

ELA Curriculum Guide For Kindergarten through Grade Eight



Garwood Public Schools
Dr. Teresa Quigley, Superintendent

**Revised and approved by the Garwood Board of Education
at the regular meeting August 16, 2022**

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DISTRICT MISSION STATEMENT

The Garwood Board of Education believes that all children can learn and that the Garwood Public Schools must prepare pupils to be lifelong learners, good citizens, and involved community members. Through the use of the New Jersey Core Curriculum Content Standards and our commitment to excellence, the Garwood Public Schools, in partnership with the community, will support a positive and productive learning environment that will empower each child to develop his/her potential while building and fostering enthusiasm, curiosity, responsibility, creativity, critical thinking, and problem solving skills.

AFFIRMATIVE ACTION

The Garwood Public Schools provides equal educational opportunities for all students, including equal access to all school facilities, programs, equipment, staff, services, financial resources, courses or activities, and other benefits regardless of race, color, creed, religion, sex, ancestry, national origin, social, economic or academic status or physical handicap.

The district's affirmative action officer is Dr. Teresa Quigley, Superintendent of Schools who can be reached at (908) 789-0331.

GARWOOD PUBLIC SCHOOLS

Five-Year Plan for Curriculum

Review, Rewrite and/or Textbook Update

2022/23	Math K-8	
2023/24	Social Studies K-8	World Languages/World Cultures K-8
2024/25	Science K-8	
2025/26	Comprehensive Health & Physical Education K-8	21 st Century Life & Careers K-8
2026/27	Visual & Performing Arts K-8	ELA K-8

NOTE: Curriculum articulation will take place annually. Adjustments in instructional approaches may be made on a yearly basis at the approval of the CSA.

Adaptions and Accommodations

Although this curriculum guide has been developed for general educational delivery, the knowledge, skills, and behaviors identified are generally appropriate for classified students. Modifications necessary to accommodate their specific educational needs will be described in each child's Individualized Educational Program (IEP), which are on file in our Department of Special Services. Also taken into account when planning are those students with 504 plans, our G&T population, ELL, and at-risk students.

Differentiated resources which are identified and approved, support materials that facilitate differentiation of curriculum, instruction, and assessment of this curriculum include but are not limited to: Choiceboards, lesson appropriate manipulatives, www.ck12.org; Discovery Streaming videos; BrainPop; IXL online learning platform; TYNKER.com; ReadWorks digital; Kahoot!; raz-kids.com, and educational videos on YouTube and The Teaching Channel.

Theory of Multiple Intelligences

Frames of Mind: The Theory of Multiple Intelligences by Howard Gardner

Interpersonal - the ability to work cooperatively with others in a group as well as the ability to communicate, verbally and non-verbally, with other people.

Intrapersonal - knowledge and understanding of the internal aspects of the self, such as emotions and their responses, self-reflection, and intuition.

Logical - the capacity to recognize patterns, work with abstract symbols (such as numbers and geometric shapes), and discern relationships and/or see connections between separate and distinct pieces of information.

Musical - the recognition and use of physical and tonal patterns, and sensitivity to sounds from the environment.

Naturalistic - the ability to know, understand, and respond to one's environment.

Psychomotor/Kinesthetic - the ability to use one's body to express ideas and feelings.

Spiritualistic - the ability to recognize, use and respond to sensory impressions.

Verbal/Linguistic - the ability to effectively use and understand language. The extraordinary ability in this intelligence is demonstrated by the use of metaphors, similes, abstract reasoning, symbolic thinking and conceptual patterning.

Visual/Spatial - the ability to form mental images and pictures based on the sense of sight. Those showing extraordinary ability in this intelligence include architects, graphic designers, cartographers, painters and sculptors.

Accommodations and Modifications-

English Language Learners-

- Provide extra time
- Pre-teach vocabulary using visuals and gestures
- Chunk texts
- Summarize as you go
- Utilize graphic organizers
- Highlight key words and phrases
- Prompting and cuing
- Build vocabulary knowledge
- Work towards longer passages as skills in English increase
- Provide peer tutoring/Use strong student as a “buddy”
- Model read alouds
- Use a strong student as a “buddy”
- Provide word banks

Gifted and Talented

- Higher level questioning
- Student design questions
- Backward design
- Choiceboards to extend learning
- Exposure to sophisticated vocabulary
- Create an enhanced set of introductory activities
- Provide option, alternatives, and choices to differentiate and broaden the curriculum
- Teach cognitive and methodological skills
- Organize integrated problem-solving simulations
- Problem-based learning lessons/Center work
- Propose interest-based extension activities

Basic Skills

- Pre-teach vocabulary using visuals and gestures
- Chunk texts as necessary
- Summarize as you go
- Preview lessons
- Graphic organizers
- Highlight key terms and concepts

At-Risk students

- Provide student with materials and supplies to support lessons and home connections
- Help student to make real-life connections to the lesson by relating the skills and understandings to the student’s background
- Pre-teach vocabulary and assist students with previewing the lesson in order to build background knowledge
- Provide study guides and study skills tips

Special Education/504

- Provide differentiated instruction as needed
- Follow all IEP/504 plan modifications
- Provide manipulatives and/or the opportunity to draw solution strategies
- Read directions, tests/quizzes, and classwork aloud in a small group, rewording as necessary
- Provide visual aids in the classroom to support the concepts being taught, such as maps, charts, tables, globes, pictures, and diagrams
- Provide frequent movement opportunities and/or breaks for students as needed
- Check for student understanding often with formal, informal, verbal, and nonverbal measures
- Use anchor charts in the classroom to support concepts being taught and to use to review these ideas in future lessons

Introduction

Curriculum is the backbone of instruction and supports the structure of programs and services provided in the Garwood Public School District. The ELA curriculum guide is based on the New Jersey Student Learning Standards and the State of New Jersey Model Curriculum guide.

The NJSLs for English Language Arts & Literacy are the culmination of an extended, broad-based effort to fulfill the charge issued by the states to create the next generation of K–12 standards in order to help ensure that all students are college and career ready in literacy no later than the end of high school. The present work, led by the Council of Chief State School Officers (CCSSO) and the National Governors Association (NGA), builds on the foundation laid by states in their decades-long work on crafting high-quality education standards. The Standards also draw on the most important international models as well as research and input from numerous sources, including state departments of education, scholars, assessment developers, professional organizations, educators from kindergarten through college, and parents, students, and other members of the public. In their design and content, refined through successive drafts and numerous rounds of feedback, the Standards represent a synthesis of the best elements of standards-related work to date and an important advance over that previous work.

As specified by CCSSO and NGA, the Standards are (1) research and evidence based, (2) aligned with college and work expectations, (3) rigorous, and (4) internationally benchmarked. A particular standard was included in the document only when the best available evidence indicated that its mastery was essential for college and career readiness in a twenty-first-century, globally competitive society. The Standards are intended to be a living work: as new and better evidence emerges; the Standards will be revised accordingly.

As a natural outgrowth of meeting the charge to define college and career readiness, the Standards also lay out a vision of what it means to be a literate person in the twenty-first century. Indeed, the skills and understandings students are expected to demonstrate have wide applicability outside the classroom or workplace. Students who meet the Standards readily undertake the close, attentive reading that is at the heart of understanding and enjoying complex works of literature. They habitually perform the critical reading necessary to pick carefully through the staggering amount of information available today in print and digitally. They actively seek the wide, deep, and thoughtful engagement with high-quality literary and informational texts that builds knowledge, enlarges experience, and broadens worldviews. They reflexively demonstrate the cogent reasoning and use of evidence that is essential to both private deliberation and responsible citizenship in a democratic republic. In short, students who meet the Standards develop the skills in reading, writing, speaking, and listening that are the foundation for any creative and purposeful expression in language.

The New Jersey Student Learning Standards (NJSLs) define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school.

Students advancing through the grades are expected to meet each year's grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the NJSLs.

To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential. They must also gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. Students need to be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shadings of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

Students also 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.

In addition to the necessary foundation in reading, grammar and writing, to build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations – as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains. New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.

Skills presented, modeled, and practiced in the elementary grades create a foundation that is built upon in the middle school ELA program. This plan and curriculum may be found on the NJDOE website, <https://www.nj.gov/education/standards/ela/Index.shtml> and are designed to:

- align with college and work expectations;
- be clear, understandable and consistent;
- include rigorous content and application of knowledge through high-order skills;
- build upon strengths and lessons of current state standards;
- be informed by other top performing countries; and
- be grounded in research and evidence.

The Garwood Public School District has adopted the Savvas Learning Company *myView Literacy* program in grades K-5. *myView Literacy* is a comprehensive, interactive English language arts (ELA) program for grades K-5 that is grounded in the science of reading in order to provide a research-based approach to the teaching of reading, writing, speaking, and listening. The all-new print and digital curriculum follows an explicit, systematic, and sequential scope and sequence while providing flexible resources, and meaningful differentiation. Competencies of 21st-century thinking and social-emotional learning are taught and practiced using authentic literature, highly engaging trade books, collaborative learning, and project-based inquiry. *myView Literacy* emphasizes each of the evidence-based skills that students need to read effectively – phonological awareness, phonics, vocabulary, comprehension, and fluency, as identified by the National Reading Panel to ensure students develop foundational skills and comprehension strategies needed for success. It is a comprehensive, integrated, core Reading and Language Arts series that reflects the NJSLS criteria. Along with classic and contemporary fiction and non-fiction, the *myView Literacy* series instructional plan delivers:

- Units of study in concepts and language for sustained and transferable knowledge development;
- A small group plan that ensures equity and access for all learners to the high expectations of NJSLS and
- A parallel digital world for a highly-engaging digital classroom.

Guided reading (novels, passages, articles, etc.) and accountable independent reading is used primarily in our middle school ELA classrooms but it is also used to compliment the *myView Literacy* program in grades K-5. It is additional literacy time within the school day where teachers can work with students in developmentally appropriate groupings to meet their individual needs. This is an opportunity for the favorite traditional read aloud work, literacy based centers, and immersion in text, where teachers can facilitate student choice from existing leveled libraries based on interest, availability, and readability. The purpose of this time is to build independent, interested, and capable readers.

The Garwood School District uses *Fundations* in grades K-3. *Fundations* systematically and comprehensively instructs students in phonemic awareness and word study (both phonetic and high frequency/sight words) and contributes greatly to fluency, vocabulary development, and the applications of strategies for understanding text. Additionally, *Fundations* sets the foundation for writing by directly teaching handwriting, the study of English orthography for spelling, and the basic skills for capitalization and punctuation. *WordlyWise* (EPS Literacy & Intervention) is also utilized in grades 3-8. Students are introduced to vocabulary through a carefully sequenced progression of activities that develop sophisticated oral vocabulary. The words were chosen from The Reading Teacher's Book of Lists. The series also incorporates the use of context clues, word study (Greek and Latin roots, prefixes and suffixes, and synonyms and antonyms), reading comprehension, and writing. The words presented are commonly encountered in grade-level literature, textbooks, and standardized tests. The students read in school texts, reinforcing vocabulary learning while building reading comprehension skills, such as using context. In grades 6-8, the series presents words commonly encountered in grade-level literature, textbooks, and standardized tests. Word selection was based on word importance, usefulness, and/or difficulty. Knowledge of the selected words can greatly improve students' reading comprehension, as well as standardized test results.

The Garwood Public School also utilizes the *NWEA MAP Growth and Reading Fluency* as benchmark assessments to help drive instruction. *NWEA MAP Growth and Reading Fluency* is the most trusted and innovative assessment for measuring achievement and growth in K-12 reading and language usage. It provides our teachers with accurate, actionable evidence to help inform instructional strategies regardless of how far students are above or below grade level. It also connects to the largest set of instructional content providers, giving our educators flexibility in curriculum choices. (i.e. IXL online learning platform, Edmentum Reading Eggs, Lexia)

2020 New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills

- **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.
- **Standard 9.2 Career Awareness, Exploration, Preparation and Training:** 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.
- **Standard 9.3: Career and Technical Education:** This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.
- **Standard 9.4 Life Literacies and Key Skills:** This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy that are critical for students to develop to live and work in an interconnected global economy

New Jersey Student Learning Standards for Computer Science and Design Thinking

- **Standard 8.1 Computer Science** outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.
- **Standard 8.2 Design Thinking** outlines the technological design concepts and skills essential for technological and engineering literacy. The new framework design, detailed previously, includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts.

New Jersey ELA Student Learning Standards:

Reading Standards: Strand- Literature (RL): Key Ideas and Details: Standard 1

NJSLSA.R.1: 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.

Grade	Examples of standard in practice
K	With prompting and support, ask and answer questions about key details in a text.
1	Ask and answer questions from a text.
2	Ask and answer questions to demonstrate understanding of key details in a text.
3	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
4	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
5	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
6	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
7	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
8	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

Reading Standards: Strand-Literature (RL): Key Ideas and Details: Standard 2

NJSLSA.R.2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Grade	Examples of standard in practice
K	With prompting and support, retell familiar stories, including key details
1	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral.
3	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is revealed through the key details in the text.
4	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
5	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
6	Determine a theme or 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.
7	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
8	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

Reading Standards: Strand-Literature (RL): Key Ideas and Details: Standard 3

NJSLSA.R.3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Grade	Examples of standard in practice
K	With prompting and support, identify characters, settings, and major events in a story.
1	Describe characters, settings, and major events in a story, using key details.
2	Describe how characters in a story respond to major events and challenges using key details.
3	Describe characters in a story (their traits, motivations, feelings, etc.) and explain how their actions contribute to the sequence of events and/or plot.
4	Describe in depth a character, setting, or event in a story, drawing on specific details in the text. (characters thoughts, words, and/or actions)
5	Compare and contrast two or more characters, settings, or events in a story, drawing on specific details in the text.
6	Describe how a particular story's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves towards a resolution.
7	Analyze how particular elements of a story or drama interact. (how setting can shape the characters or plot)
8	Analyze how particular lines of dialogue or incidents in a story propel the action, reveal aspects of a character, or provoke a decision.

Reading Standards: Strand -Literature (RL): Craft and Structure: Standard 4

NJSLSA.R.4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meaning, and analyze how specific word choices shape meaning or tone.

Grade	Examples of standard in practice
K	Ask and answer questions about unknown words in a text
1	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
2	Describe how words and phrases (regular beats, alliterations, rhymes, etc) supply rhythm and meaning in a story, poem, or song.
3	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
4	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in stories, myths, and poems.
5	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
6	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
7	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds on a specific verse or stanza of a poem or section of a story.
8	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

Reading Standards: Literature (RL): Strand-Craft and Structure: Standard 5

NJSLSA.R.5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.

Grade	Examples of standard in practice
K	Recognize common types of texts.
1	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
2	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action; identifying how each successive part builds on earlier sections.
3	Refer to parts of stories, drama, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
4	Explain major differences between poems, drama, and prose and refer to the structural elements of poems and drama when writing or speaking about a given text.
5	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a text and contributes to the development of the theme, setting, or plot.
6	Analyze how a particular sentences, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, plot, or setting.
7	Analyze how a drama’s or poem’s or structure contributes to its meaning.
8	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

Reading Standards: Literature (RL): Strand- Craft and Structure: Standard 6

NJSLSA.R.6: Assess how point of view or purpose shapes the content and style of a text.

Grade	Examples of standard in practice
K	With prompting and support, name the author and illustrator of a story and define the role in telling the story.
1	Identify who is telling the story at various points in a text.
2	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
3	Distinguish their own point of view from that of the narrator or those of the characters.
4	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
5	Describe how a narrator's or speaker's point of view influences how events are described.
6	Explain how an author develops the point of view of the narrator or speaker in a text.
7	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
8	Analyze how differences in the points of view of the characters and the audience or reader create such effects as suspense and/or humor.

Reading Standards: Literature (RL): Strand- Integration of Knowledge and Ideas: Standard 7
 NJSLSA.R.7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Grade	Examples of standard in practice
K	With prompting and support, describe the relationship between illustrations and the story in which they appear.
1	Use illustrations and details in a story to describe its characters, setting, and/or events.
2	Use information gained from the illustrations and words in print or digital text to demonstrate understanding of its characters, setting, plot, etc.
3	Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story.
4	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
5	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text.
6	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including what they “see” and “hear” when reading the text to what they perceive when they listen or watch.
7	Compare and contrast a story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium.
8	Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the directors or actors.

Reading Standards: Literature (RL): Strand- Integration of Knowledge and Ideas: Standard 9

NJSLSA.R.9: Analyze and reflect how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the author' take.

Grade	Examples of standard in practice
K	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
1	Compare and contrast the adventures and experiences of characters in stories.
2	Compare and contrast two or more versions of the same story by different authors or from different cultures.
3	Compare and contrast the themes, settings, and/or plots of stories written by the same author about the same or similar characters.
4	Compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.
5	Compare and contrast stories in the same genre on their approaches to similar themes and topics.
6	Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.
7	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
8	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how material is rendered new.

**Reading Standards: Literature (RL): Strand- Range of Reading and Level of Text Complexity:
Standard 10**

NJSLSA.R.10: Read and comprehend complex literacy and informational texts independently and proficiently with scaffolding as needed.

Grade	Examples of standard in practice
K	Actively engage in group reading activities with purpose and understanding.
1	With prompting and support, read prose and poetry of appropriate grade-level complexity or above.
2	By the end of the year, read and comprehend literature, including prose and poetry, at grade-level text complexity or above, with scaffolding as needed at the high end of the range.
3	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at grade-level complexity or above, with scaffolding as needed.
4	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at grade-level complexity or above, with scaffolding as needed.
5	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at grade-level complexity or above, with scaffolding as needed.
6	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at grade-level complexity or above, with scaffolding as needed.
7	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at grade-level complexity or above, with scaffolding as needed.
8	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at grade-level complexity or above, with scaffolding as needed.

Reading Standards: Strand- Informational Text (RI): Key Ideas and Details: Standard 1

NJSLSA.R.1: 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.

Grade	Examples of standard in practice
K	With prompting and support, ask and answer questions about key details in a text.
1	Ask and answer questions about key details in a text.
2	Ask and answer such questions as who, what, when, where, why, and how to demonstrate understanding of key details in a text.
3	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for answers.
4	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
5	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
6	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
7	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
8	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

Reading Standards: Strand- Informational Text (RI): Key Ideas and Details: Standard 2

NJSLSA.R.2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Grade	Examples of standard in practice
K	With prompting and support, identify the main topic and retell key details of a text.
1	Identify the main topic and retell key details in a text.
2	Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
3	Determine the main idea of a text; recount the key details and explain how they support the main idea.
4	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
5	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
6	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 and/or judgments.
7	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
8	Determine two or more central ideas in a text and analyze their development over the course of the text; including its relationship to supporting ideas; provide an objective summary of the text.

Reading Standards: Strand- Informational Text (RI): Key Ideas and Details: Standard 3

NJSLSA.R.3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Grade	Examples of standard in practice
K	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
1	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
2	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text using language that pertains to time, sequence, and cause/effect.
4	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on scientific information in the text.
5	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
6	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
7	Analyze the interactions between individuals, events, and ideas in a text. (how ideas influence individuals or events or how individuals influence ideas or events)
8	Analyze how a text makes connections among and distinctions between individuals, ideas, or events. (through comparison, analogies, etc)

Reading Standards: Strand- Informational Text (RI): Craft and Structure: Standard 4

NJSLSA.R.4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meaning, and analyze how specific word choices shape meaning or tone.

Grade	Examples of standard in practice
K	With prompting and support, ask and answer questions about unknown words in a text.
1	Ask and answer questions to help determine or clarify the meaning of unknown words and phrases in a text.
2	Determine the meaning of words and phrases in a grade-level appropriate text relevant to grade 2 topics and/or subject area.
3	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic and/or subject area.
4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 4 topic and/or subject area.
5	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic and/or subject area.
6	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
7	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
8	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone; including analogies or allusions to other texts.

Reading Standard: Strand- Informational Text (RI): Craft and Structure: Standard 5

NJSLSA.R.5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.

Grade	Examples of standard in practice
K	Identify the front cover, back cover, and title page of a book.
1	Know and use various text features (heading, table of contents, glossaries, etc.) to locate key facts or information in a text.
2	Know and use various text features (captions, bold print, subheadings, icons, etc.) to locate key facts or information in a text efficiently.
3	Use text features and search tools (key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
4	Describe the overall structure (chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
5	Describe the overall structure (chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
6	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
7	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
8	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

Reading Standards: Strand- Informational Text (RI): Craft and Structure: Standard 6
NJSLSA.R.6: Assess how point of view or purpose shapes the content and style of a text.

Grade	Examples of standard in practice
K	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
1	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
2	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
3	Distinguish their own point of view from that of the author of the text.
4	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
5	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
6	Determine an authors' point of view or purpose in a text and explain how it is conveyed in the text.
7	Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
8	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

**Reading Standards: Strand- Informational Text (RI): Integration of Knowledge and Ideas:
Standard 7**

NJSLSA.R.7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Grade	Examples of standard in practice
K	With prompting and support, describe the relationship between illustrations and the text in which they appear.
1	Use illustrations and details in a text to describe its key ideas.
2	Explain how specific images contribute to and clarify a text.
3	Use information gained from illustrations and the words in a text to demonstrate understanding of the text.
4	Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.
5	Draw on information from multiple print or digital resources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
6	Integrate information presented in a different media or formats as well as in words to develop a coherent understanding of a topic or issue.
7	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject.
8	Evaluate the advantages and disadvantages of using mediums to present a particular topic or idea.

**Reading Standards: Strand- Informational Text (RI): Integration of Knowledge and Ideas:
Standard 8**

NJSLSA.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.

Grade	Examples of standard in practice
K	With prompting and support, identify the reasons an author gives to support points in a text.
1	Identify the reasons an author gives to support points in a text.
2	Describe how reasons support specific points the author makes in a text.
3	Describe the logical connection between particular sentences and paragraphs in a text.
4	Explain how an author uses reasons and evidence to support particular points in a text.
5	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which points.
6	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
7	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when the irrelevant evidence is introduced.

**Reading Standards: Strand- Informational Text (RI): Integration of Knowledge and Ideas:
Standard 9**

NJSLSA.R.9: 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.

Grade	Examples of standard in practice
K	With prompting and support, identify basic similarities in and differences between two texts on the same topic.
1	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
2	Compare and contrast the most important points presented by two texts on the same topic.
3	Compare and contrast the most important points and key details presented in two texts on the same topic.
4	Compare and contrast the most important points and key details presented in two texts on the same topic.
5	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
6	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).
7	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
8	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

Reading Standards: Strand- Informational Text (RI): Range of Reading and Level of Text Complexity: Standard 10

NJSLSA.R.10: Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Grade	Examples of standard in practice
K	Actively engage in group reading activities with purpose and understanding.
1	With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.
2	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
3	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
4	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as necessary at the high end of the range.
5	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
6	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.
7	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.
8	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.

Reading Foundation Skills (RF): Strand- Print Concepts: Standard 1

Grade	Examples of Standard in practice
Kindergarten	Demonstrate understanding of the organization and basic features of print. a. Follow words from left to right, top to bottom, and page-by-page. b. Recognize that spoken words are represented in written language by specific sequences of letters. c. Understand that words are separated by spaces in print. d. Recognize and name all upper- and lowercase letters of the alphabet.
1	Demonstrate understanding of the organization and basic features of print.

Reading Foundation Skills (RF): Strand- Phonological Awareness: Standard 2

Grade	Examples of Standard in practice
K	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Recognize and produce rhyming words. b. Count, pronounce, blend, and segment syllables in spoken words. c. Blend and segment onsets and rimes of single-syllable spoken words. d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. *(This does not include CVCs ending with /l/, /r/, or /x/.) e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
1	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Distinguish long from short vowel sounds in spoken single-syllable words. b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

Reading Foundation Skills (RF): Strand- Phonics and Word Recognition: Standard 3

Grade	Examples of Standard in practice
K	Know and apply grade-level phonics and word analysis skills in decoding and encoding words. a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently sounds for each consonant.

	<p>b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</p> <p>c. Read common high-frequency words by automaticity.</p> <p>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>
1	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).</p> <p>b. Decode regularly spelled one-syllable words.</p> <p>c. Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p>d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>e. Decode two-syllable words following basic patterns by breaking the words into syllables.</p> <p>f. Read words with inflectional endings.</p> <p>g. Recognize and read grade-appropriate irregularly spelled words.</p>
2	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>b. Know spelling-sound correspondences for additional common vowel teams.</p> <p>c. Decode regularly spelled two-syllable words with long vowels.</p> <p>d. Decode words with common prefixes and suffixes.</p> <p>e. Identify words with inconsistent but common spelling-sound correspondences.</p> <p>f. Recognize and read grade-appropriate irregularly spelled words.</p>
3	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p>b. Decode words with common Latin suffixes.</p> <p>c. Decode multi-syllable words.</p> <p>d. Read grade-appropriate irregularly spelled words.</p>
4	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar</p>
5	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>

Reading Foundation Skills (RF): Strand- Fluency: Standard 4

Grade	Examples of Standard in practice
K	Read emergent-reader texts with one-to-one correspondence to develop fluency and comprehension skills. a. Read emergent-readers with purpose and understanding b. Read grade level text for purpose and understanding.
1	Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level text orally with accuracy, appropriate rate and expression. c. Use context to confirm or self-correct word recognition and understanding, re-reading as necessary.
2	Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level text orally with accuracy, appropriate rate and expression. c. Use context to confirm or self-correct word recognition and understanding, re reading as necessary.
3	Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate and expression. c. Use context to confirm or self-correct word recognition and understanding, re reading as necessary.
4	Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate and expression. c. Use context to confirm or self-correct word recognition and understanding, re-reading as necessary.
5	Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate and expression. c. Use context to confirm or self-correct word recognition and understanding, re-reading as necessary.

Writing Standards (W): Strand- Text Types and Purposes: Standard 1

NJSLSA.W.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Grade	Examples of standard in practice
K	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book.
1	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
2	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
3	Write opinion pieces on familiar topics or texts, supporting a point of view with reasons. a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. b. Provide reasons that support the opinion. c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. d. Provide a concluding statement or section.
4	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. b. Provide reasons that are supported by facts and details. c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). d. Provide a concluding statement or section related to the opinion presented.
5	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). d. Provide a concluding statement or section related to the opinion presented.
6	Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s) and organize the reasons and evidence clearly. b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.

	<p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from the argument presented.</p>
7	<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant evidence, using accurate credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>
8	<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant evidence using accurate and credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>

Writing Standards (W): Strand- Text Types and Purposes: Standard 2

NJSLSA.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.

Grade	Examples of standard in practice
K	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
1	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
3	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. d. Provide a concluding statement or section.
4	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.
5	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).

	<p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section related to the information or explanation presented.</p>
6	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from the information or explanation presented.</p>
7	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>
8	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate and</p>

	<p>varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>
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Writing Standards (W): Strand – Text Types and Purposes: Standard 3

NJSLSA.W.3- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Grade	Examples of standard in practice
K	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
1	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
2	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
3	<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>c. Use temporal words and phrases to signal event order.</p> <p>d. Provide a sense of closure.</p>
4	<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>c. Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>
5	<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p>

	<p>b. Use narrative techniques, such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations.</p> <p>c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>
6	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one-time frame or setting to another.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>
7	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one-time frame or setting to another.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>
8	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence. Signal shifts from one-time frame or setting to another, and show the relationships among experiences and events.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>

Writing Standards (W): Strand - Production and Distribution of Writing: Standard 4

NJSLSA.W.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Grade	Examples of standard in practice
K	The expectations for this standard begin in Grade 3.
1	The expectations for this standard begin in Grade 3.
2	The expectations for this standard begin in Grade 3.
3	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
5	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
6	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
7	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
8	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Writing Standards (W) : Strand - Production and Distribution of Writing: Standard 5

NJSLSA.W.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Grade	Examples of standard in practice
K	With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers. (ex: adding details)
1	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.
2	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.
3	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)
4	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)
5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for

	conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)
6	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
7	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
8	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)

Writing Standards (W) : Strand - Production and Distribution of Writing: Standard 6

NJSLSA.W.6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Grade	Examples of standard in practice
K	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
1	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
2	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
3	With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.
4	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
5	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.
6	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
7	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

8	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
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Writing Standards (W): Strand – Research to Build and Present Knowledge: Standard 7

NJSLSA.W.7- 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.

Grade	Examples of standard in practice
K	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
1	Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
2	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
3	Conduct short research projects that build knowledge about a topic.
4	Conduct short research projects that build knowledge through investigation of different aspects of a topic.
5	Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.
6	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
7	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
8	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.

Writing Standards (W): Strand – Research to Build and Present Knowledge: Standard 8

NJSLSA.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.

Grade	Examples of standard in practice
K	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
1	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
2	Recall information from experiences or gather information from provided sources to answer a question.
3	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
4	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

5	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
6	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
7	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.
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.

Writing Standards: Strand - Research to Build and Present Knowledge, Standard 9

NJSLSA.W.9- Draw evidence from literary or informational texts to support analysis, reflection, and research

Grade	Examples of standard in practice
K	The expectations for this standard begin in Grade 4.
1	The expectations for this standard begin in Grade 4.
2	The expectations for this standard begin in Grade 4.
3	The expectations for this standard begin in Grade 4.
4	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”). b. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).
5	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama. drawing on specific details in the text [e.g., how characters interact]”). b. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).
6	Draw evidence from literary or informational texts to support analysis, reflection, and research.

	<p>a. Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).</p> <p>b. Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).</p>
7	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).</p> <p>b. Apply grade 7 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).</p>
8	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).</p> <p>b. Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).</p>

Writing Standards: Strand - Range of Writing, Standard 10

NJSLSA.W.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 tasks, purposes, and audiences.

Grade	Examples of standard in practice
K	The expectations for this standard begin in Grade 3.
1	The expectations for this standard begin in Grade 3.
2	The expectations for this standard begin in Grade 3.
3	Write routinely over extended time frames (time for research, reflection, metacognition/self-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.
4	Write routinely over extended time frames (time for research, reflection, metacognition/self-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.

5	Write routinely over extended time frames (time for research, reflection, metacognition/self-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.
6	Write routinely over extended time frames (time for research, reflection, metacognition/self-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.
7	Write routinely over extended time frames (time for research, reflection, metacognition/self-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.
8	Write routinely over extended time frames (time for research, reflection, metacognition/self-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.

Speaking and Listening Standards: Strand- Comprehension and Collaboration: Standard 1

NJSLSA.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.

Grade	Examples of standard in practice
K	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges.
1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. c. Ask questions to clear up any confusion about the topics and texts under discussion.
2	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care. speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by linking their explicit comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

3	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>d. Explain ideas and understandings in light of the discussion.</p>
4	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p>d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p>
5	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p>
6	<p>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.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>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>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p>

7	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p> <p>d. Acknowledge new information expressed by others and when warranted modify their own views.</p>
8	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p> <p>d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p>

Speaking and Listening Standards: Strand - Comprehension and Collaboration: Standard 2

NJSLSA.SL.1-Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Grade	Examples of standard in practice
K	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
1	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
3	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
4	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

5	Summarize written a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
6	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
7	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
8	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

Speaking and Listening Standards: Strand - Comprehension and Collaboration: Standard 3
 NJSLSA.SL.3- Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

Grade	Examples of standard in practice
K	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
1	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
2	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
4	Identify the reasons and evidence a speaker provides to support particular points.
5	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
6	Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
7	Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
8	Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

Speaking and Listening Standards: Strand - Presentation of Knowledge and Ideas: Standard 4

NJSLSA.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

Grade	Examples of standard in practice
K	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
1	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
2	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
3	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
5	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
6	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
7	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
8	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

Speaking and Listening Standards: Strand - Presentation of Knowledge and Ideas: Standard 5

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

Grade	Examples of standard in practice
K	Add drawings or other visual displays to descriptions as desired to provide additional detail.
1	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
2	Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
3	Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

4	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
5	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
6	Include multimedia components (e.g., graphics, images, music, and sound) and visual displays in presentations to clarify information.
7	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
8	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

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

Grade	Examples of standard in practice
K	Speak audibly and express thoughts, feelings, and ideas clearly.
1	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)
2	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)
3	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)
4	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 for specific expectations.)
5	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.)
6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)
7	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 for specific expectations.)
8	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 for specific expectations.)

Language Standards: Strand - Conventions of Standard English: Standard 1

NJSLSA.L.1- Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

Grade	Examples of standard in practice
K	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none">Print many upper- and lowercase letters.Use frequently occurring nouns and verbs.Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog. dogs; wish. wishes).Understand and use question words (interrogatives) (e.g., who, what, where. when, why, how).Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off. for, of. by, with).Produce and expand complete sentences in shared language activities.
1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none">Print all upper- and lowercase letters.Use common, proper, and possessive nouns.Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).Use personal, possessive and indefinite pronouns (e.g., I, me. my; they, them, their, anyone. everything).Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).Use frequently occurring adjectives.Use frequently occurring conjunctions (e.g., and. but, or, so, because).Use determiners (e.g., articles, demonstratives).Use frequently occurring prepositions (e.g., during. beyond. toward).Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
2	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none">Use collective nouns (e.g., group).Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth. mice. fish).Use reflexive pronouns (e.g., myself. ourselves).Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid. told).Use adjectives and adverbs, and choose between them depending on what is to be modified.Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).

3	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. Form and use regular and irregular plural nouns. Use abstract nouns (e.g., childhood). Form and use regular and irregular verbs. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. Ensure subject-verb and pronoun-antecedent agreement. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. Use coordinating and subordinating conjunctions. Produce simple, compound, and complex sentences.
4	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. Use modal auxiliaries (e.g., can, may, must) to convey various conditions. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). Form and use prepositional phrases. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. Correctly use frequently confused words (e.g., to, too, two; there, their).
5	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. Use verb tense to convey various times, sequences, states, and conditions. Recognize and correct inappropriate shifts in verb tense. Use correlative conjunctions (e.g., either/or, neither/nor).
6	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> Ensure that pronouns are in the proper case (subjective, objective, possessive). Use intensive pronouns (e.g., myself, ourselves). Recognize and correct inappropriate shifts in pronoun number and person. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
7	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> Explain the function of phrases and clauses in general and their function in specific sentences.

	b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
8	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. b. Form and use verbs in the active and passive voice. c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. d. Recognize and correct inappropriate shifts in verb voice and mood.

Language Standards: Strand - Conventions of Standard English: Standard 2 NJSLSA.L.2-

Demonstrate the command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

Grade	Examples of standard in practice
K	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize the first word in a sentence and the pronoun I. b. Recognize and name end punctuation. c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
1	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize dates and names of people. b. Use end punctuation for sentences. c. Use commas in dates and to separate single words in a series. d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize holidays, product names, and geographic names. b. Use commas in greetings and closings of letters. c. Use an apostrophe to form contractions and frequently occurring possessives. d. Generalize learned spelling patterns when writing words (e.g., cage; badge; boy; boil). e. Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings.

3	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> a. Capitalize appropriate words in titles. b. Use commas in addresses. c. Use commas and quotation marks in dialogue. d. Form and use possessives. e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting. smiled. cries, happiness). f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
4	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> a. Use correct capitalization. b. Use commas and quotation marks to mark direct speech and quotations from a text. c. Use a comma before a coordinating conjunction in a compound sentence. d. Spell grade-appropriate words correctly, consulting references as needed.
5	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> a. Use punctuation to separate items in a series. b. Use a comma to separate an introductory element from the rest of the sentence. c. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?). d. Use underlining, quotation marks, or italics to indicate titles of works. e. Spell grade-appropriate words correctly, consulting references as needed.
6	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements b. Spell correctly.
7	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> a. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old [,] green shirt). b. Spell correctly.
8	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> a. Use punctuation (comma. ellipsis, dash) to indicate a pause or break. b. Use an ellipsis to indicate an omission. c. Spell correctly.

Language Standards: Strand - Knowledge of Language: Standard 3

NJSLSA.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.

Grade	Examples of standard in practice
K	The expectations for this standard begin in Grade 2.
1	The expectations for this standard begin in Grade 2.
2	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Compare formal and informal uses of English.
3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases for effect. b. Recognize and observe differences between the conventions of spoken and written standard English.
4	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases to convey ideas precisely. b. Choose punctuation for effect. c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
5	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Expand, combine, reduce sentences for meaning, reader/listener interest style. b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
6	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Vary sentence patterns for meaning/syntax, reader/listener interest, and style/voice. b. Maintain consistency in style and tone.
7	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
8	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor/action; expressing uncertainty or describing a state contrary to fact).

Language Standards: Strand - Vocabulary Acquisition and Use: Standard 4 NJSLSA.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.

Grade	Examples of standard in practice
K	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

	<p>a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</p> <p>b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.</p>
1	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. Use frequently occurring affixes as a clue to the meaning of a word.</p> <p>c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</p>
2	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).</p> <p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).</p> <p>d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).</p> <p>e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p>
3	<p>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).</p> <p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</p> <p>d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>
4	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>
5	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p>

	<p>a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph. photosynthesis).</p>
6	<p>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>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience. auditory, audible).</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>
7	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose. rebel).</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>
8	<p>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede. recede. secede).</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>

Language Standards: Strand - Vocabulary Acquisition and Use: Standard 5 NJSLSA.L.5-
 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Grade	Examples of standard in practice
K	<p>With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p>b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> <p>c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p> <p>d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</p>
1	<p>With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p> <p>b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).</p> <p>c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p> <p>d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.</p>
2	<p>Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</p> <p>b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).</p>
3	<p>Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</p> <p>b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</p> <p>c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).</p>
4	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>
5	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>

	<p>a. Interpret figurative language including similes and metaphors, in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>
6	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., personification) in context.</p> <p>b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, thrifty).</p>
7	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p> <p>b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).</p>
8	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g. verbal irony, puns) in context. b. Use the relationship between particular words to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).</p>

Language Standards: Strand - Vocabulary Acquisition and Use: Standard 6

NJSLSA.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.

Grade	Examples of standard in practice
K	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
1	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibblet because she nibbles too much because she likes that).
2	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
3	Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

4	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
5	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
7	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
8	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

New Jersey Administrative Code Summary and Statutes

Integration of 21st Century Skills and Themes and Interdisciplinary Connections

The GBOE 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.

- The GBOE shall include interdisciplinary connections throughout the K–8 curriculum.
- The GBOE shall integrate into the curriculum 21st century themes and skills (N.J.A.C. 6A:8-3.1(c)2).
- 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 self-direction, social and cross-cultural skills, productivity and accountability, and leadership and responsibility. 8.1, 8.2, 9.1, 9.2, 9.4

Kindergarten Scope and Sequence

Unit 1	Phonological Awareness	Phonics	High-Frequency Words	Decodable Story	Decodable Reader	Interdisciplinary Connections/21 st Century Skills
Week 1	Day 1-initial sounds /m/ Day 3- initial and final sounds /t/ Day 5- recognize alliteration	Consonant Mm /m/ Consonant Tt /t/	I, am, the	I Am	I Am	Draw and label a neighborhood map. Use landmarks and buildings in the correct positions on a map. Going Places SS- Geography- Exploration
Week 2	Day 1- middle sounds /a/ Day 3- alliteration Day 5- blend and segment onset and rhyme	Short Aa Consonant Ss /s/	Like, to, a	Sam Sat	Sam Sat	Share celebration traditions, chart ideas, and discuss how the ideas are alike and different Going Places SS- Geography- Exploration
Week 3	Day 1-sound parts- initial /p/ Day 3-sound parts- initial /k/ Day 5- blend and segment onset and rhyme	Consonant	Have, is, he	The Map	Pat the Cat	Make an address book. Have each child draw a picture of their home and label it with their name and address Going Places SS- Geography- Exploration
Week 4	Day 1- middle sounds Day 3- initial and final sounds /n/ Day 5- recognize alliteration	Short Ii /i/ Consonant Nn /n/	My, we, make	In the Pit	Nip, Tap, Pin	Choose 5-6 community helpers and have them draw a picture that represents the helper. Going Places SS- Geography- Exploration
Week 5	Day 1- alliteration words with initial /b/ Day 3- initial sounds /r/ Day 5- blend and segment onset and rhyme	Consonant Bb /b/ Consonant Rr /r/	For, me, with	Ric at Bat	We Make It	List transportation in the community, talk about what each does and how it helps the community Going Places SS- Geography- Exploration
Week 6	Review	Short a Word Families Short i Word Families	She, see, look	We Like It!	My Cat	How do things move? Going Places SS- Geography- Exploration

Unit 2	Phonological Awareness	Phonics	High-Frequency Words	Decodable Story	Decodable Reader	Interdisciplinary Connections/21st Century Skills
Week 1	Day 1- initial and final sound /d/ Day 3- Final sounds /k/ Day 5- Segment and Blend Phonemes	Consonant Dd /d/ Consonant Kk /k/	Are, that, of	The Kid	We Did It	Working together, cooperating Family roles and responsibilities Rules at home Living Things Science- Patterns
Week 2	Day 1- sounds-segments and blend phonemes /o/ Day 3- alliteration Day 5- initial and final /f/	Short Oo /o/ Consonant Ff /f/	They, you, do	Bob on the Mat	For Tom and Ron	Working together, communicating, sharing Living Things Science- Patterns
Week 3	Day 1- identify words /h/ Day 3- sounds-segments and blend phonemes /l/ Day 5-segment and blend phonemes	Consonant Hh /h/ Consonant Ll /l/	One, two, three	The Ham	A Lot of Cats	Create a double bubble map comparing and contrasting a dog and a cat Living Things Science- Patterns
Week 4	Day 1-sound parts- segment and blend onset and rhyme /g/ Day 3- Blended sounds- initial and final blends Day 5-Identify and produce rhyming words	Consonant Gg /g/ Consonant blends- initial and final	Four, five, here	Pig and Frog)	Bats in a Trap	Living/Nonliving Students classify living and non-living things as they list things they see. Living Things Science- Patterns
Week 5	Day 1-Middle sounds /e/ Day 3- Initial sounds /w/ and /y/ Day 5-Identify and produce rhyming words	Short Ee /e/ Consonant s Ww /w/ and Yy /y/	Go, from, yellow	They Can Do it!	The Best Nests	Gather pictures of baby and adult animals-discuss Living Things Science- Patterns
Week 6	Review	Short o word families Short e word families	Blue, green, what	What is Tom?	What is it!	By a drawing, things from the past to things from today and how they have changed Living Things

Unit 3	Phonological Awareness	Phonics	High-Frequency Words	Decodable Story	Decodable Reader	Interdisciplinary Connections/21 st Century Skills
Week 1	Day 1- syllables- identify blends and segment /j/ words Day 3- final sounds /k/ Day 5-identify and count words in sentence	Consonant Jj /j/ Consonant Xx /x/	Said, was, where	The Big Box	They are Lost	By a drawing, things from the past to things from today and how they have changed Tell Me a Story Humanities- Arts/Literature
Week 2	Day 1-middle sounds /u/ Day 3- syllables- identify blend and segment /v/ words Day 5-identify and produce rhyming words	Short Uu /u/ Consonant Vv /v/	Come, play, any	The Man	We Like to Play	Costs/Benefits of Personal Choices Tell Me a Story What is the value of teamwork? Humanities- Arts/Literature
Week 3	Day 1- compound words Day 3- initial sounds /kw/ Day 5- identify and produce rhyming words	Consonant Zz /z/ Consonant Qq /q/	Down, her, how	Quin at Bat	Can you Help?	Choose 5-6 community helpers and have them draw a picture that represents the helper. Tell Me a Story Humanities- Arts/Literature
Week 4	Day 1- compound words Day 3- identify short and long a words Day 5-identify and count words in a sentence	Short a and long a	Away, give, little	The Bake Sale	Lin, Sam, and Jake	Getting along, working together to accomplish a goal Family roles and responsibilities Rules at home Tell Me a Story Humanities- Arts/Literature
Week 5	Day 1- compound words Day 3- middle sounds /i/ Day 5-identify and count syllables	Short I and long I	Funny, were, some	The Twine on the Pine	What do you like?	Differentiate between wants and needs Tell Me a Story Humanities- Arts/Literature
Week 6	Review	Short u word families	Going, know, live	The Fun Trip	Bugs in a Dump	What is a community? Tell Me a Story Humanities- Arts/Literature

Unit 4	Phonological Awareness	Phonics	High-Frequency Words	Decodable Story	Decodable Reader	Interdisciplinary Connections/21 st Century Skills
Week 1	Day 1- Middle Sounds /o/, /ō/ Day 3- Sounds - segment and blend short and long o Day 5- Identify and Count Words in Sentences	Short o and Long o	Find, again, over	On the Run	Bones!	What is all around me? Family roles and responsibilities Rules at home Then and Now Social Studies-Connections/History
Week 2	Day 1- Middle Sounds/u/, /O/ Day 3- Identify Words Day 5-Identify and Count Syllables	Short u and Long u	Pretty, all, now	A Look at the Past	Paint the Past	People at School People in Communities Then and Now Social Studies-Connections/History
Week 3	Day 1- Middle Sounds/e/, /ē/ Day 3- Syllables - identify, segment and blend Day 5- Identify and Count Syllables	Short e and Long e	Black, brown, white	Jen and Pete	Steve and Pete	People at School People in Communities Then and Now What is the value of teamwork? Social Studies-Connections/History
Week 4	Day 1-Identify and Count Words in Sentences Day 3- Recognize Alliteration Day 5- Identify and Produce Rhyming Words	Review and Reinforce - focus skills: Pp, Yy, Short and Long i	Good, could, open	The Past and Now	Now and the Past	Community Resources Leaders and law cities, suburbs, farms Then and Now Social Studies-Connections/History
Week 5	Day 1-Add Phonemes Day 3- Identify Rhyming Words and Count Words in Sentences Day 5- Rhyming	Review and Reinforce - focus skills: Dd, Ff, Vv, short e	Please, want, every	We Have Fun	Ed and Eve	What is all around me? Family roles and responsibilities Rules at home Then and Now Social Studies-Connections/History
Week 6	Review	Review and Reinforce:	This, round, may	A Home in the Past	Play at Home	Belonging to a Group Then and Now Social Studies-Connections/History

Unit 5	Phonological Awareness	Phonics	High-Frequency Words	Decodable Story	Decodable Reader	Interdisciplinary Connections/21st Century Skills
Week 1	Day 1- Segment and Blend Syllables Day 3- Manipulate Syllables Day 5- Segment and Blend Phonemes	Review and Reinforce – focus skills: Cc, Tt, Short and Long o	Be, saw, our	Tif and Cole	Drips and Drops	What does it take to achieve our goals and dreams? Outside My Door Science- Our World
Week 2	Day 1- Identify and Count Syllables Day 3- Manipulate Syllables Day 5-Add Phonemes	Review and Reinforce – Focus skills: Bb, Jj, Initial and Final Blends	Eat, soon, walk	They Get Big!	We Got Lost	What does it take to achieve our goals and dreams? Outside My Door Science- Our World
Week 3	Day 1- Segment and Blend Syllables Day 3- Manipulate Syllables Day 5- Recognize Alliteration	Review and Reinforce – Focus skills: Gg, Qq, Short and Long a	Who, there, into	Who Am I?	Who Had Fun?	Family roles and responsibilities Rules at home Outside My Door Science- Our World
Week 4	Day 1- Substitute Phonemes Day 3- Segment and Blend Phonemes Day 5- Manipulate Syllables	Review and Reinforce- focus skills: Kk, Ss, Ww, Mm	Out, so, then	Can We Be Out?	Out There	Community Resources Leaders and law cities, suburbs, farms Outside My Door Science- Our World
Week 5	Day 1- Segment and Blend Syllables Day 3- Manipulate Syllables Day 5- Substitute Phonemes	Review and Reinforce – focus skills: Ll, Nn, Rr, Zz	New, too, when	Going Out	Up, Up Up!	Belonging to a Group Outside My Door Science- Our World
Week 6	Review	Review and Reinforce	Say, under, no	It is Too Wet!		Outside My Door Science- Our World

Grade 1 Scope and Sequence

Unit 1	Phonological Awareness	Phonics	High-Frequency Words	Decodable Story	Decodable Reader	Interdisciplinary Connections/21 st Century Skills
Week 1	Day 1- Medial /a/ Day 3- Recognize and Alliteration Day 5- Segment and Blend Phonemes	Skill 1: Short a Skill 2: Mm, /m/, Ss, /s/, Tt, /t/	I see, a, his, is	At a Mat	Lesson 2: I See Lesson 4: I Sat	SS- Geography- Exploration
Week 2	Day 1- Medial /i/ Day 3- Recognize Alliteration Day 5- Segments and Blend Phonemes	Skill 1: Short i Skill 2: Cc, /k/, Pp, /p/, Nn, /n/	We, like, the, one, do	Tip the Cat	Lesson 2: Mats Lesson 4: The Nap	How are people and animals important to one another? SS- Geography- Exploration
Week 3	Day 1- Medial /o/ Day 3- Recognize Alliteration Day 5- Add Phonemes	Skill 1: Short o Skill 2: Ff, /f/, Bb, /b/, Gg, /g/	Look, you, was, by, are	Big Biff	Lesson 2: Tops Lesson 4: It Fit Fan	SS- Geography- Exploration
Week 4	Day 1- Medial /e/ Day 3- Initial /d/, /l/, /h/ Day 5-	Skill 1: Short e Skill 2: Dd, /d/, Ll, /l/, Hh, /h/	Have, they, that, two, up	Fill the Pen	Lesson 2: The Map Lesson 4: We Met Meg	SS- Geography- Exploration
Week 5	Day 1- Medial /u/ Day 3- Initial /r/, /w/, /j/, /k/ Day 5- Segments and Blend Phonemes	Skill 1: Short u Skill 2: Rr, /r/, Ww, /w/, Jj, /j/, Kk, /k/	He, as, to, with, three	Three Will Run	Lesson 2: Fun in the Sun Lesson 4: Get Fit!	Community Resources Leaders and law cities, suburbs, farms SS- Geography- Exploration
Week 6	Day 1- Initial /kw/ Day 3- Initial /v/, /y/, /z/, Final /z/ Day 5- Change Phonemes	Skill 1: Qq, qu, /kw/, Skill 2: Vv, /v/, Yy, Zz, /z/	Where, here, for, me, go	Quinn the Vet	Lesson 2: The Quiz Lesson 4: Vic and Roz	How are people and animals important to one another? SS- Geography- Exploration

Unit 2	Phonological Awareness	Phonics	High-Frequency Words	Decodable Story	Decodable Reader	Interdisciplinary Connections/21 st Century Skills
Week 1	Day 1- Segment and Blend Phonemes Day 3- Final /ks/ Day 5- Change Phonemes	Skill 1: Initial Consonant Blends Skill2: Xx, /ks/	Help, little, come, my, saw	Big Fox, Little Fox	Lesson 2: The Sleds Lesson 4: Fix It!	How do changes affect us? Science- Patterns
Week 2	Day 1- Produce Rhyming Words Day 3- Add Phonemes Day 5- Remove Phonemes	Skill 1: Consonant Pattern- ck Skill 2: Plural - s and Consonant s /z/	Walk, she, what, take, jump	The Stems	Lesson 2: The Pack Lesson 4: Pigs, Wigs, Cats and Bats	How do changes affect us? Science- Patterns
Week 3	Day 1- Segment and Blend Phonemes Day 3- Add Phonemes Day 5- Remove Phonemes	Skill 1: Final Consonant Blends Skill 2: Inflected Ending - s	This, use, from, think, blue	Little Ducks	Lesson 2: A Blue Box Lesson 4: Big Jobs	Using a thinking map, chart animal attributes. Then write about an animal. Science- Patterns
Week 4	Day 1- Produce Rhyming Words Day 3- Produce Rhyming Words Day 5- Manipulate Phonemes	Skill 1: Consonant Digraphs sh, th Skill 2: Inflected Ending - ing	Goes, make, her, too, all	Beth and Nash	Lesson 2: The Moth Lesson 4: Packing Bags	What can we learn from exploring new places and things? Science- Patterns
Week 5	Day 1-Change Phonemes Day 3- Medial /au/ Day 5- Distinguish Between /a/ and /ā/	Skill 1: Long a; a_e Skill 2: Vowel Sound in ball: a, al, aw	Four, five, ride, your, part	Brave Jane	Lesson 2: Kate Wins the Game Lesson 4: Six Bugs	Belonging to a Group Science- Patterns
Week 6	Day 1- Change Phonemes Day 3- Distinguish Between /i/ and /ī/ Day 5- Segments and Blend Phonemes	Skill 1: Long i; i_e Skill 2: Consonants C /s/ and g /j/	Know, many, after, into, don't	Too Many Pups!	Lesson 2: A Fine Pet Lesson 4: Where is Dave?	How are people and animals important to one another? Science- Patterns

Unit 3	Phonological Awareness	Phonics	High-Frequency Words	Decodable Story	Decodable Reader	Interdisciplinary Connections/21 st Century Skills
Week 1	Day 1- Segment and Blend Phonemes Day 3- Segment and Blend Phonemes Day 5- Manipulate Phonemes	Skill 1: Consonant Digraphs wh, ch, -ph and Trigraph -tch Skill 2: Contractions	Round, good, said, no, put	Can Phil Help?	Lesson 2: Catch the Bus Lesson 4: When I'm Big	What is all around me? Humanities- Arts/Literature
Week 2	Day 1- Remove Phonemes Day 3- Medial /ū/ Day 5- Distinguish Between /u/ and /ū/	Skill 1: Long o: o_e Skill 2: Long u: u_e; Long e: e_e	Could, be, old, why, of	The Race	Lesson 2: Lost Pups Lesson 4: Maps and Globes	People at School People in Communities Humanities- Arts/Literature
Week 3	Day 1- Remove Phonemes Day 3- Segment and Day 5- Distinguish Between /e/ and /ē/	Skill 1 - Long e: e, ee Skill 2: Inflected Ending -ed	Or live, work, who, out	A Deep Sleep	Lesson 2: Who Could Be? Lesson 4: Luke Meets Pete	By a drawing, things from the past to things from today and how they have changed Humanities- Arts/Literature
Week 4	Day 1- Final /ī/ and /ē/ Day 3- Segment and Blend Phonemes Day 5- Manipulate Phonemes	Skill 1: Vowel Sounds of y Skill 2: Syllable Pattern VCCV	There, down, drink, now, together	The Picnic	Lesson 2: Lost Caps Lesson 4: A Rabbit and a Kitten	By a drawing, things from the past to things from today and how they have changed Humanities- Arts/Literature
Week 5	Day 1- Final /nk/ and /ng/ Day 3- Final /ī/, /ō/ and /ē/ Day 5- Add Phonemes	Skill 1: Consonant Patterns ng, nk, Skill 2: Open Syllables (Syllable Pattern CV)	Grow, full, around, find, under	Sing!	Lesson 2: Zing in a Tank Lesson 4: Honk! Honk!	People at School People in Communities Humanities- Arts/Literature
Week 6	Day 1- Segment and Blend Phonemes Day 3- Segment and Blend Phonemes Day 5- Add Phonemes	Skill 1: r-Controlled Vowels or, ore Skill 2: Compound Words	Eat, play, so, their, some	What Now?	Lesson 2: The Ball Game Lesson 4: Firefly and Ladybug	Build an insect model of your choice, partner up, and discuss similarities and differences Humanities- Arts/Literature

Unit 4	Phonological Awareness	Phonics	High-Frequency Words	Decodable Story	Decodable Reader	Interdisciplinary Connections/21st Century Skills
Week 1	Day 1- Segment and Blend Phonemes Day 3- Final /es/ Day 5- Change Phonemes	Skill 1: r-Controlled Vowel ar Skill 2: Ending -es, Plural -es	New, thank, always, found, please	Star Art	Lesson 2: A Part of the Past Lesson 4: Corn Cakes	What is the value of teamwork? Social Studies-Connections/History
Week 2	Day 1-Segment and Blend Phonemes Day 3- Segment and Blend Phonemes Day 5- Change Phonemes	Skill 1: r-Controlled Vowels er, ir, ur Skill 2: Adding Endings	Were, pull, every, any, very	Kurt Can Help	Lesson 2: They Work Hard Lesson 4: A New Shirt	Belonging to a Group Social Studies-Connections/History
Week 3	Day 1- Final /er/ and /est/ Day 3- Final /dj/ Day 5- Remove Phonemes	Skill 1: Comparative Endings Skill 2: Consonant Trigraph -dge	Away, our, light, never, pretty	Cars by Bob	Lesson 2: Yard Sale Lesson 4: Where is My Badge?	What is all around me? Social Studies-Connections/History
Week 4	Day 1- Medial and Final /ou/ Day 3- Distinguish Between /a/ and /ā/ Day 5- Change Phonemes	Skill 1: Diphthongs ow. Ou Skill 2: Vowel Digraphs ai/ay	Again, how, read, soon, both	Raise the Flag	Lesson 2: A Storm Tent Lesson 4: On a Farm	Community Resources Leaders and law cities, suburbs, farms How are people and animals important to one another? Social Studies-Connections/History
Week 5	Day 1- Final /oi/ Day 3- Initial and Final /ē/ Day 5- Distinguish Between /o/ and /ō/	Skill 1: Diphthongs oi, oy, Skill 2: Vowel Digraph ea	Carry, going, been, words, does	Nurse Joy	Lesson 2: Plum Jam Lesson 4: Small Roy	Family roles and responsibilities Rules at home Social Studies-Connections/History
Week 6	Day 1- Segment and Blend Phonemes Day 3- Medial and Final/ Ī/ Day 5- Distinguish Between /i/ and /Ī/	Skill 1: Adding Endings Skill2: Vowel Digraph ie	Other, right, may, give, number	A Piece of the Past	Lesson 2: A day at the Park Lesson 4: A Fine Fit	Which skills help us make our way in the world? Social Studies-Connections/History

Unit 5	Phonological Awareness	Phonics	High-Frequency Words	Decodable Story	Decodable Reader	Interdisciplinary Connections/21 st Century Skills
Week 1	Day 1- Medial and Final /ō/ Day 3- Segment and Blend Phonemes Day 5- Distinguish Between /o/ and /ō/	Skill 1: Long o: oa, ow, oe Skill 2: Three Letter Consonant Blends	Would, buy, people, about, write	Spring is Here	Lesson 2: Our State Lesson 4: Wait for Spring	People at School People in Communities Science- Our World
Week 2	Day 1- Distinguish Between /u/ and /ū/ Day 3-Segment and Blend Phonemes Day 5- Segment and Blend Phonemes	Skill 1: long i: igh Skill 2: Suffixes -er, -or	Once, done, water, wash, upon	The Sailor	Lesson 2: Out of Sight Lesson 4: Dreams	What is all around me? Science- Our World
Week 3	Day 1- Segment and Blend Phonemes Day 3- Segment and Blend Phonemes Day 5- Manipulate Phonemes	Skill 1: Vowel Teams ue, ew, ui Skill 2: Prefixes re-, un-	Sentence, off, because, laugh, open	Best Time of the Year	Lesson 2: The Mix-Up Lesson 4: The List	What can we learn from exploring new places and things? Science- Our World
Week 4	Day 1- Remove Phonemes Day 3- Segment and Blend Phonemes Day 5- Manipulate Phonemes	Skill 1: Long i: I and Long o: o Skill 2: Suffixes -ly, -ful	Move, learn, eight, house, only	Signs of Change	Lesson 2: A New Game Lesson 4: Helpful Eve	Which skills help us make our way in the world? Science- Our World
Week 5	Day 1- Segment and Blend Phonemes Day 3- Manipulate Phonemes Day 5- Manipulate Phonemes	Skill 1: Open and Closed Skill 2: Vowel Teams oo, ou	Today, warm, years, should, world	In Winter	Lesson 2: Time for Bed Lesson 4: My Youth Troop	Community Resources Leaders and law cities, suburbs, farms Science- Our World
Week 6	Day 1-Segment and Blend Phonemes Day 3- Manipulate Phonemes Day 5- Segment and Blend Phonemes	Skill 1: Vowel Sound in foot: oo, u Skill 2: Final Stable Syllable -le	Mother, father, another, through, picture	Spring Rain	Lesson 2: The Big Game Lesson 4: What a Good Year!	People at School People in Communities Science- Our World

Grade 2 Scope and Sequence

Unit 1	Phonological Awareness	Phonics	High-Frequency Words	Decodable Reader	Interdisciplinary Connections/21 st Century Skills
Week 1	Distinguish between long and short vowel sounds.	Words with Short Vowels	Each, which, than	A Hot Job	How do changes affect us? SS- Geography- Exploration
Week 2	Distinguish between long and short vowel sounds.	Long Vowels: CVC	Called, long, most	Homes	How do changes affect us? SS- Geography- Exploration
Week 3	Produce rhyming words.	Consonant Blends	Sound, more, things	A Sound	Where will our adventures take us? SS- Geography- Exploration
Week 4	Produce rhyming words.	Consonant Digraphs ch, sh,wh,th,p h,and Trigraph - tch	Great, before, means	A Shop by the Path	Where will our adventures take us? SS- Geography- Exploration
Week 5	Add and remove sounds.	Inflected Endings -s, -es, -ed, - ing	Follow, show, form	My Best Tricks	SS- Geography- Exploration What can we learn from exploring new places and things?
Week 6	Review	r- Controlled Vowels ar, or, ore, oar	Also, small, large	Farm Choices	How are people and animals important to one another? SS- Geography- Exploration

Unit 2	Phonological Awareness	Phonics	High-Frequency Words	Decodable Reader	Interdisciplinary Connections/21st Century Skills
Week 1	Add and delete phonemes. (Days 2 and 4 in the TE.)	Contractions	Even, different, between	Different Snakes	Science- Patterns
Week 2	Change phonemes	Vowel Digraphs ai, ay, ea	Kind, change, air	A Change of Plans	What is all around me? Science- Patterns
Week 3	Change phonemes	Vowel Digraph ie	Animal, point, study	Animal Study	How are people and animals important to one another? Science- Patterns
Week 4	Manipulate phonemes within base words	Long e: ee, ea, ey, y	Letter, answer, page	My Letter	What is the value of teamwork? Science- Patterns
Week 5	Manipulate phonemes within base words.	Long o: o, oa, ow	Near, food, try	To the Coast	What can we learn from exploring new places and things? Science- Patterns
Week 6	Review	Compound Words	Country, city, school	City Goat and Country Goat	Which skills help us make our way in the world? Science- Patterns

Unit 3	Phonological Awareness	Phonics	High-Frequency Words	Decodable Reader	Interdisciplinary Connections/21st Century Skills
Week 1	Long i: I, ie, i_e, igh, y	Long i: I, ie, i_e, igh, y	Earth, eyes, thought	Earth Every Day	What is all around me? Humanities- Arts/Literature
Week 2	Comparative Endings (cover meaning as well as decoding)	Comparative Endings (cover meaning as well as decoding)	Head, few, along	The Bravest	How do things change? How do they stay the same? Humanities- Arts/Literature
Week 3	r-Controlled Vowels er, ir, ur	r-Controlled Vowels er, ir, ur	Something, example, paper	The School Paper	Which skills help us make our way in the world? Humanities- Arts/Literature
Week 4	Diphthongs ou, ow, oi, oy	Diphthongs ou, ow, oi, oy	Often, important, took	Joy's Flowers	What is the value of teamwork? Humanities- Arts/Literature
Week 5	Vowel Teams oo, ue, ew, ui	Vowel Teams oo, ue, ew, ui	Hear, idea, enough	Just for Dad	Humanities- Arts/Literature
Week 6	Review	Complex Consonants c /s/, g /j/and dge /j/	Group, book, almost	Book Club	What can we learn from exploring new places and things? Humanities- Arts/Literature

Unit 4	Phonological Awareness	Phonics	High Frequency Words	Decodable Reader	Interdisciplinary Connections/21st Century Skills
Week 1	Closed Syllables VC/V	Closed Syllables VC/V	Sometimes, mountains, young	Talent Show	How do people and things get from here to there? Social Studies-Connections/History
Week 2	Open Syllables V/CV	Open Syllables V/CV	Talk, song, being	Camp is the Best	How do people and things get from here to there? Social Studies-Connections/History
Week 3	Suffixes, -ly, -ful, -er, -less, -or	Suffixes, -ly, -ful, -er, -less, -or	Above, family, music	The Helpful Gardener	Community Resources Leaders and law cities, suburbs, farms Social Studies-Connections/History
Week 4	Prefixes un-, re-, pre-, dis-	Prefixes un-, re-, pre-, dis-	Color, questions, area	In the Woods	Social Studies-Connections/History
Week 5	Syllable Pattern VCCV	Syllable Pattern VCCV	Horse, problem, complete	Chester the Traffic Horse	How are people and animals important to one another? Social Studies-Connections/History
Week 6	Review	Consonant Patterns kn, wr,gn,mb,l f	Since, usually, friends	Meet Tom Lamb	Which skills help us make our way in the world? Social Studies-Connections/History

Unit 5	Phonological Awareness	Phonics	High-Frequency Words	Decodable Reader	Interdisciplinary Connections/21st Century Skills
Week 1	Homographs	Homographs	Heard, door, sure	A Goose in Need	Science- Our World
Week 2	Double Consonants	Double Consonants	Become, across, during	Granny Penny	What is the value of teamwork? Science- Our World
Week 3	Vowel Patterns aw, au, augh, al	Vowel Patterns aw, au, augh, al	Hours, products, happened	Fun in August	Community Resources Leaders and law cities, suburbs, farms Science- Our World
Week 4	Syllable Pattern VCCCV	Syllable Pattern VCCCV	Measure, remember, early	Let's remember	How do things change? How do they stay the same? Science- Our World
Week 5	Abbreviations	Abbreviations	Listen covered, several	North Hall Street	What is changing in our world? Science- Our World
Week 6	Review	Final Stable Syllables Consonant - le, -tion, -sion	Toward, against, numeral	Caution!	What is changing in our world? Science- Our World

Grade 3 Scope and Sequence

Unit 1	Word Study	Spelling	Spelling List	High-Frequency Spelling	Challenge Words	Interdisciplinary Connections/21 st Century Skills
Week 1	Syllable Pattern VC/CV	Syllable Pattern VC/CV	Basket, subject, lesson, traffic, mustard, compact, absent, cosmic, disgust, fantastic	Table, north	Expectation, distinct, progress	Going Places SS- Geography- Exploration
Week 2	Inflected Endings -s, -es, -ies	Inflected Endings -s, -es, -ies	Inches, pitches, dishes, spies, fries, cities, pennies, families, faxes	Story, draw	Countries, mysteries, varieties	Going Places SS- Geography- Exploration
Week 3	Base Words and Endings -ing, -ed, -er, -est	Base Words and Endings -ing, -ed, -er, -est	Moving, beginning, carried, easier, begged, noisier, using, angriest, dragging, emptied	Notice, slowly	Interesting, exciting, windiest	Going Places SS- Geography- Exploration What can we learn from exploring new places and things?
Week 4	Vowel, Digraphs ee, ea, ai, ay, ow, oa	Vowel Digraphs ee, ea, ai, ay, ow, oa	Owner, peaches, asleep, display, shadow, dream, braided, charcoal, agree, maintain	Voice, south	Tomorrow, freedom, entertain	Going Places SS- Geography- Exploration What is the value of teamwork?
Week 5	Diphthongs ou, ow, oi, oy	Diphthongs s Ou, ow, oi, oy	Thousand, shower, power, enjoy, bounce, avoid, appoint, annoy, proud, fountain	Unit, figure	Pronounce, surroundings, turmoil	Going Places SS- Geography- Exploration

Unit 2	Word Study	Spelling	Spelling List	High-Frequency Spelling	Challenge Words	Interdisciplinary Connections/21 st Century Skills
Week 1	Syllable Patterns VC/V and V/CV	Syllable Patterns VC/V and V/CV	Total, minus, equal, digit, defend, salad, lumber, history, famous, human	Certain, half	Library, mishap, spiral	Science- Patterns
Week 2	r-Controlled Vowels ar, or, ore, oar	r-Controlled Vowels ar, or, ore, oar	Morning, deserve, explore, cardboard, soared, darkness, alarm, adore, target, absorb	Finally, money	Bargain, argument, departure	How do things change? How do they stay the same? Science- Patterns
Week 3	Compound Words	Compound Words	Popcorn, airport, outside, football, haircut, playground, moonlight, fireworks, rattlesnake, eyesight	Minutes, decided	Courthouse, thumbtack, teammate	Science- Patterns
Week 4	Syllable Pattern VCe	Syllable Pattern VCe	Dispute, expose, mistake, complete, translate, include, explode, despite, subscribe, reptile	Fact, course	Incubate, stipulate, confinement	Science- Patterns
Week 5	Contractions	Contractions	I've, let's, can't, aren't, didn't, won't, couldn't, wouldn't, you've, doesn't	Contain, front	Would've, should've, o'clock	Which skills help us make our way in the world? Science- Patterns

Unit 3	Word Study	Spelling	Spelling List	High-Frequency Spelling	Challenge Words	Interdisciplinary Connections/21st Century Skills
Week 1	Prefixes pre-, dis-, in-, im-, non-	Prefixes pre-, dis-, in-, im-, non-	Prepay, nonstop, disagree, impolite, incorrect, preapprove, indirect, insecure, imperfect, nonfiction	Surface, produce	Impossibility, indefinite, disqualify	How do things change? How do they stay the same? Humanities-Arts/Literature
Week 2	Abbreviations	Abbreviations	P.S., ASAP, Blvd., Rd., A.M., P.M., wt., etc., no., vs.	Building, ocean	Dept., hrs., FYI	What is the value of teamwork? Humanities-Arts/Literature
Week 3	Suffixes -ful, -y, -ness	Suffixes -ful, -y, -ness	Readiness, cloudy, stormy, peaceful, eagerness, illness, freshness, happiness, graceful, frightful	Nothing, scientists	Plentiful, billowy, fierceness	What are smart ways that problems are solved? Humanities-Arts/Literature
Week 4	Vowel Terms oo, ew, ue, ui, eu	Vowel Terms oo, ew, ue, ui, eu	Newest, suitable, balloon, feud, choose, statue, threw, spooky, recruit, rescue	Island, machine	Soothe, renewal, nuisance	Humanities-Arts/Literature
Week 5	Irregular Plurals	Irregular Plurals	Wolves, knives, children, sheep, heroes, scarves, geese, calves, volcanos	Ago, stood	Cries, cacti, vertebrae	Which skills help us make our way in the world? Humanities-Arts/Literature

Unit 4	Word Study	Spelling	Spelling List	High-Frequency Spelling	Challenge Words	Interdisciplinary Connections/21st Century Skills
Week 1	r-Controlled Vowels ir, er, ur, ear	r-controlled Vowels ir, er, ur, ear	Termite, third, thirty, thirteen, return, earn, search, swerve, certainty, thirsty	System, brought	Determine, virtual, muscular	Social Studies-Connections/History
Week 2	VCCCV Pattern	VCCCV Pattern	Surprise, pilgrim, subtract, control, sample, inspect, contrast, employ, exclaim, athlete,	Common, thought	Contraction, embrace, completion	Which skills help us make our way in the world? Social Studies-Connections/History
Week 3	Latin Suffixes -able, ible, -ation	Latin Suffixes -able, -ible, -ation	Terrible, dependable, likable, usable, visible, flexible, convertible, movable, anticipation, civilization	Language, clear	Traceable, invincible, inspiration	What are smart ways that problems are solved? Social Studies-Connections/History
Week 4	Homographs	Homographs	Transplant, consult, finance, content, minute, digest, upset, research, incline, construct	Equation, among	Entrances, manifest, invalid	What is the value of teamwork? Social Studies-Connections/History
Week 5	Homophones	Homophones	Cell, sell, pause, paws, eight, ate, deer, dear, dual, duel	Government, material	Weather, whether, seize	How do things change? How do they stay the same? Social Studies-Connections/History

Unit 5	Word Study	Spelling	Spelling List	High-Frequency Spelling	Challenge Words	Interdisciplinary Connections/21st Century Skills
Week 1	Vowel Patterns au, aw, al, augh, ough	Vowel Patterns au, aw, al, augh, ough	Fault, author, bought, awful, distracted, naughty, fought, squawk	Special, heavy	Awesome, afterthought, exhaustion	How do things change? How do they stay the same? Science- Our World
Week 2	Vowel Patterns ei, eigh	Vowel Patterns ei, eigh	Eighty, eighteen, weight, weightless, neighbor, ceiling, receive, height, freight	Built, square	Perceive, paperweight, leisurely	Science- Our World
Week 3	Words with Suffix -en	Words with Suffix -en	Awaken, given, widen, soften, sharpen, length, gladden, brighten, loosen, lighten	Syllables, direction	Strengthen, misshapen, refasten	What is the value of teamwork? Science- Our World
Week 4	Schwa	Schwa	Global, economy, travel, Nickel, item, delicious, citizen, gallon, notify, decimal	Ready, anything	Synthesis, precedent, president	Which skills help us make our way in the world? Science- Our World
Week 5	Final Stable Syllables -le, -ture, -ive, -ize	Final Stable Syllables -le, -ture, -ive, -ize	Title, vegetable, humble, active, capture, organize, positive, posture, creature, finalize	Love, developed	Characterize, legislature, chronicle	Science- Our World

Grade 4 Scope and Sequence

Unit 1	Word Study	Spelling Skill	Spelling List	Challenge Words	Interdisciplinary Connections/21 st Century Skills
Week 1	Suffixes -ed, -ing, -s, -er, -est	Suffixes -ed, -ing, -s, -er, -est	Crying, cried, cries, shipped, shipping, tagged, scarier, scariest, sadder, saddest, earlier, earlies, lazier, laziest, supplies, denied, typing, prettier, prettiest, huger	Magnified, iciest, interfering	Going Places SS- Geography- Exploration What can we learn from exploring new places and things?
Week 2	Suffixes -ity, -ty, -ic, -ment	Suffixes -ity, -ty, -ic, -ment	Base, basic, able, ability, Festive, festivity, management, loyalty, safty, commune, community, payment, enjoyment, amusement, Microscope, microscopic, creative, creativity, majesty, economic	Diversity, requirement, opportunity	Going Places SS- Geography- Exploration What is the value of teamwork?
Week 3	Syllable Pattern VCe	Syllable Pattern VCe	Educate, fascinate, imitate, advertise, supervise, criticize, impose, corrode, cyclone, envelope, contribute, ridicule, distribute, module, episode, cooperate, participate, survive, acquire, recognize	Meteorite, accumulate, retaliate	Going Places SS- Geography- Exploration Which skills help us make our way in the world?
Week 4	Vowel Teams and Digraphs	Vowel Teams and Digraphs	Increase, yesterday, acquaint, achievement, reproach, marrow, virtue, continue, betray, array, campaign, revenue, meadow, deceive, appeal, agreement, streamline, proceed, remainder, straight	Mayonnaise, reasonable, conceited	Going Places SS- Geography- Exploration What are smart ways that problems are solved?
Week 5	Prefixes mis-, en-, em-	Prefixes mis-, en-, em	Misspell, misbehave, misplace, enlarge, enable, enclosed, empower, encourage, misquote, mishandle, encode, enlighten, engulf, enclosure, endangered, misjudge, misfortune, misadventure, misunderstand, embed	Misinterpret, misrepresent, encapsulate	Going Places SS- Geography- Exploration How do things change? How do they stay the same?

Unit 2	Word Study	Spelling Skills	Spelling List	Challenge Words	Interdisciplinary Connections/21st Century Skills
Week 1	Plurals	Plurals	Services, primaries, consumers, holidays, lenses, sandwiches, monkeys, berries, counties, taxes, hoaxes, classes, gases, viruses, speeches, skies, activities, colonies, galaxies, victories	Eyelashes, ambulances, inventories	What is the value of teamwork? Science- Patterns
Week 2	Diphthongs	Diphthongs	Coward, boundary, foundation, announce, boycott, voyage, exploit, poison, toil, decoy, scrounge, moist, choice, boil, ouch, scout, allow, sour, browser, outline	Corduroy, annoyance, trapezoid	What are smart ways that problems are solved? Science- Patterns
Week 3	Irregular Plurals	Irregular Plurals	Tooth, teeth, shelf, shelves, halves, leaf, leaves, scissors, veto, vetoes, antenna, antennae, ox, oxen, species, life, lives, moose, echo, echoes	Embargoes, nebulae, phenomena	Which skills help us make our way in the world? Science- Patterns
Week 4	Greek roots bio, phon, scope, graph, meter, tele	Greek roots bio, phon, scope, graph, meter, tele	Biography, biology, biologist, biome, telephone, microphone, headphones, gyroscope, telescope, periscope, telegraph, pictography, photograph, kilometer, barometer, centimeter, diameter, teleport, phonics, perimeter	Kaleidoscope, biodegradable, cacophony	Science- Patterns
Week 5	Latin roots terr, rupt, tract, aqua, dict	Latin roots terr, rupt, tract, aqua, dict	Attract, distract, distraction, erupt, eruption, disrupt, interrupt, territory, territorial, terrain, traction, abstract, aquatic, aquamarine, aquarium, abrupt, diction, dictionary, dictate, verdict	Jurisdiction, corruption, extractable	How do things change? How do they stay the same? Science- Patterns

Unit 3	Word Study	Spelling Skills	Spelling List	Challenge Words	Interdisciplinary Connections/21st Century Skills
Week 1	Related words	Related words	Tutor, tutorial, breath, breathe, image, imagine, product, production, heal, health, triple, triplet, relate, relative, medic, medical, compose, composition, crumb, crumble	Origin, original, originality	How do things change? How do they stay the same? Humanities- Arts/Literature
Week 2	r-Controlled vowels	r-Controlled vowels	Discard, margin, marvel, remark, orchard, portrait, foreign, dormant, format, permanent, nervous, thermal, purchase, conserve, confirm, absurd, ardent, rehearse, versus, converse	Deterrent, oratory, affirmative	What is the value of teamwork? Humanities- Arts/Literature
Week 3	Final Stable Syllables -le, -tion, -sion	Final Stable Syllables -le, -tion, -sion	Pollute, pollution, revolve, revolution, generate, generation, decorate, decoration, confuse, confusion, erode, erosion, conclude, conclusion, timetable, castle, adorable, stifle, stable, vehicle	Occasion, separation, example	What differences can a great idea make? Humanities- Arts/Literature
Week 4	Syllable patterns V/CV and VC/V	Syllable patterns V/CV and VC/V	Hazard, novel, savage, habit, vanish, proper, balance, credit, modern, vivid, result, decent, rival, cubic, vapor, humor, pilot, final, student, focus	Pretentious, civilian, spontaneous,	Humanities- Arts/Literature
Week 5	Silent letters	Silent letters	Glisten, sword, subtle, wreckage, wrestle, align, salmon, autumn, aisle, doubt, heir, mortgage, debris, corps, asthma, gourmet, tongue, ballet, condemn, yolk	Pneumonia, fascination, acquiesce	Which skills help us make our way in the world? Humanities- Arts/Literature

Unit 4	Word Study	Spelling Skills	Spelling List	Challenge Words	Interdisciplinary Connections/21 st Century Skills
Week 1	Greek and Latin prefixes auto-, anti-, trans-, amphi-	Greek and Latin prefixes auto-, anti-, trans-, amphi-	Automobile, automatic, autopilot, automation, autocracy, autonomous, autoimmune, transparent, transit, transfer, transaction, transect, transform, amphibian, amphitheater, amphibious, antidote, antiseptic, antimatter, antibiotic	Amphibolite, autoclave, transcendent	Social Studies-Connections/History
Week 2	Suffixes -able, -ible	Suffixes -able, -ible	Valuable, lovable, favorable, understandable, excitable, sizable, comfortable, measurable, tolerable, excusable, horrible, sensible, divisible, gullible, responsible, collapsible, eligible, audible, reversible, plausible	Illegible, irreparable, inevitable	What are smart ways that problems are solved? Social Studies-Connections/History
Week 3	Syllable pattern VV	Syllable pattern VV	Trial, triumph, violet, pioneer, dialogue, diagram, reality, immediate, duality, pliable, reliable, diagonal, fluid, client, poetry, create, gradual, quiet, variety, denial	Intolerant, incompetent, irresponsible	Are traditions and celebrations important in our lives? Social Studies-Connections/History
Week 4	Prefixes im-, in-, ir-	Prefixes im-, in-, ir	Mature, immature, practical, impractical, precise, imprecise, patient, impatient, justice, injustice, complete, incomplete, capable, incapable, regular, irregular, resistible, irresistible, relevant, irrelevant	Intolerant, incompetent, Irresponsible	What is the value of teamwork? Social Studies-Connections/History
Week 5	Homophones	Homophones	Break, brake, thrown, throne, pear, pair, past, passed, stair, stare, peak, peek, council, counsel, idle, idol, steal, steel, soul, sole	Principal, principle, colonel	How do things change? How do they stay the same? Social Studies-Connections/History

Unit 5	Word Study	Spelling Skills	Spelling List	Challenge Words	Interdisciplinary Connections/21st Century Skills
Week 1	Latin roots gener, port, dur, ject	Latin roots gener, port, dur, ject	Generous, generic, degenerated, general, generalization, portable, transport, comport, passport, rapport, duration, durable, endure, endurable, endurance, projector, eject, ejection, interjections, objection	Portmanteau, trajectory, obdurate	What differences can a great idea make? Science- Our World
Week 2	Suffixes -en, -ent, -ence	Suffixes -en, -ent, -ence	Chosen, frozen, stolen forgotten, driven, spoken, tighten, forbidden, undertaken, mistaken, present, presence, evident, evidence, confident, confidence, intelligent, intelligence, persistent, persistence	Opalescence, fraudulent, divergent	What are smart ways that problems are solved? Science- Our World
Week 3	Syllable pattern VCCCV	Syllable pattern VCCCV	Complex, fortress, extra, function, instant, arctic, conflict, partner, substance, extreme, apply, compliant, sculpture, emphasize, hindrance, technical, puncture, juncture, congress, simply	Conscience, conscious, hatchet	How do things change? How do they stay the same? Science- Our World
Week 4	Prefixes dis- over-, non- under-	Prefixes dis-, over- non-, under-	Disobey, disconnect, disinfect, disembark, disappoint, overreact, overcharge, nonexistent, nonsense, nonrenewable, nonverbal, nonliving, underachieve, understatement, underarm, underdog, underline	Overabundance, nonchalant, underestimate	What is the value of teamwork? Science- Our World
Week 5	Greek and Latin word parts sub- inter-, fore-	Greek and Latin word parts sub- inter-, fore-	Submarine, submerge, international, forehead, interfere, subfreezing, interception, foreperson, forearm, suburb, interpreter, forecast, subdue, interaction, foremost, substandard, interface, foreground, subheading, subvert	Subcontinent, interference, foreseeable	Which skills help us make our way in the world? Science- Our World

Grade 5 Scope and Sequence

Unit 1	Word Study	Spelling Skills	Spelling List	Challenge Words	Interdisciplinary Connections/21 st Century Skills
Week 1	Suffixes -ic, -ism, -ive	Suffixes -ic, -ism, -ive	Heroic, heroism, comic, atomic, kinetic, fanatic, artistic, historic, tourism, realism, organism, capitalism, federalism, secretive, defensive, deflective, executive, perspective, narrative, representative	Possessive, aerobic, athleticism	Going Places SS- Geography-Exploration What can we learn from exploring new places and things?
Week 2	Greek roots chron, meter, photo, bio, geo, logy	Greek roots chron, meter, photo, bio, geo, logy	Chronology, chronological, chronic, synchronize, speedometer, symmetry, odometer, parameter, photon, photocopy, photocell, photogenic, biosphere, symbiotic, geography, geology, geocentric, geometric, ecology, meteorology	Psychology, photosynthesis, anachronism	Going Places SS- Geography-Exploration How do things change? How do they stay the same?
Week 3	Vowel teams	Vowel teams	Bayonet, committee, leukemia, cowardice, realm, royalty, embroider, nautical, gauntlet, treasury, zeal, zealous, typhoon, marshmallow, flounder, allowance, concealment, treachery, approach, proclaim	Scoundrel, endowment, endeavor	Going Places SS- Geography-Exploration What are smart ways that problems are solved?
Week 4	Suffixes, -able, -ible	Suffixes -able, -ible	Advisable, workable, available, allowable, noticeable, justifiable, accountable, considerable, irritable, perishable, forcible, edible, credible, digestible, mandible, reducible, compatible, tangible, admissible, combustible	Conceivable, incombustible, apprehensible	Going Places SS- Geography-Exploration
Week 5	VCe syllables	VCe syllables	Improvise, evaporate, remote, obsolete, evacuate, centigrade, elevate, negotiate, excavate, intervene, devastate, liberate, schedule, prosecute, delete, serene, provoke, oppose, appetite, coincide	Accumulate, eradicate, advertisement	Going Places SS- Geography-Exploration What does it mean to be creative?

Unit 2	Word Study	Spelling Skills	Spelling List	Challenge Words	Interdisciplinary Connections/21st Century Skills
Week 1	Open and closed syllables V/CV and VC/V	Open and closed syllables V/CV and VC/V	Agent, recent, apex, vital, rotate, musical, donut, solar, vacation, slogan, malice, recommend, energetic, register, lavish, topical, enemy, honest, element, minimum	Hypnotizing, epidemic, equinox	Science- Patterns
Week 2	Final stable syllables -le, -tion, -sion	Final stable syllables - le, -tion, -sion	Scuffle, article, ripple, particle, assemble, untangle, observe, observation, situate, situation, declare, declaration, occupy, occupation, invade, invasion, collide, collision, Extend, extension	Administration, irrigation, preamble,	What differences can a great idea make? Science- Patterns
Week 3	r-Controlled vowels	r-Controlled vowels	Armada, anarchy, guitar, proportion, originate, category, conquer, partition, adversary, guardian, external, cardinal, excursions, inquiry, majority, turbulent, quarter, harmony, vertex, minority	Tarpaulin, notorious, honorable	What is the value of teamwork? Science- Patterns
Week 4	Prefixes il-, in-, im-, ir-	Prefixes il-, in-, im-, ir-	Logical, illogical, legal, illegal, adequate, inadequate, offensive, inoffensive, accurate, inaccurate, passible, impassible, mobile, immobile, probable, improbable, rational, irrational, replaceable, irreplaceable	Illumination, inefficiency, inexplicable	How do things change? How do they stay the same? Science- Patterns
Week 5	Base words and endings	Base words and endings	Program, programming, equip, equipped, permit, permitting, involve, involvement, benefit, benefitted, rely, relies, theory, theories, revise, revising, industry, industries, conveys, conveying	Preferred, committing, accommodating	Which skills help us make our way in the world? Science- Patterns

Unit 3	Word Study	Spelling Skills	Spelling List	Challenge Words	Interdisciplinary Connections/21st Century Skills
Week 1	Latin roots port, dict, ject, terr	Latin roots port, dict, ject, terr	Transportation, reporter, supportive, portage, prediction, unpredictable, contradict, contradiction, dictator, indictment, reject, conjecture, injection, objection, subjective, dejected, projectile, terrarium, subterranean, terrace	Valedictorian, reportorial, terrestrial	What does it mean to be creative? Humanities-Arts/Literature
Week 2	Suffixes, -ize, -ance, -ence, -ist	Suffixes -ize, -ance, -ence, -ist	Pessimist, optimist, physicist, protagonist, antagonist, clearance, brilliance, performance, appearance, disappearance, insurance, preference, existence, coherence, influence, familiarize, memorize, colonize, sanitize, italicize	Coincidence, pharmacist, abolitionist	Are traditions and celebrations important in our lives? Humanities-Arts/Literature
Week 3	Unusual spellings	Unusual spellings	League, sergeant, yacht, fatigue, debt, embarrass, vague, anxious, genealogy, Queue, epitome, intrigue, villain, cantaloupe, flood, dept, cordial, disguise, jeopardy, liaison	Onomatopoeia, auxiliary, reminiscent	What are smart ways that problems are solved? Humanities-Arts/Literature
Week 4	Suffixes -ous, -eous, -ious	Suffixes -ous, -eous, -ious	Jealous, fabulous, enormous, ridiculous, humorous, numerous, adventurous, curious, furious, mysterious, victorious, obvious, previous, precious, vicious, suspicious, cautious, courageous, courteous, miscellaneous	Advantageous, impervious, mischievous	How do things change? How do they stay the same? Humanities-Arts/Literature
Week 5	Syllable patterns	Syllable patterns	Dispel, syntax, selfish, dismal, segment, confiscate, compensate, indignant, insistent, crusade, humane, protest, profile, diabolic, museum, congruent, defiance, supreme, ignite, impede	Identification, contemporaneous, tranquilize	Which skills help us make our way in the world? Humanities-Arts/Literature

Unit 4	Word Study	Spelling Skills	Spelling List	Challenge Words	Interdisciplinary Connections/21 st Century Skills
Week 1	Word parts pro-, com-, con-	Word parts pro-, com-, con-	Combine, combination, command, compress, companion, complement, concert, congestion, conclave, consensus, convene, concoction, contingent, proponent, protection, protective, provide, provision, projection, promotion	Proficiency, procrastination, competitiveness	How do things change? How do they stay the same? Social Studies-Connections/History
Week 2	Word parts anti-, mid-, trans-	Word parts anti-, mid-, trans-	Antifreeze, antipathy, antithesis, antigen, antiquated, midsection, midweek, midstream, midnight, midpoint, transmit, transmission, translation, translucent, transatlantic, transfusion, transistor, transpose, transgress, midcontinent	Antihistamine, transactivation, antiestablishment	What is the value of teamwork? Social Studies-Connections/History
Week 3	Word parts sub-, super-	Word parts sub-, super-	Subway, subset, submarine, substitute, submerge, subconscious, subordinate, subsidiary, subsequent, subdivision, supermarket, supervisor, supervision, superstar, supersonic, superlative, supersede, supernova, superior, superintendent	Superfluous, substantiate, superimpose	What differences can a great idea make? Social Studies-Connections/History
Week 4	Word Origins	Word Origins	Graph, graphics, bibliography, homograph, seismograph, graphite, monograph, holograph, topography, television, telecast, telepathy, telephoto, telemetry, televise, microbiology, microcosm, microchip, microbe, microwave	Calligraphy, lexicographer, microanalysis	What are smart ways that problems are solved? Social Studies-Connections/History
Week 5	Latin roots audi, rupt, scrib, spec	Latin roots audi, rupt, scrib, spec	Audio, audience, audit, audition, auditory, auditorium, bankrupt, disruptive, disruption, rupture, scribble, script, inscription, transcribe, spectacle, spectator, prospect, retrospective, speculate, inspection	Audiologist, circumscribe, introspection	Which skills help us make our way in the world?

Unit 5	Word Study	Spelling Skills	Spelling List	Challenge Words	Interdisciplinary Connections/21st Century Skills
Week 1	Consonant changes	Consonant changes	Isolate, isolation, select, selection, music, musician, hesitate, hesitation, frustrate, frustration, elect, election, mathematics, mathematician, clinic, clinician, politics, politician, coordinate, coordination	Esthetics, esthetician, diagnostician	What differences can a great idea make? Science- Our World
Week 2	Syllable patterns	Syllable patterns	Contract, alligator, escalator, classical, innocent, trifle, obstacle, miracle, icicle, struggle, medium, variable, idea, studio, stadium, radiate, strategy, finish, dutiful, arthritis	Radiation, recreational, intimidation	What does it mean to be creative? Science- Our World
Week 3	Multisyllabic words	Multisyllabic Words	Elementary, miniature, probability, definition, literature, ravioli, cafeteria, mosaic, tuxedo, cylinder, intermediate, centennial, curiosity, environment, humiliate, harmonica, stationary, certificate, punctuation, amateur	Accommodation, characterization, constituency	How do things change? How do they stay the same? Science- Our World
Week 4	Schwa	Schwa	Jewel, kingdom, gasoline, consolidation, garage, tropical, pajamas, universal, ordinary, humidity, bulletin, carnival, illustrate, elegant, census, terrific, celebrate, independent, celery, experiment	Pleasurable, interdependent, problematic	What differences can a great idea make? Science- Our World
Week 5	Vowel changes	Vowel changes	Explain, explanation, cycle, cyclic, prepare, preparation, perspire, perspiration, collide, collision, repeat, repetition, sever, severity, deduce, deductive, sincerity, physical, physically	Inflame, inflammation, designation	Which skills help us make our way in the world? Science- Our World

Middle School ELA Scope and Sequence

Guided reading (novels, passages, articles, etc.) and accountable independent reading are used primarily in our middle school ELA classrooms and are also used to compliment the *myView Literacy* program in grades K-5. It is additional literacy time within the school day where teachers can work with students in developmentally appropriate groupings to meet their individual needs. This is an opportunity for the favorite traditional read aloud work, literacy-based centers, and immersion in text, where teachers can facilitate student choice from existing leveled libraries based on interest, availability, and readability. The purpose of this time is to build independent, interested, and capable readers.

The use of *WordlyWise* in grades 6-8, presents words commonly encountered in grade-level literature, textbooks, and standardized tests. Word selection was based on word importance, usefulness, and/or difficulty. Knowledge of the selected words can greatly improve students' reading comprehension, as well as standardized test results.

Grade 6

Marking Period 1

- Explain how fiction can bring imaginary events to life. - RL 6.1-6.7, 6.9; SL 6.1, 6.2, 6.6
- Explain how drama can be used to better understand the feelings and viewpoints of characters- RL 6.1-6.7, 6.9; SL 6.1, 6.2, 6.6
- Explain how themes in poetry can lead to a deeper understanding of nature and life in general. - RL 6.1-6.7, 6.9; SL 6.1, 6.2, 6.6
- Demonstrate the use of effective characteristics of setting, plot, and characters when writing personal and fictional narratives. - W 6.3-6.6, 6.9a, 6.10; SL 6.1, 6.2, 6.6
- Write narratives to develop real or imagined experiences. - W. 6.3; L 6.1, 6.3, 6.6, 6.8, 6.10

Marking Period 2

- Identify and discuss how the nation works through reading historical texts. -RI 6.1-6.6, 6.9; SL 6.1, 6.2, 6.6
- Identify how visual information can help to understand scientific and technical texts. - RI 6.1-6.6, 6.9; SL 6.1, 6.2, 6.6
- Explain how informative texts use facts and details to explain or deliver information effectively. - RI 6.1-6.6, 6.9; SL 6.1, 6.2, 6.6
- Demonstrate how persuasive nonfiction writing uses reasoned judgments and facts to influence readers. - W 6.2, 6.4-6.6, 6.9b, 6.10; SL 6.1, 6.2, 6.6
- Write informative/explanatory texts to examine a topic. - W 6.2; L 6.1, 6.3, 6.6, 6.8, 6.10

Marking Period 3

- Analyze how reading historical texts help to better understand how the nation works. - RI 6.1-6.8; SL 6.1-6.3, 6.6
- Identify and discuss how visual information helps the reader to understand scientific and technical texts. - RI 6.1-6.8; SL 6.1-6.3, 6.6
- Analyze the ways informative texts use facts and detail to explain or deliver information effectively. - RI 6.1-6.8; SL 6.1-6.3, 6.6

- Identify and discuss how persuasive nonfiction uses reasoned judgments and facts to influence readers. - W 6.1, 6.4-6.6, 6.8-6.10; SL 6.1-6.3,6.6
Demonstrate how persuasive writing can be used to encourage others to support an opinion. - W 6.1, 6.4-6.6, 6.8-6.10; SL 6.1-6.3, 6.6
- Write arguments to support claims. - W 6.1; L 6.1, 6.3, 6.6, 6.8, 6.10

Marking Period 4

- Identify and discuss how an author tells about people or events from long ago. - RI 6.1, 6.3, 6.5, 6.9, 6.10; SL 6.1, 6.2, 6.4-6.6
- Explain how fiction brings imaginary events to life. - RL 6.2-6.5, 6.9, 6.10; SL 6.1, 6.2, 6.4-6.6
- Analyze how the feelings and viewpoints of characters are conveyed through drama. - RL 6.2-6.5, 6.9, 6.10; SL 6.1, 6.2, 6.4-6.6
- Analyze the way a story's theme leads to an effective response to literature. - RL 6.2-6.5, 6.9, 6.10; SL 6.1, 6.2, 6.4-6.6
- Discuss how historical texts explain how the nation works. - RI 6.1, 6.3, 6.5, 6.9, 6.10; SL 6.1, 6.2, 6.4-6.6
- Determine how visual information is used to understand scientific and technical texts. - RI 6.1, 6.3, 6.5, 6.9, 6.10
- Determine how informative texts use facts and details to explain or deliver information effectively. - RI 6.1, 6.3, 6.5, 6.9, 6.10; SL 6.1, 6.2, 6.4-6.6
- Explain why it is important to draw information from several sources when conducting a short research project. - W 6.2, 6.4-6.10; SL 6.1, 6.2, 6.4-6.6
- Research – both short, focused projects and longer in-depth research projects. - W 6.7; L 6.1, 6.3, 6.6, 6.8, 6.10
- Write informative/explanatory texts to examine a topic. - W 6.2; L 6.1, 6.3, 6.6, 6.8, 6.10

Grade 7

Marking Period 1:

- Demonstrate and discuss how historical fiction enriches our understanding of the past. -RL 7.1-7.7, 7.9; SL 7.1, 7.2, 7.6
- Analyze how drama can convey a character's thoughts and feelings in ways that other forms of literature do not. - RL 7.1-7.7, 7.9; W 7.3-7.6, 7.9, 7.10
- Determine how the setting or theme of a story helps a reader to better understand and appreciate it. - RL 7.1-7.7, 7.9
- Analyze and discuss how poetry uses language to convey images and ideas deeply and beautifully than prose can. - RL 7.1-7.7, 7.9; SL 7.1, 7.2, 7.6
- Analyze and discuss how characters and setting contribute to an effective fictional narrative. - RL 7.1-7.7, 7.9; W 7.3-7.6, 7.9, 7.10; SL 7.1, 7.2, 7.6
- Write narratives to develop real or imagined experiences. - W 7.3; L 7.1-7.4, 7.6

Marking Period 2:

- Describe why reading nonfiction texts are important. -RI 7.1-7.6, 7.9; SL 7.1, 7.2, 7.6
- Explain why textual evidence is essential to a reader's understanding of the text. - RI 7.1-7.6, 7.9
- Identify and explain ways a writer can inform the reader about a topic effectively. - W 7.2, 7.4, 7.5, 7.6, 7.9, 7.10; L 7.1-7.4, 7.6

- Analyze how text features and understanding the role of sentences strengthens and supports comprehension. - W 7.2, 7.4, 7.5, 7.6, 7.9, 7.10; L 7.1-7.4, 7.6
- Compare and contrast how primary and secondary sources complement one another in helping us to understand history. - RI 7.1-7.6, 7.9; W 7.2, 7.4, 7.5, 7.6, 7.9, 7.10
- Demonstrate how exploring information presented in different media or formats affects the reader's understanding of a topic or an idea. - RI 7.1-7.6, 7.9; W 7.2, 7.4, 7.5, 7.6, 7.9, 7.10; SL 7.1, 7.2, 7.6; L 7.1-7.4, 7.6
- Write informative/explanatory texts to examine a topic. - W 7.2; L 7.1-7.4, 7.6

Marking Period 3:

- Differentiate between the author's central argument and counter argument that the author presents in the same essay. -RI 7.1-7.6, 7.8, 7.10; W 7.5, 7.6, 7.8, 7.9, 7.10
- Identify and explain why is it important to acknowledge and understand opposing viewpoints. - RI 7.1-7.6, 7.8, 7.10; W 7.5, 7.6, 7.8, 7.9, 7.10; SL 7.5, 7.6, 7.8, 7.9, 7.10
- Analyze how an author supports his/her claim(s). - RI 7.1-7.6, 7.8, 7.10; W 7.5, 7.6, 7.8, 7.9, 7.10
- Identify and explain the importance of having strong evidence to make a logical, non-emotional argument. - RI 7.1-7.6, 7.8, 7.10; W 7.5, 7.6, 7.8, 7.9, 7.10; SL 7.5, 7.6, 7.8, 7.9, 7.10
- Identify how a writer determines when to quote or paraphrase. - W 7.5, 7.6, 7.8, 7.9, 7.10; L.1, 7.3, 7.6, 7.8 7.10
- Write arguments to support claims. - W 7.1; L 7.1-7.4, 7.6

Marking Period 4:

- Compare and contrast how the analysis of dramatic and poetic form contributes to meaningful comprehension. - RL 7.1-7.7, 7.9, 7.10
- Identify and explain how literary devices affect meaning in a text. - RL 7.1-7.7, 7.9, 7.10; SL 7.1-7.6, 7.10
- Explain how reading a diverse array of classic and contemporary poetry and drama as well as challenging texts in a range of subjects, helps students to build knowledge, gain insights, explore possibilities, and broaden their perspective. - RL 7.1-7.7, 7.9, 7.10; SL 7.1-7.6, 7.10
- Research – both short, focused projects and longer-term in-depth research. - RL 7.1-7.7, 7.9, 7.10; W 7.1. 7.3-7.7, 7.9, 7.10; L 7.1-7.6, 7.10
- Produce a written analysis and presentation of their research findings. - RL 7.1-7.7, 7.9, 7.10; L 7.1-7.6, 7.10; W 7.1. 7.3-7.7, 7.9, 7.10; L 7.1-7.6, 7.10
- Write informative/explanatory texts to examine a topic. - W 7.2; L 7.1-7.4, 7.6

Grade 8

Marking Period 1

- Identify and discover how stories teach us about human nature. - RL 8.1 – 8.10
- Demonstrate how writing can be used effectively to analyze literature. - RL 8.1 – 8.10; W 8.3 – W 8.6, W 8.9-W 8.10
- Examine how writing a personal narrative could teach you about your own life. - RL 8.1 – 8.10; W 8.3 – W 8.6, W 8.9-W 8.10
- Analyze how the imagery, mood and tone of a poem reflect human emotion. - RL 8.1 – 8.10
- Evaluate which plot and narration techniques contribute to an engaging, fictional narrative. - RL 8.1 – 8.10
- Create narratives to develop real or imagined experiences. - W 8.3; L 8.1-8.4, 8.6

Marking Period 2

- Recognize how true stories are important in understanding significant events in the past. - RI 8.1 – 8.6, RI 8.9
- Describe how historical texts help us better understand our world today. - RI 8.1 – 8.6, RI 8.9
- Analyze how authors present complex information in ways that readers can understand. -RI 8.1 – 8.6, RI 8.9
- Explain how informative texts are/can be written to convey ideas and information in a clear and interesting way. - RI 8.1 – 8.6, RI 8.9
- Produce informative/explanatory texts to examine a topic. - W 8.2; L 8.1-8.4, 8.6

Marking Period 3

- Describe the ways persuasion appeals to our reason and emotion. - RI 8.1 – 8.6, RI 8.8 - 8.9
- Explain how persuasive writing can be used to influence and challenge the opinions of others. - RI 8.1 – 8.6, RI 8.8 - 8.9; W 8.1, W 8.4- 8.6, W 8.8 -W 8.10; SL 8.1, 8.2, 8.6
- Examine why it is important to have strong evidence to make a logical, non-emotional argument. - RI 8.1 – 8.6, RI 8.8 - 8.9
- Evaluate why the words we use in an argument are important. - RI 8.1 – 8.6, RI 8.8 - 8.9; L 8.1 – 8.4, L 8.6
- Design arguments to support claims. - W 8.1; L 8.1-8.4, 8.6

Marking Period 4

- Determine how presenting a story in a dramatic form influences the way it is told. - RL 8.1 – RL 8.10
- Demonstrate how informative texts can be written to convey ideas and information in a clear and interesting way. - RI 8.1 – RL 8.10; SL 8.4 – W 8.10
- Show why doing careful and thorough research is an important step in the writing process. - RI 8.1 – RL 8.10; SL 8.4 – W 8.10
- Construct informative/explanatory texts to examine a topic. - W 8.1; L 8.1-8.4, 8.6

New Jersey Administrative Code Summary and Statutes

Integration of 21st Century Skills and Themes and Interdisciplinary Connections

The GBOE 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.

History, Social Studies, Science and Technical Subjects **Grades 6-8 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.

Progress Indicators Reading History- Reading History and Social Studies

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.

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.

Progress Indicators for Writing History, Science and Technical Subjects

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. 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 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. Provide a concluding statement or section that follows from and supports the information or explanation presented.

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.

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.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36).

References:

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