single event, setting, character, personality, or topic as expressed by different authors. 7. Locate and analyze the elements of setting, characterization, and plot to construct understanding of how characters 8. influence the progression and resolution of the plot. 9. Read critically by identifying, analyzing, and applying knowledge of the purpose, structure, and elements of nonfiction and providing support from the text as evidence of understanding. 10. Read critically by identifying, analyzing, and applying knowledge of the theme, structure, style, and literary elements of fiction and providing support from the text as evidence of understanding. 11. Respond critically to text ideas and the author's craft by using textual evidence to support interpretations. 12. Identify and analyze literary techniques and elements, such as figurative language, meter, rhetorical and stylistic features of text. 13. Identify and analyze recurring themes across literary works. 14. Identify and understand the author's use of idioms, analogies, metaphors, and similes in prose and poetry. 15. Compare and contrast the 	<p>elements of good storytelling?</p> <ul style="list-style-type: none"> ▪ What is the structure of plot, the roller coaster (Freytag's Pyramid)? 	<ul style="list-style-type: none"> ▪ Novels: <u>Freak the Mighty</u>, <u>The Giver</u>, <u>My Brother Sam Is Dead</u>, and <u>April Morning</u> ▪ Drama: <u>Inherit the Wind</u> ▪ Myths, Tales, and Fables: "Demeter and Persephone," "Phaethon, Son of Apollo," "The Fateful Contest," "Icarus and Daedalus," "King Midas and the Golden Touch," "King Arthur <p>The Sword in the Stone," "Lazy Peter and the Three-Cornered Hat," and "Fountain of Youth."</p>	<p>e.g. historical, romance, mystery (G.4)</p> <ul style="list-style-type: none"> ▪ Know the characteristics of myths, tales, and fables as a genre of literature (G.4, 11, 13, 14) ▪ Recognize the common characteristics of myths from different cultures (G.5, 9, 14, 17) ▪ Keep reader response journals for in class readings (G.1, 8, 15) ▪ Use graphic organizers, e.g. a character graph, Venn Diagram (G. 7) ▪ Understand the changes a character undergoes in a novel (G.7) ▪ Respond orally and in writing to open-ended questions about literature (G1. 10-12, 15) ▪ Define and recognize the theme of a literary work (G.9, 12, 14)

Strand	Essential Questions/Themes	Content	Skills and Strategies (Students Will):
<p>perspectives of authors in a variety of interdisciplinary works.</p> <p>16. Interpret text ideas through journal writing, discussion, and enactment.</p> <p>17. Demonstrate the use of everyday texts (e.g., train schedules, directions, brochures) and make judgments about the importance of such documents.</p> <p>18. Interpret idiomatic expressions.</p>			
<p>H. Inquiry and Research</p> <p>1. Produce written and oral work that demonstrates comprehension of informational materials.</p> <p>2. Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its authors.</p> <p>3. Collect materials for a portfolio that reflect possible career choices.</p> <p>4. Self-select materials appropriately related to a research project.</p> <p>5. Read and compare at least two works, including books, related to the same genre, topic, or subject and produce evidence of reading (e.g., compare central ideas, characters, themes, plots, settings).</p>	<p>How do an author's values, culture, and beliefs influence a work of literature?</p> <p>How are an author's values reflected in the theme of a work of literature?</p> <p>What are common themes found in literature?</p>	<p>Research Project – Students will research events related to their family history and genealogy</p> <p>Library Resources for Research Project</p> <p>Internet Resources for Research Project</p>	<ul style="list-style-type: none"> ▪ Use a Venn Diagram or Double Bubble graphic organizer to compare and contrast two short stories about civil war (H.2, 5) ▪ Compare and contrast two different myths, either from the same culture or two different cultures. (H.1, 2, 5) ▪ Construct a family tree project (H.1, 3-4)

STANDARD 3.2 (WRITING) ALL STUDENTS WILL WRITE IN CLEAR, CONCISE, ORGANIZED LANGUAGE THAT VARIES IN CONTENT AND FORM FOR DIFFERENT AUDIENCES AND PURPOSES.

<p>A. Writing as a Process (prewriting, drafting, revising, editing, postwriting)</p> <ol style="list-style-type: none"> 1. Write stories or scripts with well-developed characters, setting, dialogue, clear conflict and resolution, and sufficient descriptive detail. 2. Write multi-paragraph compositions that have clear topic development, logical organization, effective use of detail, and variety in sentence structure. 3. Generate and narrow topics by considering purpose, audience, and form with a variety of strategies (e.g., graphic organizers, brainstorming, or technology-assisted processes). 4. Revise and edit drafts by rereading for content and organization, usage, sentence construction, mechanics, and word choice. 5. Demonstrate understanding of a scoring rubric to improve and evaluate writing. 6. Compose, revise, edit, and publish writing using appropriate word processing software. 7. Reflect on own writing, noting strengths and setting goals for improvement. 	<p>What are the steps in the writing process?</p> <ul style="list-style-type: none"> ▪ Why is the “writing process” important? ▪ What are examples of supporting details? ▪ What types of details can be used to support an opinion or point of view? ▪ What are open-ended questions? What purpose do these questions serve? 	<p>All Writing Standards</p> <ul style="list-style-type: none"> ▪ GEPA Preparation (using NJ Registered Holistic scoring rubric and the open-ended response rubric:) <ul style="list-style-type: none"> ○ Writing to a picture prompt ○ Writing narratives ○ Writing myths or fables ○ Persuasive essay ○ Open-ended response ○ Responses to literatures ○ Reading Journal Responses ○ Story Maps ▪ Evaluation of sample open-ended responses ▪ Research project – Students will research events that occurred on the date of their birth. 	<ul style="list-style-type: none"> ▪ Know the steps in the “writing process” (A.1-7) ▪ Respond to open-ended questions, using supporting details and examples 3-5) ▪ Use the rubric to evaluate open-ended responses (A.2, 6-7) ▪ Write the 3-5 paragraph essay to support an opinion or point of view (A.2-6) ▪ Use the rubric to evaluate examples of essays (A.5) ▪ Write responses to literature read in-class (A.3-5) ▪ Support or defend an opinion or point of view with appropriate examples (A.2-4) ▪ Write an original short story or an ending for a short story read in class (A.1)
<p>B. Writing as a Product (resulting in a formal product or publication)</p> <ol style="list-style-type: none"> 1. Extend knowledge of specific characteristics, structures, and appropriate voice and tone of selected genres and use this knowledge in creating written work, 	<ul style="list-style-type: none"> ▪ What are the differences between persuasive, descriptive, and narrative writing? ▪ What is the structure for the 	<ul style="list-style-type: none"> ▪ GEPA Preparation (using NJ Registered Holistic scoring rubric and the open-ended response rubric:) <ul style="list-style-type: none"> ▪ Writing to a picture prompt ▪ Writing narratives ▪ Writing myths or fables 	<ul style="list-style-type: none"> ▪ Write a narrative story in response to a “picture prompt.” (B.1-2, 4) ▪ Write an original story, ending to a story, or memoir of a special event. (B.1-2, 4) ▪ Write responses to literature read

<p>considering the purpose, audience, and context of the writing.</p> <ol style="list-style-type: none"> 2. Write various types of prose, such as short stories, biographies, autobiographies, or memoirs that contain narrative elements. 3. Write reports and subject-appropriate nonfiction pieces across the curriculum based on research and including citations, quotations, and a works consulted page. 4. Write a range of essays, including persuasive, speculative (picture prompt), descriptive, personal, or issue-based. 	<p>development of the four to five paragraph essay?</p>	<ul style="list-style-type: none"> ▪ Persuasive essay ▪ Open-ended response ▪ Responses to literatures ▪ Reading Journal Responses ▪ Story Maps ▪ Evaluation of sample open-ended responses ▪ Research project – Students will research events related to their family tree. 	<p>in-class. (B.3)</p> <ul style="list-style-type: none"> ▪ Write two to three paragraphs in response to open-ended questions on reading selections. (B.4) ▪ Research, develop, and create the “family tree” project (B.3)
<p>C. Mechanics, Spelling, and Handwriting</p> <ol style="list-style-type: none"> 1. Use Standard English conventions in all writing, such as sentence structure, grammar and usage, punctuation, capitalization, and spelling. 2. Use a variety of sentence types correctly, including combinations of independent and dependent clauses, prepositional and adverbial phrases, and varied sentence openings to develop a lively and effective personal style. 3. Understand and use parallelism, including similar grammatical forms, to present items in a series or to organize ideas for emphasis. 4. Experiment in using subordination, coordination, apposition, and other devices to indicate relationships between ideas. 5. Use transition words to reinforce a logical progression of ideas. 6. Edit writing for correct grammar, usage, capitalization, punctuation, 	<ul style="list-style-type: none"> ▪ What is the difference between editing and proofreading? ▪ What is parallel structure? ▪ What are transition words? ▪ How are sentences used to make a transition from one paragraph to another? ▪ Why is punctuation important in paragraphs? 	<ul style="list-style-type: none"> ▪ <u>Prentice Hall Writing and Grammar</u> textbook ▪ Teacher-Prepared handouts for run-on sentences, fragments and complete sentences, quotation marks in dialogue. ▪ Teacher-Prepared handouts for peer editing and conferencing activities. 	<ul style="list-style-type: none"> ▪ Peer edit selected rough drafts using checklists, response sheets, etc. (C.1-2, 6-7) ▪ Punctuate a paragraph to correct run-on sentences (C. 1, 6-7) ▪ Use spell check to edit a word-processed document. (C.1, 6-7) ▪ Vary sentence beginnings in a multi-paragraph essay. (C.2-4) ▪ Use transition words and transition sentences in a multi-paragraph essay. (C.5)

<p>and spelling.</p> <p>7. Use a variety of reference materials, such as a dictionary, thesaurus, grammar reference, and/or internet/software resources to edit written work.</p> <p>8. Write legibly in manuscript or cursive to meet district standards.</p>			
<p>D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)</p> <p>1. Gather, select, and organize information appropriate to a topic, task, and audience.</p> <p>2. Apply knowledge and strategies for composing pieces in a variety of genres (e.g., narrative, expository, persuasive, poetic, and everyday/ workplace or technical writing).</p> <p>3. Write responses to literature and develop insights into interpretations by connecting to personal experiences and referring to textual information.</p> <p>4. Write personal narratives, short stories, memoirs, poetry and persuasive and expository text that relate clear, coherent events or situations through the use of specific details.</p> <p>5. Use narrative and descriptive writing techniques that show compositional risks (e.g., dialogue, literary devices, sensory words and phrases, background information, thoughts and feelings of characters, and comparison and contrast of characters).</p> <p>6. Use primary and secondary sources to understand the value of each when writing a research report.</p> <p>7. Write reports based on research</p>	<ul style="list-style-type: none"> ▪ What are the different purposes of writing, e.g. to inform, to describe, to persuade, to compare and contrast? ▪ What is an open-ended response? ▪ What is a thesis statement? ▪ What is meant by an author's voice? ▪ Why is it important to recognize an author's voice and tone? ▪ How does an author's voice and tone affect a piece of writing? ▪ What are supporting details in an essay and an open-ended response? ▪ What are compositional risks? ▪ What is the difference between a primary source and a secondary source? ▪ What is a rubric? ▪ How is a rubric used as an evaluation tool? ▪ How does "audience" impact a written response? 	<ul style="list-style-type: none"> ▪ GEPA Preparatory Materials ▪ GEPA Practice Tests ▪ <u>Measuring Up on the New Jersey Gepa: Language Arts Literacy Grade 7.</u> ▪ Teacher Generated Writing Assignments based on NJ GEPA scoring rubrics. ▪ Student Reading Journals 	<ul style="list-style-type: none"> ▪ Develop and maintain a writing portfolio of different types of writing. (D.2, 14, 15) ▪ Write two to three paragraphs in response to open-ended writing prompts. (D.1,3, 4-5, 8-9) ▪ Write a narrative story in response to a picture prompt. (D.4-5, 13) ▪ Use supporting details, such as facts, examples, and quotes to support an idea. (D.8-12) ▪ Develop an introductory paragraph and a concluding paragraph for a multi-paragraph essay. (D.10-13) ▪ Develop and support a thesis statement for a persuasive essay. (D.10-12)

<p>and include citations, quotations, and works consulted page.</p> <ol style="list-style-type: none"> 8. Explore the central idea or theme of an informational reading and support analysis with details from the article and personal experiences. 9. Demonstrate writing clarity and supportive evidence when answering open-ended and essay questions across the curriculum. 10. State a position clearly in a persuasive essay by stating the issue, giving facts, examples, and details to support the position, and citing sources when appropriate. 11. Present evidence when writing persuasive essays, examples, and justification to support arguments. 12. Choose an appropriate organizing strategy, such as cause/effect, pro and con, or parody to effectively present a topic, point of view, or argument. 13. Develop the use of a personal style and voice effectively to support the purpose and engage the audience of a piece of writing. 14. Maintain a collection of writing (e.g., a literacy folder, or a literacy portfolio). 15. Review scoring criteria of relevant rubrics. 			
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STANDARD 3.3 (SPEAKING) ALL STUDENTS WILL SPEAK IN CLEAR, CONCISE, ORGANIZED LANGUAGE THAT VARIES IN CONTENT AND FORM FOR DIFFERENT AUDIENCES AND PURPOSES.

<p>A. Discussion (small group and whole class)</p> <ol style="list-style-type: none"> 1. Support a position, acknowledging opposing views. 2. Present ideas and opinions spontaneously in response to a topic or other speakers. 3. Apply rules for cooperative or whole class debate on a controversial issue. 4. Define group roles using consensus to ensure task is understood and completed. 5. Participate in an informal debate (e.g., small group discussion). 6. Respond orally to literature. 7. Participate in class discussions appropriately. 	<ul style="list-style-type: none"> ▪ Why should we “discuss” literature? What is the purpose of this discussion? ▪ What speaking techniques “command” the attention of an audience? ▪ How does group discussion enhance understanding and learning? ▪ What are the different purposes for public speaking? 	<p>All discussion strands (A.1-7):</p> <ul style="list-style-type: none"> ▪ Small group, class discussion of reading selections ▪ Brainstorming ideas ▪ Group discussion and presentation to class. 	<ul style="list-style-type: none"> ▪ Read aloud passages from short stories and other narratives (A.6) ▪ Represent their group and paraphrase the comments of other students in an assigned group as the spokesperson for the group (A.1-5) ▪ Contribute ideas and responses as part of a group discussion (A.3-7) ▪ Respond in class to questions about a work of literature (A.5-7)
<p>B. Questioning (Inquiry) and Contributing</p> <ol style="list-style-type: none"> 1. Paraphrase others' comments to clarify viewpoints. 2. Question to clarify others' opinions. 3. Talk with others to identify and explore issues and problems. 4. Solve a problem or understand a task through group cooperation. 	<ul style="list-style-type: none"> ▪ Why should we “discuss” literature? What is the purpose of this discussion? ▪ What speaking techniques “command” the attention of an audience? ▪ How does group discussion enhance understanding and learning? ▪ What are the different purposes for public speaking? 	<p>All questioning strands (B.1-4):</p> <ul style="list-style-type: none"> ▪ Small group, class discussion of reading selections ▪ Brainstorming ideas ▪ Group discussion and presentation to class. 	<ul style="list-style-type: none"> ▪ Complete group tasks for different reading selections, for example, create a Venn diagram for two characters in a story. (B.1-4) ▪ Discuss literature using the shared inquiry method and open-ended questions. (B.1-4) ▪ Contribute to group/class discussion of reading selections. (B.1-4)
<p>C. Word Choice</p> <ol style="list-style-type: none"> 1. Paraphrase, illustrate, clarify, and/or expand on a topic or idea. 2. Develop and use advanced vocabulary related to a topic. 3. Use language that stimulates an audience's interest. 	<ul style="list-style-type: none"> ▪ What speaking techniques “command” the attention of an audience? ▪ How does group discussion enhance understanding and learning? ▪ What are the different purposes for public speaking? 	<p>All word choice strands (C.1-4):</p> <ul style="list-style-type: none"> ▪ Individual reading of prose selections and roles in <i>Inherit the Wind</i> ▪ Group presentations of discussion topics 	<ul style="list-style-type: none"> ▪ Use vocabulary words in spoken and written language. (C.2-3) ▪ Use appropriate vivid language in writing and speaking. (C.1-4)

<p>4. Incorporate varied sentence structure and correct grammar.</p>			
<p>D. Oral Presentation</p> <ol style="list-style-type: none"> 1. Use writing to prompt discussion and enhance planning of formal and informal presentations. 2. Use visual aids, media, and/or technology to support oral communication. 3. Give oral presentations to different audiences for various purposes, such as summaries of books and articles, narratives, and persuasive topics. 4. Acknowledge the audience with eye contact and use appropriate verbal responses to clarify questions and inquiries. 5. Incorporate peer feedback and teacher suggestions for revisions in content, organization, and delivery. 6. Develop speaking techniques, including voice modulation, inflection, tempo, enunciation, and eye contact for effective presentations. 7. Use a scoring rubric to prepare, evaluate, and improve the oral presentations of self and others. 8. Read aloud with fluency 	<ul style="list-style-type: none"> ▪ What is a “dramatic reading”? ▪ What speaking techniques “command” the attention of an audience? ▪ How does group discussion enhance understanding and learning? ▪ What are the different purposes for public speaking? ▪ Why is eye contact with the audience important when giving an oral presentation? 	<ul style="list-style-type: none"> ▪ All oral presentation strands (D.1-8): ▪ Individual Reading of prose selections and roles in <i>Inherit the Wind</i> ▪ Group presentations of discussion topics ▪ Individual presentation of book review for a self-selected reading ▪ Individual presentation of “Family Tree” research project. 	<ul style="list-style-type: none"> ▪ Prepare an oral presentation for a self-selected reading with a visual aid. (D.1, 2-7) ▪ Answer questions from the audience about the oral presentation. (D.4-5) ▪ Make appropriate eye contact when giving oral presentation. (D.4, 6) ▪ Complete a scoring rubric for classmates’ oral presentations. (D.7) ▪ Read assigned parts for a character in a play. (D.7)

STANDARD 3.4 (LISTENING) ALL STUDENTS WILL LISTEN ACTIVELY TO INFORMATION FROM A VARIETY OF SOURCES IN A VARIETY OF SITUATIONS.

<p>A. Active Listening</p> <ol style="list-style-type: none"> 1. Demonstrate active listening behaviors in a variety of situations (e.g., one-on-one or small group). 2. Demonstrate active listening by analyzing information, ideas, and opinions to determine relevancy. 3. Acknowledge the speaker through eye contact and use appropriate feedback and questions to clarify the speaker's message. 4. Recognize persuasive techniques and credibility in oral communication. 5. Listen to determine a speaker's purpose, attitude, and perspective. 6. Use, when appropriate, criteria /rubric to evaluate oral presentations, such as purpose, delivery techniques, content, visual aids, body language, and facial expressions. 	<ul style="list-style-type: none"> ▪ What is "active listening"? ▪ Why is it important to become an "active listener"? ▪ What is paraphrasing? 	<p>All Listening Standards:</p> <ul style="list-style-type: none"> ▪ Follow-up activities to classroom discussions, for example, open-ended written responses ▪ Cooperative Group presentations, such as jigsaw technique ▪ Reading Journal Responses ▪ Peer editing and conferencing as part of the writing process 	<ul style="list-style-type: none"> ▪ Listen to different points of view and respond to the speaker's comments. (A.1-3, 4-6) ▪ Ask questions to clarify information and understanding (A.1-2) ▪ Respond to information and questions presented by the teacher (A.3), ▪ Repeat and paraphrase comments of a speaker (A.1-2, 5)
<p>B. Listening Comprehension</p> <ol style="list-style-type: none"> 1. Interpret a speaker's verbal and nonverbal messages, purposes, and perspectives. 2. Exhibit proficiency in integrating oral reading with listening, writing, and viewing. 3. Critique information heard or viewed. 4. Critique oral presentations using agreed-upon criteria for evaluation (e.g., rubric). 5. Ask probing questions to elicit information, including evidence to support the speaker's claims and conclusions. 	<ul style="list-style-type: none"> ▪ What are the criteria for an oral presentation? 	<ul style="list-style-type: none"> ▪ Oral Presentations 	<ul style="list-style-type: none"> ▪ Respond to a rubric for an oral presentation. (B.1-4) ▪ Follow oral instructions and directions. (B.1, 3) ▪ Critique the oral presentations of classmates, using a rubric. (B5-6)

6. Make inferences based on an oral report or presentation.			
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STANDARD 3.5 (VIEWING AND MEDIA LITERACY) ALL STUDENTS WILL ACCESS, VIEW, EVALUATE, AND RESPOND TO PRINT, NONPRINT, AND ELECTRONIC TEXTS AND RESOURCES.

<p>A. Constructing Meaning</p> <ol style="list-style-type: none"> 1. Analyze aspects of print and electronic texts that support the author's point of view, opinion, or attitude. 2. Analyze the use of elements (e.g., setting plot, theme, characters) to understand media presentations, such as film, video, television, and theatrical productions. 3. Analyze and respond to visual and print messages (e.g., humor, irony, metaphor) and recognize how words, sounds, and still or moving images are used in each medium to convey the intended messages. 4. Compare and contrast how the various forms of media (e.g. newspapers, radio, television, internet news outlets) cover the same topic. 	<ul style="list-style-type: none"> ▪ What is irony? ▪ What is a metaphor and what are examples of metaphors? ▪ How does a newspaper report differ from a television news report? 	<ul style="list-style-type: none"> ▪ Lyrics to "Isn't It Ironic" by Alanis Morissette ▪ Newspaper Articles ▪ Channel 1 Programs 	<ul style="list-style-type: none"> ▪ Recognize examples of irony and metaphor. (C.3) ▪ Recognize the details that support an author's point of view. (C.1-4)
<p>B. Visual and Verbal Messages</p> <ol style="list-style-type: none"> 1. Analyze and compare the pros and cons of visual and verbal advertising. 2. Evaluate various media messages for credibility. 3. Develop criteria/rubric to judge the effectiveness of visual and verbal presentations. 4. Make inferences based upon the content of still images. 5. Compare and contrast media sources, such as film and book versions of a story. 	<ul style="list-style-type: none"> ▪ What are the characteristics of film as a medium for storytelling? ▪ How do actors communicate feelings and emotions in a film (e.g. gestures, facial expressions, tone of voice)? ▪ Why are stories changed when they are adapted for film versions? ▪ How are stories changed when they are adapted for film versions? 	<p>All Viewing Standards:</p> <ul style="list-style-type: none"> ▪ View mythology segment from film "Fantasia." ▪ View film "Shrek" and analyze the characteristics of fables and the pattern of transformation of characters. ▪ View film "The Mighty" and compare and contrast with novel <u>Freak the Mighty</u>. ▪ View selected scenes from the film <u>Inherit the Wind</u> and compare and contrast with the play 	<ul style="list-style-type: none"> ▪ Compare and contrast scenes from the film <u>The Mighty</u> with chapters from the novel <u>Freak the Mighty</u> (B.5) ▪ Compare and contrast scenes from the film <u>Inherit the Wind</u> and the play (B.5) ▪ Recognize the different conflicts portrayed in a film (B.3, 5) ▪ Support a critical review of a film (B.3, 5) ▪ Recognize the differences between storytelling as a visual medium and as a print medium (B.2-3, 5)

		<ul style="list-style-type: none"> ▪ Newspaper reading day as sponsored in September by <u>The Record</u> ▪ Use handouts from <u>Games</u> magazine and look for visual cues to solving puzzles. ▪ <u>Inherit the Wind</u> film version and <u>The Mighty</u> film version. 	<ul style="list-style-type: none"> ▪ Recognize the differences between film as a literary genre and drama as a literary genre. (B. 3, 5) ▪ Know the different sections of a daily newspaper, (e.g. local news, national) news, editorial section, sports section B.1-2, 4)
<p>C. Living with Media</p> <ol style="list-style-type: none"> 1. Evaluate media forms, such as television, video, games, music, and film for content appropriateness (e.g. rating systems, rubric). 2. Analyze media content for emotional effect on audience. 3. Create media presentations and written reports, using multi-media resources such as an overhead projector, computer, and/or a tape recorder to communicate information. 	<ul style="list-style-type: none"> ▪ What are the effects of advertising on the audience? ▪ How does media impact the way information is presented? 	<ul style="list-style-type: none"> ▪ <u>Inherit the Wind</u> film version ▪ <u>The Mighty</u> film version ▪ Computer materials used for presenting information, for example, United Streaming clips, ActivBoard documents, etc. 	<ul style="list-style-type: none"> ▪ Recognize and explain the impact that media resources have on understanding. (C.1-2) ▪ Use a media resource as part of an oral presentation. (C.3)

English
Performance Objectives and Common Experiences / Strategies and Suggestions
Grade Eight

Strand	Essential Questions/Themes	Content	Skills and Strategies (Strands) Students Will:
STANDARD 3.1 (READING) ALL STUDENTS WILL UNDERSTAND AND APPLY THE KNOWLEDGE OF SOUNDS, LETTERS, AND WORDS IN WRITTEN ENGLISH TO BECOME INDEPENDENT AND FLUENT READERS, AND WILL READ A VARIETY OF MATERIALS AND TEXTS WITH FLUENCY AND COMPREHENSION			
A. Concepts About Print/Text 1. Identify and use organizational structures to comprehend information. (e.g., logical order, comparison/contrast, cause/effect, chronological, sequential, procedural text).	<ul style="list-style-type: none"> ▪ How can various textual elements assist our comprehension of printed material? ▪ How can the organization of a piece of writing fit the purpose for which it is written? 	<ul style="list-style-type: none"> ▪ GEPA preparatory materials: <u>Measuring Up on the NJ GEPA: Language Arts Literacy Level 8</u> ▪ <u>Steck Vaughn NJ GEPA Language Arts Literacy Level H</u> ▪ <u>Prentice Hall NJ GEPA Language Arts Literacy Grade 8</u> ▪ Teacher-generated material based on NJ GEPA scoring rubrics 	<ul style="list-style-type: none"> ▪ Decipher various charts, including the GEPA rubrics (A.1) ▪ Interpret graphic organizers (A.1) ▪ Respond orally and in writing to open-ended questions from various texts (A.1) ▪ Interpret captions for pictures (A.1) ▪ Read nonfiction that employs logical order, comparison/contrast, cause/effect, chronological, sequential, and procedural text (A.1)
B. Phonological Awareness – No additional indicators at this grade level.	Not applicable	Not applicable	Not applicable
C. Decoding and Word Recognition 1. Distinguish among the spellings of homophones to determine meaning (e.g. cite, site, sight). 2. Apply spelling and syllabication rules that aid in decoding and word recognition. 3. Continue to use structural analysis and context analysis to decode new words. 4. Apply knowledge of word structures and patterns to read with automaticity.	<ul style="list-style-type: none"> ▪ How did the English language evolve to its present form? ▪ What are the patterns that exist for English spelling and grammar? ▪ What are roots, prefixes, suffixes and how can they assist us in learning new words? 	<u>Weekly Vocabulary Workshop, Level C</u> , supplemented by literature-based vocabulary and worksheets on word origins, roots/prefixes/suffixes.	<ul style="list-style-type: none"> ▪ Learn the meanings of at least 200 new words and actively use them in their writing (C.1-4) ▪ Learn to recognize important prefixes, roots, and suffixes and to decode additional words using this knowledge (C.2-4)
D. Fluency 1. Read grade-level text orally with high	<ul style="list-style-type: none"> ▪ What makes short stories different from other genres? 	<ul style="list-style-type: none"> ▪ Short stories from anthology (Holt) <u>Elements of Literature</u>, 	<ul style="list-style-type: none"> ▪ Read and enjoy a variety of literary forms (D.1-4)

Strand	Essential Questions/Themes	Content	Skills and Strategies (Strands) Students Will:
<p>accuracy and appropriate pacing, intonation, and expression.</p> <p>2. Read increasingly difficult texts silently with comprehension and fluency.</p> <p>3. Apply self-correcting strategies automatically to decode and gain meaning from print both orally and silently.</p> <p>4. Adjust reading rate in response to the type of text and level of difficulty (e.g. recreational reading vs. informational reading).</p>	<ul style="list-style-type: none"> ▪ What experiences in our lives (or in the world in general) support or challenge the belief expressed by Anne Frank that “people are really good at heart?” ▪ How can novels teach us about history, the world around us, and each other? ▪ How does drama differ from other genres? ▪ Who was Shakespeare, and why do we still enjoy his works 500 years after his death? ▪ What types of fiction and nonfiction engage and edify young readers? ▪ What are the types of and purposes for nonfiction? ▪ What are myths? ▪ How has Greek and Roman mythology shaped ancient and modern civilization? 	<p><u>Second Course</u> plus teacher-selected works, arranged thematically</p> <ul style="list-style-type: none"> ○ <i>Tales of the Strange & Mysterious:</i> “Dr. Heidegger’s Experiment,” “There Will Come Soft Rains,” “The Landlady,” “The Open Window,” “The Tell Tale Heart,” “The Monkey’s Paw,” “The Veldt,” ○ <i>Someone to Lean On:</i> “A Christmas Memory,” “Raymond’s Run,” “The Moustache,” “The Medicine Bag,” “Three Wise Guys,” and the “Mrs. Flowers” excerpt from <u>I Know Why the Caged Bird Sings</u> ○ <i>Sneaky Tricks & Whopping Lies:</i> “Charles,” “The Bet,” “The Bishop’s Candlesticks,” “Brer Rabbit & Brer Lion,” “Brer Possum’s Dilemma,” “How Three Young Men Found Death,” “The Lottery,” “The Ransom of Red Chief,” “Coyote Steals the Sun and Moon” ○ Selections from <u>Junior Great Books, Level 8.</u> ▪ Novels: <u>Night</u> (required), and choice of <u>Summer of My German Soldier</u>, <u>Call of the Wild</u>, <u>Waiting for the Rain</u>, <u>Light in the Forest</u>, <u>Ender’s Game</u> ▪ Drama: Dramatic versions of: <u>The Pearl</u>, <u>The Diary of Anne Frank</u>, <u>House of Dies Drear</u>, ▪ Self-selected independent reading (from classroom library). ▪ Nonfiction selected from 	<ul style="list-style-type: none"> ▪ Keep reader response journals (D.1-4) ▪ Engage in literature circles (D.1-4) ▪ Become familiar with GEPA formats: objective, discussion, and open-ended questions (D.1-4) ▪ Evaluate 5 paragraph essays related to the reading, comparing and analyzing readings, etc. (D.1-4) ▪ Appreciate our classical heritage (D.1-4) ▪ Understand the function of mythology in ancient and modern cultures (D.1-4) ▪ Learn about the Holocaust and understand why it is important to keep its memory alive (D.1-4)

Strand	Essential Questions/Themes	Content	Skills and Strategies (Strands) Students Will:
		anthology. ▪ Mythology – Homer’s <i>Iliad</i> , Eros and Psyche & Other Love Stories, Greek Creation myth, Pandora’s Box, Prometheus, Theseus and the Minotaur, the Mythology of the Solar System, Daedalus and Icarus, the Muses, the Fates, the Titans, Romulus & Remus	
E. Reading Strategies (before, during, and after reading) 1. Monitor reading for understanding by automatically setting a purpose for reading, making and adjusting predictions, asking essential questions, and relating new learning to background experiences. 2. Use increasingly complex text guides to understand different text structure and organizational patterns (e.g. chronological sequence or comparison and contrast).	▪ What strategies assist our comprehension of printed material? ▪ How can literature teach us about history, the world around us, ourselves, and each other?	Access/build on prior knowledge, graphic organizers, essential questions, and relating to personal experiences; student journaling.	▪ Use K-W-L Charts to activate prior knowledge, graphic organizers, essential questions, and relating lesson/concept to personal experiences (E.1,2) ▪ Maintain student response journals (E.1,2)
F. Vocabulary and Concept Development 1. Develop and refine an extended vocabulary through listening and exposure to a variety of texts and independent reading. 2. Clarify word meanings through the use of a word’s definition, example, restatement, or contrast. 3. Clarify pronunciations, meanings, alternate word choice, parts of speech, and etymology of words using the dictionary, thesaurus, glossary, and technology resources. 4. Expand reading vocabulary by identifying and correctly using idioms and words with literal and figurative	▪ How did the English language evolve to its present form? ▪ What are the patterns that exist for English spelling and grammar? ▪ What are roots, prefixes, suffixes and how can they assist us in learning new words?	Same works as in D. Fluency , above. <u>Weekly Vocabulary Workshop, Level C</u> , supplemented by literature-based vocabulary, above.	▪ Pre-read selected vocabulary and literary terms (F.1-5) ▪ Produce original writing utilizing vocabulary words (F.1-5) ▪ Incorporate vocabulary into future lessons, to revisit meaning (F.1-5)

Strand	Essential Questions/Themes	Content	Skills and Strategies (Strands) Students Will:
<p>meanings in their speaking and writing experiences.</p> <p>5. Explain relationships between and among words including connotation/denotation, antonyms/synonyms, and words with multiple meanings.</p>			
<p>G. Comprehension Skills and Response to Text</p> <p>1. Differentiate between fact/opinion and bias and propaganda in newspapers, periodicals, and electronic texts.</p> <p>2. Compare and analyze several authors' perspectives of a character, personality, topic, setting, or event.</p> <p>3. Analyze ideas and recurring themes found in texts, such as good versus evil, across traditional and contemporary works.</p> <p>4. Locate and analyze the elements of setting, characterization, and plot to construct understanding of how characters influence the progression and resolution of the plot.</p> <p>5. Read critically by identifying, analyzing, and applying knowledge of the purpose, structure, and elements of nonfiction and providing support from the text as evidence of understanding.</p> <p>6. Read critically by identifying, analyzing, and applying knowledge of the theme, structure, style, and literary elements of fiction and providing support from the text as evidence of understanding.</p> <p>7. Respond critically to text ideas and the author's craft by using textual evidence to support interpretations.</p> <p>8. Identify and analyze literary techniques and elements, such as figurative language, meter, rhetorical, and</p>	<ul style="list-style-type: none"> ▪ How do texts affect our viewpoints? ▪ Can writers change public opinion? ▪ How can a writer's purpose shape his/her work and the lives of his/her readers? ▪ Which is more powerful, fiction or nonfiction and why? ▪ How can what we read affect how we develop as writers? ▪ How can poetry and prose accomplish the same purposes, and when do they serve different ones? 	<ul style="list-style-type: none"> ▪ GEPA preparation material: <u>Measuring Up on the NJ GEPA</u> ▪ <u>Steck Vaughn NJ GEPA Language Arts Literacy Level H</u> ▪ <u>Prentice Hall NJ GEPA Language Arts Literacy Grade 8</u> ▪ Teacher Generated Material based on NJ GEPA and Holistic Scoring Rubrics 	<ul style="list-style-type: none"> ▪ Analyze narrative and persuasive texts (G.1,5-15) ▪ Write critiques of stories/selections read in class (G.1-7) ▪ Maintain a reader response journal (G.5-10) ▪ Utilize literary themes to learn life lessons (G.2,3,5-9) ▪ Recognize the structure of a variety of genres: short story, novel, play, essay (G.5,6,10) ▪ Demonstrate appreciation of our literary heritage (G.3-11) ▪ Demonstrate understanding of the function of mythology (G.3-11)

Strand	Essential Questions/Themes	Content	Skills and Strategies (Strands) Students Will:
<p>stylistic features of text.</p> <p>9. Identify and analyze recurring themes across literary works.</p> <p>10. Read critically and analyze poetic forms.</p> <p>11. Identify and understand the author's use of idioms, analogies, metaphors, and similes in prose and poetry.</p> <p>12. Understand perspectives of authors in a variety of interdisciplinary works. Interpret text ideas through journal writing, discussion, and enactment.</p> <p>13. Demonstrate the use of everyday texts (e.g., train schedules, directions, brochures) and make judgments about the importance of such documents.</p> <p>15. Compare and analyze the various works of writers through an author's study.</p>			
<p>H. Inquiry and Research</p> <p>1. Produce written and oral work that demonstrates comprehension of informational materials.</p> <p>2. Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its authors.</p> <p>3. Collect materials for a portfolio that reflect personal career choices.</p> <p>4. Self-select materials appropriately related to a research project.</p> <p>5. Read and compare at least two works, including books, related to the same genre, topic, or subject and produce evidence of reading (e.g., compare central ideas, characters, themes, plots, settings).</p>	<ul style="list-style-type: none"> ▪ How can research skills help us in real life situations? ▪ What are the tools of research? ▪ What is a research paper? ▪ MLA vs. APA styles, and which one to use? ▪ How is a proper MLA works-cited page created? ▪ What is a research presentation? ▪ How does one organize such an endeavor? ▪ How does one present such research effectively? ▪ How can technology assist in these endeavors? ▪ What are primary and secondary sources and how are they used in research? ▪ How does one conduct an interview? ▪ What are open-ended vs. closed questions, and what 	<p>Research project – Students will conduct original research that addresses all essential questions. They will interview a local citizen—born in 1940 or earlier—to produce a research paper of at least five pages in length. Additional components will include research on topics of historical, scientific, and cultural significance associated with that individual or topics of interest that arise during their interview. These later explorations will involve primary and secondary sources and incorporation of research techniques of inquiry and citation.</p>	<ul style="list-style-type: none"> ▪ Identify and compose thesis statements (H.1-5) ▪ Evaluate Internet sites (authority, currency, accuracy, purpose, context, design, organization, and ease of use) (H.3-5) ▪ Differentiate between primary and secondary sources (H.3-5) ▪ Assess the value of primary and secondary sources in conducting research (H.3-5) ▪ Develop basic interviewing skills (H.3,4) ▪ Conduct background research (H.2-5) ▪ Compile information (H.1-5) ▪ Produce independently written book critiques, including (H.1,4,5) <ul style="list-style-type: none"> ○ author research ○ bibliography ○ analysis of book

Strand	Essential Questions/Themes	Content	Skills and Strategies (Strands) Students Will:
	purposes do they serve?		<ul style="list-style-type: none"> ○ comparison of author's work

STANDARD 3.2 (WRITING) ALL STUDENTS WILL WRITE IN CLEAR, CONCISE, ORGANIZED LANGUAGE THAT VARIES IN CONTENT AND FORM FOR DIFFERENT AUDIENCES AND PURPOSES.

<p>A. Writing as a Process (prewriting, drafting, revising, editing, post-writing)</p> <ol style="list-style-type: none"> 1. Write stories or scripts with well-developed characters, setting, dialogue, clear conflict and resolution, and sufficient detail. 2. Write multi-paragraph compositions that have clear topic development, logical organization, effective use of detail, and variety in sentence structure. 3. Generate and narrow topics by considering purpose, audience, and form with a variety of strategies (e.g., graphic organizers, brainstorming, technology-assisted processes). 4. Revise and edit drafts by rereading for content and organization, usage, sentence construction, mechanics, and word choice. 5. Utilize the New Jersey Registered Holistic scoring rubric to improve and evaluate their writing and the writing of peers. 6. Compose, revise, edit, and publish writing using appropriate word processing software. 7. Reflect on own writing, noting strengths and setting goals. 	<ul style="list-style-type: none"> ▪ What are the purposes for writing? ▪ What are some genres in writing? ▪ How can individuals find their own voice in writing? ▪ How can the student become a proficient editor? ▪ How can one improve legibility in writing? ▪ What is meant by audience, and how does it affect and determine one's writing? 	<ul style="list-style-type: none"> ▪ GEPA preparation material: <u>Measuring Up on the NJ GEPA: Language Arts Literacy level 8</u> ▪ <u>Steck Vaughn NJ GEPA Language Arts Literacy Level H</u> ▪ <u>Prentice Hall NJ GEPA Language Arts Literacy Grade 8</u> ▪ Teacher-generated material based on NJ GEPA and Holistic Scoring Rubrics ▪ Graphic organizers ▪ Teacher-generated writing models, both fiction and nonfiction (e.g., memoir) ▪ Grammar taught diagnostically: <ul style="list-style-type: none"> ○ in whole-class mini-lessons ○ through individual conferences with students 	<ul style="list-style-type: none"> ▪ Utilize NJ Registered Holistic scoring rubric, the editing/revising rubric, and the open-ended response rubric to prepare for the GEPA (A.4,5,7) ▪ Write to a picture prompt (A.1-7) ▪ Compose narratives (A.1-7) ▪ Author memoirs (A.1-7) ▪ Write poetry (A.1,3,4,6,7) ▪ Craft persuasive essays (5-paragraph) (A.1-7) ▪ Write compare/contrast essays (A.1-7) ▪ Draft character sketches (A.1-7) ▪ Personal profiles (A.1-7) ▪ Write letters (A.1-7) ▪ Maintain reading/writing journals (A.3,7) ▪ Create a research project that incorporates primary and secondary source citation (A.2-4,6,7) ▪ Engage in peer editing/conferencing (reflecting on writing) (A.6,7) ▪ Use word processing software for final, published pieces (A.6) ▪ Maintain a file of individualized grammatical and spelling strengths and weaknesses, as well as a personal proofreading log (A.6,7)
<p>B. Writing as a Product (resulting in a formal product or publication)</p> <ol style="list-style-type: none"> 1. Extend knowledge of specific characteristics, structures, and appropriate voice and tone of selected 2. genres and use this knowledge in 	<ul style="list-style-type: none"> ▪ Why do we write? ▪ What is meant by audience? ▪ How and why should a writer consider audience? ▪ What adjustments does audience entail? 	<ul style="list-style-type: none"> ▪ GEPA preparation material: <u>Measuring Up on the NJ GEPA: Language Arts Literacy level 8</u> ▪ <u>Steck Vaughn NJ GEPA Language Arts Literacy Level H</u> 	<ul style="list-style-type: none"> ▪ Write fiction/nonfiction pieces (as above) to address a variety of audiences (B.1-4) ▪ Utilize NJ Registered Holistic scoring rubric, the editing/revising rubric, and the open-ended

<p>creating written work,</p> <ol style="list-style-type: none"> 3. considering the purpose, audience, and context of the writing. 4. Write various types of prose, such as short stories, biographies, autobiographies, or memoirs that contain narrative elements. 5. Write reports and subject-appropriate nonfiction pieces across the curriculum based on research and including citations, quotations, and a works cited page. 6. Write a range of essays, including persuasive, speculative (picture prompt), descriptive, personal, or issue-based. 		<ul style="list-style-type: none"> ▪ <u>Prentice Hall NJ GEPA Language Arts Literacy Grade 8</u> ▪ Teacher-generated material based on NJ GEPA and Holistic Scoring Rubrics ▪ Graphic organizers ▪ Teacher-generated writing models, both fiction and nonfiction (e.g., memoir) ▪ Grammar taught diagnostically: <ul style="list-style-type: none"> ○ in whole-class mini-lessons ○ through individual conferences with students 	<p>response rubric to prepare for the GEPA (B.1-4)</p> <ul style="list-style-type: none"> ▪ Write to a picture prompt (B.1,2) ▪ Compose narratives (B.1,2) ▪ Author memoirs (B.1,2) ▪ Write poetry (B.1) ▪ Craft persuasive essays (5-paragraph) (B.1,4) ▪ Write compare/contrast essays (B.1,4) ▪ Draft character sketches (B.1,2,4) ▪ Personal profiles (B.1,2,4) ▪ Write letters (B.1) ▪ Maintain reading/writing journals (B.1) ▪ Create a research project that incorporates primary and secondary source citation (B.1,3) ▪ Engage in peer editing/conferencing (reflecting on writing) (B.1-4)
<p>C. Mechanics, Spelling, and Handwriting</p> <ol style="list-style-type: none"> 1. Use Standard English conventions in all writing, such as sentence structure, grammar and usage, punctuation, capitalization, spelling. 2. Use a variety of sentence types correctly, including combinations of independent and dependent clauses, prepositional and adverbial phrases, and varied sentence openings to develop a lively and effective personal style. 3. Understand and use parallelism, including similar grammatical forms, to present items in a series or to organize ideas for emphasis. 4. Refine the use of subordination, coordination, apposition, and other devices to indicate relationships between ideas. 	<ul style="list-style-type: none"> ▪ How do mechanics, spelling and handwriting affect a piece of writing? ▪ What is style? ▪ How do writers' styles differ? How are they the same? ▪ When can we break the rules of mechanics? 	<ul style="list-style-type: none"> ▪ GEPA preparation material: <u>Measuring Up on the NJ GEPA: Language Arts Literacy level 8</u> ▪ <u>Steck Vaughn NJ GEPA Language Arts Literacy Level H</u> ▪ <u>Prentice Hall NJ GEPA Language Arts Literacy Grade 8</u> ▪ Teacher-generated material based on NJ GEPA and Holistic Scoring Rubrics ▪ Graphic organizers ▪ Teacher-generated writing models, both fiction and nonfiction (e.g., memoir) ▪ Grammar taught diagnostically: <ul style="list-style-type: none"> ○ in whole-class mini-lessons 	<ul style="list-style-type: none"> ▪ Utilize NJ Registered Holistic scoring rubric, the editing/revising rubric, and the open-ended response rubric to prepare for the GEPA (C.1,2,5,6) ▪ Write to a picture prompt , compose narratives, memoirs, poetry, raft persuasive essays (5-paragraph), compare/contrast essays, character sketches, personal profiles, letters (C.1-8) ▪ Engage in peer editing/conferencing (reflecting on writing) (C.1) ▪ Use word processing software for final, published pieces (C.6,7) ▪ Maintain a file of individualized grammatical and spelling strengths and weaknesses, as well as a personal proofreading log (C.6)

<p>5. Use transition words to reinforce a logical progression of ideas.</p> <p>6. Edit writing for correct grammar, usage, capitalization, punctuation, and spelling.</p> <p>7. Use a variety of reference materials, such as a dictionary, thesaurus, grammar reference, and/or internet/software resources to edit written work.</p> <p>8. Write legibly in manuscript or cursive to meet district standards.</p>		<ul style="list-style-type: none"> ○ through individual conferences with students 	
<p>D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)</p> <p>1. Gather, select, and organize the most effective information appropriate to a topic, task, and audience.</p> <p>2. Apply knowledge and strategies for composing pieces in a variety of genres (e.g., narrative, expository, persuasive, poetic, and everyday/ workplace or technical writing).</p> <p>3. Write responses to literature and develop insights into interpretations by connecting to personal experiences and referring to textual information.</p> <p>4. Write personal narratives, short stories, memoirs, poetry, and persuasive and expository text that relate clear, coherent events, or situations through the use of specific details.</p> <p>5. Use narrative and descriptive writing techniques that show compositional risks (e.g., dialogue, literary devices sensory words and phrases, background information, thoughts and feelings of characters, comparison and contrast of characters.)</p> <p>6. Use a variety of primary and secondary sources to understand the value of each when writing a research</p>	<p>Why must a writer consider audience?</p> <p>How does writing change depending on the audience?</p>	<ul style="list-style-type: none"> ▪ GEPA preparation material: <u>Measuring Up on the NJ GEPA: Language Arts Literacy level 8</u> ▪ <u>Steck Vaughn NJ GEPA Language Arts Literacy Level H</u> ▪ <u>Prentice Hall NJ GEPA Language Arts Literacy Grade 8</u> ▪ Teacher-generated material based on NJ GEPA and Holistic Scoring Rubrics ▪ Graphic organizers ▪ Teacher-generated writing models, both fiction and nonfiction (e.g., memoir) ▪ Grammar taught diagnostically: <ul style="list-style-type: none"> ○ in whole-class mini-lessons ○ through individual conferences with students 	<ul style="list-style-type: none"> ▪ Write fiction/nonfiction pieces to different audiences and analyze results. (D.1,2,4,5,9,13-15) ▪ Brainstorm a list of purposes for writing. (D.12) ▪ Discuss the purposes for writing. (D.2-4,6,7, 9-11) ▪ Develop individual writing “territories” (or prompts)(Atwell) (D.2-4,6,7, 9-11) ▪ Maintain reading/writing journals (D.1,2,4)

<p>report.</p> <ol style="list-style-type: none"> 7. Write reports based on research and include citations, quotations, and works cited page. 8. Explore the central idea or theme of an informational reading and support analysis with details from the article and personal experiences. 9. Demonstrate writing clarity and supportive evidence when answering open-ended and essay questions across the curriculum. 10. State a position clearly and convincingly in a persuasive essay by stating the issue, giving facts, examples, and details to support the position, and citing sources when appropriate. 11. Present evidence when writing persuasive essays, examples, and justification to support arguments. 12. Choose an appropriate organizing strategy such as cause/effect, pro and con, parody, to effectively present a topic, point of view, or argument. 13. Use of a personal style and voice effectively to support the purpose and engage the audience of a piece of writing. 14. Maintain a collection of writing (e.g., a literacy folder, or a literacy portfolio). 15. Review scoring criteria of relevant rubrics. 			
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STANDARD 3.3 (SPEAKING) ALL STUDENTS WILL SPEAK IN CLEAR, CONCISE, ORGANIZED LANGUAGE THAT VARIES IN CONTENT AND FORM FOR DIFFERENT AUDIENCES AND PURPOSES.

<p>A. Discussion (small group and whole class)</p> <ol style="list-style-type: none"> 1. Support a position, acknowledging opposing views. 2. Present ideas and opinions spontaneously in response to a topic or other speakers. 3. Apply rules for cooperative or whole class debate on a controversial issue. 4. Define group roles using consensus to ensure task is understood and completed. 5. Participate in a formal debate (e.g., panel discussion). 6. Respond orally to literature. 7. Participate in class discussion appropriately. 	<ul style="list-style-type: none"> ▪ How can speaking improve learning? ▪ How can one prepare and deliver an effective presentation? ▪ How can our speaking affect and persuade others? 	<p>(For details on each of the following, see Reading Section, 3.1)</p> <ul style="list-style-type: none"> ▪ Short stories from anthology (Holt) <u>Elements of Literature, Second Course</u> plus teacher-selected works, arranged thematically ▪ Selections from <u>Junior Great Books, Level 8</u>. ▪ Novels ▪ Drama ▪ Nonfiction ▪ Mythology 	<ul style="list-style-type: none"> ▪ Discuss literature via shared inquiry method (A.1-7) ▪ Engage in group/class discussion of reading selections (A.1-7) ▪ Participate in book talks (A.6,7) ▪ Present readers' theatre (A.6-7) ▪ Conduct panel discussions/debates (A.1-7)
<p>B. Questioning (Inquiry) and Contributing</p> <ol style="list-style-type: none"> 1. Paraphrase others' comments to clarify viewpoints. 2. Question to clarify others' opinions. 3. Integrate relevant information regarding issues and problems from group discussions and interviews for reports, issues, projects, debates, and oral presentations. 4. Solve a problem or understand a task through group cooperation. 	<ul style="list-style-type: none"> ▪ How does one use group discussion to facilitate understanding and learning? ▪ How can one prepare to effectively field questions about one's presentation from an audience? ▪ How does one prepare for and conduct an interview? ▪ How does one tailor one's speech to one's audience? 	<p>(For details on each of the following, see Reading Section, 3.1)</p> <ul style="list-style-type: none"> ▪ Short stories from anthology (Holt) <u>Elements of Literature, Second Course</u> plus teacher-selected works, arranged thematically ▪ Selections from <u>Junior Great Books, Level 8</u>. ▪ Novels ▪ Drama ▪ Nonfiction ▪ Mythology ▪ Research Project 	<ul style="list-style-type: none"> ▪ Discuss literature via shared inquiry method (B.1-4) ▪ Engage in group/class discussion of reading selections (B.1-4) ▪ Participate in book talks (B.1-4) ▪ Present readers' theatre (B.1-4) ▪ Conduct panel discussions/debates (B.1-4)
<p>C. Word Choice</p> <ol style="list-style-type: none"> 1. Paraphrase, illustrate, clarify, and/or expand on a topic or idea. 2. Develop and use advanced vocabulary related to a topic. 	<ul style="list-style-type: none"> ▪ How do you verbally "grab and hold" your audience? ▪ How do you effectively communicate to your audience? 	<ul style="list-style-type: none"> ▪ Delivery of skits written from vocabulary words ▪ Reader's theater 	<ul style="list-style-type: none"> ▪ Deliver individual and group oral presentations (C.1-4) ▪ Share original poetry (C.1-3) ▪ Present a project (C.1-4)

<ol style="list-style-type: none"> 3. Use language that stimulates an audience's interest. 4. Incorporate varied sentence structure and correct grammar 	<ul style="list-style-type: none"> ▪ What is rhetoric, and how can various rhetorical techniques improve a presentation? 		<ul style="list-style-type: none"> ▪ Deliver dramatic speeches/skits (individual and/or cooperative groups) (C.1-4)
<p>D. Oral Presentation</p> <ol style="list-style-type: none"> 1. Use writing to prompt discussion and enhance planning of formal and informal presentations. 2. Use visual aids, media, and/or technology to support oral communication. 3. Give oral presentations to different audiences for various purposes, such as summaries of books and articles, narratives, and persuasive topics, research projects, and extemporaneous/improvisation, dramatic speeches. 4. Acknowledge the audience with eye contact and use appropriate verbal responses to clarify questions and inquiries. 5. Incorporate peer feedback and teacher suggestions for revisions in content, organization, and delivery. 6. Use speaking techniques, including voice modulation, inflection, tempo, enunciation, and eye contact, for effective presentations. 7. Use a scoring rubric to prepare, evaluate, and improve the oral presentations of self and others. 8. Read aloud with fluency. 	<ul style="list-style-type: none"> ▪ What are the different purposes for public speaking? ▪ How does discussion of works and events help us to understand and evaluate human emotions, motivations, and development? ▪ What is rhetoric, and how can various rhetorical techniques improve a presentation? 	<ul style="list-style-type: none"> ▪ Delivery of skits written from vocabulary words ▪ Reader's theater ▪ Presentation of original persuasive essay ▪ Debate ▪ Poetry readings ▪ Interview for research project 	<ul style="list-style-type: none"> ▪ Deliver individual and group oral presentations (D.1-8) ▪ Present poetry orally (D.2-8) ▪ Present research project (D.2-8) ▪ Perform dramatic speeches/skits (individual and/or cooperative groups) (D.2-8)

STANDARD 3.4 (LISTENING) ALL STUDENTS WILL LISTEN ACTIVELY TO INFORMATION FROM A VARIETY OF SOURCES IN A VARIETY OF SITUATIONS.

<p>A. Active Listening</p> <ol style="list-style-type: none"> 1. Demonstrate active listening behaviors in a variety of situations (e.g., one-on-one or small group). 2. Demonstrate active listening by analyzing information, ideas, and opinions to determine relevancy. 3. Acknowledge the speaker through eye contact and use appropriate feedback and questions to clarify the speaker's message. 4. Recognize persuasive techniques and credibility in oral communication. 5. Listen to determine a speaker's purpose, attitude, and perspective. 6. Use, when appropriate, criteria/rubric to evaluate oral presentations, such as purpose, delivery techniques, content, visual aids, body language, and facial expressions. 	<ul style="list-style-type: none"> ▪ What does it mean to listen "actively," and what are the benefits of becoming an active listener? ▪ How can active listening illuminate human emotions, motivations, and development? ▪ How can listening facilitate learning? 	<ul style="list-style-type: none"> ▪ Classroom and school-wide social/emotional lessons / assemblies. ▪ Short stories, essays, poetry, memoirs (from anthology) and trade books. ▪ Research project – see details in Reading 3.1 section 	<ul style="list-style-type: none"> ▪ Demonstrate the ability to distinguish between slanted and factual oral presentations (A.1,4,5) ▪ Write journal responses to oral presentations (A.1,2,4-6) ▪ Identify the attitude of a speaker (A.5,6) ▪ Identify the perspective of a speaker (A.5,6) ▪ Evaluate an oral presentation (A.1,3,6) ▪ Create appropriate feedback questions (A.3)
<p>B. Listening Comprehension</p> <ol style="list-style-type: none"> 1. Interpret a speaker's verbal and nonverbal messages, purposes, and perspectives. 2. Exhibit proficiency in integrating oral reading with listening, writing, and viewing. 3. Critique information heard or viewed. 4. Critique oral presentations using agreed-upon criteria for evaluation (e.g., rubric). 5. Ask probing questions to elicit information, including evidence to support the speaker's claims and conclusions. 6. Paraphrase a speaker's purpose and point of view. 7. Make inferences based on an oral report or presentation. 	<ul style="list-style-type: none"> ▪ How does a speaker's verbal message convey his/her purpose and perspective? ▪ How does a speaker's nonverbal message convey his/her purpose and perspective? ▪ How does listening enhance comprehension? ▪ What is the listener's responsibility to the speaker? 	<ul style="list-style-type: none"> ▪ Classroom and school-wide social/emotional lessons / assemblies. ▪ Short stories, essays, poetry, memoirs (from anthology) and trade books. ▪ Research project – see details in Reading 3.1 section 	<ul style="list-style-type: none"> ▪ Demonstrate active listening through participation in activities following social/ emotional lessons/ assemblies (B.1-7) ▪ Demonstrate active listening through generating questions following a presentation (B.5) ▪ Write journal responses to oral presentations (B.1-7) ▪ Demonstrate active listening by comparing/contrasting a movie to a written work (B.2-4)

STANDARD 3.5 (VIEWING AND MEDIA LITERACY) ALL STUDENTS WILL ACCESS, VIEW, EVALUATE, AND RESPOND TO PRINT, NONPRINT, AND ELECTRONIC TEXTS AND RESOURCES.

<p>A. Constructing Meaning</p> <ol style="list-style-type: none"> 1. Analyze aspects of print and electronic texts that support the author's point of view, opinion, or attitude. 2. Analyze the use of elements (e.g., setting plot, theme, characters) to understand media presentations, such as film, video, television, and theatrical productions. 3. Analyze and respond to visual and print messages (e.g. humor, irony, metaphor) and recognize how words, sounds, and still or moving images are used in each medium to convey the intended messages. 4. Compare and contrast how the various forms of media (e.g. newspapers, radio, television, internet news outlets) cover the same topic. 	<ul style="list-style-type: none"> ▪ How do the media and technology affect and inform social and cultural behavior? ▪ What is propaganda, and what role does it play in our civilization? What role has it played historically? ▪ Though technology changes, do humans change in their emotions, motivations, and development? ▪ Can technology ever replace humans? 	<ul style="list-style-type: none"> ▪ Research project: Internet sites, interviews, primary and secondary source material, video streaming, etc. ▪ GEPA preparation material: <u>Measuring Up on the NJ GEPA: Language Arts Literacy level 8</u> ▪ <u>Steck Vaughn NJ GEPA Language Arts Literacy Level H</u> ▪ <u>Prentice Hall NJ GEPA Language Arts Literacy Grade 8</u> ▪ Teacher-generated material based on NJ GEPA and Holistic Scoring Rubrics ▪ Short stores 	<ul style="list-style-type: none"> ▪ Evaluate Internet sites for authority, currency, accuracy, purpose, context, design, organization, and ease of use as part of their research project (A.1-4) ▪ Differentiate between fact and opinion (A.1-4) ▪ Analyze of picture prompt as part of GEPA preparation (A.3)
<p>B. Visual and Verbal Messages</p> <ol style="list-style-type: none"> 1. Analyze and compare the pros and cons of visual and verbal advertising. 2. Evaluate various media messages for credibility. 3. Develop criteria/rubric to judge the effectiveness of visual and verbal presentations. 4. Make inferences based upon the content of still images 5. Compare and contrast media sources, such as film and book versions of a story. 	<ul style="list-style-type: none"> ▪ How do the media and technology affect and inform social and cultural behavior? ▪ What is propaganda, and what role does it play in our civilization? What role has it played historically? ▪ Though technology changes, do humans change in their emotions, motivations, and development? ▪ Can technology ever replace humans? 	<ul style="list-style-type: none"> ▪ Research project: Internet sites, interviews, primary and secondary source material, video streaming, etc. ▪ GEPA preparation material: <u>Measuring Up on the NJ GEPA: Language Arts Literacy level 8</u> ▪ <u>Steck Vaughn NJ GEPA Language Arts Literacy Level H</u> ▪ <u>Prentice Hall NJ GEPA Language Arts Literacy Grade 8</u> ▪ Teacher-generated material based on NJ GEPA and Holistic Scoring Rubrics ▪ Holocaust books and documentaries, including <i>Night</i> and the film <i>Escape</i> 	<ul style="list-style-type: none"> ▪ Evaluate Internet sites for authority, currency, accuracy, purpose, context, design, organization, and ease of use as part of their research project (B.1-4) ▪ Evaluate media for valid vs. invalid information, fact vs. opinion, point of view (B.1-4) ▪ Analyze of picture prompt as part of GEPA preparation (B.4) ▪ Comparing/contrasting a movie to a written work (B.5)

		<p><i>From Sobibor</i></p> <ul style="list-style-type: none"> ▪ Short stores 	
<p>C. Living with Media</p> <ol style="list-style-type: none"> 1. Evaluate media forms, such as television, video, games, music, and film for content appropriateness (e.g., rating systems, rubric). 2. Analyze media content for emotional effect on audience. 3. Create media presentations and written reports, using multi-media resources such as an overhead projector, computer, and/or a tape recorder to communicate information 	<ul style="list-style-type: none"> ▪ How do the media and technology affect and inform social and cultural behavior? ▪ What is propaganda, and what role does it play in our civilization? What role has it played historically? ▪ Though technology changes, do humans change in their emotions, motivations, and development? ▪ Can technology ever replace humans? 	<ul style="list-style-type: none"> ▪ Research project: Internet sites, interviews, primary and secondary source material, video streaming, etc. ▪ GEPA preparation material: <u>Measuring Up on the NJ GEPA: Language Arts Literacy level 8</u> ▪ <u>Steck Vaughn NJ GEPA Language Arts Literacy Level H</u> ▪ <u>Prentice Hall NJ GEPA Language Arts Literacy Grade 8</u> ▪ Teacher-generated material based on NJ GEPA and Holistic Scoring Rubrics ▪ Short stores ▪ Mythology 	<ul style="list-style-type: none"> ▪ Evaluate TV and movie versions of written works for accuracy and faithfulness to the original (C.1,2) ▪ Create a multimedia presentation using a work in the curriculum (C.3)

English
Performance Objectives and Common Experiences / Strategies and Suggestions
Grade Nine

Strand	Essential Questions/Themes/Genres	Content	Skills and Strategies (Students will)
<p>STANDARD 3.1 (READING) ALL STUDENTS WILL UNDERSTAND AND APPLY THE KNOWLEDGE OF SOUNDS, LETTERS, AND WORDS IN WRITTEN ENGLISH TO BECOME INDEPENDENT AND FLUENT READERS, AND WILL READ A VARIETY OF MATERIALS AND TEXTS WITH FLUENCY AND COMPREHENSION.</p>			
<p>A. Concepts About Print/Text - No additional indicators at this grade level.</p> <p>B. Phonological Awareness - No additional indicators at this grade level.</p> <p>C. Decoding and Word Recognition - No additional indicators at this grade level.</p>	<p>Not applicable</p>	<p>Not applicable</p>	<p>Not applicable</p>
<p>D. Fluency</p> <p>1. Read developmentally appropriate materials at an independent level with accuracy and speed.</p> <p>2. Use appropriate rhythm, flow, meter, and pronunciation when reading.</p> <p>3. Read a variety of genres and types of text with fluency and comprehension.</p>	<ul style="list-style-type: none"> ▪ What is the novel? ▪ What is poetry? ▪ What is a drama? 	<ul style="list-style-type: none"> ▪ <u>To Kill a Mockingbird</u> ▪ <u>The Odyssey</u> ▪ <u>The Grass Harp</u> ▪ <u>We Have Always Lived in the Castle</u> ▪ <u>The Outsiders</u> ▪ Selections from Holt, Rinehart, Winston text, <u>Elements of Literature, Third Course</u> 	<ul style="list-style-type: none"> ▪ Read and interpret lyrical prose (D.1-2) ▪ Identify figurative language (D.1,3) ▪ Explicate, memorize, present various poems (D.3) ▪ Perform staged readings (D.1-3) ▪ Create collages, dioramas, drawings of literary settings (D3)
<p>E. Reading Strategies (before, during, and after reading)</p> <p>1. Identify, assess, and apply personal reading strategies that were most effective in previous learning from a variety of texts.</p> <p>2. Practice visualizing techniques before, during, and after reading to aid in comprehension.</p> <p>3. Judge the most effective graphic organizers to use with various text</p>	<ul style="list-style-type: none"> ▪ What is the novel? ▪ What is poetry? ▪ What is a drama? 	<ul style="list-style-type: none"> ▪ <u>To Kill a Mockingbird</u> ▪ <u>The Odyssey</u> ▪ <u>The Grass Harp</u> ▪ <u>We Have Always Lived in the Castle</u> ▪ <u>The Outsiders</u> ▪ Selections from Holt, Rinehart, Winston text, <u>Elements of Literature, Third Course</u> 	<ul style="list-style-type: none"> ▪ Read and interpret lyrical prose (E.1-2) ▪ Explicate, memorize, present various poems (E.1) ▪ Generate graphic organizers to enhance understanding of texts (E.3)

Strand	Essential Questions/Themes/Genres	Content	Skills and Strategies (Students will)
types for memory retention and monitoring comprehension.			
<p>F. Vocabulary and Concept Development</p> <ol style="list-style-type: none"> 1. Use knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meanings of specialized vocabulary. 2. Use knowledge of root words to understand new words. 3. Apply reading vocabulary in different content areas. 	<ul style="list-style-type: none"> ▪ What is diction? ▪ How will an expanded vocabulary enhance a student's academic and non-academic lives? ▪ What is the novel? ▪ What is poetry? ▪ What is a drama? 	<ul style="list-style-type: none"> ▪ <u>To Kill a Mockingbird</u> ▪ <u>The Odyssey</u> ▪ <u>The Grass Harp</u> ▪ <u>We Have Always Lived in the Castle</u> ▪ <u>The Outsiders</u> ▪ Selections from Holt, Rinehart, Winston text, <u>Elements of Literature, Third Course</u> 	<ul style="list-style-type: none"> ▪ Create vocabulary lists from texts (F.1-3) ▪ Practice changing parts of speech (F.1-3) ▪ Analyze connotation vs. denotation (F.1-3) ▪ Create original sentences with context clues (F.1-3)
<p>G. Comprehension Skills and Response to Text</p> <ol style="list-style-type: none"> 1. Identify, describe, evaluate, and synthesize the central ideas in informational texts. 2. Understand the study of literature and theories of literary criticism. 3. Understand that our literary heritage is marked by distinct literary movements and is part of a global literary tradition. 4. Compare and evaluate the relationship between past literary traditions and contemporary writing. 5. Analyze how works of a given period reflect historical and social events and conditions. 6. Recognize literary concepts, such as rhetorical device, logical fallacy, and jargon, and their effect on meaning. 7. Interpret how literary devices affect reading emotions and understanding. 8. Analyze and evaluate the 	<ul style="list-style-type: none"> ▪ How does the use of language create tone and mood? ▪ What is the novel? ▪ What is poetry? ▪ What is a drama? ▪ What is a short story? ▪ Who am I? ▪ Where am I going? ▪ How do I make decisions? ▪ Why must a literate person be able to distinguish between fact and opinion? ▪ What is propaganda? ▪ What purpose does propaganda serve? 	<ul style="list-style-type: none"> ▪ <u>To Kill a Mockingbird</u> ▪ <u>The Odyssey</u> ▪ <u>The Grass Harp</u> ▪ <u>We Have Always Lived in the Castle</u> ▪ <u>The Outsiders</u> ▪ Selections from Holt, Rinehart, Winston text, <u>Elements of Literature, Third Course</u> 	<ul style="list-style-type: none"> ▪ Interpret lyrical prose (G.7) ▪ Identify the genre of a particular piece of writing (G.1) ▪ Identify characteristics of a particular genre and understand how that genre informs and enriches theme, character, setting (G.3-5) ▪ Create lists of local vocabulary forms (dialect) (G.8) ▪ Practice use of dialect and vernacular in writing (G.7-8) ▪ Search for use of repetition, parallel structure, words of emotion, appeals to logic, restatement (G.6-11) ▪ Determine how these devices sway reader response (G.6-11)

Strand	Essential Questions/Themes/Genres	Content	Skills and Strategies (Students will)
<p>appropriateness of diction and figurative language (e.g., irony, paradox).</p> <p>9. Distinguish between essential and nonessential information, identifying the use of proper references and propaganda techniques where present.</p> <p>10. Differentiate between fact and opinion by using complete and accurate information, coherent arguments, and points of view.</p> <p>11. Analyze how an author's use of words creates tone and mood, and how choice of words advances the theme or purpose of the work.</p> <p>12. Demonstrate familiarity with everyday texts such as job and college applications, W-2 forms, and contracts.</p> <p>13. Read, comprehend, and be able to follow information gained from technical and instructional manuals (e.g., how-to books, computer manuals, or instructional manuals).</p>			
<p>H. Inquiry and Research</p> <p>1. Select appropriate electronic media for research and evaluate the quality of the information received.</p> <p>2. Develop materials for a portfolio that reflect a specific career choice.</p> <p>3. Develop increased ability to critically select works to support a research topic.</p> <p>4. Read and critically analyze a variety of works, including books and other print materials (e.g., periodicals, journals, manuals), about one issue or topic, or books by a single author or in one genre,</p>	<ul style="list-style-type: none"> ▪ What is a thesis statement? ▪ What is a primary source? ▪ What is a valid source? ▪ What is research? ▪ What do we learn about ourselves and our world through the research process? 	<ul style="list-style-type: none"> ▪ Internet evaluation forms ▪ Bibliography/works cited/note cards using MLA as in agenda book ▪ Agenda book ▪ Newspaper articles, including editorials 	<ul style="list-style-type: none"> ▪ Evaluate sources, print and electronic (H.1, 3-4) ▪ Develop a topic (H.1-5) ▪ Narrow to a focus (H.1-5) ▪ Ask essential questions (H.1-5) ▪ Create bibliography cards (H.1-5) ▪ Evaluate web sources (H.1-5) ▪ Utilize the library – in school and on line (H.1-5) ▪ Consult with the librarian (H.1-5) ▪ Create and organize note cards (H.1-5) ▪ Develop, argue, and support a thesis (H.1-5) ▪ Produce a finished written product (H.1-5)

Strand	Essential Questions/Themes/Genres	Content	Skills and Strategies (Students will)
<p>and produce evidence of reading.</p> <p>5. Apply information gained from several sources or books on a single topic or by a single author to foster an argument, draw conclusions, or advance a position.</p> <p>6. Critique the validity and logic of arguments advanced in public documents, their appeal to various audiences, and the extent to which they anticipate and address reader concerns.</p>			

STANDARD 3.2 (WRITING) ALL STUDENTS WILL WRITE IN CLEAR, CONCISE, ORGANIZED LANGUAGE THAT VARIES IN CONTENT AND FORM FOR DIFFERENT AUDIENCES AND PURPOSES. (NEXT PAGE)

<p>A. Writing as a Process (prewriting, drafting, revising, editing, post-writing)</p> <ol style="list-style-type: none"> Engage in the full writing process by writing daily and for sustained amounts of time. Use strategies such as graphic organizers and outlines to plan and write drafts according to the intended message, audience, and purpose for writing. Analyze and revise writing to improve style, focus and organization, coherence, clarity of thought, sophisticated word choice and sentence variety, and subtlety of meaning. Review and edit work for spelling, usage, clarity, and fluency. Use the computer and word-processing software to compose, revise, edit, and publish a piece. Use a scoring rubric to evaluate and improve own writing and the writing of others. Reflect on own writing and establish goals for growth and improvement. 	<ul style="list-style-type: none"> What is a thesis? What kinds of supporting details can a writer use to bolster an argument? How do we persuade? What constitutes a good piece of writing? Who am I? 	<ul style="list-style-type: none"> Graphic organizers, such as Venn diagrams and T-charts Word processing software Evaluation sheets: teacher-, peer-, and self-generated HSPA Writing Guideline Chart 	<ul style="list-style-type: none"> Pre-write with T-charts, webs, daily journals, video analysis, discussion and note-taking (A.1-5) Peer edit with guided editing sheets (A.1,3-7) Self-edit with teacher and student-generated editing guides (A.1,3-7) Create a position in response to a thesis topic (A.2-5) Write a letter to the editor (A.1-7) Create a persuasive essay (A.1-7)
<p>B. Writing as a Product (resulting in a formal product or publication)</p> <ol style="list-style-type: none"> Analyzing characteristics, structures, tone, and features of language of selected genres and apply this knowledge to own writing. Critique published works for authenticity and credibility. 	<ul style="list-style-type: none"> Who am I? What is my reason for living? What do I use to define myself? How do I articulate my sense of self? What evidence can I use to indicate changes in my sense of self? 	<ul style="list-style-type: none"> <u>To Kill a Mockingbird</u> <u>The Odyssey</u> <u>The Grass Harp</u> <u>We Have Always Lived in the Castle</u> <u>The Outsiders</u> Selections from Holt, Rinehart, Winston text, <u>Elements of Literature Third Course</u> 	<ul style="list-style-type: none"> Write essays whose purpose is to slant information (B.2,8-11) Create a persuasive essay (B.1,3-5,9-12) Compose a comparison/contrast essay (B.1,3-5,9-12) Develop a topic (B.3,4,6,7,10) Narrow to a focus (B.3,4,6-7,10) Ask essential questions (B.2,3, 6,8) Create bibliography cards (B.6,7)

<ol style="list-style-type: none"> 3. Draft a thesis statement and support/defend it through highly developed ideas and content, organization, and paragraph development. 4. Write multi-paragraph, complex pieces across the curriculum using a variety of strategies to develop a central idea (e.g., cause-effect, problem/solution, hypothesis/results, rhetorical questions, parallelism). 5. Write a range of essays and expository pieces across the curriculum, such as persuasive, analytic, critique, or position paper. 6. Write a literary research paper that synthesizes and cites data using researched information and technology to support writing. 7. Use primary and secondary sources to provide evidence, justification, or to extend a position, and cite sources, such as periodicals, interviews, discourse, and electronic media. 8. Foresee readers' needs and develop interest through strategies such as using precise language, specific details, definitions, descriptions, examples, anecdotes, analogies, and humor as well as anticipating and countering concerns and arguments and advancing a position. 9. Provide compelling openings and strong closure to written pieces. 10. Employ relevant graphics to support a central idea (e.g., charts, graphic organizers, pictures, computer-generated presentation). 11. Use the responses of others to review content, organization, and usage for publication. 12. Select pieces of writing from a 	<p>[</p>	<p>[</p>	<ul style="list-style-type: none"> ▪ Evaluate web sources (B.6-7) ▪ Utilize the library – in school and online (B.6-7) ▪ Consult with the librarian (B.6-7) ▪ Create and organize note cards (B.6-7) ▪ Develop, argue, and support a thesis (B.3-4) ▪ Produce a finished written product (B.1-7) ▪ Compose and submit original letters to the editor addressing a variety of issues (B.5,9,11,12)
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<p>literacy folder for a presentation portfolio that reflects performance in a variety of genres.</p>			
<p>C. Mechanics, Spelling, and Handwriting</p> <ol style="list-style-type: none"> 1. Use Standard English conventions in all writing, such as sentence structure, grammar and usage, punctuation, capitalization, and spelling. 2. Demonstrate a well-developed knowledge of English syntax to express ideas in a lively and effective personal style. 3. Use subordination, coordination, apposition, and other devices effectively to indicate relationships between ideas. 4. Use transition words to reinforce a logical progression of ideas. 5. Exclude extraneous details, repetitious ideas, and inconsistencies to improve writing. 6. Use knowledge of Standard English conventions to edit own writing and the writing of others for correctness. 7. Use a variety of reference materials, such as a dictionary, grammar reference, and/or internet/software resources to edit written work. 8. Write legibly in manuscript or cursive to meet district standards. 	<ul style="list-style-type: none"> ▪ What effect does a working knowledge of Standard English have on the creation of a piece of writing? 	<ul style="list-style-type: none"> ▪ Dictionary ▪ Thesaurus ▪ Online reference materials 	<ul style="list-style-type: none"> ▪ Unearth sentence varieties within literature (C.1-7) ▪ Revise writing to create varied sentence structures (C.1-7)
<p>D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)</p> <ol style="list-style-type: none"> 1. Employ the most effective writing formats and strategies for the purpose and audience. 2. Demonstrate command of a variety of writing genres, such as: 	<ul style="list-style-type: none"> ▪ What is meant by an author's voice? ▪ What is meant by audience? ▪ Why do we write? 	<ul style="list-style-type: none"> ▪ Selections from Holt, Rinehart, Winston text, <u>Elements of Literature, Third Course</u> 	<ul style="list-style-type: none"> ▪ Develop written pieces utilizing recursive elements of the writing process (D.1-3,5,7,8) ▪ Address varied audiences (D.1,3,6-8) ▪ Create a persuasive essay (D.1-3,5,7-8) ▪ Create a personal narrative (D.1-3,5,7-8) ▪ Create a descriptive essay (D.1-

<ul style="list-style-type: none"> • Persuasive essay • Personal narrative • Research report • Literary research paper • Descriptive essay • Critique • Response to literature • Parody of a particular narrative style (fable, myth, short story) • Poetry <ol style="list-style-type: none"> 3. Evaluate the impact of an author's decisions regarding tone, word choice, style, content, point of view, literary elements, and literary merit, and produce an interpretation of overall effectiveness. 4. Apply all copyright laws to information used in written work. 5. When writing, employ structures to support the reader, such as transition words, chronology, hierarchy or sequence, and forms, such as headings and subtitles. 6. Compile and synthesize information for everyday and workplace purposes, such as job applications, resumes, business letters, and college applications. 7. Demonstrate personal style and voice effectively to support the purpose and engage the audience of a piece of writing. 8. 8. Select pieces of writing from a literacy folder for a presentation portfolio that reflects performance in a variety of genres. 		[<p>3,5,7-8)</p> <ul style="list-style-type: none"> ▪ Critique a literary work (D.1-3,5,7-8) ▪ Create a dialectic reading journal (D.1-3,5,7-8) ▪ Create a parody of a work (D.1-3,5,7-8) ▪ Write a process piece following a draft (D.3,5,8)
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STANDARD 3.3 (SPEAKING) ALL STUDENTS WILL SPEAK IN CLEAR, CONCISE, ORGANIZED LANGUAGE THAT VARIES IN CONTENT AND FORM FOR DIFFERENT AUDIENCES AND PURPOSES.

<p>A. Discussion</p> <ol style="list-style-type: none"> 1. Support a position integrating multiple perspectives. 2. Support, modify, or refute a position in small or large-group discussions. 3. Assume leadership roles in student-directed discussions, projects, and forums. 4. Summarize and evaluate tentative conclusions and take the initiative in moving discussions to the next stage. 	<ul style="list-style-type: none"> ▪ Why should a person learn to think from a multitude of perspectives? What are the different roles one might fulfill as a member of a group? ▪ What are the benefits of collaborative work? 	<ul style="list-style-type: none"> ▪ <u>To Kill a Mockingbird</u> ▪ <u>The Odyssey</u> ▪ <u>The Grass Harp</u> ▪ <u>We Have Always Lived in the Castle</u> ▪ <u>The Outsiders</u> ▪ Selections from Holt, Rinehart, Winston text, <u>Elements of Literature, Third Course</u> 	<ul style="list-style-type: none"> ▪ Using a specific literary work, discuss episodes from the perspectives of three different characters within the work (A.1,3) ▪ Discuss one's own role in a group (A.1-4) ▪ Participate in literature circles (A.3,4) ▪ Participate in classroom discussions – whole class and small group (A.2,3) ▪ Respond to, evaluate, analyze, memorize, and present poetry to the class (A.3) ▪ Evaluate classmates' presentations (A.4)
<p>B. Questioning (Inquiry) and Contributing</p> <ol style="list-style-type: none"> 1. Ask prepared and follow-up questions in interviews and other discussions. 2. Extend peer contributions by elaboration and illustration. 3. Analyze, evaluate, and modify group processes. 4. Select and discuss literary passages that reveal character, develop theme, and illustrate literary elements. 5. Question critically the position or viewpoint of an author. 6. Respond to audience questions by providing clarification, illustration, definition, and elaboration. 7. Participate actively in panel discussions, symposiums, and/or business meeting formats (e.g., explore a question and consider perspectives). 	<ul style="list-style-type: none"> ▪ Why is the art of the group process an important one to learn? ▪ What are the essential roles of members of a group? ▪ How does a group determine the division of labor or of roles? 	<ul style="list-style-type: none"> ▪ <u>To Kill a Mockingbird</u> ▪ <u>The Odyssey</u> ▪ <u>The Grass Harp</u> ▪ <u>We Have Always Lived in the Castle</u> ▪ <u>The Outsiders</u> ▪ Selections from Holt, Rinehart, Winston text, <u>Elements of Literature Third Course</u> 	<ul style="list-style-type: none"> ▪ Become an active participant in a group activity (B.1-3) ▪ During a group discussion, question and evaluate the author's point of view using a variety of nonfiction passages written by a variety of writers (B.4-7) ▪ Participate in classroom discussions – whole class and small group (B.7) ▪ Respond to, evaluate, analyze, memorize and present poetry to the class (B.1,4,6,7) ▪ Evaluate classmates' presentations (B.1-3,7)
<p>C. Word Choice</p> <ol style="list-style-type: none"> 1. Modulate tone and clarify thoughts 	<ul style="list-style-type: none"> ▪ How does a person's tone of voice affect his spoken message? 	<ul style="list-style-type: none"> ▪ Teacher-selected passages; selected plays taken from the ninth 	<ul style="list-style-type: none"> ▪ Recite a single sentence using a variety of tones (C.1)

<p>through word choice.</p> <p>2. Improve word choice by focusing on rhetorical devices (e.g., puns, parallelism, allusion, alliteration).</p>		<p>grade curriculum:</p> <ul style="list-style-type: none"> o <u>To Kill a Mockingbird</u> o <u>The Odyssey</u> o <u>The Grass Harp</u> o <u>We Have Always Lived in the Castle</u> o <u>The Outsiders</u> o Selections from Holt, Rinehart, Winston text, <u>Elements of Literature, Third Course</u> 	<ul style="list-style-type: none"> ▪ During an in-class performance of a play, read aloud a variety of character roles (C.1)
<p>D. Oral Presentation</p> <p>1. Speak for a variety of purposes (e.g., persuasion, information, entertainment, literary interpretation, dramatization, personal expression).</p> <p>2. Use a variety of organizational strategies (e.g., focusing idea, attention getters, clinchers, repetition, transition words).</p> <p>3. Demonstrate effective delivery strategies (e.g., eye contact, body language, volume, intonation, articulation) when speaking.</p> <p>4. Edit drafts of speeches independently and in peer discussions.</p> <p>5. Modify oral communications through sensing audience confusion, and make impromptu revisions in oral presentation (e.g., summarizing, restating, adding illustrations/details).</p> <p>6. Use a rubric to self-assess and improve oral presentations.</p>	<ul style="list-style-type: none"> ▪ How does one prepare for an effective oral presentation? 	<ul style="list-style-type: none"> ▪ Original short stories and poems created as part of a term paper project which investigates the lives and the works of particular writers; ▪ Dramatic monologues from <u>Romeo and Juliet</u> 	<ul style="list-style-type: none"> ▪ Present sections from original works (D.1,3,6) ▪ Memorize and present dramatic monologues from <u>Romeo and Juliet</u> (D.3,6) ▪ Using a teacher- or student-generated topic, change an oral presentation to target a variety of audiences (D.1-6) ▪ Deliver an oral presentation to a variety of audiences (D.1-6)

STANDARD 3.4 (LISTENING) ALL STUDENTS WILL LISTEN ACTIVELY TO INFORMATION FROM A VARIETY OF SOURCES IN A VARIETY OF SITUATIONS.

<p>A. Active Listening</p> <ol style="list-style-type: none"> 1. Explore and reflect on ideas while hearing and focusing attentively. 2. Listen skillfully to distinguish emotive and persuasive rhetoric. 3. Demonstrate appropriate listener response to ideas in a persuasive speech, oral interpretation of a literary selection, or scientific or educational presentation. 	<ul style="list-style-type: none"> ▪ What is the value of active learning at home, in school, and in the workplace? 	<ul style="list-style-type: none"> ▪ Taped conversations provided by parents, teachers, and employers 	<ul style="list-style-type: none"> ▪ Listen to a debate (A.1-3) ▪ Demonstrate an understanding between emotive and persuasive language (A.1-3)
<p>B. Listening Comprehension</p> <ol style="list-style-type: none"> 1. Listen to summarize, make judgments, and evaluate. 2. Evaluate the credibility of a speaker. 3. Determine when propaganda and argument are used in oral forms. 4. Listen and respond appropriately to a debate. 	<ul style="list-style-type: none"> ▪ What is propaganda, and what function does it serve in society? ▪ What must an individual be able to distinguish between propaganda and persuasion? 	<ul style="list-style-type: none"> ▪ In-class debates sponsored by the Debate Club ▪ Audiotapes of presidential speeches ▪ Audiotapes of students' self-generated persuasive speeches ▪ Unitedstreaming.com audio & video materials 	<ul style="list-style-type: none"> ▪ Demonstrate an awareness of the difference between propaganda and persuasion (B.1-4)

STANDARD 3.5 (VIEWING AND MEDIA LITERACY) ALL STUDENTS WILL ACCESS, VIEW, EVALUATE, AND RESPOND TO PRINT, NONPRINT, AND ELECTRONIC TEXTS AND RESOURCES.

<p>A. Constructing Meaning from Media</p> <ol style="list-style-type: none"> 1. Understand that messages are representations of social reality and vary by historic time periods and parts of the world. 2. Identify and evaluate how a media product expresses the values of the culture that produced it. 3. Identify and select media forms appropriate for the viewer's purpose. 	<p>What are the skills of a responsible viewer? How does historical perspective impact media? How does audience shape the form and content of media?</p>	<ul style="list-style-type: none"> ▪ Literature-driven DVDs and Videotapes; videotaped advertisements ▪ Unitedstreaming.com audio & video materials 	<ul style="list-style-type: none"> ▪ Write the message that a medium imparts by employing the HSPA viewing guide (A.1,2) ▪ Using advertisements, indicate their reflections of culture (A.1-3) Record notes from informational videos (A.1,2) ▪ Use notes in classroom discussions – whole class and small group – reaction/response journal entries (A.1,2) ▪ Respond to guided viewing questions to evaluate moral principles (A.1,2) ▪ Compare and contrast literature with its movie: character, plot, theme, images/description (A.1,2)
<p>B. Visual and Verbal Messages</p> <ol style="list-style-type: none"> 1. Analyze media for stereotyping (e.g., gender, ethnicity). 2. Compare and contrast three or more media sources. 	<p>What are the skills of a responsible viewer? How does historical perspective impact media? How does audience shape the form and content of media?</p>	<ul style="list-style-type: none"> ▪ Literature-driven DVDs and Videotapes; videotaped advertisements ▪ Unitedstreaming.com audio & video materials 	<ul style="list-style-type: none"> ▪ Using advertisements, indicate their reflections of culture (B.1,2) ▪ Record notes from informational videos (B.1,2) ▪ Use notes in classroom discussions – whole class and small group – reaction/response journal entries (B.1,2) ▪ Respond to guided viewing questions to evaluate moral principles (B.1,2) ▪ Compare and contrast literature with its movie: character, plot, theme, images/description (B.1,2)

<p>C. Living with Media</p> <ol style="list-style-type: none"> 1. Use print and electronic media texts to explore human relationships, new ideas, and aspects of culture (e.g., racial prejudice, dating, marriage, family, and social institutions). 2. Determine influences on news media based on existing political, historical, economical, and social contexts (e.g., importance of audience feedback). 3. Recognize that creators of media and performances use a number of forms, techniques, and technologies to convey their messages. 	<p>What are the skills of a responsible viewer? How does historical perspective impact media? How does audience shape the form and content of media?</p>	<ul style="list-style-type: none"> ▪ Literature-driven DVDs and Videotapes; videotaped advertisements ▪ Unitedstreaming.com audio & video materials 	<ul style="list-style-type: none"> ▪ Using advertisements, indicate their reflections of culture (C.1-3) ▪ Record notes from informational videos (C.1-3) ▪ Use notes in classroom discussions – whole class and small group – reaction/response journal entries (C.1-3) ▪ Respond to guided viewing questions to evaluate moral principles (C.1-3) ▪ Compare and contrast literature with its movie: character, plot, theme, images/description (C.1-3)
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English
Performance Objectives and Common Experiences / Strategies and Suggestions –
Grade Ten

Strand	Essential Questions/Themes/Genres	Content	Skills and Strategies (Students will)
<p>STANDARD 3.1 (READING) ALL STUDENTS WILL UNDERSTAND AND APPLY THE KNOWLEDGE OF SOUNDS, LETTERS, AND WORDS IN WRITTEN ENGLISH TO BECOME INDEPENDENT AND FLUENT READERS, AND WILL READ A VARIETY OF MATERIALS AND TEXTS WITH FLUENCY AND COMPREHENSION.</p>			
<p>A. Concepts About Print/Text - No additional indicators at this grade level.</p> <p>B. Phonological Awareness - No additional indicators at this grade level.</p> <p>C. Decoding and Word Recognition - No additional indicators at this grade level.</p>	<p>Not applicable</p>	<p>Not applicable</p>	<p>Not applicable</p>
<p>D. Fluency</p> <ol style="list-style-type: none"> 1. Read developmentally appropriate materials at an independent level with accuracy and speed. 2. Use appropriate rhythm, flow, meter, and pronunciation when reading. 3. Read a variety of genres and types of text with fluency and comprehension. 	<ul style="list-style-type: none"> ▪ How does poetry illuminate our lives as Americans? ▪ What is Poetry? ▪ How does poetry expand the American Dream? ▪ What does it mean to be an American? 	<ul style="list-style-type: none"> ▪ Poetry of the Harlem Renaissance ▪ Langston Hughes ▪ <u>The Crucible</u> 	<ul style="list-style-type: none"> ▪ Interpret poetic prose (D. 1-3) ▪ Identify figurative language (D.3) ▪ Explicate, memorize, and present staged readings (D. 1- 3)
<p>E. Reading Strategies (before, during, and after reading)</p> <ol style="list-style-type: none"> 1. Identify, assess, and apply personal reading strategies that were most effective in previous learning from a variety of texts. 2. Practice visualizing techniques before, during, and after reading to aid in comprehension. 3. Judge the most effective graphic organizers to use with various text 	<ul style="list-style-type: none"> ▪ What is the setting of the American Experience? ▪ What is The American Dream? ▪ What is the American character? ▪ What are the “haves” and the “have-nots” 	<ul style="list-style-type: none"> ▪ <u>Of Mice and Men</u> ▪ <u>A Raisin in the Sun</u> 	<ul style="list-style-type: none"> ▪ Create collages, dioramas, drawings of settings in the novel (E. 1,2) ▪ Develop character trait graphic organizer (E. 3)

Strand	Essential Questions/Themes/Genres	Content	Skills and Strategies (Students will)
types for memory retention and monitoring comprehension.			
<p>F. Vocabulary and Concept Development</p> <ol style="list-style-type: none"> 1. Use knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meanings of specialized vocabulary. 2. Use knowledge of root words to understand new words. 3. Apply reading vocabulary in different content areas. 	<ul style="list-style-type: none"> ▪ What is diction? ▪ What is the American vernacular? ▪ What is an American? 	<ul style="list-style-type: none"> ▪ <u>The Crucible</u> and all other literature ▪ <u>The Adventures of Huckleberry Finn</u> 	<ul style="list-style-type: none"> ▪ Prepare vocabulary lists from context (F. 1-3) ▪ Practice changing parts of speech (F. 2) ▪ Analyze connotation vs. denotation (F. 1-3) ▪ Create original sentences with context clues (F. 1, 2, 3)
<p>G. Comprehension Skills and Response to Text</p> <ol style="list-style-type: none"> 1. Identify, describe, evaluate, and synthesize the central ideas in informational texts. 2. Understand the study of literature and theories of literary criticism. 3. Understand that our literary heritage is marked by distinct literary movements and is part of a global literary tradition. 4. Compare and evaluate the relationship between past literary traditions and contemporary writing. 5. Analyze how works of a given period reflect historical and social events and conditions. 6. Recognize literary concepts, such as rhetorical device, logical fallacy, and jargon, and their effect on meaning. 7. Interpret how literary devices affect reading emotions and understanding. 8. Analyze and evaluate the 	<ul style="list-style-type: none"> ▪ What is The American Dream? ▪ What is “coming of age?” ▪ What is American Literature? ▪ What is regional literature and local color? ▪ What is dialect/vernacular? ▪ What is an American? 	<ul style="list-style-type: none"> ▪ <u>The Adventures of Huckleberry Finn</u> ▪ <u>The Autobiography of Benjamin Franklin</u> ▪ “The Outcasts of Poker Flat” ▪ “Sinners in the Hands of an Angry God” ▪ “The Declaration of Independence” ▪ “Speech Before A Virginia Convention” ▪ <u>The House on Mango Street</u> ▪ <u>The Catcher in the Rye</u> ▪ <u>I Know Why the Caged Bird Sings</u> 	<ul style="list-style-type: none"> ▪ Create lists of local vocabulary forms (dialect) (G. 8) ▪ Practice use of dialect and vernacular in writing (G. 8) ▪ Search for use of repetition, parallel structure, words of emotion, appeals to logic, restatement (G. 1, 6-8) ▪ Determine how these devices sway the reader’s response (G. 1-10) ▪ Create an essay that uses the devices studied (G. 1, 2, 6) ▪ Compose a “Declaration of Self” ▪ Keep a self-improvement journal a la Ben Franklin (G. 1, 3-11)

Strand	Essential Questions/Themes/Genres	Content	Skills and Strategies (Students will)
<p>appropriateness of diction and figurative language (e.g., irony, paradox).</p> <p>9. Distinguish between essential and nonessential information, identifying the use of proper references and propaganda techniques where present.</p> <p>10. Differentiate between fact and opinion by using complete and accurate information, coherent arguments, and points of view.</p> <p>11. Analyze how an author's use of words creates tone and mood, and how choice of words advances the theme or purpose of the work.</p> <p>12. Demonstrate familiarity with everyday texts such as job and college applications, W-2 forms, and contracts.</p> <p>13. Read, comprehend, and be able to follow information gained from technical and instructional manuals (e.g., how-to books, computer manuals, or instructional manuals).</p>			
<p>H. Inquiry and Research</p> <p>1. Select appropriate electronic media for research and evaluate the quality of the information received.</p> <p>2. Develop materials for a portfolio that reflect a specific career choice.</p> <p>3. Develop increased ability to critically select works to support a research topic.</p> <p>4. Read and critically analyze a variety of works, including books and other print materials (e.g., periodicals, journals, manuals), about one issue or topic, or books by a single author or in one genre,</p>	<ul style="list-style-type: none"> ▪ What is a thesis statement? ▪ What is a primary source? ▪ What is a valid source? ▪ What does research tell us about being American? 	<ul style="list-style-type: none"> ▪ Internet Evaluation forms ▪ Bibliography/Works Cited/Notes using MLA as in Agenda Book ▪ Agenda Book 	<ul style="list-style-type: none"> ▪ Develop a topic (H. 1, 3) ▪ Ask essential questions (H. 1-6) ▪ Create bibliography cards or annotated bibliography (H. 1) ▪ Evaluate web sources (H. 1, 3, 4, 6) ▪ Utilize the library – in school and on line (H. 3) ▪ Consult the Librarian (H. 3) ▪ Create and organize notes(H. 1, 2, 4-6) ▪ Develop a thesis (H. 1) ▪ Produce finished product(H. 1-6) ▪ Practice note taking with paraphrase, direct quotation and summary (H. 1, 3-6)

Strand	Essential Questions/Themes/Genres	Content	Skills and Strategies (Students will)
<p>and produce evidence of reading.</p> <p>5. Apply information gained from several sources or books on a single topic or by a single author to foster an argument, draw conclusions, or advance a position.</p> <p>6. Critique the validity and logic of arguments advanced in public documents, their appeal to various audiences, and the extent to which they anticipate and address reader concerns.</p>			

Strand	Essential Questions/Themes/Genres	Content	Skills and Strategies (Students will)
STANDARD 3.2 (WRITING) ALL STUDENTS WILL WRITE IN CLEAR, CONCISE, ORGANIZED LANGUAGE THAT VARIES IN CONTENT AND FORM FOR DIFFERENT AUDIENCES AND PURPOSES.			
<p>A. Writing as a Process (prewriting, drafting, revising, editing, post-writing)</p> <ol style="list-style-type: none"> Engage in the full writing process by writing daily and for sustained amounts of time. Use strategies such as graphic organizers and outlines to plan and write drafts according to the intended message, audience, and purpose for writing. Analyze and revise writing to improve style, focus and organization, coherence, clarity of thought, sophisticated word choice and sentence variety, and subtlety of meaning. Review and edit work for spelling, usage, clarity, and fluency. Use the computer and word-processing software to compose, revise, edit, and publish a piece. Use a scoring rubric to evaluate and improve own writing and the writing of others. Reflect on own writing and establish goals for growth and improvement. 	<ul style="list-style-type: none"> What is a thesis statement? How do we support an argument? How do we persuade? What constitutes a good piece of writing? What is an American? Who am I? How does the individual accommodate his or her role in American Society? What is The American Dream? What is “coming of age?” 	<ul style="list-style-type: none"> <u>The Declaration of Independence</u> <u>The Adventures of Huckleberry Finn</u> <u>The Autobiography of Benjamin Franklin</u> The controversy over <u>Huck Finn</u> <u>A Catcher in the Rye</u> Patrick Henry – <u>Speech to the Virginia Convention</u> Address the issue of censorship and literature through video and essays by scholars and historians <u>I Know Why the Caged Bird Sings</u> <u>The House on Mango Street</u> 	<ul style="list-style-type: none"> Pre-write with T-charts, webs, daily journals, video analysis, discussion and note-taking (A. 2) Peer edit with guided editing sheets(A. 1-3) Self-edit with teacher and student-generated editing guides (A. 2-7; C. 1- 7) Create a position in response to the “Controversy over Huck Finn” (A. 1-6) Write a letter to the editor (A. 1-6) Develop a persuasive essay (A. 1-5, 7-9)
<p>B. Writing as a Product (resulting in a formal product or publication)</p> <ol style="list-style-type: none"> Analyzing characteristics, structures, tone, and features of language of selected genres and apply this knowledge to own writing. Critique published works for 	<ul style="list-style-type: none"> What is an American? Who am I? How does the individual accommodate his or her role in American Society? What is The American Dream? What is “coming of age?” How do Americans express 	<ul style="list-style-type: none"> <u>The Declaration of Independence</u> Library of Congress online resources Smithsonian Institution online resources Photographs, maps, and 	<ul style="list-style-type: none"> Analyze written arguments (B. 1-2) Frame questions (B. 1) Gather resources that might lead to answers (B. 1) Create a position in response to the “Controversy over Huck Finn” (B. 1-5, 7) Write a letter to the editor (B. 1-5)

Strand	Essential Questions/Themes/Genres	Content	Skills and Strategies (Students will)
<p>authenticity and credibility.</p> <p>3. Draft a thesis statement and support/defend it through highly developed ideas and content, organization, and paragraph development.</p> <p>4. Write multi-paragraph, complex pieces across the curriculum using a variety of strategies to develop a central idea (e.g., cause-effect, problem/solution, hypothesis</p> <p>5. /results, rhetorical questions, parallelism).</p> <p>6. Write a range of essays and expository pieces across the curriculum, such as persuasive, analytic, critique, or position paper.</p> <p>7. Write a literary research paper that synthesizes and cites data using researched information and technology to support writing.</p> <p>8. Use primary and secondary sources to provide evidence, justification, or to extend a position, and cite sources, such as periodicals, interviews, discourse, and electronic media.</p> <p>9. Foresee readers. needs and develop interest through strategies such as using precise language, specific details, definitions, descriptions, examples, anecdotes, analogies, and humor as well as anticipating and countering</p> <p>concerns and arguments and advancing a position.</p> <p>10. Provide compelling openings and strong closure to written pieces.</p> <p>11. Employ relevant graphics to support a central idea (e.g., charts, graphic organizers, pictures, computer-generated presentation).</p>	<p>themselves?</p> <ul style="list-style-type: none"> ▪ Who are the “haves/have-nots?” 	<p>museum artifacts</p>	<ul style="list-style-type: none"> ▪ Develop a persuasive essay (B. 1-5, 7- 9)

Strand	Essential Questions/Themes/Genres	Content	Skills and Strategies (Students will)
12. Use the responses of others to review content, organization, and usage for publication. 13. Select pieces of writing from a literacy folder for a presentation portfolio that reflects performance in a variety of genres.			
C. Mechanics, Spelling, and Handwriting 1. Use Standard English conventions in all writing, such as sentence structure, grammar and usage, punctuation, capitalization, and spelling. 2. Demonstrate a well-developed knowledge of English syntax to express ideas in a lively and effective personal style. 3. Use subordination, coordination, apposition, and other devices effectively to indicate relationships between ideas. 4. Use transition words to reinforce a logical progression of ideas. 5. Exclude extraneous details, repetitious ideas, and inconsistencies to improve writing. 6. Use knowledge of Standard English conventions to edit own writing and the writing of others for correctness. 7. Use a variety of reference materials, such as a dictionary, grammar reference, and/or internet/software resources to edit written work. 8. Write legibly in manuscript or cursive to meet district standards.	What is American English?	Twelve-sentence constructions	<ul style="list-style-type: none"> ▪ Unearth sentence varieties within literature (C. 1-3) ▪ Revise writing to create varied sentence structures (C. 1-7)
D. Writing Forms, Audiences, and Purposes (exploring a variety of	What is the American written voice?	<ul style="list-style-type: none"> ▪ Holt, Rinehart, Winston online text 	<ul style="list-style-type: none"> ▪ Develop written pieces utilizing recursive elements of the writing process (D. 1-8)

Strand	Essential Questions/Themes/Genres	Content	Skills and Strategies (Students will)
<p>forms)</p> <ol style="list-style-type: none"> 1. Employ the most effective writing formats and strategies for the purpose and audience. 2. Demonstrate command of a variety of writing genres, such as: <ul style="list-style-type: none"> • Persuasive essay • Personal narrative • Research report • Literary research paper • Descriptive essay • Critique • Response to literature • Parody of a particular narrative style (fable, myth, short story) 3. Poetry 4. Evaluate the impact of an author's decisions regarding tone, word choice, style, content, point of view, literary elements, and literary merit, and produce an interpretation of overall effectiveness. 5. Apply all copyright laws to information used in written work. 6. When writing, employ structures to support the reader, such as transition words, chronology, hierarchy or sequence, and forms, such as headings and subtitles. 7. Compile and synthesize information for everyday and workplace purposes, such as job applications, resumes, business letters, and college applications. 8. Demonstrate personal style and voice effectively to support the purpose and engage the audience of a piece of writing. 9. Select pieces of writing from a literacy folder for a presentation 	<ul style="list-style-type: none"> ▪ What is a thesis statement? ▪ How do we support an argument? ▪ How do we persuade? ▪ What constitutes a good piece of writing? 	<ul style="list-style-type: none"> ▪ Trade paperbacks ▪ Internet Evaluation forms ▪ Bibliography/Works Cited/Notes using MLA as in Agenda Book ▪ Agenda Book 	<ul style="list-style-type: none"> ▪ Address varied audiences (D. 1-5, 7-8) ▪ Develop a topic (D. 1-8) ▪ Narrow to a focus (D. 1) ▪ Ask essential questions (D. 1-2) ▪ Create bibliography cards or annotated bibliography (D. 1-2) ▪ Evaluate and report on web sources ▪ Create and organize notes ▪ Develop a thesis (D. 1) ▪ Produce finished product (D. 1-8) ▪ Practice note taking with paraphrase, direct quotation and summary (D. 2, 4.) ▪ Analyze written arguments ▪ Frame questions (D. 5) ▪ Gather resources that might lead to answers (D. 2-3) ▪ Create a position in response to the "Controversy over Huck Finn" ▪ Write a letter to the editor (D. 1-7) ▪ Develop a persuasive essay (D. 1-5, 8)

Strand	Essential Questions/Themes/Genres	Content	Skills and Strategies (Students will)
portfolio that reflects performance in a variety of genres.			

STANDARD 3.3 (SPEAKING) ALL STUDENTS WILL SPEAK IN CLEAR, CONCISE, ORGANIZED LANGUAGE THAT VARIES IN CONTENT AND FORM FOR DIFFERENT AUDIENCES AND PURPOSES.

<p>A. Discussion</p> <ol style="list-style-type: none"> 1. Support a position integrating multiple perspectives. 2. Support, modify, or refute a position in small or large-group discussions. 3. Assume leadership roles in student-directed discussions, projects, and forums. 4. Summarize and evaluate tentative conclusions and take the initiative in moving discussions to the next stage. 	<ul style="list-style-type: none"> ▪ What is a thesis? ▪ How do we support an argument? ▪ How do we persuade? ▪ What constitutes a well rehearsed spoken presentation? ▪ THEMES <ul style="list-style-type: none"> ○ Who am I? ○ What is an American? ○ How does the individual orally express his or her role in American Society? ○ What is the voice of the American Dream? 	<ul style="list-style-type: none"> ▪ All reading materials designated for 10th grade – particularly: <ul style="list-style-type: none"> ▪ <u>Spoon River Anthology</u> ▪ <u>The Adventures of Huckleberry Finn</u> ▪ <u>I Know Why the Caged Bird Sings</u> ▪ <u>The Poetry of Langston Hughes</u> ▪ <u>The House on Mango Street</u> 	<ul style="list-style-type: none"> ▪ Prepare for and participate in literature circles on a regular basis (A. 1-4) ▪ Read aloud passages within Lit. Circles (A. 4) ▪ Participate in classroom discussions – whole class and small group (A. 1-4) ▪ Respond to, evaluate, analyze, memorize and present poetry to the class ▪ Evaluate classmates' presentations (A. 1-4)
<p>B. Questioning (Inquiry) and Contributing</p> <ol style="list-style-type: none"> 1. Ask prepared and follow-up questions in interviews and other discussions. 2. Extend peer contributions by elaboration and illustration. 3. Analyze, evaluate, and modify group processes. 4. Select and discuss literary passages that reveal character, develop theme, and illustrate literary elements. 5. Question critically the position or viewpoint of an author. 6. Respond to audience questions by providing clarification, illustration, definition, and elaboration. 7. Participate actively in panel discussions, symposiums, and/or business meeting formats (e.g., explore a question and consider perspectives). 	<p>How do we explain? How do we persuade? How do we present an oral argument?</p>	<ul style="list-style-type: none"> ▪ All reading materials designated for 10th grade – particularly: <ul style="list-style-type: none"> ▪ <u>Spoon River Anthology</u> ▪ <u>The Adventures of Huckleberry Finn</u> ▪ <u>I Know Why the Caged Bird Sings</u> ▪ <u>The Poetry of Langston Hughes</u> 	<ul style="list-style-type: none"> ▪ Participate in classroom discussions – whole class and small group (B. 1-7) ▪ Respond to, evaluate, analyze, memorize and present poetry to the class (B. 1-7) ▪ Evaluate classmates' presentations (B. 1-7)
<p>C. Word Choice</p>	<ul style="list-style-type: none"> ▪ What is diction? 	<ul style="list-style-type: none"> ▪ All reading materials 	<ul style="list-style-type: none"> ▪ Prepare for a participate in literature circles

<ol style="list-style-type: none"> 1. Modulate tone and clarify thoughts through word choice. 2. Improve word choice by focusing on rhetorical devices (e.g., puns, parallelism, allusion, alliteration). 	<ul style="list-style-type: none"> ▪ What is the American vernacular? ▪ What is an American? 	<p>designated for 10th grade – particularly:</p> <ul style="list-style-type: none"> ▪ <u>Spoon River Anthology</u> ▪ <u>The Adventures of Huckleberry Finn</u> ▪ <u>I Know Why the Caged Bird Sings</u> ▪ The Poetry of Langston Hughes ▪ 	<p>(C. 1-2)</p> <ul style="list-style-type: none"> ▪ Participate in classroom discussions – whole class and small group (C. 1-2) ▪ Respond to, evaluate, analyze, memorize and present poetry to the class (C. 1) ▪ Evaluate classmates' presentations (C. 1-2)
<p>D. Oral Presentation</p> <ol style="list-style-type: none"> 1. Speak for a variety of purposes (e.g., persuasion, information, entertainment, literary interpretation, dramatization, personal expression). 2. Use a variety of organizational strategies (e.g., focusing idea, attention getters, clinchers, repetition, transition words). 3. Demonstrate effective delivery strategies (e.g., eye contact, body language, volume, intonation, articulation) when speaking. 4. Edit drafts of speeches independently and in peer discussions. 5. Modify oral communications through sensing audience confusion, and make impromptu revisions in oral presentation (e.g., summarizing, restating, adding illustrations/details). 6. Use a rubric to self-assess and improve oral presentations. 	<ul style="list-style-type: none"> ▪ What is diction? ▪ What is the American vernacular? 	<p>All reading materials designated for 10th grade – particularly:</p> <ul style="list-style-type: none"> ▪ <u>Spoon River Anthology</u> ▪ <u>The Adventures of Huckleberry Finn</u> ▪ <u>I Know Why the Caged Bird Sings</u> ▪ <u>The Poetry of Langston Hughes</u> 	<ul style="list-style-type: none"> ▪ Prepare for and participate in literature circles (D. 1- 6) ▪ Participate in classroom discussions – whole class and small group (D. 1-6) ▪ Respond to, evaluate, analyze, memorize and present poetry to the class ▪ Evaluate classmates' presentations (D. 1-6)

STANDARD 3.4 (LISTENING) ALL STUDENTS WILL LISTEN ACTIVELY TO INFORMATION FROM A VARIETY OF SOURCES IN A VARIETY OF SITUATIONS.

<p>A. Active Listening</p> <ol style="list-style-type: none"> 1. Explore and reflect on ideas while hearing and focusing attentively. 2. Listen skillfully to distinguish emotive and persuasive rhetoric. 3. Demonstrate appropriate listener response to ideas in a persuasive speech, oral interpretation of a literary selection, or scientific or educational presentation. 	<ul style="list-style-type: none"> ▪ How do we evaluate argument and persuasion? ▪ What constitutes a well rehearsed spoken presentation? ▪ THEMES <ul style="list-style-type: none"> ○ Who am I? ○ What is an American? ○ What do we know about how the individual accommodates his or her role in American Society when we listen to what he or she says? ○ What is the American Dream? 	<ul style="list-style-type: none"> ▪ All reading materials designated for 10th grade – particularly: <ul style="list-style-type: none"> ▪ <u>A Catcher in the Rye</u> ▪ <u>The Spoon River Anthology</u> ▪ <u>The Adventures of Huckleberry Finn</u> ▪ <u>I Know Why the Caged Bird Sings</u> ▪ <u>The Poetry of Langston Hughes</u> ▪ Bergen County Debate League (BCDL) Varsity debates presented in front of English classes 	<ul style="list-style-type: none"> ▪ Prepare for literature circle discussions ▪ Participate in literature circles (A. 1-3) ▪ React and respond to classroom discussions through journal entries (A. 1-3) ▪ Evaluate classmates' presentations using rubrics (A. 3) ▪ Evaluate content and progress of arguments and of speakers' presentations using BCDL judges' forms (A. 1, 2)
<p>B. Listening Comprehension</p> <ol style="list-style-type: none"> 1. Listen to summarize, make judgments, and evaluate. 2. Evaluate the credibility of a speaker. 3. Determine when propaganda and argument are used in oral forms. 4. Listen and respond appropriately to a debate. 	<p>What is an American? What is The American Dream? What is "coming of age?"</p>	<p>Audiotapes:</p> <ul style="list-style-type: none"> ▪ <u>The Five People You Meet in Heaven</u> ▪ <u>The Crucible,</u> ▪ <u>House on Mango Street</u> 	<ul style="list-style-type: none"> ▪ Respond to oral presentation (B. 1-4) ▪ Demonstrate attention to the spoken word (B. 1, 2, 4)

STANDARD 3.5 (VIEWING AND MEDIA LITERACY) ALL STUDENTS WILL ACCESS, VIEW, EVALUATE, AND RESPOND TO PRINT, NONPRINT, AND ELECTRONIC TEXTS AND RESOURCES.

<p>A. Constructing Meaning from Media</p> <ol style="list-style-type: none"> 1. Understand that messages are representations of social reality and vary by historic time periods and parts of the world. 2. Identify and evaluate how a media product expresses the values of the culture that produced it. 3. Identify and select media forms appropriate for the viewer's purpose. <p>B. Visual and Verbal Messages</p> <ol style="list-style-type: none"> 1. Analyze media for stereotyping (e.g., gender, ethnicity). 2. Compare and contrast three or more media sources. <p>C. Living with Media</p> <ol style="list-style-type: none"> 1. Use print and electronic media texts to explore human relationships, new ideas, and aspects of culture (e.g., racial prejudice, dating, marriage, family, and social institutions). 2. Determine influences on news media based on existing political, historical, economical, and social contexts (e.g., importance of audience feedback). 3. Recognize that creators of media and performances use a number of forms, techniques, and technologies to convey their message. 	<ul style="list-style-type: none"> ▪ How do we evaluate argument, persuasion as presented in visual terms? ▪ Who am I? ▪ What do media tell us about what it mean(s) to be an American? ▪ How does the individual accommodate his or her role in American Society as seen in visual terms? ▪ What is the American Dream? 	<ul style="list-style-type: none"> ▪ Video "Born to Lose" exploring the controversies over <u>The Adventures of Huckleberry Finn</u> ▪ Picture prompts – For HSPA prep ▪ Videos: <ul style="list-style-type: none"> ○ The Crucible, ○ Remember the Titans, ○ A Raisin in the Sun, ○ The Great Gatsby 	<ul style="list-style-type: none"> ▪ Record notes from informational videos(A. 1-3; B. 2; C. 2) ▪ Use notes in classroom discussions – whole class and small group – reaction/response journal entries ▪ Respond to guided viewing questions to evaluate moral principles (A. 1-3) ▪ Compare and contrast literature with its movie: character, plot, theme, images/description (B.1-2) (C1-3)
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English
Performance Objectives and Common Experiences / Strategies and Suggestions
Grade Eleven

Strand	Essential Questions/Themes/Genres	Content	Skills and Strategies (Students will:)
STANDARD 3.1 (READING) ALL STUDENTS WILL UNDERSTAND AND APPLY THE KNOWLEDGE OF SOUNDS, LETTERS, AND WORDS IN WRITTEN ENGLISH TO BECOME INDEPENDENT AND FLUENT READERS, AND WILL READ A VARIETY OF MATERIALS AND TEXTS WITH FLUENCY AND COMPREHENSION.			
<p>A. Concepts About Print/Text - No additional indicators at this grade level.</p> <p>B. Phonological Awareness - No additional indicators at this grade level.</p> <p>C. Decoding and Word Recognition - No additional indicators at this grade level.</p>	Not applicable	Not applicable	Not applicable
<p>D. Fluency</p> <p>1. Read developmentally appropriate materials at an independent level with accuracy and speed.</p> <p>2. Use appropriate rhythm, flow, meter, and pronunciation when reading.</p> <p>3. Read a variety of genres and types of text with fluency and comprehension.</p>	<ul style="list-style-type: none"> ▪ What are the qualities of the epic hero? ▪ What is heroism? ▪ What is chivalry and how does it transcend history? ▪ What contemporary superstitions are associated with ideas about “evil?” ▪ Does power corrupt? Does it corrupt even when those in power have the best intentions? How does this flaw reflect humanity’s weaknesses/deficiencies? ▪ Why are tyrants often effective leaders? ▪ Concerning greed: <ul style="list-style-type: none"> ○ How does greed affect our American society? ○ When can greed be considered good? ▪ How does our society define “effective leadership?” 	<ul style="list-style-type: none"> ▪ <u>Macbeth</u>, <u>Paradise Lost</u>, 1984, <u>Brave New World</u>, <u>The Picture of Dorian Gray</u>, <u>Dracula</u>, the Arthurian legends; <u>Essentials of Literature, 5th Edition</u> (Holt, Rinehart, Winston text) ▪ Various HSPA materials in persuasive writing and narrative writing ▪ Poetic meter materials (iambic pentameter, etc.) ▪ Other examples of writing to instruct, inform, etc. 	<ul style="list-style-type: none"> ▪ Read each kind of writing aloud and taking notes (D. 1-3) ▪ Write a piece in each mode of their own creation (D.1-2) ▪ Write reflections about commonalities they observe about the universality of emotions and motivations in these readings (D.1-2) ▪ Learn what emotions are universal and what motivates humanity (D. 1) ▪ Understand the pattern of human development and progress (D. 1) ▪ Add depth to their understanding of what constitutes drama, verse, prose (D.1-3) ▪ Identify poetic devices in various texts and understand how such devices enrich one’s experience of literature (D1-3)

Strand	Essential Questions/Themes/Genres	Content	Skills and Strategies (Students will:)
	<ul style="list-style-type: none"> ▪ What are society's expectations concerning a "leader?" ▪ What is a utopia and what are the qualities of a utopian society? ▪ What qualities of our current American society reflect utopian and dystopian ideals? ▪ For what reasons is <u>pride</u> considered a personality flaw? An asset? 		
<p>E. Reading Strategies (before, during, and after reading)</p> <ol style="list-style-type: none"> 1. Identify, assess, and apply personal reading strategies that were most effective in previous learning from a variety of texts. 2. Practice visualizing techniques before, during, and after reading to aid in comprehension. 3. Judge the most effective graphic organizers to use with various text types for memory retention and monitoring comprehension. 	What is reader response?	<ul style="list-style-type: none"> ▪ <u>Beowulf</u> ▪ Arthurian Legends ▪ Renaissance literature ▪ Poetry from various eras ▪ Modern novels and poems (1984, <u>Brave New World</u>, Sherlock Holmes stories, <u>The Picture of Dorian Gray</u>) 	<ul style="list-style-type: none"> ▪ Use background about literature and previously learned vocabulary to understand these readings (E.1-3) ▪ Access prior knowledge to interpret text on a personal level. (E. 1)
<p>F. Vocabulary and Concept Development</p> <ol style="list-style-type: none"> 1. Use knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meanings of specialized vocabulary. 2. Use knowledge of root words to understand new words. 3. Apply reading vocabulary in different content areas. 	How do writers use words?	College board SAT online course	<ul style="list-style-type: none"> ▪ Identify connotation (F.1-3) ▪ Observe context clues in sentences and paragraphs (F.1-3)
<p>G. Comprehension Skills and Response to Text</p>	<ul style="list-style-type: none"> ▪ How does the evolution of modes of literary criticism 	<ul style="list-style-type: none"> ▪ Poetry from different eras (e.g., Shakespeare's 	<ul style="list-style-type: none"> ▪ What is literary criticism? (G.2-3) ▪ Read materials, understanding the salient

Strand	Essential Questions/Themes/Genres	Content	Skills and Strategies (Students will:)
<ol style="list-style-type: none"> 1. Identify, describe, evaluate, and synthesize the central ideas in informational texts. 2. Understand the study of literature and theories of literary criticism. 3. Understand that our literary heritage is marked by distinct literary movements and is part of a global literary tradition. 4. Compare and evaluate the relationship between past literary traditions and contemporary writing. 5. Analyze how works of a given period reflect historical and social events and conditions. 6. Recognize literary concepts, such as rhetorical device, logical fallacy, and jargon, and their effect on meaning. 7. Interpret how literary devices affect reading emotions and understanding. 8. Analyze and evaluate the appropriateness of diction and figurative language (e.g., irony, paradox). 9. Distinguish between essential and nonessential information, identifying the use of proper references and propaganda techniques where present. 10. Differentiate between fact and opinion by using complete and accurate information, coherent arguments, and points of view. 11. Analyze how an author's use of words creates tone and mood, and how choice of words advances the theme or purpose of the work. 12. Demonstrate familiarity with 	<p>manifest our concerns about particular focus issues for humanity? (Feminist development, socio-economic concerns, psychological concerns, etc.)</p> <ul style="list-style-type: none"> ▪ What kinds of literary criticism exist, and what are the purposes of each? ▪ How can one use figurative language and use diction incisively? 	<p><u>Macbeth</u>),</p> <ul style="list-style-type: none"> ▪ Novels such as <u>1984</u>, <u>Brave New World</u>, <u>The Picture of Dorian Gray</u>, and others ▪ Various examples of manuals and sample of legal contracts (a simple lease of real property, or a purchase contract for an automobile, for examples that would be appropriate for the students' experiential levels and their near future experiences) ▪ John Stossel documentary <u>Greed</u> 	<p>sections and what is not important in the focus of how different literary critics would examine a work (G.1-5)</p> <ul style="list-style-type: none"> ▪ Analyze the use of literal and figurative language in a work to evaluate its affects on the reader; (G. 6-11) ▪ Use reader response skills applied to a manual and/or a legal contract to understand its language and to understand the salient sections of such a document (G.12-13) ▪ Provide effective peer-editing feedback through the use of a detailed rubric (G. 10-11) ▪ Define tragic hero and identify qualities of the hero (G. 1, 5, 6) ▪ Define tragedy using Aristotelian model and explain how modern tragedy does/does not conform to that model(G.2,3,5) ▪ Identify how word choice affects mood and tone and record findings (G.6-8,11) ▪ Compose paragraphs about authors' use of word choice as it affects mood (G. 6-8, 11)

Strand	Essential Questions/Themes/Genres	Content	Skills and Strategies (Students will:)
<p>everyday texts such as job and college applications, W-2 forms, and contracts.</p> <p>13. Read, comprehend, and be able to follow information gained from technical and instructional manuals (e.g., how-to books, computer manuals, or instructional manuals).</p>			
<p>H. Inquiry and Research</p> <ol style="list-style-type: none"> 1. Select appropriate electronic media for research and evaluate the quality of the information received. 2. Develop materials for a portfolio that reflect a specific career choice. 3. Develop increased ability to critically select works to support a research topic. 4. Read and critically analyze a variety of works, including books and other print materials (e.g., periodicals, journals, manuals), about one issue or topic, or books by a single author or in one genre, and produce evidence of reading. 5. Apply information gained from several sources or books on a single topic or by a single author to foster an argument, draw conclusions, or advance a position. 6. Critique the validity and logic of arguments advanced in public documents, their appeal to various audiences, and the extent to which they anticipate and address reader concerns. 	<p>What is an effective presentation?</p>	<ul style="list-style-type: none"> ▪ Teacher-created guides for note card preparation, for both writing a research paper and for making a brief public speaking presentation to others about it ▪ An explanation and a demonstration by the teacher of the 'because' strategy to ensure all research proves the thesis ▪ Selected web sites and subscription databases; research books, journal sources, and online sources ▪ An example of a teacher-written research paper in MLA (River Dell's) format ▪ Introduction to online resources such as easybib.com ▪ Academic articles featured in Holt text 	<ul style="list-style-type: none"> ▪ Create bibliography cards and text cards (H. 5-7) ▪ Evaluate the quality of various online and print sources for their research purposes (H. 2-6) ▪ Compile a proper MLA works-cited page ▪ Understand what constitutes a good research presentation (H.1,3-5) ▪ Learn how to present research effectively ▪ Organize and write their research papers to have all of their information support their thesis statements (H. 2-6) ▪ Use Power Point to create an effective brief presentation for the class about their research topics, and prove their thesis position in such presentation (H. 1) ▪ See how technology assists in inquiry and research (H.1) ▪ Distinguish between MLA and APA styles and know when to use each (H.1-6)

STANDARD 3.2 (WRITING) ALL STUDENTS WILL WRITE IN CLEAR, CONCISE, ORGANIZED LANGUAGE THAT VARIES IN CONTENT AND FORM FOR DIFFERENT AUDIENCES AND PURPOSES.

<p>A. Writing as a Process (prewriting, drafting, revising, editing, post-writing)</p> <ol style="list-style-type: none"> 1. Engage in the full writing process by writing daily and for sustained amounts of time. 2. Use strategies such as graphic organizers and outlines to plan and write drafts according to the intended message, audience, and purpose for writing. 3. Analyze and revise writing to improve style, focus and organization, coherence, clarity of thought, sophisticated word choice and sentence variety, and subtlety of meaning. 4. Review and edit work for spelling, usage, clarity, and fluency. 5. Use the computer and word-processing software to compose, revise, edit, and publish a piece. 6. Use a scoring rubric to evaluate and improve own writing and the writing of others. 7. Reflect on own writing and establish goals for growth and improvement. 	<p>What is the writing process?</p>	<ul style="list-style-type: none"> ▪ Any writing assignment in any mode, persuasive, to instruct, to inform, etc. ▪ Different types of graphic organizers, including Venn diagrams, T-charts and webs ▪ Writing rubric (NJDOE) and the SAT I essay writing ▪ Documentary films (e.g., John Stossel documentary <u>Greed</u>, and films from Holt text) ▪ HSPA materials ▪ Novels and other written materials (see 3.1 section) ▪ Other books and articles 	<ul style="list-style-type: none"> ▪ Use various graphic organizers, including Venn diagrams, T-charts and webs, to effectively pre-write elements of composition: thesis, body, and conclusion (A.2) ▪ Create topic sentences for each paragraph, using support and elaboration (A. 3-4) ▪ Hone their persuasive writing (A.3, 4-5) ▪ Explore other modes of writing beyond persuasive, creative, and expository (A. 2) ▪ Develop a college-level research paper (A. 1-7) ▪ Explore ways to present research (A.7) (A.1-7)
<p>B. Writing as a Product (resulting in a formal product or publication)</p> <ol style="list-style-type: none"> 1. Analyzing characteristics, structures, tone, and features of language of selected genres and apply this knowledge to own writing. 2. Critique published works for 	<p>What is the writing process?</p>	<ul style="list-style-type: none"> ▪ Any writing assignment in any mode, persuasive, to instruct, to inform, etc. ▪ Different types of graphic organizers ▪ Writing rubric (NJDOE) and the SAT I essay writing ▪ NJDOE materials, HSPA 	<ul style="list-style-type: none"> ▪ Understand how various graphic organizers, including Venn diagrams, T-charts and webs, are used to effectively pre-write (B. 10) ▪ Brainstorm appropriate topics for a personal narrative and create one (B. 3-6) ▪ Write in different genres (B.1-6) ▪ Write a persuasive essay (B.5)

<p>authenticity and credibility.</p> <ol style="list-style-type: none"> 3. Draft a thesis statement and support/defend it through highly developed ideas and content, organization, and paragraph development. 4. Write multi-paragraph, complex pieces across the curriculum using a variety of strategies to develop a central idea (e.g., cause-effect, problem/solution, hypothesis/results, rhetorical questions, parallelism). 5. Write a range of essays and expository pieces across the curriculum, such as persuasive, analytic, critique, or position paper. 6. Write a literary research paper that synthesizes and cites data using researched information and technology to support writing. 7. Use primary and secondary sources to provide evidence, justification, or to extend a position, and cite sources, such as periodicals, interviews, discourse, and electronic media. 8. Foresee readers' needs and develop interest through strategies such as using precise language, specific details, definitions, descriptions, examples, anecdotes, analogies, and humor as well as anticipating and countering concerns and arguments and advancing a position. 9. Provide compelling openings and strong closure to written pieces. 10. Employ relevant graphics to support a central idea (e.g., charts, graphic organizers, pictures, computer-generated 		<p>models, contemporary op/ed published writing, Holt, Rinehart, Winston text, curriculum texts, various media selections, student and teacher models</p> <ul style="list-style-type: none"> ▪ College Board SAT online course 	<ul style="list-style-type: none"> ▪ Compose a film critique/review ▪ Write a comparison/contrast essay comparing and contrasting literature and films. (B. 4-5) ▪ Expand their knowledge of writing genres (B. 1-2) ▪ Discover the relationship between propaganda and writing (B. 4-5, 7-8) ▪ Write propaganda (B. 4-5, 7-8) ▪ Realize how the personal narrative empowers the writer (B.1) ▪ Compose a five-paragraph analytical essay concerning various texts, such as <u>Dracula</u>, <u>Macbeth</u>, and <u>1984</u>. (B. 1-10) ▪ Write satirical news articles and create a "newspaper" in which to feature the writing (B. 1-12)
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<p>presentation).</p> <p>11. Use the responses of others to review content, organization, and usage for publication.</p> <p>12. Select pieces of writing from a literacy folder for a presentation portfolio that reflects performance in a variety of genres.</p>			
<p>C. Mechanics, Spelling, and Handwriting</p> <p>1. Use Standard English conventions in all writing, such as sentence structure, grammar and usage, punctuation, capitalization, and spelling.</p> <p>2. Demonstrate a well-developed knowledge of English syntax to express ideas in a lively and effective personal style.</p> <p>3. Use subordination, coordination, apposition, and other devices effectively to indicate relationships between ideas.</p> <p>4. Use transition words to reinforce a logical progression of ideas.</p> <p>5. Exclude extraneous details, repetitious ideas, and inconsistencies to improve writing.</p> <p>6. Use knowledge of Standard English conventions to edit own writing and the writing of others for correctness.</p> <p>7. Use a variety of reference materials, such as a dictionary, grammar reference, and/or internet/software resources to edit written work.</p> <p>8. 8. Write legibly in manuscript or cursive to meet district standards.</p>	<ul style="list-style-type: none"> ▪ How does literature communicate values? ▪ What constitutes a classic work of literature (or art)? ▪ What difference does diction make? 	<ul style="list-style-type: none"> ▪ Teacher-generated grammar instructive sheets, as well as those for syntax ▪ Editing exercises using SAT materials and mistake-ridden materials for student editing and correction ▪ NJDOE and SAT I writing rubric ▪ College Board SAT online course ▪ Holt, Rinehart, Winston text ▪ <u>Merriam-Webster Dictionary</u> ▪ Online dictionary reference sources 	<ul style="list-style-type: none"> ▪ Edit error-ridden text generated by teacher; such errors will emphasize the corrections of errors in grammar, syntax, spelling, and diction (C.1-2, 6-7) ▪ Utilize HSPA rubrics when writing to ensure writing quality (C.1-8) ▪ Expand their knowledge of the conventions of grammar (C. 1-2) ▪ Manipulate syntax to create effective sentence structure (C.1-8) ▪ Learn how to be a proficient editor (C.1-2, 5-6, 7-8) ▪ Improve writing legibility (C.8)
<p>D. Writing Forms, Audiences, and</p>	<p>Why write?</p>	<ul style="list-style-type: none"> ▪ Understanding of the level of 	<ul style="list-style-type: none"> ▪ Write for a variety of purposes, first analyzing

<p>Purposes (exploring a variety of forms)</p> <ol style="list-style-type: none"> 1. Employ the most effective writing formats and strategies for the purpose and audience. 2. Demonstrate command of a variety of writing genres, such as: <ul style="list-style-type: none"> ▪ Persuasive essay ▪ Personal narrative ▪ Research report ▪ Literary research paper ▪ Descriptive essay ▪ Critique ▪ Response to literature ▪ Parody of a particular narrative style (fable, myth, short story) ▪ Poetry 3. Evaluate the impact of an author's decisions regarding tone, word choice, style, content, point of view, literary elements, and literary merit, and produce an interpretation of overall effectiveness. 4. Apply all copyright laws to information used in written work. 5. When writing, employ structures to support the reader, such as transition words, chronology, hierarchy or sequence, and forms, such as headings and subtitles. 6. Compile and synthesize information for everyday and workplace purposes, such as job applications, resumes, business letters, and college applications. 7. Demonstrate personal style and voice effectively to support the purpose and engage the audience of a piece of writing. 8. Select pieces of writing from a 		<p>sophistication of the audience to determine amount of detail needed in textual writing;</p> <ul style="list-style-type: none"> ▪ Tailor the writing to the purpose for it ▪ Use graphic organizers to ensure all points are developed fully in the writing 	<p>their audiences; (D. 1, 3)</p> <ul style="list-style-type: none"> ▪ Create graphic outlines for writing as a pre-writing analytical exercise (D. 1) ▪ Use writing to show our emotions, motivations, and development as individuals (D. 3) ▪ See how audience determines the kind of writing one should use (D. 3, 5-7) ▪ Know the different purposes for writing (D. 1, 4-8)
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literacy folder for a presentation portfolio that reflects performance in a variety of genres.			
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STANDARD 3.3 (SPEAKING) ALL STUDENTS WILL SPEAK IN CLEAR, CONCISE, ORGANIZED LANGUAGE THAT VARIES IN CONTENT AND FORM FOR DIFFERENT AUDIENCES AND PURPOSES.

<p>3.3 Speaking A. Discussion</p> <ol style="list-style-type: none"> 5. Support a position integrating multiple perspectives. 6. Support, modify, or refute a position in small or large-group discussions. 7. Assume leadership roles in student-directed discussions, projects, and forums. 8. Summarize and evaluate tentative conclusions and take the initiative in moving discussions to the next stage 	<p>Why speak?</p>	<ul style="list-style-type: none"> ▪ Power Point and online resources (e.g., unitedstreaming.com) ▪ Film clips (e.g., 1984 [propaganda], Macbeth [soliloquy analysis] , etc.) ▪ Student and teacher-created analytical questions ▪ Close textual reading of selected speeches from Macbeth (e.g., Lady Macbeth's) ▪ Student-composed speeches 	<ul style="list-style-type: none"> ▪ Learn to ask probing questions to clarify salient material about a lesson (A. 1-4)) ▪ Take notes that will help them synthesize material for present understanding and to revisit later (A. 1-4) ▪ Evaluate their material to be presented and their audience to create an effective Power Point-assisted presentation; they will employ note cards and the Power Point 'add notes' to avoid holding a paper and speaking from it. Students will learn to engage the audience and make frequent eye contact with the audience (A. 1-4) ▪ Understand how speaking improves learning (A. 1-4) ▪ Prepare and deliver an effective presentation (A. 1-4) ▪ Discover how speaking informs us about our need to appeal to the emotions and motivations of others (A. 1-4)
<p>B. Questioning (Inquiry) and Contributing</p> <ol style="list-style-type: none"> 1. Ask prepared and follow-up questions in interviews and other discussions. 2. Extend peer contributions by elaboration and illustration. 3. Analyze, evaluate, and modify group processes. 4. Select and discuss literary passages that reveal character, develop theme, and illustrate literary elements. 6. Question critically the position or viewpoint of an author. 7. Respond to audience questions by providing clarification, illustration, definition, and elaboration. 	<p>What is the power inherent in speech?</p>	<ul style="list-style-type: none"> ▪ Teacher-created public speaking guidelines ▪ Employment interview role-playing using teacher and students as examples ▪ Examples provided by teacher working with students in small groups to facilitate and model questioning and listening strategies to optimize learning ▪ Examples provided by teacher working with students in small groups to facilitate and model questioning and listening strategies to optimize learning 	<ul style="list-style-type: none"> ▪ Learn questioning strategies that optimize learning (B. 1-3, 6) ▪ Employment interview role play (B. 1-3, 6-7) ▪ Use group discussion to facilitate understanding and learning (B. 1-7) ▪ Prepare to effectively field questions about one's presentation from an audience (B. 1-7) ▪ Learn how to perform well in an employment interview (B. 1-7) ▪ Compose and successfully use rhetorical questions in public speaking (B. 1,9) ▪ Role-play an employment interview (B. 1-2, 6-7) ▪ Present debates (B. 1-3, 6-7) ▪ Present panel discussions concerning responses to essential questions, based on use of instructional content (B. 1-7)

<p>8. Participate actively in panel discussions, symposiums, and/or business meeting formats (e.g., explore a question and consider perspectives).</p>			
<p>C. Word Choice</p> <ol style="list-style-type: none"> 1. Modulate tone and clarify thoughts through word choice. 2. Improve word choice by focusing on rhetorical devices (e.g., puns, parallelism, allusion, alliteration). <p>D. Oral Presentation</p> <ol style="list-style-type: none"> 1. Speak for a variety of purposes (e.g., persuasion, information, entertainment, literary interpretation, dramatization, personal expression). 2. Use a variety of organizational strategies (e.g., focusing idea, attention getters, clinchers, repetition, transition words). 3. Demonstrate effective delivery strategies (e.g., eye contact, body language, volume, intonation, articulation) when speaking. 4. Edit drafts of speeches independently and in peer discussions. 5. Modify oral communications through sensing audience confusion, and make impromptu revisions in oral presentation (e.g., summarizing, restating, adding illustrations/details). 6. Use a rubric to self-assess and improve oral presentations. 	<p>What role does diction play in creating mood or tone?</p>	<ul style="list-style-type: none"> ▪ Texts of various speeches, used for each purpose (to inform, to persuade, etc.) e.g., Wiglaf's speech from <u>Beowulf</u> ▪ Film clips of successful speeches (e.g., unitedstreaming.com) ▪ Teacher-modeled public speaking modes and strategies 	<ul style="list-style-type: none"> ▪ Write and deliver speeches, as well as learn how to edit speeches (C. 1-2; D. 1-6) ▪ React to audience participation and learn to adapt presentations to best address these reactions (C. 1-2; D. 1-3, 5)) ▪ Identify the different purposes for public speaking (C. 1-2; D. 1) ▪ Explore how public speaking furthers our understanding of human emotions, motivations, and development (D. 1-6) ▪ Discuss literary works and human events to understand and evaluate emotions, motivations, and development (C. 1-2; D. 1,3) ▪ Develop successful public speaking strategies (C. 1-2; D. 1-6)

STANDARD 3.4 (LISTENING) ALL STUDENTS WILL LISTEN ACTIVELY TO INFORMATION FROM A VARIETY OF SOURCES IN A VARIETY OF SITUATIONS.

<p>A. Active Listening</p> <ol style="list-style-type: none"> 1. Explore and reflect on ideas while hearing and focusing attentively. 2. Listen skillfully to distinguish emotive and persuasive rhetoric. 3. Demonstrate appropriate listener response to ideas in a persuasive speech, oral interpretation of a literary selection, or scientific or educational presentation. 	<p>Why listen?</p>	<ul style="list-style-type: none"> ▪ Teacher-created active listening strategies on guide sheets ▪ Debates hosted in my classroom by varsity debaters from River Dell and from other high schools 	<ul style="list-style-type: none"> ▪ Understand what it means to listen “actively” (A. 1-3) ▪ Use active listening to illuminate an understanding of human emotion4s, motivations, and development (A. 1-3) ▪ Learn how listening can facilitate learning and increase success in other situations, such as conflict resolution 9A (A. 1-3) ▪ Listen to debates and evaluate their organization and how they can be useful to guide a controversial issue/question (A. 2) ▪ Actively listen to each other, and learn to paraphrase and note salient information (A. 1-3)
<p>B. Listening Comprehension</p> <ol style="list-style-type: none"> 1. Listen to, summarize, make judgments, and evaluate. 2. Evaluate the credibility of a speaker. 3. Determine when propaganda and argument are used in oral forms. 4. Listen and respond appropriately to a debate. 	<p>Why listen?</p>	<ul style="list-style-type: none"> ▪ Teacher-created active listening strategies on guide sheets ▪ Debates hosted in my classroom by varsity debaters from River Dell and from other high schools 	<ul style="list-style-type: none"> ▪ Understand what it means to listen “actively” (B. 1-4) ▪ Use active listening to illuminate an understanding of human emotion4s, motivations, and development (B. 1-4) ▪ Learn how listening can facilitate learning and increase success in other situations, such as conflict resolution 9A (B. 1-4) ▪ Listen to debates and evaluate their organization and how they can be useful to guide a controversial issue/question (B.1-4) ▪ Actively listen to each other, and learn to paraphrase and note salient information (B.1-4) ▪ Learn the organizational structure of a debate and respond appropriately. (B. 4)

STANDARD 3.5 (VIEWING AND MEDIA LITERACY) ALL STUDENTS WILL ACCESS, VIEW, EVALUATE, AND RESPOND TO PRINT, NONPRINT, AND ELECTRONIC TEXTS AND RESOURCES.

<p>A. Constructing Meaning from Media</p> <ol style="list-style-type: none"> 1. Understand that messages are representations of social reality and vary by historic time periods and parts of the world. 2. Identify and evaluate how a media product expresses the values of the culture that produced it. 3. Identify and select media forms appropriate for the viewer's purpose. 	<p>What is the media's role in society?</p>	<ul style="list-style-type: none"> ▪ Audio media (audio recording of voice, music) ▪ Mixes of the above media ▪ College Board SAT prep software ▪ Bixby's CD of <u>Beowulf</u> ▪ Caedmon CD of Shakespeare's <u>Macbeth</u> ▪ Holt online recording of <u>Macbeth</u> and other literary selections ▪ DVD of <u>Macbeth</u> (and other selections) ▪ Interaction with Promethean Board ▪ CD of <u>Canterbury Tales</u> ▪ DVD of Bram Stoker's <u>Dracula</u> ▪ DVD of <u>Brave New World</u> and <u>1984</u> 	<ul style="list-style-type: none"> ▪ Listen to, read about, and view societal and cultural stories in a variety of media to analyze how each medium was or was not effective in conveying a story (A.1-2) See how media affects and informs social and cultural behavior (A.1-3) Understand how media contributes to our understanding of human emotions, motivations, and development (A.1,2) ▪ Question whether humans change in their emotions, motivations, and development as technology changes (A.1-3) ▪ Use media resources to gather and assess information (A.1-3) ▪ Create a video presentation/CD that manifests a student's DVD understanding of material, or a dramatization of a scene, etc. (A.3) ▪ Demonstrate and practice recursive writing process through interaction with Promethean Board, e-mail interactions with teacher, and e-Boards (A.3)
<p>B. Visual and Verbal Messages</p> <ol style="list-style-type: none"> 1. Analyze media for stereotyping (e.g., gender, ethnicity). 2. Compare and contrast three or more media sources. 	<p>What is the media's role in society?</p>	<ul style="list-style-type: none"> ▪ Audio media (audio recording of voice, music) ▪ Mixes of the above media ▪ College Board SAT prep software ▪ Bixby's CD of <u>Beowulf</u> ▪ Caedmon CD of Shakespeare's <u>Macbeth</u> ▪ Holt online recording of <u>Macbeth</u> and other literary selections ▪ DVD of <u>Macbeth</u> (and other selections) ▪ Interaction with Promethean Board 	<ul style="list-style-type: none"> ▪ Listen to, read about, and view societal and cultural stories in a variety of media to analyze how each medium was or was not effective in conveying a story (B.1) ▪ See how media affects and informs social and cultural behavior (B.1) ▪ Use media resources to gather and assess information (B.1,2) ▪ View non-textual versions of written works to compare and contrast the treatment of the story in each version of the work (B.2) ▪ Demonstrate and practice recursive writing process through interaction with Promethean Board, e-mail interactions with teacher, and e-Boards (B.2)

		<ul style="list-style-type: none"> ▪ CD of <u>Canterbury Tales</u> ▪ DVD of Bram Stoker's <u>Dracula</u> ▪ DVD of <u>Brave New World and 1984</u> 	
<p>C. Living with Media</p> <ol style="list-style-type: none"> 1. Use print and electronic media texts to explore human relationships, new ideas, and aspects of culture (e.g., racial prejudice, dating, marriage, family, and social institutions). 2. Determine influences on news media based on existing political, historical, economical, and social contexts (e.g., importance of audience feedback). 3. Recognize that creators of media and performances use a number of forms, techniques, and technologies to convey their messages. 	<p>What is the media's role in society?</p>	<ul style="list-style-type: none"> ▪ Audio media (audio recording of voice, music) ▪ Mixes of the above media ▪ College Board SAT prep software ▪ Bixby's CD of <u>Beowulf</u> ▪ Caedmon CD of Shakespeare's <u>Macbeth</u> ▪ Holt online recording of <u>Macbeth</u> and other literary selections ▪ DVD of <u>Macbeth</u> (and other selections) ▪ Interaction with Promethean Board ▪ CD of <u>Canterbury Tales</u> ▪ DVD of Bram Stoker's <u>Dracula</u> ▪ DVD of <u>Brave New World and 1984</u> 	<ul style="list-style-type: none"> ▪ See how media affects and informs social and cultural behavior (C.1-3) ▪ Understand how media contributes to our understanding of human emotions, motivations, and development (C.1) ▪ Question whether humans change in their emotions, motivations, and development as technology changes (C.1,3) ▪ Use technology in recursive writing process (C.3) ▪ Use technology to make presentations (C.3) ▪ Use media resources to gather and assess information (C.3) ▪ View non-textual versions of written works to compare and contrast the treatment of the story in each version of the work (C.3) ▪ Create a video presentation/CD that manifests a student's DVD understanding of material, or a dramatization of a scene, etc. (C.1) ▪ Demonstrate and practice recursive writing process through interaction with Promethean Board, e-mail interactions with teacher, and e-Boards (C.3)

English
Performance Objectives and Common Experiences / Strategies and Suggestions
Grade Twelve

Essential Questions	Content	Skills	Assessments	Lessons	Standards
MYTH AND THE MODERN EXPERIENCE					
1. What are some of the purposes of the myth?	<ul style="list-style-type: none"> ▪ Parallel Myths excerpts ▪ Genesis Tlingit Hindu ▪ Buddhist 	<ul style="list-style-type: none"> ▪ Define unfamiliar terms through context, dictionary or teacher direction 	<ul style="list-style-type: none"> ▪ Myth quizzes ▪ Writing a personal narrative 	Personal Assessment	3.1: A, B, C: D1-3; E1, 3; F; G-1, 5- 7; 11, H4, 5, 6 3.2: A-2, 3, 4, 5; B1, 3, 4, 5, 6, 8, 10; C1-8; D2 3.3: A1-4; B1-6; D1,2,6 3.4: A1,3; B1,4 8.1.12.B.2,4-7 3.5: A1,2; B1,2; C1,3 9.2.12.C.2 8.1.12.A.1,B.12
2. What are some recurring elements of myth throughout the world?	<ul style="list-style-type: none"> ▪ Encyclopedia of Myth and Women: excerpts 	<ul style="list-style-type: none"> ▪ Practice reading actively ▪ Analyze and respond to text 	<ul style="list-style-type: none"> ▪ Creation Myth Test -- 000 12/15 - 12/15 ▪ Archetypes - 000 12/15 - 12/15 	Marking up the text Identifying and Interpreting Symbolism - 000 1/10-1/10	
3. What elements of the myth can be considered religious?	<ul style="list-style-type: none"> ▪ "The Ugly Tourist" by Jaimaica Kincaid 	<ul style="list-style-type: none"> ▪ Access to the library to gather information ▪ Apply vocabulary in context 	<ul style="list-style-type: none"> ▪ Vocabulary Quiz - 000 12/15 - 12/15 ▪ Review qualities of destruction myths - 000 9/1-9/1 	Analysis of Learning - 000 9/4-9/4	
4. The importance of an open mind.	<ul style="list-style-type: none"> ▪ Apocalypse! Documentary 	<ul style="list-style-type: none"> ▪ Articulate responses in round table format 	<ul style="list-style-type: none"> ▪ Destruction Myth Outline - 000 12/15-12/15 		
5. What is the importance of an open mind?	<ul style="list-style-type: none"> ▪ Book of Genesis: 1, 2 ▪ Book of Revelation: Excerpts 	<ul style="list-style-type: none"> ▪ Compose a personal narrative ▪ Create and utilize graphic organizers 	<ul style="list-style-type: none"> ▪ Creative Writing-- The Way the World Ends - 000 12/15-12/15 		
6. How can we distinguish between myth and religion? Is it possible?	<ul style="list-style-type: none"> ▪ Dean Koontz' "The Snatcher" ▪ Greek Creation Myths: Eurynome and Ophion; Zeus and Cronus 	<ul style="list-style-type: none"> ▪ Generate written responses following active listening ▪ Identifying motifs by noting recurrent references: working collaboratively to share interpretations of symbolic meanings for mythical motifs 			

Essential Questions	Content	Skills	Assessments	Lessons	Standards
<p>7. What are characteristics of destruction myths?</p> <p>8. What do destruction (apocalyptic) myths have in common?</p> <p>9. What are some early origins of apocalyptic (destruction) myths?</p> <p>10. If destruction myths convey what a society fears, what can we interpret from American behaviors that illustrate what we fear in society?</p>	<ul style="list-style-type: none"> ▪ Hindu Creation Myths: Brahman is Lonely ▪ Lecture: shift from matriarchal to patriarchal deity (Torres) ▪ Musical Lyric Analysis: "Band Moon Rising" --- Destruction Myth ▪ Ragnarok Destruction Myth: Norse ▪ Religioustolerance.org: Goddess worship ▪ Talmudic Creation Story: Lilith ▪ The Fall of the Goddess handout (Torres Lecture) ▪ Aztec, Incan, Mayan creation stories - World Religions (small orange hardcover from Barnes and Noble--Micropedia) ▪ Chinese, African creation myths ▪ Greek Creation Myths: Chaos, origins of things (Echo, Daphne, Narcissus) ▪ Hindu creation myths: involving the Tri Murti (Brahma, Shiva, Vishnu) 	<ul style="list-style-type: none"> ▪ Internet research ▪ Interpret visual and written symbols ▪ Oral presentations ▪ Oral reading ▪ Paraphrase written text ▪ Provide written and oral responses to guided reading questions ▪ Respond in writing to teacher-generated prompts ▪ Responding to text via freewriting ▪ Sequencing in oral and written format to check for comprehension ▪ Summarize (verbally) main ideas in a textual selection ▪ Transfer information from one text to another 			<p>8.1.12.B.2-4,7,9,12; 9.1.12.B.2; 9.2.12.A.3</p> <p>8.1.12.B.12</p> <p>8.1.12.A.9</p>

Essential Questions	Content	Skills	Assessments	Lessons	Standards
<p>11. Can the elements of "destruction myths" be applied to other genres, such as existential themes?</p>	<ul style="list-style-type: none"> ▪ "There Will Come Soft Rains"-- done in 8th grade also! ▪ Content: Include Board Improved Syllabus ▪ Ragnarok Destruction Myth - Norse ▪ Apocalypse Documentary ▪ Book of Genesis - 1, 2 ▪ Book of Revelation Excerpts ▪ Encyclopedia of Myth and women ▪ Greek Creation Myths ▪ Hindu Creation Myths - Brahman is Lonely ▪ Lecture - shift from matriarchal to patriarchal deity ▪ Musical lyric analysis - Bad Moon Rising (destruction myth) ▪ Parallel Myths Excerpts ▪ Prehistoric/Primitive Art ▪ Religious Tolerance.org ▪ Snatcher - D. Koontz ▪ Talmudic Creation Story - <u>Lillith</u> ▪ Ugly Tourist Kincaid 	<ul style="list-style-type: none"> ▪ Work collaboratively ▪ Transfer information from one text to another ▪ Type final draft of essay ▪ Articulate understanding in round table format ▪ Identify essay theme(s) through collaboration, writing, and discussion ▪ Compose personal narrative ▪ Compose rough draft of essay ▪ Create and use graphic organizers ▪ Create outline of personal statement ▪ Define unfamiliar terms ▪ List main ideas in text ▪ Practice active reading ▪ Provide oral responses to guided reading questions ▪ Provide written responses to guided reading questions ▪ Refine and edit essay ▪ Respond in writing to teacher generated prompts ▪ Transfer information from one text to another 			<p>9.2.12.C.2</p> <p>8.1.12.A.9</p> <p>8.1.12.A.1</p> <p>9.2.12.C.1,2</p> <p>9.2.12.C.3</p> <p>8.1.12.A.1</p> <p>8.1.12.A.1</p> <p>8.1.12.A.1,B.12; 9.2.12.A.3</p> <p>8.1.12.A.1</p> <p>8.1.12.A.1</p> <p>8.1.12.A.9</p>

Essential Questions	Content	Skills	Assessments	Lessons	Standards
	<ul style="list-style-type: none"> ▪ "The Hollow Men" by T.S. Eliot ▪ "The Second Coming" W.B. Yeats ▪ Documentary: "The Apocalypse!" ▪ Content should include Board Approved Syllabus ▪ "The Second Coming" W.B. Yeats ▪ Documentary: "The Apocalypse!" ▪ Content should include Board Approved Syllabus 	<ul style="list-style-type: none"> ▪ Type final draft of essay 			8.1. 12.A.1

THE SPIRIT WORLD AND THE SUPERNATURAL

<ul style="list-style-type: none"> ▪ In what ways do contemporary people attempt to access the spirit realm? ▪ Why do people still remain fascinated with the supernatural in a contemporary Western (scientific) world? ▪ What is the difference between Eastern (Holistic or Herbal) vs. Western (traditional) healing? ▪ In a tribal context, what is the difference and perception of witchcraft and sorcery? 	<ul style="list-style-type: none"> ▪ Native American and African Religions ▪ The Raven Myth (Northwest Coast Indian) ▪ Dean Koontz' "The Snatcher" ▪ Encyclopedia of Myth and Women: excerpts 	<ul style="list-style-type: none"> ▪ Compare and contrast Native American and African spirituality. ▪ Discuss why misconceptions persist concerning Neo-Pagan religions ▪ Read and discuss articles ▪ Identify the relationship between superstition and magic 	<ul style="list-style-type: none"> ▪ Reading for meaning, understanding, tone, and point of view: Body Ritual of the Nacirema-000 1/10-1/10 ▪ **Research herbal remedies and their efficiency - write paper (essay) 	<ul style="list-style-type: none"> ▪ Native American and African Comparison ▪ /Contrast - 000 1/10-1/10 	<p>3.1: A,B,C,D,E,F,G, H,I,3,4-6 8.1.12.A.1</p> <p>3.2: .A 1-7 B3,4,7,9,10,12 9.2.12.C.2</p> <p>3.5: .A,B,C,D 2-4;</p> <p>3.4: A, B 1-3;</p>
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Essential Questions	Content	Skills	Assessments	Lessons	Standards
<ul style="list-style-type: none"> ▪ What contemporary holidays are celebrated that have supernatural/pagan origins? ▪ What is the relationship between superstition and the belief in the supernatural? ▪ What is the role of the tribal shaman or priest? ▪ How is a shaman similar to and different from a Judeo-Christian spiritual leader? A Western doctor? 	<ul style="list-style-type: none"> ▪ Prehistoric Art Lecture ▪ "Real Witches Try to Break Old Myths" article (current event) ▪ "A Shamanic Journey Into the Underworld"—article ▪ Traditions of Magic and Antiquity (article from Internet) ▪ Excerpts from "Hamatsa" (Shaman cannibal cult) & "Shamanism" texts ▪ "Religions of the World"-- chapters on Basic Religions, Native American and African cultures ▪ Body Ritual of the Nacirema 	<ul style="list-style-type: none"> ▪ Consider and discuss the presence of magical thinking in contemporary America ▪ Continue to apply new terms & terms learned in other units 			<p>3.5: A, C 1-3</p>
THE AFTERLIFE					
<ul style="list-style-type: none"> ▪ How do afterlife models differ depending on cultural beliefs? ▪ How do artists visually depict the afterlife? ▪ What are common experiences of those who have had "near death experiences?" 	<ul style="list-style-type: none"> ▪ "Eurydice" by H.D. ▪ Excerpt: The Egyptian Book of the Dead (Humanities text) ▪ Greek mythology--The Underworld (stories): Orpheus and Eurydice; Hades and Persephone 	<ul style="list-style-type: none"> ▪ Compare/contrast afterlife models in various cultures ▪ Identify afterlife elements in poetry (H.D.) ▪ Make connections between afterlife models and a film depicting the afterlife 	<ul style="list-style-type: none"> ▪ Afterlife Concept Application: <u>What Dreams May Come</u> - 1/10-1/10 		<p>3.1: A,B,C,D,E,F,G, 1-11, H 4,5 8.1.12.B.2-4,7</p> <p>3.2: A 4,5,6; B1-5, 1; C; D 1-7</p> <p>3.3: A, B1-6; C: D1-2 8.1.12.B.2-4,7,B.12</p>

Essential Questions	Content	Skills	Assessments	Lessons	Standards
<ul style="list-style-type: none"> ▪ What is "heaven?" What is "hell?" ▪ What is a "soul?" ▪ What is reincarnation? ▪ What is the existential view of the afterlife? ▪ What religious philosophies about the afterlife do world religions share? ▪ Where do the dead go after death? ▪ Why do people believe in the afterlife? ▪ What are funerary rites of developed vs. tribal cultures and what qualities do these rites share? 	<ul style="list-style-type: none"> ▪ Hinduism/Buddhism chapters (Religions of the World; World Religions) ▪ Religions of the World- Native American/African chapters ▪ The Book of Genesis-- (Heaven and Hell) 1-3 ▪ Web research: http://www.neardeath.com/ ▪ <u>What Dreams May Come</u>-- film ▪ The Power of Belief--20/20 documentary ▪ Possible Content to consider for future: "The Lovely Bones"; "The Five People You Meet in Heaven" (based upon approval, etc.); selection from Kincaid's "Krik Krak!" – e.g.: "Children of the Sea" 	<ul style="list-style-type: none"> ▪ Recognize the differences between Eastern and Western notions of the afterlife ▪ Identify which religions are associated with Reincarnation (tribal, neo-pagan, Eastern) ▪ Identify various traits of afterlife models depicted in a visual format--ex: through art, film, or other visual media. ("What Dreams May Come") 			<p>3.4: A,B 8.1.12.B.2-4,7</p> <p>3.5: A,B,C 8.1.12.B.2-4,7</p> <p>3.1: A,B,C,D,E,F,G 1-11 8.1.12.B.2-4,7</p> <p>3.2: A,B 1-5, 8-11; C,D</p> <p>3.3 A,B 1-6; C; D 1-3</p> <p>3.4: A,B 1,2,4</p> <p>3.5: A1;, B2; C</p>

Essential Questions	Content	Skills	Assessments	Lessons	Standards
EASTERN RELIGIONS: HINDUISM AND BUDDHISM					
<ul style="list-style-type: none"> ▪ What is the Hindu perception of "God?" ▪ What are the Hindu sacred texts? ▪ What is the relationship between the story of Krishna (in the Gita), Buddha and Jesus? 	<ul style="list-style-type: none"> ▪ Hindu saying: "The truth is One, but different. Sages call it by different names." ▪ Excerpt from the Bhagavad-Gita for analysis-- begins: "Krishna, how can one identify a man who is firmly established and absorbed in Brahman? In what manner does an illumined soul speak ▪ "Siddhartha", by Herman Hesse 	<ul style="list-style-type: none"> ▪ Read for meaning-- identifying symbolism in Siddhartha ▪ Take notes from documentary: Buddhism film ▪ Recognize characterization in a novel—Siddhartha 	<ul style="list-style-type: none"> ▪ Reader Response Journal: "Siddhartha" - 000 12/1-12/1 ▪ Sid Writing Prompt-000 12/1-12/1 and create a visual map representation of Sid's Life. (graphic organizer) ▪ Create a visual map representation of Sid's Life (graphic organizer) 	<ul style="list-style-type: none"> ▪ Close textual Oral reading of Bhagavad-Gita; apply concepts from Hinduism lessons to the poems - 000 1/10-1/10 ▪ Siddhartha Journal Assignment - 000 1/10-1/10 ▪ Siddhartha Journal Assignment - 002 1/10-1/10 	<p>3.1: A,B,C,D,E,F,G 1-11</p> <p>3.2: A,B 1-5, 8-11; C,D</p> <p>3.3: A,B1-6; C; D1-3</p>

Essential Questions	Content	Skills	Assessments	Lessons	Standards
<ul style="list-style-type: none"> ▪ What beliefs did Hinduism adopt from other religions it inspired (Buddhism)? ▪ What is the Hindu philosophy regarding other religions ▪ Journey Motif: Why was/is this genre popular and significant? 	<ul style="list-style-type: none"> ▪ Buddhist poem from Hudson Smith's "World Religions" -- "Buddhism begins with a man. In his later years, when India was afire with his message, people came to him asking what he was. Not "Who are you?" but "What are you?" "Are you a god?" they asked. "No." "An angel?" No." "A saint?" "No." "Then, what are you?" Buddha answered, "I am awake. "(Smith 57). ▪ Religions of the World: Buddhism and Hinduism video ▪ Notes on "OM" or AUM (in the Hindu tradition) 	<ul style="list-style-type: none"> ▪ Develop personal connections to characters and literature Siddhartha ▪ Understand Buddhist content as applied to fiction – Siddhartha ▪ Interpret poetry and applying concepts from Hinduism and Buddhism to the poetic scriptures 		<ul style="list-style-type: none"> ▪ ● Siddhartha Journal Assignment - 003 1/10-1/10 ▪ Siddhartha Journal Assignment - 004 1/10-1/10 ▪ Siddhartha Journal Assignment - 005 1/10-1/10 	<p>3.4: A; B1,2,4 9.1.12.B.2</p> <p>3.5: A1; B2; C</p>

Essential Questions	Content	Skills	Assessment	Lessons	Standards
<ul style="list-style-type: none"> ▪ What Eastern religious traditions have been adopted by Westerners? ▪ What is reincarnation and how does it affect Eastern Religion and spirituality? ▪ How do Hindu and Buddhist people worship? Why do they worship in this way? ▪ What Eastern practices have been incorporated into the American mainstream? 	<ul style="list-style-type: none"> ▪ Possible content (that would tie in Afterlife Studies w/Hindu beliefs) -- "The Venetian's Wife" (Nick Bantock) based on characters in <u>Hamlet</u> ▪ Discuss themes in drama--collaboratively (with peers) and whole-class ▪ Identify symbols and motifs present in drama (<u>Hamlet</u> and <u>Death of a Salesman</u>) 			<ul style="list-style-type: none"> ▪ Siddhartha Journal Assignment - 006 1/10-1/10 ▪ Meeting God: Elements of Hindu Devotion Concept Map - 000 12/1-12/1 	

THE BIG FIVE: JUDEO-CHRISTIAN TRADITIONS

<ul style="list-style-type: none"> ▪ What is the perception of God shared by Judeo-Christian people? ▪ What are some of the social and religious taboos in Judaism, Christianity and Islam? ▪ What is the perception of the messiah (messianic concept) in Judaism, Christianity, and Islam? 	<ul style="list-style-type: none"> ▪ Jesus' Sermon on the Mount ▪ Excerpts from the Gospel Matthew ▪ "Who was Moses" documentary 	<p>Compare and contrast the lives of Jesus, Moses, and Muhammad.</p> <p>Compare and contrast the messianic concept in the Jewish, Christian, and Islamic traditions</p> <p>Identify the different sects and general traits of each in Judaism.</p>	<p>Term paper- according to agenda book Specifications</p> <p>Panel Presentation feedback -- round table with Pastor Sweet at ?? About Judeo-Christian beliefs and practices</p>		<p>3.1: A,B,C,D,E,F,G 1-13 8.1.12.B.12</p> <p>3.2: A,B1-5, 8-11, C,D 8.1.12.B.12</p> <p>3.3: A; B1-6; C; D1,2,3 8.1.12.B.12</p>
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Essential Questions	Content	Skills	Assessments	Lessons	Standards
<ul style="list-style-type: none"> ▪ What do Jews, Christians, and Muslims believe about miracles? ▪ What is the Judeo-Christian perception of miracles? ▪ Why, if Jesus was Jewish, are Christians then followers of Jesus? 	<ul style="list-style-type: none"> ▪ Article: Islam in America ▪ Excerpt from the Qu'ran ▪ Comparison Chart: Religions of the World 	<p>Explore the existence of cults and extremists in contemporary Judeo-Christian faiths</p> <p>Identify common traits of Judeo-Christian cults</p> <p>Identify the major holidays of the Judeo-Christian faiths</p>			<p>3.4: A; B1,2,4 8.1.12.B.2-4,7</p> <p>3.5: A 8.1.12.B.2-4,7</p>
<ul style="list-style-type: none"> ▪ What is the relationship between Jesus' Last Supper and Passover? ▪ What is the significance in Judaism of the Passover meal? ▪ Why was Jesus considered such a significant threat to the status quo at his time? ▪ Who are the central figures of Judaism, Christianity and Islam? ▪ In Judeo-Christian terms, what is a "prophet?" ▪ How did Islam take shape as a result of Mohammad's experience? ▪ What are the fundamental philosophies of Islam? 	<ul style="list-style-type: none"> ▪ Comparison Chart - Religions of the World (magazine) ▪ "Real Simple" 2002 	<p>Read excerpts from the following religious texts: The Hebrew Testament; The New Testament; The Qu'ran to identify how texts support specific religious philosophies and practices of each faith</p>			

Essential Questions	Content	Skills	Assessments	Lessons	Standards
THE TRAGIC FIGURE					
<ul style="list-style-type: none"> What is tragedy? What is a "tragic flaw?" What human experiences are addressed by tragedies What is the point of viewing a tragedy (catharsis, etc)? What is the Greek structure of tragedy? How did Shakespeare address this and make structural changes in his tragedies? In ancient Greece, what was the purpose of attending a theatrical production? 	<p>Athens and Ancient Greece Video</p> <p>Excerpt from Aristotle on Tragedy</p> <p>Greek art and Architecture images-Depiction of tragedies on vase paintings (e.g., Orpheus and Eurydice)</p> <p>Shakespeare's <u>Hamlet</u></p> <p>Sophocles <u>Oedipus the King</u></p> <p>Arthur Miller's <u>Death of a Salesman</u></p>	<p>Connect historical beliefs to literature</p> <p>View video "Athens and Ancient Greece" and summarize information on-Women and the Family Fate and destiny Corinth and its presence the Oracle</p> <p>Internet Research-take notes and outlines information about the evolution of Greek Theatre.</p> <p>Oral readings</p> <p>Creative writing activity: describe Oedipus' destruction of the Sphinx OR Oedipus attacking the king at the crossroads.</p> <p>Explore themes of destiny, miscommunication, chance and write a textually-based essay focusing on these themes.</p>	<p>Draw conclusions: women in ancient Greece (based on reading--text & Ancient Greece video) - 000 1/10-1/10</p> <p><u>Death of a Salesman</u> Post Reading Quiz - 000 3/21-3/21</p> <p><u>Death of a Salesman</u> writing through Visual Prompt - 00 3/1-3/1</p> <p><u>Death of a Salesman</u> Film Analysis - 000 3/1-3/1</p> <p><u>Death of a Salesman</u> Response Journal extra credit - 000 3/1-3/1</p> <p><u>Death of a Salesman</u> Response Essay - 000 3/1-3/1</p>	<p>Compare Oedipus and <u>Hamlet</u> as tragic heroes - 000 1/10-1/10</p> <p>Learning about the ancient Greek culture: women, Plato, slaves the arts - 000 1/10-1/10</p> <p>Compose Jocasta's last words in letter form --- 2/1-2/1</p> <p>Analyze scenes from <u>Hamlet</u> through visual presentation-Kenneth Branagh film - 000 3/21-3/21</p> <p>Collaborate to respond to reading questions - then share whole-class 000 3/21-3/21</p> <p>Collaborate to respond to reading questions - then share whole-class 001 3/21-3/21</p>	<p>3.1: A,B,C,D 1-3; E1, 3; F,G 1-11; H4 - 5, 6;</p> <p>3.2: A,B1, 3; 4-6, 10 C 1-8; D 2-3</p> <p>3.3: A 1-4; B 1-6; D1,2 6 8.1.12.B.2-4,7</p> <p>3.4: A,B</p> <p>3.5: A,B2,C3 8.1.12.A.1</p> <p>3.1: A,B,C,D,E,F,G 1-3, H 1,3,4,5 8.1.12.A.1;9.1.12.B.2</p>

Essential Questions	Content	Skills	Assessments	Lessons	Standards
<ul style="list-style-type: none"> What was the role of religion in ancient Greek drama? How has tragedy evolved from an ancient model, through Shakespeare, modern, and post-modern productions? How do we define the "tragic hero"? Why is the tragic hero often considered male? 	<p>Greek Theatre Notes Online Research</p> <p>http://www.pbs.org/empires/the_greeks http://www.richeast.org/htwm/Greeks/theatre/actors.html http://anarchon.tripod.com/indexGREEKTH.html</p> <p>Other possible texts: "The Bacchae", Myths from Edith Hamilton's <u>Mythology</u>, poetry such as H.D. "Eurydice", such as "American Beauty" (same as above)</p> <p>Article (if not used on final exam) -- "America and the Americans"--John Steinbeck</p>	<p>Explore concepts with a partner ("fun and madness" handout) and write detailed responses with textual references for each concept</p> <p>Comparison contrast--viewing 2 versions of the same scene (ex: ghost scene; soliloquy) -- ACT I <u>Hamlet</u></p> <p>Analyze a soliloquy for meaning</p> <p>Apply Aristotle's model of tragedy to a Shakespearean story</p>		<p>What you know, what you don't cards - 000 3/21-3/21</p> <p>America and the Americans essay composition based</p>	<p>3.2: A 2,3,4; B1-6; C1-8; D2-3 8.1.12.A.1; 9.2.12.C.2</p> <p>3.3: A 1-4; B 1-5; D1,2,6 8.1.12.B.12</p> <p>3.4: A1,2,3; B1,2,4</p> <p>3.5: A; B1; C1,3</p>
<ul style="list-style-type: none"> What was the role of women in ancient Greece and how was this role reflected through tragedy? What was the role of women in Shakespeare's tragedies? Why is Oedipus' fate considered tragic and Jocasta's is not? Why is <u>Hamlet's</u> death considered tragic whereas Ophelia's suicide is not? 	<p><u>Death of a Salesman</u> film-Dustin Hoffman version</p> <p><u>Hamlet</u> Kenneth Branagh AND Mel Gibson versions</p> <p>Science article-poison and the Eustachian tube (<u>Hamlet</u>)</p>	<p>Analyze the nature of The American Dream and explore how this theme is present in an American drama.</p> <p>Create an original soliloquy based on characters in <u>Hamlet</u></p> <p>Discuss themes in drama--collaboratively (with peers) and whole-class</p> <p>Identify symbols and motifs present in drama (<u>Hamlet</u> and <u>Death of a Salesman</u>)</p>			<p>8.1.12.B.2-4,7; 9.2.12.A.1</p> <p>8.1.12.A.1</p> <p>9.1.12.B.4;9.2.12.C.1,2</p>

Essential Questions	Content	Skills	Assessments	Lessons	Standards
<ul style="list-style-type: none"> ▪ What Christian and pagan elements can be identified in Shakespeare's <u>Hamlet</u>? ▪ What is dramatic irony? ▪ What is a "dramatic foil"? ▪ What is the American Dream? ▪ How do the characters in <u>Death of a Salesman</u> symbolize different perceptions and attitudes concerning The American Dream? ▪ Why is Willy Loman considered the representative of the "common man's" tragic figure? ▪ What are signs/symptoms of depression? How does depression figure in the stories <u>Hamlet</u> and <u>Death of a Salesman</u>? ▪ How does the American Dream save people? Destroy people? ▪ How do the authors Shakespeare and Miller use symbolism to enhance their respective tragedies? 					
<ul style="list-style-type: none"> ▪ <u>Hamlet</u> -- how does film convention -- such as light, music, etc. -- enhance the dramatization of the story? ▪ How does the director of the film use color, set design, music, light--to convey <u>Hamlet's</u> depression? 					

Essential Questions	Content	Skills	Assessments	Lessons	Standards
UTOPIAN AND DYSTOPIAN LITERATURE					
<ul style="list-style-type: none"> What is Utopia? What is a Dystopia? What are the elements that characterize both a utopia and a dystopia in literature? What evidence do we have that people are "more willing to believe than to understand"--Machiavelli How can utopian and dystopian concepts be depicted visually? What utopian/dystopian ideas apply to the American Dream concepts defined in the last unit? Why does Plato feel that his Republic is not able to be put into practice? Why is language, and the control of education/language, one of the most important components of controlling the masses? 	<p>Texts Referenced -- Utopia Art Exhibit (New York Public Library) - Utopia excerpt by Thomas More -- The Republic by Plato--The Prince by Machiavelli--Animal Farm by George Orwell--Lord of the Flies by William Golding</p> <p>Great Books Documentaries: "Machiavelli" and "Plato"</p> <p>Image: The Death of Socrates</p> <p>Animal Farm film--TBS special</p> <p>Lord of the Flies--film version</p> <p>Plato's Republic</p> <p>Sir Thomas More "Utopia" excerpt</p>	<p>Distinguishing between Utopian and Dystopian themes in literature</p> <p>Examine symbolism in Animal Farm and Lord of the Flies</p> <p>Note common themes in Animal Farm and Lord of the Flies</p> <p>Analyze how Lord of the Flies and Animal Farm function allegorically</p> <p>Marking up the text--noting the development of motifs in literature</p> <p>Connect biographical background--Machiavelli, Plato--to their respective polysocial constructions</p> <p>Work collaboratively to discuss a novel (e.g., a reading circle) -- via a jigsaw format</p>	<p>Evaluate and paraphrase textual information - Utopia Web Archive - 000 5/1-5/1</p> <p>Utopian Concepts and Animal Farm Connections - 000 5/4-5/4</p> <p>Animal Farm Group Assignment - 000 5/4-5/4</p>	<p>Exploring the Allegory of the Cave - 000 - C 5/1-5/1</p> <p>Identifying Utopian/Dystopian concepts in texts - 000 - C 6/1-6/1</p> <p>Effectively link Utopian concepts to text & analyze findings - 000 6/1-6/1</p>	<p>3.1: 1,B; C,D,E,F,G 1-11, H 1,3</p> <p>3.2: A,B 1-11, C,D</p> <p>3.3: A,B 5, C,D 5,6;</p> <p>3.4: A,B</p> <p>3.5: A-C</p>

Essential Questions	Content	Skills	Assessment	Lessons	Standards
<ul style="list-style-type: none"> ▪ Texts Referenced--Utopia Art Exhibit (New York Public Library) -- Utopia excerpt by Thomas More--The Prince by Machiavelli--Animal Farm by George Orwell--Lord of the Flies by William Golding ▪ How do alterations in film versions of Animal Farm and Lord of the Flies change meanings from the original text versions? 	<p>Film options: The Matrix, The Village</p> <p>Vocabulary to know:</p> <p>Parable</p> <p>Propaganda</p> <p>Satire Allegory Ethics Republic Democracy Totalitarian Machiavellian Utopia Dystopia Inherent Martyr Beelzebub Scapegoat Sabotage Orwellian Communist Innate Tactics</p> <p>Texts Referenced:</p>	<p>Identify traits of Utopia</p> <p>Identify traits of Dystopia</p> <p>Identify vocabulary and concepts associated with Utopias/Dystopias</p> <p>Apply Utopian and Dystopian concepts from class studies to textual excerpts from Animal Farm and Lord of the Flies</p>			

Essential Questions	Content	Skills	Assessment	Lessons	Standards
	Utopia Art Exhibit (New York Public Library) Utopia excerpt by Thomas More The Republic by Plato The Prince by Machiavelli Animal Farm by George Orwell Lord of the Flies by William Golding				
COLLEGE ESSAY					
<ul style="list-style-type: none"> ▪ How does one "essay" the personal identify? ▪ What are some methods of brainstorming prior to composing a personal narrative? ▪ What is an anecdote? ▪ How can an anecdote teach a lesson to a reader? 	Personal statement overview--models of essays (student and professional) Develop essay outline--before and after models Compose essay "Bird by Bird" writing narratives text	Identify effective devices in the personal essay through discussion and writing Identify essay theme(s) through collaboration, writing, and discussion Brainstorm essay focus Create outline of personal statement Compose rough draft of essay Refine and edit essay Type final draft Access library and gather information Paraphrase and summarize information	Anecdotal Writing - 000 12/15-12/15 Peer Editing College Essay - 000 12/15-12/15		3.1 :D1, 3; E1; G8,11,12,13 3.2: A1-7; B1,2,8,9,11; C 1-8, D1,3,5,7 3.4: B1-2 8.1.12.A.1 8.1.12.A.1 8.1.12.A.1 8.1.12.B.1-4,7; 9.1.12.B.4; 9.2.12.B.2,3

ASSESSMENT

Assessment drives instruction. Ongoing assessment is paramount to students achieving optimum performance. Assessment enables teachers to plan instruction that meets the diverse needs of their students while attaining rigorous curriculum standards. Students are empowered when provided with a variety of assessment choices. As a result, students are able to demonstrate comprehension, skills, and knowledge. It is necessary for teachers and students to reflect upon learning, thus enabling an examination of understanding. This examination allows for the monitoring and adjustment of the overall teaching-learning process. Reflecting upon the learning process throughout the course of instruction, allows students and teachers to become increasingly aware of their roles in making learning a cognitive and meaningful experience.

*“Classroom assessments fall into three categories, each serving a different purpose. **Diagnostic** assessments typically precede instruction, **formative** assessments occur concurrently with instruction, and **summative** assessments summarize what students have learned at the conclusion of an instructional segment.”* (Ed Leadership, 2005)

Teachers will provide students with appropriate models for a better understanding of teacher expectations. In addition, models can also be used so students can identify and understand feedback and evaluation criteria.

	READING	WRITING	LISTENING	SPEAKING	VIEWING
DIAGNOSTIC	<ul style="list-style-type: none"> - KWL - Concept maps - Informal/Commercial objective reading assessments (e.g. DRA - Diagnostic Reading Assessment, QRI - Qualitative Reading Inventory, Stanford Reading Assessment, etc.) - Open-ended responses - Interest survey 	<ul style="list-style-type: none"> - KWL - Pre-writing (e.g. free writing, listing, webs, concept maps, etc.) in various modes of discourse - Open-ended responses - Writing samples - Respond - Picture prompt (recognition of imagery) - Writing samples 	<ul style="list-style-type: none"> - KWL - Following oral directions - Response to oral presentations (e.g. Enter/Exit card) - Participation in group discussion - Hinge-point Question - Silent vote - Active vote - Note-taking during a multimedia presentation 	<ul style="list-style-type: none"> - KWL - Reading aloud - Debate - Impromptu speeches - Show and Tell 	<ul style="list-style-type: none"> - KWL - Note-taking during a multimedia presentation - Picture prompt (recognition of imagery) - Understanding axiomatic posters/aphorism

	READING	WRITING	LISTENING	SPEAKING	VIEWING
FORMATIVE	<ul style="list-style-type: none"> - Student self-assessment - Think-Pair-Share - Hinge-point Question - Reading Response Journal - Dip sticking/checking for understanding - Class discussion - Think Alouds - Questioning - Informal teacher observations of student understanding (walk around classroom) - Walk arounds - Traffic lighting - Rubric 	<ul style="list-style-type: none"> - Student self-assessment - Writing samples - Think-Write-Pair-Share - Rubric - Writing process - Writer's workshop - Student and teacher/ peer conferencing - Peer editing - Modes of writing - Writing samples 	<ul style="list-style-type: none"> - Student self-assessment - Following directions - Rubric - Think-Pair-Share - Written response to oral presentation - Panel discussion/debate - Books on audio tape - Writing in response to music 	<ul style="list-style-type: none"> - Student self-assessment - Debate - Informal class discussion - Panel discussion/debate - Think-Pair-Share - Rubric - Oral presentations - Dramatization/simulations - Show and tell - Role playing 	<ul style="list-style-type: none"> - Student self-assessment - Rubric - Questioning during viewing - Identification of propaganda techniques - Analysis of non-print media - Picture prompts - Visual and verbal messages - Political cartoon
SUMMATIVE	<ul style="list-style-type: none"> - Formal comprehension tests, vocabulary - Culminating projects (e.g. Simulations – Acting it out) - Performance tasks/dramatization of text - Work portfolios - Essays, open - Rubric 	<ul style="list-style-type: none"> - Writing samples for modes of discourse - Rubric - Final drafts - Portfolio 	<ul style="list-style-type: none"> - Following directions - Rubric - Response to oral presentations (e.g. Enter/Exit card) - Written response to oral presentation - Written response to panel discussion/debate 	<ul style="list-style-type: none"> - Student self-assessment - Debate - Informal class discussion - Panel discussion / debate - Think-Pair-Share - Rubric - Oral presentations - Dramatization/simulations - Show and tell - Role playing 	<ul style="list-style-type: none"> - How do students show they understand what they viewed? - Compare/contrast book and movie - Compare/contrast two movies

See glossary for definitions of **bold** terms.

GLOSSARY

Add-On Story Activity: Student creates a story from a story starter. Student orally builds onto the story while sitting in a group.

Active Vote: A feature of Active Studio software on the Promethean Board that enables formative assessment to check students' understanding using a hand-held pod to vote in multiple choice format. A technological name for a silent vote.

Aphorism: Quote that inspires people to act, e.g. "He who hesitates is lost."

Authentic Assessment: The evaluation of students based on their performance of daily, ongoing classroom activities.

Author Study: An in depth study of an author. Student will read several books by a particular author to become familiar with their writing style.

Axiomatic Poster: A poster stating a saying, e.g. "Strive for Success."

Balanced Literacy: A philosophy of literacy education that encompasses phonics, reading, writing, listening and speaking activities. Balanced literacy programs engage each learner at their own instructional level and maximizes student potential.

Body Paragraph: A paragraph which supports the thesis paragraph.

Book Baskets: A collection of books selected by the teacher according to level, interest, or topic.

Book Buddies: An older grade child reading with a younger grade child.

Book Clubs: Group of students who share a literary preference (e.g., a taste for adventure stories, an interest in science fiction) and meet over time to discuss books they have chosen to read. Student book clubs are modeled after adult reading groups; participants determine their own assignments, decide how to prepare for their meetings, and run their own discussions.

Book/Picture Walk: The teacher has a child preview a book, make predictions, and activate their schema by discussing the illustrations on the cover and pages in the book.

Brainstorming: The act of rapidly thinking of and recording ideas without screening or editing them.

C.O.P.S. (intermediate grades): Student reads a piece of writing four times as follows:

C – Student reads for capitalization.

O – Student reads for omissions and/or organization.

P – Student reads for punctuation.

S – Student reads for spelling (helpful to read each line backwards).

C.O.P.S. (primary grades): Capitalization, Order of words, Punctuation, Spelling/Spacing.

Character Graph: A graphic organizer which permits the students to graph general character traits with specific examples. It serves as an effective pre-writing tool for a character sketch for a discussion in which students predict the actions (decisions) of a designated character.

Choral Reading: A speaking activity in which group members perform, sing, or chant a text simultaneously.

Chunking Words: Word attack skill whereby students read smaller parts of words such as word endings, word sounds, or small familiar words within larger words.

Click and Clunk: Student is given 2 cards. Green says, “click” red says, “clunk.” Student reads a passage. If he/she comprehends the passage, he/she turns over the click card. If he/she does not comprehend, he/she turns over the clunk card. On the back of the clunk card are reading strategies, e.g., read again slowly, use context clues, ask for help.

Cloze Procedure: Fill in the blanks activity where learner uses clues from the context to supply words that have been deliberately removed.

Collaborative/Cooperative Groups: The groups in a classroom that work together to achieve a particular result or to define/solve a particular problem.

Context Clues: Information from the immediate textual setting (words, phrases, sentences, illustration, syntax, etc.) that helps a reader to identify a word or word group.

CVC words: Consonant, vowel, consonant word patterns.

Daily/Morning Meeting: A time dedicated to calendar, weather, mathematics, language arts, and news.

D.E.A.R.: A reading activity in which students select their own books and engage in sustained, silent reading (**D**rop **E**verything **A**nd **R**ead).

Developmental Spelling: The progress of a speller through the seemingly random use of letters through phonetic spellings, onto a transitional stage, and finally to standard spelling.

Dictionary Hunts: Student looks up assigned words in dictionary as part of a larger activity – may be timed.

Dipsticking: Arbitrarily calling upon students to enable the teacher to spot check students’ understanding of instruction.

Discourse Modes of Reading/Writing: Expository, Narrative, Persuasive, Poetry.

Echo Reading: An activity where a skilled reader reads a text, a sentence at a time, as the learner [tracks](#). The learner then echoes or imitates the skilled reader.

Enter/Exit Cards: Student is given an index card prior to a lesson. On the front student writes everything he/she knows about a topic/concept. After the lesson, student writes new information learned. For example, students are going to listen to a presentation on bullying. They are asked to follow a 3-2-1 format in which they might give three (3) examples of bullying, prepare two (2) questions to ask the presenter, and make one (1) personal connection.

Essential Questions: Questions that are basic to a particular work as well as to the human condition. Example: “Why would an individual want to declare independence?”

Excitement Graph: A graphic organizer where students write the events of a story in step form (see appendix).

Fact or Opinion Game: After teaching the concept of fact and opinion, teacher gives statement; student answers “fact” or “opinion.”

Finger Spacing Rule: Child puts finger between words for proper spacing.

Finger Spelling: Students will use a finger to represent each sound they hear in a word.

5Ws: What, where, why, when, who.

Genre: A category of literary composition marked by a distinctive style, form, or content (e.g., fiction, non-fiction, fantasy, etc.).

Graphic Organizers: KWL Charts, Venn Diagrams, Webs, T-Charts (see appendix).

Guided Reading: A teaching approach designed to help individual students learn how to process a variety of increasingly challenging texts with understanding and fluency. Guided Reading occurs in a small-group context. The teacher selects

and introduces texts to readers, supports them while reading the text, engages the readers in a discussion, and makes teaching points after the reading.

Guided Viewing: An activity that employs a video or CD as well as a list of questions which check the students' understanding of what he/she sees and directs his/her viewing.

Hand Signals: Standard movements that correlate to short vowel symbols used in grades kindergarten through second grade (see appendix).

Hinge Point Question: A decisive question which allows the teacher, within 30 seconds, to decide whether to reteach the lesson or to continue instruction based on the percent of students responses.

Holistic Scoring Rubric: A method for scoring a writing piece using a scale from 1 to 6 with a specific set of expectations for each number.

Holistic Scoring: A means of assessing student reading, writing, and/or listening utilizing a rubric which contains performance criteria.

Jigsaw Technique: A cooperative learning strategy whereby students work in groups, explore a topic or question and glean information pertinent to the topic or question. Students then form mixed groups to share their expertise. As a result, students broaden their knowledge by learning from each other.

Literature Circles: Clusters of students read, discuss, and critically analyze a particular text. Literature Circles are student directed and teacher guided. Student ideas and opinions are justified with evidence from the text.

Making Words/Word Work: A balanced literacy activity by which students manipulate letters to create words.

Modeling Fluency: Teacher reads aloud with appropriate expression and pace.

News Flash: Students orally share current events.

Onset/Rime: The onset of a syllable is its initial consonants, and the rime is its vowel and any subsequent consonants in the syllable (e.g., in the words sip-slip, the onsets are *s* and *sl*, and the common rime is *ip*).

Open-Ended Question: A question which elicits a range of answers supported by the text that goes beyond a single word. Open-ended questions typically begin with “For what reason...,” “Why do you think...” and “If you were...”

Orton Gillingham: Multi-sensory approach to phonics/spelling instruction.

Patterns in Words: The systematic repetition in words *i.e.*, word families.

Peer Editing: Students meet with classmates and read their written work to each other for the purpose of editing their work using standard proofreading marks (see appendix).

Performance Task List: Criteria for a task, along with the point value for each component.

Phonemic Awareness: The ability to hear and differentiate between the various sounds, syllables, and words.

Phonograms: A group of letters which begin with a vowel.

Picture Prompt: Student writes a story in response to a picture

Plot Line/Rollercoaster: May be called “Freitag’s Triangle.” It begins with exposition (introduction of characters), rising action (introduction of tensions), the climax (the high point, the point of greatest tension), falling action (the deceleration of action), resolution (the way in which the characters solve the tensions).

Poetic Prose: A piece of writing that is not a poem but that uses poetic techniques (centered details, figurative language, rhythm, meter).

Pointers/Tracking Items: Fingers or other device (flash light, tongue depressor, witch finger) placed under each word as its read.

Popcorn Words: Simple, beginning sight words (e.g., the, is, are).

Prior Knowledge: The facts, experiences and ideas that a reader brings to a text. Engaged readers summon or activate or “activate” prior knowledge related to what they are reading, and synthesize new understandings.

Project Sharing: Students share writing and research orally.

Promethean Board: An electronic white board that enables the teachers and the students to highlight information/material and to present multimedia presentations.

Punctuation Movements: acting out punctuation marks while walking and reading a book
ex: stopping for a period, shrugging shoulders for a question mark, and a quick pause for a comma.

Quick Write: Written reaction to a read aloud where students quickly write down feelings, ideas, questions.

Read Aloud: An activity in which a teacher (or other reader) selects and reads aloud an engaging text with fluency and expression.

Read The Room: Students will read environmental print in room (e.g., exit signs, charts, etc.).

Reader’s Theater: A small group acts out short plays of stories read.

Reading Edge: A basic skills program to strengthen a child’s beginning reading readiness.

Reading Notebook/Reading Journal: Student answers specific questions about text, makes real-life connections, and records character’s traits.

Retelling: A post listening or post reading recall in which listeners or readers tell what they remember from listening or reading. A retelling may be oral or written.

Round Table Format: A technique which places students at a round table or circle and utilizes the teacher for facilitating rather than a resource.

Schema: Students activate prior knowledge to make connections to comprehend

Self-Monitoring Strategies: Techniques students use to be cognizant of their reading processes, e.g., coding texts, questioning the author.

Sentence Kernels: Minimal sentences which student expands.

Shop for Books: Students select books to enjoy reading from their classroom library.

Sight Words: Words which students immediately recognize without having to decode.

Silent Vote: A question and answer process in which the teacher conducts an anonymous vote (or assessment survey, etc.) in order to determine how many students in the class have mastered a concept or skill.

Sky Writing: Child will use straight arm to write letters, numbers, and words in the air.

Staged Reading: The reading of a play that permits the actors/actresses to use a copy of the script. It requires use of minimal props.

Standard Proofreading Marks: Marks used to revise and edit written work (see appendix).

Story Elements: Setting, characters, climax, problem/conflict, resolution, theme.

Text Connections:

Text-to-media – students relate the story to any media influence (T.V., radio, etc.).

Text-to-self- students relate the story to themselves.

Text-to-text – students relate the story to another story.

Text-to-world – students relate the story to the world.

Thesis Paragraph: Student writes a paragraph which controls the remainder of the essay.

Thesis Statement: The statement that an essay will prove.

Think Alouds: Teacher models the ways in which they construct meaning from a text and/or problem solve.

Think-Pair-Share: A process by which students are encouraged to turn to a partner and share/discuss ideas about a topic prior to sharing with a whole group.

Topic Sentence: The sentence that contains the paragraph's main idea.

Transition Words: Words which link one sentence to the next or one paragraph to the next, providing a "road map" for the reader.

Tricky Word Lists: List of words that do not follow spelling rules *ex: come*.

Vocabulary BINGO: Game played to review vocabulary terms. Game board is filled in with terms. Teacher/leader calls the definitions until players mark five in a row.

Wikki Stix/Highlighting Strips: Non-permanent materials/indicators used to mark skills taught on a chart or in a book

Word Family: Rhyming words and phonograms (e.g., "at" words, "op" words, etc.).

Word Masters: Student is given 20 vocabulary words 3 times a year. The words are used in a national analogy contest.

Word Wall: Alphabetical display of grade level sight words, challenging words, and high frequency words.

Word Wheels/Rhyme Sliders: Devices used to practice word families.

Writer's Checklist: A list used by a writer when revising and editing text (see appendix).

Writer's Workshop: The collaboration of students during the Writing Process.

Writing Process: A process of writing which includes the following steps: pre-writing, drafting, revising, editing, publishing.

Writing Territories: Student lists self- selected topics for writing in writer's notebook.

APPENDIX B

Primary Focus	Assessment	Reading	Writing	Speaking	Listening	Viewing	Author	Title	Description	Grade Level
ESL		●	●	●	●	●	Ashworth, Mary and Wakefield H. Patricia	<i>Teaching the World's Children: ESL for Ages 3-7</i>	This primer explains how early childhood educators of young children up to the age of nine can support the efforts of non-English-speaking children in nursery schools, infant schools, day care centers and classrooms to use—and learn—English as a second language.	Pre-K – 2
Reading, Writing	●	●	●				Atwell, Nancie	<i>In the Middle</i>	Genres, evaluation, and the teacher as writer; minilessons, scripts and examples for teaching them; new expectations and rules for writing and reading workshops; ideas for teaching conventions; new systems for record keeping; lists of essential books for students and teachers; and forms for keeping track of individual spelling, skills, proofreading, homework, writing, and reading.	5-8
Writing	●		●				Atwell, Nancie	<i>Lessons That Change Writers</i>	Focus on the minilesson as a vehicle for helping students improve their writing; more than a hundred writing lessons, described by her students as the best of the best.	7-8
Reading, Poetry		●		●	●		Atwell, Nancie	<i>Naming the World : A Year of Poems and Lessons (Hardcover)</i>	Poetry	7-12
Reading		●					Braunger, Jane and Lewis, Jan Patricia	<i>Building a Knowledge Base in Reading. Second Edition.</i>	Guide to building instruction around evidence-based reading research.	2-8
Reading		●					Buehl, Doug	Classroom Strategies for Interactive Learning. Second Edition	<i>Literacy development strategies that stress effective content learning.</i>	7-12
Writing			●				Calkins, Lucy	<i>The Art of Teaching Writing</i>	The writing process with a focus on genre studies.	K-7

Primary Focus	Assessment	Reading	Writing	Speaking	Listening	Viewing	Author	Title	Description	Grade Level
Reading, Writing		●	●				Calkins, Lucy	<i>Living Between the Lines</i>	Practical suggestions for reading and writing workshops; memoir, nonfiction, picture book writing	K-5
Reading		●					Calkins, Lucy	<i>The Art of Teaching Reading</i>	Provides teachers with the companionship and guidance they need to approach their reading curriculum—independent reading, guided reading, book talks, word study, reading aloud, and the like—with new clarity and direction.	K-7
Poetry, Non-fiction			●				Calkins, Lucy	<i>Units of Study for Primary Writing: A Year-long Curriculum</i>	Eight books in one by Calkins and colleagues; a comprehensive guide to the classroom, systems, and teaching structures that are the foundation of a primary writing workshop.	K-2
Assessment	●		●				Cole, Ardith Davis	<i>Better Answers: Written Performance That Looks Good and Sounds Smart</i>	Step-by-step instructions for helping students focus upon acquiring basic literacy skills to meet state standards in the English language arts of writing.	K-8
Reading		●					Collins Block, Cathy, Gambrell Linda B., and Pressley, Michael (eds.)	Improving Comprehension Instruction Rethinking Research, Theory, and Classroom Practice	Research methods, applications, and comprehension instruction across the curriculum.	K-12
Writing	●		●				Culham, Ruth	<i>6+1 Traits of Writing: The Complete Guide for the Primary Grades</i>	Ideas, organization, voice, word choice, sentence fluency, conventions and presentation.	K-4
Reading, Literature Circles	●	●	●	●	●	●	Daniels, Harvey	<i>Literature Circles</i>	How to put together literature circles in your classroom: organizing, developing.	3-12
Reading, deficiencies		●					Dudley-Marling, Curt and Paugh, Patricia	<i>Classroom Teacher's Guide to Struggling Readers, A</i>	A deficit-based approach toward child-centered practices that give you the time and space to meet every student's needs.	K-6
Writing			●				Elbow, Peter	<i>Nothing Begins with N: Toward a Phenomenology of</i>	Freewriting as a warm-up activity toward more complicated writing.	7-12

Primary Focus	Assessment	Reading	Writing	Speaking	Listening	Viewing	Author	Title	Description	Grade Level
								<i>Freewriting.</i>		
Assessment, Writing	●		●				Elbow, Peter	<i>Embracing Contraries: Trustworthiness in Evaluation. Oxford: Oxford UP, 1986.</i>	Three general strategies for increasing the trustworthiness of grades and comments.	7-12
Reading		●					Ellery, Valerie	Creating Strategic Readers: Techniques for Developing Competency in Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension	Organized around the five essential components of reading instruction identified in the report of the U.S. National Reading Panel; Lays the groundwork for creating a comprehensive literacy classroom <ul style="list-style-type: none"> • Overviews of the components • Teaching techniques aligned to the developmental stages of reading • Examples of teacher talk 	K-8
Reading, Writing, ESL		●	●	●	●	●	Ericson, Bonnie O.	<i>Teaching Reading in High School English Classes</i>	A collection of essays that offer ideas for helping students increase their vocabulary and comprehension as well as learn to love the medium of books; ideas revolve around issues such as guided reading, independent reading, making authentic reading-writing connections, literature circles, reading intervention, reading aloud, vocabulary exploration, mentoring, and picture books in high school, and specific programs designed to aid struggling readers, including those who read and write English as a second language.	7-12
Reading		●					Farstrup, Alan E and Samuels, S. Jay (eds.)	<i>What Research Has to Say About Reading Instruction; Third Edition</i>	Solid information on how to teach students to read based on evidence from a broad spectrum of effective, well-designed research. The editors have updated the book to reflect current thinking in the field and address issues that have come to U.S. and international attention, including the U.S. National Reading Panel report.	
Assessment	●	●	●		●		Fiderer, Adele	<i>Forty Rubrics and Checklists to Assess Reading and Writing</i>	Classroom-tested rubrics and self-assessment checklists; reproducibles for reading, listening, story analysis, content	3-6

Primary Focus	Assessment	Reading	Writing	Speaking	Listening	Viewing	Author	Title	Description	Grade Level
									area research and more.	
Writing			●				Fletcher, Ralph	<i>Craft Lessons</i>	New ideas for teaching writing.	K-8
Writing	●		●				Fletcher, Ralph	<i>How Writers Work</i>	Skills and techniques for good writing.	3-7
Writing	●		●				Fletcher, Ralph and Portalopi, Joann	<i>Teaching the Qualities of Writing</i>	Ready-to-use writing curriculum; teacher guide to improving quality of writing, reading, and assessment of writing	3-8
Writing	●		●				Fletcher, Ralph and Portalopi, Joann	<i>Writing Workshop: the Essential Guide</i>	Practical how-to includes appendix with forms.	K-8
Poetry		●	●	●	●		Flynn, McPhillips	<i>A Note Slipped Under the Door</i>	Teaching the reading and writing of poetry.	K-6
Reading		●					Fountas & Pinnell	<i>The Fountas & Pinnell Leveled Book List</i>	A printed, bound version of the official Fountas & Pinnell leveled book list, sorted by title and by level.	K-8
Writing			●				Fountas & Pinnell	<i>Interactive Writing How Language & Literacy Come Together, K-2</i>	Important features include a rich array of examples of children's writing, down-to-earth practical advice, suggestions for using children's literature and art in the writing program, numerous photos of children's work, and suggestions for professional development. Additionally, there are thorough descriptions of how interactive writing can be used as a tool for inquiry across the curriculum—in content areas as well as in literature.	K-2
Reading		●					Fountas & Pinnell	<i>Guided Reading: Good First Teaching for All Children</i>	For K-3 classroom teachers, reading resource teachers, teacher educators, pre-service teachers, and researchers, administrators, and staff developers; explains how to create a balanced literacy program based on guided reading and supported by read aloud, shared reading, interactive writing, and other approaches.	K-3

Primary Focus	Assessment	Reading	Writing	Speaking	Listening	Viewing	Author	Title	Description	Grade Level
Reading, Writing		●	●				Fountas & Pinnell	<i>Word Matters Teaching Phonics and Spelling in the Reading/Writing Classroom</i>	Essential information on designing and implementing a high-quality, systematic literacy program to help children learn about letters, sounds, and words. The central goal is to teach children to become "word solvers": readers who can take words apart while reading for meaning, and writers who can construct words while writing to communicate, including how children use phoneme-grapheme relationships, word patterns.	K-3
Reading, Writing		●	●				Golub, Jeffrey N.	<i>Activities for an Interactive Classroom</i>	Shifts the process of reading and writing from a solitary activity to a group experience.	7-12
Writing	●		●				Graves, Donald	<i>Writing: Teachers and Children at Work; 20th Anniversary Edition</i>	Models for learning logs.	K-5
Reading, Writing		●	●				Graves, Donald	<i>Investigate Nonfiction</i>	Explores how nonfiction genres stem from children's use of oral language and the world around them.	K-5
Writing	●		●				Graves, Donald	<i>A Fresh Look at Writing</i>	Portfolios, record keeping, and methods for teaching spelling, fiction, poetry, and non-fiction.	K-5
Reading		●					Harvey, Stephanie	<i>Strategies That Work</i>	Strategy lessons for understanding text.	K-8
Reading, Writing, Research		●	●				Harvey, Stephanie	<i>Nonfiction Matters</i>	Exploring nonfiction: strategies and resources; also research techniques	3-8
Reading, poetry		●		●	●		Heard, Georgia	<i>For the Good of the Sun and the Earth</i>	Poetry	3-12
Poetry		●		●	●		Heard, Georgia	<i>Awakening the Heart</i>	Poetry	3-12
Reading, writing		●	●				Hindley, Joanne	<i>In the Company of Children</i>	Very practical strategies for the reading	K-6

Primary Focus	Assessment	Reading	Writing	Speaking	Listening	Viewing	Author	Title	Description	Grade Level
									and writing workshop.	
Writing			●				Indrisano, Roselmina and Paratore, Jeanne R. (eds.)	<i>Learning to Write, Writing to Learn: Theory and Research in Practice</i>	Writing development	K-12
Assessment	●						Johnson, David W.	<i>Meaningful Assessment</i>	Assessment interwoven with instruction; includes classroom activities, self-evaluation sheets, and assessment documents.	5-12
Comprehension strategies		●		●	●		Keene, Ellin Olivere and Zimmerman, Susan	<i>Mosaic of Thought: Teaching Comprehension In A Reader's Workshop</i>	Presents new instructional paradigms focused on in-depth instruction in the strategies used by proficient readers; takes the reader beyond the traditional classroom into literature-based, workshop-oriented classrooms. As students connect their reading to their background knowledge, create sensory images, ask questions, draw inferences, determine what's important, synthesize ideas, and solve problems, they are able to construct a rich mosaic of meaning.	
Reading, Poetry		●	●	●	●		Koch, Kenneth	<i>Wishes, Lies, and Dreams</i>	Poetry techniques; samples of student writing.	3-12
Writing, Revision			●	●	●		Lane, Barry	<i>After THE END: Teaching and Learning Creative Revision</i>	Writing process approach with a focus on revision.	3-8

Primary Focus							Author	Title	Description	Grade Level
	Assessment	Reading	Writing	Speaking	Listening	Viewing				
Reading		●					McClure, Amy A and Kristo, Janice V. (eds.)	<i>Adventuring with Books: A Booklist for Pre-K—Grade 6, 13th Edition</i>	Each chapter begins with a brief list of selection criteria, a streamlined list of all annotated titles in that chapter, and an introduction in which chapter editors discuss their criteria and the status of available books in their subject area. Detailed indexes—author, illustrator, subject, and title—help readers of all ages find specific texts; the voices and opinions of children are often included as well.	Pre-K-6
Reading		●		●	●		McLaughlin, Maureen	<i>Guided Comprehension in the Primary Grades</i>	<i>Adaptation of the Guided Comprehension Model for primary-grade students, arising from recent developments in reading research and a demand by primary-grade teachers for a comprehension-based instructional framework.</i>	K-2
Reading		●		●	●		McLaughlin, Maureen and Allen, Mary Beth	<i>Guided Comprehension: A Teaching Model for Grades 3–8</i>	Explanations of how each stage of the model functions --Ideas for facilitating assessment and classroom organization and management <i>--A variety of reproducibles that includes teaching ideas and graphic organizers, forms for managing comprehension centers and routines, literature response prompts, lists of leveled books, assessment forms, and instructional plans.</i>	3-8
Assessment	●						McMillan, James H.	<i>Classroom Assessment</i>	Emphasis on formative assessment in student learning; other assessment techniques.	5-9

Primary Focus	Assessment	Reading	Writing	Speaking	Listening	Viewing	Author	Title	Description	Grade Level
Reading		●					Miller, Debbie	<i>Reading With Meaning</i>	Explains how simultaneously words are sounded out and connections are made between the books students choose and the experiences of their lives. Focus is on how to best teach children strategies for comprehending text. It teaches techniques for modeling thinking, modeled strategy lessons, how to make children's thinking visible, responses to literature, and how to develop book clubs and share thinking about books.	K-2
Reading, Writing		●	●				Mitchell, Diana and Christenbury, Leila	<i>Both Art and Craft: Teaching Ideas That Spark Learning</i>	Practical ideas for student activities in the areas of literature, reading, writing, and thematic units; creative activities and strategies for the day, the week, or the semester. An annotated list of teaching resources offers readers further alternatives.	7-12
Building relationships				●	●		Moje, Elizabeth Birr	<i>All the Stories That We Have: Adolescents' Insights About Literacy and Learning in Secondary Schools</i>	Stresses the importance of building strong relationships with adolescent students and integrating their out-of-school experiences into a curriculum that will engage their learning and help them see a larger purpose to their education.	7-12
Writing			●			●	Moline, Steve	<i>I See What You Mean</i>	Using pictures in writing instruction.	1-6
Reading, Children's literature		●		●	●		Moss, Joy F	Literary Discussion in the Elementary School	Theoretically grounded and practical for teaching children's literature; selection of books, the art of questioning, description of a thematic literary unit.	2-6

Primary Focus	Assessment	Reading	Writing	Speaking	Listening	Viewing	Author	Title	Description	Grade Level
Reading		●					National Reading Panel	<i>Evidence-Based Reading Instruction</i> Putting the National Reading Panel Report Into Practice	A compilation of articles from <i>The Reading Teacher</i> and <i>Reading Research Quarterly</i> , organized according to the five essential components of the U.S. Reading First legislation: <ul style="list-style-type: none"> • Phonemic awareness skills • Phonics skills • Reading fluency • Vocabulary development • Comprehension strategies Each section addresses the findings of the U.S. National Reading Panel and presents concrete descriptions of recommended practices.	K-12
Reading		●	●				Oczkus, Lori D.	<i>Reciprocal Teaching at Work</i> Strategies for Improving Reading Comprehension	Teaching model to help students construct meaning from text by integrating predicting, questioning, clarifying, and summarizing into whole-class sessions; guided reading groups, literature circles. <ul style="list-style-type: none"> • Practical lessons • Reproducible forms • Suggested resources • Student assessment options • Intervention ideas for struggling readers 	2-6
Reading		●					Ohio State University/ Dr. Marie M. Clay	<i>Reading Recovery</i>	Daily half-hour one-on-one tutorial sessions for students who are having trouble learning to read after one year of formal instruction.	1
Assessment	●						Paris, Scott G. and Ayres, Linda R.	<i>Becoming Reflective Students and Teachers</i>	How teachers can encourage students to assess their own academic process and become reflective, self-regulated learners.	3-12
Assessment	●						Popham, W. James	<i>Classroom Assessment</i>	Designing classroom tests; how to write them, grade them, and determine student understanding of task.	K-12

Primary Focus	Assessment	Reading	Writing	Speaking	Listening	Viewing	Author	Title	Description	Grade Level
Reading, Adolescents		●		●			Reeves, Ann R.	<i>Adolescents Talk About Reading: Exploring Resistance To and Engagement With Text</i>	Looks at what goes on in adolescents' minds as they look at text; case studies of five high school students whose stories represent adolescents' relationships with reading.	Adolescent
Writing, Poetry		●	●	●	●		Routman, Reggie	<i>Kids' Poems Teaching First Grades* to Love Writing Poetry</i>	Writing poetry *Also available for kindergarten, second grade, and third/fourth grades.	K-4
Reading		●	●	●			Routman, Reggie	<i>Transitions</i>	Offers suggestions of how any elementary classroom can benefit from the transition from standardized texts to literature.	K-6
Reading, Writing		●	●				Routman, Regie	<i>Literacy at the Crossroads: Crucial Talk about Reading, Writing, and Other Teaching Dilemmas</i>	Discusses the current state of reading and writing instruction in America; clarifies issues, offers suggestions, and provides the impetus necessary to make a difference.	K-12
Reading		●					Ruddell, Robert B and Unrau, Norman J. (eds.)	Theoretical Models and Processes of Reading; Fifth Edition	<i>New findings and promising directions in literacy.</i>	
Writing	●		●	●			Sloan, Megan	<i>Trait-based Mini Lessons for Teaching Writing</i>	<i>Twenty-five minilessons for writing, including writing samples, rubrics, and checklists.</i>	2-4
Writing non-fiction		●	●	●	●		Stead, Tony	<i>Is That a Fact? Teaching Nonfiction</i>	<i>Incorporating nonfiction into the curriculum.</i>	K-3

Primary Focus	Assessment	Reading	Writing	Speaking	Listening	Viewing	Author	Title	Description	Grade Level
Literacy, General		●	●	●	●	●	Toll, Cathy A	<i>The Literacy Coach's Survival Guide: Essential Questions and Practical Answers</i>	Guide to literacy coaching; deals with the practical aspects of coaching, and overcome difficult situations. A narrative bibliography and topical index provide quick reference to the professional literature and topics covered in the book.	2-12
Reading	●	●					Tyner, Beverly	<i>Small-Group Reading Instruction: A Differentiated Teaching Model for Beginning and Struggling Readers</i>	Step-by-step plans reflect the developmental stages of the reading process; gives students opportunities to engage in guided reading, word study, writing; for primary-grade teachers, reading specialists; offers teacher training and reading intervention programs.	K-5
Reading		●					Weaver, Constance (ed.)	<i>Reconsidering a Balanced Approach to Reading</i>	Directly addresses the questions: What is a balanced approach to reading? How do we attend to the skills and strategies in context? What does current research tell us about reading and literacy?	K-8
Reading		●					Wilhe, Jeffrey D.	<i>"You Gotta BE the Book": Teaching Engaged and Reflective Reading With Adolescents</i>	Looks at "what this act of reading really is": a social practice and a search for meaning; an alternative to traditional models of close reading and bottom-up reading instruction.	6-12
Writing			●				Wood Ray, Katie	<i>Wondrous Words: Writers and Writing in the Elementary Classroom</i>	A "loud" book, filled with the voices of writers, young and old. Drawing on stories from classrooms, examples of student writing, and illustrations, Katie Wood Ray explains in practical terms the theoretical underpinnings of how elementary and middle school students learn to write from their reading.	K-6
Writing			●				Wood Ray, Katie and Cleaveland, Lisa B.	<i>About the Authors: Writing Workshop with Our Youngest Writers</i>	A book about the littlest authors; it shows teachers how to launch a writing workshop by inviting children to do what they do naturally—make stuff. So why not write books?	K-2

Primary Focus	Assessment	Reading	Writing	Speaking	Listening	Viewing	Author	Title	Description	Grade Level
Reading		●					Zimmerman, Susan	<i>Seven Keys to Comprehension</i>	For parents/teachers, giving simple thinking strategies that proficient readers use: <ul style="list-style-type: none"> • Connecting reading to their background knowledge • Creating sensory images <ul style="list-style-type: none"> --Asking questions --Drawing inferences --Determining what's important --Synthesizing ideas --Solving problem Includes book lists	K-8
Reading		●					Zwiers, Jeff	<i>Building Reading Comprehension Habits in Grades 6–12: A Toolkit of Classroom Activities</i>	Helps struggling readers understand content area texts with research-based, classroom tools that foster lifelong reading comprehension habits; organized around six habits of reading comprehension: <ul style="list-style-type: none"> • Organizing text information by sculpting the main idea and summarizing • Connecting to background knowledge • Making inferences and predictions • Generating and answering questions • Understanding and remembering word meanings • Monitoring one's own comprehension 	6-12
Multiple intelligences							Zwiers, Jeff	<i>Developing Academic Thinking Skills in Grades 6–12: A Handbook of Multiple Intelligence Activities</i>	Organized into three sections: <ul style="list-style-type: none"> • Foundation and background • Twelve academic thinking skills (analyzing, comparing, categorizing and classifying, identifying cause and effect, problem solving, persuading, empathizing, synthesizing, interpreting, evaluating, communicating, applying) • Blackline masters 	6-12

Technology at River Dell Regional, River Edge Elementary, and Oradell Elementary Schools: Resources and Innovations

TECHNOLOGY	DETAIL	GRADE LEVEL
Software Programs Already in Use		
IGPro	grade book program	7-12
Online textbooks	language arts (Holt)	7-12
Active Boards	interactive learning	
Promethean		7-12
Smartboard		K-6
Microsoft Office	Word, PowerPoint, Excel	K-12
eBoard	homework on school site	K-12
Inspiration/Kidspiration	graphic organizers	K-12
Timeliner	Create, organize timelines	2-6
Internet Resources		
www.unitedstreaming.com	video clips/photos/lessons*	K-12
http://clusty.com	Search engine that clusters subjects	6-12
http://owl.english.purdue.edu	Purdue University online writing lab (grammar, writing process, MLA)	7-12, teacher
www.google.com/unclesam	Only searches official government websites	4-12
http://www.riverdell.k12.nj.us/rdms/	Middle School Site, with research links under "Resources"	7-12
http://www.riveredgeschools.org/Sites/teachersites.html	Curriculum tools for Cherry Hill & Roosevelt Schools	K-6
http://www.oradell.k12.nj.us/K6links/k6links.htm	Curriculum tools arranged by elementary grade level	K-6
http://www.ncte.org/	National Council of Teachers of English	
http://www.ncte.org/collections	Teaching resource collections	K-12
http://www.reading.org/	International Reading Association	

*Paid Subscription

<u>Research Databases Available</u>		
<p>http://search.epnet.com</p> <p>(see school media specialist for access code)</p>	EbscoHost databases (student & teacher) includes:	K-12
	ERIC (journal articles)	
	Student Research Center (periodicals, newspaper, TV and radio, primary sources, biographies, state and province reports) can select type of source and key to reading level	9-12, teacher
	Novelist K-8* (to find books to read, reviews, booktalks, popularity, read-alikes, reading level, links to author websites)	K-8, teacher
	Novelist (see above)	9-adult
	Teacher Database (various info for teachers)	teacher
	Kids Search	K-6
	Student Database	4-12
	Online encyclopedia*	
<p>www.bccls.org</p>	General Library Information, (access to all Bergen County Libraries)	K-12
	GO TO - Magazines, News, and More to access Facts on File, EBSCO, Infotrac, Proquest; Proquest takes you to Historical Newspapers (NY Times back to 1888)	K-12
<p>www.easybib.com</p>	Generates APA/MLA citations	4-12
<p>http://citationmachine.net</p>	Generates APA/MLA citations and gives in-text citations	6-12

*Paid Subscription

<u>Blogs and “Wikis”</u>		
www.wikipedia.org	Free online encyclopedia	7-12
	(ALSO functions as an interactive online collaboration tool to create projects online with other students and teachers)	7-12
<u>Podcasting</u>		
	New Technology (able to download audio from the computer)	7-12
<u>Moodle</u>		
	Online place for teachers and students to share ideas, submit papers, etc.	6-12 (need for computers at home)
NOTES		

*Paid Subscription

HOME/SCHOOL CONNECTION

To promote reading in the home, teachers will encourage parents to:

- visit the library and bookstores with their child
- establish a home library featuring a wide variety of genre
- create a special time to read as a family
- celebrate special occasions by giving a gift of literature
- empower their child to make personal literary selections
- read aloud to their child *at any age*
- read school and classroom communications to stay informed about their child's reading program
- attend school-sponsored literacy activities and workshops
- communicate regularly with their child's teachers for ideas, resources, and suggestions
- read the book before viewing the movie!

To promote writing in the home, teachers will encourage parents to:

- have their children write personal thank you notes after receiving gifts
- purchase and pack a special journal when planning for vacations
- encourage their child to keep a journal or diary
- while writing out holiday cards, to-do, or grocery lists, parents can have their child write a list of his/her own
- keep a family suggestion box where parents and children can communicate through writing
- create a writing area/box with writing/coloring utensils, different sized/colored paper, stickers, and stamps, etc.

To promote listening and speaking in the home, teachers will encourage parents to:

stimulate discussions about books, movies, plays, etc.

engage in dinner conversations

model authentic literacy activities

encourage eye contact and appropriate gestures when speaking

share family stories between generations

include their child in family decision-making processes.

Resources For Parents

Books

Raising Lifelong Learners: A Parent's Guide, by Lucy Calkins

This books shows how to create a literate environment that will support children's skills as emerging readers, writers, mathematicians, scientists, and historians.

The Read-Aloud Handbook, by Jim Trelease

This guide contains an up-to-date treasury of more than 1,200 children's books, from picture books to novels that are great for reading aloud.

Web Sites

Amazon

<http://www.amazon.com>

American Library Association

<http://www.ala.org/qwstemplate.cfm?section=greatwebsites&templates=/cfapps/qws/default.cfm>

or <http://www.ala.org>

CELA – Literacy Corner

<http://cela.albany.edu/literacycorner/hschool/default.html>

Barnes and Noble

<http://barnesandnoble.com>

Booklist

<http://www.ala.org/booklist/>

Caldecott Medal Winners

<http://ala.org/alsc/caldecott.html>

Newbery Medal Winners

<http://ala.org/alsc/newbery.html>

NY Public Library “On Lion” for Kids

<http://www.nypl.org/branch/kids/onlion.htm>

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Author Studies

Grades K-6

KINDERGARTEN AUTHOR STUDIES

River Edge

Required Authors:

Eric Carle
Nancy Carlson
Lois Ehlert
Denise Fleming
Pat Hutchins
Robert Kraus
Bruce McMillan
Joseph Slate
Rosemary Wells

Supplemental Author Studies:

Stan and Jan Berenstain
Don Freeman
Bill Martin, Jr.
Jean Marzollo
David McPhail
Dr. Seuss

Required Genre:

Nursery Rhymes

Required Books:

Madeline
Make Way for Ducklings

Suggested Chapter Book:

Junie B. Jones is a Graduation Girl

Library Required:

Caps for Sale

KINDERGARTEN AUTHOR STUDIES

Oradell

Required Authors:

Ludwig Bemeimans
Eric Carle*
Lois Ehlert*
Kevin Henkes
Ezra Jack Keats
Dr. Seuss

Supplemental Author Studies:

Nancy Carlson
Denise Fleming
Don Freeman*\
Pat Hutchins
Bill Martin, Jr.
Joseph Slate

Required Genre:

Nursery Rhymes

Required Books:

Madeline
Make Way for Ducklings

Suggested Chapter Book:

Junie B. Jones is a Graduation Girl

FIRST GRADE AUTHOR STUDIES

River Edge

Required Authors:

Tomie De Paola*
Ezra Jack Keats
Jan Brett*
Eloise Greenfield
Frank Asch*
Judith Viorst
Audrey Wood*
Donald Crews*
Kevin Henkes
Jack Prelutsky*

Supplemental Author Studies

Dr. Seuss*
Norman Bridwell
Syd Hoff*
Lillian & Arnold Hoban
Don Freeman*
Marc Brown*
Margaret Wise Brown
Bill Martin, Jr.*
Mercer Mayer*
Jonathon London*
Shel Silverstein
Laura Numeroff
Maurice Sendak*
H.A. Rey

FIRST GRADE AUTHOR STUDIES

Oradell

Required Genres

Fairy Tales
Folk Tales
Non-Fiction
Fiction
Poetry

Required Books: *Scholastic Literacy –
Anthology/Guided Reading
Books/Choose from Authors/Titles*

Authors/Titles

Sydd Hoft

Danny and the Dinosaur
Danny and the Dinosaur Goes to
Camp
Happy Birthday Danny and the
Dinosaur

Jean Marzollo

I Am a Caterpillar
1492

Marc Brown

Arthur's Class Trip
Arthur's Halloween
Arthur's Tooth
Arthur's Glasses

Jan Brett

The Mitten
The Hat
Gingerbread Baby
The Little Red Hen

Mike Thaler

Three Billy Goats Gruff
Cinderquaker
Black Lagoon Series
Little Dinosaur

Bernard Most

How Big Were the Dinosaurs
If the Dinosaurs Came Back

Whatever Happened to the Dinosaur

Dr. Seuss

Lorax
Cat in the Hat
There's a Wocket in My Pocket

Mercer Mayer

Little Critter
Just Me and ...Series

Jack Prelutsky

It's Thanksgiving
Valentine's Day
New Kid's on the Block – Poems

Aliki

Digging for Dinosaurs
Five Senses

Arnold Lobel (It is in 2nd grade now –
keep for 1st)

The Garden (Frog and Toad)
Owl At Home
On Market Street

Pat Hutchins

The Doorbell Rang
The Wind Blew
Rosie's Walk

Novel Suggestions:

Danny and the Dinosaur
Magic Tree House – Dinosaurs Before
Dark
Fluffy
First Grade Text & Test
Aldo Applesauce

Supplemental Suggestions:

Mr. Putter and Tabby Series (Catch
the Cold)
Good Night, Good Knight (sugg. Mrs.
Aroidi)
Dolores and Big Fire (Andrew
Clements) – sugg. Mrs. Aroidi

SECOND GRADE AUTHOR STUDIES

River Edge

Required Authors:

At least one book from:

George and Martha Series
Miss Nelson is Missing Series
Frog and Toad Series
Henry and Mudge Series
Mr. Putter and Tabby Series
Nate the Great Series
Freckle Juice

Supplemental Author Studies:

Pinky and Rex Series
Russell Sprout Series
Horrible Harry Series
Flat Stanley
Polk Street Series
Magic Tree House Series
Freckle Juice
Tar Beach
A Chair for My Mother

Required Genre

Folk Tales/Fables

Why Mosquitoes Buzz in People's Ears
Anansi and the Spider
How Chipmunk Got Its Stripes

SECOND GRADE AUTHOR STUDIES

Oradell

Arthur Makes the Team: Chapter Book #3 *by Marc Brown*

Young Cam Jansen and the Zoo Note Mystery *by David A. Adler*

The Treasure Hunt
by Bill Cosby

26 Fairmount Avenue
by Tomie dePaola

Keep The Lights Burning, Abbie
by Peter and Connie Roop

Flat Stanley
by Jeff Brown

Junie B. Jones First Grader Boo and I MEAN it!
by Barbara Park

Magic Tree House: Buffalo Before Breakfast *by Mary Pope Osborne*

Henry and Mudge the First Book
by Cynthia Rylant

Frog and Toad are Friends
by Arnold Lobel

THIRD GRADE AUTHOR STUDIES

River Edge

Required Genre:

Tall Tales

Required Books:

Ramona Quimby, Age 8

Key to the Treasure

Class Clown

Helen Keller and/or Teammates

(Jackie Robinson)

The Hundred Dresses

Chocolate Touch and/or Chocolate Fever

Supplemental:

Muggie Maggie

Sarah, Plain and Tall

Cam Jansen and the Babe Ruth Baseball

Centerfield Ballhawk

Little House in the Big Woods

Little House on the Prairie

Charlotte's Web

Something Queer at the Haunted School

Catwings series

Pa Lia's First Day

The Keeping Quilt

The Stories Julian Tells

Stone Fox

Clues in the Woods

Frankenstein Moved in on the Fourth Floor

The Boxcar Children series

Read Alouds

Charlie and the Chocolate Factory

How Georgie Radbourn Saved Baseball

Baseball Saved Us

Wind in the Willows

Gooseberry Park

The Year of the Boar and Jackie Robinson

James and the Giant Peach

THIRD GRADE AUTHOR STUDIES

Oradell

Core Novels

Muggie Maggie

Helen Keller

Stone Fox

The Mouse and the Motorcycle

Supplemental

Because of Winn-Dixie

Mrs. Piggle –Wiggle

The Monster's Ring

Class Clown

Chocolate Touch

The Year of the Boar and Jackie Robinson

Fantastic Mr. Fox

The Gold Cadillac

Jennifer Murdley's Toad

The 100 Dresses

Chalk Box Kid

Aliens For Breakfast

The Witches

Pigs Might Fly

The Tale of Desperaux

Molly's Pilgram

How to Eat Fried Worms

Freckle Juice

The Flunking of Joshua T. Bates

All Ramona and Henry books

FOURTH GRADE AUTHOR STUDIES

River Edge

Required Authors:

Toliver's Secret

by Esther Wood Brady

Mouse and the Motorcycle

by Beverly Cleary

Choose One

Owls in the Family

By Farley Mowat

Trumpet of the Swans

by E.B. White

Wish Giver

by Bill Brittan

Search For Delicious

by Natalie Babbitt

Boy In The Red Jacket

by Barbara Park

Supplemental Author Studies:

Phoebe The Spy

by Judith Berry Griffin

Super Fudge

by Judy Blume

Skinnybones

by Barbara Park

The Kid Who Ran For President

by Dan Gutman

The Kid Who Became President

by Dan Gutman

Caddie Woodlawn

by Caddie Woodlawn

Tales of a Fourth Grade Nothing

by Judy Blume

Read Aloud

Sign of the Beaver-Elizabeth

by George Speare

Winn-Dixie-Kate

by DiCamillo

Jackie and Me

by Dan Gutman

Wanderer

by Sharon Creech

Frindle

by Andrew Clements

FOURTH GRADE AUTHOR STUDIES

Oradell

Core Novels:

The Sign of the Beaver
Kneeknock Rise
Sarah, Plain and Tall
Tales of a Fourth Grade Nothing

Supplemental Novels:

There's a Boy in the Girl's Bathroom
Frindle
Shiloh
Superfudge
Esperanza Rising
Maniac Magee
Where the Waves Break
Skylark

FIFTH GRADE AUTHOR STUDIES

River Edge

Required Authors

Island of the Blue Dolphins

The Fighting Ground

Number the Stars

Bud, Not Buddy *or* In the Year of the Boar and Jackie Robinson

Supplemental Author Studies:

Bridge to Terabithia

The Witch of Blackbird Pond

Walk Two Moons

Maniac Magee

The Whipping Boy

From the Mixed-Up Files of Mrs. Basil E. Frankweiler

Justin and the Best Biscuits in the World (lower reading level)

Children of the Wild West (non-fiction)

Read Alouds

The Cay

My Name is Not Angelica

The Book of Three

The Thief Lord

Chasing Vermeer

A Long Way from Chicago

A Year Down Yonder

Hoot

FIFTH GRADE AUTHOR STUDIES

Oradell

Core Novels

The Great Brain

The Great Brain Reforms

Charlie and the Chocolate Factory

American Tall Tales

Children of the Wild West

Supplemental Novels:

Charlie and the Great Glass Elevator

The Fighting Ground

The Barn

Bridge to Terabithia

The Pushcart War

Summer of the Swans

Island of the Blue Dolphins

From the Mixed-up Files of Mrs. Basil E. Frankweiler

SIXTH GRADE AUTHOR STUDIES

River Edge

Required Authors:

Holocaust (choose one)

*Devil's Arithmetic

Freidrich

The Upstairs Room

Twenty and Ten

Diary of Anne Frank

Twentieth Century Historical Fiction (choose one)

The Watsons Go to Birmingham

Park's Quest

A Year Down Yonder

A Long Way from Chicago

Social Relationships/Multicultural (choose one)

Star Girl

The Great Gilly Hopkins

Ghost Boy

Crash

Thief of Hearts

Hope Was Here

Fantasy and Science Fiction (choose one)

Tuck Everlasting

Among the Hidden

The Power of Un

Turnabout

Supplemental Author Studies:

Survival

The True Confession of Charlotte Doyle

Hatchet

Mystery

House with the Clock in the Walls

The Westing Game

SIXTH GRADE AUTHOR STUDIES

Oradell

Core Novels

Crash

by Jerry Spinelli

Hatchet

by Gary Paulsen

Lincoln: A Photobiography

by Russell Freedman

Tuck Everlasting

by Natalie Babbitt

Upstairs Room

by Johanna Reiss

Supplemental Novels

The Outsiders

by S.E. Hinton

The Phantom Tollbooth

by Norton Juster

The River

by Gary Paulsen

The Westing Game

by Ellen Raskin

VISTAS: Anthology

Writing Rubrics
and
Writer's Checklists

Grades K-6



ORADELL PUBLIC SCHOOL

Kindergarten Writing Rubric



	1 <i>ANTICIPATING</i>	2 BEGINNING	3 DEVELOPING	4 SECURE
CONTENT & ORGANIZATION	<ul style="list-style-type: none"> ▪ Minimal use of symbols or pictures ▪ Unable to read own writing ▪ No letters/symbols accompany picture 	<ul style="list-style-type: none"> ▪ May use some symbols/pictures ▪ Can read back some of their own writing ▪ Letters/symbols may accompany picture 	<ul style="list-style-type: none"> ▪ Labels pictures ▪ Can read back most of their writing ▪ Some words relate to topic 	<ul style="list-style-type: none"> ▪ Writes complete thoughts ▪ Can read back own writing with 1:1 correspondence ▪ Words directly relate to picture
SENTENCE STRUCTURE/USAGE	<ul style="list-style-type: none"> ▪ Random placement of pre-phonetic symbols 	<ul style="list-style-type: none"> ▪ Combination of symbols and letter patterns 	<ul style="list-style-type: none"> ▪ Displays some letter/sound correspondence 	<ul style="list-style-type: none"> ▪ Writes short sentences ▪ May write words with standard spelling
MECHANICS	<ul style="list-style-type: none"> ▪ Unable to form letters ▪ No spacing ▪ No use of punctuation ▪ Improper pencil grip 	<ul style="list-style-type: none"> ▪ May form some letters correctly ▪ Some use of upper and lower-case letters ▪ Some spacing apparent ▪ Attempts proper pencil grip 	<ul style="list-style-type: none"> ▪ Generally forms letters correctly ▪ Generally uses upper and lower-case letters ▪ Spacing between letter/symbol combinations ▪ Acceptable pencil grip 	<ul style="list-style-type: none"> ▪ Forms letters correctly ▪ Correct use of upper and lower-case letters ▪ Proper spacing between words ▪ Proper pencil grip
EDITING	<ul style="list-style-type: none"> ▪ Does not write name on paper ▪ No drawing(s) 	<ul style="list-style-type: none"> ▪ Attempts to label paper with name ▪ Attempts drawing 	<ul style="list-style-type: none"> ▪ Name may be misspelled or misplaced ▪ Some drawing(s) 	<ul style="list-style-type: none"> ▪ Correctly writes name on paper ▪ Complete drawing

- **Content and Organization:** This area concentrates on how well the student communicates written ideas.
- **Sentence Structure/Usage:** This area focuses on the application of letter/sound correspondence leading to standard spelling.
- **Mechanics:** This area focuses on correct formation of letters, use of upper and lower case letters, spacing between words, and proper pencil grip.
- **Editing:** This area focuses on the completeness of a writing piece, including correct name on paper and a complete drawing.



ORADELL PUBLIC SCHOOL

1st Grade Rubric



	1 <i>ANTICIPATING</i>	2 BEGINNING	3 DEVELOPING	4 SECURE
CONTENT & ORGANIZATION	<ul style="list-style-type: none"> Minimal response to topic No supporting details Lack of opening (sentence starter) and/or closing 	<ul style="list-style-type: none"> Partially stays on topic Attempts to use supporting details May include opening (sentence starter)/closing 	<ul style="list-style-type: none"> Generally stays on topic Includes some supporting details Generally has opening and/or closing 	<ul style="list-style-type: none"> Stays on topic Includes many supporting details Includes an introductory sentence Includes an appropriate ending
SENTENCE STRUCTURE/USAGE	<ul style="list-style-type: none"> Uses pictures and print to convey meaning Letters or words loosely related 	<ul style="list-style-type: none"> Attempts sentence formation Sentences are beginning to make sense 	<ul style="list-style-type: none"> Can write a complete sentence Most sentence(s) make sense 	<ul style="list-style-type: none"> Writes multiple sentences Sentences are related and make sense
MECHANICS	<ul style="list-style-type: none"> No spacing Unable to form letters Lacks punctuation May lack letter-sound correspondence 	<ul style="list-style-type: none"> Spaces between words May form some letters correctly Some use of upper and lower case letters May use ending punctuation Displays some letter-sound correspondence 	<ul style="list-style-type: none"> Uses some standard spelling Generally uses punctuation at the end of the sentence Generally uses capitals at the beginning of a sentence and for some names 	<ul style="list-style-type: none"> Consistently uses standard spelling Uses end punctuation in sentences Begins sentences with a capital and capitalizes some names
EDITING	<ul style="list-style-type: none"> Checks that picture connects to writing 	<ul style="list-style-type: none"> Checks punctuation at the end of writing Checks capitals at the beginning of writing 	<ul style="list-style-type: none"> Generally edits for end punctuation other than periods May edit for missing words Generally edits for capitals at the beginning of sentence and in some names 	<ul style="list-style-type: none"> Consistently edits end punctuation and some names Begins to edit for meaning



ORADELL PUBLIC SCHOOL
2nd Grade Rubric



	1 <i>ANTICIPATING</i>	2 BEGINNING	3 DEVELOPING	4 SECURE
CONTENT & ORGANIZATION	<ul style="list-style-type: none"> ▪ Minimal response to topic ▪ Lacks details ▪ No descriptive words 	<ul style="list-style-type: none"> ▪ Partially stays on topic ▪ Few descriptive words/details ▪ No logical sequence 	<ul style="list-style-type: none"> ▪ Generally stays on topic ▪ Includes some supporting details ▪ Some use of descriptive words ▪ Some sequential order 	<ul style="list-style-type: none"> ▪ Stays on topic ▪ Uses logical, supporting details ▪ Uses descriptive words ▪ Writing reflects logical sequence
SENTENCE STRUCTURE, GRAMMAR/USAGE	<ul style="list-style-type: none"> ▪ Few/no complete sentences ▪ Some sentences make sense ▪ Incorrect use of verbs/nouns 	<ul style="list-style-type: none"> ▪ Writes some complete sentences ▪ Begins to correctly use nouns/verbs 	<ul style="list-style-type: none"> ▪ Writes in complete sentences ▪ Most sentences make sense ▪ Most nouns and verbs are used correctly 	<ul style="list-style-type: none"> ▪ Consistently writes in complete sentences ▪ All sentences are related and make sense ▪ All nouns and verbs are used correctly
MECHANICS	<ul style="list-style-type: none"> ▪ Spelling does not demonstrate letter-sound correspondence ▪ Minimal/no punctuation 	<ul style="list-style-type: none"> ▪ Reflects some letter-sound correspondence when spelling ▪ May use capital letters correctly ▪ May use correct punctuation 	<ul style="list-style-type: none"> ▪ Spelling reflects consistent letter-sound correspondence/standard spelling ▪ Generally uses punctuation correctly ▪ Generally uses capital letters 	<ul style="list-style-type: none"> ▪ Demonstrates knowledge of standard spelling ▪ Consistently uses correct punctuation ▪ Consistently uses correct capitalization
EDITING	<ul style="list-style-type: none"> ▪ May identify areas in need of correction ▪ Does not refer to writer's checklist when editing 	<ul style="list-style-type: none"> ▪ Difficulty identifying areas in need of correction ▪ Attempts to use writer's checklist when editing 	<ul style="list-style-type: none"> ▪ Generally can self-correct for content and punctuation ▪ Refers to writer's checklist when editing 	<ul style="list-style-type: none"> ▪ Consistently self-corrects for content, punctuation, and spelling ▪ Appropriately uses writer's checklist when editing



ORADELL PUBLIC SCHOOL
3rd and 4th Grade Writing Rubric



	1	2	3	4
	NOVICE	APPRENTICE	PRACTITIONER	EXPERT
CONTENT & ORGANIZATION	<ul style="list-style-type: none"> ▪ Focus and ideas are unclear ▪ Writing lacks opening, closing and logical sequence ▪ Details and transitions are minimal or lacking 	<ul style="list-style-type: none"> ▪ Focus and ideas are somewhat clear ▪ May include opening and/or closing ▪ Attempts to use sequence, details, and logical transitions 	<ul style="list-style-type: none"> ▪ Focus is clear and distinct ▪ Evidence of opening and closing ▪ Ideas are communicated through logical sequence, details, descriptive words and transitions 	<ul style="list-style-type: none"> ▪ Focus is clear and distinct ▪ Includes sound opening and closing ▪ Ideas are creative and original, reflecting logical sequence ▪ Writing reflects creative expression, exact details, and smooth transitions
SENTENCE CONSTRUCTION	<ul style="list-style-type: none"> ▪ Sentences are often incomplete or confusing ▪ Writing lacks structure and detail ▪ Word choice is limited, simplistic and unvaried 	<ul style="list-style-type: none"> ▪ Sentences are simply constructed ▪ Writer attempts to use detail and vary word choice 	<ul style="list-style-type: none"> ▪ Sentences are complete and detailed ▪ Word choice is fairly varied and descriptive 	<ul style="list-style-type: none"> ▪ Sentences are varied and well-developed ▪ Sentences reflect many relevant details and rich word choice
GRAMMAR & USAGE	<ul style="list-style-type: none"> ▪ Sentences reflect limited or no subject-verb agreement and verb tense, thus confusing the meaning 	<ul style="list-style-type: none"> ▪ Sentences reflect inconsistent subject-verb agreement and verb tense and often require clarification 	<ul style="list-style-type: none"> ▪ Sentences generally reflect subject-verb agreement and verb tense ▪ Writer frequently uses other parts of speech 	<ul style="list-style-type: none"> ▪ Sentences reflect subject-verb agreement, complex structure, and proper verb tense ▪ Writer uses varied parts of speech
MECHANICS	<ul style="list-style-type: none"> ▪ Capitalization and punctuation are used minimally if at all Spelling reflects minimal application of phonemic awareness 	<ul style="list-style-type: none"> ▪ Capitalization and punctuation are applied intermittently ▪ Spelling reflects some application of phonemic awareness and phonetic principles, and standard spelling 	<ul style="list-style-type: none"> ▪ Capitalization and punctuation are generally correct ▪ Spelling reflects regular application of phonetic and standard spelling 	<ul style="list-style-type: none"> ▪ Capitalization and punctuation are consistently correct ▪ Punctuation reflects varied use ▪ Strong command of phonetic and standard spelling
UNDERSTANDING THE GRADE 3, 4 WRITING RUBRIC	<p>*Content and Organization Voice, Focus, Opening and Closing, Sequence of Ideas, Supporting Details, Creative Expression</p>	<p>*Sentence Construction Complete sentences, Varied Sentence Structure, Word Choice, Descriptive/Detailed Writing</p>	<p>*Grammar and Usage Subject-Verb Agreement, Verb Tense, Clarity of Meaning, Varied Parts of Speech</p>	<p>*Writing Mechanics Capitalization, Punctuation, Spelling</p>



ORADELL PUBLIC SCHOOL
5th and 6th Grade Writing Rubric



	1 <i>NOVICE</i>	2 APPRENTICE	3 PRACTITIONER	4 EXPERT
CONTENT & ORGANIZATION	<ul style="list-style-type: none"> ▪ Minimal to no criteria fulfilled ▪ Uncertain focus ▪ No apparent purpose ▪ Lacks continuity and coherence ▪ No compositional risks ▪ Lacks two components of the organizational structure ▪ No lead included ▪ Minimal to no supporting details, facts, examples, statistics, etc. ▪ Rarely varies or includes transitional words 	<ul style="list-style-type: none"> ▪ Some criteria fulfilled ▪ Attempts to focus ▪ Purpose is ambiguous ▪ Minimal continuity and coherence ▪ No compositional risks ▪ Lacks one component of the organizational structure ▪ May include a lead ▪ Includes few supporting details, facts, examples, statistics, etc. ▪ Uses transitional words 	<ul style="list-style-type: none"> ▪ Meets criteria as presented ▪ Single focus ▪ Apparent purpose ▪ Strong sense of unity and coherence ▪ Attempts compositional risks ▪ Introduction, body and conclusion ▪ Includes a lead ▪ Includes a variety of supporting details, facts, examples, statistics, etc. ▪ Uses effective transitional words 	<ul style="list-style-type: none"> ▪ Meets and/or exceeds criteria as presented ▪ Single, distinct focus ▪ Clear purpose ▪ Unified and coherent ▪ Successful compositional risks ▪ Introduction, body, and conclusion ▪ Includes a strong lead (e.g. quote, question, exclamatory remark) ▪ Includes numerous supporting details, facts, examples, statistics, etc., creating a credible writing piece ▪ Effective and varied use of transitional words (e.g. in addition to; therefore; in conclusion; meanwhile, etc.)
USAGE	<ul style="list-style-type: none"> ▪ Numerous errors that may detract from meaning ▪ Basic and redundant usage of verbs, adjectives, and adverbs 	<ul style="list-style-type: none"> ▪ Patterns of errors evident ▪ Some variety of verbs, adjectives, and adverbs utilized 	<ul style="list-style-type: none"> ▪ Few errors that do not interfere with meaning ▪ Varied verbs, adjectives, and adverbs to enhance writing piece 	<ul style="list-style-type: none"> ▪ No errors ▪ Provides illustration through use of varied, sophisticated, and colorful verbs, adjectives, and adverbs
SENTENCE CONSTRUCTION	<ul style="list-style-type: none"> ▪ Excessive monotony ▪ Numerous incorrect and fragmented sentences 	<ul style="list-style-type: none"> ▪ Minimal variety in syntax ▪ Pattern of errors evident 	<ul style="list-style-type: none"> ▪ Variety in syntax appropriate and effective ▪ Few errors 	<ul style="list-style-type: none"> ▪ Sophistication and precision in syntax ▪ No errors
MECHANICS	<ul style="list-style-type: none"> ▪ Many errors that may detract from meaning 	<ul style="list-style-type: none"> ▪ Several errors 	<ul style="list-style-type: none"> ▪ Few errors 	<ul style="list-style-type: none"> ▪ No errors

Oradell Public School
Writer's Checklist

Kindergarten

Name

1. I wrote my name on the paper.



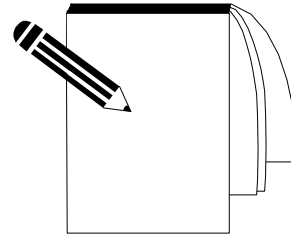
2. I drew my picture.



3. I wrote about my picture.



Oradell Public School
Writer's Checklist
Grade 1



- - - - -

B

I use capital letters for:

I

1st letter of a sentence - **M**y cat is tan.
Names - **D**an, **P**at

. ? !

I can punctuate the end of my sentences.



I can read my sentences.



My writing makes sense.



I can write neatly.

Adopted 2004

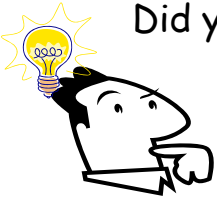


Grade 2

Oradell Public School Writer's Checklist



Did you remember to:



Keep the main idea or topic in mind?

Support ideas with details and "expensive" words?

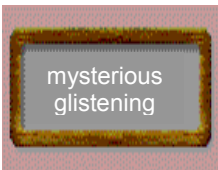


State your ideas with a beginning, middle, and end?

Write complete sentences?

Check your spelling using:

- Words I Use When I Write?
- dictionary?
- word Wall?
- nametag?
- a buddy?



Capitalize the word I, the first letter of a sentence, and proper nouns?



Use punctuation . , ? ! correctly?

Write neatly?



Adopted 2004



Oradell Public School Writer's Checklist



Grade 3

Did you remember to:

Keep the central idea or topic in mind?

Keep the audience in mind?

Support all ideas with details, explanations, and examples?

State your ideas in a clear sequence?

Include an opening and closing?

Use a variety of words and vary your sentence structure?

State your opinion or conclusion clearly?

Capitalize, spell and use punctuation correctly?

Write neatly?

Adopted 2004



Oradell Public School Writer's Checklist



Grade 4

Did you remember to:

Keep the central idea or topic in mind?

Keep the audience in mind?

Support all ideas with details, explanations, and examples?

State your ideas in a clear sequence?

Include an opening and closing?

Use a variety of words and vary your sentence structure?

State your opinion or conclusion clearly?

Capitalize, spell and use punctuation correctly?

Write neatly?

Adopted 2004



Oradell Public School Writer's Checklist



Grade 5

Remember

to:

- _____ Include an introduction that "grabs" the reader's attention.
- _____ Consider the audience for whom you are writing.
- _____ Write with a purpose (to entertain, inform, persuade, etc.).
- _____ Use a variety of words and expressions to make your writing interesting.
- _____ Keep the main idea or topic in mind.
- _____ Use appropriate transitional words to state your ideas in a clear sequence (i.e. first, next, then, finally etc.).
- _____ Support all ideas and opinions with details, explanations, and examples.
- _____ Use proper paragraph structure (according to reference handbook guidelines).
- _____ Include an effective conclusion that summarizes your purpose.
- _____ Use appropriate reference materials to proofread and edit for capitalization, punctuation, spelling, and word choice (i.e. writing reference handbook, thesaurus, dictionary).
- _____ Write your final draft in blue or black ink or word process according to class formatting guidelines.



Oradell Public School Writer's Checklist



Grade 6

Remember

- o:
- _____ Include an introduction that "grabs" the reader's attention.
 - _____ Consider the audience for whom you are writing.
 - _____ Write with a purpose (to entertain, inform, persuade, etc.).
 - _____ Use a variety of words and expressions to make your writing interesting.
 - _____ Keep the central idea or topic in mind.
 - _____ Use appropriate transitional words to state your ideas in a clear sequence.
 - _____ Support all ideas and opinions with details, explanations, and examples.
 - _____ Use proper paragraph structure (according to the guidelines in your writing reference handbook).
 - _____ Include an effective conclusion that summarizes your purpose.
 - _____ Use appropriate reference materials to proofread and edit for capitalization, punctuation, spelling, and word choice. (i.e. writing reference handbook, thesaurus, dictionary).
 - _____ Write your final draft in blue or black ink or word process according to class formatting guidelines.

Adopted 2004



River Edge Public School

Kindergarten Writing Rubric

ORGANIZATION	VOICE	SENTENCE FLUENCY
5- It is well organized and ready to write. a) Opens Journals to correct page and prints name. b) Has writing supplies ready c) Begins and finishes in a timely manner.	5 - Writes with confidence and security. a) It is creative and uses prior knowledge b) Starting to show feeling in work.	5 - Text is readable. a) Can write a complete sentence b) Sentence is interesting.
3 - Needs prompting to begin and finish in a timely manner	3 - Writes cautiously and needs support. a) Is creative and uses prior knowledge with teacher support. b) Expressive language is weak.	3 - Text is not easy to read. a) Sentences are not complete b) Sentence is confusing.
1 - Needs specific sequential direction to complete task.	1 - Not comfortable with sharing feelings. a) Rarely produces original work. b) Not yet ready to express voice.	1 - Text missing or unable to be read. a) Letters and/or words only. b) Sentence is non-existent.
IDEAS AND CONTENT	WORD CHOICE	CONVENTIONS
5 - Sentence is focused, clear and specific. a) Detailed picture matches words. b) Works independently.	5 - Chooses their own wording.	5 - Uses developmental spelling freely. a) Use upper and lower case letters appropriately. b) Uses punctuation. c) Spaces words.
3 - Partial sentence elements. a) Pictures match but lack detail. b) Solicits teacher help occasionally.	3 - Copies teacher's sample.	3 - Some developmental spelling with teacher assistance. a) Inconsistent use of upper and lower case letters. b) Rarely spaces words properly
1 - Random or no letters with no clear idea expressed. a) Expresses thought through picture only. b) <u>Needs</u> teacher support.	1 - No words expressed.	1 - No developmental spelling is evident in work. a) Unites inconsistently. Strings letters and/or words. b) No punctuation. c) No spacing.



River Edge Public School

1st Grade Writing Rubric

ORGANIZATION	VOICE	SENTENCE FLUENCY
5- A great beginning. <ul style="list-style-type: none"> ▪ Story in sequence ▪ Stays on topic ▪ Good finale ▪ Adds a lot of detail ▪ Illustration matches sentences. 	5 - <ul style="list-style-type: none"> ▪ The writer wrote it the way he/she liked it ▪ The paper is full of feelings ▪ No one else's sounds the same 	5 - Variety of sentence structure and length. <ul style="list-style-type: none"> ▪ Sentence beginnings vary ▪ Meaningful, repetition ▪ The sentences make sense
3 - The beginning is simple. <ul style="list-style-type: none"> ▪ Some sentences not in order ▪ Comes off topic at times / uninteresting end ▪ Some illustrations match writing 	3 - <ul style="list-style-type: none"> ▪ With emotion when reading ▪ Individuality fades in and out. 	3 - Many sentences begin the same. <ul style="list-style-type: none"> ▪ Some vary in structure ▪ Some unnecessary repetition
1 - <ul style="list-style-type: none"> ▪ No beginning idea ▪ Random fragmented sentences ▪ Ideas scrambled and jumbled ▪ No true end or closure ▪ Illustrations don not match words 	1 - <ul style="list-style-type: none"> ▪ The paper is boring ▪ The reader sounds like a robot 	1 - No variation in sentence structure. <ul style="list-style-type: none"> ▪ Sentences all begin the same ▪ A lot of unnecessary repetition ▪ Run-on sentences
IDEAS AND CONTENT	WORD CHOICE	CONVENTIONS
5 - Writing creates mind picture in reader. <ul style="list-style-type: none"> ▪ Knows a lot about topic ▪ Focused on topic or idea ▪ "Answer" what is story about? 	5 - Creates mind pictures with describing words <ul style="list-style-type: none"> ▪ Uses some structure words in writing (sound, size, mood, movement, where, what, number, when) 	5 - <ul style="list-style-type: none"> ▪ Transfers learned words into writing ▪ Links learned words and uses into writing ▪ Capitals correct ▪ Most punctuation used correctly ▪ Edited
3 - Unclear meaning. <ul style="list-style-type: none"> ▪ Knows some things about topic ▪ Most of the time story is on main idea ▪ Story relays confused meaning 	3 - Correct, but doesn't capture reader. <ul style="list-style-type: none"> ▪ Most of the time reader can figure out what the writer means. 	3 - Spelling is correct on sample words only. <ul style="list-style-type: none"> ▪ Sometimes transfers word study concepts ▪ Sometimes capitals ▪ Some punctuation used correctly ▪ Edited some work
1 - It's hard for my reader to picture my story. <ul style="list-style-type: none"> ▪ Knows nothing about topic ▪ Random ideas and topics ▪ No real story structure. No message / flow 	1 - Uses same words over and over. <ul style="list-style-type: none"> ▪ The words do not create mind pictures. ▪ Reader has no idea what is written. 	1 - Many spelling errors, even simple words. <ul style="list-style-type: none"> ▪ Capitals inside words and all over ▪ Punctuation limited and misused ▪ No sign of editing work



River Edge Public School

2nd Grade Writing Rubric

ORGANIZATION	VOICE	SENTENCE FLUENCY
<p>5 -</p> <ul style="list-style-type: none"> ▪ Has obvious organizational structure. ▪ Has a clear beginning, middle, and end ▪ A natural flow to the story. 	<p>5 -</p> <ul style="list-style-type: none"> ▪ Readers can tell the writer is talking to them. ▪ The writing shows the writer's feelings ▪ The writing sounds like the student. 	<p>5 -</p> <ul style="list-style-type: none"> ▪ Sentence beginnings vary ▪ The sentences flow and make sense. ▪ It is easy to read the paper out loud.
<p>3 -</p> <ul style="list-style-type: none"> ▪ Some organizational structure. ▪ Has a clear beginning, middle, or end. ▪ Some natural flow to the story. 	<p>3 -</p> <ul style="list-style-type: none"> ▪ In some places, the writer is talking to the readers. ▪ Shows some feelings. ▪ Sounds a little like the writer. 	<p>3 -</p> <ul style="list-style-type: none"> ▪ Some of the sentences beginnings vary. ▪ Some of the sentences flow and make sense. ▪ It is a little difficult to read the paper out loud.
<p>1 -</p> <ul style="list-style-type: none"> ▪ No organizational structure. ▪ No beginning, middle or end ▪ No natural flow to the story. 	<p>1 -</p> <ul style="list-style-type: none"> ▪ The writer is talking to the readers. ▪ Does not show feelings. ▪ The writer sounds like a robot. ▪ Does not sound like the student. 	<p>1 -</p> <ul style="list-style-type: none"> ▪ The sentence beginnings do not vary. ▪ None of the sentences flow or make sense. ▪ It is difficult to read the paper out loud.
IDEAS AND CONTENT	WORD CHOICE	CONVENTIONS
<p>5 -</p> <ul style="list-style-type: none"> ▪ Generates their own clear, focused topics and make decisions about which pieces to work on over several days or longer. ▪ Shows, not tells. ▪ Zooms in on a moment. 	<p>5 -</p> <ul style="list-style-type: none"> ▪ Incorporates some literary or writing language that does not sound like speech (for example, slowly I turned). ▪ Uses words from their speaking vocabulary including words they have learned from reading and class discussions. 	<p>5 -</p> <ul style="list-style-type: none"> ▪ Uses capital letters at the beginning of sentences. ▪ Uses periods to end sentences. ▪ Approximate the use of quotation marks. ▪ Uses capital letters and exclamation marks for emphasis. ▪ Uses question marks and contractions. ▪ Uses word wall words and common sight words correctly.

<p>3 -</p> <ul style="list-style-type: none"> ▪ Generate their own topics, but topics may not be clear. ▪ Tells not shows. ▪ Zooms in on some moments, but strays off topic. 	<p>3 -</p> <ul style="list-style-type: none"> ▪ Incorporates some literary or writing language, but that language may not be used appropriately. 	<p>3 -</p> <ul style="list-style-type: none"> ▪ Some capital letters at the beginning of sentences. ▪ Some periods to end sentences ▪ Some use of quotation marks ▪ Some capital letters and exclamation marks for emphasis. ▪ Some question marks and contractions. ▪ Some word wall words and common sight words are not spelled correctly.
<p>1 -</p> <ul style="list-style-type: none"> ▪ Topics are not clear, and student has trouble self generating topics. • Tells not shows. • Strays off topic. 	<p>1 -</p> <ul style="list-style-type: none"> ▪ Does not incorporate literary or writing language. ▪ Does not use speaking vocabulary words nor words the reader has learned from reading and class discussions. ▪ Does not use some dialogue, time cue words and transitional phrases. 	<p>1 -</p> <ul style="list-style-type: none"> ▪ No capital letters at the beginning of sentences. ▪ No periods to end sentences. ▪ No use of quotation marks. ▪ No capital letters and exclamation marks for emphasis. ▪ No question marks and contractions. ▪ Word wall words and common sight words are not spelled correctly.



River Edge Public School

3rd Grade Writing Rubric

ORGANIZATION	VOICE	SENTENCE FLUENCY
<p>5 - Exciting beginning</p> <ul style="list-style-type: none"> ▪ Detailed middle with details in correct order ▪ Strong ending ▪ The student used ordering words "first", etc. 	<p>5 -</p> <ul style="list-style-type: none"> ▪ The feelings are heard when it is read out loud • The story is one of a kind 	<p>5 -</p> <ul style="list-style-type: none"> ▪ It is easy to read my paper out loud. ▪ Sentences begin with different words ▪ There are many kinds of sentences: <ul style="list-style-type: none"> • Short and snappy • Exclamations • Long and detailed
<p>3 - Average beginning.</p> <ul style="list-style-type: none"> ▪ Some creative details; a little interesting to read ▪ Ordinary ending ▪ My sentences are a little mixed up 	<p>3 -</p> <ul style="list-style-type: none"> ▪ The story has some feeling when it is read out loud. ▪ Someone else could have written the same story 	<p>3 -</p> <ul style="list-style-type: none"> ▪ Only some of the sentences were clear when read out loud. ▪ Some sentences begin the same way. ▪ There are a few different kinds of sentences.
<p>1 - No clear beginning</p> <ul style="list-style-type: none"> ▪ Details are confusing and out of order ▪ Story has no clear ending ▪ Many of my sentences are out of order. 	<p>1 -</p> <ul style="list-style-type: none"> ▪ The story has little feeling when it read out loud ▪ Anyone could have written the story 	<p>1 -</p> <ul style="list-style-type: none"> ▪ The sentences are jumbled when read out loud. ▪ Most sentences begin the same way. ▪ Most sentences are the same kind.
IDEAS AND CONTENT	WORD CHOICE	CONVENTIONS
<p>5 -</p> <ul style="list-style-type: none"> ▪ The writer stuck to one main idea ▪ The writer included interesting details, setting and characters ▪ The story has new ideas 	<p>5 -</p> <ul style="list-style-type: none"> ▪ The student used many exciting descriptive, vivid words. ▪ The student has some exciting action verbs. ▪ I used lots of words for "said". 	<p>5 -</p> <ul style="list-style-type: none"> ▪ The student spelled words correctly ▪ The sentences sound correct ▪ The student used capital letters correctly. ▪ The student indented the paragraphs. ▪ The student used punctuation correctly.
<p>3 -</p> <ul style="list-style-type: none"> ▪ The writer wrote about more than one topic ▪ The writer included some details about setting six characters. ▪ Some ideas in the story are new 	<p>3 -</p> <ul style="list-style-type: none"> ▪ The student used some ho-hum words. ▪ The student has few exciting action verbs ▪ The student used "said" a few times. 	<p>3 -</p> <ul style="list-style-type: none"> ▪ The student has some spelling mistakes ▪ Some of the sentences are difficult to understand. ▪ The student only indented once. ▪ The student forgot some punctuation.

<p>1 -</p> <ul style="list-style-type: none">▪ The student wrote about many different topics.▪ The writer included few details about setting and characters.▪ The ideas in my story are not new.	<p>1 -</p> <ul style="list-style-type: none">▪ The student has many ordinary words.▪ The student has no exciting action verbs▪ The student used "said" many times.	<p>1 -</p> <ul style="list-style-type: none">▪ The student has many misspelled words.▪ The sentences are difficult to read out loud.▪ The student forgot to indent.▪ The student has many punctuation mistakes.
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River Edge Public School

4th Grade Writing Rubric

ORGANIZATION	VOICE	SENTENCE FLUENCY
<p>5-</p> <ul style="list-style-type: none"> ▪ Beginning: well developed - grabs reader's attention ▪ Details: All details support the main ideas ▪ Sequence: All the events are in order and are important to the story ▪ Closing: Conclusion is strong - shows how the problem is solved 	<p>5 -</p> <ul style="list-style-type: none"> ▪ The writing is full of feeling and the reader will know how the writer felt. 	<p>5 -</p> <ul style="list-style-type: none"> ▪ All sentences are varied and natural (long and short) ▪ Includes four types of sentences.
<p>3 -</p> <ul style="list-style-type: none"> ▪ Beginning: Has an opening (lead) - does not grab the reader. ▪ Details: Some details support the main idea. ▪ Sequence: Some important events are not included ▪ Closing: Ordinary closing 	<p>3 -</p> <ul style="list-style-type: none"> ▪ Details did more telling than showing. 	<p>3 -</p> <ul style="list-style-type: none"> ▪ Some sentences have the same pattern (sentence structure). ▪ Many sentences begin the same way. ▪ Paper show some interesting sentences.
<p>1 -</p> <ul style="list-style-type: none"> ▪ Beginning: No opening ▪ Details: No details in writing ▪ Sequence: Important events are left out ▪ Closing: No closing 	<p>1 -</p> <ul style="list-style-type: none"> ▪ Writing sounds robotic. 	<p>1 -</p> <ul style="list-style-type: none"> ▪ Incomplete or incorrect sentences (run-on, fragmented).
IDEAS AND CONTENT	WORD CHOICE	CONVENTIONS
<p>5 -</p> <ul style="list-style-type: none"> ▪ All ideas are focused, clear and specific. ▪ Showed what was happening rather than telling ▪ Keeps the reader's attention 	<p>5 -</p> <ul style="list-style-type: none"> ▪ All words are colorful, snappy, vital and fresh. Not overdone or vague. 	<p>5 -</p> <ul style="list-style-type: none"> ▪ No errors in: <ul style="list-style-type: none"> ○ Spelling ○ Punctuation ○ Capitalization ○ Grammar

<p>3 -</p> <ul style="list-style-type: none"> ▪ Some ideas are focused but not clear or specific. ▪ Details are general. 	<p>3 -</p> <ul style="list-style-type: none"> ▪ The words get the message across, but do not capture the reader's attention. 	<p>3 -</p> <ul style="list-style-type: none"> ▪ The student has some spelling mistakes ▪ Some of the sentences are difficult to understand. ▪ The student only indented once. ▪ The student forgot some punctuation.
<p>1 -</p> <ul style="list-style-type: none"> ▪ No specific ideas. Not much known about the topic. ▪ 	<p>1 -</p> <ul style="list-style-type: none"> ▪ All the words and phrases are vague. 	<p>1 -</p> <ul style="list-style-type: none"> ▪ Moderate errors that interfere with meaning. ▪ 3-4 errors in: <ul style="list-style-type: none"> ○ Spelling ○ Punctuation ○ Capitalization ○ Grammar



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5th Grade Writing Rubric

ORGANIZATION	VOICE	SENTENCE FLUENCY
<p>5- Clear and compelling. I have chosen an order that works well and makes the reader want to find out what comes next.</p> <ul style="list-style-type: none"> a) The beginning grabs the reader's attention and gives clues about what is coming. b) Every detail adds a little more to the main idea or story c) The details are in the right place. The conclusion is strong. 	<p>5 - Really individual and powerful. My paper has personality and sounds different from the way anyone else writes.</p> <ul style="list-style-type: none"> a) The writer has put his/her personal stamp on this. It's me! b) The writer wrote with confidence and security. c) The paper is full of feelings, and the reader will know it. d) Nobody else sounds like this. 	<p>5 - Varied and natural. The sentences in my paper are close and delightful to read out loud.</p> <ul style="list-style-type: none"> a) Some are complex. Some are short and snappy. b) It's easy to read the paper out loud. c) Sentence beginnings vary. d) Good sentence sense. The sentences flow. e) All excess baggage has been cut out.
<p>3 - Some really smooth parts, others need work. The order makes sense most of the time.</p> <ul style="list-style-type: none"> a) There is a beginning, but it does not really grab you or give clues about what is coming. b) Some details not needed c) Some of the details should come earlier or later. d) Weak conclusion. 	<p>3 - Individuality fades in and out. What I truly think and feel only shows up sometimes.</p> <ul style="list-style-type: none"> a) Although the reader will understand what the writer means, it won't make them feel like laughing, crying or pounding on the table. b) The student's personality pokes through here and there but gets covered up again. c) The writer did more telling than showing. 	<p>3 - Routine and functional. Some sentences are choppy and awkward, but most are clear.</p> <ul style="list-style-type: none"> a) Some of my sentences are smooth and natural, but others are halting. b) When read, most of the sentences have the same patterns. c) Many sentences begin the same way. d) The paper shows some interesting sentences.
<p>1 - Not shaped yet. The order of my paper is jumbled and confused.</p> <ul style="list-style-type: none"> a) There really is not a beginning or introduction to my paper. It just takes off b) Details are not on topic c) The ideas seem scrambled, jumbled. d) Conclusion! No. <ul style="list-style-type: none"> ▪ Weak conclusion. 	<p>1 -</p> <ul style="list-style-type: none"> ▪ Writing sounds robotic. 	<p>1 - Paper needs work because there isn't enough sentence sense yet.</p> <ul style="list-style-type: none"> a) As the paper is read, the reader has to go back and read over, just to figure out the sentence. b) The sentence patterns are repetitive. c) The reader is having a hard time telling where one sentence stops and another begins. d) The student has to orally explain what the writing means.



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6th Grade Writing Rubric

ORGANIZATION	VOICE	SENTENCE FLUENCY
5- d) Attention-grabbing lead. e) Details clearly support main idea f) Events/ideas are in logical sequence g) Strong conclusion	5 - a) Tone appropriate for audience. b) Personality is unique. c) Strong emotions present.	5 - f) Sentence structure is correct and varies in length and patterns. g) Interesting to listen to because of different sentence rhythms. h) Sentence beginnings are catchy and varied. i) Sentences are direct and to the point.
3 - e) Lead is ordinary - barely catches reader's attention. f) Some details support main idea. g) Some events/ideas are not in a logical sequence. h) Weak conclusion	3 - d) Tone somewhat appropriate but not a perfect match. e) Personality is clear but not constant f) Emotions are present but weak.	3 - e) Proper sentence structure but same length and patterns. f) Same repetitive patterns sound boring. g) Most sentences begin the same way. h) Used more words than are necessary.
1 - a) Lead does not grab reader's attention. b) Mediocre or no conclusion.	1 - a) Tone does not match the audience. b) Personality is missing. c) Emotions unclear or missing.	1 - e) Improper sentence structure. f) Confusing to listen to. g) Difficult to tell where sentences begin and end. h) Can't understand the point of the sentence.
IDEAS AND CONTENT	WORD CHOICE	CONVENTIONS
5 - a) Displays great knowledge about topic. b) Topic expressed in interesting way. c) Remained on task with the topic throughout. d) Reader easily understands the main idea of the story.	5 - a) Vivid words and phrases create a clear image. b) Each word is used correctly and reinforces overall meaning. c) Verbs are correct and energetic. d) Words and phrases are vivid and memorable.	5 - a) Limited number of spelling mistakes b) Correct use of capitalization. c) Paragraphs correctly indented d) Correct punctuation e) Proper grammar/usage.

<p>3 -</p> <ul style="list-style-type: none"> a) Story contains some known and unknown information. b) Details support, in some way, the main idea of the story. c) At times, some ideas are not fully expressed. d) Not fully sure about the main idea of the story. 	<p>3 -</p> <ul style="list-style-type: none"> a) Common words and phrases create an image. b) Some errors, but meaning is still apparent. c) Verbs are correct but drab. d) The writer used common clichés and phrases. 	<p>3 -</p> <ul style="list-style-type: none"> a) Some spelling mistakes b) Inconsistent capitalization. c) Most paragraphs indented d) Some punctuation errors. e) Grammar problems evident.
<p>1 -</p> <ul style="list-style-type: none"> a) Shows little knowledge about the main topic of the story. b) Details expressed are vague and do not relate to topic. c) Main idea not expressed so far in writing. d) Difficult to understand the main idea of the story. 	<p>1 -</p> <ul style="list-style-type: none"> a) Many words and phrases are vague. b) Frequent errors interfere with meaning. c) Some verbs misused. d) The writer used the same words and phrases over and over. 	<p>1 -</p> <ul style="list-style-type: none"> a) Numerous spelling mistakes. b) Numerous incorrect capitalization c) Limited/no paragraphs d) Many punctuation errors. e) Frequent grammatical mistakes.

