

GRADE 7 LANGUAGE ARTS LITERACY 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 texts with fluency and comprehension.
- **STANDARD 3.2 (Writing)** All students will write in clear, concise, organized language that varies in context and form for different audiences.
- **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)

Strands and Cumulative Progress Indicators

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 7**, students will:

A. Concepts About Print/Text

1. Identify and use common textual features (e.g., paragraphs, topic, sentence, index, glossary, table of contents) and graphic features, (e.g., charts, maps, diagrams) to comprehend information.
2. Develop an understanding of the organizational structure of printed material (e.g. 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 (e.g. cite, site, sight).
2. Apply spelling rules and syllabication that aid in correct spelling.
3. Continue to use structural analysis and context analysis to decode new words.

D. Fluency

1. Read aloud in selected texts reflecting understanding of the text and engaging the listener.
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. Reread informational text for clarity.

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

1. Monitor reading for understanding by 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 an extended vocabulary through both listening 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.

G. Comprehension Skills and Response to Text

1. Speculate about text by generating literal and inferential questions.
2. Distinguish between essential and nonessential information.
3. Differentiate between fact, opinion, bias, and propaganda in newspapers, periodicals, and electronic texts.
4. Articulate the purposes and characteristics of different genres.
5. Analyze ideas and recurring themes found in texts, such as bravery, loyalty, friendship, and loneliness.
6. Develop an awareness of a variety of perspectives on a single event, setting, character, personality, or topic as expressed by different authors.
7. Locate and analyze the elements of setting, characterization, and plot to construct understanding of how characters influence the progression and resolution of the plot.
8. 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.
9. 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.
10. Respond critically to text ideas and the author's craft by using textual evidence to support interpretations.
11. Identify and analyze literary techniques and elements, such as figurative language, meter, rhetorical and stylistic features of text.
12. Identify and analyze recurring themes across literary works.
13. Identify and understand the author's use of idioms, analogies, metaphors, and similes in prose and poetry.
14. Compare and contrast the perspectives of authors in a variety of interdisciplinary works.

15. Interpret text ideas through journal writing, discussion, and enactment.
16. Demonstrate the use of everyday texts (e.g., train schedules, directions, brochures) and make judgments about the importance of such documents.
17. Interpret idiomatic expressions.

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 possible 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)

Strands and Cumulative Progress Indicators

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 7**, 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, or technology-assisted processes).
4. Revise and edit drafts by rereading for content and organization, usage, sentence construction, mechanics, and word choice.
5. Demonstrate understanding of a scoring rubric to improve and evaluate writing.

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 consulted 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, and 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. Experiment in using 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 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, and comparison and contrast of characters).
6. Use 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 consulted 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 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, or parody to effectively present a topic, point of view, or argument.
13. Develop the 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)

Strands and Cumulative Progress Indicators

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 7**, 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 an informal debate (e.g., small group discussion).
6. Respond orally to literature.
7. Participate in class discussions appropriately.

B. Questioning (Inquiry) and Contributing

1. Paraphrase others' comments to clarify viewpoints.
2. Question to clarify others' opinions.
3. Talk with others to identify and explore issues and problems.
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.
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. Develop 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)

Strands and Cumulative Progress Indicators

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 7**, 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. Make inferences based on an oral report or presentation.

STANDARD 3.5 (Viewing and Media Literacy)

Strands and Cumulative Progress Indicators

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 7**, 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.

STANDARD 8.1 (Computer and Information Literacy)

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.

STANDARD 8.2 (Technology Education)

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)

- Differentiated types of reading such as: read aloud, silent, small group reading, and whole class guided reading will improve fluency and phonological awareness.
- Utilization of the dictionary and thesaurus for decoding and word recognition.

- Continued development of: vocabulary, grammar and usage skills authentically through provided literary pieces.
- Required journaling, reader response, and portfolios as a way of exhibiting: reflective thought, comprehension skills, and response to text.
- Student recognition of: setting, plot, theme, characterization, point of view, tone and figurative language through all literary genres.
- Completion of an ongoing cumulative project which will exhibit all aspects of language arts through: research, oral presentation, written reports and peer and self assessment.
- Use of shared inquiry through literary circles as means of inferring and predicting material being presented.

STANDARD 3.2 (Writing)

- Composing a variety of writing, including but not limited to: stories, scripts, poems, compositions, biographies, memoirs and narratives.
- Writing with a purpose and for a specific audience.
- Use of authentic writing as means of reflection on society and self, while making accurate connections to text.
- Composing a range of essays which are structurally sound and concentrate on all elements of Standard English conventions.
- Compiling a literary portfolio as means of formative assessment.
- Utilization of graphic organizers as a way of sorting material being read.
- Students will pull ideas across the curriculum as a means of exhibiting interdisciplinary units and knowledge of content.
- Development of clarity in writing through revision and editing of self and peers.
- Students will continue to develop their knowledge of report based research and proper citations as an ongoing process.
- Students will refer to the WAC curriculum guide for strategies and writing activities that address the NJCCS.

STANDARD 3.3 (Speaking)

- Development of oral presentation through classroom skits as a way of displaying knowledge of content.
- Participation orally in informal debates within the classroom.
- Presentation of student's ideas and findings of report based research as a form of assessment.
- Students will participate in class discussions of text.
- Students will discuss themes of literature as means of problem solving among their peers.
- In class read aloud to increase fluency.
- Development of iMovies which require: clear, concise, and organized language to convey meaning based on themes in literature covered in class.

STANDARD 3.4 (Listening)

- Attending as an audience and analyzing information in written form as means of assessment.
- Listening to guest speakers as a way of connecting learned material authentically.
- Students will become active listeners by responding appropriately to presentation through question or comment.
- Students will listen to music and make connections between lyrics and other forms of writing, while linking thematically based ideas from class discussion.
- Students will listen to Podcasts based on literature and extend their knowledge of material being covered in class.
- Students will listen to Audio books based on literature being covered in class, which will extend their knowledge base.

STANDARD 3.5 (Viewing and Media Literacy)

- Making connections between: film, video, television, theatrical productions and elements of literature found in text.
- Using print-text including but not limited to: newspaper, periodicals, magazines, comic books and electronic text to analyze and evaluate the important issues which envelop our modern day society.

- Compare and contrast printed-text and visual media as means of judging effectiveness of messages being relayed to society.
- Maintain a reading log based on literature accessed on the Internet.
- Utilizing the Internet as a source of information for research based reports.
- Viewing and creating art work thematically connected to literature being covered.

STANDARD 8.1 (Computer and Information Literacy)

- Use of the Internet for research based information relating to material being covered; and also as a tool for problem solving issues relating to both reading and writing that students may encounter.
- Apply knowledge of word processing software; such as Microsoft Word, to create writing pieces for formal assessment.
- Student created blogs which reflect and make connections to literature covered in class.
- Use of Microsoft Excel as a way of charting and making connections between literary time periods associated with genre and theme.
- Students will continue to work with the school's xServer as a way to: save, retrieve, and refine work as necessary.

STANDARD 8.2 (Technology Education)

- Students will learn how to evaluate websites through a variety of research methods, including, but not limited to: comparing similar websites, contacting website creator or webmaster, and using Google or comparable search engines.
- Research the evolution of technology through literature, and evaluate its impact on society.
- Students will read stories based on technology and connect the community and its behaviors to the amount of technology evident.

INSTRUCTIONAL STRATEGIES:

- Student centered classroom with teacher as facilitator

- Collaborative learning activities
- Differentiated instruction
- Modeling
- Note taking
- Interdisciplinary Units
- Authentic assessments
- Literature Circles
- Read Aloud
- Silent Sustained Readings
- Reading and Vocabulary Logs
- Graphic Organizers
- Journaling
- Debates
- Audio books
- Podcasts
- Guest Speakers
- Movie/Plays
- Internet
- Picture Prompts
- PowerPoint Presentations
- Virtual Field Trips
- Educational Software
- Electronic Portfolios
- iMovie
- Smartboard
- Blogs
- Email

EVALUATION/ASSESSMENT OF STUDENTS:

Students will show mastery of critical concepts and process that underlie the standards. This will be displayed through the following:

- Applying clear and explicit instructional rubrics for students to follow and understand instructor's expectations.
- Students will compose portfolios as a way of positive and constructive feedback with the instructor.
- Students will demonstrate all types of writing as means of authentic assessment. Students will construct meaningful responses to questions and apply their knowledge of subject matter within the parameter of the course outline.
- Students will connect text with oral presentations and writings which will take on a realistic focus to demonstrate mastery of text.
- Students will compose reader response journals to reflectively make connections between text and self while demonstrating mastery of subject matter. This allows formative assessment between peers and will help students become creative and critical thinkers.
- Students will complete an ongoing cumulative project; which will last the length of the school year. This will embody all aspects of language arts and concentrate on the student as the whole language learner.
- Instructor will observe students during in class discussion to assess mastery of subject through proper questioning and commenting of material.
- Students will Think Pair/Share topics relating to text as means of peer assessment.
- Instructor will formally assess student's performance as the whole language learner and all aspects that encompass language arts.

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).

RESOURCES/BIBLIOGRAPHY:

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APPENDIX A – SUGGESTED TEXTS

The following texts, whether textbooks or trade books, 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.

ANTHOLOGIES

- **Timeless Voices, Timeless Themes (Bronze edition), Prentice Hall**
- **Adventures in Reading, Houghton Mifflin**

SHORT STORIES

- **“The Night the Bed Fell” – James Thurber**
- **“All Summer in a Day” – Ray Bradbury**
- **“Seventh Grade” – Gary Soto**
- **“Amigo Brothers” – Piri Thomas**
- **“Eleven” – Sandra Cisneros**
- **“Two Kinds” – Amy Tan**
- **“A Day’s Wait” – Ernest Hemingway**
- **“Black Beard’s Castle” – Claudia Estes**

- **“Survive the Savage Sea” – Dougal Robinson**
- **“EPIC: Stories of Survival from the World’s Highest Peaks” – Clint, Willis ed.**
- **“From the Wind from the Sun” – Arthur C. Clare**

POETRY-PROSE

- **“Song of Myself” – Walt Whitman**
- **“Highwayman” – Alfred Noyes**
- **“Primer Lesson” – Carl Sandburg**
- **“The Rider” – Naomi Shihab Nye**
- **“The Walk” – Thomas Hardy**
- **“Me” – Walter de la Mare**
- **“I’m Nobody” – Emily Dickinson**
- **“The Writer” – Wilbur**
- **“I am me, I am ok”**
- **“In the Trail of Ghosts”**
- **“The Settlement Poems” 1 and 2- Kristjana Gunnars**
- **“Songs of a Blackbird” – Carolyn Marie Rodgers**
- **“Out of the Dust” – Karen Hesse**

NON-FICTION

- **“The Real Story of a Cowboy’s Life” – Geoffrey C. Ward**
- **Selections from Profiles in Courage for Our Time – Caroline Kennedy**
- **“Nosing Around U.S. Borders” – Susan Essoyan**
- **“Justin Lebo” – Philip Hoose**
- **Selections from Night – Elie Wiesel**
- **“My Furthest Person Back” – Haley**
- **“Tiger: A Biography of Tiger Woods**
- **“Walkabout” – James Vance Marshall**
- **“Incident At Hawk’s Hill” – Allan W. Eckert**
- **“The Night Journey” – Kathryn Lasky**
- **“The Cay” – Theodore Taylor**

LEGEND/FOLK TALE

- **Cinderella**
- **“The Little Lizard’s Sorrow” – Mai Vo-Dinh**
- **Snow White**
- **“The Story of Squanto: First Friend of the Pilgrims” – Cathy East Dubowski**
- **“The First Tears” (Eskimo) – S.E. Schlosser**
- **“Palatin” – S.E. Schlosser**

NOVELS

- **The Chosen – Chaim Potok**
- **Children of the River – Linda Crew**
- **Lisa Bright and Dark – Neufeld**
- **I, Robot – Asimov**
- **Jacob, I Have Loved – Paterson**
- **Raisin in the Sun**
- **Little Women – Alcott**
- **Words by Heart – Sebastyn**
- **Reviving Ophelia**
- **Hatchet – Gary Paulson**
- **Dogsong – Gary Paulsen**
- **Homeless Bird – Whelan**
- **Banner in the Sky – James Ullman**
- **145th Street – Myers**
- **Esperanza Rising – Ryan**
- **Call of the Wild – Jack London**
- **Alive – Read**
- **Jurassic Park – Michael Crichton**
- **A Girl Named Disaster – Nancy Farmer**
- **Blitzcat – Westall**
- **Farewell To Mamzanar – Houston**
- **Great Escape – Brickhill**
- **Into Thin Air – Krakauer**
- **Snow Bound – Mazer**
- **Serpent Never Sleeps – Scott O’Dell**
- **The Mysterious Island – Jules Verne**
- **Lost On A Mountain In Maine – Donn Fendler**
- **The Phantom Tollbooth – Norton Juster**
- **The Golden Compass – Philip Pullman**
- **The Skin I’m In – Sharon G. Flake**
- **I Am David – Anne Holm**
- **The Wish Giver – Bill Brittain**
- **Roll of Thunder, Hear my Cry – Mildred D. Taylor**
- **Kira – kira – Cynthia Kadohata**
- **Olive’s Ocean – Kevin Henkes**
- **Kipling’s Choice – Geert Spilebeen**
- **Stargirl – Spinelli**
- **Gossamer - Lowry**

APPENDIX B – RUBRICS



Language Arts Literacy

Writing

New Jersey Registered Holistic Scoring Rubric - GEPA/HSPA

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

Score	Inadequate Command 1	Limited Command 2	Partial Command 3	Adequate Command 4	Strong Command 5	Superior Command 6
Content & Organization (see below)	<ul style="list-style-type: none"> May lack opening and/or closing 	<ul style="list-style-type: none"> May lack opening and/or closing 	<ul style="list-style-type: none"> May lack opening and/or closing 	<ul style="list-style-type: none"> Generally has opening and/or closing 	<ul style="list-style-type: none"> Opening and closing 	<ul style="list-style-type: none"> Opening and closing
.	<ul style="list-style-type: none"> Minimal response to topic; uncertain focus 	<ul style="list-style-type: none"> Attempts to focus May drift or shift focus 	<ul style="list-style-type: none"> Usually has single focus 	<ul style="list-style-type: none"> Single focus 	<ul style="list-style-type: none"> Single focus Sense of unity and coherence Key ideas developed 	<ul style="list-style-type: none"> Single, distinct focus Unified and coherent Well-developed
.	<ul style="list-style-type: none"> No planning evident; disorganized 	<ul style="list-style-type: none"> Attempts organization Few, if any, transitions between ideas 	<ul style="list-style-type: none"> Some lapses or flaws in organization May lack some transitions between ideas 	<ul style="list-style-type: none"> Ideas loosely connected Transition evident 	<ul style="list-style-type: none"> Logical progression of ideas Moderately fluent Attempts compositional risks 	<ul style="list-style-type: none"> Logical progression of ideas Fluent, cohesive Compositional risks successful
.	<ul style="list-style-type: none"> Details random, inappropriate, or barely apparent 	<ul style="list-style-type: none"> Details lack elaboration, i.e., highlight paper 	<ul style="list-style-type: none"> Repetitious details Several unelaborated details 	<ul style="list-style-type: none"> Uneven development of details 	<ul style="list-style-type: none"> Details appropriate and varied 	<ul style="list-style-type: none"> Details effective, vivid, explicit, and/or pertinent

Usage (see below)	<ul style="list-style-type: none"> No apparent control Severe/numerous errors 	<ul style="list-style-type: none"> Numerous errors 	<ul style="list-style-type: none"> Errors/patterns of errors may be evident 	<ul style="list-style-type: none"> Some errors that do not interfere with meaning 	<ul style="list-style-type: none"> Few errors 	<ul style="list-style-type: none"> Very few, if any, errors
Sentence Construction (see below)	<ul style="list-style-type: none"> Assortment of incomplete and/or incorrect sentences 	<ul style="list-style-type: none"> Excessive monotony/same structure Numerous errors 	<ul style="list-style-type: none"> Little variety in syntax Some errors 	<ul style="list-style-type: none"> Some errors that do not interfere with meaning 	<ul style="list-style-type: none"> Few errors 	<ul style="list-style-type: none"> Very few, if any, errors
Mechanics (see below)	<ul style="list-style-type: none"> Errors so severe they detract from meaning 	<ul style="list-style-type: none"> Numerous serious errors 	<ul style="list-style-type: none"> Patterns of errors evident 	<ul style="list-style-type: none"> No consistent pattern of errors Some errors that do not interfere with meaning 	<ul style="list-style-type: none"> Few errors 	<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> Communicates intended message to intended audience Relates to topic Opening and closing Focused Logical progression of 	<ul style="list-style-type: none"> Tense formation Subject-verb agreement Pronouns usage/agreement Word choice/meaning 	<ul style="list-style-type: none"> Variety of type, structure, and length Correct construction 	<ul style="list-style-type: none"> Spelling Capitalization Punctuation

ideas

- Transitions
- Appropriate details and information

- Proper modifiers

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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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