

Domain: <i>Strand: Writing</i>		
Cluster: <i>Text Types and Purposes</i>		
Standards: <i>1. Write arguments to support claims with clear reasons and relevant evidence.</i> <i>a. Introduce claim(s) and organize the reasons and evidence clearly.</i> <i>b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</i> <i>c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</i> <i>d. Establish and maintain a formal style.</i> <i>e. Provide a concluding statement or section that follows from the argument presented.</i>		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<p>Why is it important to have strong evidence to make a good argument?</p> <p>Why are the words we use in an argument important?</p>	<p>Stronger arguments persuade others into action.</p> <p>Words have connotative and denotative meanings.</p>	<p>To assist in meeting this standard, students may:</p> <ul style="list-style-type: none"> • Create an advertisement. • Create a script for a commercial using persuasive techniques learned. • Read a few advertisements and locate/highlight persuasive techniques.
Content Statements		
<p>Students will learn how to:</p> <ul style="list-style-type: none"> • Make stronger arguments to persuade others into action. • Differentiate between connotative and denotative meanings. 		
Assessments		Teacher Resources

To show evidence of meeting this standard, students may:

- Write a collaborative essay that supports/opposes a topic of civic nature.
- Identify the persuasive strategies in an advertisement.

Equipment Needed

Laptop, overhead projector, advertisements, newspapers

Domain: <i>Strand: Writing</i>		
Cluster: <i>Text Types and Purposes</i>		
<p>Standards: 2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from the information or explanation presented.</p>		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<p>Why is it important to have relevant information when creating informational/explanatory texts?</p> <p>Why is precise language necessary in helping to establish and maintain a formal style?</p>	<p>Differentiating between relevant and irrelevant information enables writers to fully develop/examine a topic.</p> <p>Examining formal and informal styles allows a writer to target a specific audience effectively.</p> <p><i>Words have connotative and denotative meanings.</i></p>	<p>To assist in meeting this standard, students may:</p> <ul style="list-style-type: none"> • Create a variety of graphic organizers/ outlines to support topic. • Compare/contrast an issue (environmental or health) distinguish relevant information from speculative information. • Create a “how-to” project using transitional words in sequential progression.
Content Statements		
<p>Students will learn how to make distinctions between:</p>		

<ul style="list-style-type: none"> • relevant and irrelevant information • formal and informal styles • connotative and denotative meanings 		
Assessments		<p style="text-align: center;">Teacher Resources</p> <p style="text-align: center;"><u>21st Century Themes and Skills</u></p> <p style="text-align: center;"><u>Read Write Think!</u></p> <p style="text-align: center;"><u>Prezi</u></p> <p style="text-align: center;"><u>Paper Rater</u></p> <p style="text-align: center;"><u>WebQuest</u></p> <p style="text-align: center;"><u>NJ Registered Holistic Scoring Rubric</u></p>
<p>To show evidence of meeting this standard, students may:</p> <ul style="list-style-type: none"> • Write an informative essay using precise language that examines/explains a topic. • Create an electronic presentation using relevant evidence to explore a topic. <p style="text-align: center;">*Be sure to address the 21st Century themes and skills.</p>		
Equipment Needed		
Laptop, overhead projector, interactive whiteboard, internet		

Domain: Strand: Writing		
Cluster: Text Types and Purposes		
<p>Standards: 3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<p>Why is it important to use imagination when creating a narrative text?</p> <p>To what extent does narrative writing enable one to develop his/her imagination?</p> <p>Why is precise and vivid language necessary to create narrative texts?</p>	<p>Imagination is important to help the writer create visual images to compose written text.</p> <p>Precise and vivid language allows narratives to “come to life” through sensory details.</p>	<p>To assist in meeting this standard, students may:</p> <ul style="list-style-type: none"> • Create a narrative using graphic organizers to list sequence of events during the brainstorming stage of the writing process. • Dissect a current reading piece to identify story elements, thus leading to writing. • Engage in a shared writing experience composing a class narrative • Create a graphic novel (comic book style).
Content Statements		
Students will learn how to:		

<ul style="list-style-type: none"> • Create visual images from written text. • Use precise and vivid language to create sensory details. 		
Assessments		<p style="text-align: center;">Teacher Resources</p> <p style="text-align: center;">21st Century Themes and Skills</p> <p style="text-align: center;">Read Write Think!</p> <p style="text-align: center;">Graphic Organizer</p> <p style="text-align: center;">NJ Registered Holistic Scoring Rubric</p>
<p>To show evidence of meeting this standard, students may:</p> <ul style="list-style-type: none"> • Write a narrative using sensory language in response to a prompt or text. Consider: Process Writing of a Narrative <p style="padding-left: 40px;">*Be sure to address the 21st Century themes and skills.</p>		
Equipment Needed		
Laptop, overhead projector, interactive whiteboard, internet		

Domain: <i>Strand: Writing</i>		
Cluster: Production and Distribution of Writing		
Standards: 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
How does the self revision process affect the final product?	The self revision process allows for reflection by the students to independently edit their writing pieces.	To assist in meeting this standard, students may: <ul style="list-style-type: none"> Apply state’s rubric of self analysis of written draft. (For example, informative / explanatory, persuasive and narrative pieces).
Content Statements		
Students will learn how to: <ul style="list-style-type: none"> Coherently develop and organize their written pieces for task purpose and targeted audiences. 		
Assessments	Teacher Resources 21st Century Themes and Skills Read Write Think!	
To show evidence of meeting this standard, students may: <ul style="list-style-type: none"> Write narrative, persuasive, and informative/explanatory pieces using clear and coherent language and literary elements when applicable. 		

*Be sure to address the 21 st Century themes.	Graphic Organizer NJ State Rubric
Equipment Needed	
Laptop, overhead projector, interactive whiteboard, internet	

<i>Domain: Strand: Writing</i>		
<i>Cluster: Production and Distribution of Writing</i>		
Standards: 5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6 on page 52.)		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
Why is peer and adult revision necessary in contributing to the final product?	The revision process allows for reflection by the students to collaboratively edit their writing pieces.	To assist in meeting this standard, students may: <ul style="list-style-type: none"> • Apply state’s rubric of peer/adult analysis of written draft. (For example, informative / explanatory, persuasive and narrative pieces). • Conduct conferences in cooperative groups so that students can take on specific roles (content and organization, mechanics, sentence construction, and usage) to edit their work.
Content Statements		
Students will learn how to: <ul style="list-style-type: none"> • Coherently develop and organize their written pieces for task purpose and targeted audiences. 		
Assessments	Teacher Resources 21st Century Themes and Skills Read Write Think!	
To show evidence of meeting this standard, students may: <ul style="list-style-type: none"> • Write narrative, persuasive, and informative/explanatory pieces using clear and coherent language and literary elements when applicable. 		

*Be sure to address the 21 st Century themes.	Graphic Organizer NJ State Rubric
Equipment Needed	
Laptop, overhead projector, interactive whiteboard, internet	

Domain: Strand: Writing		
Cluster: Production and Distribution of Writing		
Standards: 6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<p>Why is technology a necessary tool to enhance the appearance of the final product?</p> <p>In what ways can technology assist in process writing?</p>	<p>Technology allows for a neat, well organized, professional final product in an efficient manner.</p> <p>Technology can be used to facilitate all stages of the writing process.</p>	<p>To assist in meeting this standard, students may:</p> <ul style="list-style-type: none"> • Engage in an Internet scavenger hunt to become acclimated with surfing the web for supporting information. • Tutorial practice on keyboarding skills. • Engage in creating blogs, wikis, etc. for the purpose of collaboration
Content Statements		
<p>Students will learn how to:</p> <ul style="list-style-type: none"> • Demonstrate sufficient command of keyboarding skills and be able to use the internet effectively. 		

Assessments	Teacher Resources
<p>To show evidence of meeting this standard, students may:</p> <ul style="list-style-type: none">• Type narrative, persuasive, and informative/explanatory pieces using technology effectively• Electronic Portfolios. <p>*Be sure to address the 21st Century skills.</p>	<p><u>21st Century Themes and Skills</u></p> <p><u>Read Write Think!</u></p> <p><u>Graphic Organizer</u></p> <p><u>NJ State Rubric</u></p> <p><u>Typing Tutorial</u></p> <p><u>http://www.wikispaces.com/</u></p>
<p>Equipment Needed</p>	
<p>Laptop, overhead projector, interactive whiteboard, internet, computers</p>	

Domain: <i>Strand: Writing</i>		
Cluster: <i>Research to Build and Present Knowledge</i>		
Standards: 7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<p>Why is it important to draw information from several sources when conducting a short research project?</p> <p>How does research guide students to focus their ideas on a specific topic?</p>	<p>It is important to draw information from several sources to add validity to your final product.</p>	<p>To assist in meeting this standard, students may:</p> <ul style="list-style-type: none"> • Create a list of focused questions centered around a thesis statement to be answered throughout the research paper. • Engage in identifying and citing credible sources • Engage in teacher-led conferences to ensure focus is on task.
Content Statements		
<p>Students will learn how to:</p> <ul style="list-style-type: none"> • Draw information from several sources to add validity to a final product. 		
Assessments		Teacher Resources

To show evidence of meeting this standard, students may:

- Write a short research project using several sources (i.e. library, internet)
- Include proper citation format for credible sources used.
- Include research to support personal responses.

*Be sure to address the 21st Century skills.

Equipment Needed

Laptop, overhead projector, interactive whiteboard, internet, computers

Domain: <i>Strand: Writing</i>		
Cluster: <i>Research to Build and Present Knowledge</i>		
Standards: 8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<p>Why is paraphrasing an essential component to expository writing?</p> <p>When is it more effective to quote or to paraphrase?</p>	<p>Paraphrasing enables the writer to synthesize information and avoid plagiarism.</p> <p>Quoting is essential when depicting one idea, whereas paraphrasing allows students to demonstrate their comprehension of multiple ideas.</p>	<p>To assist in meeting this standard, students may:</p> <ul style="list-style-type: none"> • Create a bibliography. • Paraphrase an article to identify a main idea and salient details. • Read an article and place quotes around one essential idea and paraphrase that idea • Extrapolate information from multiple sources and paraphrase salient details.
Content Statements		
<p><i>Students will learn how to:</i></p> <ul style="list-style-type: none"> • Draw information from several sources to add validity to a final product. • Generate questions to allow a personal connection of text-to-self. • 		

<p>Demonstrate when it is essential to quote and paraphrase.</p>		
<p>Assessments</p>		<p>Teacher Resources</p> <p><u>21st Century Themes and Skills</u></p> <p><u>Read Write Think!</u></p> <p><u>Graphic Organizer</u></p> <p><u>NJ State Rubric</u></p> <p><u>Citation</u></p> <p><u>Paper Rater</u></p>
<p><i>To show evidence of meeting this standard, students may:</i></p> <ul style="list-style-type: none"> • Write a short research paper using several credible sources (i.e. library, internet) • Include proper citation format for credible sources used. • Include research to support personal conclusions. <p>*Be sure to address the 21st Century skills.</p>		
<p>Equipment Needed</p>		
<p>Laptop, overhead projector, interactive whiteboard, internet, computers</p>		

Domain: <i>Strand: Writing</i>		
Cluster: <i>Research to Build and Present Knowledge</i>		
Standards: 9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”). b. Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
Why is evidence important when generating responses to different reading genres? Why is evidence important when responding to literary or informational texts?	Evidence enables the writer to demonstrate understanding of literary and informational texts. Text-to-text, text-to-real world, and text-to-self connections demonstrate a reader’s ability to draw conclusions beyond what is read.	<i>To assist in meeting this standard, students may:</i> <ul style="list-style-type: none"> • Create a graphic organizer to compare/contrast texts in different forms/genres. • Create foldables to distinguish connections (text-to-text, text-to-self, text-to-world). • List evidence that supports claims found within various forms of texts/genres in response to an open-ended question.
Content Statements		
<i>Students will learn how to:</i> <ul style="list-style-type: none"> • Draw evidence to enable the writer to make text-to-text, text-to-real world, and text-to-self connections. 		

Assessments	Teacher Resources	
<p><i>To show evidence of meeting this standard, students may:</i></p> <ul style="list-style-type: none">• Respond to teacher generated open-ended question(s) using NJASK rubric of thematic genres. <p>*Be sure to address the 21st Century skills.</p>	<p><u>21st Century Themes and Skills</u></p> <p><u>Read Write Think!</u></p> <p><u>Graphic Organizer</u></p> <p><u>NJ State Rubric for Open Ended Questions</u></p> <p><u>Foldables</u></p>	
Equipment Needed		
Laptop, overhead projector, interactive whiteboard, internet		

Domain: <i>Strand: Writing</i>		
Cluster: Range of Writing		
Standards: 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<p>Why are writing tasks that are done routinely and in a timely manner important in becoming a more proficient writer?</p> <p>Why is it important to periodically reflect on your own piece of writing?</p>	<p>Writing routinely helps writers grow and develop their voice and strengthen their skills.</p> <p>Self-revision through reflection and research prepare students for the 21st Century.</p>	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> • Keep a periodic writing journal with teacher driven topics. • Engage in self-assessments and peer assessments using the state's rubric as a guide. • Use graphic organizers during pre-writing stage. • Participate in conferences with teacher and peers during revising and editing stages. • Self-reflect periodically comparing/contrasting various forms of writing submitted in portfolio. • Create a chapter book or children's story. Consider moving to assessment • Research a topic for relevant facts one of the 21st Century themes.
Content Statements		
<p><i>Students will learn how to:</i></p> <ul style="list-style-type: none"> • Write routinely in order to develop their voice and fine tune their skills for reflection, revision, and purpose over both 		

<p>extended and limited time frames.</p> <ul style="list-style-type: none"> • Self-revise through reflection and research in order to prepare them for the 21st Century. 		
<p>Assessments</p>		<p>Teacher Resources</p> <p><u>21st Century Themes and Skills</u></p> <p><u>Read Write Think!</u></p> <p><u>Graphic Organizer</u></p> <p><u>Journal Prompts</u></p> <p><u>Open-Ended Rubric</u></p> <p><u>Essay Rubric</u></p> <p><u>Creative Writing Prompts</u></p>
<p><i>To show evidence of meeting this standard, students may:</i></p> <ul style="list-style-type: none"> • Keep a writing portfolio to showcase the growth and developmental progression of the writer's ability. (Pre-write, draft and final copy.) <p>*Be sure to address the 21st Century skills.</p>		
<p>Equipment Needed</p>		
<p>Laptop, overhead projector, interactive whiteboard, internet, portfolios, journals/notebooks</p>		

