

**Randolph Township Schools
Randolph Middle School
Academic Skills: English Language Arts Curriculum**

“Start writing no matter what. The water does not flow until the faucet is turned on.”

-Louis L'Armour

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**Randolph Township Schools
Randolph Middle School
Academic Skills: English Language Arts Curriculum**

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Mission Statement

We commit to inspiring and empowering all students in Randolph schools to reach their full potential as unique, responsible, and educated members of a global society.

**Affirmative Action Statement
Equality and Equity in Curriculum**

The Randolph Township School district ensures that the district's curriculum and instruction are aligned to the state's standards. The curriculum provides equity in instruction, educational programs and provides all students the opportunity to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability, or socioeconomic status.

N.J.A.C. 6A:7-1.7(b): Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5; Title IX, Education Amendments of 1972

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**Educational Goals
Values in Education**

The statements represent the beliefs and values regarding our educational system. Education is the key to self-actualization, which is realized through achievement and self-respect. We believe our entire system must not only represent these values, but also demonstrate them in all that we do as a school system.

We believe:

- The needs of the child come first
- Mutual respect and trust are the cornerstones of a learning community
- The learning community consists of students, educators, parents, administrators, educational support personnel, the community, and Board of Education members
- A successful learning community communicates honestly and openly in a non-threatening environment
- Members of our learning community have different needs at different times. There is openness to the challenge of meeting those needs in professional and supportive ways
- Assessment of professionals (i.e., educators, administrators, and educational support personnel) is a dynamic process that requires review and revision based on evolving research, practices, and experiences
- Development of desired capabilities comes in stages and is achieved through hard work, reflection, and ongoing growth

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Introduction

The Academic Skills English Language Arts cycle course is designed for students who require skill development in one or more specific areas. Concurrent with academic skill development, emphasis will be placed on literacy, organization, and time management, as well as students working toward increased responsibility, independence, and essential Social and Emotional skills. The Academic Skills English Language Arts instructor, in collaboration with the student, parents, content area teachers, and administrators, will provide instruction for each student based on specific needs and determine program goals for individuals. Skills will be taught directly or in conjunction with assignments from academic courses. Re-teaching, reinforcement of identified skills, and ongoing assessment will evidence growth and attainment of goals. Attainment of individual goals will be the criteria used to conclude student participation in the program. To achieve these goals, the course will be guided by the New Jersey Student Learning Standards, Collaborative for Academic, Social, and Emotional Learning (CASEL), and goals established by the Randolph Township Board of Education.

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Curriculum Pacing Chart

SUGGESTED TIME ALLOTMENT*	UNIT NUMBER	CONTENT - UNIT OF STUDY
Ongoing	I	Social and Emotional Learning Skills
Ongoing	II	Reading Comprehension
Ongoing	III	Grammar and Spelling Fundamentals
Ongoing	IV	Foundational Writing Skills

**Pacing is flexible based on individual student needs.*

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Unit I: Social and Emotional Learning Skills

TRANSFER: Students will be able to formulate their own goals, find the resources they need to achieve objectives, communicate effectively in writing and in person, recognize essential skills they must acquire, and effectively pursue acquisition of those skills.		
STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>CASEL Goals CASEL: Recognize one's own emotions, thoughts, and values, and identify how they influence behavior.</p> <p>CASEL: Assess one's strengths and limitations with a well-grounded sense of confidence, optimism, and a growth mindset.</p> <p>CASEL: Regulate one's emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself.</p> <p>CASEL: Identify, set, and work toward personal and academic goals.</p> <p>CASEL: Communicate clearly, listen actively, cooperate with others, and seek and offer help when needed.</p>	Effective study habits are directly related to academic success.	<ul style="list-style-type: none"> How can you be successful in the classroom?
	Academic success requires organization and preparation.	<ul style="list-style-type: none"> What does it mean to be prepared for class?
	Planning and time management help students achieve success.	<ul style="list-style-type: none"> What habits or traits might promote success?
	Efficient time management is essential for academic and personal success.	<ul style="list-style-type: none"> What does time management mean?
	Communicating effectively and fostering multiple literacies (reading, writing, speaking, listening, and utilizing technology) are essential life skills.	<ul style="list-style-type: none"> How do you determine the right approach when communicating with others?
	<u>KNOWLEDGE</u> Students will know:	<u>SKILLS</u> Students will be able to:
	Academic success is achieved through preparation and organization.	Utilize a planner or electronic resource to record homework and due dates for projects and assessments.

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Unit I: Social and Emotional Learning Skills

<p>CASEL: Make constructive choices about personal behavior and social interactions.</p> <p>CASEL: Evaluate consequences of one's actions and consider the well-being of oneself and others.</p> <p>NJ 2016 SLS: English Language Arts SL.6.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners—building on other’s ideas and expressing one’s own ideas clearly.</p> <p>S.L.6.2: Interpret information presented in diverse media and formats (visually, quantitatively, or orally) and explain how it contributes to a topic under study.</p>	<p>Effective work habits include organization and prioritizing: skills that enhance lifelong learning.</p> <p>Goals can be reached, and stress and conflict avoided, by creating a plan that breaks a task into manageable components.</p> <p>Effective time management increases productivity.</p> <p>Appropriate tools can facilitate organization and improve learning.</p> <p>Learning requires struggle, failure, hard work, and fortitude; it also requires knowing when and where to seek help.</p> <p>KEY TERMS: agenda, binder, dividers, folders, notebooks, organization, time-management, chunking, tracking, scheduling, collaborating, discussing, self-regulating, communicating, recognizing, evaluating, valuing</p>	<p>Organize and prioritize tasks effectively.</p> <p>Organize and break-down the steps of a long or short-term project.</p> <p>Identify and gather appropriate materials before beginning a task.</p> <p>Organize notebooks, binders, books, folders, backpack, and locker.</p> <p>Connect what happens in the classroom to their lives in a multitude of ways through class discussions and written reflections.</p>
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Unit I: Social and Emotional Learning Skills

ASSESSMENT EVIDENCE: Students will show their learning by:

- Self-assessing organization by utilizing notebook/binder checks
- Monitoring SMART Goal progress
- Compiling a portfolio to show growth through the completion of weekly assignments
- Self-assessing one's progress through completion of student-checklist
- Collaborating with teacher to evaluate individual ScootPad and ReadWorks progress (online programs)
- Evaluating one's understanding of skills through the completion of formative assessments
- Monitoring ScootPad/MAP test progress with teacher multiple times per school year

KEY LEARNING EVENTS AND INSTRUCTION:

- Pre-assess student organizational skills
- Mini-lessons/Advisory lessons targeting organization, decision-making, communication, task-management, and time-management
- Formative assessments to adjust instruction
- Self-reflection and self-assessment
- Goal-setting
- Independent Study Research Project

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Unit I: Social and Emotional Learning Skills

SUGGESTED TIME ALLOTMENT	Ongoing*
SUPPLEMENTAL UNIT RESOURCES	<p><u>Required Resources:</u> CASEL Online Resources MAP Tests and Reports ScootPad Diagnostic, Individualized Programs. and Reports “Scholastic Action” Magazines and Online Component “Scholastic Art” Magazines and Online Component</p> <p><u>Suggested Resources:</u> <i>Building Spelling Skills</i>, by Evan-Moor Expert 21/Mentor text: "Ryan and Jimmy and the Well that Brought Them Together" (Independent Study Research Project) Houghton Mifflin Grammar Textbook <i>Mechanically Inclined</i> Resource Book MyQPortal Online Resource Quill Program and Reports <i>Reading Strategies</i> Resource Books by Perfection Learning <i>Reading Express</i> Resource Books by Perfection Learning ReadWorks Online Companion <i>Responsive Advisory Meeting</i> Resource Book SMART Goal Handouts Teacher-Created Worksheets, such as Student Checklists</p>

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Unit II: Reading Comprehension

TRANSFER: Students will be able to comprehend <i>any</i> text by inferring and tracing the main idea or author’s purpose, critically appraising use of language and imagery, and making connections (text to text, text to self, text to world), as well as analyze text evidence to make predictions, draw conclusions, and support claims.		
STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
NJ 2016 SLS: English Language Arts RF.5.3: Know and apply grade-level phonics and word analysis skills in decoding words. RF.5.4: Read with sufficient accuracy and fluency to support comprehension. RF.5.4.A: Read grade-level text with purpose and understanding. RF.5.4.C: Use context to confirm or self-correct word recognition and understanding, re-reading, as necessary. RI.6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	There are underlying structures common to all texts that enhance comprehension of literature and non-fiction, as well as life as a whole.	<ul style="list-style-type: none"> How do non-fiction and fiction texts differ?
	Strategies can be employed for effective understanding when reading.	<ul style="list-style-type: none"> What strategies can help you read effectively?
	Audience, purpose, and desired outcome affect the structure of a text.	<ul style="list-style-type: none"> What should you consider when you structure a story or an informational writing piece?
	Readers’ experiences and familiarity with a topic affect their understanding of and reactions to new information.	<ul style="list-style-type: none"> How might background knowledge help in understanding what you are reading?
	The elements of non-fiction and fiction are essential to meaningful comprehension.	<ul style="list-style-type: none"> What helps you understand what you are reading?

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Unit II: Reading Comprehension

<p>RI.6.2: Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>RI.6.7: Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p> <p>RI.6.8: Trace and evaluate the argument and specific claims in a text.</p> <p>RI.6.9: Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</p> <p>RL.6.5: Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p>	<p style="text-align: center;"><u>KNOWLEDGE</u></p> <p style="text-align: center;">Students will know:</p>	<p style="text-align: center;"><u>SKILLS</u></p> <p style="text-align: center;">Students will be able to:</p>
	<p>Academic language is necessary to comprehend and evaluate nonfiction articles.</p> <p>Word choice and transitions are necessary components for conveying a story or informational text.</p> <p>Context clues may be used to determine word meaning.</p> <p>Text structure contributes to the development of a central idea.</p> <p>Tracking the development of the central idea in a text helps readers to comprehend the text.</p> <p>Authors make choices to leave readers with a specific impression—understanding those choices is essential to understanding the piece.</p>	<p>Identify and utilize context clues to decode subject specific vocabulary and understand texts across multiple fields of study.</p> <p>Apply appropriate vocabulary and transitions to produce a clear and coherent writing piece.</p> <p>Utilize reference materials and the text itself to determine appropriate word meanings.</p> <p>Analyze a text’s structure to explain how the structure helps to develop the central idea.</p> <p>Analyze a text’s structure to explain how the structure helps to develop the central idea or theme.</p> <p>Evaluate a text’s purpose and efficacy of an author’s choices regarding events, voice, tone, or other essential elements of literature used to convey the author’s message or purpose.</p>

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Unit II: Reading Comprehension

<p>RL.6.6: Explain how an author develops the point of view of the narrator or speaker in a text.</p> <p>RL.6.9: Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</p> <p>L.6.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.6.5.C: Distinguish among the connotations (associations) of words with similar denotations (definitions).</p> <p>L.6.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</p> <p>RI.6.10: By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>Words have connotations and denotations.</p> <p>KEY TERMS: non-fiction elements, text features, fiction elements, claim, evidence, transitions, denotation, connotation, perspective, analyze, summarize, evaluate, compare, contrast, distinguish, central idea, theme, author’s purpose, context clues, genre</p>	<p>Analyze an author's choices developing the plot and/or theme—including but not limited to structure, literary devices, and point of view—through reading of a text.</p> <p>Distinguish among the connotations of words with similar denotations to better interpret a text.</p>
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Unit II: Reading Comprehension

RL.6.10: By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.		
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ASSESSMENT EVIDENCE: Students will show their learning by:

- Compiling a portfolio to show growth through the completion of weekly assignments
- Self-assessing one's progress through completion of student-checklist
- Collaborating with teacher to evaluate individual ScootPad and ReadWorks progress (online programs)
- Evaluating one's understanding of skills through the completion of supplemental formative assessments
- Monitoring ScootPad/MAP test progress with teacher multiple times per school year

KEY LEARNING EVENTS AND INSTRUCTION:

- Individualized Scoot Pad Pathways/Programs based on MAP diagnostic and Scoot Pad diagnostic
- Supplemental class mini-lessons, as well as small-group/individual instruction, when necessary
- Supplemental ReadWorks online practice
- Teacher-student conferences
- Student reflection journals
- Goal-setting
- PBL: Breaking Down Boundaries

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Unit II: Reading Comprehension

SUGGESTED TIME ALLOTMENT	Ongoing*
SUPPLEMENTAL UNIT RESOURCES	<p><u>Required Resources:</u> CASEL Online Resources MAP Tests and Reports ScootPad Diagnostic, Individualized Programs. and Reports “Scholastic Action” Magazines and Online Component “Scholastic Art” Magazines and Online Component</p> <p><u>Suggested Resources:</u> <i>Building Spelling Skills</i>, by Evan-Moor Expert 21/Mentor text: "The All-American Slurp" (PBL) Houghton Mifflin Grammar Textbook Independent Study Project Packet Mentor Texts: <i>Mechanically Inclined</i> Resource Book MyQPortal Online Resource: Breaking Down Boundaries (PBL) Quill Program and Reports <i>Reading Express</i> Resource Books by Perfection Learning <i>Reading Strategies</i> Resource Books by Perfection Learning ReadWorks Online Companion <i>Responsive Advisory Meeting</i> Resource Book Scholastic Action: “Cyberbullying: What Teachers and Schools Can Do” (PBL) SMART Goal Handouts Teacher-Created Worksheets, such as Student Checklists</p>

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Unit III: Grammar and Spelling Fundamentals

TRANSFER: Students will be able to effectively communicate for different purposes and varied audiences by demonstrating command of the conventions of standard English grammar and usage when writing or speaking.		
STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
NJ 2016 SLS: English Language Arts L.3.1.A: Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. L.3.1.I: Produce simple, compound, and complex sentences. L.3.3.B: Recognize and observe differences between the conventions of spoken and written standard English. L.4.1.C: Use modal auxiliaries (e.g., can, may, must) to convey various conditions. L.4.1.F: Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	Effective communication relies on the usage of proper forms, including grammar and how its effective use enhances academic English.	<ul style="list-style-type: none"> How can you make sure your writing communicates your ideas effectively?
	Effective use of language enhances the quality of a writer's expression.	<ul style="list-style-type: none"> How might word choice impact the quality of your writing?
	The ability to read, write, and speak standard English in a variety of situations is essential for communication and success in the 21st century.	<ul style="list-style-type: none"> How can the ability to read, write and speak well help you in life?
	Strategies can be employed for effective understanding of grammar conventions and correct spelling while writing.	<ul style="list-style-type: none"> What strategies can help you use correct grammar and spelling in your writing?

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Unit III: Grammar and Spelling Fundamentals

<p>L.4.1.G: Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).</p> <p>L.4.2.A: Use correct capitalization.</p> <p>L.4.2.D: Spell grade-appropriate words correctly, consulting references as needed.</p> <p>L.5.1.A: Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p> <p>L.5.1.C: Use verb tense to convey various times, sequences, states, and conditions.</p> <p>L.5.2.A: Use punctuation to separate items in a series.</p> <p>L.5.2.E: Spell grade-appropriate words correctly, consulting references as needed.</p>	<p><u>KNOWLEDGE</u></p> <p>Students will know:</p>	<p><u>SKILLS</u></p> <p>Students will be able to:</p>
	<p>Accurately using the eight parts of speech is essential to properly convey ideas and communicate through written expression.</p> <p>Understanding the function of parts of a sentence and how they work together to convey an idea helps writers clearly communicate.</p> <p>Different types of phrases and clauses are used to vary sentence structure.</p>	<p>Identify the eight parts of speech ((noun, pronoun, adjective, verbs, adverb, preposition, conjunction, interjection).</p> <p>Apply the parts of speech to written expression to better communicate ideas.</p> <p>Identify the different parts of a sentence.</p> <p>Apply the parts of a sentence to written expression to better communicate ideas.</p> <p>Apply knowledge of phrases and clauses to vary sentence structure and effectively communicate ideas.</p>

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Unit III: Grammar and Spelling Fundamentals

<p>L.6.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.6.1.A: Ensure that pronouns are in the proper case.</p> <p>L.6.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.6.2.B: Spell correctly.</p> <p>L.6.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.6.3.B: Maintain consistency in style and tone.</p> <p>L.6.4.B: Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning (or spelling) of a word.</p> <p>L.6.4.C: Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word</p>	<p>Sentences must be punctuated correctly, using end punctuation and commas when appropriate.</p> <p>Identifying the parts of a word (root word, prefix, suffix) can help determine a word meaning and proper spelling.</p> <p>Language choice affects the expression of ideas.</p> <p>KEY TERMS: capitalization, punctuation, comma, sentence, clause, phrase, noun, pronoun, verb, tense, voice, adjective, adverb, preposition, conjunction, interjection, prefix, suffix, base word, root word, simple, complex, subject, object, independent-clause, dependent-clause, and compound sentences, conventions, homophones, writing style</p>	<p>Identify and correct punctuation errors to correctly articulate ideas.</p> <p>Identify and correct spelling errors to correctly articulate ideas.</p> <p>Utilize vocabulary that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p>
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Unit III: Grammar and Spelling Fundamentals

<p>or determine or clarify its precise meaning or its part of speech.</p> <p>L.7.1.B: Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p> <p>L.7.3.A: Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p> <p>L.8.1.B: Form and use verbs in the active and passive voice.</p>		
<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> • Compiling a portfolio to show growth through the completion of weekly assignments • Self-assessing one's progress through completion of student-checklist • Collaborating with teacher to evaluate individual Quill progress (online program) • Evaluating one's understanding of skills through the completion of supplemental formative assessments, such as do-nows, exit tickets, etc. when appropriate • Monitoring MAP test progress with teacher three times per school year • Producing written drafts during the multiple phases of writing • Monitoring SMART Goal progress <p>KEY LEARNING EVENTS AND INSTRUCTION:</p> <ul style="list-style-type: none"> • Individualized Quill program based on Quill diagnostic and in-class grammar and spelling diagnostic • Supplemental class mini-lessons, as well as small-group/individual instruction, when necessary 		

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Unit III: Grammar and Spelling Fundamentals

- Teacher-student conferences
- Student reflection journals
- Goal-setting
- Multiple drafts of writing or oral assignments
- PBL: Author's Choice

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Unit III: Grammar and Spelling Fundamentals

SUGGESTED TIME ALLOTMENT	Ongoing*
SUPPLEMENTAL UNIT RESOURCES	<p><u>Required Resources:</u> CASEL Online Resources MAP Tests and Reports ScootPad Diagnostic, Individualized Programs. and Reports “Scholastic Action” Magazines and Online Component “Scholastic Art” Magazines and Online Component</p> <p><u>Suggested Resources:</u> <i>Building Spelling Skills</i>, by Evan-Moor Houghton Mifflin Grammar Textbook Mentor Texts: <i>Mechanically Inclined</i> Resource Book Mentor Text: <i>Eats, Shoots and Leaves</i>, Truss, Lynne MyQPortal Online Resource: Author’s Choice Quill Program and Reports <i>Reading Express</i> Resource Books by Perfection Learning <i>Reading Strategies</i> Resource Books by Perfection Learning ReadWorks Online Companion <i>Responsive Advisory Meeting</i> Resource Book SMART Goal Handouts Teacher-Created Worksheets, such as Student Checklists</p>

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Unit IV: Foundational Writing Skills

TRANSFER: Students will be able to write with purpose for a variety of applications, determining the appropriate language, perspective, and writing conventions necessary for a given situation.		
STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
NJ 2016 SLS: English Language Arts W.6.1: Write arguments to support claims with clear reasons and relevant evidence. W.6.1.B: Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. W.6.1.D: Establish and maintain a formal style. W.6.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. W.6.2.A: Introduce a topic; organize ideas, concepts, and information.	Different writing purposes call for different sets of conventions.	<ul style="list-style-type: none"> How could your writing be different when you write for different reasons?
	The main purposes for writing are to persuade, to inform, and to entertain.	<ul style="list-style-type: none"> How could your writing change depending on the audience?
	The ability to write effectively and with purpose leads to success.	<ul style="list-style-type: none"> How does a writer create a desired impact on their reader?
	Effective use of language has the power to inform the reader.	<ul style="list-style-type: none"> What makes a written explanation clear (or unclear) to readers?
	<p style="text-align: center;"><u>KNOWLEDGE</u> Students will know:</p> Determining which essential conventions to employ for a given writing task is a vital part of the writing process.	<p style="text-align: center;"><u>SKILLS</u> Students will be able to:</p> Identify and be able to employ elements of narrative and informational writing in both verbal and written communication.

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Unit IV: Foundational Writing Skills

<p>W.6.2.B: Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>W.6.2.C: Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>W.6.2.D: Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>W.6.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>W.6.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.6.5: 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.</p> <p>W.6.6: Use technology, including the Internet, to produce and publish writing as well as to</p>	<p>A claim or thesis must be supported with appropriate, sufficient, and effective evidence.</p> <p>Text structure, word choice, and transitions are necessary components for developing a topic.</p> <p>Paraphrasing of information from sources is necessary to avoid plagiarism.</p> <p>The writing process is not complete without significant revision and editing of a draft.</p>	<p>Determine appropriate textual evidence to support a claim, for both verbal and written communication.</p> <p>Determine, in writing and through speaking, the appropriate conventions for writing a persuasive or opinion-based text versus an informational text.</p> <p>Analyze and explain verbally and in writing how evidence supports a claim.</p> <p>Determine appropriate text structure, vocabulary, and transitions to produce a clear and coherent document.</p> <p>Paraphrase information from research sources to avoid plagiarism.</p> <p>Analyze drafts, revise the content as needed, and recognize and correct grammar, usage, and conventional errors.</p>
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Unit IV: Foundational Writing Skills

<p>interact and collaborate with others; demonstrate sufficient command of keyboarding skills.</p> <p>W.6.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.6.9.A: Apply grade 6 Reading standards to literature (grade appropriate).</p> <p>W.6.9.B: Apply grade 6 Reading standards to literary nonfiction (grade appropriate).</p> <p>W.6.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>W.7.8: 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.</p>	<p>Writing in response to reading includes direct textual evidence and appropriate explanation of cited text.</p> <p>Word choice and transitions are necessary components for conveying a story.</p> <p>A summary of a text does not include a reader's opinion or judgment.</p> <p>KEY TERMS: prompt, structure, flow, writing conventions, purpose, audience, intro-body-conclusion, Topic Sentence, hook, thesis/claim, tone, evidence (types of), quotation, plagiarism, transitions, paraphrase, direct-text, summary, persuade-inform-entertain, anecdote, narrative, speaker, point-of-view/perspective, evidence, conclusion, construct, compose, opinion/fact, constructed response, informational, explanatory</p>	<p>Cite and explain appropriate examples of text to support writing.</p> <p>Apply appropriate vocabulary and transitions to produce a clear and coherent writing piece.</p> <p>Write a summary of a reading selection that is objective.</p>
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<p>W.8.3.B: Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</p> <p>SL.6.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly (grade appropriate).</p> <p>SL.6.1.C: Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>SL.6.1.D: Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p>		
<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> • Compiling a portfolio to show growth through the completion of weekly assignments • Self-assessing one's progress through completion of student-checklist • Collaborating with teacher to evaluate individual ScootPad and ReadWorks progress (online programs) • Evaluating one's understanding of skills through the completion of supplemental formative assessments • Monitoring ScootPad/MAP test progress with teacher multiple times per school year • Monitoring SMART Goal progress 		

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KEY LEARNING EVENTS AND INSTRUCTION:

- Pre-assess student organizational skills
- Mini-lessons/Advisory lessons targeting organization, decision-making, communication, task-management, and time-management
- Formative assessments to adjust instruction
- Self-reflection and self-assessment
- Goal-setting
- PBL: Telling Our Story

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SUGGESTED TIME ALLOTMENT	Ongoing*
SUPPLEMENTAL UNIT RESOURCES	<p><u>Required Resources:</u> CASEL Online Resources MAP Tests and Reports ScootPad Diagnostic, Individualized Programs. and Reports “Scholastic Action” Magazines and Online Component “Scholastic Art” Magazines and Online Component</p> <p><u>Suggested Resources:</u> <i>Building Spelling Skills</i>, by Evan-Moor Expert 21/Mentor text: Diversity Poems (unit) Houghton Mifflin Grammar Textbook <i>Mechanically Inclined</i> Resource Book Mentor Text: “Heaven Looks A Lot Like the Mall”, Wendy Mass MyQPortal Online Resource: Telling Our Story Quill Program and Reports <i>Reading Express</i> Resource Books by Perfection Learning <i>Reading Strategies</i> Resource Books by Perfection Learning ReadWorks Online Companion <i>Responsive Advisory Meeting</i> Resource Book SMART Goal Handouts Teacher-Created Worksheets, such as Student Checklists</p>

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Date _____

Period _____

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Specific	<i>What do you want to achieve?</i> <i>Who needs to be involved to accomplish this goal?</i> <i>When do you want to have your goal finished?</i> <i>Why should you achieve this goal exactly?</i>	
Measurable	<i>How can you measure progress and know if you've successfully met your goal?</i>	
Achievable	<i>Are you capable of achieving the goal?</i> <i>Do you have the needed skills?</i> <i>If you haven't, how can you build them?</i>	
Relevant	<i>Why should you achieve this goal?</i> <i>What is the impact?</i>	
Timely	<i>What is the due date of your goal?</i> <i>Can the goal be achieved until this date?</i>	
SMART Goal		