

# **Egg Harbor City Public Schools**

## **English Language Arts Curriculum**

**Implementation Date September 2019**  
**New Jersey Core Curriculum Content Standards**  
**for**  
**English Language Arts**  
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**Introduction:**

The purpose of the Egg Harbor City School District ELA Curriculum Guide is to provide parents, staff members and community members with information that describes the ELA instructional program in our school district. This curriculum guide was developed

to assist students achieve success with the New Jersey Standards and to prepare them with the knowledge of ELA that can be applied to their everyday life as well as using this knowledge to make informed decisions in their future careers. The foregoing curriculum serves as a true curriculum resource guide to assist ELA teachers with implementing the Standards and District goals.

The ELA Curriculum will be an ever-evolving curriculum, keeping up-to-date with the latest content knowledge, utilizing the best instructional practices, incorporating effective multiple assessments, and discarding materials and practices that are ineffective or detrimental to student achievement. An evolving curriculum allows for flexibility to adapt to students' academic needs and interests, while maintaining focus on student achievement of the Standards and District goals.

### **Acknowledgement:**

The development of the District ELA Curriculum Guide was an arduous task that required dedicated professionals with a sincere interest in their craft. Many hours of preparation, discussion, articulation and refinement went into this curriculum guide. The Egg Harbor City School District gratefully acknowledges the thoughtful contributions and outstanding efforts of the members of the ELA Curriculum Development Team: Marc Roesch, Lori-Beth Silver, Alysha Garcia, Pamela Clouser, Bianca Boysen, Lauren Leisin, and Kylene Farnan.

### **Instructional Practices:**

Essentially, the aim of our instructional practice is to maximize each student's growth by meeting each student where he or she is and helping the student to progress. In practice, it involves offering several different learning experiences in response to students' varied needs. Learning activities and materials may be varied by difficulty to challenge students at different readiness levels, by topic in response to students' interests, and by students' preferred ways of learning or expressing themselves. Through well-developed unit plans instructional staff has the opportunity to remain consistent in the implementation of the curriculum. In addition, formatted lesson plans that coincide with the unit plans will afford the instructional staff a template that can be easily completed and address the necessary components of the unit plan.

Our teachers use numerous strategies and tools to differentiate instruction. There are several key characteristics or elements that form the

foundation of our instructional practices:

- Teachers and students accept and respect one another's similarities and differences.
- All students participate in respectful work -- work that is challenging, meaningful, interesting, and engaging.
- The teacher is primarily a coordinator of time, space, and activities rather than a provider of information. The aim is to help students become self-reliant learners.
- Students and teachers collaborate in setting class and individual goals.
- Students work in a variety of group configurations, as well as independently. Flexible grouping is evident.
- Time is used flexibly in the sense that pacing is varied based on student needs.
- Students often have choices about topics they wish to study, ways they want to work, and how they want to demonstrate their learning.

## **Curriculum Design:**

### **Addressing Grade Level Expectations –**

- Highlighted within the Lesson (Unit) Plan
- Select Standards
  - State the Rationale (Goal)
  - Describe the Context (Objective)
  - Address a Timeframe
  - Identify Instructional Strategies
  - Present an Overview
  - Devise Essential and Guiding Questions
  - Determine Exit Outcomes and Indicators
  - Devise Learning Opportunities
  - Develop Assessment Opportunities
  - Use Data to Drive Instruction
  - Provide appropriate Accommodations/Modifications
  - Address Cross-Curricular Connections

→ Integrate Technology and Career Readiness Skills

→ Reflect on Teaching Practices

## **Accommodations/Modifications:**

### **Overview –**

- Accommodations Versus Modifications

→ Accommodations indicate changes to how the content is:

1) Taught

2) Made Accessible

3) Assessed

→ Accommodations do not change what the student is expected to master.

→ The objectives of the course remain intact.

- Modifications

→ Indicates the what (content) being taught is modified.

→ The student is expected to learn something different than the general education standard

### **Special Education Students (IEP –Individualized Education Program) –**

- Implemented by Special Education Self-Contained Teachers
- Implemented by Special Education In-Class Resource Teachers
- Implemented by General Education Teachers (Supplemental Instruction)
- Implemented by Special Area Teacher (as per discipline area)
- Accommodation and Modification Options Chart

Visual Reinforcement	Use Manipulatives	Multi-Sensory Approach
Repeat Instructions	Review Directions	Visual Reminders
Modified Tests	Oral Testing	Scribe
On Computer	Preferential Seating	Study Carrel

Avoid placing student under pressure of time or completion	Post Assignments	Assignment Pad
Limited Multiple Choice	Prior Notice of Test	Test Setting: Administer tests in small group and/or in a separate room
Check Work in Progress	Immediate Feedback	Have Student Restate Information
Support Auditory Presentations with Visuals	Repeat Directions Quietly	Provide Extra Assignment Time
Highlight Key Words	Have the student repeat and explain directions	Modified Homework
Clean Work Area	Test Scheduling: Adding time as needed, providing frequent breaks	Test Study Guides
Concrete Examples	Extra Response Time	Extra Time Tests
Provide Models	Extra Drill/Practice	Monitor Assignments
Recognize and Give Credit for Oral Participation	No Handwriting Penalty	Post Routines
Extra Time - Written Work	Positive Reinforcement	Mindfulness Activities

### 504 Plan Students –

- Implemented by General Education Teachers
- Implemented by Special Area Teacher (as per discipline area)
- Accommodation and Modification Options Chart

Visual Reinforcement	Use Manipulatives	Multi-Sensory Approach
Repeat Instructions	Review Directions	Visual Reminders
Modified Tests	Oral Testing	Scribe
On Computer	Preferential Seating	Study Carrel
Avoid placing student under pressure of time or completion	Post Assignments	Assignment Pad
Limited Multiple Choice	Prior Notice of Test	Test Setting: Administer tests in small group and/or in a separate room
Check Work in Progress	Immediate Feedback	Have Student Restate Information
Support Auditory Presentations with Visuals	Repeat Directions Quietly	Provide Extra Assignment Time
Highlight Key Words	Have the student repeat and explain directions	Modified Homework
Clean Work Area	Test Scheduling: Adding time as needed, providing frequent breaks	Test Study Guides



Concrete Examples	Extra Response Time	Extra Time Tests
Provide Models	Extra Drill/Practice	Monitor Assignments
Recognize and Give Credit for Oral Participation	No Handwriting Penalty	Post Routines
Extra Time - Written Work	Positive Reinforcement	Mindfulness Activities

### English Language Learners –

- Implemented by ESL Teacher
- Implemented by General Education Teachers
- Implemented by Special Area Teacher (as per discipline area)
- Accommodation and Modification Options Chart

Visual Reinforcement	Use Manipulatives	Multi-Sensory Approach
Repeat Instructions	Review Directions	Visual Reminders
Modified Tests	Oral Testing	Scribe
On Computer	Preferential Seating	Study Carrel
Avoid placing student under pressure of time or completion	Post Assignments	Assignment Pad
Limited Multiple Choice	Prior Notice of Test	Test Setting: Administer tests in small group and/or in a separate room
Check Work in Progress	Immediate Feedback	Have Student Restate Information
Support Auditory Presentations with Visuals	Repeat Directions Quietly	Provide Extra Assignment Time
Highlight Key Words	Have the student repeat and explain directions	Modified Homework
Clean Work Area	Test Scheduling: Adding time as needed, providing frequent breaks	Test Study Guides
Concrete Examples	Extra Response Time	Extra Time Tests
Provide Models	Extra Drill/Practice	Monitor Assignments
Recognize and Give Credit for Oral Participation	No Handwriting Penalty	Post Routines
Extra Time - Written Work	Positive Reinforcement	Mindfulness Activities

### Basic Skills Instruction Students or Students at Risk of School Failure (IPP –Individualized Program Plan) –

- Implemented by Special Education In-Class Resource Teachers
- Implemented by General Education Teachers
- Implemented by Special Area Teacher (as per discipline area)
- Accommodation and Modification Options Chart

Visual Reinforcement	Use Manipulatives	Multi-Sensory Approach
Repeat Instructions	Review Directions	Visual Reminders
Modified Tests	Oral Testing	Scribe
On Computer	Preferential Seating	Study Carrel
Avoid placing student under pressure of time or completion	Post Assignments	Assignment Pad
Limited Multiple Choice	Prior Notice of Test	Test Setting: Administer tests in small group and/or in a separate room
Check Work in Progress	Immediate Feedback	Have Student Restate Information
Support Auditory Presentations with Visuals	Repeat Directions Quietly	Provide Extra Assignment Time
Highlight Key Words	Have the student repeat and explain directions	Modified Homework
Clean Work Area	Test Scheduling: Adding time as needed, providing frequent breaks	Test Study Guides
Concrete Examples	Extra Response Time	Extra Time Tests
Provide Models	Extra Drill/Practice	Monitor Assignments
Recognize and Give Credit for Oral Participation	No Handwriting Penalty	Post Routines
Extra Time - Written Work	Positive Reinforcement	Mindfulness Activities

**Gifted and Talented Students –**

- Implemented by General Education Teachers
- Implemented by Special Education In-Class Resource Teachers
- Implemented by Special Area Teacher (as per discipline area)
- Accommodation and Modification Options Chart

Encourage students to explore concepts in depth and encourage independent studies or investigations.	Use thematic instruction to connect learning across the curriculum.	Encourage creative expression and thinking by allowing students to choose how to approach a problem or
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		assignment.
Expand students' time for free reading.	Invite students to explore different points of view on a topic of study and compare the two.	Provide learning centers where students are in charge of their learning.
Brainstorm with gifted children on what types of projects they would like to explore to extend what they're learning in the classroom.	Determine where students' interests lie and capitalize on their inquisitiveness.	Refrain from having them complete more work in the same manner.
Employ differentiated curriculum to keep interest high.	Avoid drill and practice activities.	Ask students' higher level questions that require students to look into causes, experiences, and facts to draw a conclusion or make connections to other areas of learning.
If possible, compact curriculum to allow gifted students to move more quickly through the material	Encourage students to make transformations- use a common task or item in a different way.	Allow for choice.

## Assessments:

**Formative** – (Refer to **Tools for Formative Assessment** on the Google Team Drive in the Staff Resources Folder under the Formative Assessment Folder for list of techniques to check for understanding and how to utilize each.)

- Analyzing Student Work (Homework, Classwork, Tests, Quizzes)
- Observation
- Round Robin Charts
- Strategic Questioning
- 3-Way Summaries
- Think-Pair-Share.
- 3,2,1 Countdown
- Classroom Polls
- Exit Slips
- Admit Slips
- One Minute Papers

- Thumbs Up and Thumbs Down
- Extended Projects
- Self-Assessment
- Portfolio Check
- Journal Entry
- Choral Response
- Story Map
- Quizlet
- Informal Reading Inventory
- DRA
- Fountas and Pinnel
- LinkIt Standards Based Assessments
- LinkIt Writing Rubric
- LinkIt Fluency Assessments
- DORA
- Let's Go Learn
- Superkids Progress Tests
- Superkids Products from 10 Minute Tuck-Ins and independent activities

**Summative –**

- End of Unit Assessment
- End of Chapter Test
- Mid-Term Exam
- Final Exam
- LinkIt Writing Rubric
- LinkIt Benchmark Assessments
- Project Based Assignment
- ACCESS for ELL's Assessment

- New Jersey Student Learning Assessment ELA
- Superkids Mid-Year Test
- Superkids End of Year Test

**Alternative Assessments**

- Lucy Caulkins Units of Study
- Standard Based Projects
- Presentations
- Group Work
- Reader's Theatre
- Writing comics
- Videos of information learned
- Summaries using graphic organizers

**Benchmark –**

- Grades K-8 LinkIt Fall Benchmark
- Grades K-8 LinkIt Winter Benchmark
- Grades K-8 LinkIt Spring Benchmark
- Let's Go Learn Benchmarks

**Instructional Materials:**

**Language Arts Literacy**

Grade K-8 ( <i>Reading and Language Arts</i> )	Core Text	Publisher
	Storytown	Harcourt
	Supplemental text or materials	Publisher
	Foundations/Wilson	Wilson
	Lucy Calkins-Units of Study	Heinemann
	Superkids	Zaner-Bloser
	Write Source 2000 The Writer's Craft Literature Silver	Great Source Education Groups McDougal Littell Prentice Hall
	Silver Burdett & Ginn English	Silver Burdett & Ginn

### **Supplemental Materials:**

- Foundations (Wilson)
- Orton Gillingham (Phonics First)
- Leveled Readers
- Edmark
- Writing Without Tears
- StoryTown
- Lucy Calkins Library
- Let's Go Learn - EDGE Instruction
- Online Resources (BrainPop, Flocabulary, Epic!, Education.com, ReadWorks, NewsELA, Vooks, Vocabulary.com)
- Superkids.com
- Heggerty Phonemic Awareness Book/ SuperKids Phonemic Awareness Book

## **Pacing Guide:**

- Identified on Lesson Plan
- SuperKids Pacing Guide:

### **Kindergarten**

Units 1-13 <https://drive.google.com/file/d/1-okCU89Y2K5JMf6ywpY7K0enzpCe0kts/view?usp=sharing>

Units 14-24 <https://drive.google.com/file/d/1-ssDQARnBSbqyQ3XfXjZmohP0n-VFrSD/view?usp=sharing>

### **Grade 1**

<https://drive.google.com/open?id=1znQnbTtZjCLpiGQFi8aLKmsxxHOAIFsR>

### **Grade 2**

Units 1-4 [https://drive.google.com/open?id=1U9D0KwqbYm5CoaS57QEtQVug9a9yh\\_Ro](https://drive.google.com/open?id=1U9D0KwqbYm5CoaS57QEtQVug9a9yh_Ro)

Units 4-8 <https://drive.google.com/open?id=153kVN-LYLaV1YE7ezOqfFVQYVJe7lauV>

Units 9-12 [https://drive.google.com/open?id=12Pl-IEhIRYoSKZjsCTcNq3k\\_rOVnUOIN](https://drive.google.com/open?id=12Pl-IEhIRYoSKZjsCTcNq3k_rOVnUOIN)

Units 13-16 <https://drive.google.com/open?id=1LqIJ1GE2Uj14zPiUbEyPVzy-vGFpxHj3>

- Lucy Calkins Units of Study Pacing Guide:

### **Grade 3**

<https://drive.google.com/open?id=1hyAvmyBbBdEjgmYtPUdpCo0r4Ur9YQ7>

### **Grade 4**

<https://drive.google.com/open?id=1SeBf-RVvbf3M9vFYjPZxg2EWiQq7LoF>

**Grade 5**

[https://drive.google.com/open?id=1\\_zgbLcGRi838eVSBo9lbig4ExFLadItz](https://drive.google.com/open?id=1_zgbLcGRi838eVSBo9lbig4ExFLadItz)

**Grade 6**

<https://drive.google.com/open?id=1cNfZAh661nvYpv9qNVazfDSLeVuyJLvs>

**Grade 7**

<https://drive.google.com/open?id=1JRv81qM6rgjUf7BgZ7518XAAexTHl0o2>

**Grade 8**

<https://drive.google.com/open?id=1PZjig1IrkHWio5N0yGWtGIu-OeO2NIYX>

<b>Lucy Calkins Unit Plans</b>	
<b>Book</b>	<b>Code</b>
<b>Grade 3</b>	
<i>Reading</i>	
Reader's WS	RUOS_Gr3
<i>Writing</i>	
Writer's WS	WUOS_Gr3
<b>Grade 4</b>	



<i>Reading</i>	
Reader's WS	RUOS_Gr4
<i>Writing</i>	
Writer's WS	WUOS_Gr4
<b>Grade 5</b>	
<i>Reading</i>	
Reading Workshop	RUOS_Gr5
<i>Writing</i>	
Writer's Workshop	WUOS_Gr5
<b>Grade 6</b>	
<i>Reading</i>	
Deep Study of Character:	MSRUOS_GHAQ5
Investigating Characterization	MSRUOS_LXWU2
Literary Nonfiction	MSRUOS_GCDT9
Tapping the Power of Nonfiction	MSRUOS_DWFL2
Dystopian Book Clubs	MSRUOS_JBTP3
Historical Fiction Book Clubs	MSRUOS_AFPE8
Social Issues Book Clubs	MSRUOS_BOTY4

<i>Writing</i>	
Personal Narrative	WUOS_GR6
The Literary Essay	WUOS_GR6
Research-based Information Writing	WUOS_GR6
<b>Grade 7</b>	
<i>Reading</i>	
Deep Study of Character:	MSRUOS_GHAQ5
Investigating Characterization	MSRUOS_LXWU2
Literary Nonfiction	MSRUOS_GCDT9
Tapping the Power of Nonfiction	MSRUOS_DWFL2
Dystopian Book Clubs	MSRUOS_JBTP3
Historical Fiction Book Clubs	MSRUOS_AFPE8
Social Issues Book Clubs	MSRUOS_BOTY4
<i>Writing</i>	
The Art of Argument	WUOS_GR7
Writing Realistic Fiction	WUOS_GR7
Writing About Reading	WUOS_GR7
<b>Grade 8</b>	

<i>Writing</i>	
Writer's Workshop	WUOS_GR8
<i>Reading</i>	
A Deep Study of Character Grades 6-8	MSRUOS_GHAQ5
Historical Fiction Book Clubs	MSRUOS_AFPE8
Literary Nonfiction	MSRUOS_GCDT9
Social Issues Book Clubs	MSRUOS_BOTY4
Tapping the Power of Nonfiction	MSRUOS_DWFL2
<b>Supplemental</b>	
<i>Reading</i>	
A Deep Study of Character Grades 6-8	MSRUOS_GHAQ5
Investigating Characterization Grades 6-8	MSRUOS_LXWU2
Dystopian Book Clubs Grades 6-8	MSRUOS_JBTP3
<i>Writing</i>	
Up the Ladder Grades 3-6 Writing	UTL_VYWE8

**Interdisciplinary Connections:**

## **Identified on Lesson Plan – Evidence of at least one interdisciplinary connection across grades and content areas identified on Teacher lesson plans**

Interdisciplinary learning develops real-world, multi-faceted knowledge. Integration identifies logical connections between and among the content and learning experiences in all areas and provides more authentic and relevant experiences for students. Interdisciplinary connections both enrich and extend learning. Interdisciplinary connections are studies that cross the boundaries of two or more district disciplines such as mathematics and art, or literature and science. By purposefully looking for “essential concepts” and “big ideas,” we purposefully design deliberate integration of the various content areas wherever appropriate. This includes, but is not limited to, examining how curriculum themes, project based learning, understanding by design, essential questions, inquiry approaches, curriculum mapping, and the standards, merge, while always keeping students best interest at the heart of this work. The following areas are integrated into all areas of instructional program:

- Subject Area

→ LAL

Key Ideas and Details:

CCSS.ELA-LITERACY.CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCSS.ELA-LITERACY.CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CCSS.ELA-LITERACY.CCRA.R.3 Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Craft and Structure:

CCSS.ELA-LITERACY.CCRA.R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CCSS.ELA-LITERACY.CCRA.R.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

CCSS.ELA-LITERACY.CCRA.R.6 Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas:

CCSS.ELA-LITERACY.CCRA.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

CCSS.ELA-LITERACY.CCRA.R.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. CCSS.ELA-LITERACY.CCRA.R.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity:

CCSS.ELA-LITERACY.CCRA.R.10 Read and comprehend complex literary and informational texts independently and proficiently.

Writing:

Text Types and Purposes :

CCSS.ELA-LITERACY.CCRA.W.1 Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

CCSS.ELA-LITERACY.CCRA.W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. Production and Distribution of Writing:

CCSS.ELA-LITERACY.CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.CCRA.W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge:

CCSS.ELA-LITERACY.CCRA.W.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating and understanding of the subject under investigation.

CCSS.ELA-LITERACY.CCRA.W.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

CCSS.ELA-LITERACY.CCRA.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Speaking and Listening:

#### Comprehension and Collaboration:

CCSS.ELA-LITERACY.CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.CCRA.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

CCSS.ELA-LITERACY.CCRA.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

#### Presentation of Knowledge and Ideas:

CCSS.ELA-LITERACY.CCRA.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.CCRA.SL.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

CCSS.ELA-LITERACY.CCRA.SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

#### Conventions of Standard English:

CCSS.ELA-LITERACY.CCRA.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.CCRA.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

#### Knowledge of Language:

CCSS.ELA-LITERACY.CCRA.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

#### Vocabulary Acquisition and Use:

CCSS.ELA-LITERACY.CCRA.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

CCSS.ELA-LITERACY.CCRA.L.6 Acquire and use accurately a range of general academic and domain specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

→ Math

#### Mathematical Practices

NJSLSMATH.PRACTICE.MP1 Make sense of problems and persevere in solving them.

- This standard would be addressed via read alouds, more specifically looking at, story mapping, plot and character development.

NJSLS.MATH.PRACTICE.MP2 Reason abstractly and quantitatively.

- This standard would be addressed via STEM projects, critical thinking and higher order questioning strategies within the classroom.

NJSLS.MATH.PRACTICE.MP3 Construct viable arguments and critique the reasoning of others.

- This standard would be addressed via critical observation, offering constructive feedback, opinion writing, and classroom debates.

NJSLS.MATH.PRACTICE.MP4 Model with mathematics.

- This standard would be addressed via STEM projects, data collection, and text feature analysis.

NJSLS.MATH.PRACTICE.MP5 Use appropriate tools strategically.

- This standard would be addressed via STEM projects, data collection, and text feature analysis.

NJSLS.MATH.PRACTICE.MP6 Attend to precision.

- This standard would be addressed via editing, peer editing, revision, and handwriting.

NJSLS.MATH.PRACTICE.MP7 Look for and make use of structure.

- This standard would be addressed via STEM, writing pieces, text and genre structure.

NJSLS.MATH.PRACTICE.MP8 Look for and express regularity in repeated reasoning.

- This standard would be addressed via signal words, text structure, tone, explanation of text evidence, and spelling patterns.

→ Science

### **Kindergarten- 2nd grade**

K-2-ETS1-1. Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.

- This standard would be addressed via story mapping, character growth and development, STEM projects, and evaluating real connections.

K-2-ETS1-2. Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

- This standard would be addressed via how to writing, text features and labeling, and sorting information into graphic organizers.

K-2-ETS1-3. Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.

- This standard would be addressed via comparing and contrasting activities.

### **3rd-8th grade**

MS-ETS1-1. Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions

- This standard would be addressed via STEM projects and by recalling information from experiences or gathering information from provided sources to answer a question.

MS-ETS1-2. Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem

- This standard would be addressed via using rubrics, identifying the main topic of a multi-paragraph text, STEM projects, and describing key ideas and details from within a text.

MS-ETS1-3. Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.



- This standard would be addressed via compare and contrast activities, general text analysis, and by participating in collaborative conversations with diverse partners about grade level topics and texts with peers and adults in small and larger groups

MS-ETS1-4. Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved.

- This standard would be addressed via STEM activities and the use of rubrics.

→ Social Studies

Standard 6.1 U.S. History: America in the World applies to grades K-8; at K-4 levels, content is organized by strand only; at the 5-8 level, content organized by era and strand.

- This standard would be addressed via read alouds, classroom discussions, current events, informational text analysis, vocabulary, use of primary and secondary sources, text features (timelines, charts/graphs), and historical webquests.

Standard 6.2 World History/Global Studies applies only to grades 5-8; at the 5-8 levels, content organized by era and strand will also include N.J.S.A. 18A:35-28, Holocaust/Genocide and Amistad Commision Education to be taught to all Egg Harbor City students in grades K-8 and will be identified on instructional lesson plans.

- This standard would be addressed via read alouds, classroom discussions, current events, informational text analysis, vocabulary, use of primary and secondary sources, text features (timelines, charts/graphs), and historical webquests.

Standard 6.3 Active Citizenship in the 21st Century applies to grades K-8; at all levels (K-4, 5-8) content is organized by strand only and will also include N.J.S.A. 18A:35-28, Holocaust/Genocide and Amistad Commision Education to be taught to all Egg Harbor City students in grades K-8 and will be identified on instructional lesson plans.

- This standard would be addressed via read alouds, classroom discussions, current events, informational text analysis, vocabulary, use of primary and secondary sources, text features (timelines, charts/graphs), and historical webquests.

→ World Languages

7.1 All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of

the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Strand A reflects the Interpretive Mode of communication, in which students demonstrate an understanding of spoken and written communication within appropriate cultural contexts. Examples of this kind of “one-way” reading or listening include cultural interpretations of printed texts, videos, online texts, movies, radio and television broadcasts, and speeches. Beyond the Novice level, “interpretation” differs from “comprehension” because it implies the ability to read or listen “between the lines” and “beyond the lines.”

- This standard would be addressed via read alouds, classroom discussions, current events, informational text analysis, vocabulary, and the use of primary and secondary sources.

Strand B reflects the Interpersonal Mode of communication, in which students engage in direct oral and/or written communication with others. Examples of this “two-way” communication include conversing face-to-face, participating in online discussions or videoconferences, instant messaging and text messaging, and exchanging personal letters or email messages.

- This standard would be addressed via read alouds, classroom discussions, current events, informational text analysis, vocabulary, and partner work.

Strand C reflects the Presentational Mode of communication, in which students present, orally and/or in writing, information, concepts and ideas to an audience of listeners or readers with whom there is no immediate interaction. Examples of this “one-to-many” mode of communication include a presentation to a group, posting an online video or webpage, creating and posting a podcast or videocast, and writing an article for a newspaper.

- This standard would be addressed via read alouds, classroom discussions, current events, informational text analysis, vocabulary, and the use of primary and secondary sources, and classroom presentations.

## → Visual and Performing Arts

1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

- This standard would be addressed via diverse read alouds and biographies, classroom discussions, poetry, researching artists, musicians etc during biography writing, and classroom presentations and performances.

1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.

- This standard would be addressed via diverse read alouds and biographies, classroom discussions, current events, poetry, researching artists and musicians, and classroom presentations and performances.

1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

- This standard would be addressed via classroom discussions and by allowing students to present their research or understanding in more creative ways (ie: songs, dances, plays...).

1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

- This standard would be addressed via the use of rubrics.

→ Comprehensive Health & Physical Education

2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.

- This standard would be addressed via read alouds, researching, writing and presenting oral reports, vocabulary, performing readers theater, whole brain movements, reading health-based informational text and by employing the use of kinesthetic learning strategies.

2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.

- This standard would be addressed via read alouds, working in small groups, think-pair-share, writing and presenting oral reports, vocabulary, performing readers theater, whole brain movements, reading health-based informational text and by employing the use of kinesthetic learning strategies.

2.3 Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.

- This standard would be addressed via read alouds, researching, writing and presenting oral reports, vocabulary, whole brain movements, reading health-based informational text and by employing the use of kinesthetic learning strategies.

2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.

- This standard would be addressed via diverse read alouds, researching, writing and presenting oral reports, vocabulary, whole brain movements, reading health-based informational text and by employing the use of kinesthetic learning strategies.

2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.

- This standard would be addressed via read alouds, researching, presenting readers theater, vocabulary, whole brain movements, reading health-based informational text and by employing the use of kinesthetic learning strategies.

2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

- This standard would be addressed via read alouds, researching, presenting readers theater, vocabulary, whole brain movements, reading health-based informational text and by employing the use of kinesthetic learning strategies.

### **Integration of LGBTQ+ & Disabilities Awareness:**

In each curricular area, the district will adopt inclusive instructional materials that portray the cultural and economic diversity of society including the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people.

- This standard would be addressed via read alouds, class discussions and dialogue of inclusiveness, character growth and development, story mapping and plot, increasing representation of diverse characters, and real world connections.

### **Diversity, Equity, and Inclusion:**

Instruction on the contributions of a diverse population of people, that may include, LGBTQ+, Asian American & Pacific Islanders, persons with disabilities, to the growth of science knowledge and practices over the years is discussed throughout the curriculum and are included in lessons and the variety of resources used.

### **Integration of Asian-American and Pacific Islander Legislation:**

In each curricular area, the district will adopt inclusive instructional materials that portray the contributions of members of the Asian American and Pacific Islander communities in regards to the realm of science. This will include books about and created by Asian American and Pacific Islanders.

### **Integration of Financial Literacy:**

- New Jersey's Technology Standard 9.1 Personal Financial Literacy
  - This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance.
  - Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.
- Strand A: Income and Careers
  - This standard would be addressed via read alouds, researching different careers and entrepreneurs, classroom jobs, and professions, and by hosting a career fair each year.
- Strand B: Money Management
  - This standard would be addressed via read alouds, STEM and problem solving activities, with informational text analysis, and by having a classroom economy.
- Strand C: Credit and Debt Management
  - This standard would be addressed via STEM and problem solving activities, and by having a classroom economy.
- Strand D: Planning, Saving, and Investing
  - This standard would be addressed via STEM and problem solving activities, by having a classroom economy, the use of school-wide currency.
- Strand E: Becoming a Critical Consumer
  - This standard would be addressed via the use of read alouds, higher order thinking and questioning techniques, and compare and contrast activities, and by the use of a classroom economy.
- Strand F: Civic Financial Responsibility

- This standard would be addressed via read alouds, research and debates, main idea and key details, establishing relationships and habits and by having a classroom economy.
- Strand G: Insuring and Protecting
  - This standard would be addressed via read alouds, and informational text.

**Amistad Law:** N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

**Holocaust Law:** N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Integration of 21st Century Skills and Themes and Interdisciplinary Connections District boards of education shall be responsible for the review and continuous improvement of curriculum and instruction based upon changes in knowledge, technology, assessment results, and modifications to the NJSLS, according to N.J.A.C. 6A:8-2. 1. District boards of education shall include interdisciplinary connections throughout the K–12 curriculum. 2. District boards of education shall integrate into the curriculum 21st century themes and skills (N.J.A.C. 6A:8-3.1(c)). Twenty-first century themes and skills integrated into all content standards areas (N.J.A.C. 6A:8-1.1(a)3). “Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility and adaptability, initiative and selfdirection, social and cross-cultural skills, productivity and accountability, and leadership and responsibility.

### **Career Education:**

#### **Identified on Lesson Plan –**

- Integrated into 21<sup>st</sup> Century Skills (NJSLS 9) and (NJSLS 8)
- Annual Career Fair

#### **Integration of 21<sup>st</sup> Century Skills through NJSLS 9 and Career Education:**

21st Century Life and Career Skills - In today's global economy, students need to be lifelong learners who have the knowledge and skills to adapt to an evolving workplace and world. To address these demands, Standard 9, 21st Century Life and Careers, establishes clear guidelines for what students need to know and be able to do in order to be successful in their future careers and to achieve financial independence. 21st century life and career skills focus on enabling students to make informed decisions that will prepare them to engage as active citizens in a dynamic global society and to successfully meet the challenges and opportunities of the 21st century global workplace. Therefore, these life and career skills are integrated across the K-8 curriculum in various subject areas, where appropriate. Lessons could include:

- working collaboratively to solve problems
- comparing and contrasting
- classroom debates and negotiations
- speaking and listening skills
- networking
- customizing resumes and references
- questioning techniques
- communicating clearly and effectively, with reason
- employ valid and reliable research strategies
- accept and integrating criticism and feedback
- utilize critical thinking to make sense of problems and persevere in solving them
- use technology to enhance productivity

In addition, a yearly career fair will be conducted.

### **Computer Science & Design Thinking:**

New approaches necessary for solving the critical challenges that we face as a society will require harnessing the power of technology and computing. Rapidly changing technologies and the proliferation of digital information have permeated and radically transformed learning, working, and everyday life. To be well-educated, global-minded individuals in a computing-intensive world, students must have a clear understanding of the concepts and practices of computer science. As education systems adapt to a vision of students who are not just computer users but also computationally literate creators who are proficient in the concepts and practices of computer

science and design thinking, engaging students in computational thinking and human-centered approaches to design through the study of computer science and technology serves to prepare students to ethically produce and critically consume technology.

### Computing Systems:

People interact with a wide variety of computing devices that collect, store, analyze, and act upon information in ways that can affect human capabilities both positively and negatively. The physical components (hardware) and instructions (software) that make up a computing system communicate and process information in digital form.

### Networks and the Internet:

Computing devices typically do not operate in isolation. Networks connect computing devices to share information and resources and are an increasingly integral part of computing. Networks and communication systems provide greater connectivity in the computing world.

### Data & Analysis:

Computing systems exist to process data. The amount of digital data generated in the world is rapidly expanding, so the need to process data effectively is increasingly important. Data is collected and stored so that it can be analyzed to better understand the world and make more accurate predictions.

### Algorithms & Programming:

An algorithm is a sequence of steps designed to accomplish a specific task. Algorithms are translated into programs, or code, to provide instructions for computing devices. Algorithms and programming control all computing systems, empowering people to communicate with the world in new ways and solve compelling problems.

### Engineering Design:

People design for enjoyment and to solve problems, extend human capabilities, satisfy needs and wants, and improve the human condition. Engineering Design, a systematic approach to creating solutions to technological problems and finding ways to meet people's needs and desires, allows for the effective and efficient development of products and systems.

### Interaction of Technology and Humans:

Societies influence technological development. Societies are characterized by common elements such as shared values, differentiated roles, and cultural norms, as well as by entities such as community institutions, organizations, and businesses. Interaction of



Technology and Humans concerns the ways society drives the improvement and creation of new technologies, and how technologies both serve and change society.

Nature of Technology:

Human population, patterns and movement focus on the size, composition, distribution, and movement of human populations and how they are fundamental and active features on Earth's surface. This includes understanding that the expansion and redistribution of the human population affects patterns of settlement, environmental changes, and resource use. Patterns and movements of population also relate to physical phenomena including climate variability, landforms, and locations of various natural hazards and their effects on population size, composition, and distribution.

Effects of Technology on the Natural World:

Many of engineering and technology's impacts on society and the environment are widely regarded as desirable. However, other impacts are regarded as less desirable. Effects of Technology on the Natural World concerns the positive and negative ways that technologies affect the natural world.

Ethics & Culture:

Ethics and Culture concerns the profound effects that technologies have on people, how those effects can widen or narrow disparities, and the responsibility that people have for the societal consequences of their technological decisions.

**Standard 9.1 21st-Century Life and Career Skills:** All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Standard 9.1 describes skills that prepare students to fully engage in civic and work life. The standard includes six strands, which reflect the Framework for 21st Century Learning:

- Critical Thinking and Problem Solving
- Creativity and Innovation
- Collaboration, Teamwork, and Leadership
- Cross-Cultural Understanding and Interpersonal Communication
- Communication and Media Fluency

- Accountability, Productivity, and Ethics  
(Full list of standards may be found [here](#))

**Standard 9.2 Personal Financial Literacy:** All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.

Standard 9.2 describes skills that prepare students for personal and civic financial literacy. The inclusion of Personal Financial Literacy as a standard, rather than as a strand, reflects the growing need for 21st Century citizens to be financially literate, particularly in light of the increasing number of financial choices they face due to the global economy. Financial literacy includes the application of knowledge, skills, and ethical values when making consumer and financial decisions that impact the self, the family, and the local and global communities.

Standard 9.2 is broken into the following strands:

- Strand A: Income and Careers
- Strand B: Money Management
- Strand C: Credit and Debt Management
- Strand D: Planning, Saving, and Investing
- Strand E: Becoming a Critical Consumer
- Strand F: Civic Financial Responsibility
- Strand G: Insuring and Protecting

(Full list of standards may be found [here](#))

These topics will be present through:

- STEM activities with monetary constraints
- Mathematical computation with money
- Career and income research

**Standard 9.3 Career Awareness, Exploration, and Preparation:** All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

Standard 9.3 is broken into the following strands:

- Strand A: Career Awareness (met by Grade 4)
- Strand B: Career Exploration (met by Grade 8)  
(Full list of standards may be found [here](#))

Not only will math-based careers be highlighted during instruction, but an annual career fair will be held.

### **Technology through NJSLs and Career Education: Identified on Lesson Plan –**

#### **Mission:**

Readiness in this century demands that students actively engage in critical thinking, communication, collaboration, and creativity. Technology empowers students with real-world data, tools, experts and global outreach to actively engage in solving meaningful problems in all areas of their lives. The power of technology discretely supports all curricular areas and multiple levels of mastery for all students.

#### **Vision:**

The design process builds in our students the recognition that success is not merely identifying a problem but working through a process and that failure is not an end but rather a point for reevaluation. Whether applied as a skill in product development, in the learning environment, in daily life, in a local or more global arena, the design process supports students in their paths to becoming responsible, effective citizens in college, careers and life. Computational thinking provides an organizational means of approaching life and its tasks. It develops an understanding of technologies and their operations and provides students with the abilities to build and create knowledge and new technologies.

#### **Standards:**

Technology Standard 8.1: All students will use digital tools to access, manage, evaluate, and synthesize

information in order to solve problems individually and collaborate and create and communicate knowledge.

*Use of non-fiction media, science-specific vocabulary, data analysis, lab reports, research-based assignments, word*

*processing, online spreadsheet tools, STEM activities, problem-based learning*

**Technology Standard 8.2:** All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

*Problem-based learning, STEM activities, use of non-fiction media, solving real-world science-based issues (ex. global*

*warming, filtration, alternate fuels, etc), engineering activities (particularly civil engineering), projects with constraints*

A career fair will be held yearly.

### **Identified on Lesson Plan –**

- Standards

→ New Jersey's Technology Standard 9 is composed of the Career Ready Practices.

- The 12 Career Ready Practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers.
- These are researched practices that are essential to career readiness.
  - This standard would be addressed via researching and presenting information, working collaboratively with partners or small groups, using technology like Google Suite on a regular basis, grounding reading, writing, and speaking in evidence from text, both literary and informational, building knowledge through content rich non-fiction, inferencing, identifying main idea and theme, sequence of events, cause and effect, vocabulary, problem and solution, point of view, and by evaluating various forms of media and formats.

→ New Jersey's Technology Standard 9.1 Personal Financial Literacy

- This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance.
- Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.
  - This standard would be addressed via read alouds, STEM and problem solving activities, by having a classroom economy, the use of school-wide currency, higher order thinking and questioning strategies, and by hosting a career fair each year.

→ New Jersey's Technology Standard 9.2 Career Awareness, Exploration, and Preparation

- This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.
  - This standard would be addressed via researching and presenting information, working collaboratively with partners or small groups, using technology like Google Suite on a regular basis, grounding reading, writing, and speaking in evidence from text, both literary and informational, building knowledge through content rich non-fiction, inferencing, identifying main idea and theme, sequence of events, cause and effect, vocabulary, problem and solution, point of view, and by evaluating various forms of media and formats.

→ New Jersey's Technology Standard 9.2 Career and Technical Education

All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

Standard 9.3 is broken into the following strands:

- Strand A: Career Awareness (met by Grade 4)

- Strand B: Career Exploration (met by Grade 8)  
(Full list of standards may be found [here](#))
- This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.
  - This standard would be addressed via researching and presenting information, working collaboratively with partners or small groups, using technology like Google Suite on a regular basis, grounding reading, writing, and speaking in evidence from text, both literary and informational, building knowledge through content rich non-fiction, inferencing, identifying main idea and theme, sequence of events, cause and effect, vocabulary, problem and solution, point of view, and by evaluating various forms of media and formats.

- Career Readiness Themes

- Global Awareness
- Financial
- Economic
- Business
- Entrepreneurial Literacy
- Civic Literacy
- Health Literacy

- Career Readiness Skills

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

- Mission

→ 21st century life and career skills enable students to make informed decisions that prepare them to engage as active citizens in a dynamic global society and to successfully meet the challenges and opportunities of the 21st century global workplace.

- Vision

→ To integrate 21st Century life and career skills across the K-12 curriculum and in Career and Technical Education (CTE) programs to foster a population that:

1. Continually self-reflects and seeks to improve the essential life and career practices that lead to success.
2. Uses effective communication and collaboration skills and resources to interact with a global society.
3. Is financially literate and financially responsible at home and in the broader community.
4. Is knowledgeable about careers and can plan, execute, and alter career goals in response to changing societal and economic conditions.
5. Seeks to attain skill and content mastery to achieve success in a chosen career path.

→ In order for students to be college and career ready they must have opportunities to understand career concepts and financial literacy. This includes helping students make informed decisions about their future personal, educational, work, and financial goals.

→ Integrating Standard 9 into instruction, New Jersey students will acquire the necessary academic and life skills to not only achieve individual success but also to contribute to the success of our society.

## **Technology through NJSL and Career Education:**

21st Century Life and Career Skills - In today's global economy, students need to be lifelong learners who have the knowledge and skills to adapt to an evolving workplace and world. To address these demands, Standard 8, 21st Century Life and Careers, establishes clear guidelines for what students need to know and be able to do in order to be successful in their future careers, using technology, and to achieve financial independence. 21st century life and career, and technology skills focus on enabling students to make informed

decisions and develop technological advantages that will prepare them to engage as active citizens in a dynamic global society and to successfully meet the challenges and opportunities of the 21st century global workplace. Therefore, these life, career, and technology skills are integrated across the K-8 curriculum in various subject areas, where appropriate.

In each curricular area, a yearly career fair will be conducted.

Lessons could include:

- working collaboratively to solve problems using media sources
- comparing and contrasting using interactive graphic organizers
- classroom debates and negotiations using Google Suite
- speaking and listening skills using varied content and sources (ie: podcasts, videos)
- networking
- customizing resumes and references using Microsoft Word
- questioning techniques based on information gathered from varied media sources
- communicating clearly and effectively, with reason, to explain research conducted online
- employ valid and reliable research strategies
- accept and integrate criticism and feedback
- utilize critical thinking to make sense of problems and persevere in solving them
- use technology to enhance productivity

**Identified on Lesson Plan –**

- [Standards](#)

→ **Computer Science & Design Thinking:**

New approaches necessary for solving the critical challenges that we face as a society will require harnessing the power of technology and computing. Rapidly changing technologies and the proliferation of digital information have permeated and radically transformed learning, working, and everyday life. To be well-educated, global-minded individuals in a computing-intensive world, students must have a clear understanding of the concepts and practices of computer science. As education systems adapt to a vision of students who



are not just computer users but also computationally literate creators who are proficient in the concepts and practices of computer science and design thinking, engaging students in computational thinking and human-centered approaches to design through the study of computer science and technology serves to prepare students to ethically produce and critically consume technology.

#### Computing Systems:

People interact with a wide variety of computing devices that collect, store, analyze, and act upon information in ways that can affect human capabilities both positively and negatively. The physical components (hardware) and instructions (software) that make up a computing system communicate and process information in digital form.

#### Networks and the Internet:

Computing devices typically do not operate in isolation. Networks connect computing devices to share information and resources and are an increasingly integral part of computing. Networks and communication systems provide greater connectivity in the computing world.

#### Data & Analysis:

Computing systems exist to process data. The amount of digital data generated in the world is rapidly expanding, so the need to process data effectively is increasingly important. Data is collected and stored so that it can be analyzed to better understand the world and make more accurate predictions.

#### Algorithms & Programming:

An algorithm is a sequence of steps designed to accomplish a specific task. Algorithms are translated into programs, or code, to provide instructions for computing devices. Algorithms and programming control all computing systems, empowering people to communicate with the world in new ways and solve compelling problems.

#### Engineering Design:

People design for enjoyment and to solve problems, extend human capabilities, satisfy needs and wants, and improve the human condition. Engineering Design, a systematic approach to creating solutions to technological problems and finding ways to meet people's needs and desires, allows for the effective and efficient development of products and systems.

#### Interaction of Technology and Humans:

Societies influence technological development. Societies are characterized by common elements such as shared values, differentiated roles, and cultural norms, as well as by entities such as community institutions, organizations, and businesses. Interaction of

Technology and Humans concerns the ways society drives the improvement and creation of new technologies, and how technologies both serve and change society.

#### Nature of Technology:

Human population, patterns and movement focus on the size, composition, distribution, and movement of human populations and how they are fundamental and active features on Earth's surface. This includes understanding that the expansion and redistribution of the human population affects patterns of settlement, environmental changes, and resource use. Patterns and movements of population also relate to physical phenomena including climate variability, landforms, and locations of various natural hazards and their effects on population size, composition, and distribution.

#### Effects of Technology on the Natural World:

Many of engineering and technology's impacts on society and the environment are widely regarded as desirable. However, other impacts are regarded as less desirable. Effects of Technology on the Natural World concerns the positive and negative ways that technologies affect the natural world.

#### Ethics & Culture:

Ethics and Culture concerns the profound effects that technologies have on people, how those effects can widen or narrow disparities, and the responsibility that people have for the societal consequences of their technological decisions.

- Career Readiness Themes

- Global Awareness
- Financial
- Economic
- Business
- Entrepreneurial Literacy
- Civic Literacy
- Health Literacy

- Career Readiness Skills

- Creativity and Innovation
- Critical Thinking and Problem Solving

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

- Mission

- Readiness in this century demands that students actively engage in critical thinking, communication, collaboration, and creativity.
- Technology empowers students with real-world data, tools, experts and global outreach to actively engage in solving meaningful problems in all areas of their lives.
- The power of technology discretely supports all curricular areas and multiple levels of mastery for all students.

- Vision

- The design process builds in our students the recognition that success is not merely identifying a problem but working through a process and that failure is not an end but rather a point for reevaluation. Whether applied as a skill in product development, in the learning environment, in daily life, in a local or more global arena, the design process supports students in their paths to becoming responsible, effective citizens in college, careers and life.
- Computational thinking provides an organizational means of approaching life and its tasks. It develops an understanding of technologies and their operations and provides students with the ability to build and create knowledge and new technologies.

### **Additional Content-Specific Information/Resources –**

- National / International Technology Student Standards

- o 8.1 Educational Technology

- [International Society for Technology in Education \(ISTE\) Standards for Student](#)
- [American Association of School Librarians \(AASL\) Student Standards for the 21st-Century Learner](#)
- [Common Sense Student Standards Alignment in the K-12 Digital Citizenship Curriculum](#)

- o 8.2 Technology Education, Engineering, Design and Computational Thinking - Programming

- [K12 Computer Science Student Framework Statements by Grade Band](#)
- [International Technology and Engineering Educators Association Standards for Technological Literacy](#)

## **Career Education:**

### **Identified on Lesson Plan –**

- Standards
- Career Ready Practices
  - CRP1. Act as a responsible and contributing citizen and employee.
  - CRP2. Apply appropriate academic and technical skills.
  - CRP3. Attend to personal health and financial well-being.
  - CRP4. Communicate clearly and effectively and with reason.
  - CRP5. Consider the environmental, social and economic impacts of decisions.
  - CRP6. Demonstrate creativity and innovation.
  - CRP7. Employ valid and reliable research strategies.
  - CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
  - CRP9. Model integrity, ethical leadership and effective management.
  - CRP10. Plan education and career paths aligned to personal goals.
  - CRP11. Use technology to enhance productivity
  - CRP12. Work productively in teams while using cultural global competence
  - These following practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.

CRP1. Act as a responsible and contributing citizen and employee

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. Instructional activities include: chart responsibilities

of a productive citizen, research and write about how the environment is affected by the world around it and ways to make a positive change.

CRP2. Apply appropriate academic and technical skills.

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation. Instructional activities include: charting ways that skills taught in school relate to the world around them, build resumes that show how their skills apply to interested jobs, and research jobs and skills needed.

CRP3. Attend to personal health and financial well-being.

Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to understanding and making meaning of personal finances. Instructional activities include: writing and reflecting in journals about daily health and food choices, research and discuss other healthy lifestyle choices.

CRP4. Communicate clearly and effectively and with reason.

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Instructional activities include: writing, discussing, and collaborating on a variety of topics to express opinions.

CRP5. Consider the environmental, social and economic impacts of decisions.

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. Instructional activities include: Create research based projects that solve environmental, social, economic, and global conflicts.

CRP6. Demonstrate creativity and innovation.

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization. Instructional activities include: Create research based projects that solve environmental, social, economic, and global conflicts using Google Suite and other various media outlets.

CRP7. Employ valid and reliable research strategies.

Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation. Instructional activities include: create research based projects that solve environmental, social, economic, and global conflicts using Google Suite, Google Scholar and other professional journals.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others. Instructional activities include: Using higher order thinking skills to approach problems from multiple perspectives.

CRP9. Model integrity, ethical leadership and effective management.

Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply

insights into human behavior to change others' actions, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture. Instructional activities include: Assigning different roles during collaborative work, accountable talk cards, modeling appropriate language and behavior when working with others.

CRP10. Plan education and career paths aligned to personal goals.

Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals. Instructional activities include: Planning and executing a career fair, researching different occupations, actively listening to presenters from a variety of community based work environment.

CRP11. Use technology to enhance productivity.

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks. Instructional activities include: Integration of Google Suites and other various media outlets.

CRP12. Work productively in teams while using cultural global competence.

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings. Instructional activities include: having students work with heterogeneous groups in order to achieve a common goal.

### **Identified on Lesson Plan –**

- Integrated into 21<sup>st</sup> Century Skills (NJSLS 9) and Technology (NJSLS 8)
- Career Readiness Themes
  - Global Awareness
  - Financial
  - Economic
  - Business
  - Entrepreneurial Literacy
  - Civic Literacy
  - Health Literacy
- Career Readiness Skills
  - Creativity and Innovation
  - Critical Thinking and Problem Solving
  - Communication and Collaboration
  - Information Literacy
  - Media Literacy
  - Life and Career Skills

### **Integration and Focus -**

- Our career programs are focused on STEM based practices, meaning all lessons are hands-on and introduce students to high interest, STEM-based careers.
- With our career programs, students learn how the concepts and topics they learn in school are related to the real world. And, all lessons are experiential and use simple supplies, no text book or handout is used.
- The career programs will utilize videos, magazines, presenters, internet search engines, hands on projects, and experiments that focus on topics that link student learning to various career options.



## **Egg Harbor City Public Schools**

### **ELA Adopted 2019 K-8 Unit Plans and Pacing Guides**

#### **Superkids: Unit Plans and Pacing Guides**

##### **Kindergarten**

Units 1-13 <https://drive.google.com/file/d/1-okCU89Y2K5JMf6ywpY7K0enzpCe0kts/view?usp=sharing>

Units 14-24 <https://drive.google.com/file/d/1-ssDQARnBSbqyQ3XfXjZmohP0n-VFrsd/view?usp=sharing>

##### **Grade 1**

<https://drive.google.com/open?id=1znQnbTtZjCLpiGQFi8aLKmsxxHOAIFsR>

##### **Grade 2**

Units 1-4 [https://drive.google.com/open?id=1U9D0KwqbYm5CoaS57QEtQVug9a9yh\\_Ro](https://drive.google.com/open?id=1U9D0KwqbYm5CoaS57QEtQVug9a9yh_Ro)

Units 4-8 <https://drive.google.com/open?id=153kVN-LYLaV1YE7ezOqfFVQYVJe7lauV>

Units 9-12 [https://drive.google.com/open?id=12PI-IEhIRYoSKZjsCTcNq3k\\_rOVnUOIN](https://drive.google.com/open?id=12PI-IEhIRYoSKZjsCTcNq3k_rOVnUOIN)

Units 13-16 <https://drive.google.com/open?id=1LqIJ1GE2Uj14zPiUbEyPVzy-vGFpxHj3>

#### **Lucy Calkins: Unit Plans and Pacing Guides -**

##### **Grade 3**

<https://drive.google.com/open?id=1hyAvmyBbBdEjgmYtPUdpCo0r4Ur9YQ7>

**Grade 4**

<https://drive.google.com/open?id=1SeBf-RVvbf3M9vFYjPZxg2EWiQq7LoF>

**Grade 5**

[https://drive.google.com/open?id=1\\_zgbLcGRi838eVSBo9lbig4ExFLadItz](https://drive.google.com/open?id=1_zgbLcGRi838eVSBo9lbig4ExFLadItz)

**Grade 6**

<https://drive.google.com/open?id=1cNfZAh661nvYpv9qNVazfDSLLeVuyJLvs>

**Grade 7**

<https://drive.google.com/open?id=1JRv81qM6rgjUf7BgZ7518XAAcxTHl0o2>

**Grade 8**

<https://drive.google.com/open?id=1PZijg1IrkHWio5N0yGWtGIu-OeO2NIYX>

## Egg Harbor City Public Schools

### ELA Standards Focus Unit Plan Information - For Reference Purposes

#### Egg Harbor City Public Schools Curricular Framework English Language Arts-Kindergarten

Overview	Reading	Writing	Speaking and Listening	Language
<a href="#">Unit 1</a> <a href="#">6 Weeks</a>	Primary Focus Standards: RL.K.1      RI.K.1      RF.K.1A,D RL.K.3      RI.K.5      RF.K.2A RL.K.5      RI.K.10      RF.K.4A,B RL.K.6 RL.K.7 RL.K.10	Primary Focus Standards: W.K.2 W.K.3 W.K.5	Primary Focus Standards: SL.K.1A SL.K.2 SL.K.3 SL.K.4 SL.K.5 SL.K.6	Primary Focus Standards: L.K.1B,D,E L.K.5A L.K.6
	Text Type: <ul style="list-style-type: none"> <li>● Literary</li> </ul>	Writing Focus: <ul style="list-style-type: none"> <li>● Narrative writing</li> <li>● Informative/explanatory writing</li> </ul>	Task type: <ul style="list-style-type: none"> <li>● Small &amp; whole group discussion through guided oral discussion</li> </ul>	Skill focus: <ul style="list-style-type: none"> <li>● Demonstrate command of standard English grammar when writing or speaking</li> </ul>
<a href="#">Unit 2</a> <a href="#">6 Weeks</a>	Primary Focus Standards: RL.K.1      RI.K.1      RF.K.1B,C,D RL.K.3      RI.K.3      RF.K.2A,B,C RL.K.10      RI.K.4      RF.K.3A,C RI.K.6      RF.K.4A,B RI.K.7 RI.K.10	Primary Focus Standards: W.K.2 W.K.3 W.K.5	Primary Focus Standards: SL.K.1A,B SL.K.2 SL.K.3 SL.K.4 SL.K.5 SL.K.6	Primary Focus Standards: L.K.1A,B,D,E L.K.5B L.K.6
	Text Type: <ul style="list-style-type: none"> <li>● Informational</li> </ul>	Writing Focus: <ul style="list-style-type: none"> <li>● Narrative writing</li> <li>● Informative/explanatory writing</li> </ul>	Task type: <ul style="list-style-type: none"> <li>● Respond to and interact with peers in small &amp; whole group discussion</li> </ul>	Skill focus: <ul style="list-style-type: none"> <li>● Demonstrate command of standard English grammar when writing or speaking</li> </ul>
<a href="#">Unit 3</a> <a href="#">6 Weeks</a>	Primary Focus Standards: RL.K.1      RI.K.1      RF.K.1B,D RL.K.2      RI.K.2      RF.K.2A,B,C,D,E RL.K.4      RI.K.3      RF.K.3C,D RL.K.7      RI.K.4      RF.K.4A,B RL.K.9      RI.K.7 RL.K.10	Primary Focus Standards: W.K.1 W.K.2 W.K.5 W.K.6 W.K.7 W.K.8	Primary Focus Standards: SL.K.1A,B SL.K.2 SL.K.3 SL.K.4 SL.K.5 SL.K.6	Primary Focus Standards: L.K.1A,B,C,D,E,F L.K.2A,B,C,D L.K.4A,B L.K.5C,D L.K.6

	RI.K.9 RI.K.10			
	Text Type: <ul style="list-style-type: none"> <li>Literary</li> <li>Informational</li> </ul>	Writing Focus: <ul style="list-style-type: none"> <li>Opinion writing</li> <li>Shared research writing</li> </ul>	Task type: <ul style="list-style-type: none"> <li>Respond to and interact with peers in small &amp; whole group discussion</li> </ul>	Skill focus: <ul style="list-style-type: none"> <li>Demonstrate command of standard English grammar and mechanics when writing or speaking</li> </ul>
<b>Unit 4</b> <b>6 Weeks</b>	Primary Focus Standards: RL.K.1 RI.K.1 RF.K.1B,D RL.K.2 RI.K.2 RF.K.2B,C,D,E RL.K.4 RI.K.3 RF.K.3B,C,D RL.K.7 RI.K.4 RF.K.4A,B RL.K.9 RI.K.7 RL.K.10 RI.K.8 RI.K.9 RI.K.10	Primary Focus Standards: W.K.1 W.K.3 W.K.5 W.K.6 W.K.7 W.K.8	Primary Focus Standards: SL.K.1A,B SL.K.2 SL.K.3 SL.K.4 SL.K.5 SL.K.6	Primary Focus Standards: L.K.1A,B,C,D,E,F L.K.2A,B,C,D L.K.4A,B L.K.5C,D L.K.6
	Text Type: <ul style="list-style-type: none"> <li>Literary</li> <li>Informational</li> </ul>	Writing Focus: <ul style="list-style-type: none"> <li>Opinion writing</li> <li>Narrative writing</li> <li>Shared research/writing</li> </ul>	Task type: <ul style="list-style-type: none"> <li>Respond to and interact with peers in small &amp; whole group discussion</li> </ul>	Skill focus: <ul style="list-style-type: none"> <li>Demonstrate command of standard English grammar and mechanics when writing or speaking</li> </ul>
<b>Suggested Open Educational Resources</b>	<ul style="list-style-type: none"> <li><a href="http://readingandwritingproject.org/">http://readingandwritingproject.org/</a></li> <li><a href="http://www.jenniferserravallo.com/blog">www.jenniferserravallo.com/blog</a></li> <li><a href="http://www.wegivebooks.org/books">http://www.wegivebooks.org/books</a></li> <li><a href="http://www.nwp.org/cs/public/print/resource_topic/teaching_reading">http://www.nwp.org/cs/public/print/resource_topic/teaching_reading</a></li> <li><a href="http://www.sightwords.com/">http://www.sightwords.com/</a></li> <li><a href="http://www.lindahoyt.com/tips.html">www.lindahoyt.com/tips.html</a></li> <li><a href="http://www.readwritethink.org/">http://www.readwritethink.org/</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="http://readingandwritingproject.org/">http://readingandwritingproject.org/</a></li> <li><a href="http://www.schrockguide.net/">http://www.schrockguide.net/</a> - <a href="http://twowritingteachers.wordpress.com">http://twowritingteachers.wordpress.com</a></li> <li><a href="http://www.lindahoyt.com/tips.html">www.lindahoyt.com/tips.html</a></li> <li><a href="http://www.readwritethink.org/">http://www.readwritethink.org/</a></li> <li><a href="http://www.nwp.org/cs/public/print/resource_topic/teaching_writing">http://www.nwp.org/cs/public/print/resource_topic/teaching_writing</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="http://readingandwritingproject.org/">http://readingandwritingproject.org/</a></li> <li><a href="http://www.lindahoyt.com/tips.html">www.lindahoyt.com/tips.html</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="http://readingandwritingproject.org/">http://readingandwritingproject.org/</a></li> <li><a href="http://www.lindahoyt.com/tips.html">www.lindahoyt.com/tips.html</a></li> <li><a href="http://www.seymoursimon.com/index.php/blog/">http://www.seymoursimon.com/index.php/blog/</a></li> </ul>

Overview	Reading	Writing	Speaking and Listening	Language
<p><b><u>Unit 1</u></b></p> <p><b><u>6 Weeks</u></b></p>	<p>Primary Focus Standards:</p> <p>RL.1.1    RI.1.1    RF.1.1A            RL.1.3    RI.1.5    RF.1.2A,B            RL.1.5    RI.1.10            RL.1.6                    RF.1.4A            RL.1.7            RL.1.10</p>	<p>Primary Focus Standards:</p> <p>W.1.2            W.1.3            W.1.5</p>	<p>Primary Focus Standards:</p> <p>SL.1.1A            SL.1.2            SL.1.3            SL.1.4            SL.1.5            SL.1.6</p>	<p>Primary Focus Standards:</p> <p>L.1.1A,B            L.1.2A,B            L.1.5A            L.1.6</p>
	<p>Text Type:</p> <ul style="list-style-type: none"> <li>● Literary</li> <li>● Informational</li> </ul>	<p>Writing Focus: Use the writing process to create</p> <ul style="list-style-type: none"> <li>● Informative/explanatory writing</li> <li>● Narrative writing</li> </ul>	<p>Task type:</p> <ul style="list-style-type: none"> <li>● Respond to and interact with peers in small &amp; whole group discussion</li> </ul>	<p>Skill focus:</p> <ul style="list-style-type: none"> <li>● Demonstrate command of standard English grammar and mechanics when writing or speaking</li> </ul>
<p><b><u>Unit 2</u></b></p> <p><b><u>6 Weeks</u></b></p>	<p>Primary Focus Standards:</p> <p>RL.1.1    RI.1.1    RF.1.1A            RL.1.3    RI.1.3    RF.1.2A,B,C            RL.1.10    RI.1.4    RF.1.3A,B,C                              RI.1.6    RF.1.4A,B                              RI.1.7                              RI.1.10</p>	<p>Primary Focus Standards:</p> <p>W.1.2            W.1.3            W.1.5</p>	<p>Primary Focus Standards:</p> <p>SL.1.1A,B            SL.1.2            SL.1.3            SL.1.4            SL.1.5</p>	<p>Primary Focus Standards:</p> <p>L.1.1A,B,C,D,E            L.2.A,B,C,D            L.1.5A,B            L.1.6</p>

			SL.1.6	
	Text Type: <ul style="list-style-type: none"> <li>Literary</li> <li>Informational</li> </ul>	Writing Focus: Use the writing process to create <ul style="list-style-type: none"> <li>Informative/explanatory writing</li> <li>Narrative writing</li> </ul>	Task type: <ul style="list-style-type: none"> <li>Respond to and interact with peers in small &amp; whole group discussion</li> </ul>	Skill focus: <ul style="list-style-type: none"> <li>Demonstrate command of standard English grammar, usage, and mechanics when writing or speaking</li> </ul>
<b>Unit 3</b> <b>6 Weeks</b>	Primary Focus Standards: RL.1.1 RI.1.1 RF.1.1A RL.1.2 RI.1.2 RF.1.2A,B,C,D RF.1.3A,B,C,D,E RL.1.4 RI.1.3 RL.1.7 RI.1.4 RF.1.4A,B,C RL.1.9 RI.1.7 RL.1.10 RI.1.9 RI.1.10	Primary Focus Standards: W.1.1 W.1.2 W.1.5 W.1.6 W.1.7 W.1.8	Primary Focus Standards: SL.1.1A,B,C SL.1.2 SL.1.3 SL.1.4 SL.1.5 SL.1.6	Primary Focus Standards: L.1.1C,D,E,F,G,H L.1.2A,B,C,D,E L.1.4A,B,C L.1.5A,B,C L.1.6
	Text Type: <ul style="list-style-type: none"> <li>Literary</li> <li>Informational</li> </ul>	Writing Focus: Use the writing process to create <ul style="list-style-type: none"> <li>Opinion writing</li> <li>Informative/explanatory writing</li> <li>Shared research writing</li> <li>Routine writing</li> </ul>	Task type: <ul style="list-style-type: none"> <li>Respond to and interact with peers in small &amp; whole group discussion</li> </ul>	Skill focus: <ul style="list-style-type: none"> <li>Demonstrate command of standard English grammar and mechanics when writing or speaking</li> </ul>
<b>Unit 4</b> <b>6 Weeks</b>	Primary Focus Standards: RL.1.1 RI.1.1 RF.1.1A RI.1.2 RL.1.2 RI.1.3 RL.1.4 RI.1.4	Primary Focus Standards: W.1.1 W.1.3	Primary Focus Standards: SL.1.1A,B,C SL.1.2	Primary Focus Standards: L.1.1D,E,F,G,H,I,J L.1.2A,B,C,D,E

	RL.1.7    RI.1.7    RF.1.2A,B,C,D RL.1.9    RI.1.8    RF.1.3A,B,C,D,E RL.1.10   RI.1.9    RF.1.4A,B,C RI.1.10	W.1.5 W.1.6 W.1.7 W.1.8	SL.1.3 SL.1.4 SL.1.5 SL.1.6	L.1.4A,B,C L.1.5C,D L.1.6
	Text Type: <ul style="list-style-type: none"> <li>• Literary</li> <li>• Informational</li> </ul>	Writing Focus: Use the writing process to create <ul style="list-style-type: none"> <li>• Opinion writing</li> <li>• Narrative writing</li> <li>• Routine writing</li> </ul>	Task type: <ul style="list-style-type: none"> <li>• Respond to and interact with peers in small &amp; whole group discussion</li> </ul>	Skill focus: <ul style="list-style-type: none"> <li>• Demonstrate command of standard English grammar and mechanics when writing or speaking</li> </ul>
<b>Suggested Open Educational Resources</b>	Reading <ul style="list-style-type: none"> <li>• <a href="http://readingandwritingproject.org/">http://readingandwritingproject.org/</a></li> <li>• <a href="http://www.jenniferserravallo.com/blog">www.jenniferserravallo.com/blog</a></li> <li>• <a href="http://www.wegivebooks.org/books">http://www.wegivebooks.org/books</a></li> <li>• <a href="http://www.nwp.org/cs/public/print/resource_topic/teaching_reading">http://www.nwp.org/cs/public/print/resource_topic/teaching_reading</a></li> <li>• <a href="http://www.sightwords.com/">http://www.sightwords.com/</a></li> <li>• <a href="http://www.lindahoyt.com/tips.html">www.lindahoyt.com/tips.html</a></li> <li>• <a href="http://www.readwritethink.org/">http://www.readwritethink.org/</a></li> <li>• <a href="http://www.lesterlaminack.com/blog.htm">http://www.lesterlaminack.com/blog.htm</a></li> <li>• <a href="http://www.seymoursimon.com/index.php/blog">www.seymoursimon.com/index.php/blog</a></li> <li>• <a href="https://www.teacherspayteachers.com/Product/Guided-Reading-Prompt-Cards-123684">https://www.teacherspayteachers.com/Product/Guided-Reading-Prompt-Cards-123684</a></li> </ul>	Writing & Language <ul style="list-style-type: none"> <li>• <a href="http://readingandwritingproject.org/">http://readingandwritingproject.org/</a></li> <li>• <a href="http://www.schrockguide.net/">http://www.schrockguide.net/</a> - (technology resource)</li> <li>• <a href="http://twowritingteachers.wordpress.com">http://twowritingteachers.wordpress.com</a></li> <li>• <a href="http://www.lindahoyt.com/tips.html">www.lindahoyt.com/tips.html</a></li> <li>• <a href="http://www.readwritethink.org/">http://www.readwritethink.org/</a></li> <li>• <a href="http://www.nwp.org/cs/public/print/resource_topic/teaching_writing">http://www.nwp.org/cs/public/print/resource_topic/teaching_writing</a></li> </ul>	Speaking & Listening <ul style="list-style-type: none"> <li>• <a href="http://readingandwritingproject.org/">http://readingandwritingproject.org/</a></li> <li>• <a href="http://www.lindahoyt.com/tips.html">www.lindahoyt.com/tips.html</a></li> <li>• <a href="http://www.seymoursimon.com/index.php/blog">www.seymoursimon.com/index.php/blog</a></li> </ul>	Critical Thinking <ul style="list-style-type: none"> <li>• <a href="http://readingandwritingproject.org/">http://readingandwritingproject.org/</a></li> <li>• <a href="http://www.lindahoyt.com/tips.html">www.lindahoyt.com/tips.html</a></li> <li>• <a href="http://www.seymoursimon.com/index.php/blog">www.seymoursimon.com/index.php/blog</a></li> </ul>

**Egg Harbor City Public Schools Curricular Framework English Language Arts- Grade Two**

Overview	Reading	Writing	Speaking and Listening	Language
<p><a href="#">Unit 1</a></p> <p><a href="#">6 Weeks</a></p>	<p>Primary Focus Standards:</p> <p>RL.2.1    RI.2.1    RF.2.3B,E</p> <p>RL.2.3    RI.2.5    RF.2.4A,B,C</p> <p>RL.2.5    RI.2.6</p> <p>RL.2. 7    RI.2.7</p> <p>RL.2.10    RI.2.10</p>	<p>Primary Focus Standards:</p> <p>W.2.3</p> <p>W.2.5</p> <p>W.2.6</p>	<p>Primary Focus Standards:</p> <p>SL.2.1A,B,C</p> <p>SL.2.2</p> <p>SL.2.6</p>	<p>Primary Focus Standards:</p> <p>L.2.1A,B,C</p> <p>L.2.2A,E</p> <p>L.2.3A</p> <p>L.2.4A,D,E</p> <p>L.2.5A</p> <p>L.2.6</p>
	<p>Text Type:</p> <ul style="list-style-type: none"> <li>● Literary</li> <li>● Informational</li> </ul>	<p>Writing Focus:</p> <ul style="list-style-type: none"> <li>● Narrative writing</li> <li>● Routine writing</li> </ul>	<p>Task type:</p> <ul style="list-style-type: none"> <li>● Respond to and interact with peers in small &amp; whole group discussion</li> </ul>	<p>Skill focus:</p> <ul style="list-style-type: none"> <li>● Demonstrate command of standard English grammar, usage, and mechanics when writing or speaking</li> </ul>
<p><a href="#">Unit 2</a></p> <p><a href="#">6 Weeks</a></p>	<p>Primary Focus Standards:</p> <p>RL.2.1    RI.2.1    RF.2.3A,B,D</p> <p>RL.2.3    RI.2.3    RF.2.4A,B,C</p> <p>RL.2.4    RI.2.4</p>	<p>Primary Focus Standards:</p> <p>W.2.2</p> <p>W.2.5</p> <p>W.2.6</p>	<p>Primary Focus Standards:</p> <p>SL.2.1A,B,C</p> <p>SL.2.4</p> <p>SL.2.5</p>	<p>Primary Focus Standards:</p> <p>L.2.1A,E,F</p> <p>L.2.2A,C,D,E</p> <p>L.2.3A</p>



	RL.2.5    RI.2.5 RL.2.7    RI.2.6 RL.2.10   RI.2.7 RI.2.10	W.2.7 W.2.8	SL.2.6	L.2.4A,B,D,E L.2.5B L.2.6
	Text Type: <ul style="list-style-type: none"> <li>• Literary</li> <li>• Informational</li> </ul>	Writing Focus: <ul style="list-style-type: none"> <li>• Informative/explanatory writing</li> <li>• Shared research writing</li> <li>• Routine writing</li> </ul>	Task type: <ul style="list-style-type: none"> <li>• Respond to and interact with peers in small &amp; whole group discussion</li> </ul>	Skill focus: <ul style="list-style-type: none"> <li>• Demonstrate command of standard English grammar, usage, and mechanics when writing or speaking</li> </ul>
<b>Unit 3</b> <b>6 Weeks</b>	Primary Focus Standards: RL.2.1    RI.2.1    RF.2.3A,C,E RL.2.2    RI.2.2    RF.2.4A,B,C RL.2.4    RI.2.3 RL.2.6    RI.2.4 RL.2.9    RI.2.8 RL.2.10   RI.2.9 RI.2.10	Primary Focus Standards: W.2.1 W.2.2 W.2.5 W.2.6 W.2.7 W.2.8	Primary Focus Standards: SL.2.1A,B,C SL.2.3 SL.2.5 SL.2.6	Primary Focus Standards: L.2.1B,C,D,E,F L.2.2B,C,D,E L.2.3A L.2.4A L.2.5B L.2.6
	Text Type:	Writing Focus:	Task type:	Skill focus:

	<ul style="list-style-type: none"> <li>Literary</li> <li>Informational</li> </ul>	<ul style="list-style-type: none"> <li>Opinion writing</li> <li>Informative/explanatory writing</li> <li>Shared research writing</li> <li>Routine writing</li> </ul>	<ul style="list-style-type: none"> <li>Respond to and interact with peers in small &amp; whole group discussion</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate command of standard English grammar, usage, and mechanics when writing or speaking</li> </ul>
<b>Unit 4</b>  <b>6 Weeks</b>	Primary Focus Standards:  RL.2.1    RI.2.1    RF.2.3A,C,D,E  RL.2.2    RI.2.2    RF.2.4A,B,C  RL.2.4    RI.2.3  RL.2.6    RI.2.4  RL.2.9    RI.2.8  RL.2.10    RI.2.9  RI.2.10	Primary Focus Standards:  W.2.1  W.2.3  W.2.5  W.2.6  W.2.7  W.2.8	Primary Focus Standards:  SL.2.1A,B,C  SL.2.2,  SL.2.3  SL.2.5	Primary Focus Standards:  L.2.1B,D,E,F  L.2.2B,D,E  L.2.3A  L.2.4A,B,C,E  L.2.5A,B  L.2.6
	Text Type: <ul style="list-style-type: none"> <li>Literary</li> <li>Informational</li> </ul>	Writing Focus: <ul style="list-style-type: none"> <li>Opinion writing</li> <li>Narrative writing</li> <li>Shared research writing pieces</li> <li>Routine writing</li> </ul>	Task type: <ul style="list-style-type: none"> <li>Respond to and interact with peers in small &amp; whole group discussion</li> </ul>	Skill focus: <ul style="list-style-type: none"> <li>Demonstrate command of standard English grammar, usage, and mechanics when writing or speaking</li> </ul>
<b>Suggested Open Education Resources</b>	Reading <ul style="list-style-type: none"> <li><a href="http://readingandwritingproject.org/">http://readingandwritingproject.org/</a></li> <li><a href="http://www.jenniferserravallo.com/blog">www.jenniferserravallo.com/blog</a></li> <li><a href="http://www.wegivebooks.org/books">http://www.wegivebooks.org/books</a></li> <li><a href="http://www.nwp.org/cs/public/print/r">http://www.nwp.org/cs/public/print/r</a></li> </ul>	Writing & Language <ul style="list-style-type: none"> <li><a href="http://readingandwritingproject.org/">http://readingandwritingproject.org/</a></li> <li><a href="http://www.schrockguide.net/">http://www.schrockguide.net/</a> -</li> <li><a href="http://twowritingteachers.wordpress.com/">http://twowritingteachers.wordpress.com/</a></li> </ul>	Speaking & Listening <ul style="list-style-type: none"> <li><a href="http://readingandwritingproject.org/">http://readingandwritingproject.org/</a></li> </ul>	Critical Thinking <ul style="list-style-type: none"> <li><a href="http://readingandwritingproject.org/">http://readingandwritingproject.org/</a></li> <li><a href="http://kylenebeers.com/blog/feed">http://kylenebeers.com/blog/feed</a></li> </ul>

	<ul style="list-style-type: none"> <li>• <a href="http://www.sightwords.com/resource_topic/teaching_reading">resource_topic/teaching_reading</a></li> <li>• <a href="http://www.sightwords.com/">http://www.sightwords.com/</a></li> <li>• <a href="http://www.lindahoyt.com/tips.html">www.lindahoyt.com/tips.html</a></li> <li>• <a href="http://www.readwritethink.org/">http://www.readwritethink.org/</a></li> <li>• <a href="http://www.lesterlaminack.com/blog.htm">http://www.lesterlaminack.com/blog.htm</a></li> <li>• <a href="http://www.seymoursimon.com/index.php/blog">www.seymoursimon.com/index.php/blog</a></li> <li>• <a href="https://www.teacherspayteachers.com/Product/Guided-Reading-Prrompt-Cards-123684">https://www.teacherspayteachers.com/Product/Guided-Reading-Prrompt-Cards-123684</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="http://www.lindahoyt.com/tips.html">www.lindahoyt.com/tips.html</a></li> <li>• <a href="http://www.readwritethink.org/">http://www.readwritethink.org/</a></li> <li>• <a href="http://www.nwp.org/cs/public/print/resource_topic/teaching_writing">http://www.nwp.org/cs/public/print/resource_topic/teaching_writing</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="http://www.lindahoyt.com/tips.html">www.lindahoyt.com/tips.html</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="http://www.lindahoyt.com/tips.html">www.lindahoyt.com/tips.html</a></li> <li>• <a href="http://www.seymoursimon.com/index.php/blog">www.seymoursimon.com/index.php/blog</a></li> </ul>
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Overview	Reading	Writing	Speaking and Listening	Language
<b>Unit 1 6 Weeks</b>	Primary Focus Standards: RL.3.1 RI.3.1 RF.3.3A,B,C,D  RL.3.2 RI.3.2 RF.3.4A,B,C,D,E,F  RL.3.4 RI.3.4  RL.3.6 RI.3.6	Primary Focus Standards: W.3.1A,B,C,D W.3.4 W.3.5 W.3.6 W.3.7 W.3.10	Primary Focus Standards: SL.3.1A,B,C,D SL.3.6	Primary Focus Standards: L.3.1A,B,C L.3.2A,E,F,G L.3.4A,D L.3.6
	Text Type: (fiction and nonfiction) <ul style="list-style-type: none"> <li>● 1 extended text</li> <li>● 3-6 shorter texts depending upon length and complexity</li> </ul>	Writing Genre: <ul style="list-style-type: none"> <li>● Opinion writing</li> <li>● Research writing</li> <li>● Routine writing</li> </ul>	Task Types: <ul style="list-style-type: none"> <li>● Small and whole group discussions</li> </ul>	These standards are embedded within the writing process
<b>Unit 2 6 Weeks</b>	Primary Focus Standards: RL.3.1 RI.3.1 RF.3.3A,B,C,D  RL.3.2 RI.3.2 RF.3.4A,B,C,D,E,F  RI.3.3  RI.3.4  RI.3.5  RI.3.6  RI.3.7  RI.3.8	Primary Focus Standards: W.3.2A,B,C,D W.3.4 W.3.5 W.3.6 W.3.8 W.3.10	Primary Focus Standards: SL.3.1A,B,C,D SL.3.2 SL.3.3 SL.3.6	Primary Focus Standards: L.3.1A,D,E L.3.2B,E,F,G L.3.3A,B L.3.4A,B,D L.3.6

	RI.3.9			
	Text Type: (fiction and nonfiction) <ul style="list-style-type: none"> <li>1 extended text</li> <li>3-6 shorter texts depending upon length and complexity</li> </ul>	Writing Genre: Research <ul style="list-style-type: none"> <li>Informative and explanatory writing</li> <li>Routine writing</li> </ul>	Task Type: <ul style="list-style-type: none"> <li>Project-based presentations focusing on use of multimedia and visual displays</li> </ul>	These standards are embedded within the writing process
<b>Unit 3 6 Weeks</b>	Primary Focus Standards: RL.3.1 RI.3.1 RF.3.3A,B,C,D  RL.3.2 RI.3.2 RF.3.4A,B,C,D,E,F  RL.3.3  RL.3.4  RL.3.5  RL.3.6  RL.3.7  RL.3.9	Primary Focus Standards: W.3.3A,B,C,D W.3.4 W.3.5 W.3.6 W.3.10 Select at least one-W.3.7 or W.3.8	Primary Focus Standards: SL.3.1A,B,C,D SL.3.2 SL.3.4 SL.3.6	Primary Focus Standards: L.3.1A,G,H L.3.2C,E,F,G L.3.4A,C,D L.3.5A,B,C L.3.6
	Text Type: (fiction and nonfiction) <ul style="list-style-type: none"> <li>1 extended text</li> <li>4-8 shorter texts depending upon length and complexity</li> </ul>	Writing Genre: <ul style="list-style-type: none"> <li>Narrative writing</li> <li>Literary analysis</li> <li>Routine writing</li> </ul>	Task Type: <ul style="list-style-type: none"> <li>Present in small groups and to whole class</li> </ul>	These standards are embedded within the writing process
<b>Unit 4 6 Weeks</b>	Primary Focus Standards: RL.3.1 RI.3.1 RF.3.3A,B,C,D  RL.3.2 RI.3.2 RF.3.4A,B,C,D,E,F	Primary Focus Standards: W.3.2A,B,C,D W.3.4 W.3.5 W.3.6 W.3.10	Primary Focus Standards: SL.3.1A,B,C,D SL.3.5 SL.3.6	Primary Focus Standards: L.3.1A,F L.3.2D,E,F,G L.3.4A,D L.3.6

	RL.3.4 RI.3.4 RL.3.5 RI.3.5 RL.3.6 RI.3.6 RL.3.10 RI.3.10	Select at least one-W.3.7 or W.3.8		
	Text Type: (fiction and nonfiction) <ul style="list-style-type: none"> <li>• 1 extended text</li> <li>• 3-6 shorter texts depending upon length and complexity</li> </ul>	Writing Genre: <ul style="list-style-type: none"> <li>• Research</li> <li>• Informative and explanatory</li> <li>• Routine writing</li> </ul>	Task type: <ul style="list-style-type: none"> <li>• Debates</li> <li>• Present in small groups and to whole class</li> </ul>	These standards are embedded within the writing process
<b>Suggested Open Educational Resources</b>	Reading <ul style="list-style-type: none"> <li>• <a href="#">North Carolina-3rd Gr. ELA Unpacking the Standards</a></li> <li>• <a href="#">PARCC Evidence Tables</a></li> <li>• <a href="#">Character Traits</a></li> <li>• <a href="#">Fact and Opinion</a></li> <li>• <a href="#">Point of View</a></li> <li>• <a href="#">3rd Grade ELA-Common Core Resources</a></li> <li>• <a href="#">Teaching Text Features</a></li> <li>• <a href="#">Reading Comprehension</a></li> </ul>	Writing/Language <ul style="list-style-type: none"> <li>• <a href="#">Brainstorm before Writing</a></li> <li>• <a href="#">Mini Writing Lessons</a></li> <li>• <a href="#">Keys to Content Writing and Keys to Argumentative Writing</a></li> <li>• <a href="#">Writing Genres</a></li> <li>• <a href="#">Writing Process</a></li> </ul>	Speaking & Listening <ul style="list-style-type: none"> <li>• <a href="#">Partner talk</a></li> <li>• <a href="#">Accountable talk</a></li> <li>• <a href="#">Literacy TA-Speaking and Listening Activities</a></li> <li>• <a href="#">Learn Zillion-Crafting a Persuasive Speech</a></li> <li>• <a href="#">Literacy Design Collaborative Modules</a></li> <li>• <a href="#">Literacy in Science-Animal Adaptations</a></li> <li>• <a href="#">Collaboration Kit</a></li> <li>• <a href="#">I Can Statements</a></li> </ul>	Critical Thinking <ul style="list-style-type: none"> <li>• <a href="#">Current Event Lessons</a></li> <li>• <a href="#">Smithsonian TweenTribune</a></li> <li>• <a href="#">Newsela</a></li> <li>• <a href="#">Critical Thinking Handbook</a></li> <li>• <a href="#">Critical Thinking Lessons in Literacy</a></li> <li>• <a href="#">Whole Brain Teaching Video</a></li> <li>• <a href="#">Critical Thinking Lesson Plan</a></li> </ul>

Overview	Reading	Writing	Speaking and Listening	Language
<b>Unit 1</b> <b>6 Weeks</b>	Primary Focus Standards: RL.4.1 RI.4.1 RF.4.3A  RL.4.2 RI.4.2 RF.4.4A,B,C  RL.4.4 RI.4.4  RL.4.6 RI.4.6	Primary Focus Standards: W.4.1A,B,C,D W.4.4 W.4.5 W.4.6 W.4.7 W.4.10	Primary Focus Standards: SL.4.1A,B,C,D SL.4.6	Primary Focus Standards: L.4.1A,B L.4.2A,D L.4.4A,C L.4.6
	Text Type: (fiction and nonfiction) <ul style="list-style-type: none"> <li>● 1 Extended Text</li> <li>● 3-6 shorter texts depending upon length and complexity</li> </ul>	Writing Genre: <ul style="list-style-type: none"> <li>● Opinion Writing</li> <li>● Research</li> <li>● Routine Writing</li> </ul>	Task Types: <ul style="list-style-type: none"> <li>● Small and whole group discussions</li> </ul>	These standards are embedded within the writing process
<b>Unit 2</b> <b>6 Weeks</b>	Primary Focus Standards: RL.4.1 RI.4.1 RF.4.3A  RL.4.2 RI.4.2 RF.4.4A,B,C  RI.4.3  RI.4.4  RI.4.5  RI.4.6  RI.4.7  RI.4.8	Primary Focus Standards: W.4.2A,B,C,D,E W.4.4 W.4.5 W.4.6 W.4.8 W.4.10	Primary Focus Standards: SL.4.1A,B,C,D SL.4.2 SL.4.3 SL.4.6	Primary Focus Standards: L.4.1C,D L.4.2B,D L.4.3A,B,C L.4.4A,C L.4.6

	RI.4.9			
	Text Type: (fiction and nonfiction) <ul style="list-style-type: none"> <li>• 1 Extended Text</li> <li>• 3-6 shorter texts depending upon length and complexity</li> </ul>	Writing Genre: <ul style="list-style-type: none"> <li>• Research/Informative</li> <li>• Routine Writing</li> </ul>	Task Type: <ul style="list-style-type: none"> <li>• Project-based presentations focusing on use of multimedia and visual displays</li> </ul>	These standards are embedded within the writing process
<b>Unit 3 6 Weeks</b>	Primary Focus Standards: RL.4.1 RI.4.1 RF.4.3A  RL.4.2 RI.4.2 RF.4.4A,B,C  RL.4.3  RL.4.4  RL.4.5  RL.4.6  RL.4.7  RL.4.9	Primary Focus Standards: W.4.3A,B,C,D W.4.4 W.4.5 W.4.6 W.4.9 W.4.10	Primary Focus Standards: SL.4.1A,B,C,D SL.4.2 SL.4.4 SL.4.6	Primary Focus Standards: L.4.1E,F L.4.2C,D L.4.4A,C L.4.5A,B,C L.4.6
	Text Type: (fiction and nonfiction) <ul style="list-style-type: none"> <li>• 1 - 2 Extended Texts</li> <li>• 4-8 shorter texts depending upon length and complexity</li> </ul>	Writing Genre: <ul style="list-style-type: none"> <li>• Narrative</li> <li>• Literary Analysis</li> <li>• Routine Writing</li> </ul>	Task Type: <ul style="list-style-type: none"> <li>• Present in small groups and to whole class</li> </ul>	These standards are embedded within the writing process
<b>Unit 4 6 Weeks</b>	Primary Focus Standards: RL.4.1 RI.4.1 RF.4.3A  RL.4.2 RI.4.2 RF.4.4A,B,C	Primary Focus Standards: W.4.2A,B,C,D,E W.4.4 W.4.5 W.4.6	Primary Focus Standards: SL.4.1A,B,C,D SL.4.2 SL.4.5 SL.4.6	Primary Focus Standards: L.4.1G L.4.2D L.4.4A,B,C L.4.6



	<p>RL.4.4 RI.4.4</p> <p>RL.4.5 RI.4.5</p> <p>RL.4.6 RI.4.6</p> <p>RL.4.10 RI.4.10</p>	<p>W.4.10</p> <p>Select at least one from W.4.7, W.4.8, W.4.9</p>		
	<p>Text Type: (fiction and nonfiction)</p> <ul style="list-style-type: none"> <li>• 1 Extended Text</li> <li>• 3-6 shorter texts depending upon length and complexity</li> </ul>	<p>Writing Genre:</p> <ul style="list-style-type: none"> <li>• Research</li> <li>• Informative and Explanatory</li> <li>• Routine Writing</li> </ul>	<p>Task type:</p> <ul style="list-style-type: none"> <li>• Debates</li> <li>• Present in small groups and to whole class</li> </ul>	<p>These standards are embedded within the writing process</p>
<p><b>Suggested Open Educational Resources</b></p>	<p>Reading</p> <ul style="list-style-type: none"> <li>• <a href="#">North Carolina-4th Gr. ELA Unpacking the Standards</a></li> <li>• <a href="#">PARCC Evidence Tables</a></li> <li>• <a href="#">Point of View Video</a></li> <li>• <a href="#">Main Idea Practice</a></li> <li>• <a href="#">Inference Practice</a></li> <li>• <a href="#">Read Aloud Strategy</a></li> <li>• <a href="#">Circle Plot Diagram</a></li> <li>• <a href="#">Fluency Packet</a></li> </ul>	<p>Writing/Language</p> <ul style="list-style-type: none"> <li>• <a href="#">Brainstorm before Writing</a></li> <li>• <a href="#">Conferencing Video</a></li> <li>• <a href="#">Narrative Lessons</a></li> <li>• <a href="#">Compare/Contrast Map</a></li> <li>• <a href="#">Essay Map</a></li> <li>• <a href="#">Implementing the Writing Process</a></li> <li>• <a href="#">Mini Lessons</a></li> <li>• <a href="#">Writing Samples</a></li> <li>• <a href="#">Graphic Organizers</a></li> <li>• <a href="#">Flocabulary</a></li> <li>• <a href="#">Context Clues</a></li> <li>• <a href="#">Word Usage</a></li> <li>• <a href="#">Grammar and Usage</a></li> <li>• <a href="#">Spelling practice</a></li> <li>• <a href="#">Various ELA Practices</a></li> <li>• <a href="#">Word Relationships</a></li> <li>• <a href="#">Grammar Practice</a></li> <li>• <a href="#">More Grammar Practice</a></li> </ul>	<p>Speaking &amp; Listening</p> <ul style="list-style-type: none"> <li>• <a href="#">Collaborative Discussions Video</a></li> <li>• <a href="#">Notes for Discussions Video</a></li> <li>• <a href="#">Text Talk Time</a></li> <li>• <a href="#">Literature Circles</a></li> <li>• <a href="#">Speaking and Listening Rubric</a></li> <li>• <a href="#">In Character Presentation</a></li> <li>• <a href="#">Crafting a Persuasive Speech</a></li> <li>• <a href="#">New Report</a></li> </ul>	<p>Critical Thinking</p> <ul style="list-style-type: none"> <li>• <a href="#">Current Event Lessons</a></li> <li>• <a href="#">Smithsonian Tween Tribune</a></li> <li>• <a href="#">Newsela Critical Thinking Handbook</a></li> <li>• <a href="#">Critical Thinking Lessons in Literacy</a></li> <li>• <a href="#">Whole Brain Teaching Video</a></li> <li>• <a href="#">Critical Thinking Lesson Plans</a></li> </ul>

**Egg Harbor City Public Schools Curricular Framework English Language Arts- Grade Five**

<b>Overview</b>	<b>Reading</b>	<b>Writing</b>	<b>Speaking and Listening</b>	<b>Language</b>
<b><u>Unit 1</u></b> 6 Weeks	Primary Focus Standards: RL.5.1 RI.5.1 RF.5.3A RL.5.2 RI.5.2 RF.5.4A,B,C RL.5.4 RI.5.4 RL.5.6 RI.5.6	Primary Focus Standards: W.5.1A,B,C,D W.5.4 W.5.5 W.5.6 W.5.7 W.5.10	Primary Focus Standards: SL.5.1A,B,C,D SL.5.6	Primary Focus Standards: L.5.1A,B L.5.2A,E L.5.4A,C L.5.6
	Text Type: (fiction and nonfiction) <ul style="list-style-type: none"> <li>1 Extended Text</li> <li>3-6 shorter texts depending upon length and complexity</li> </ul>	Writing Genre: <ul style="list-style-type: none"> <li>Opinion/ research writing</li> <li>Routine writing</li> </ul>	Task Types: <ul style="list-style-type: none"> <li>Small and whole group discussions</li> </ul>	These standards are embedded within the writing process
<b><u>Unit 2</u></b> 6 Weeks	Primary Focus Standards: RL.5.1 RI.5.1 RF.5.3A RL.5.2 RI.5.2 RF.5.4A,B,C RI.5.3 RI.5.4 RI.5.5 RI.5.6 RI.5.7 RI.5.8 RI.5.9	Primary Focus Standards: W.5.2A,B,C,D,E W.5.4 W.5.5 W.5.6 W.5.8 W.5.10	Primary Focus Standards: SL.5.1A,B,C,D SL.5.2 SL.5.3 SL.5.6	Primary Focus Standards: L.5.1A,C L.5.2B,E L.5.3A,B L.5.4A,C L.5.6
	Text Type: (fiction and nonfiction) <ul style="list-style-type: none"> <li>1 Extended Text</li> <li>3-6 shorter texts depending upon length and complexity</li> </ul>	Writing Genre: <ul style="list-style-type: none"> <li>Research/informative</li> <li>Routine writing</li> </ul>	Task Type: <ul style="list-style-type: none"> <li>Project-based presentations focusing on use of multimedia and visual displays</li> </ul>	These standards are embedded within the writing process
<b><u>Unit 3</u></b> 6 Weeks	Primary Focus Standards: RL.5.1 RI.5. RF.5.3A RL.5.2 1RI.5 RF.5.4A,B,C RL.5.3 .2 RL.5.4 RL.5.5 RL.5.6	Primary Focus Standards: W.5.3A,B,C,D,E W.5.4 W.5.5 W.5.6 W.5.9 W.5.10	Primary Focus Standards: SL.5.1A,B,C,D SL.5.2 SL.5.4 SL.5.6	Primary Focus Standards: L.5.1A,D L.5.2C,E L.5.4A,C L.5.5A,B,C L.5.6

	RL.5.7 RL.5.9			
	Text Type: (fiction and nonfiction) <ul style="list-style-type: none"> <li>1 - 2 Extended Texts</li> <li>4-8 shorter texts depending upon length and complexity</li> </ul>	Writing Genre: <ul style="list-style-type: none"> <li>Narrative</li> <li>Research/literary analysis</li> <li>Routine writing</li> </ul>	Task Type: <ul style="list-style-type: none"> <li>Present in small groups and to whole class.</li> </ul>	These standards are embedded within the writing process.
<b><u>Unit 4</u></b> <b><u>6 Weeks</u></b>	Primary Focus Standards: RL.5.1 RI.5.1 RF.5.3A RL.5.2 RI.5.2 RF.5.4A,B,C RL.5.4 RI.5.4 RL.5.5 RI.5.5 RL.5.6 RI.5.6 RL.5.10 RI.5.10	Primary Focus Standards: W.5.2A,B,C,D,E W.5.4 W.5.5 W.5.6 W.5.10 Select at least one from W.5.7, W.5.8, W.5.9	Primary Focus Standards: SL.5.1A,B,C,D SL.5.5 SL.5.6	Primary Focus Standards: L.5.1A,B,C,D L.5.2D,E L.5.4A,B,C L.5.6
	Text Type: (fiction and nonfiction) <ul style="list-style-type: none"> <li>1 Extended Text</li> <li>3-6 shorter texts depending upon length and complexity</li> </ul>	Writing Genre: <ul style="list-style-type: none"> <li>Research/Informative and Explanatory</li> <li>Routine Writing</li> </ul>	Task type: <ul style="list-style-type: none"> <li>Debates</li> <li>Present in small groups and to whole class</li> </ul>	These standards are embedded within the writing process
<b>Suggested Open Educational Resources</b>	Reading <ul style="list-style-type: none"> <li><a href="#">North Carolina-5th Gr. ELA Unpacking the Standards</a></li> <li><a href="#">PARCC Evidence Tables</a></li> <li><a href="#">Point of View Video</a></li> <li><a href="#">Main Idea Practice</a></li> <li><a href="#">Inference Practice</a></li> <li><a href="#">Read Aloud Strategy</a></li> <li><a href="#">Circle Plot Diagram</a></li> <li><a href="#">Fluency Packet</a></li> </ul>	Writing/Language <ul style="list-style-type: none"> <li><a href="#">Brainstorm before Writing</a></li> <li><a href="#">Conferencing Video</a></li> <li><a href="#">Writing Narratives</a></li> <li><a href="#">Narrative Lessons</a></li> <li><a href="#">Compare/Contrast Map</a></li> <li><a href="#">Essay Map</a></li> <li><a href="#">Implementing the Writing Process</a></li> <li><a href="#">Mini Lessons</a></li> <li><a href="#">Writing Samples</a></li> <li><a href="#">Spelling practice</a></li> <li><a href="#">Various ELA Practices</a></li> <li><a href="#">Word Relationships</a></li> <li><a href="#">Grammar Practice</a></li> <li><a href="#">More Grammar Practice</a></li> <li><a href="#">Flocabulary</a></li> <li><a href="#">Context Clues</a></li> </ul>	Speaking & Listening <ul style="list-style-type: none"> <li><a href="#">Notes for Discussions Video</a></li> <li><a href="#">Text Talk Time</a></li> <li><a href="#">Literature Circles</a></li> <li><a href="#">Speaking and Listening Rubric</a></li> <li><a href="#">In Character Presentation</a></li> <li><a href="#">Crafting a Persuasive Speech</a></li> <li><a href="#">New Report</a></li> </ul>	Critical Thinking <ul style="list-style-type: none"> <li><a href="#">Current Event Articles</a></li> <li><a href="#">Smithsonian TweenTribune</a></li> <li><a href="#">Newsela</a></li> <li><a href="#">Critical Thinking Handbook</a></li> <li><a href="#">Critical Thinking Lessons in Literacy</a></li> <li><a href="#">Whole Brain Teaching Video</a></li> <li><a href="#">Critical Thinking Lesson Plans</a></li> </ul>

**Egg Harbor City Public Schools Curricular Framework English Language Arts- Grade Six**

Overview	Reading	Writing	Speaking and Listening	Language
<a href="#">Unit 1</a> <a href="#">6 Weeks</a>	Primary Focus Standards: RL.6.1    RI.6.1  RL.6.2    RI.6.2  RL.6.4    RI.6.4  RL.6.5    RI.6.5	Primary Focus Standards: W.6.2A,B,C,D,E,F W.6.4 W.6.5 W.6.6 W.6.10 Select at least one from W.6.7, 6.8, 6.9A,B	Primary Focus Standards: SL.6.1A,B,C,D SL.6.4 SL.6.6	Primary Focus Standards: L.6.1A,E L.6.2A,B L.6.3A,B L.6.4A,C,D L.6.6

	RL.6.6 RI.6.6			
	Text Type: (fiction and nonfiction) <ul style="list-style-type: none"> <li>• 1 - 2 Extended Texts</li> <li>• 4-8 shorter texts depending upon length and complexity</li> </ul>	Writing Genre: <ul style="list-style-type: none"> <li>• Informational/Explanatory</li> <li>• Literary Analysis</li> <li>• Research</li> <li>• Routine Writing</li> </ul>	Task Types: <ul style="list-style-type: none"> <li>• Small and whole group discussions</li> </ul>	These standards are embedded within the writing process
<a href="#">Unit 2</a> <a href="#">6 Weeks</a>	Primary Focus Standards: RL.6.1 RI.6.1  RL.6.2 RI.6.2  RL.6.6 RI.6.3  RI.6.4  RI.6.5  RI.6.6  RI.6.7  RI.6.8  RI.6.9	Primary Focus Standards: W.6.1A,B,C,D,E W.6.4 W.6.5 W.6.6 W.6.10 Select at least one from W.6.7, 6.8, 6.9A,B	Primary Focus Standards: SL.6.1A,B,C,D SL.6.3 SL.6.4 SL.6.6	Primary Focus Standards: L.6.1B,E L.6.2A,B L.6.3A,B L.6.4A,C,D L.6.5B L.6.6
	Text Type: (fiction and nonfiction) <ul style="list-style-type: none"> <li>• 1 - 2 Extended Texts</li> <li>• 4-8 shorter texts depending upon length and complexity</li> </ul>	Writing Genre: <ul style="list-style-type: none"> <li>• Research</li> <li>• Arguments</li> <li>• Routine Writing</li> </ul>	Task Type: <ul style="list-style-type: none"> <li>• Discuss, analyze and present effectiveness of media messages in small groups and whole class</li> </ul>	These standards are embedded within the writing process

<p><a href="#"><u>Unit 3</u></a> <a href="#"><u>6 Weeks</u></a></p>	<p>Primary Focus Standards: RL.6.1 RI.6.1  RL.6.2 RI.6.2  RL.6.3 RI.6.6  RL.6.4  RL.6.5  RL.6.6  RL.6.7  RL. 6.9</p>	<p>Primary Focus Standards: W.6.3A,B,C,D,E W.6.4 W.6.5 W.6.6 W.6.10 Select at least one from W.6.7, 6.8, 6.9A,B</p>	<p>Primary Focus Standards: SL.6.1A,B,C,D SL.6.2 SL.6.4 SL.6.6</p>	<p>Primary Focus Standards: L.6.1C,D,E L.6.2A,B L.6.3A,B L.6.4A,C,D L.6.5A,C L.6.6</p>
	<p>Text Type: (fiction and nonfiction)</p> <ul style="list-style-type: none"> <li>● 1 - 2 Extended Texts</li> <li>● 4-8 shorter texts depending upon length and complexity</li> </ul>	<p>Writing Genre:</p> <ul style="list-style-type: none"> <li>● Narrative</li> <li>● Literary Analysis</li> <li>● Routine Writing</li> </ul>	<p>Task type:</p> <ul style="list-style-type: none"> <li>● Project-based presentations focusing on use of multimedia and visual displays</li> </ul>	<p>These standards are embedded within the writing process</p>
<p><a href="#"><u>Unit 4</u></a> <a href="#"><u>6 Weeks</u></a></p>	<p>Primary Focus Standards: RL.6.1 RI.6.1  RL.6.2 RI.6.2  RL.6.3 RI.6.3  RL.6.4 RI.6.4  RL.6.5 RI.6.5  RL.6.6 RI.6.6</p>	<p>Primary Focus Standards: W.6.2A,B,C,D,E,F W.6.4 W.6.5 W.6.6 W.6.10 Select at least one from W.6.7, 6.8, 6.9A,B</p>	<p>Primary Focus Standards: SL.6.1A,B,C,D SL.6.2 SL.6.4 SL.6.5 SL.6.6</p>	<p>Primary Focus Standards: L.6.1E L.6.2A,B L.6.3A,B L.6.4A,B,C,D L.6.6</p>

	RL.6.10 RI. 6.10			
	Text Type: (fiction and nonfiction) <ul style="list-style-type: none"> <li>• 1 - 2 Extended Texts</li> <li>• 4-8 shorter texts depending upon length and complexity</li> </ul>	Writing Genre: <ul style="list-style-type: none"> <li>• Research</li> <li>• Informative and Explanatory</li> <li>• Routine Writing</li> </ul>	Task type: <ul style="list-style-type: none"> <li>• Socratic Seminars and Debates</li> </ul>	These standards are embedded within the writing process
<b><u><a href="#">Suggested Open Educational Resources</a></u></b>	Reading <ul style="list-style-type: none"> <li>• <a href="#">Close In on Close Reading</a></li> <li>• <a href="#">How To Close Reading Video</a></li> <li>• <a href="#">Teaching Channel: Thinking Notes Strategy For Close Reading</a></li> <li>• <a href="#">Common Core Reading Strategies Informational Text</a></li> <li>• <a href="#">Writing Summary</a></li> <li>• <a href="#">Summary-Non-Fiction Text</a></li> <li>• <a href="#">YouTube Reading Lessons Middle School</a></li> <li>• <a href="#">Common Core Strategies</a></li> <li>• <a href="#">Teaching Reading</a></li> <li>• <a href="#">Close Reading Model Lessons</a></li> <li>• <a href="#">Literary Analysis</a></li> <li>• <a href="#">Teaching Theme</a></li> <li>• <a href="#">Teaching Theme (video)</a></li> <li>• <a href="#">Character Analysis</a></li> <li>• <a href="#">Teaching Vocabulary</a></li> </ul>	Writing/Language <ul style="list-style-type: none"> <li>• <a href="#">Evidence Based Arguments</a></li> <li>• <a href="#">Writing Resources by Strand</a></li> <li>• <a href="#">Argumentative Writing YouTube</a></li> <li>• <a href="#">Writing Exemplars - Argument/Opinion</a></li> <li>• <a href="#">Personal Narrative</a></li> <li>• <a href="#">PARCC Writing Resources</a></li> <li>• <a href="#">Writing Exemplars by Grade Level and Aspects to Consider in Writing</a></li> <li>• <a href="#">Thesis Writing</a></li> <li>• <a href="#">Discussion, Planning and Questioning</a></li> <li>• <a href="#">Grammar</a></li> <li>• <a href="#">Purdue OWL Writing Lab</a></li> <li>• <a href="#">Writing a Book Summary</a></li> </ul>	Speaking & Listening <ul style="list-style-type: none"> <li>• <a href="#">Inquiry Based Learning (Edutopia)</a></li> <li>• <a href="#">Engaging Students Using Discussion</a></li> <li>• <a href="#">Strategies for Student Centered Discussion</a></li> <li>• <a href="#">Socratic Seminar: ReadWriteThink</a></li> <li>• <a href="#">Fishbowl Strategy</a></li> <li>• <a href="#">Stems on Fostering Class Discussion</a></li> <li>• <a href="#">Fishbowl Strategies: Teach Like This</a></li> <li>• <a href="#">Accountable Talk</a></li> <li>• <a href="#">AVID Socratic Seminar</a></li> </ul>	Critical Thinking <ul style="list-style-type: none"> <li>• <a href="#">Levels of Thinking in Bloom's and Webb's Depth of Knowledge</a></li> <li>• <a href="#">Cognitive Rigor Chart</a></li> <li>• <a href="#">5 Strategies For Middle School Classrooms</a></li> <li>• <a href="#">Spectrum of Standards by Grade: Breakdown of Standards and Sample Lessons</a></li> </ul>

**Egg Harbor City Public Schools Curricular Framework English Language Arts- Grade Seven**

Overview	Reading	Writing	Speaking and Listening	Language
<a href="#">Unit 1</a> <a href="#">6Weeks</a>	Primary Focus Standards: RL.7.1      RI.7.1  RL.7.2      RI.7.2  RL.7.4      RI.7.4  RL.7.5      RI.7.5  RL.7.6      RI.7.6	Primary Focus Standards: W.7.2A,B,C,D,E W.7.4 W.7.5 W.7.6 W.7.10 Select at least one from W.7.7, W.7.8, W.7.9A,B	Primary Focus Standards: SL.7.1A,B,C,D SL.7.4 SL.7.6	Primary Focus Standards: L.7.1A L.7.2B L.7.3A L.7.4A,C,D L.7.6



	Text Type: (fiction and nonfiction) <ul style="list-style-type: none"> <li>• 1 - 2 Extended Texts</li> <li>• 4-8 shorter texts depending upon length and complexity</li> </ul>	Writing Genre: <ul style="list-style-type: none"> <li>• Informational/Explanatory</li> <li>• Literary Analysis</li> <li>• Research</li> <li>• Routine Writing</li> </ul>	Task Types: <ul style="list-style-type: none"> <li>• Small and whole group discussions</li> </ul>	These standards are embedded within the writing process
<a href="#"><u>Unit 2</u></a> <a href="#"><u>6 Weeks</u></a>	Primary Focus Standards: RL.7.1      RI.7.1  RL.7.2      RI.7.2  RL.7.6      RI.7.3  RI.7.4  RI.7.5  RI.7.6  RI.7.7  RI 7.8  RI. 7.9	Primary Focus Standards: W.7.1A,B,C,D,E W.7.4 W.7.5 W.7.6 W.7.10 Select at least one from W.7.7, W.7.8, W.7.9A,B	Primary Focus Standards: SL.7.1A,B,C,D SL.7.3 SL.7.4 SL.7.6	Primary Focus Standards: L.7.1B L.7.2B L.7.3A L.7.4A,C,D L.7.5 B L.7.6
	Text Type: (fiction and nonfiction) <ul style="list-style-type: none"> <li>• 1 - 2 Extended Texts</li> <li>• 4-8 shorter texts depending upon length and complexity</li> </ul>	Writing Genre: <ul style="list-style-type: none"> <li>• Research</li> <li>• Arguments</li> <li>• Routine Writing</li> </ul>	Task Type: <ul style="list-style-type: none"> <li>• Discuss, analyze and present effectiveness of media messages in small groups and whole class</li> </ul>	These standards are embedded within the writing process
<a href="#"><u>Unit 3</u></a> <a href="#"><u>6 Weeks</u></a>	Primary Focus Standards: RL.7.1      RI.7.1  RL.7.2      RI.7.2  RL.7.3      RI.7.6	Primary Focus Standards: W.7.3A,B,C,D,E W.7.4 W.7.5 W.7.6 W.7.10	Primary Focus Standards: SL.7.1A,B,C,D SL.7.2 SL.7.4 SL.7.6	Primary Focus Standards: L.7.1C L.7.2A,B L.7.3A L.7.4A,C,D L.7.5A,C L.7.6

	RL.7.4 RL.7.5 RL.7.6 RL.7.7 RL. 7.9	Select at least one from W.7.7, W.7.8, W.7.9A,B		
	Text Type: (fiction and nonfiction) <ul style="list-style-type: none"> <li>• 1 - 2 Extended Texts</li> <li>• 4-8 shorter texts depending upon length and complexity</li> </ul>	Writing Genre: <ul style="list-style-type: none"> <li>• Narrative</li> <li>• Research/Informative</li> <li>• Routine Writing</li> </ul>	Task type: <ul style="list-style-type: none"> <li>• Project-based presentations focusing on use of multimedia and visual displays</li> </ul>	These standards are embedded within the writing process
<a href="#">Unit 4</a> <a href="#">6 Weeks</a>	Primary Focus Standards: RL.7.1      RI.7.1  RL.7.2      RI.7.2  RL.7.4      RI.7.4  RL.7.5      RI.7.5  RL.7.6      RI.7.6  RL. 7.10      RI. 7.10	Primary Focus Standards: W.7.2A,,C,D,E,F W.7.4 W.7.5 W.7.6 W.7.10, Select at least one from W.7.7, W.7.8, W.7.9A,B	Primary Focus Standards: SL.7.1A,B,C,D SL.7.2 SL.7.5 SL.7.6	Primary Focus Standards: L.7.2B L.7.3A L.7.4A,B,C,D L.7.6
	Text Type: (fiction and nonfiction) <ul style="list-style-type: none"> <li>• 1 - 2 Extended Texts</li> <li>• 4-8 shorter texts depending upon length and complexity</li> </ul>	Writing Genre: <ul style="list-style-type: none"> <li>• Research</li> <li>• Informative and Explanatory</li> <li>• Routine Writing</li> </ul>	Task type: <ul style="list-style-type: none"> <li>• Socratic Seminars and Debates</li> </ul>	These standards are embedded within the writing process
<b>Suggested Open Educational Resources</b>	Reading <ul style="list-style-type: none"> <li>• <a href="#">Close In on Close Reading</a></li> </ul>	Writing/Language <ul style="list-style-type: none"> <li>• <a href="#">Teacher Tube - Counterclaims and rebuttals</a></li> <li>• <a href="#">Evidence Based Arguments</a></li> </ul>	Speaking & Listening <ul style="list-style-type: none"> <li>• <a href="#">Inquiry Based Learning (Edutopia)</a></li> </ul>	Critical Thinking <ul style="list-style-type: none"> <li>• <a href="#">Levels of Thinking in Bloom's and Webb's Depth of Knowledge</a></li> </ul>

<ul style="list-style-type: none"> <li>• <a href="#">Teaching Channel: Thinking Notes Strategy For Close Reading</a></li> <li>• <a href="#">Summarizing, Paraphrasing &amp; Retelling</a></li> <li>• <a href="#">Strategies for Analyzing Argument</a></li> <li>• <a href="#">Common Core Reading Strategies Informational Text</a></li> <li>• <a href="#">Summarizing Non-Fiction Text</a></li> <li>• <a href="#">YouTube Reading Lessons Middle School</a></li> <li>• <a href="#">Common Core Strategies</a></li> <li>• <a href="#">Teaching Reading</a></li> <li>• <a href="#">Teaching Theme</a></li> <li>• <a href="#">Exploring Character</a></li> <li>• <a href="#">Literary Analysis</a></li> <li>• <a href="#">Vocabulary: Doing It Differently</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Writing Fix: Word Choice Resources</a></li> <li>• <a href="#">Writing Resources by Strand</a></li> <li>• <a href="#">Word Choice YouTube</a></li> <li>• <a href="#">Argumentative Writing YouTube</a></li> <li>• <a href="#">Writing Exemplars - Argument/Opinion</a></li> <li>• <a href="#">PARCC Writing Resources</a></li> <li>• <a href="#">Harvard College Writing Center</a></li> <li>• <a href="#">Teaching Narrative</a></li> <li>• <a href="#">Writing Exemplars by Grade Level and Aspects to Consider in Writing</a></li> <li>• <a href="#">Thesis Writing</a></li> <li>• <a href="#">Discussion, Planning and Questioning</a></li> <li>• <a href="#">Literary Analysis Writing</a></li> <li>• <a href="#">Writing a Thesis Statement</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Engaging Students Using Discussion</a></li> <li>• <a href="#">Strategies for Student Centered Discussion</a></li> <li>• <a href="#">Socratic Seminar: ReadWriteThink</a></li> <li>• <a href="#">Fishbowl Strategy</a></li> <li>• <a href="#">Stems on Fostering Class Discussion</a></li> <li>• <a href="#">Fishbowl Strategies: Teach Like This</a></li> <li>• <a href="#">Accountable Talk</a></li> <li>• <a href="#">AVID Socratic Seminar</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Cognitive Rigor Chart</a></li> <li>• <a href="#">5 Strategies For Middle School Classrooms</a></li> <li>• <a href="#">Spectrum of Standards by Grade: Breakdown of Standards and Sample Lessons</a></li> </ul>
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**Egg Harbor City Public Schools Curricular Framework English Language Arts- Grade Eight**

Overview	Reading	Writing	Speaking and Listening	Language
<a href="#">Unit 1</a> <a href="#">6 Weeks</a>	Primary Focus Standards: RL.8.1      RI.8.1  RL.8.2      RI.8.2  RL.8.3      RI.8.3	Primary Focus Standards: W.8.2A,B,C,D,E,F W.8.4 W.8.5 W.8.6 W.8.10 Select at least one from W.8.7, 8.8, 8.9A,B	Primary Focus Standards: SL.8.1A,B,C,D SL.8.4 SL.8.6	Primary Focus Standards: L.8.1A L.8.2C L.8.4A,C,D L.8.6

	RL.8.4      RI.8.4  RL.8.6      RI.8.6			
	Text Type: (fiction and nonfiction) <ul style="list-style-type: none"> <li>• 1 - 2 Extended Texts</li> <li>• 4-8 shorter texts depending upon length and complexity</li> </ul>	Writing Genre: <ul style="list-style-type: none"> <li>• Informational/Explanatory</li> <li>• Literary Analysis/Research</li> <li>• Routine Writing</li> </ul>	Task Types: <ul style="list-style-type: none"> <li>• Small and whole group discussions</li> </ul>	These standards are embedded within the writing process
<a href="#"><u>Unit 2</u></a> <a href="#"><u>6 Weeks</u></a>	Primary Focus Standards: RL.8.1      RI.8.1  RL.8.2      RI.8.2  RL.8.6      RI 8.3  RI.8.4  RI.8.5  RI.8.6  RI.8.7  RI 8.8  RI. 8.9	Primary Focus Standards: W.8.1A,B,C,D,E W.8.4 W.8.5 W.8.6 W.8.10 Select at least one from W.8.7, 8.8, 8.9A,B	Primary Focus Standards: SL.8.1A,B,C,D SL.8.3 SL.8.4 SL.8.6	Primary Focus Standards: L.8.1B L.8.2B,C L.8.3A L.8.4A,C,D L.8.5B L.8.6
	Text Type: (fiction and nonfiction) <ul style="list-style-type: none"> <li>• 1 - 2 Extended Texts</li> <li>• 4-8 shorter texts depending upon length and complexity</li> </ul>	Writing Genre: <ul style="list-style-type: none"> <li>• Argument/Research</li> <li>• Routine Writing</li> </ul>	Task type: <ul style="list-style-type: none"> <li>• Project-based presentations focusing on use of multimedia and visual displays</li> </ul>	These standards are embedded within the writing process
<a href="#"><u>Unit 3</u></a> <a href="#"><u>6 Weeks</u></a>	Primary Focus Standards:	Primary Focus Standards: W.8.3A,B,C,D,E	Primary Focus Standards: SL.8.1A,B,C,D	Primary Focus Standards: L.8.1C

	RL.8.1      RI.8.1 RL.8.2      RI.8.2 RL.8.3      RI.8.3 RL.8.4      RI.8.4 RL.8.5      RI.8.5 RL.8.6      RI.8.6 RL.8.7 RL.8.9	W.8.4 W.8.5 W.8.6 W.8.10 Select at least one from W.8.7, 8.8, 8.9A,B	SL.8.2 SL.8.4 SL.8.6	L.8.2A,C L.8.3A L.8.4A,C,D L.8.5A,C L.8.6
	Text Type: (fiction and nonfiction) <ul style="list-style-type: none"> <li>• 1 - 2 Extended Texts</li> <li>• 4-8 shorter texts depending upon length and complexity</li> </ul>	Writing Genre: <ul style="list-style-type: none"> <li>• Narrative</li> <li>• Literary Analysis</li> <li>• Routine Writing</li> </ul>	Task Type: <ul style="list-style-type: none"> <li>• Discuss, analyze and present effectiveness of media messages in small groups and whole class</li> </ul>	These standards are embedded within the writing process
<a href="#">Unit 4</a> <a href="#">6 Weeks</a>	Primary Focus Standards: RL.8.1      RI.8.1 RL.8.2      RI.8.2 RL.8.3      RI.8.3 RL.8.4      RI.8.4 RL.8.5      RI.8.5 RL.8.6      RI.8.6 RL. 8.10      RI. 8.10	Primary Focus Standards: W.8.2A,B,C,D,E,F W.8.4 W.8.5 W.8.6 W.8.10, Select at least one from W.8.7, 8.8, 8.9A,B	Primary Focus Standards: SL.8.1A,B,C,D SL.8.2 SL.8.5 SL.8.6	Primary Focus Standards: L.8.1D L.8.2C L.8.4A,B,C,D L.8.6

	<p>Text Type: (fiction and nonfiction)</p> <ul style="list-style-type: none"> <li>• 1 - 2 Extended Texts</li> <li>• 4-8 shorter texts depending upon length and complexity</li> </ul>	<p>Writing Genre:</p> <ul style="list-style-type: none"> <li>• Informative and Explanatory/ Research</li> <li>• Routine Writing</li> </ul>	<p>Task type:</p> <ul style="list-style-type: none"> <li>• Socratic Seminars and Debates</li> </ul>	<p>These standards are embedded within the writing process</p>
<p><b>Suggested Open Educational Resources</b></p>	<p>Reading</p> <ul style="list-style-type: none"> <li>• <a href="#">Close In on Close Reading</a></li> <li>• <a href="#">Deeply Analyze Text</a></li> <li>• <a href="#">Analyze an Argument</a></li> <li>• <a href="#">Understanding and Analyzing an Argument</a></li> <li>• <a href="#">Informational Text Strategies</a></li> <li>• <a href="#">How to Write Literary Analysis Essay</a></li> <li>• <a href="#">YouTube Reading Lessons Middle School</a></li> <li>• <a href="#">Common Core Strategies</a></li> <li>• <a href="#">Teaching Reading</a></li> <li>• <a href="#">Close Reading Model Lessons</a></li> <li>• <a href="#">Writing Character Analysis</a></li> <li>• <a href="#">Analyzing Theme</a></li> <li>• <a href="#">Vocabulary Connotations - Interview with a Vocabulary Word</a></li> <li>• <a href="#">Connotative/Denotative Video</a></li> </ul>	<p>Writing/Language</p> <ul style="list-style-type: none"> <li>• <a href="#">Teacher Tube - Counterclaims and rebuttals</a></li> <li>• <a href="#">Evidence Based Arguments</a></li> <li>• <a href="#">Writing Fix: Word Choice Resources</a></li> <li>• <a href="#">Writing Resources by Strand</a></li> <li>• <a href="#">Word Choice YouTube</a></li> <li>• <a href="#">Argumentative Writing YouTube</a></li> <li>• <a href="#">Writing Exemplars - Argument/Opinion</a></li> <li>• <a href="#">PARCC Writing Resources</a></li> <li>• <a href="#">Harvard College Writing Center</a></li> <li>• <a href="#">Writing Exemplars by Grade Level and Aspects to Consider in Writing</a></li> <li>• <a href="#">Thesis Writing</a></li> <li>• <a href="#">Discussion, Planning and Questioning</a></li> <li>• <a href="#">Literary Analysis</a></li> <li>• <a href="#">Perdue Owl Literary Analysis</a></li> <li>• <a href="#">Edutopia Teaching Literary Analysis</a></li> <li>• <a href="#">Purdue OWL Writing Lab</a></li> <li>• <a href="#">Grammar</a></li> <li>• <a href="#">Narrative Essay Writing</a></li> </ul>	<p>Speaking &amp; Listening</p> <ul style="list-style-type: none"> <li>• <a href="#">Inquiry Based Learning (Edutopia)</a></li> <li>• <a href="#">Engaging Students Using Discussion</a></li> <li>• <a href="#">Strategies for Student Centered Discussion</a></li> <li>• <a href="#">Socratic Seminar: ReadWriteThink</a></li> <li>• <a href="#">Fishbowl Strategy</a></li> <li>• <a href="#">Stems on Fostering Class Discussion</a></li> <li>• <a href="#">Fishbowl Strategies: Teach Like This</a></li> <li>• <a href="#">Accountable Talk</a></li> <li>• <a href="#">AVID Socratic Seminar</a></li> </ul>	<p>Critical Thinking</p> <ul style="list-style-type: none"> <li>• <a href="#">Levels of Thinking in Bloom's and Webb's Depth of Knowledge</a></li> <li>• <a href="#">Cognitive Rigor Chart</a></li> <li>• <a href="#">5 Strategies For Middle School Classrooms</a></li> <li>• <a href="#">Spectrum of Standards by Grade: Breakdown of Standards and Sample Lessons</a></li> </ul>

## **New Jersey Standards K-8**

[Link to ELA NJSLS](#)

### **New Jersey Student Learning Revised Anchor Standards K-8**

**NJSLSA.R1.** Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

**NJSLSA.R9.** Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

**NJSLSA.R10.** Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

### **New Jersey Student Learning Revised Standards K-8**

#### **Reading Literature K-2**

<https://www.nj.gov/education/cccs/2016/ela/crosswalk.pdf>

#### **Reading Literature 3-5**

<https://www.nj.gov/education/cccs/2016/ela/crosswalk.pdf>

#### **Reading Literature 6-8**

<https://www.nj.gov/education/cccs/2016/ela/crosswalk.pdf>

**Reading Informational K-2**

<https://www.nj.gov/education/cccs/2016/ela/crosswalk.pdf>

**Reading Informational 3-5**

<https://www.nj.gov/education/cccs/2016/ela/crosswalk.pdf>

**Reading Informational 6-8**

<https://www.nj.gov/education/cccs/2016/ela/crosswalk.pdf>

**Reading Foundational Skills K-2**

<https://www.nj.gov/education/cccs/2016/ela/crosswalk.pdf>

**Reading Foundational Skills 3-5- No Changes**

**Writing K-2**

<https://www.nj.gov/education/cccs/2016/ela/crosswalk.pdf>

**Writing 3-5**

<https://www.nj.gov/education/cccs/2016/ela/crosswalk.pdf>

**Writing 6-8**

<https://www.nj.gov/education/cccs/2016/ela/crosswalk.pdf>

**Speaking and Listening K-2**



<https://www.nj.gov/education/cccs/2016/ela/crosswalk.pdf>

**Speaking and Listening 3-5**

<https://www.nj.gov/education/cccs/2016/ela/crosswalk.pdf>

**Speaking and Listening 6-8**

<https://www.nj.gov/education/cccs/2016/ela/crosswalk.pdf>

**Language K-2**

<https://www.nj.gov/education/cccs/2016/ela/crosswalk.pdf>

**Language 3-5 - No Changes**

**Language 6-8**

<https://www.nj.gov/education/cccs/2016/ela/crosswalk.pdf>

**Reading Standards for Literacy in History/Social Studies 6-8 - No Changes**

**Reading Science and Technical Subjects 6-8 - No Changes**

**Writing History, Science and Technical Subjects 6-8**

<https://www.nj.gov/education/cccs/2016/ela/crosswalk.pdf>

## **History, Social Studies, Science and Technical Subjects**

### **Grades 6-8**

#### **Companion Anchor Standards for Reading**

##### **Key Ideas and Details**

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

##### **Craft and Structure**

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

### **Integration of Knowledge and Ideas**

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

### **Note on range and content of student reading**

To become college and career ready, students must grapple with works of exceptional craft and thought whose range extends across genres, cultures, and centuries. Such works offer profound insights into the human condition and serve as models for students' own thinking and writing. Along with high-quality contemporary works, these texts should be chosen from among seminal U.S. documents, the classics of American literature, and the timeless dramas of Shakespeare. Through wide and deep reading of literature and literary nonfiction of steadily increasing sophistication, students gain a reservoir of literary and cultural knowledge, references, and images; the ability to evaluate intricate arguments; and the capacity to surmount the challenges posed by complex texts.

## Grades 6-8

### Progress Indicators Reading History

#### Reading History and Social Studies

The standards below begin at grade 6; standards for K-5 reading in history/social studies, science, and technical subjects are integrated into the K-5 Reading standards. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

#### Key Ideas and Details

[RH.6-8.1](#). Cite specific textual evidence to support analysis of primary and secondary sources.

[RH.6-8.2](#). Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

[RH.6-8.3](#). Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

#### Craft and Structure

[RH.6-8.4](#). Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

[RH.6-8.5](#). Describe how a text presents information (e.g., sequentially, comparatively, causally).

**RH.6-8.6.** Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

### **Integration of Knowledge and Ideas**

**RH.6-8.7.** Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

**RH.6-8.8.** Distinguish among fact, opinion, and reasoned judgment in a text.

**RH.6-8.9.** Analyze the relationship between a primary and secondary source on the same topic.

### **Range of Reading and Level of Text Complexity**

**RH.6-8.10.** By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

## **Grades 6-8**

### **Progress Indicators Reading Science and Technical Subjects**

#### **Key Ideas and Details**

**RST.6-8.1.** Cite specific textual evidence to support analysis of science and technical texts.

**RST.6-8.2.** Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

**RST.6-8.3.** Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

### **Craft and Structure**

**RST.6-8.4.** Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 6-8 texts and topics*.

**RST.6-8.5.** Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.

**RST.6-8.6.** Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.

### **Integration of Knowledge and Ideas**

**RST.6-8.7.** Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).

**RST.6-8.8.** Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.

**RST.6-8.9.** Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.

### **Range of Reading and Level of Text Complexity**

**RST.6-8.10.** By the end of grade 8, read and comprehend science/technical texts in the grades 6-8 text complexity band independently and proficiently.

## **Anchor Standards for Writing**

### **Text Types and Purposes**

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

### **Production and Distribution of Writing**

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

### **Research to Build and Present Knowledge**

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

### **Range of Writing**

NJSLSA.W10. 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 tasks, purposes, and audiences.

### **Note on range and content in student writing**

To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.

## **Grades 6-8**

### **Progress Indicators for Writing History, Science and Technical Subjects**



The standards below begin at grade 6; standards for K-5 writing in history/social studies, science, and technical subjects are integrated into the K-5 writing standards. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

### **Text Types and Purposes**

WHST.6-8.1. Write arguments focused on *discipline-specific content*.

- A. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- B. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- D. Establish and maintain a formal/academic style, approach, and form.

E. Provide a concluding statement or section that follows from and supports the argument presented.

WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- A. Introduce a topic and organize ideas, concepts, and information using text structures (e.g. definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g. headings, graphics, and multimedia) when useful to aiding comprehension.
- B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

- C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
  - D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
  - E. Establish and maintain a formal/academic style, approach, and form.
- F. Provide a concluding statement or section that follows from and supports the information or explanation presented.

### [WHST.6-8.3](#)

(See note; not applicable as a separate requirement)

#### **Production and Distribution of Writing**

WHST.6-8.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.

[WHST.6-8.5](#). 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.

[WHST.6-8.6](#). Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

#### **Research to Build and Present Knowledge**

[WHST.6-8.7](#). 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.

[WHST.6-8.8](#). 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.

[WHST.6-8.9](#). Draw evidence from informational texts to support analysis, reflection, and research.

**Range of Writing**

WHST.6-8.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**Note**

Students' narrative skills continue to grow in these grades. The standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work so that others can replicate them and (possibly) reach the same results.