

Domain: Strand: Writing		
Cluster: Text Types and Purposes		
Standards: 1. Write arguments to support claims with clear reasons and relevant evidence. <ol style="list-style-type: none"> Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the argument presented. 		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<p>Why is it important to have strong evidence to make a logical, non-emotional argument?</p> <p>Why are the words we use in an argument important?</p>	<p>Differentiating between logical and emotional arguments enables writers to fully develop/examine a topic.</p> <p>Examining a distinction between facts and propaganda allows the writer to establish a credible argument.</p> <p>Words have connotative and denotative meanings.</p>	<p><i>To assist in meeting this standard, students may:</i></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. Using historical events such as genocide or health issues such as childhood obesity and smoking to identify the use of propaganda. Create a T-chart to compare valid sources with unreliable sources.
Content Statements		
<p>Students will learn how to:</p> <ul style="list-style-type: none"> Make stronger arguments to persuade others into action. M D 		

<p>differentiate between connotative and denotative meanings.</p>		
<p>Assessments</p>		<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 a collaborative essay that supports/opposes a topic of civic nature. • Identify the persuasive strategies in an advertisement. • Create an electronic presentation showing both logical and emotional <u>(emotional is subjective by nature)</u> evidence such as a global, civic or health concern. 		
<p>Equipment Needed</p>		
<p>Laptop, overhead projector, advertisements, newspapers, interactive whiteboard, internet</p>		

Domain: Strand: Writing		
Cluster: Text Types and Purposes		
<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 into broader categories; 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, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate and varied 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 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>Words have connotative and denotative meanings.</p>	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> • Create a variety of graphic organizers/ outlines to support your topic. • Compare/contrast an issue (environmental or health) distinguishing relevant information from speculative information. • Create an explanatory piece using varying transitional words for elaboration with cohesion and clarity.
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 		
<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><u>WebQuest</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. • Respond to a famous quote using specific transitions appropriately. <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: 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 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, description, and reflection, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.</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.</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 brainstorming stage of the writing process. • Dissect a current reading piece to identify story elements, 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”). • Create a graphic novel (comic book style). • Using a graphic organizer, such as a Venn Diagram,
Content Statements		

<p>Students will learn how to:</p> <ul style="list-style-type: none"> • create visual images from written text. C • use precise and vivid language to create sensory details. U • analyze a character's point of view provides the reader with a unique perspective. C 		<p>determine two characters' different perspectives on the same event.</p> <ul style="list-style-type: none"> • Locate a reading selection to identify literary elements such as foreshadowing, allusion, flashbacks, etc.
<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>To show evidence of meeting this standard, students may:</p> <ul style="list-style-type: none"> • Write a narrative story using sensory language and literary elements 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: Strand: Writing		
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: Coherently develop and organize their written pieces for task purpose and targeted audiences.		
Assessments		Teacher Resources
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 21st Century themes. 		<u>21st Century Themes and Skills</u> <u>Read Write Think!</u> <u>Graphic Organizer</u>
Equipment Needed		

Laptop, overhead projector, interactive whiteboard, internet

[NJ State Rubric](#)

Domain: <i>Strand: Writing</i>		
Cluster: Production and Distribution of Writing		
<p>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, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8 on page 52.)</p>		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<p>Why is peer and adult revision necessary in contributing to the final product?</p> <p>How does point of view affect a particular writing piece to make it unique from another writer's perspective?</p>	<p>The revision process allows for reflection by the students to collaboratively edit their writing pieces.</p> <p>The point of view affects the tone of the final product.</p>	<p>To assist in meeting this standard, students may:</p> <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		
<i>Students will learn how to:</i>		
Coherently develop and organize their written pieces for task purpose and targeted		

audiences.		
Assessments		Teacher Resources
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. <p>*Be sure to address the 21st Century themes.</p>		<u>21st Century Themes and Skills</u> <u>Read Write Think!</u> <u>Graphic Organizer</u> <u>NJ State Rubric</u>
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 and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.		
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>Why should the fusion of an author's personal thoughts be integrated with credible documentation?</p>	<p>Technology allows for a neat, well organized, professional final product in an efficient manner.</p> <p>Credible sources add validity and cohesion to one's final product.</p> <p>The final product will demonstrate a cohesive relationship between inference and reference.</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. • Accurately cite sources using MLA or APA style. • Use a graphic organizer listing reference sources and personal response to those sources (for example: T-chart, flow chart, etc.).
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 		

<p>the internet effectively.</p> <ul style="list-style-type: none"> • Locate and cite credible sources from the internet. • Demonstrate a cohesive relationship between inference and reference. 		
<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><u>Edmodo</u></p>
<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. • Include proper citation format for credible sources used. • Include research to support personal responses. <p>*Be sure to address the 21st Century skills.</p>		
<p>Equipment Needed</p>		
<p>Laptop, overhead projector, interactive whiteboard, internet, computers</p>		

Domain: Strand: Writing		
Cluster: Research to Build and Present Knowledge		
Standards: 7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.		
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>Why does the generation of questions throughout the research process important to maintain a focus?</p>	<p>It is important to draw information from several sources to add validity to your final product.</p> <p>It is important to generate questions because it allows a personal connection of text-to-self.</p>	<p>To assist in meeting this standard, students may:</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. • Generate a list of sources and then have students determine their credibility. • Perform peer conferences to ensure focus is on task. • Respond to research based citations while generating a personal connection to text.
Content Statements		
<p><i>Students will learn how to:</i></p> <p>Draw information from several sources to add validity to a</p>		

<p>final product.</p> <p>Generate questions to allow a personal connection of text-to-self.</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>Edmodo</u></p>
<p>To show evidence of meeting this standard, students may:</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>*Be sure to address the 21st Century skills.</p>		
<p>Equipment Needed</p>		
<p>Laptop, overhead projector, interactive whiteboard, internet, computers</p>		

Domain: Strand: Writing		
Cluster: Research to Build and Present Knowledge		
Standards: 8. Gather relevant information from multiple print and digital sources, using search terms effectively; <p style="text-align: center;">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.</p>		
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>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 citation.</p>	<p><i>To assist in meeting this standard, students may:</i></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.
Content Statements		
<p><i>Students will learn how to:</i></p> <p>Draw information from several sources to add validity to a final product.</p> <p>Generate questions to</p>		

<p>allow a personal connection of text-to-self.</p> <p>Demonstrate when it is essential to quote and paraphrase.</p> <p>Use a universal format to have consistency and validity of citation.</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>Footnoting</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 project using several sources (i.e. library, internet) • Include proper citation format for credible sources used. • Include research to support personal responses. <p><i>*Be sure to address the 21st Century skills.</i></p>		
<p>Equipment Needed</p>		
<p>Laptop, overhead projector, interactive whiteboard, internet, computers</p>		

Domain: Strand: Writing		
Cluster: Research to Build and Present Knowledge		
<p>Standards: 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).</p> <p>b. Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).</p>		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<p>Why is evidence important when generating responses to different reading genres?</p> <p>Why is it important to analyze themes in multiple genres?</p>	<p>Evidence enables the writer to make text-to-text, text-to-real world, and text-to-self connections.</p> <p>Themes are universal and timeless.</p>	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> • Create a graphic organizer to compare/contrast themes found within modern and traditional texts. • List evidence that supports claims found within various forms of texts/genres in response to an open-ended question. • Using a generated list of universal themes, students will draw connections with specific genres of text.
Content Statements		

<p><i>Students will learn how to:</i></p> <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. • Analyze universal themes throughout time. 		<ul style="list-style-type: none"> • Given a particular genre, students will recognize the importance of relevant and irrelevant information as it reflects to the general theme.
<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 for Open Ended Questions</u></p>
<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>Equipment Needed</p>		
<p>Laptop, overhead projector, interactive whiteboard, internet</p>		

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 fine tune 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. • Partake in a self-assessments and peer assessments using the state's rubric as a guide. • Use of graphic organizers during pre-writing stage. • 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>		
<p>Write routinely in order to develop their voice and fine tune their skills for reflection, revision, and purpose over both extended and limited</p>		

<p>time frames.</p> <p>Self-revise through reflection and research in order to prepare them for the 21st Century.</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>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><i>*Be sure to address the 21st Century skills.</i></p>		
<p>Equipment Needed</p>		
<p>Laptop, overhead projector, interactive whiteboard, internet, portfolios, journals/notebooks</p>		