

Language Arts Literacy – Grade 8 2007

COURSE DESCRIPTION: The New Jersey Core Curriculum Content Standards for language arts literacy capture language experiences all children need in order to grow intellectually, socially, and emotionally in classrooms across the curriculum. The standards are intended to promote students' capacities to construct meaning in any arena, with others as well as on their own. If students learn to read, write, speak, listen, and view critically, strategically, and creatively, and if they learn to use these arts individually and with others, they will have the literacy skills they need to discover personal and shared meaning throughout their lives.

The language arts are integrative, interactive ways of communicating that develop through reading, writing, speaking, listening, and viewing. They are the means through which one is able to receive information; think logically and creatively; express ideas; understand and participate meaningfully in spoken, written, and nonverbal communications; formulate and answer questions; and search for, organize, evaluate, and apply information. Literacy is a way to acquire knowledge for thinking and communicating; it is more than the acquisition of a specific, predetermined set of skills in reading, writing, speaking, listening, and viewing. Literacy is also recognizing and understanding one's own purposes for thinking and communicating (through print or nonprint, verbal or nonverbal means) and being able to use one's own resources to achieve those purposes.

Underlying the standards for language arts literacy are four assumptions about language learning. First, language is an active process for constructing meaning. Even the quiet listener is actively working to link prior knowledge and understanding to what other people say. Second, language develops in a social context. While language is used in private activities, the use of language almost always relates to others. Each of us is an active audience for those who create spoken, written, or visual texts; others listen to our thoughts and read our writing. Third, language ability increases in complexity if language is used in increasingly complex ways. Language learners must engage in texts and conversations that are rich in ideas and increasingly complex in the patterns of language they display. Finally, learners achieve mastery of language arts literacy not by adding skills one-by-one to their repertoire, but rather by using and exploring language in its many dimensions.

Although the standards define five separate strands of the language arts, these arts are integrative and meant to work together to inform and enrich each other. The language arts are interdependent processes that often merge in an integrated act of rehearsal, reflection, and learning. The division of language arts into separate standards and lettered strands is merely a method that allows us to highlight the special features of each and to identify developmentally appropriate skills and behaviors among language arts learners. The separation is not meant to suggest hierarchical order or any linear or sequential approach to literacy instruction. The standards are not intended to be a curriculum guide but should be used as a catalyst for curriculum alignment and renewal. They are the foundation for the universal thinking skills and strategies that enable all learners to contribute effectively to a global society.

The standards represent the importance of language arts to learning in two distinct but complementary ways. On the one hand, students develop the skills they will carry with them into adulthood as contributing members of society: critical thinking, problem solving, and creativity. On the other hand, students discover the inner joy and self-illumination that come with reading great literature and communicating through speech and writing. These two views are complementary; in striving for the goals of one, the goals of the other are fostered.

CORE CURRICULUM CONTENT STANDARDS:

STANDARD 3.1 (Reading) All students will understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers, and will read a variety of materials and texts with fluency and comprehension.

STANDARD 3.2 (Writing) All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.

STANDARD 3.3 (Speaking) All students will speak in clear, concise, organized language that varies in content and form for different audiences and purposes.

STANDARD 3.4 (Listening) All students will listen actively to information from a variety of sources in a variety of situations.

STANDARD 3.5 (Viewing and media literacy) All students will access, view, evaluate, and respond to print, nonprint, and electronic texts and resources.

STANDARD 8.1 (Computer and information literacy) All students will use computer applications to gather and organize information and to solve problems.

STANDARD 8.2 (Technology Education) All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world as they relate to the individual, society, and the environment.

Cumulative Progress Indicators

STANDARD 3.1 (Reading) All students will understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers, and will read a variety of materials and texts with fluency and comprehension.

Strands and Cumulative Progress Indicators

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 8**, students will:

A. Concepts About Print/Text

1. Identify and use organizational structures to comprehend information. (e.g., logical order, comparison/contrast, cause/effect, chronological, sequential, procedural text).

B. Phonological Awareness

1. No additional indicators at this grade level.

C. Decoding and Word Recognition

1. Distinguish among the spellings of homophones to determine meaning (e.g. cite, site, sight).
2. Apply spelling and syllabication rules that aid in decoding and word recognition.

3. Continue to use structural analysis and context analysis to decode new words.
4. Apply knowledge of word structures and patterns to read with automaticity.

D. Fluency

1. Read grade-level text orally with high accuracy and appropriate pacing, intonation, and expression.
2. Read increasingly difficult texts silently with comprehension and fluency.
3. Apply self-correcting strategies automatically to decode and gain meaning from print both orally and silently.
4. Adjust reading rate in response to the type of text and level of difficulty (e.g. recreational reading vs. informational reading).

E. Reading Strategies (before, during, and after reading)

1. Monitor reading for understanding by automatically setting a purpose for reading, making and adjusting predictions, asking essential questions, and relating new learning to background experiences.
2. Use increasingly complex text guides to understand different text structure and organizational patterns (e.g. chronological sequence or comparison and contrast).

F. Vocabulary and Concept Development

1. Develop and refine an extended vocabulary through listening and exposure to a variety of texts and independent reading.
2. Clarify word meanings through the use of a word's definition, example, restatement, or contrast.
3. Clarify pronunciations, meanings, alternate word choice, parts of speech, and etymology of words using the dictionary, thesaurus, glossary, and technology resources.
4. Expand reading vocabulary by identifying and correctly using idioms and words with literal and figurative meanings in their speaking and writing experiences.
5. Explain relationships between and among words including connotation/denotation, antonyms/synonyms, and words with multiple meanings.

G. Comprehension Skills and Response to Text

1. Differentiate between fact/opinion and bias and propaganda in newspapers, periodicals, and electronic texts.
2. Compare and analyze several authors' perspectives of a character, personality, topic, setting, or event.
3. Analyze ideas and recurring themes found in texts, such as good versus evil, across traditional and contemporary works.
4. Locate and analyze the elements of setting, characterization, and plot to construct understanding of how characters influence the progression and resolution of the plot.
5. Read critically by identifying, analyzing, and applying knowledge of the purpose, structure, and elements of nonfiction and providing support from the text as evidence of understanding.
6. Read critically by identifying, analyzing, and applying knowledge of the theme, structure, style, and literary elements of fiction and providing support from the text as evidence of understanding.
7. Respond critically to text ideas and the author's craft by using textual evidence to support interpretations.
8. Identify and analyze literary techniques and elements, such as figurative language, meter, rhetorical, and stylistic features of text.

9. Identify and analyze recurring themes across literary works.
10. Read critically and analyze poetic forms (e.g., ballad, sonnet, couplet).
11. Identify and understand the author's use of idioms, analogies, metaphors, and similes in prose and poetry.
12. Understand perspectives of authors in a variety of interdisciplinary works.
13. Interpret text ideas through journal writing, discussion, and enactment.
14. Demonstrate the use of everyday texts (e.g., train schedules, directions, brochures) and make judgments about the importance of such documents.
15. Compare and analyze the various works of writers through an author's study.

H. Inquiry and Research

1. Produce written and oral work that demonstrates comprehension of informational materials.
2. Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its authors.
3. Collect materials for a portfolio that reflect personal career choices.
4. Self-select materials appropriately related to a research project.
5. Read and compare at least two works, including books, related to the same genre, topic, or subject and produce evidence of reading (e.g., compare central ideas, characters, themes, plots, settings).

STANDARD 3.2 (Writing) All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.

Strands and Cumulative Progress Indicators

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 8**, students will:

A. Writing as a Process (prewriting, drafting, revising, editing, postwriting)

1. Write stories or scripts with well-developed characters, setting, dialogue, clear conflict and resolution, and sufficient descriptive detail.
2. Write multi-paragraph compositions that have clear topic development, logical organization, effective use of detail, and variety in sentence structure.
3. Generate and narrow topics by considering purpose, audience, and form with a variety of strategies (e.g., graphic organizers, brainstorming, technology-assisted processes).
4. Revise and edit drafts by rereading for content and organization, usage, sentence construction, mechanics, and word choice.
5. Utilize the New Jersey Registered Holistic scoring rubric to improve and evaluate their writing and the writing of peers.
6. Compose, revise, edit, and publish writing using appropriate word processing software.
7. Reflect on own writing, noting strengths and setting goals for improvement.

B. Writing as a Product (resulting in a formal product or publication)

1. Extend knowledge of specific characteristics, structures, and appropriate voice and tone of selected genres and use this knowledge in creating written work, considering the purpose, audience, and context of the writing.
2. Write various types of prose, such as short stories, biographies, autobiographies, or memoirs that contain narrative elements.
3. Write reports and subject-appropriate nonfiction pieces across the curriculum based on research and including citations, quotations, and a works cited page.
4. Write a range of essays, including persuasive, speculative (picture prompt), descriptive, personal, or issue-based.

C. Mechanics, Spelling, and Handwriting

1. Use Standard English conventions in all writing, such as sentence structure, grammar and usage, punctuation, capitalization, spelling.
2. Use a variety of sentence types correctly, including combinations of independent and dependent clauses, prepositional and adverbial phrases, and varied sentence openings to develop a lively and effective personal style.
3. Understand and use parallelism, including similar grammatical forms, to present items in a series or to organize ideas for emphasis.
4. Refine the use of subordination, coordination, apposition, and other devices to indicate relationships between ideas.
5. Use transition words to reinforce a logical progression of ideas.
6. Edit writing for correct grammar, usage, capitalization, punctuation, and spelling.
7. Use a variety of reference materials, such as a dictionary, thesaurus, grammar reference, and/or internet/software resources to edit written work.
8. Write legibly in manuscript or cursive to meet district standards.

D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)

1. Gather, select, and organize the most effective information appropriate to a topic, task, and audience.
2. Apply knowledge and strategies for composing pieces in a variety of genres (e.g., narrative, expository, persuasive, poetic, and everyday/ workplace or technical writing).
3. Write responses to literature and develop insights into interpretations by connecting to personal experiences and referring to textual information.
4. Write personal narratives, short stories, memoirs, poetry, and persuasive and expository text that relate clear, coherent events, or situations through the use of specific details.
5. Use narrative and descriptive writing techniques that show compositional risks (e.g., dialogue, literary devices sensory words and phrases, background information, thoughts and feelings of characters, comparison and contrast of characters.)
6. Use a variety of primary and secondary sources to understand the value of each when writing a research report.
7. Write reports based on research and include citations, quotations, and works cited page.
8. Explore the central idea or theme of an informational reading and support analysis with details from the article and personal experiences.
9. Demonstrate writing clarity and supportive evidence when answering open-ended and essay questions across the curriculum.
10. State a position clearly and convincingly in a persuasive essay by stating the issue, giving facts, examples, and details to support the position, and citing sources when appropriate.
11. Present evidence when writing persuasive essays, examples, and justification to support arguments.
12. Choose an appropriate organizing strategy such as cause/effect, pro and con, parody, to effectively present a topic, point of view, or argument.

13. Use of a personal style and voice effectively to support the purpose and engage the audience of a piece of writing.
14. Maintain a collection of writing (e.g., a literacy folder, or a literacy portfolio).
15. Review scoring criteria of relevant rubrics.

STANDARD 3.3 (Speaking) All students will speak in clear, concise, organized language that varies in content and form for different audiences and purposes.

Strands and Cumulative Progress Indicators

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 8**, students will:

A. Discussion (small group and whole class)

1. Support a position, acknowledging opposing views.
2. Present ideas and opinions spontaneously in response to a topic or other speakers.
3. Apply rules for cooperative or whole class debate on a controversial issue.
4. Define group roles using consensus to ensure task is understood and completed.
5. Participate in a formal debate (e.g., panel discussion).
6. Respond orally to literature.
7. Participate in class discussion appropriately.

B. Questioning (Inquiry) and Contributing

1. Paraphrase others' comments to clarify viewpoints.
2. Question to clarify others' opinions.
3. Integrate relevant information regarding issues and problems from group discussions and interviews for reports, issues, projects, debates, and oral presentations.
4. Solve a problem or understand a task through group cooperation.

C. Word Choice

1. Paraphrase, illustrate, clarify, and/or expand on a topic or idea.
2. Develop and use advanced vocabulary related to a topic.
3. Use language that stimulates an audience's interest.
4. Incorporate varied sentence structure and correct grammar.

D. Oral Presentation

1. Use writing to prompt discussion and enhance planning of formal and informal presentations.
2. Use visual aids, media, and/or technology to support oral communication.
3. Give oral presentations to different audiences for various purposes, such as summaries of books and articles, narratives, and persuasive topics, research projects, and extemporaneous/improvisational, dramatic speeches.
4. Acknowledge the audience with eye contact and use appropriate verbal responses to clarify questions and inquiries.

5. Incorporate peer feedback and teacher suggestions for revisions in content, organization, and delivery.
6. Use speaking techniques, including voice modulation, inflection, tempo, enunciation, and eye contact, for effective presentations.
7. Use a scoring rubric to prepare, evaluate, and improve the oral presentations of self and others.
8. Read aloud with fluency.

STANDARD 3.4 (Listening) All students will listen actively to information from a variety of sources in a variety of situations.

Strands and Cumulative Progress Indicators

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 8**, students will:

A. Active Listening

1. Demonstrate active listening behaviors in a variety of situations (e.g., one-on-one or small group).
2. Demonstrate active listening by analyzing information, ideas, and opinions to determine relevancy.
3. Acknowledge the speaker through eye contact and use appropriate feedback and questions to clarify the speaker's message.
4. Recognize persuasive techniques and credibility in oral communication.
5. Listen to determine a speaker's purpose, attitude, and perspective.
6. Use, when appropriate, criteria/rubric to evaluate oral presentations, such as purpose, delivery techniques, content, visual aids, body language, and facial expressions.

B. Listening Comprehension

1. Interpret a speaker's verbal and nonverbal messages, purposes, and perspectives.
2. Exhibit proficiency in integrating oral reading with listening, writing, and viewing.
3. Critique information heard or viewed.
4. Critique oral presentations using agreed-upon criteria for evaluation (e.g., rubric).
5. Ask probing questions to elicit information, including evidence to support the speaker's claims and conclusions.
6. Paraphrase a speaker's purpose and point of view.
7. Make inferences based on an oral report or presentation.

STANDARD 3.5 (Viewing and media literacy) All students will access, view, evaluate, and respond to print, nonprint, and electronic texts and resources.

Strands and Cumulative Progress Indicators

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 8**, students will:

A. Constructing Meaning

1. Analyze aspects of print and electronic texts that support the author's point of view, opinion, or attitude.
2. Analyze the use of elements (e.g., setting plot, theme, characters) to understand media presentations, such as film, video, television, and theatrical productions.
3. Analyze and respond to visual and print messages (e.g. humor, irony, metaphor) and recognize how words, sounds, and still or moving images are used in each medium to convey the intended messages.
4. Compare and contrast how the various forms of media (e.g. newspapers, radio, television, internet news outlets) cover the same topic.

B. Visual and Verbal Messages

1. Analyze and compare the pros and cons of visual and verbal advertising.
2. Evaluate various media messages for credibility.
3. Develop criteria/rubric to judge the effectiveness of visual and verbal presentations.
4. Make inferences based upon the content of still images
5. Compare and contrast media sources, such as film and book versions of a story.

C. Living with Media

1. Evaluate media forms, such as television, video, games, music, and film for content appropriateness (e.g., rating systems, rubric).
2. Analyze media content for emotional effect on audience.
3. Create media presentations and written reports, using multi-media resources such as an overhead projector, computer, and/or a tape recorder to communicate information.

8. Technological Literacy

STANDARD 8.1 (Computer and information literacy) All students will use computer applications to gather and organize information and to solve problems.

Strands and Cumulative Progress Indicators

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 8**, students will:

A. Basic Computer Skills and Tools

1. Use appropriate technology vocabulary.
2. Use common features of an operating system (e.g., creating and organizing files and folders).
3. Demonstrate effective input of text and data, using touch keyboarding with proper technique.

4. Input and access data and text efficiently and accurately through proficient use of other input devices, such as the mouse.
5. Create documents with advanced text-formatting and graphics using word processing.
6. Create a file containing customized information by merging documents.
7. Construct a simple spreadsheet, enter data, and interpret the information.
8. Design and produce a basic multimedia project.
9. Plan and create a simple database, define fields, input data, and produce a report using sort and query.
10. Use network resources for storing and retrieving data.
11. Choose appropriate electronic graphic organizers to create, construct, or design a document.
12. Create, organize and manipulate shortcuts.

B. Application of Productivity Tools

Social Aspects

1. Demonstrate an understanding of how changes in technology impact the workplace and society.
2. Exhibit legal and ethical behaviors when using information and technology, and discuss consequences of misuse.
3. Explain the purpose of an Acceptable Use Policy and the consequences of inappropriate use of technology.
4. Describe and practice safe Internet usage.
5. Describe and practice "etiquette" when using the Internet and electronic mail.

Information Access and Research

6. Choose appropriate tools and information resources to support research and solve real world problems, including but not limited to:
 - On-line resources and databases
 - Search engines and subject directories
7. Evaluate the accuracy, relevance, and appropriateness of print and non-print electronic information sources.

Problem Solving and Decision Making

8. Use computer applications to modify information independently and/or collaboratively to solve problems.
9. Identify basic hardware problems and demonstrate the ability to solve common problems.
10. Determine when technology tools are appropriate to solve a problem and make a decision.

8. Technological Literacy

STANDARD 8.2 (Technology Education) All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world as they relate to the individual, society, and the environment.

Strands and Cumulative Progress Indicators

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 8**, students will:

A. Nature and Impact of Technology

1. Describe the nature of technology and the consequences of technological activity.
2. Describe how components of a technological product, system, or environment interact.
3. Describe how one technological innovation can be applied to solve another human problem that enhances human life or extends human capability.
4. Describe how technological activity has an affect on economic development, political actions, and cultural change.
5. Explain the cultural and societal effects resulting from the dramatic increases of knowledge and information available today.

B. Design Process and Impact Assessment

1. Demonstrate and explain how the design process is not linear.
2. Use hands on activities to analyze products and systems to determine how the design process was applied to create the solution.
3. Identify a technological problem and use the design process to create an appropriate solution.
4. Describe how variations in resources can affect solutions to a technological problem.
5. Select and safely use appropriate tools and materials in analyzing, designing, modeling or making a technological product, system or environment.

C. Systems in the Designed World

1. Explain technological advances in medical, agricultural, energy and power, information and communication, transportation, manufacturing, and construction technologies.
2. Explain reasons why human-designed systems, products, and environments need to be monitored, maintained, and improved to ensure safety, quality, cost efficiency, and sustainability.
3. Explain the functions and interdependence of subsystems such as waste disposal, water purification, electrical, structural, safety, climatic control, and communication.

SUGGESTED ACTIVITIES THAT ADDRESS THESE STANDARDS MAY INCLUDE *BUT ARE NOT LIMITED TO*:

STANDARD 3.1 (Reading) All students will understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers, and will read a variety of materials and texts with fluency and comprehension.

- Silent and Oral Reading - read both aloud and silently using self-correcting strategies to develop independence and fluency
- Literature - read a variety of types of literature to enhance fluency and independence in reading. Literature should be varied and motivational to engage student readers
- Group Activities - work with peers in reading groups to give and receive feedback which will create independence and fluency
- Collaboration - work collaboratively in developing a variety of presentations such as literature circles to enhance both independence and fluency
- Vocabulary Log - maintain a vocabulary log to enable students to focus on vocabulary integral to the text, use of the word in context as well as origin of word and recognition of word parts
- Reading Log - maintain a reading log to develop comprehension to increase independence in read in class. This log should be reflective in nature and should contain connections from text to text, text to self, text to world, etc
- Product Assessments – Create product assessments based on literature. Assessments should address a variety of learning styles
- Reading Response – Respond to questions about literature designed to be reflective in nature focusing on key elements of the story and connections that can be made
- GEPA Preparation – review a variety of GEPA reading activities using various texts as well as the Internet. Take assessments that model those given on the GEPA

STANDARD 3.2 (Writing) All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.

- Writing for variety of purposes - write for a variety of purposes including, but not limited to: persuasive essays, persuasive, friendly and business letters, creative writing, writing based on research
- Reading Response Journals - maintain reading response journals using literature read both in and of class
- Authentic Writing - create authentic writing using literature as a springboard including but not limited to letters, persuasive essays, analytical essays, creative writing, and poetry
- Computer Software - utilize technology (such as Inspirations software) to help students recognize types of organization in writing as well as methods of organizing (outlines, webs, charts, etc)
- Graphic Organizers - have student and/or teacher generated graphic organizers which will help students to organize material being read
- Interdisciplinary Units - engage in interdisciplinary writing activities, using both literature and content information as the knowledge base
- Internet Research – Use websites such as APA.org to review methods of organizing and citing in exposition
- GEPA Preparation – review a variety of GEPA writing activities using various texts as well as the Internet. Take assessments that model those given on the GEPA
- Writing Across the Curriculum – Refer to the WAC curriculum guide for strategies and writing activities that address the NJCCCS
- Letter Essays – Respond to literature in the form of a letter essay written to a teacher and to peers periodically throughout the text
- Blog – Respond to material covered both in class and at home in a reflective web log (blog) to be shared with teacher and peers

STANDARD 3.3 (Speaking) All students will speak in clear, concise, organized language that varies in content and form for different audiences and purposes.

- Oral Presentations - give oral presentations of varying forms such as speeches, panel discussions, debates, literature circles based on literature covered
- Skits - create classroom skits that are based on some aspect of reading done both in and out of class
- iMovies - develop technology based activities such as iMovies, requiring clear, concise and organized language to convey meaning based on themes in literature covered in class and at home
- Roll Playing – Act out a situation connected to some aspect of the literature covered in class

STANDARD 3.4 (Listening) All students will listen actively to information from a variety of sources in a variety of situations.

- Speakers - listen to guest speakers on topics connected to literature
- Audience attendance - attend as an audience during classroom presentations and develop product based assessment highlighting key points of speaker's presentation and connecting to literature covered in class and at home
- Lecture attendance - attend to lectures based on literature in the classroom and take notes based on key elements
- Audiobooks - listen to audiobooks based on literature covered both in class and at home and develop an product assessment based on material covered connecting to literature covered in class
- Podcasts - listen to Podcasts based on literature and extend knowledge by developing a product assessment based on the Podcast and material covered in class
- Music - listen to music thematically connected to literature in class and compare the themes and their method of conveyance

STANDARD 3.5 (Viewing and media literacy) All students will access, view, evaluate, and respond to print, nonprint, and electronic texts and resources.

- Film - view films based on literature and make connections to material read in class
- eTexts - read literature using eTexts and respond to the literature through response questions, analysis, schema, etc
- Electronic newspapers - access media such as newspapers to follow current events, to model journalistic writing, to create persuasive writings
- Reading Log - maintain a reading log based on literature accessed on the Internet
- Internet - utilize the Internet as a source for information for research to be presented in product assessments
- Art – View a work of art and thematically connect to text(s) reviewed in class

STANDARD 8.1 (Computer and information literacy) All students will use computer applications to gather and organize information and to solve problems.

- Internet Research- use the Internet for research connected to the reading in class
- Software - use software to organize writing to create a well developed paper
- Internet Problem Solving - use the Internet to help solve both reading and writing problems with which students may be confronted
- Word Processing - create writing activities, such as essays, poems, and creative writing pieces using word processing software such as Microsoft Word or a comparable computer word processing program
- Timelines - create timelines based on literature using Microsoft Excel or a timeline creating program or website

- Visual Presentations - create visual presentations based on literature using Microsoft Paint or another program of equal capabilities
- Blogs- create teacher generated or student generated blogs reflecting on and making connections to literature covered in class
- Copywrite and Plagiarism – research copywrite rules and laws and write a persuasive paper about plagiarism and ethics
- Oral Presentations – Discuss the pros and cons of Acceptable Use Policies (AUP) in the classroom after reviewing their school's policy
- xServer – Work involving the computer should be saved on the school's server so it can be retrieved and refined as necessary

STANDARD 8.2 (Technology Education) All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world as they relate to the individual, society, and the environment.

- Evaluating Websites – To learn how to assess validity of website through a variety of research methods, including, but not limited to comparing with similar websites, contacting website creator or webmaster, research website using Google or comparable search engine
- Themes - Researching themes covered in thematic units in class and discerning pertinent and valid information through research
- Evolution of Technology - Compare and contrast technology found in various texts covered in class and evaluate how society has been effected by said technology. This evaluation can be in the form of an essay, PowerPoint, visual presentation, etc
- Reading - Read a story based on technology (or lack thereof) and connect the community and its behaviors to the amount of technology evident

INSTRUCTIONAL STRATEGIES:

- Student centered classroom with teacher as facilitator
- Collaborative learning
- Differentiated Instruction
- Modeling
- Note taking
- Interdisciplinary Units
- Technology assisted strategies
- Metacognitive product/authentic assessments
- Book Clubs
- Literature Circles
- Read Alouds
- Silent Sustained Readings
- Shared Inquiry
- Reading Logs
- Vocabulary Logs
- Reading Response questions
- Graphic Organizers
- Class Discussions
- Audio Books
- Podcasts
- Debates
- Guest Speakers
- Lectures
- Film
- Quizdom
- Internet
- Picture Prompts
- Library and Internet Research
- Literature Circles
- eTexts
- Online newspapers
- PowerPoint Presentations
- Web Quests
- Virtual Field Trips
- Educational Software (such as Inspiration)
- Various platforms, including (but not limited to) Microsoft Word, Excel, PowerPoint
- Electronic Portfolios
- iMovie
- United Streaming
- Smartboard
- Blogs
- Email
- Digital Photography
- Reading Workshop
- Writing Workshop

EVALUATION/ASSESSMENT OF STUDENTS:

- Classroom Assessment
- Multiple-choice Questions
- Reports
- Portfolios
- Project-based
- Short Answer/Open-ended Questions
- Rubrics
- Forms
- Observation
- Discussion
- Formal Assessments
- Role Playing
- Think Pair/ Share
- Brainstorming
- Conferences

EVALUATION/ASSESSMENT OF CURRICULUM:

This course of study will be evaluated/assessed by instructional staff during the first year of implementation for the purpose of necessary revision at the end of the first year. In addition, this course of study will be reviewed according to the Five-Year Curriculum Review schedule (see attached).

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Appendix A – Suggested Texts

The following texts, whether textbooks or tradebooks, are a sampling of what may be used. This list is not all inclusive and subject to change based upon the adoption of new books approved by the Hopatcong Middle School.

Timeless Voices, Timeless Themes, Prentice Hall
Adventures in Reading, Houghton Mifflin
Measuring Up on the New Jersey GEPA, Peoples Publishing
Getting Ready for the New Jersey GEPA, Pearson Prentice Hall
Portfolio Performance Assessment: Helping Students Evaluate Their Progress as Readers and Writers, Harcourt Brace

Suggested Tradebooks

The Giver – Lois Lowry
The Outsiders – S. E. Hinton
That Was Then, This is Now – S. E. Hinton
Flowers for Algernon – Daniel Keyes
The Good Earth – Pearl S. Buck
The Odyssey – Homer
Where the Lilies Bloom - Cleaver
The Old Man and the Sea – Ernest Hemingway
The Story of My Life – Helen Keller
The Hobbit – J.R.R. Tolkien
My Brother Sam is Dead – Collins and Collins
The Adventures of Tom Sawyer – Mark Twain
Oliver Twist – Charles Dickens
Journey to the Center of the Earth – Jules Verne
Sing Down the Moon – Scott O'Dell
Anthem – Ayn Rand
Tituba – Ann Petry
Summer of My German Soldier – Bette Green
Speak – Laurie Halse Anderson
Julius Caesar – Shakespeare
Pigman – Paul Zindel
Scorpions – Walter Dean Myers
Athletic Shorts – Chris Crutcher
Slam – Walter Dean Myers
The Watsons Go to Birmingham – Christopher Curtis
The Yearling – Majorie Rawlins
Connections – Dan Gallo
Phoenix Rising – Karen Hesse
Missing May – Cynthia Rylant
Martian Chronicles – Ray Bradbury
Animal Farm – George Orwell
The Face on the Milk Carton – Caroline Cooney

Appendix B – Rubrics



Language Arts Literacy

Writing

New Jersey Registered Holistic Scoring Rubric - GEPA/HSPA

**In Scoring,
consider the
grid of
written
language**

Score	1	2	3	4	5	6
Content & Organization (see below)	<input type="checkbox"/> May lack opening and/or closing	<input type="checkbox"/> May lack opening and/or closing	<input type="checkbox"/> May lack opening and/or closing	<input type="checkbox"/> Generally has opening and/or closing	<input type="checkbox"/> Opening and closing	<input type="checkbox"/> Opening and closing
	<input type="checkbox"/> Minimal response to topic; uncertain focus	<input type="checkbox"/> Attempts to focus <input type="checkbox"/> May drift or shift focus	<input type="checkbox"/> Usually has single focus	<input type="checkbox"/> Single focus	<input type="checkbox"/> Single focus <input type="checkbox"/> Sense of unity and coherence <input type="checkbox"/> Key ideas developed	<input type="checkbox"/> Single, distinct focus <input type="checkbox"/> Unified and coherent <input type="checkbox"/> Well-developed
	<input type="checkbox"/> No planning evident; disorganized	<input type="checkbox"/> Attempts organization <input type="checkbox"/> Few, if any, transitions between ideas	<input type="checkbox"/> Some lapses or flaws in organization <input type="checkbox"/> May lack some transitions between ideas	<input type="checkbox"/> Ideas loosely connected <input type="checkbox"/> Transition evident	<input type="checkbox"/> Logical progression of ideas <input type="checkbox"/> Moderately fluent <input type="checkbox"/> Attempts compositional risks	<input type="checkbox"/> Logical progression of ideas <input type="checkbox"/> Fluent, cohesive <input type="checkbox"/> Compositional risks successful
	<input type="checkbox"/> Details random, inappropriate, or barely apparent	<input type="checkbox"/> Details lack elaboration, i.e., highlight paper	<input type="checkbox"/> Repetitious details <input type="checkbox"/> Several unelaborated details	<input type="checkbox"/> Uneven development of details	<input type="checkbox"/> Details appropriate and varied	<input type="checkbox"/> Details effective, vivid, explicit, and/or pertinent
Usage (see below)	<input type="checkbox"/> No apparent	<input type="checkbox"/> Numerous	<input type="checkbox"/> Errors/patterns of	<input type="checkbox"/> Some errors that	<input type="checkbox"/> Few errors	<input type="checkbox"/> Very few, if any,

	control <input type="checkbox"/> Severe/numerous errors	errors	errors may be evident	do not interfere with meaning		errors
Sentence Construction (see below)	<input type="checkbox"/> Assortment of incomplete and/or incorrect sentences	<input type="checkbox"/> Excessive monotony/same structure <input type="checkbox"/> Numerous errors	<input type="checkbox"/> Little variety in syntax <input type="checkbox"/> Some errors	<input type="checkbox"/> Some errors that do not interfere with meaning	<input type="checkbox"/> Few errors	<input type="checkbox"/> Very few, if any, errors
Mechanics (see below)	<input type="checkbox"/> Errors so severe they detract from meaning	<input type="checkbox"/> Numerous serious errors	<input type="checkbox"/> Patterns of errors evident	<input type="checkbox"/> No consistent pattern of errors <input type="checkbox"/> Some errors that do not interfere with meaning	<input type="checkbox"/> Few errors	<input type="checkbox"/> Very few, if any, errors

Non-Scorable Responses	NR = No Response	Student wrote too little to allow reliable judgment of his/her writing.
	OT = Off Topic/ Off Task	Student did not write on the assigned topic/task, or the student attempted to copy the prompt.
	NE = Not English	Student wrote in a language other than English.
	WF = Wrong Format	Student refused to write on the topic, or the writing task folder was blank.

Content & Organization	Usage	Sentence Construction	Mechanics
<input type="checkbox"/> Communicates intended message to intended audience <input type="checkbox"/> Relates to topic <input type="checkbox"/> Opening and closing <input type="checkbox"/> Focused <input type="checkbox"/> Logical progression of ideas <input type="checkbox"/> Transitions <input type="checkbox"/> Appropriate details and information	<input type="checkbox"/> Tense formation <input type="checkbox"/> Subject-verb agreement <input type="checkbox"/> Pronouns usage/agreement <input type="checkbox"/> Word choice/meaning <input type="checkbox"/> Proper modifiers	<input type="checkbox"/> Variety of type, structure, and length <input type="checkbox"/> Correct construction	<ul style="list-style-type: none"> • Spelling • Capitalization • Punctuation

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STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION

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Test Specifications

[Contents](#)

Language Arts Literacy

Open-Ended Scoring Rubric

For Reading, Listening, and Viewing

Sample Task: The author takes a strong position on voting rights for young people. Use information from the text to support your response to the following.

***Requirements:** Explain the author's position on voting.
Explain how adopting such a position would affect young people like you.

Points Criteria

- 4** A 4-point response clearly demonstrates understanding of the task, completes all requirements, and provides an insightful explanation/opinion that links to or extends aspects of the text.
- 3** A 3-point response demonstrates an understanding of the task, completes all requirements, and provides some explanation/opinion using situations or ideas from the text as support.
- 2** A 2-point response may address all of the requirements, but demonstrates a partial understanding of the task, and uses text incorrectly or with limited success resulting in an inconsistent or flawed explanation.
- 1** A 1-point response demonstrates minimal understanding of the task, does not complete the requirements, and provides only a vague reference to or no use of the text.
- 0** A 0-point response is irrelevant or off-topic.

***Requirements for these items will vary according to the task.**

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