

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), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</i> <i>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</i> <i>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</i> <i>d. Establish and maintain a formal style.</i> <i>e. Provide a concluding statement or section that follows from and supports the argument presented.</i>		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<i>Why is it important to have strong evidence to make a logical, non-emotional argument?</i>	<i>Differentiating between logical and emotional arguments enables writers to fully develop/examine a topic.</i>	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> <i>• Create an advertisement.</i> <i>• Create a script for a commercial using persuasive techniques learned.</i> <i>• Read a advertisements and locate/highlight persuasive techniques.</i> <i>• Using historical events such as genocide or health issues such as childhood obesity and smoking to identify the use of propaganda.</i>
<i>Why is the vocabulary we use in an argument important?</i>	<i>Examining a distinction between facts and propaganda allows the writer to establish a credible argument.</i>	
Content Statements	<i>Words have connotative and denotative meanings.</i>	
<p><i>Students will learn how to:</i></p> <ul style="list-style-type: none"> <i>• Compose effective arguments to persuade others</i> C 		

<p><i>into action.</i></p> <ul style="list-style-type: none"> • <i>differentiate between connotative and denotative meanings.</i> <p style="text-align: right;"><i>D</i></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>Prezi</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"> • <i>Write a collaborative essay that supports/opposes a topic of civic nature.</i> • <i>Identify the persuasive strategies in an advertisement.</i> • <i>Create an electronic presentation showing both logical and emotional evidence such as a global, civic or health concern.</i> 		
<p>Equipment Needed</p>		
<p>Laptop, overhead projector, advertisements, newspapers, interactive whiteboard, internet</p>		

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 clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</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 create cohesion and 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 and supports the information or explanation presented.</p>		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<p>(Why might a writer use relevant information to support a concrete idea?</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 comprehensively develop/examine a topic.</p> <p>Examining formal and informal styles allows a writer to target a specific Words have connotative and denotative meanings.</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 your topic. • Compare/contrast an 21st century issue (environmental or health) distinguishing relevant and irrelevant information from speculative information. • Create an explanatory piece using with emphasis on transitional words with cohesion and clarity.
Content Statements		
<p><i>Students will learn how to make distinctions between:</i></p> <ul style="list-style-type: none"> • <i>relevant and</i> 		

<p><i>irrelevant information</i></p> <ul style="list-style-type: none"> • <i>formal and informal styles</i> • <i>connotative and denotative meanings</i> 		
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><i>To show evidence of meeting this standard, students may:</i></p> <ul style="list-style-type: none"> • <i>Write an informative essay using precise language that examines/explains a topic.</i> • <i>Create an electronic presentation using relevant evidence to explore a topic.</i> <p style="text-align: center;"><i>*Be sure to address the 21st Century themes and skills.</i></p>		
Equipment Needed		
Laptop, overhead projector, interactive whiteboard, internet		

Domain: <i>Strand: Writing</i>		
Cluster: <i>Text Types and Purposes</i>		
<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 point of view 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 capture the action and convey experiences and events.</p> <p>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<p>How does point of view affect the direction a story will take?</p> <p>Why is it important to use imagination when creating a narrative text?</p> <p>Why is precise and vivid language necessary to create narrative texts?</p>	<p>Point of view allows the writer to keep their audience in mind.</p> <p>Imagination is important to help the writer create visual images from written text. (Sensory imagery allows a writer creates a vivid description for the audience.)</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 (for example a plot diagram) to list sequence of events during the brainstorming stages of the writing process. • Dissect a current reading piece to identify story elements prior to creating their own composition., thus leading to writing. • Create an activity to emphasize mechanical and usage elements such as quotation marks, adjectives, and adverbs. • Write a class narrative story (“round-robin style”). – possible activity is to assign each student a specific length to write (a paragraph) about a teacher directed topic. • Create a graphic novel (comic book style). • Using a graphic organizer, such as a Venn Diagram,
Content Statements		
<i>Students will learn how to:</i>		

<ul style="list-style-type: none"> • C recreate visual images from written text. • U use precise and vivid language to create sensory details. • C character's point of view provides the reader with a unique perspective. 		<p>determine two characters' different perspectives on the same event. –Be more specific about sources; The True Story of the Three Little Pigs, Wicked</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><i>To show evidence of meeting this standard, students may:</i></p> <ul style="list-style-type: none"> • Write a narrative story using sensory language in response to a prompt or text. • Recreate a fable, fairytale, or folktale using a different character's point of view. <p>*Be sure to address the 21st Century themes and skills.</p>		
<p>Equipment Needed</p>		
<p>Laptop, overhead projector, interactive whiteboard, internet</p>		

Domain: <i>Strand: Writing</i>		
Cluster: <i>Production and Distribution of Writing</i>		
Standards: <i>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.)</i>		
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		
<p><i>Students will learn how to:</i></p> <ul style="list-style-type: none"> Coherently develop and organize their written pieces for task purpose and targeted audiences. 		
Assessments		Teacher Resources
<p><i>To show evidence of meeting this standard, students may:</i></p> <ul style="list-style-type: none"> Write narrative, persuasive, and informative/explanatory pieces using clear and coherent language and literary elements when applicable. 		<p><u>21st Century Themes and Skills</u></p> <p><u>Read Write Think!</u></p> <p><u>Graphic Organizer</u></p>

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

Domain: <i>Strand: Writing</i>		
Cluster: <i>Production and Distribution of Writing</i>		
Standards: <i>6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</i>		
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>Why is it important to cite credible sources?</p>	<p>Technology allows for a neat, well organized, professional final product in an efficient manner.</p> <p>Technology can be a tool to aide the writer in creating a published product</p>	<p>To assist in meeting this standard, students may:</p> <ul style="list-style-type: none"> • Internet scavenger hunt to become acclimated with surfing the web for credible, supporting information. • Tutorial practice on keyboarding skills • Practice citing sources using MLA or APA style.
Content Statements	<p>Credible sources add validity and cohesion to your final product.</p>	
<p><i>Students will learn how to:</i></p> <ul style="list-style-type: none"> • Demonstrate sufficient command of keyboarding skills and be able to use the internet effectively. D • Develop and refine word processing D 		

<p>and research skills using internet sources correctly.</p> <ul style="list-style-type: none"> Locate and cite credible sources <i>from the internet</i> 		
<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>Typing Tutorial</u></p> <p><u>Citation</u></p>	
<p><i>To show evidence of meeting this standard, students may:</i></p> <ul style="list-style-type: none"> Type narrative, persuasive, and informative/explanatory pieces using technology effectively. Include proper citation format for credible sources used. *Be sure to address the 21st Century skills. 		
<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 generating additional related, focused questions for further research and investigation.		
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>Why is it important to use multiple sources when conducting a 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><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> • Based on research done, expand on a list of focused questions to be answered throughout the research paper. • Provide students with a list of sources and then have students determine their credibility. • Perform peer and teacher led conferences to ensure focus is on task.
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.		
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>Graphic Organizer</u></p> <p style="text-align: center;"><u>NJ State Rubric</u></p> <p style="text-align: center;"><u>Citation</u></p> <p style="text-align: center;"><u>Edmodo</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 project using several sources (i.e. library, internet) • Include proper citation format for credible sources used. • Include research to support personal responses. <p style="text-align: center;"><i>*Be sure to address the 21st Century skills.</i></p>		
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, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<p>Why is paraphrasing an essential component to writing?</p> <p>When is it more effective to quote or to paraphrase?</p> <p>How does a writer determine when to quote or paraphrase?</p> <p>Why is following a universal format for citation important?</p>	<p>Paraphrasing enables the writer to synthesize 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>A universal format allows consistency and adds validity of a citation.</p>	<p>To assist in meeting this standard, students may:</p> <ul style="list-style-type: none"> • Create a bibliography based on a standard format. • Paraphrase an article to identify a main idea. • Read an article and place quotes around one essential idea. • Using the same article, extrapolate a quote and paraphrase. • Give students a list of footnotes and have them create a bibliography. • Provide multiple print and digital sources and create a bibliography or work cited page.
Content Statements		
<i>Students will learn how to:</i>		
<ul style="list-style-type: none"> • D raw information from several sources to add 		

<p>validity to a final product.</p> <ul style="list-style-type: none"> • G enerate questions to allow a personal connection of text-to-self. – • Demonstrate when it is essential to quote and paraphrase. • U se a universal format to have consistency and validity of citation. 		
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>Graphic Organizer</u></p> <p style="text-align: center;"><u>NJ State Rubric</u></p>
<p><i>To show evidence of meeting this standard, students may:</i></p> <ul style="list-style-type: none"> • <i>Write a short research project using several sources (i.e. library, internet)</i> • <i>Include proper citation format for credible sources used.</i> • <i>Include research to support personal responses.</i> <p style="text-align: center;"><i>*Be sure to address the 21st Century skills.</i></p>		
Equipment Needed		

Laptop, overhead projector, interactive whiteboard, internet, computers

Citation

Footnoting

Paper Rater

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 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”). b. Apply grade 7 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<p><i>Why is evidence important when generating responses to different reading genres?</i></p> <p><i>How can evidence support claims in fiction and non-fiction writing?</i></p>	<p><i>Evidence enables the writer to make text-to-text, text-to-world, and text-to-self connections.</i></p>	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> <i>Create a graphic organizer to compare/contrast a fictional character or event with a historical or factual event. (i.e. A Christmas Carol and the Victorian period).</i> <i>Create foldables to distinguish connections (text-to-text, text-to-self, text-to-world).</i> <i>List evidence that supports claims found within various forms of texts/genres in response to an open-ended question</i>
Content Statements		
<p><i>Students will learn how to:</i></p> <ul style="list-style-type: none"> <i>D</i> <i>raw evidence to enable the writer to make text-to-text, text-to-real world, and text-to-</i> 		

self connections.		
Assessments		Teacher Resources <u>21st Century Themes and Skills</u> <u>Read Write Think!</u> <u>Graphic Organizer</u> <u>NJ State Rubric for Open Ended Questions</u> <u>Foldables</u>
<i>To show evidence of meeting this standard, students may:</i> <ul style="list-style-type: none"> • Respond to teacher generated open-ended question(s) using a rubric. <p style="text-align: center;">*Be sure to address the 21st Century skills.</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 are writing tasks that are done routinely important?</p> <p>Why is it important to periodically reflect on your own piece of writing?</p> <p>How can a writer grow through reflection of their own work?</p>	<p>Writing routinely helps writers grow and develop their voice and fine tune their skills.</p> <p>Self revision through reflection and research prepare students for the 21st Century careers or in our daily lives</p>	<p>To assist in meeting this standard, students may:</p> <ul style="list-style-type: none"> • Keep a periodic writing journal with teacher driven topics. • Partake in a self-assessments and peer assessments using the state's rubric as a guide. • Perform conferences with teacher and peers during revising/editing stage. • Self-reflect periodically comparing/contrasting various forms of writing submitted in portfolio. • Create a chapter book or children's story. • Research a topic for relevant facts one of the 21st Century themes.
Content Statements		
<i>Students will learn how to:</i>		

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

