

**LINK COMMUNITY CHARTER SCHOOL  
BOARD OF TRUSTEES MEETING  
February 14, 2022, 6:30 PM  
Via Zoom  
Link Community Charter School  
23 Pennsylvania Avenue, Newark, New Jersey 07114**

**Minutes**

**LINK COMMUNITY CHARTER SCHOOL MISSION**

Link Community Charter School will provide an outstanding elementary and middle school education for learners of all academic abilities by developing the mind, body and spirit through a strong curriculum, experiential learning, immersion in the arts, and an enduring commitment to Core Values; this will allow them to be successful in competitive high schools and become responsible and resourceful citizens who give back to others.

**CALL TO ORDER**

This meeting was called to order at 6:36 pm by Brenda Daughtry, board chair

**FLAG SALUTE**

**OPEN PUBLIC MEETINGS NOTICE: READING OF THE “SUNSHINE LAW” STATEMENT**

Adequate notice of this meeting of the LCCS Board of Trustees, setting forth time, date and location, was provided by placing a notice with the New Jersey *Star Ledger* and *nj.com*, *Irvington Herald*, *East Orange Record*, *Orange Transcript*, and *Essex Daily News* on December 22, 2021; by email to the city clerks of the four districts of residence and the county superintendent of education on December 22, 2021; by posting notice on the school website; and by communicating same to the Board of Trustees.

**ROLL CALL**

<b>Member</b>	<b>Present</b>	<b>Absent</b>
Barkley, Ms.	√	
Clarke-Avignant, Mrs.	√	
Covington, Mrs.	√	
Daughtry, Mrs.	√	
Ebanks, Ms.	√	
Holguin-Veras, Mrs.		√
Marshall, Mr.	√	
Petrillo, Mr.		√
Smith, Mrs.	√	

**IN ATTENDANCE: NON-VOTING STAFF/BOARD ATTORNEY**

Maria Pilar Paradiso, Head of School  
Debbie Paczkowski, Board Recording Secretary  
Bima Baje, School Business Administrator  
Leslie Baynes, Chief Operating Officer  
Christine Martinez, Esq., Board Attorney  
Sharon Machrone, Director of Communications

## **APPROVAL OF MINUTES**

**Resolution #021422-01:** Be it Resolved that the Board of Trustees accepts and approves the minutes of the special meeting held on January 19, 2022.

Moved by Mrs. Smith

Second by Ms. Barkley

Vote: Voice; passed unanimously

## **APPROVAL OF AGENDA**

**Resolution #021422-02:** Be it Resolved that the Board of Trustees accepts and approves the agenda for the board meeting on February 14, 2022.

Moved by Mrs. Smith

Second by Ms. Ebanks

Vote: Voice; passed unanimously

## **PRESENTATION**

- ELA curriculum for grades 5-8, Dr. Ken Kunz, Literacy Coach

## **PUBLIC COMMENT**

During the course of the board meeting the Board of Trustees offers members of the public an opportunity to address issues regarding the operation of LCCS. The Board reminds those individuals to take this opportunity to identify themselves by name and address and to limit their comments to items listed on the agenda and/or items directly related to the operation of the LCCS. Issues raised by members of the public may or may not be responded to by the Board. All comments will be considered, and a response will be forthcoming if and when appropriate. The Board asks that members of the public be courteous and mindful of the rights of other individuals when speaking. Specifically, comments regarding students and employees of the Board are discouraged and will not be responded to by the Board. Students and employees have specific legal rights afforded by the laws of New Jersey. The Board bears no responsibility, nor will it be liable for any comments made by members of the public. Members of the public should consider their comments in light of the legal rights of those affected or identified in their comments and be aware that they are legally responsible and liable for their comments. Comments by each member of the public choosing to speak are limited to 3 minutes.

## **CLOSING OF PUBLIC COMMENT**

Seeing there are no comments from members of the public, Mrs. Daughtry closed the public comment portion of this meeting.

## **ACKNOWLEDGMENT OF CORRESPONDENCE**

Letter from Regina Covington, dated January 31, 2022, advising of relocation out of state and resignation from the LCCS board effective March 31, 2022.

Additional correspondence to be discussed in Executive Session.

## **HEAD OF SCHOOL**

- **Monthly School Update**  
See attached report.



**Approval of curriculum for grades 5-8**

**Resolution #021422-03:** Be it Resolved that the Board of Trustees approves the revised curriculum for 5<sup>th</sup>-8<sup>th</sup> Grade ELA, as recommended by the head of school.

Moved by Ms. Barkley

Second by Mrs. Covington

Discussion: None

Vote: Roll Call; passed unanimously

**Ratification of resignation**

**Resolution #021422-04:** Be it Resolved that the Board of Trustees ratifies the resignation of Robin Thomas, effective February 01, 2022, as accepted by the head of school.

Moved by Mrs. Smith

Second by Ms. Ebanks

Discussion: None

Vote: Roll Call; passed unanimously

**Affirmation of HIB finding**

**Resolution #021422-05:** Be it Resolved that the Board of Trustees affirms the Head of School's findings of no HIB in HIB case#2021-2022-006, the results of which were first reported to the Board of Trustees by the Head of School at the January 10, 2022, meeting. The Board of Trustees hereby directs the head of School to transmit a copy of the Board of Trustee's decision to the affected students' parents.

Moved by Mrs. Clarke-Avignant

Second by Mrs. Smith

Discussion: None

Vote: Roll Call; passed unanimously

**Affirmation of HIB finding**

**Resolution #021422-06:** Be it Resolved that the Board of Trustees affirms the Head of School's findings of HIB in HIB case#2021-2022-007, the results of which were first reported to the Board of Trustees by the Head of School at the January 10, 2022, meeting. The Board of Trustees hereby directs the head of School to transmit a copy of the Board of Trustee's decision to the affected students' parents.

Moved by Ms. Barkley

Second by Ms. Ebanks

Discussion: None

Vote: Roll Call; passed unanimously

**Affirmation of HIB finding**

**Resolution #021422-07:** Be it Resolved that the Board of Trustees affirms the Head of School's findings of no HIB in HIB case#2021-2022-008, the results of which were first reported to the Board of Trustees by the Head of School at the January 10, 2022, meeting. The Board of Trustees hereby directs the head of School to transmit a copy of the Board of Trustee's decision to the affected students' parents.

Moved by Mrs. Smith

Second by Ms. Ebanks

Discussion: None

Vote: Roll Call; passed unanimously

**Approval of short-term disability**

**Resolution #021422-08:** Be it Resolved that the Board of Trustees approves an unpaid short-term disability with benefits for Employee Number 227 effective Monday, February 7, 2022, with a projected end date of March 25, 2022, as recommended by the head of school.

Moved by Ms. Ebanks

Second by Ms. Barkley

Discussion: None

Vote: Roll Call; passed unanimously

**Approval of payment of stipend**

**Resolution #021422-09:** Be it Resolved that the Board of Trustees approves the payment of stipend of \$5,000 for the 2021-2022 school year to Detra DeNully to recognize she has taken on additional responsibilities during the school day due to a colleague's extended leave, as recommended by the head of school.

Moved by Ms. Ebanks

Second by Mrs. Smith

Discussion: None

Vote: Roll Call; passed unanimously

**Approval of payment of stipend**

**Resolution #021422-10:** Be it Resolved that the Board of Trustees approves the payment of stipend of \$7,500 for the 2021-2022 school year to Kelly Start to prepare curriculum for 8<sup>th</sup> grade History, 6-8<sup>th</sup> grade Spanish, 5<sup>th</sup> grade 21<sup>st</sup> Century, and 5-8<sup>th</sup> grade PE and Health, as recommended by the head of school.

Moved by Ms. Ebanks

Second by Mrs. Covington

Discussion: None

Vote: Roll Call; passed unanimously

**Approval of professional development**

**Resolution #021422-11:** Be it Resolved that the Board of Trustees approves the following staff to attend professional development opportunities, as recommended by the head of school:

Name	Conference/Training	Dates	Funded by:
Kelly Start	New Jersey State Bar Association, Breaking Bias, Lessons from the Amistad Part One	February 16, 2022 Virtual 9am-Noon	Free

Moved by Ms. Ebanks

Second by Mrs. Clarke-Avignant

Discussion: None

Vote: Roll Call; passed unanimously

**Approval of new hire**

**Resolution #021422-12:** Be it Resolved that the Board of Trustees approves the hiring of Jessica Bloom as Special Education Teacher, with a starting date on or about March 1, 2022, with an annualized salary of \$70,000, with salary to be prorated accordingly for the remainder of the school year, as recommended by the head of school.

Moved by Ms. Barkley

Second by Mrs. Smith

Discussion: None

Vote: Roll Call; passed unanimously

**Education Committee**

- **Committee Report**  
See attached report.

**Governance Committee**

- **Committee Report**  
See attached report.

**Approval of 2022-2023 school calendar**

**Resolution #021422-13:** Be it Resolved that the Board of Trustees approves the attached school calendar for the 2022-2023 school year, as recommended by the head of school.

Moved by Ms. Ebanks

Second by Ms. Barkley

Discussion: None

Vote: Roll Call; passed unanimously

**Approval of first reading of bylaws, policy, and regulation changes**

**Resolution #021422-14:** Be it Resolved that the Board of Trustees approves the first reading of the revisions to the following, as recommended by the Governance Committee:

- P 1140 Affirmative Action Program (M)
- P 2412 Home Instruction Due to Health Condition (M)
- R 2412 Home Instruction Due to Health Condition (M)
- R 2414 Programs and Services for Students in High Poverty and High Needs Schools (M)
- R 2423 Bilingual and ESL Education (M)
- P 2430 Co-Curricular Activities (M)
- P 2431.4 Prevention and Treatment of Sports- Related Concussion and Head Injuries
- P 2460 Special Education (M)
- R 2460.1 Special Education – Location, Identification, and Referral
- P 2560 Live Animals in School
- P 5111 Admissions (M)
- P 5120 Assignment of Students (M)
- R 5310 Health Services (M)
- P 5339 Screening for Dyslexia (M)
- R 5550 Disaffected Students (M)
- R 5550 Disaffected Students (M)
- P 5560 Disruptive Students (M)
- P 5610 Suspension (M)
- P 5620 Expulsion (M)
- P 8140 Student Enrollment (M)

R 8140 Student Enrollment (M)

P 8601 Student Supervision After School Dismissal (M)

Moved by Ms. Barkley

Second by Mrs. Clarke-Avignant

Discussion: None

Vote: Roll Call; passed unanimously

### **Finance Committee**

- **Committee Report**

See attached report.

### **Approval of financial reports**

**Resolution #021422-15:** Be it Resolved that the Board of Trustees accepts and approves the Board Secretary Report and the Treasurer's Report for the month ending January 31, 2022, as recommended by the school business administrator.

Moved by Ms. Ebanks

Second by Ms. Barkley

Discussion: None

Vote: Roll Call; passed unanimously

### **Approval of bills for payment**

**Resolution #021422-16:** Be it Resolved that the Board of Trustees approves for payment the bills for goods and services provided to Link Community Charter School as listed in the attached Bill List, as recommended by the school business administrator.

Moved by Ms. Ebanks

Second by Mrs. Clarke-Avignant

Discussion: None

Vote: Roll Call; passed unanimously

### **Approval of SEMI waiver**

**Resolution #021422-17:** Be it Resolved that the Board of Trustees approves the Waiver of Requirements: Special Education Medicaid Initiative (SEMI) Program for the 2021-2022 school year, as recommended by the school business administrator.

**Whereas**, N.j.a.c.6a:23a-5.3 provides that a school district may request a waiver of compliance with respect to the districts' participation in the Special Education Medicaid Initiative (SEMI) Program for the 2021-2022, and

**Whereas**, the Link Community Charter School Board of Trustees desires to apply for the waiver due to the fact that it projects having fewer than 40 Medicaid eligible classified students.

**NOW THEREFORE BE IT RESOLVED THAT THE LINK COMMUNITY CHARTER SCHOOL BOARD OF TRUSTEES HEREBY AUTHORIZE THE HEAD OF SCHOOLS AND/OR BUSINESS ADMINISTRATOR TO SUBMIT TO THE EXECUTIVE COUNTY SUPERINTENDENT OF SCHOOLS IN THE COUNTY OF ESSEX AN APPROPRIATE WAIVER OF THE REQUIREMENTS OF N.J.A.C.6A:23A-5.3 FOR THE 2021-2022 SCHOOL YEAR.**

Moved by Mrs. Smith

Second by Ms. Ebanks

Discussion: None

Vote: Roll Call; passed unanimously

**Approval of budget transfer**

**Resolution #021422-18:** Be it Resolved that the Board of Trustees approves the attached budget transfer, as recommended by the school business administrator.

Moved by Ms. Barkley

Second by Ms. Ebanks

Discussion: None

Vote: Roll Call; passed unanimously

**OLD BUSINESS**

None.

**EXECUTIVE SESSION**

**WHEREAS, the LCCS Board of Trustees from time to time must convene into Executive Session to discuss confidential matters including but not limited to personnel issues, legal matters, and/or student issues.**

**WHEREAS, the LCCS Board of trustees has on its agenda for the meeting being held on February 14, 2022, issues on legal matters, which must be discussed in a confidential closed session.**

**NOW THEREFORE BE IT RESOLVED, the Board shall move into Executive Session to discuss the above-mentioned matters.**

**BE IT FURTHER RESOLVED, that the minutes of the executive session will provide as much information as possible without violating any applicable privilege or confidentiality so that the public can understand what was discussed and when available what the Board decision was.**

**BE IT FURTHER RESOLVED, that the minutes of the executive session will be released to the public in an appropriately redacted form within a reasonable period of time.**

**BE IT FURTHER RESOLVED, that the redacted portion of the executive session minutes will not be released until such time as the privilege or confidentiality is no longer applicable.**

Moved by Ms. Ebanks

Seconded by Ms. Barkley

Discussion: None

Vote: Roll Call; passed unanimously

The board moved to Executive Session at 8:28pm.

The board returned to the regular meeting at 9:24pm.

**NEW BUSINESS**

None

**ANNOUNCEMENTS**

The next regular board meeting will be held virtually and in person on Monday, March 14th, 2022.

**MOTION TO ADJOURN**

Moved by Ms. Ebanks

Second by Mrs. Smith

Vote: Voice; passed unanimously

The meeting was adjourned at 9:25pm.

These minutes represent a record of actions taken by the Board of Trustees during the meeting and a summary of the discussions that took place. The minutes are not intended to be, nor are they, a verbatim record of the discussion on a particular item.

Respectfully Submitted,

A handwritten signature in black ink, appearing to read "Debra Paczkowski", with a long horizontal flourish extending to the right.

Debra Paczkowski, Board Recording Secretary

Date: February 14, 2022

Approved by the Link Community Charter School Board of Trustee: March 14, 2022

# Advancing Curriculum & Instruction at LCCS

ELA Department Presentation  
Dr. Kenneth Kunz  
Reading Specialist

February 14, 2022  
Board Presentation



# Academic Plan at a Glance

- Transition to the Understanding by Design (UBD) Model for Curriculum Mapping, Sequencing, and Reporting
- Ensure curriculum is updated to reflect the latest NJ regulations/legislation (eg. dyslexia, representation of LGBTQ, disabilities, neurodiversity, diversity mandate 2021, financial literacy, climate change/global warming)
- Tie curriculum maps to professional development plan
- Engage teacher leaders in UBD
- Utilize the Chalk Platform for Curriculum; future planning

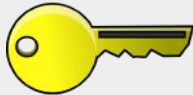


# Timeline

- Spring 2021-Warehousing Software selected for curriculum, K-8
- June 2021-Link Staff Trained around the UBD Framework and Chalk Platform
- Summer 2021-Curriculum Writing & Review
- Fall 2021-Implementation
- Spring 2022-Reflect & Refine



**Key Consideration:** Curriculum development is an ongoing process guided by student achievement, federal/state/local mandates, and reflecting on ever-changing best practices.



# UBD Framework

Link's Template:

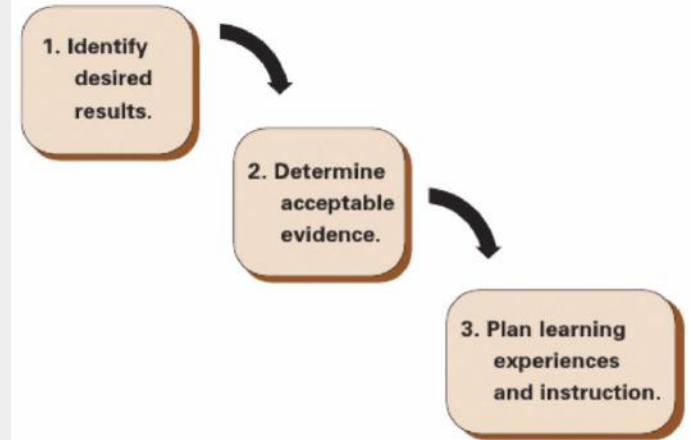
<https://docs.google.com/document/d/1yzupfB3CrSUjmVT0pWWUdQOvBaU1f4xFHWNhvDZzox8/edit?usp=sharing>

Stage 1: Desired Results

Stage 2:

Figure 1.1

UbD: Stages of Backward Design



# ELA Units: Grade 5

- 5th GR TCRWP (Reading Workshop)
  - Interpretation Book Clubs
  - Tackling Complexity: Moving Up Levels of Nonfiction
  - Fantasy Book Clubs
  - Argument & Advocacy: Researching Debatable Issues
- 5th GR TCRWP (Writing Workshop)
  - Personal Narratives
  - Informational Essays
  - Literary Essays
  - Research-Based Argument Essays

# ELA Units: Grade 6

- 6th GR TCRWP (Reading Workshop)
  - A Deep Study of Character
  - Social Issues Book Clubs
  - Tapping the Power of Nonfiction
  - Working with Evidence: Rules to Live By
- 6th GR TCRWP (Writing Workshop)
  - Personal Narratives
  - The Literary Essay: From Character to Compare/Contrast
  - Research-Based Information Writing
  - Building Evidence-Based Arguments: Energy Crossroads

# ELA Units: Grades 7 & 8



- 7th GR EngageNY

- The Lightning Thief
- A Long Walk to Water
- Lyddie
- Dystopian Short Stories

- 8th GR EngageNY

- Leadership/Summer Reading
- The Outsiders
- The Omnivore's Dilemma
- To Kill a Mockingbird
- A Raisin in the Sun (Under Construction)

# Refining Curriculum for Quality



Prepared by Dr. Kenneth Kunz,  
Literacy Coach

## Curriculum Tags for Chalk

**DEI**-Diversity, Equity, and Inclusion

**Strategies for Differentiation & Accelerating Learning**

**ELLs**-English Language Learners

**G&T**-Gifted and Talented

**EXC**-Special Education/Exceptional Learners

**Career Readiness, Life Literacies, & Key Skills**

**CL**-Computer Literacy

**Genocide & Holocaust** (if applicable)

## Recent NJ Legislation

Instruction shall highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance. Instruction shall examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole and encourage safe, welcoming, and inclusive environments for all student regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

Spring 2022: Legislation has now added AAPI integration of resources

**Head of School Report  
February 14, 2021**

**Link Enrollment:**

<b>Grade Level</b>	<b>Approved Enrollment</b>	<b>21/22 Enrolled &amp; Attending</b>	<b>Enrollment in process</b>	<b>22/23 Enrollment Update</b>
<b>K</b>	<b>50</b>	<b>26</b>	<b>2</b>	<b>31 new</b>
<b>1</b>	<b>50</b>	<b>0</b>	<b>0</b>	<b>5 new</b>
<b>5</b>	<b>50</b>	<b>53</b>	<b>0</b>	<b>55 new</b>
<b>6</b>	<b>80</b>	<b>82</b>	<b>0</b>	<b>22 new + 1 on waitlist</b>
<b>7</b>	<b>80</b>	<b>82</b>	<b>0</b>	<b>8 new + 11 waitlist</b>
<b>8</b>	<b>80</b>	<b>79</b>	<b>0</b>	<b>2 new + 43 waitlist</b>
<b>Total</b>	<b>340 (100 K-5 span) (240 6-8 span)</b>	<b>322 (79 K-5 span) (243 6-8 span)</b>		

**Staffing:**

- The Hiring Advisory Committee and the Principal are working closely on recruitment and hiring. We are concerned about having a strong candidate pool this year but are working hard.
- With a new Operations Manager on board, we are tackling school systems and planning for student enrollment.

**Student Recruitment:**

- A postcard went out in end of January and social media campaign has been up for a week to drive current Kindergarten enrollment.
- Postcards, campaigns, bus signs, billboards all being planned to drive Kindergarten and grade 5 enrollment for 2022-23.

**COVID Update:**

- Testing in place on Mondays and Tuesdays so that all who have provided consent receive a test once per week.
- Looking to keep masks in place until one week after Spring Break and to reassess after receiving test results that week; communications going out soon to staff and to families.
- Barriers to stay in place until the end of the school year.
- Working to schedule a vaccination clinic with the Newark Board of Health.

**Planning for 2022-23 Enrollment/Registration**

Working on updating online process for registration.



# 5th Grade ELA Reading

## Link Community Charter School

### UNITS (4/4 SELECTED)

- ☒ Unit 1: Interpretation Book Clubs: Analyzing Themes
- ☒ Unit 2: Tackling Complexity: Moving up Levels of Nonfiction
- ☒ Unit 3: Fantasy Book Clubs - The Magic of Themes and Symbols
- ☒ Unit 4: Argument and Advocacy: Researching Debatable Issues

### SUGGESTED DURATION

*35 lessons*

*35 lessons*

*35 lessons*

*25 lessons*

## Unit 1: Interpretation Book Clubs: Analyzing Themes

5th Grade ELA Reading - Last Updated on February 8, 2022

### STANDARDS ADDRESSED

#### New Jersey (NJSLA) - Grade 5 - English Language Arts ELA (2020)

##### NJSLA.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.

##### NJSLA.R2

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

##### NJSLA.R3

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

##### NJSLA.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.

##### NJSLA.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.

##### NJSLA.R6

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

##### NJSLA.R7

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

##### NJSLA.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.

##### NJSLA.R10

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

##### RL.5.1

## Unit 1: Interpretation Book Clubs: Analyzing Themes

5th Grade ELA Reading - Last Updated on February 8, 2022

Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

RL.5.2

Determine the key details in a story, drama or poem to identify the theme and to summarize the text.

RL.5.3

Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

RL.5.4

Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

RL.5.5

Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

RL.5.6

Describe how a narrator's or speaker's point of view influences how events are described.

RL.5.7

Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

RL.5.9

Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

RL.5.10

By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.

W.5.1

Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

W.5.2

## Unit 1: Interpretation Book Clubs: Analyzing Themes

5th Grade ELA Reading - Last Updated on February 8, 2022

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

### W.5.3

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

### W.5.4

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

### W.5.5

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

### W.5.9

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

### W.5.9.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]).

### W.5.10

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.

### RF.5.3

Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

### RF.5.3.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.

### RF.5.4

Read with sufficient accuracy and fluency to support comprehension.

### RF.5.4.a

## Unit 1: Interpretation Book Clubs: Analyzing Themes

5th Grade ELA Reading - Last Updated on February 8, 2022

Read grade-level text with purpose and understanding.
RF.5.4.b
Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
RF.5.4.c
Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
SL.5.1
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.
SL.5.1.a
Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
SL.5.1.b
Follow agreed-upon rules for discussions and carry out assigned roles.
SL.5.1.c
Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
SL.5.1.d
Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
SL.5.2
Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
SL.5.3
Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
SL.5.4
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.

## Unit 1: Interpretation Book Clubs: Analyzing Themes

5th Grade ELA Reading - Last Updated on February 8, 2022

SL.5.6

Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

**New Jersey Core Curriculum - Grades 5-8 - 21st Century Life and Careers**

9.2.8.B.3

Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

**New Jersey (NJSLS) - Grades 3-5 - Computer Science and Design Thinking (2020)**

8.1.5.DA.3:

Organize and present collected data visually to communicate insights gained from different views of the data.

8.2.5.ED.3:

Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task.

## Unit 1: Interpretation Book Clubs: Analyzing Themes

5th Grade ELA Reading - Last Updated on February 8, 2022

### DESIRED RESULTS

Established Goals
Students will to learn is to be in charge of their own learning by setting and tracking personal reading goals in the first bend. In the second and third bends, students will learn that just as writing makes a person more awake to his or her life, so, too, writing makes a reader more awake to his or her text. They will learn that readers who write can see more in a text- they notice more and they make more of what they see. This bend quickly turns to the work of interpretation, where students learn how to read with interpretive lenses. Finally, students will learn to read analytically, noticing the way different authors develop the same theme differently. They will also do some important compare-and-contrast work on several texts that develop a similar theme, too.

Transfer
Students will be able to independently use their learning to read fiction texts and identify setting, character traits, conflict within the text, solutions, and themes. Students will be able to articulate their thoughts about a text in both written and oral forms.

Meaning	
Big Ideas & Understandings	Essential Questions
Students will understand that... <ul style="list-style-type: none"><li>• Readers build theories and gather evidence about characters.</li><li>• Readers use inferences to build interpretations about texts.</li><li>• Readers read across books looking at similarities and differences in characters and grow bigger theories about them.</li><li>• Readers can use many strategies to help them better comprehend what they are reading.</li><li>• Writing about reading raises the level of integration with texts.</li></ul>	Students will keep considering... <ul style="list-style-type: none"><li>• How do readers get to know characters at a deeper level?</li><li>• How do readers grow ideas about characters?</li><li>• How does writing about reading deepen my understanding and construct meaning of the text?</li><li>• How do readers sharpen their reading and thinking skills?</li><li>• How do readers think and write analytically?</li><li>• How does talking and building ideas with peers change the way we read texts?</li></ul>

## Unit 1: Interpretation Book Clubs: Analyzing Themes

5th Grade ELA Reading - Last Updated on February 8, 2022

Meaning	
<ul style="list-style-type: none"><li>• Readers think and write analytically by ranking, sorting, selecting, combining, and categorizing.</li><li>• By studying the skills and strategies of interpretation while reading, writing, and talking about literature, readers will explore texts in book clubs.</li><li>• Readers back up their ideas with support and evidence from the text.</li><li>• Reading interpretively involves linking ideas and building larger theories.</li><li>• Readers identify universal themes that thread through their books. These themes morph and change along with the plotline, allowing for new ideas and new interpretations to emerge.</li></ul>	<ul style="list-style-type: none"><li>• How do readers consider and generate themes from texts?</li><li>• How do authors handle texts with a similar theme in different ways?</li><li>• What craft moves can an author employ to have an effect on the text?</li></ul>

Acquisition	
Knowledge	Skills
<p>Students will know...</p> <ul style="list-style-type: none"><li>• to identify and analyze character traits</li><li>• to identify social issues</li><li>• to identify and determine themes</li><li>• to cite evidence to support thinking</li><li>• Partner Discussion/Partner Work</li></ul>	<p><b>Students will write well about reading.</b></p> <p><b>To write well about reading, students will...</b></p> <ul style="list-style-type: none"><li>• Read knowing they will write, thereby seeing more.</li><li>• Read upcoming texts with ideas they wrote about in mind.</li><li>• Aim to notice more elements of the story.</li><li>• Push themselves to grow new ideas.</li><li>• Use their own thinking and explore their voices.</li><li>• Revise their writing.</li></ul> <p><b>Students will draw on all they know to read well and interpret texts.</b></p> <p><b>To read well and interpret texts, students will...</b></p>



## Unit 1: Interpretation Book Clubs: Analyzing Themes

5th Grade ELA Reading - Last Updated on February 8, 2022

### Acquisition

- Read alertly and see details as meaningful.
- Uncover life lessons or messages by naming a big problem or challenge the main character faces.
- Look for a moment when something related to that problem shifts.
- Be Open to seeing the text through other readers' eyes.
- Connect ideas to form bigger theories.
- Read on using interpretation as a lens.

#### **Students will Deepen Interpretation.**

**To deepen interpretation, students will...**

- Compare and contrast the way a theme develops across a text.
- Study setting, character and key details to develop themes across a text.
- Revise interpretation to make them more more nuanced and precise.
- Compare how different characters connect to a common theme.
- Revise their theme statements to include all perspectives.
- Consider the choices the author could have made and the ones they did make.
- Study an author's goals and techniques.

## Unit 1: Interpretation Book Clubs: Analyzing Themes

5th Grade ELA Reading - Last Updated on February 8, 2022

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

### Assessments

Evaluation Criteria	Assessment Evidence
<p>Rubrics/Checklists:</p> <p><a href="#">Narrative Reading Student Rubric</a></p> <p><a href="#">Narrative Reading Learning Progression</a></p>	<p>Performance Task(s):</p> <ul style="list-style-type: none"><li>◦ Mid Assessments</li><li>◦ Post Assessments</li><li>◦ Completed Classwork</li><li>◦ Exit Tickets</li><li>◦ Bend Quizzes</li></ul>
	<p>Other Evidence:</p> <ul style="list-style-type: none"><li>• <a href="#">Literably</a> Assessments</li><li>• Small Group Instruction</li><li>• Reading Conferences</li><li>• Reader's Notebook</li><li>• Writing about Reading</li><li>• Post-it Notes/Annotations</li><li>• Observations</li><li>• Partner Talk</li></ul>

# Unit 1: Interpretation Book Clubs: Analyzing Themes

5th Grade ELA Reading - Last Updated on February 8, 2022

## LEARNING PLAN

### Summary of Key Learning Events and Instruction:

#### **Bend I: Writing about Reading with Voice and Investment**

Day 1: Teach students that they can have a growth spurt as readers if they work with resolve toward ambitious, specific goals to become strong readers

Day 2: Guide students through an inquiry to explore and establish what it means to write well about reading

Day 3: Teach children that readers who write about their reading are extra alert, seeing more in their books

Day 4: Teach students that once readers find an idea worth developing, they revisit the text with that idea as a lens, rereading particular passages that inform the idea, mining them for new insights

Day 5: Teach students to consider the perspective a story is being told from and the effect the narrator's voice has on the way the story is being told

Day 6: Teach children that to think analytically, a person often thinks about how a subject or text is structured and divides sections into parts, then selects, ranks, and compares. This kind of analytical thinking often yields new insight.

Day 7: Remind children that when people aim to improve their writing about reading, they revise their work, relying on examples of what constitutes powerful writing about reading

#### **Bend II: Raising the Level of Writing and Talking about Literature**

Day 8: Remind students that as readers sharpen their reading and thinking skills, they are able to see more significance in a text and to trust that they notice things for a reason

Day 9: Teach students that to think thematically, readers sometimes name the problem that a character faces, and then think about the lessons the character may learn or what the author may want readers to know

Day 10: Teach students that when people read with others, they end up seeing more than they would have seen on their own

Day 11: Teach students that readers link ideas together to build larger theories or interpretations, aiming to uncover a larger truth or lesson

Day 12: Remind students that readers wear their interpretations like a pair of glasses, reading on in the text with their ideas in mind, gathering evidence and deepening their theories

Day 13: Teach students that readers can debate differing viewpoints on a provocative question about a book they have both read. In a debate, each reader supports his or her side with evidence to persuade the other person

Day 14: Guide students through an inquiry to explore how an effective book club elevates the level of its reading, thinking, and conversations about books

#### **Bend III: Thematic Text Sets: Turning Texts Inside Out**

Day 15: Teach students that sophisticated readers consider universal themes as they read, comparing and

## Unit 1: Interpretation Book Clubs: Analyzing Themes

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contrasting those themes across different texts

Day 16: Teach students that when readers think that texts seem to support the same theme, they often look again and may find the texts actually convey slightly different messages

Day 17: Teach students that one way readers think about a theme in more complex ways is to consider how different characters connect to and represent that theme, and also how some characters may work against a theme

Day 18: Teach students that readers think about the choices that authors make (and the ones they don't) as a way to come to new insights about texts

Day 19: Teach students that one way readers analyze a literary text is to study the author's goals and how he or she achieves them in specific parts of the text

Day 20: invite students to participate in a literary salon as a fun way to show off their new, sophisticated thoughts about literature

### SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

[ELA Opportunities for Differentiated Instruction](#)

## Unit 2: Tackling Complexity: Moving up Levels of Nonfiction

5th Grade ELA Reading - Last Updated on February 8, 2022

### STANDARDS ADDRESSED

#### New Jersey (NJSL) - Grade 5 - English Language Arts ELA (2020)

##### RI.5.1

Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

##### RI.5.2

Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

##### RI.5.3

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.

##### RI.5.4

Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

##### RI.5.5

Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

##### RI.5.6

Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

##### RI.5.7

Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

##### RI.5.8

Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

##### RI.5.9

Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.

## Unit 2: Tackling Complexity: Moving up Levels of Nonfiction

5th Grade ELA Reading - Last Updated on February 8, 2022

### RI.5.10

By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

### 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.

### 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.

### 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.

## Unit 2: Tackling Complexity: Moving up Levels of Nonfiction

5th Grade ELA Reading - Last Updated on February 8, 2022

### NJSLSA.R10

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

### SL.5.1

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.

### SL.5.1.a

Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.

### SL.5.1.b

Follow agreed-upon rules for discussions and carry out assigned roles.

### SL.5.1.c

Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

### SL.5.1.d

Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

### SL.5.2

Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

### SL.5.3

Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

### SL.5.4

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.

### SL.5.5

Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

## Unit 2: Tackling Complexity: Moving up Levels of Nonfiction

5th Grade ELA Reading - Last Updated on February 8, 2022

### SL.5.6

Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

### L.5.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

#### L.5.1.a

Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

#### L.5.1.b

Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.

#### L.5.1.c

Use verb tense to convey various times, sequences, states, and conditions.

#### L.5.1.d

Recognize and correct inappropriate shifts in verb tense.

#### L.5.1.e

Use correlative conjunctions (e.g., either/or, neither/nor).

### L.5.2

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

#### L.5.2.a

Use punctuation to separate items in a series.

#### L.5.2.b

Use a comma to separate an introductory element from the rest of the sentence.

#### L.5.2.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?).

#### L.5.2.d



## Unit 2: Tackling Complexity: Moving up Levels of Nonfiction

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Use underlining, quotation marks, or italics to indicate titles of works.

L.5.2.e

Spell grade-appropriate words correctly, consulting references as needed.

L.5.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.5.4

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.

L.5.4.a

Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

L.5.4.b

Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).

L.5.4.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.

L.5.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.5.5.a

Interpret figurative language, including similes and metaphors, in context.

L.5.5.b

Recognize and explain the meaning of common idioms, adages, and proverbs.

L.5.5.c

Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

L.5.6

## Unit 2: Tackling Complexity: Moving up Levels of Nonfiction

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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).

### **New Jersey Core Curriculum - Grades 5-8 - 21st Century Life and Careers**

#### **9.2.8.B.3**

Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

### **New Jersey (NJSLS) - Grades 3-5 - Computer Science and Design Thinking (2020)**

#### **8.2.5.ED.3:**

Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task.

#### **8.1.5.DA.3:**

Organize and present collected data visually to communicate insights gained from different views of the data.

## Unit 2: Tackling Complexity: Moving up Levels of Nonfiction

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### DESIRED RESULTS

Established Goals
Across the unit, students will study ways in which their texts are becoming more complex, and they will realize that the reading strategies they used to rely on are insufficient for these new challenges. At the same time, this unit supports students in building independent nonfiction reading lives outside of school. Students will see that readers turn to complex nonfiction because those texts give them access to the knowledge they seek and open doors of opportunity. Across Bend I, students inquire into the ways complex nonfiction gets hard and develop skills and strategies to tackle those difficulties. In Bend II, students will have an opportunity to take on independent inquiry projects studying the topic they most want to learn about. Students will transfer everything they've learned about making meaning from complex texts to texts on their inquiry topic. This work will help students to synthesize across texts and critically analyze author's craft.

Transfer
Students will be able to independently use their learning to...
Think through topics that an author covers in the text, identify what the author is teaching them about the topic as well as the author's point of view on the topic.

Meaning	
Big Ideas & Understandings	Essential Questions
Students will understand that... <ul style="list-style-type: none"><li>• Readers read to gather information about a topic.</li><li>• Readers synthesize information and determine important details as they read.</li><li>• Readers build theories about what the text is telling and suggesting.</li><li>• Readers critique texts with an analytical lens</li><li>• Readers read across several texts about one topic to gain information.</li><li>• Readers read from various non-fiction text formats paying attention to the text structure.</li><li>• Readers read thoughtfully in order to write</li></ul>	Students will keep considering... <ul style="list-style-type: none"><li>• How can I read various high-interest nonfiction texts, reading to learn all that I can, and to read faster, smoother, with absorption—while also learning from the texts?</li><li>• How can I understand what I read, aware not just of the content but also of the structure and reasons why that structure is a good one for carrying the content?</li><li>• How can I build theories about what the text says, noting not just what it actually says, but also what it suggests?</li></ul>

## Unit 2: Tackling Complexity: Moving up Levels of Nonfiction

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Meaning	
well about reading.	

Knowledge	Skills
<p>Students will know...</p> <ul style="list-style-type: none"><li>• Informational Text Structure</li><li>• Informational Text Features</li><li>• How to summarize texts</li><li>• How to cite evidence to support thinking</li><li>• Partner Discussion/Partner Work</li></ul>	<p>Students will be skilled at...</p> <ul style="list-style-type: none"><li>• Summarizing as big ideas and supporting details</li><li>• Explaining what information visuals offer to the text</li><li>• Identifying multiple main ideas in the text and best supporting details for each</li><li>• Adding in headings by annotating</li><li>• Determining the importance of information in expository nonfiction.</li><li>• Read from various nonfiction text structures and identify them.</li><li>• Read contrasting texts to determine how each author's perspective and point-of-view impacts the text.</li><li>• Identify craft moves authors made as well as the effects of those choices.</li><li>• Apply knowledge about Nonfiction Reading to inquire more deeply about a topic of their choosing.</li></ul>

## Unit 2: Tackling Complexity: Moving up Levels of Nonfiction

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ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

### Assessments

Evaluation Criteria	Assessment Evidence
Rubrics/Checklists: <a href="#">Informational Reading Student Rubric</a> <a href="#">Informational Reading Learning Progression</a>	Performance Task(s): <ul style="list-style-type: none"><li>• Mid Unit Assessment</li><li>• Post Unit Assessments</li><li>• Completed Classwork</li><li>• Exit Tickets</li><li>• Bend Quizzes</li></ul>
	Other Evidence: <ul style="list-style-type: none"><li>• Literably Assessments</li><li>• Small Group Instruction</li><li>• Reading Conferences</li><li>• Reader's Notebook</li><li>• Writing about Reading</li><li>• Post-it Notes/Annotations</li><li>• Observations</li><li>• Partner Talk</li></ul>

## Unit 2: Tackling Complexity: Moving up Levels of Nonfiction

5th Grade ELA Reading - Last Updated on February 8, 2022

### LEARNING PLAN

#### Summary of Key Learning Events and Instruction:

##### Bend I: Working with Text Complexity

#### Session 1: The More You Know, the More You See

- Teaching Point: Today I want to teach you that readers don't see with their eyes alone, but with their minds. Reading any text well requires you to approach that text, knowing things that are apt to be important. That knowledge comes from knowing about the genre.

#### Session 2: Orienting to More Complex Texts

- Teaching Point: Readers, today I want to teach you that when readers orient themselves to complex nonfiction texts, they use text features and their knowledge of the topic to help. But as you begin reading, you also need to live in the gray area for a while, to tolerate confusion, knowing the focus of the text may be revealed slowly.

#### Session 3: Uncovering What Makes a Main Idea Complex

- Teaching Point: (Inquiry) Today, let's explore one way nonfiction texts get complex: main idea. Pose the question, "In what ways does main idea become more complex?"

#### Session 4: Strategies for Determining Implicit Main Ideas

- Teaching Point: Readers, today I want to teach you that once readers know how a nonfiction text is complex when it comes to main ideas, they can develop and draw on a toolkit of strategies to support them in determining the main ideas.

#### Session 5: Using Context to Determine the Meaning of Vocabulary in Complex Texts

- Teaching Point: (Inquiry) Readers, today I want to teach you that as nonfiction texts become more complex, the vocabulary the author uses becomes hard and technical, and the clues that help readers figure out what the words mean are often hidden. When this happens, you have to search for clues all around the word to determine what it might mean.

#### Session 6: Inquiry into Using Morphology of Words to Tackle Tricky Vocabulary

- Teaching Point: (Inquiry) Readers, today I want to start with a question, "How often does it really pay off to push ourselves to look inside words when they are tricky?"

#### Session 7: Complex thinking about Structure: From Sentence Level to Text Level

- Teaching Point: Today I want to teach you that as texts get more complex, readers must study and consider the structure of those texts, noticing the overall structure and how chunks of texts are built.

#### Session 8: Rising to the Challenges of Nonfiction

- Teaching Point: Today, I want to teach you that as nonfiction readers monitor their own comprehension, they

## Unit 2: Tackling Complexity: Moving up Levels of Nonfiction

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notice when they're confused or feeling stuck, and they turn to tools and strategies for help. (Show complexity cards- see online resources)

### Session 9: Summarizing as Texts Get Harder

- Teaching Point: Today, I want to teach you that when readers summarize complex nonfiction texts, they craft short versions of a text. These summaries tend to include the author's main ideas, how those main ideas relate to each other, and the key supportive details.

## Bend II: Applying Knowledge About Nonfiction Reading to Inquiry Projects

### Session 10: Learning from Sources

- Teaching Point: (Inquiry) Today I want to start by asking you a question. "How is the work we do as researchers of our topics (and of our world) similar to and different from the reading work we do in books?"

### Session 11: Learning from Primary Research

- Teaching Point: Today I want to teach you one reason researchers do primary research is to learn as much as they can about their topic.

### Session 12: Coming to Texts as Experts

- Teaching Point: Today I want to teach you that readers come to texts differently once they have some expertise on their topic. You read differently, and see more, because you have this knowledge in mind.

### Session 13: Writing about Reading in Nonfiction

- Teaching Point: Today I want to teach you that informational readers write to understand what they are learning as they read. Specifically, you can angle your writing so that it better explains the information.

### Session 14: Lifting the Level of Questions (Using DOK) to Drive Research Forward ●

- Teaching Point: Today I want to introduce you to a new tool that you can use to analyze questioning and invite you to use this tool to strengthen your research.

### Session 15: Synthesizing across Subtopics

- Teaching Point: Readers, today I want to teach you that as researchers investigate a topic, they often encounter multiple subtopics hidden inside their topic and ask, "How do these parts fit together? Why is this part important?"

### Session 16: Writing about Reading: From Big Ideas to Specifics

- Teaching Point: Today I want to teach you that as readers craft powerful writing about reading, they constantly move from big to small. You might start with a big idea- your own or one of the author's- and then you support that idea with the specifics from the text.

### Session 17: Comparing and Contrasting What Authors Say (and How They Say It)



## Unit 2: Tackling Complexity: Moving up Levels of Nonfiction

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- Teaching Point: Today I want to remind you that after researchers have read a few sources on a topic, they compare and contrast those texts, noticing how they portray their topics in similar ways and how they are different.

### Session 18: Critically Reading Our Texts, Our Topics, and Our Lives

- Teaching Point: Readers, I want to teach you today that readers don't just think about the information in a text, they figure out the author's perspective.

### Session 19: Living Differently Because of Research

- Teaching Point: Today I want to teach you that when readers study a topic deeply, they allow the research they do to change the way they think about their topic.

#### SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

[ELA Opportunities for Differentiated Instruction](#)



## Unit 3: Fantasy Book Clubs - The Magic of Themes and Symbols

5th Grade ELA Reading - Last Updated on February 8, 2022

### STANDARDS ADDRESSED

#### New Jersey (NJSL) - Grade 5 - English Language Arts ELA (2020)

##### W.5.5

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

##### W.5.6

With some guidance and support from adults and peers, 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 two pages in a single sitting.

##### W.5.7

Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.

##### W.5.8

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.

##### W.5.9

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

##### W.5.9.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]).

##### RF.5.3

Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

##### RF.5.3.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.

##### RF.5.4

Read with sufficient accuracy and fluency to support comprehension.

##### RF.5.4.a

### Unit 3: Fantasy Book Clubs - The Magic of Themes and Symbols

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Read grade-level text with purpose and understanding.

RF.5.4.b

Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.

RF.5.4.c

Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

RL.5.1

Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

RL.5.2

Determine the key details in a story, drama or poem to identify the theme and to summarize the text.

RL.5.3

Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

RL.5.4

Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

RL.5.5

Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

RL.5.6

Describe how a narrator's or speaker's point of view influences how events are described.

RL.5.7

Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

RL.5.9

Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the

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quest) in stories, myths, and traditional literature from different cultures.

### RL.5.10

By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.

### RI.5.1

Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

### RI.5.2

Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

### RI.5.3

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.

### SL.5.1

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.

### SL.5.2

Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

### SL.5.3

Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

### SL.5.4

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.

### SL.5.5

Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

### SL.5.6

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Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

SL.5.1.d

Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

SL.5.1.c

Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

SL.5.1.b

Follow agreed-upon rules for discussions and carry out assigned roles.

SL.5.1.a

Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.

L.5.6

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).

L.5.5.c

Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

L.5.5.b

Recognize and explain the meaning of common idioms, adages, and proverbs.

L.5.5.a

Interpret figurative language, including similes and metaphors, in context.

L.5.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.5.4.c

Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the

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pronunciation and determine or clarify the precise meaning of key words and phrases.

L.5.4.b

Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).

L.5.4.a

Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

L.5.4

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.

L.5.3.b

Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

L.5.3.a

Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

L.5.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.5.2.d

Use underlining, quotation marks, or italics to indicate titles of works.

L.5.2.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?).

L.5.2.b

Use a comma to separate an introductory element from the rest of the sentence.

L.5.2.a

Use punctuation to separate items in a series.

L.5.2

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

L.5.1.e

Use correlative conjunctions (e.g., either/or, neither/nor).

L.5.1.d

Recognize and correct inappropriate shifts in verb tense.

L.5.1.c

Use verb tense to convey various times, sequences, states, and conditions.

L.5.1.b

Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.

L.5.1.a

Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

### **New Jersey Core Curriculum - Grades 5-8 - 21st Century Life and Careers**

9.2.8.B.3

Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

### **New Jersey (NJSLS) - Grades 3-5 - Computer Science and Design Thinking (2020)**

8.1.5.DA.3:

Organize and present collected data visually to communicate insights gained from different views of the data.

8.2.5.ED.3:

Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task.

## Unit 3: Fantasy Book Clubs - The Magic of Themes and Symbols

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### DESIRED RESULTS

Established Goals
This unit aims to capture students' passion for fantasy reading as a means of increasing their facility with complex texts and interpretation. Students will learn to pay close attention as they read, assuming that details do matter. They will be reading across novels, noticing patterns, archetypes, and themes.

Transfer
Students will be able to independently use their learning to read complex texts, developing skills of synthesis and interpretation. Students will also notice and identify patterns across texts.

Meaning	
Big Ideas & Understandings	Essential Questions
<p>Students will understand that...</p> <ul style="list-style-type: none"><li>• Using strategies and creating goals will help them to make sense of complex texts.</li><li>• Fantasy readers envision the story in their mind, creating the world the author is trying to portray.</li><li>• Fantasy readers develop thematic understandings of texts, knowing that it is much more than dwarfs and elves.</li><li>• There are many fantasy archetypes, quest structures, and thematic patterns.</li></ul>	<p>Students will keep considering...</p> <ul style="list-style-type: none"><li>• How can I tackle the demanding and complex genre of fantasy reading? What will my strategies and goals be that help me to make sense of multiple plot lines, layered characters, complex themes?</li><li>• What strategies can I use to hold onto the storyline when the plot gets tangled and the main characters seem confusing? What strategies can I use when the setting is unfamiliar and hard to envision?</li><li>• How can I use all I have learned about how authors develop themes to study the way authors approach common themes in fantasy?</li><li>• How can I deepen my thoughts about fantasy stories by thinking about the choices the authors have made—especially thinking about symbolism, allusion and craft?</li></ul>

## Unit 3: Fantasy Book Clubs - The Magic of Themes and Symbols

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Acquisition	
Knowledge	Skills
<p>Students will know...</p> <ul style="list-style-type: none"> <li>to identify and analyze character traits</li> <li>to identify and analyze archetypes</li> <li>to identify and analyze character relationships</li> <li>to identify social issues</li> <li>to identify and determine themes</li> <li>to cite evidence to support thinking</li> <li>Partner Discussion/Partner Work</li> </ul>	<p>Students will...</p> <ul style="list-style-type: none"> <li>envision the story in their mind, creating the world the author is trying to portray.</li> <li>research the setting</li> <li>keep track of multiple plotlines and consider how plotlines vary across stories</li> <li>suspend judgement about characters and places</li> <li>pay attention to how cultures are portrayed in stories</li> <li>analyze a story by being alert to lenses such as stereotypes and gender norms</li> <li>use their knowledge of archetypes to make predictions, inferences and interpretations</li> <li>understand that there are many fantasy archetypes, quest structures, and thematic patterns.</li> <li>use strategies and create goals that will help them to make sense of complex texts.</li> </ul> <p>Read Metaphorically by</p> <ul style="list-style-type: none"> <li>considering internal and external quest structures</li> <li>applying life lessons learned in fiction to their own lives</li> <li>comparing themes in fantasy across history and cultures</li> </ul> <p>Use Elements from the Real World to Understand Fantasy and Vice Versa by</p> <ul style="list-style-type: none"> <li>using information from nonfiction texts to better understand fiction</li> <li>using vocabulary strategies to figure out unfamiliar words</li> <li>understanding that similar to real people fantasy</li> </ul>



## Unit 3: Fantasy Book Clubs - The Magic of Themes and Symbols

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### Acquisition

	<p>characters are complex</p> <ul style="list-style-type: none"><li>• interpreting metaphors and allegories and use those insights to better understand the real world</li><li>• developing thematic understandings of texts, know that it is much more than dwarfs and elves.</li><li>• finding possible symbols</li></ul>
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### ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

## Assessments

Evaluation Criteria	Assessment Evidence
<p>Rubrics/Checklists:</p> <p><a href="#">Narrative Reading Student Rubric</a></p> <p><a href="#">Narrative Reading Learning Progression</a></p>	<p>Performance Task(s):</p> <ul style="list-style-type: none"><li>• Mid Unit-Assessment</li><li>• Completed Classwork</li><li>• Exit Tickets</li><li>• Bend Quizzes</li><li>• End of Unit Assessment</li><li>• Book Club Meetings</li></ul>
	<p>Other Evidence:</p> <ul style="list-style-type: none"><li>• Literably Assessments</li><li>• Small Group Instruction</li><li>• Reading Conferences</li><li>• Reader's Notebook</li><li>• Writing about Reading</li><li>• Post-it Notes/Annotations</li><li>• Observations</li><li>• Partner Talk</li></ul>

## Unit 3: Fantasy Book Clubs - The Magic of Themes and Symbols

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### LEARNING PLAN

#### Summary of Key Learning Events and Instruction:

##### **Bend I: Constructing and Navigating Other Worlds**

###### Session 1: Researching the Setting

Teaching Point: Readers, today I want to teach you that as fantasy readers, your first task will be to figure out not just where your story happens, but what kind of place it is.

###### Session 2: Learning alongside the Main Character

Teaching Point: Readers, today I want to teach you that in complicated stories such as fantasy novels, often the main characters begin without a lot of knowledge, and they have a steep learning curve. As alert readers, when the main character has a dramatic new experience or is told important information, you can see those moments as an opportunity to learn hand in hand with the main character.

###### Session 3: Keeping Track of Problems that Multiply

Teaching Point: Readers, today I want to teach you that as you tackle more complicated books, you will run into multiple plotlines. You will find it helpful to use charts, timelines, and other graphic organizers to track multiple problems and plotlines, and to gather data as scientists do, in charts and tables to allow close analysis.

###### Session 4: Suspending Judgment: Characters (and Places) Are Not Always What They Seem • Teaching Point:

Inquiry: Our work for today is to answer this question: "What can we learn about characters if we study them over time, delving deeply into their formation, motivations, and actions?"

###### Session 5: Reflecting on Learning and Raising the Level of Book Clubs

Teaching Point: Inquiry Our work for today is to answer this question: "What reading and thinking work is this club doing particularly well?"

##### **Bend II: More than Dwarves: Metaphors, Life Lessons, Quests, and Thematic Patterns**

###### Session 6: Here Be Dragons: Thinking Metaphorically

Teaching Point: Today I want to teach you that readers look for the conflicts in their stories and consider if they are becoming themes.

###### Session 7: Readers Learn Real-Life Lessons from Fantastical Characters

Teaching Point: Today I want to teach you that insightful readers find themes or lessons in the stories that can apply to their own lives.

###### Session 8: Quests Can Be Internal as Well as External

Teaching Point: Today I want to teach you that fantasy readers investigate the internal quest (the internal journey a character takes ) and external quest (the series of events that the character takes to achieve something) of their character.

###### Session 9: Comparing Themes in Fantasy and History

Teaching Point: Today I want to teach you that sophisticated readers compare themes from history to themes in fantasy.

## **Unit 3: Fantasy Book Clubs - The Magic of Themes and Symbols**

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### **Session 10: Self-Assessing Using Learning Progressions**

Teaching Point: Today I want to teach you that instead of waiting for a teacher or peer to give you feedback on your work, you can use the learning progression to assess yourself.

### **Bend III: When Fact and Fantasy Collide**

#### **Session 11: Using Information to Better Understand Fantasy Stories**

Teaching Point: Today I want to teach you to refer to non-fiction texts to more fully understand the world you are reading about by referencing texts, online factual information.

#### **Session 12: Using Vocabulary Strategies to Figure Out Unfamiliar Words**

Teaching Point: Today I want to teach you to pay close attention to words that are new to you and figure out the meanings of those words using your toolkit of vocabulary strategies.

#### **Session 13: Fantasy Characters are Complex**

Teaching Point: Today I want to teach you to notice when characters are more than one way.

#### **Session 14: Investigating Symbolism**

Teaching Point: Today I want to teach you to keep an eye out for repeated images, objects, characters, or settings and think if they are symbols that represent deeper thinking..

#### **Session 15: Interpreting Allegories in Fantasy Stories**

Teaching Point: Today I want to teach you to gain new insights by interpreting allegories and metaphors.

### **Bend IV: Literary Traditions: Connecting Fantasy to Other Genres**

#### **Session 16: Paying Attention to How Cultures Are Portrayed in Stories**

Teaching Point: Today I want to teach you that expert fantasy readers pay close attention to the cultures the stories they are reading come from and how other cultures are portrayed. Expert readers also notice how similar characters, settings, even plotlines vary across fantasy stories from different cultures to learn more about their own and other cultures.

#### **Session 17: Identifying Archetypes**

Teaching Point: Fantasy readers use what they know about the genre every time they read. Knowing about and expecting archetypes help readers go beyond simply noting characters, plots, and settings and move into making predictions, inferences, and interpretations.

#### **Session 18: Reading Across Texts with Critical Lenses**

Teaching Point: Today I want to teach you that readers can analyze a story by being alert to stereotypes and gender rules by considering characters' actions and appearances.

#### **Session 19: The Lessons We Learn from Reading Fantasy Can Lift Our Reading of Everything**

Teaching Point: Today I want to teach you that by strengthening fantasy reading skills, readers can actually improve their skills in reading everything using skills of dealing with difficulty, interpretation, and cross-text study.

## Unit 3: Fantasy Book Clubs - The Magic of Themes and Symbols

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SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

[ELA Opportunities for Differentiate Instruction](#)

## Unit 4: Argument and Advocacy: Researching Debatable Issues

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### STANDARDS ADDRESSED

#### New Jersey (NJSL) - Grade 5 - English Language Arts ELA (2020)

##### W.5.7

Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.

##### W.5.8

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.

##### W.5.6

With some guidance and support from adults and peers, 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 two pages in a single sitting.

##### W.5.9

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

##### W.5.1

Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

##### W.5.4

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

##### W.5.9.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]).

##### RF.5.4

Read with sufficient accuracy and fluency to support comprehension.

##### RI.5.1

Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

##### RI.5.2

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Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

RI.5.3

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.

RI.5.4

Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

RI.5.5

Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

RI.5.6

Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

RI.5.7

Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

RI.5.8

Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

RI.5.9

Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.

RI.5.10

By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

RF.5.4.a

Read grade-level text with purpose and understanding.

## Unit 4: Argument and Advocacy: Researching Debatable Issues

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RF.5.4.b

Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.

RF.5.4.c

Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

SL.5.1

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.

SL.5.1.a

Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.

SL.5.1.b

Follow agreed-upon rules for discussions and carry out assigned roles.

SL.5.1.c

Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

SL.5.1.d

Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

SL.5.2

Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

SL.5.3

Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

SL.5.4

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.

SL.5.6



## Unit 4: Argument and Advocacy: Researching Debatable Issues

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Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

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.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.R7

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

NJSLSA.R6

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

NJSLSA.R10

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

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.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.R3

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

NJSLSA.R2

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

NJSLSA.R1



## Unit 4: Argument and Advocacy: Researching Debatable Issues

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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.

### **New Jersey Core Curriculum - Grades 5-8 - 21st Century Life and Careers**

9.2.8.B.3

Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

### **New Jersey (NJSLS) - Grades 3-5 - Computer Science and Design Thinking (2020)**

8.1.5.DA.3:

Organize and present collected data visually to communicate insights gained from different views of the data.

8.2.5.ED.3:

Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task.

## Unit 4: Argument and Advocacy: Researching Debatable Issues

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### DESIRED RESULTS

#### Established Goals

In this unit, students will read more complex, challenging nonfiction texts than in unit 2. Students will become more active and critical citizens. The unit aims to help them think for themselves and learn to have an informed viewpoint and to communicate it clearly, as well as to listen to others. Students will learn to think about complicated issues, which the world is dealing with and make decisions that will let them live more informed lives.

#### Transfer

Students will be able to independently use their learning to...

Draw on all they have learned about how to read complex nonfiction in order to research and make arguments about provocative, debatable issues.

#### Meaning

Big Ideas & Understandings	Essential Questions
<p>Students will understand that...</p> <ul style="list-style-type: none"><li>Working in research groups will help to investigate important, pressing, and sometimes controversial issues.</li><li>Research can be used to make decisions about how you will live their life.</li><li>By doing this work, we can become confident and critical readers of complicated nonfiction texts.</li></ul>	<p>Students will keep considering...</p> <ul style="list-style-type: none"><li>How can I decide upon and evaluate or create a claim?</li><li>How can I evaluate given reasons to support that claim?</li><li>How can I find and evaluate evidence to support reasons?</li><li>How can I debate effectively against an opposing claim?</li></ul>

#### Acquisition

Knowledge	Skills
Students will know...	Students will be skilled at...

## Unit 4: Argument and Advocacy: Researching Debatable Issues

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### Acquisition

<ul style="list-style-type: none"><li>• How to investigate an issue</li><li>• How to raise the level of research to consider craft, perspective, and evaluate arguments</li><li>• How to research a new issue with agency, independence, and the lens of power and advocacy</li><li>• How to work in research groups to investigate important, pressing, and sometimes controversial issues.</li><li>• How to evaluate the claims, reasons, evidence, and analysis presented by other authors.</li><li>• How to apply a critical lens beyond the classroom and into the world at large.</li></ul>	<ul style="list-style-type: none"><li>• Analyzing arguments through questioning such as those below<ul style="list-style-type: none"><li>◦ What is the claim being made?</li><li>◦ What reasons are given to support the claim?</li><li>◦ What's the evidence to support the reason?</li></ul></li><li>• Researching an issue deeply. To do this, they will...<ul style="list-style-type: none"><li>◦ Become confident and critical readers of complicated nonfiction.</li><li>◦ Set aside their own opinion and suspend judgment</li><li>◦ gather evidence for both sides of the issue</li><li>◦ Consider perspective and craft</li><li>◦ understand what each text is saying and how it fits into overall craft</li><li>◦ Read to understand the issues by also reading texts that are tangentially related tot he argument</li><li>◦ Engage in quick flash debates</li><li>◦ make an informed and well-reasoned argument about the issue</li></ul></li></ul>

## Unit 4: Argument and Advocacy: Researching Debatable Issues

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ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

### Assessments

Evaluation Criteria	Assessment Evidence
Rubrics/Checklists: <a href="#">Informational Reading Student Rubric</a> <a href="#">Informational Reading Learning Progression</a>	Performance Task(s): <ul style="list-style-type: none"><li>• Completed Classwork</li><li>• Debates</li><li>• Exit Tickets</li><li>• Mid Unit Assessment</li><li>• End of Unit Assessment</li></ul>
	Other Evidence: <ul style="list-style-type: none"><li>• Literably Assessments</li><li>• Small Group Instruction</li><li>• Reader's Notebook</li><li>• Writing about Reading</li><li>• Post-it Notes/Annotations</li><li>• Observations</li><li>• Partner Talk</li></ul>

## Unit 4: Argument and Advocacy: Researching Debatable Issues

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### LEARNING PLAN

#### Summary of Key Learning Events and Instruction:

##### **Bend I: Investigating Issues**

###### Session 1: Argument Intensive

Teaching Point: Today I want to teach you that a good argument has reasons to support it and evidence to back those reasons. When you analyze an argument, it helps to ask, What is the claim being made?

###### Session 2: Organizing an Ethical Research Life to Investigate an Issue

Teaching Point: Today I want to teach you that when you are specifically researching an argument, you want to understand and show both sides of that argument early in your research. One way readers do this is to focus initially on texts that lay out the argument clearly, and then read to learn about both sides.

###### Session 3: Letting Nonfiction Reading on an Issue Spur Flash-Debates

Teaching Point: Today I want to teach you that after reading about an issue for a bit, nonfiction readers can let their research spur quick flash debates. This can help you clarify your thinking and know what further research you need to do.

###### Session 4: Mining Texts for Relevant Information

Teaching Point: Readers, today I want to teach you that researchers read deeply about an issue, including background information, to become authorities on that issue. Whenever they read, they ask, "How might this information apply to the argument?"

###### Session 5: Using Talk to Push Our Thinking

Teaching Point: A good conversation should leave you feeling that your club has raised some new ideas and questions.

###### Session 6: Readers Think and Wonder as They Read

Teaching Point: Readers, today I want to teach you that researching is a continual cycle of reading more, raising new questions, and having new ideas...then reading more, this time with those new ideas in mind. You always want to shift from taking in information to reflecting on information.

###### Session 7: Summarizing to Hold On to What Is Most Essential

Teaching Point: Today I want to teach you that when readers summarize arguments, they use their own words to express the most essential parts of the writer's argument--the central idea or claim, and major points--all the while being careful to not distort or change any of what the writer meant.

###### Session 8: Arguing to Learn

Teaching Point: Today I want to teach you that it's important not just to learn to argue, but also to argue to learn. Preparing for and having a debate about an issue can lead you to new ways of thinking about ideas and give you new insights into that issue.

##### **Bend II: Raising the Level of Research**

###### Session 9: Moving beyond Considering One Debatable Question

Teaching Point: Readers, today I want to teach you that we'll do an inquiry, and the question we will be asking is, "How do readers push themselves to find different questions and ideas to discuss around an issue?"

###### Session 10: Raising the Level of Annotating Texts

Teaching Point: Readers, today I want to teach you that readers markup a text in a purposeful and deliberate way, to help them remember the big ideas of the text, as well as the things they were thinking when they read it. The annotations that readers make should help them use that text in conversation.

###### Session 11: Reaching to Tackle More Difficult Texts

## Unit 4: Argument and Advocacy: Researching Debatable Issues

5th Grade ELA Reading - Last Updated on February 8, 2022

Teaching Point: Today I want to remind you that when readers recognize that a text (or part of a text) is slightly more difficult, they draw on strategies that help them to deal with the difficulty. Above all, though, readers read these slightly more difficult texts with agency, saying to themselves: I can do this.

Session 12: Who Said What?: Studying Perspective

Teaching Point: Readers, today I want to teach you that every text reveals an author's perspective on that event, topic, or issue. Figuring out an author's perspective can help you to figure out how exactly his or her ideas fit into the issue. One of the best ways to figure out an author's perspective is to lay that perspective next to others and study connections and contradictions across sources.

Session 13: Considering Content

Teaching Point: Today I want to teach you that readers can think about, discuss, and write about texts on different levels. On one level, you can think about what they are about--their content. But another level of thinking about texts is to think more about how the author's choices have shaped that content and why.

Session 14: Evaluating Arguments

Teaching Point: Today I want to teach you that when you read to evaluate arguments, you need to read skeptically. It's the author's job to convince you of the validity of the argument, and once you understand the argument being made, you need to go back to evaluate whether or not it is convincing.

Session 15: Day of Shared Learning

Teaching Point: Today I want to teach you that you are going to debate, and to raise the level of debate, you need to select the strongest evidence for each reason.

### Bend III: Researching a New Issue with More Agency

Session 16: Diving into New Research with More Agency and Independence

Teaching Point: Readers, today I want to teach you that when researching set out to study a new issue, they start by making a plan for how that study will go. They think about all that they know to do--about their repertoire of reading and research strategies -- and they dive into new research with greater agency, drawing on all that they have learned from undertaking previous research studies.

Session 17: Letting Conversations Spark New Ideas

Teaching Point: Today I want to teach you that readers talk with fellow readers about their topic, then they reflect on the conversation, mining it for ideas and questions to carry forward as they read. The important thing is that they let their future reading be shaped not only by past reading, but also by conversations.

Session 18: Talking and Writing Analytically across Sources

Teaching Point: Today I want to teach you that when you want to analyze texts across the same topic or event, it helps to study one carefully, then lay others next to that one, asking "How are these authors' choices similar to the first author's? Different? then you can write about these connections and points of difference.

Session 19: Reading Nonfiction with the Lens of Power

Teaching Point: Today I want to teach you that experienced nonfiction readers bring all their critical lenses to reading nonfiction to talk back to texts. To do this work, readers are alert to moments when they are stirred to a strong emotional response and they carefully analyze how the text may position the reader.

Session 20: Advocacy

Teaching Point: Today will be a day of rapid work and decision making. You need to select which issue you would like to advocate for, the one you feel most passionate about, the one on which you firmly believe that you can make a difference, while keeping your audience in mind.

Session 21: Readers Take Their Researcher-Debating Selves into the World

Teaching Point: Research-debaters, over the last weeks you've learned so much about evidence-based



## Unit 4: Argument and Advocacy: Researching Debatable Issues

5th Grade ELA Reading - Last Updated on February 8, 2022

argument and critical nonfiction reading. No longer do you read nonfiction just expecting it to be “true.” No longer do you passively accept any claim that an author, or someone else makes. No, you have become the kind of people who look for evidence, who weigh and evaluate arguments, who form their own, considered judgements on important issues. (Debate centers are set up around the room.)

SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

[ELA Opportunities for Differentiated Instruction](#)





# 5th Grade ELA Writing

## Link Community Charter School

### UNITS (4/4 SELECTED)

- ☐ Unit 1: Personal Narratives
- ☐ Unit 2: Informational Essays
- ☐ Unit 3: Literary Essays
- ☐ Unit 4: Research Based-Argument Essays

### SUGGESTED DURATION

*35 lessons*

*35 lessons*

*35 lessons*

*30 lessons*

## Unit 1: Personal Narratives

5th Grade ELA Writing - Last Updated on August 6, 2021

### STANDARDS ADDRESSED

#### New Jersey (NJSLA) - Grade 5 - English Language Arts ELA (2020)

##### NJSLA.W.3

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

##### W.5.3.a

Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

##### W.5.3.b

Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

##### W.5.3.c

Use a variety of transitional words, phrases, and clauses to manage the sequence of events.

##### W.5.3.d

Use concrete words and phrases and sensory details to convey experiences and events precisely.

##### W.5.3.e

Provide a conclusion that follows from the narrated experiences or events.

##### W.5.4

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

##### W.5.5

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

##### W.5.6

With some guidance and support from adults and peers, 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 two pages in a single sitting.

##### W.5.10

## Unit 1: Personal Narratives

5th Grade ELA Writing - Last Updated on August 6, 2021

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.

### RF.5.4

Read with sufficient accuracy and fluency to support comprehension.

#### RF.5.4.a

Read grade-level text with purpose and understanding.

#### RF.5.4.b

Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.

#### RF.5.4.c

Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

### RL.5.1

Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

### RL.5.2

Determine the key details in a story, drama or poem to identify the theme and to summarize the text.

### RL.5.3

Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

### RL.5.4

Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

### RL.5.5

Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

### RL.5.6

Describe how a narrator's or speaker's point of view influences how events are described.

## Unit 1: Personal Narratives

5th Grade ELA Writing - Last Updated on August 6, 2021

### RL.5.10

By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.

### SL.5.4

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.

### SL.5.6

Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

### SL.5.1.a

Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.

### SL.5.1.b

Follow agreed-upon rules for discussions and carry out assigned roles.

### SL.5.1.c

Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

### SL.5.2

Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

### SL.5.1

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.

### SL.5.1.d

Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

## Unit 1: Personal Narratives

5th Grade ELA Writing - Last Updated on August 6, 2021

### DESIRED RESULTS

Students will learn that as they are write narratives or stories that they need to draw on all they know to craft these stories. What does it mean to write a great story? What is a great story? Students crystallize their images of strong narratives, self-assess using student-facing rubrics, and set goals that accelerate their achievement. In fifth grade, students will to elaborate more. They will learn that narrative writers use detail and description, grounding their writing in a wealth of specificity, and reread to check for elaboration. Writers will learn to use a variety of narrative techniques to develop their stories and characters, while managing the story and the pacing of events. Students will learn to bring their interpretation skills to bear on their emerging drafts, rereading and making sure that they are highlighting the central ideas that they want readers to draw from their texts.

### Transfer

Students will be able to independently use their learning to...

- draw on all they know to write effective stories
- write stories of personal significance
- self-assess using student-facing checklists adapted from teacher rubrics.
- set personal goals that accelerate their achievement.

### Meaning

Big Ideas & Understandings	Essential Questions
<p>Students will understand that...</p> <p>Writers use a variety of strategies to generate ideas for personal narratives.</p> <ul style="list-style-type: none"><li>● Redrafting helps bring forth more meaningful writing.</li><li>● Using a story arc helps a writer create a focused personal narrative.</li><li>● Elaborating on the most important parts of the story creates a more meaningful experience for the reader.</li></ul>	<p>Students will keep considering...</p> <ul style="list-style-type: none"><li>● How do writers gather ideas for writing?</li><li>● What events should be stretched out and which should be summarized to bring forth the meaning of the story?</li><li>● How do I bring the reader into the world of the story?</li><li>● How do I use mentor texts to guide my writing?</li><li>● How can I identify and correct errors in my writing?</li></ul> <p>Why should I use correct</p>

## Unit 1: Personal Narratives

5th Grade ELA Writing - Last Updated on August 6, 2021

### Meaning

- Using flashback, flash-forward, and figurative language brings forth meaning.
- Creating powerful leads and endings makes writing engaging and meaningful.
- Writers read with a writer's eye.

conventions?

- What is my story really about? What is the lesson/message/theme?

### Acquisition

#### Knowledge

Students will know...

- Narrative Writing Process
- How to generate ideas
- How to edit their work with a checklist
- How to show details more than tell

#### Skills

Students will...

- Use detail and description to write stories of personal significance
- Carry with them, and draw on, a repertoire of strategies to write effective stories.
- Make informed and purposeful decisions as writers.
- Dramatize and stretch out a story, instead of summarizing it.
- Craft and revise stories to communicate meaning.
- Tell a story in a different way depending on the theme.
- Revise stories to communicate meaning and highlight theme(s).
- Analyze mentor texts and emulate the craft moves of a published author.
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Use knowledge of language and its conventions

## Unit 1: Personal Narratives

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### Acquisition

	<p>when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"><li>• Use a comma to separate an introductory element from the rest of the sentence.</li><li>• 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?).</li></ul>
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### ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

## Assessments

Evaluation Criteria	Assessment Evidence
Rubrics/Checklists: <a href="#">Narrative Writing Checklist</a> <a href="#">Editing Checklist</a>	Performance Task(s):  3 Portfolio Pieces  1 On-demand writing piece
	Other Evidence: <ul style="list-style-type: none"><li>• Writing about reading/writing long</li><li>• Writers' notebooks</li><li>• Teacher-created performance assessment</li><li>• Student reflections</li><li>• Conferences and small groups</li><li>• Quick Writes</li></ul>



# Unit 1: Personal Narratives

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## LEARNING PLAN

### Summary of Key Learning Events and Instruction:

#### **Bend I: Generating Personal Narratives**

##### Session 1: Starting with Turning Points

● Teaching Point: (after activating prior knowledge by reviewing 4th grade strategies) Today I want to teach you another strategy -- one that helps people write powerful stories. It usually works to jot moments that have been turning points in your life. These might be first times or last times, or they might be times when you realized something important. Then you take one of those moments and write the whole story, fast and furious.

##### Session 2: Dreaming the Dream of the Story

● Teaching Point: Today, I want to remind you that writers of stories -- and this is writers of true stories as well as fictional ones -- climb inside the story, walking in the shoes of the character, experiencing the story as it unfolds and putting that onto the page so readers can experience it too. (Demonstrate: working with an entry you chose when thinking of stories that take place in an important place in your life. Ask, "How did it start?" and then let the story unroll from there.)

##### Session 3: Letting Other Authors' Words Awaken Our Own

● Teaching Point: Today I want to teach you that writers read great stories in order to write great stories. An author's stories and ideas will often spark the reader's stories and ideas. (Model reading a text and how the read aloud spurred you to generate a corresponding entry.)

##### Session 4: Telling the Story from Inside It

● Teaching Point: Today I want to teach you that when you write personal narratives, it is important to put yourself inside the skin of the main character (the character is the writer, of course, just you in a different time and place), and then tell the story through that person's eyes, exactly the way he or she experienced it.

##### Session 5: Taking Stock and Setting Goals

● Teaching Point: Today I want to remind you that it helps to pause sometimes and to look back on your progress as writers, asking, "Am I getting better?" and also asking, "What should I work on next? What will help me keep getting better in big and important ways?" (Use Narrative Writing Checklist- focus on elaboration and craft. Use "Goosebumps") ○ Find one goal on the checklist.

#### **Bend II: Moving Through the Writing Process: Rehearsing, Drafting, Revising and Editing**

##### Session 6: Flash-Drafting: Putting Our Stories on the Page

● Teaching Point: What I want to remind you of is: that writers fill themselves up with the true things that happened, recall how they've decided to start the story (the where and the how), and then, keeping their minds fixed on the mental movie of what happened, let their pens fly down the page. Writers write fast and furious, pages and pages, finishing (or almost finishing) a whole draft in a day.

##### Session 7: What's this Story Really About?: Redrafting to Bring Out Meaning

● Teaching Point: Today I want to teach you that when professional writers revise, they don't just insert one or two new words into their drafts. After drafting, the pros pause and think, "How else could I have written that whole story?" Then they rewrite -- often from top to bottom. Usually as writers rewrite, they are working with the question, "What's this story really about?" (Show children how you plan for this new draft by thinking and talking across the pages of a planning booklet.)

##### Session 8: Bringing Forth the Story Arc

● Teaching Point: Today I want to remind you that when you write personal narratives, you are writing . . .



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stories. And you already know that stories have a “way they usually go.” One of the most powerful ways to improve your personal narrative, then, is to look at it as a story, and to think about whether you have brought everything you know about how stories usually go to bear on your draft. (Diagram the essential elements in a story (story arc) using “Peter’s Chair” by Ezra Jack Keats.)

Session 9: Elaborating on Important Parts

● Teaching Point: Today I want to teach you that writers vary the pace of a story for a reason. Writers elaborate on particular parts of a story to make readers slow down and pay attention to those specific scenes.

Session 10: Adding Scenes from the Past and Future

● Teaching Point: Today I want to teach you that authors sometimes make characters in personal narratives travel through time and place. They often do this to highlight the meaning they most want to show, and do it by imagining future events or remembering past events that connect to what their story is really about. (Active Engagement: Channel students to study a piece of writing, noticing when the author jumps forward or backward in time, using “The House on Mango Street” by Sandra Cisneros.)

Session 11: Ending Stories

● Teaching Point: Today I want to teach you that like E.B. White, you can write an ending that leaves your reader with something big at the end. Writers think back to what they most wanted or struggled for in their stories and ask, “What is it I want to say to my readers about this struggle -- this journey?” Then they write an ending that shows this.

Session 12: Putting On the Final Touches

● Teaching Point: Today I want to remind you that writers draw on tools. Writers draw on all these resources to finish their writing. Writers use checklists, just as many professionals do, to remind themselves of all that they know how to do. (Provide access to teaching charts, “Narrative Writing Checklist”, “Questions to Ask Yourself as You Edit Checklist,” and mentor texts.)

### Bend III: Learning from Mentor Texts

Session 13: Reading with a Writer’s Eye

● Teaching Point: Today I want to teach you that writers look at other people’s writing differently. Like all readers, they let the writing affect them but then they also look behind the meaning to note, “What is the clever trick this writer has done to affect the reader this way?” Must try this. (Mentor text: “Eleven” by Sandra Cisneros)

Session 14: Taking Writing to the Workbench

● Teaching Point: Today I want to teach you that in order to learn from a mentor text, you can’t just read the text and hope it rubs off on you. You have to work at it. And to do that, it helps to use your writer’s notebook not just as a place to gather entries, but as a workbench where you work on making your writing do specific things.

Session 15: Stretching Out the Tension

● Teaching Point: Writers, today I want to teach you that when writers set out to draft, they think about structure and they make an effort to structure their story, not “how it happened in real life,” but as a compelling story. It’s often helpful to call to mind how writers we admire slow down the problem in their writing, telling it bit by bit to make it a more compelling story.

Session 16: Catching the Action or Image that Produced the Emotion

● Teaching Point: Today I want to teach you that when writing a story, you aim to put the exact thing that you -- or the character -- did or saw before you thought something, felt something. As you write, you try to recall

## Unit 1: Personal Narratives

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how it went. You ask, “What was the exact sequence of actions?” Then you put that sequence onto the page so the reader can go through those actions too, and have those reactions.

Session 17: Every Character Plays a Role

● Teaching Point: So today I want to teach you that authors ensure that every character, main and secondary, plays a role in forwarding the larger meaning of a story.

Session 18: Editing: The Power of Commas

● Teaching Point: Whenever you want to learn a punctuation mark’s secret, when you are ready to add its power to your writing, what you have to do is study that mark. You have to scrutinize it, examine it, study it with both your eyes and your whole mind to figure out what it does. Today what I want to teach you is this: you can figure out any punctuation mark’s secrets by studying it in great writing. (Complete the chart shown on page 170 of Unit of Study, 5th Grade Book 1: Narrative Craft by Lucy Calkins.)

Session 19: Mechanics

● Teaching Point: For the teacher: This is a lesson in which you correct any writing conventions errors you wish to address. Structure your lesson as follows:

Session 20: Celebration

● Teaching Point: We have worked so hard to write our pieces not just for ourselves, but for an audience! Today we invite families and staff members to join our Publishing Party and to leave specific compliments on our work as feedback.

**SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION**

[ELA Opportunities for Differentiated Instruction](#)

## Unit 2: Informational Essays

5th Grade ELA Writing - Last Updated on February 8, 2022

### STANDARDS ADDRESSED

#### New Jersey (NJSLS) - Grade 5 - English Language Arts ELA (2020)

##### W.5.2

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

##### W.5.2.a

Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aiding comprehension.

##### W.5.2.b

Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

##### W.5.2.c

Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially).

##### W.5.2.d

Use precise language and domain-specific vocabulary to inform about or explain the topic.

##### W.5.2.e

Provide a conclusion related to the information of explanation presented.

##### W.5.4

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

##### W.5.5

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

##### W.5.6

With some guidance and support from adults and peers, 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 two pages in a single sitting.

##### W.5.7

## Unit 2: Informational Essays

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Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.

### W.5.8

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.

### W.5.9

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

### W.5.9.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]).

### W.5.10

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.

### RF.5.4

Read with sufficient accuracy and fluency to support comprehension.

### RF.5.4.a

Read grade-level text with purpose and understanding.

### RF.5.4.b

Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.

### RF.5.4.c

Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

### RL.5.1

Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

### RL.5.2

Determine the key details in a story, drama or poem to identify the theme and to summarize the text.

## Unit 2: Informational Essays

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### RL.5.3

Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

### RL.5.4

Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

### RL.5.5

Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

### RL.5.7

Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

### RL.5.9

Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

### RL.5.10

By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.

### SL.5.1

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.

### SL.5.2

Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

### SL.5.3

Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

### SL.5.4

## Unit 2: Informational Essays

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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.

### SL.5.5

Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

### SL.5.1.a

Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.

### SL.5.1.b

Follow agreed-upon rules for discussions and carry out assigned roles.

### SL.5.1.c

Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

### SL.5.1.d

Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

### L.5.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

### L.5.2

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

### L.5.2.d

Use underlining, quotation marks, or italics to indicate titles of works.

### L.5.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

### L.5.4.c

Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the

## Unit 2: Informational Essays

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pronunciation and determine or clarify the precise meaning of key words and phrases.

L.5.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.5.6

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).



## Unit 2: Informational Essays

5th Grade ELA Writing - Last Updated on February 8, 2022

### DESIRED RESULTS

Established Goals
<p>Students will learn that informational writing is designed to “examine a topic and convey information and ideas clearly.” Its overall purpose is to teach important information. Students will learn that these texts are generally marked by a thesis or opinion and evidence that is parceled into paragraphs with several supporting text features.</p>
<p>Students will learn that their purpose as informational writers is to help readers become informed on a topic that feels very important to the reader. It is the kind of writing that kids will encounter in much of their nonfiction reading. Students learn that writing with focus is as important in information writing as it is in narrative writing.</p>

Transfer
<p>Students will be able to independently use their learning to conduct research on a topic and create texts that provide information about a subject marked with headings and subheadings.</p>

Meaning	
Big Ideas & Understandings	Essential Questions
<p>Students will understand that...</p> <ul style="list-style-type: none"><li>• Writers write to provide the reader with information about a particular subject or topic.</li><li>• Writers develop supporting information by establishing structure, development, and language.</li><li>• Writers study mentors to help revise their writing.</li></ul>	<p>Students will keep considering...</p> <ul style="list-style-type: none"><li>• How can I raise the level of my information writing, in particular my research report writing?</li><li>• How can I flash draft a report (even before I am ready to write a good one) and then reread, re-order, analyze and especially add onto my flash-draft writing in ways that bring the lens of history to that writing?</li><li>• How can I work on writing a research report that is well-written—that draws readers in, that is packed with specific information, that is structured in a cohesive way?</li></ul>



## Unit 2: Informational Essays

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Acquisition	
Knowledge	Skills
<p>Students will know...</p> <ul style="list-style-type: none"><li>• To independently produce writing through the writing process.</li><li>• To self assess their writing</li><li>• To pay attention to author's craft including digital mentor texts and replicate strategies used in a mentor text.</li><li>• To determine importance and angle stories to convey the theme.</li><li>• To experiment with different leads and endings to engage our audience.</li><li>• To use text features to strengthen writing</li></ul>	<p>Students will...</p> <ul style="list-style-type: none"><li>• Write to provide the reader with information about a particular subject or topic.</li><li>• Develop supporting information by establishing structure, development, and language</li><li>• Study mentor texts to help revise their writing.</li><li>• Use underlining, quotation marks, or italics to indicate titles of works.</li><li>• Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements</li></ul>

### ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

## Assessments

Evaluation Criteria	Assessment Evidence
<p>Rubrics/Checklists:</p> <p><a href="#">Information Writing Checklist</a></p> <p><a href="#">Information Writing Student Rubric</a></p>	<p>Performance Task(s):</p> <ul style="list-style-type: none"><li>• 2 Portfolio Writing Pieces</li><li>• 2 On-Demand Research Based Informational Essays (Mid-term &amp; Final)</li></ul>
	<p>Other Evidence:</p> <ul style="list-style-type: none"><li>• Writing about reading/Writing Long</li><li>• Writers' notebooks</li><li>• Teacher-created performance assessment</li><li>• Student reflections</li><li>• Conferences and small groups</li><li>• Quick Writes</li></ul>

## Unit 2: Informational Essays

5th Grade ELA Writing - Last Updated on February 8, 2022

### LEARNING PLAN

#### Summary of Key Learning Events and Instruction:

##### **Bend I: Writing Flash-Drafts about Westward Expansion**

###### **Session 1: Organizing for the Journey Ahead**

Today, I want to teach you that researchers organize what they are bringing with them to their writing. When things are organized, it is easier to carry and use those things - that is true for information, too.

###### **Session 2: Writing Flash-Drafts**

Today, I want to remind you that before a writer writes, the writer often gets full of the kind of writing he or she aims to make. Poets warm themselves up by reading poetry. Speech writers listen to the Gettysburg Address or other great speeches. And information writers, too, profit from filling themselves up with all they they know about how their kind of writing will go.

###### **Session 3: Note-Taking and Idea-Making for Revision**

Today, I want to teach you that researchers shift between reading to collect and record information and writing to grow ideas. As note-takers, then, researchers record and also reflect. When reflecting, researchers think, and talk and jot about patterns, surprises, points of comparison or contrast, and they entertain questions.

###### **Session 4: Writers of History Pay Attention to Geography**

Today, I want to teach you that when you write and revise as a historian, it is important to keep in mind not only qualities of good writing but also qualities of good history. For example, historians think it is important to include details about the places where things occurred - about the geography of that place - because geography will always have an impact on what occurs. And here's the cool thing: a history writer can think about the places in which a bit of history occurred simply by keeping a map close by as he or she reads, takes notes, and writes.

###### **Session 5: Writing to Think**

Today, I want to teach you that when you researching something, you need to not just move facts from someone else's book to your page. You also need to think, to come up with your own ideas. And one of the best ways to do this is to ask questions and then to find your own answers to those questions, even if your answers are tentative. "Maybe it's because . . ." "I think it is because . . ." "I wonder if perhaps . . ."

###### **Session 6: Writers of History Draw on an Awareness of Timeliness**

Today, I want to remind you that when you write and revise as an historian, it is important to keep in mind not only qualities of good writing, but qualities of good history. For example, historians write about relationships between events because the past will always have an impact on what unfolds in the future. This is called a cause-and-effect relationship. And here's another cool thing: a history writer can highlight relationships simply by having a timeline close by as he or she writes.

###### **Session 7: Assembling and Thinking about Information**

Today, I want to teach you that when researchers prepare to draft, they take stock of all the information they have and conduct quick research to tie up any loose ends.

###### **Session 8: Redrafting Our Research Reports**

## Unit 2: Informational Essays

5th Grade ELA Writing - Last Updated on February 8, 2022

Today, I want to teach you that informational writers take a moment to look back over their research and conjure an image of what they hope to create, sometimes by quickly sketching a new outline, and then writing fast and furious to draft fresh versions of their reports.

### Session 9: Celebrating and Reaching Toward New Goals

Celebration options:

- ☐ Invite parents and/or a buddy class to see the work done so far and a “Westward Expansion” exhibit.
- ☐ Create a class “textbook”
- ☐ Share the reports electronically on the school website.
- ☐ Have partners share work with each other.
- ☐ Letting children lead mini-seminars on Westward Expansion

## Bend II: Writing Focused Research Reports that Teach and Engage Readers

### Session 10: Drawing Inspiration from Mentor Texts

Today I want to teach you that to write research that is compelling to readers, your study of your topic needs to be driven not just by a desire to collect facts but also by an urgent need to find the raw material that you can fashion into something that makes readers say, “Whoa!”

### Session 11: Primary Source Documents

Today I want to teach you that the chance to read - to study - primary source documents is precious, so take every opportunity. When a source survives across the ages, allowing you to go back and hear the original message, you’re being given valuable information. But it takes a special kind of close reading for you to make sense out of a primary source document.

### Session 12: Organizing Information for Drafting

Today, I want to teach you that although there are lots of ways writers organize their thinking or their information before they write, one thing all writers have in common is that they do organize it before they draft! Each of you will have to figure out which ways to organize works for you and your writing.

### Session 13: Finding a Structure to Let Writing Grow Into

Today, I want to teach you that writers need to check to see if they have the containers - the structures and formats - that will let their information and ideas grow. As always, to see possibilities for ways you can structure your writing, you can turn to published authors.

### Session 14: Finding Multiple Points of View

That is what I want to teach today - that every single story or fact has multiple points of view from which it can be seen, and writers need to always ask themselves “What are some other ways to see this story?” Often this means keeping an ear, an eye, out for the voices of people whose points of view are not often heard.

### Session 15: Creating Cohesion

Today, I want to teach you that writers set up their writing almost the way we might set a table - matching up certain

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elements, patterning everything, and making the whole affair look welcoming and thoughtful. Writers do that by making matches and patterns in words, in structures, and in meanings.

### Session 16: Using Text Features to Write Well

So today, I am not in charge of teaching you something. I am going to learn right alongside you, from mentor texts. We are going to investigate these mentor texts, searching for the text features. As we notice and read them, we will ask ourselves, “How do these text features teach the reader?” Then, of course, we’ll figure out how text features might help our own information writing.

### Session 17: Crafting Introductions and Conclusions

Today, I want to teach you that research writers introduce their writing by explaining its structure. Researchers also try to lure readers to read their writing.

### Session 18: Mentor Texts Help Writers Revise

Today, I want to teach you not to wait for me to teach you. Instead, I want you to consider the ways that you can teach yourselves, and mentor texts can play a big role in your independence.

### Session 19: Adding Information Inside Sentences

Today, I want to teach you that writers have several ways of using punctuation to help load information into the sentences they have already written.

### Session 20: Celebration

Celebration options

- ☐ Children present learning to their families
- ☐ Present learning in seminars
- ☐ Museum share
- ☐ Deliver reports to younger students
- ☐ Create a website or blog
- ☐ Distribute copies among classroom libraries and the school library.

### SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

#### [ELA Opportunities for Differentiated Instruction](#)

Differentiation through Choice: In this unit, students can choose from a variety of high-interest nonfiction in addition to the potential study of westward expansion.

## Unit 3: Literary Essays

5th Grade ELA Writing - Last Updated on August 6, 2021

### STANDARDS ADDRESSED

#### New Jersey (NJSLs) - Grade 5 - English Language Arts ELA (2020)

##### NJSLSA.W1

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

##### 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.

##### W.5.1

Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

##### W.5.1.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.

##### W.5.1.b

Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.

##### W.5.1.c

Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).

##### W.5.1.d

Provide a conclusion related to the opinion presented.

##### W.5.4

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

##### W.5.5

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

##### W.5.6



## Unit 3: Literary Essays

5th Grade ELA Writing - Last Updated on August 6, 2021

With some guidance and support from adults and peers, 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 two pages in a single sitting.

### W.5.7

Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.

### W.5.8

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.

### W.5.9

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

#### W.5.9.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]).

#### W.5.9.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]).

### W.5.10

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.

### RL.5.1

Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

### RL.5.2

Determine the key details in a story, drama or poem to identify the theme and to summarize the text.

### RL.5.3

Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

## Unit 3: Literary Essays

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### RL.5.4

Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

### RL.5.5

Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

### RL.5.6

Describe how a narrator's or speaker's point of view influences how events are described.

### RL.5.7

Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

### RL.5.10

By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.

### RI.5.1

Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

### RI.5.2

Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

### RI.5.3

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.

### RI.5.6

Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

### RI.5.8

Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons

## Unit 3: Literary Essays

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and evidence support which point(s).

### RI.5.9

Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.

### RI.5.10

By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

### SL.5.6

Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

### SL.5.5

Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

### SL.5.4

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.

### SL.5.3

Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

### SL.5.2

Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

### SL.5.1

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.



## Unit 3: Literary Essays

5th Grade ELA Writing - Last Updated on August 6, 2021

### DESIRED RESULTS

#### Established Goals

Students will do the work of reading analytically and then writing to develop claims across a variety of texts, both narrative and non-narrative. Students will work on crafting structured literary essays and more confidently tackle any opinion writing scenario they're faced with. Across the unit, students will learn strategies to grow strong interpretations that are grounded in the text, craft strong claims, develop their supports across their essay, and draw upon varied techniques to do so.

#### Transfer

Students will be able to independently use their learning to write a standard four to five paragraph essay in which they analyze plot, character traits and/or explore theme.

#### Meaning

Big Ideas & Understandings	Essential Questions
<p>Students will understand that...</p> <p>Literary essayists analyze texts to collect ideas about the theme of a text, reading with attention, and then writing their thinking in notebooks.</p> <ul style="list-style-type: none"><li>● Writers can develop themes and details of text by revisiting the text and annotating.</li><li>● Literary essayists use a variety of evidence, including direct quotes from the text(s), to support their claims and ideas.</li><li>● Literary essayists record turning points from the text and decide how this moment fits with the whole book.</li><li>● Literary essayists write about how they might live differently after reflecting on the lessons from a story.</li></ul>	<p>Students will keep considering...</p> <ul style="list-style-type: none"><li>• How do people read differently when they intend to write about their reading?</li><li>• How do we grow powerful interpretations about texts?</li><li>• How do we identify the strongest evidence to support a thesis?</li><li>• How do we compare and contrast texts with a similar theme?</li></ul>

## Unit 3: Literary Essays

5th Grade ELA Writing - Last Updated on August 6, 2021

### Meaning

- Analyzing literary elements helps to convey the meaning of a text.
- Highly literate people have the ability to make comparisons across texts by comparing and contrasting characters and themes in stories.
- Different texts can offer views on a subject or theme that are in some ways similar and in some ways different.

### Acquisition

Knowledge	Skills
<p>Students will know how...</p> <ul style="list-style-type: none"><li>• To read literature closely, examining characters and themes carefully</li><li>• To generate ideas for a literary argument</li><li>• To edit and revise their essay, using a checklist</li><li>• To revise sentences to avoid fragments and run-ons</li></ul>	<ul style="list-style-type: none"><li>• Writers read interpretively</li><li>• Writers reread closely and carefully to identify evidence that best supports a claim</li><li>• Writers support a thesis with a variety of evidence/ direct quotes from the text</li><li>• Writers draft and revise their writing</li><li>• Writers transfer and apply their essay writing to respond to prompts and real-world situations</li></ul>

## Unit 3: Literary Essays

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ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

### Assessments

Evaluation Criteria	Assessment Evidence
Rubrics/Checklists: <a href="#">What Makes a Literary Essay?</a>	Performance Task(s): <ul style="list-style-type: none"><li>• 2 Portfolio Writing Pieces</li><li>• 2 On-Demand Literary Analysis Essays (Mid-term &amp; Final)</li></ul>
	Other Evidence: <ul style="list-style-type: none"><li>• Writing about reading/Writing Long</li><li>• Writers' notebooks</li><li>• Teacher-created performance assessment</li><li>• Student reflections</li><li>• Conferences and small groups</li><li>• Quick Writes</li></ul>

## Unit 3: Literary Essays

5th Grade ELA Writing - Last Updated on August 6, 2021

### LEARNING PLAN

#### Summary of Key Learning Events and Instruction:

#### **Bend I: Crafting a Literary Essay around a Shared Text**

##### Session 1: Inquiry into Essay

● Teaching Point: The question we'll be researching today is, "What makes a literary essay? What, exactly, are the big parts, and how do they fit together?" (Introduce the inquiry to students. Set students up to listen and annotate the text, marking up the essay's characteristics, as you read the text aloud.)

##### Session 2: Growing Ideas Means Reading with a Writerly Wide-Awakeness

● Teaching Point: Today I want to remind you that people read differently when they intend to write about their reading. Writers see more, notice more...and everything becomes grist for the thinking mill. When you read as a writer (or watch videos as a writer), you bring an extra-alertness to your reading, noticing stuff others pass by."

##### Session 3: Trying On Various Theses for Size

● Teaching Point: Today I want to teach you that just as a shopper tries on different clothes before finding the shirt or coat that fits perfectly, so too an essayist tries on different thesis statements before finding the one that fits what the essayist wants to say.

##### Session 4: Angling Mini-Stories to Support a Point

● Teaching Point: Writers, today I want to teach you that one way to make your essay memorable is to insert stories into it. Essayists try to support their points in ways that will move readers to agree with their points, to nod, 'Yes, yes.' To do that, essayists sometimes tell a story to support a point--and they try to tell the story well.

##### Session 5: Flash-Drafting a Literary Essay

● Teaching Point: Today I want to teach you that essayists, like pilots, use tools to help them do complex operations. A familiar checklist can help you lift your essay off the ground. It can help you rehearse your essay aloud, making sure you have all the parts, and then help you draft your entire essay, fast and furious.

#### **Bend II: Lifting the Level of Interpretive Essay (and Writing from Start to Finish)**

##### Session 6: Writing to Grow Ideas

● Teaching Point: Today I want to remind you that to grow ideas, literary essayists often study the small, specific details in the text, or the parts that feel odd or important. They know that studying these tiny details can lead them to big ideas and interpretations.

##### Session 7: Analyzing How Characters Respond to Trouble

● Teaching Point: Today I want to remind you that to grow possible interpretations from a text, it helps to study times when characters face trouble. You think, 'What does the character learn about the ways to deal with this problem? What does the author teach us through the way this character learns to handle the problem?'

##### Session 8: Developing Stronger Thesis Statements

● Teaching Point: Writers, today I want to teach you that essayists don't just settle with their first rough draft of a thesis; they revise that thesis statement over and over to make it stronger. One way for you to revise your thesis is to check it against the evidence.

##### Session 9: Choosing and Setting Up Quotes

● Teaching Point: Today I want to remind you that quotes add voice and power and life to an essay. Because

## Unit 3: Literary Essays

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quotes are a big deal, writers are careful to choose quotes carefully. Writers want the parts they quote to do important work for the essay.

Session 10: Supporting a Claim with an Analysis of Craft

● Teaching Point: Today I want to teach you that it is not just the plot and the characters of a story that carry messages to readers. The way an author writes--the author's craft moves--also help to carry messages to the readers. Literary essayists can support a claim by naming those craft moves and explaining how they fit with a claim.

Session 11: Beginnings and Endings

● Teaching Point: Today I want to teach you that when literary essayists craft introductions, they work to help readers understand what's significant about their text. One way they do this is by beginning with a universal statement before introducing the text and their claim.

Session 12: Editing Seminar Stations

● Teaching Point: Today I want to teach you that writers often study grammar and conventions to make their writing more clear, compelling, and impressive. One way they do this is to study examples of effective writing, think about the conventions or rules of this writing, and then try to apply those rules to their own writing.

Session 13: Celebration

● Teaching Point: Writers, today you will celebrate your writing. Writing a literary essay well requires you to think deeply and to engage closely with a text, and through that the process of reading, rereading, and revising. Take the time today to enjoy reading your classmates essays and together celebrate all your hard work.

### **Bend III: Writing for Transfer: Carrying What You Know about Literary Essay across Your Day, Your Reading, Your Life**

Session 14: Transferring What You Know to Any Opinion Text

● Teaching Point: Today I want to teach you that when you know how to write literary essays, you have the tools and strategies you need to write all kinds of essays--and lots of other writing too. You have the tools and strategies you need to make pieces of writing that aren't exactly essays, but are similar.

Session 15: Tackling Any Challenges that Come Your Way

● Teaching Point: Today I want to teach you that you can't prepare for every possible writing situation you'll encounter. Instead you have to be flexible. When you face these new situations, you have to think, 'What do I already know that could help me here?' Then, you've got to apply that knowledge to the new situation.

Session 16: Logically Ordering Reasons and Evidence

● Teaching Point: Today I want to teach you that having a strong claim will only get you so far. What really matters are the supports and the evidence you have to back up your claim, and, in particular, how you organize those supports and that evidence.

Session 17: Applying Your Past Learning to Today's Work

● Teaching Point: Today I want to teach you that one way opinion writers--and all writers, really--get themselves ready to draft is by thinking back to all they know and all they have learned and by studying their charts and tools. Then, they draft fast and furious, using that prior learning to make their new draft even stronger.

Session 18: Analyzing Writing and Goal-Setting

● Teaching Point: Today I want to teach you that to get dramatically better at something, you need to work at it deliberately. As writers, you can use a checklist to help you study your work, find evidence of what you're already doing, and identify goals worth working toward. Then you work like crazy toward those goals.

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### Session 19: Becoming Essay Ambassadors

● Teaching Point: Today I want to teach you that experts share their knowledge with the world. Some do this by becoming ambassadors of sorts, setting out to teach others topics they know and care a lot about. To prepare for that teaching, they think about what exactly they'll say, and plan how the teaching will go.

### Session 20: Teaching Share

● Teaching Point: We have worked so hard to prepare, and now it is time to teach an audience!

### SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

[ELA Opportunities for Differentiated Instruction](#)

## Unit 4: Research Based-Argument Essays

5th Grade ELA Writing - Last Updated on August 6, 2021

### STANDARDS ADDRESSED

#### New Jersey (NJSLS) - Grade 5 - English Language Arts ELA (2020)

##### W.5.1

Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

##### W.5.1.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.

##### W.5.1.b

Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.

##### W.5.1.c

Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).

##### W.5.1.d

Provide a conclusion related to the opinion presented.

##### W.5.10

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.

##### W.5.9

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

##### W.5.9.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]).

##### W.5.9.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]).

##### W.5.5



## Unit 4: Research Based-Argument Essays

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With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

### W.5.6

With some guidance and support from adults and peers, 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 two pages in a single sitting.

### W.5.7

Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.

### W.5.8

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.

### W.5.4

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

### RF.5.4

Read with sufficient accuracy and fluency to support comprehension.

#### RF.5.4.a

Read grade-level text with purpose and understanding.

#### RF.5.4.b

Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.

#### RF.5.4.c

Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

### RI.5.1

Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

### RI.5.2



## Unit 4: Research Based-Argument Essays

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Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

### RI.5.3

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.

### RI.5.4

Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

### RI.5.5

Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

### RI.5.6

Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

### RI.5.7

Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

### RI.5.8

Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

### RI.5.9

Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.

### SL.5.1

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.

### SL.5.1.a

Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.

## Unit 4: Research Based-Argument Essays

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### SL.5.1.b

Follow agreed-upon rules for discussions and carry out assigned roles.

### SL.5.1.c

Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

### SL.5.1.d

Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

### SL.5.3

Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

### SL.5.4

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.

### SL.5.6

Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

## Unit 4: Research Based-Argument Essays

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### DESIRED RESULTS

#### Established Goals

A focus for this unit is that in this ever-changing world of immediate communication, readers and writers need to be more than passive receptacles and echoers of the line of the day. Students will learn to develop an original thought, frame it, lead it to revising and editing -the classic skills required to produce a research essay. In this unit, students will develop the writing skills of a researcher and an essayist. Students will form informed opinions from within their reading and research on a topic and craft these opinions into an argument essay. Students will stake a claim, provide logically ordered reasons in its defense and also dismember possible counterclaims.

#### Transfer

Students will be able to independently use their learning to structure of a Research-Based essay and develop opinions that can be supported by research information.

#### Meaning

Big Ideas & Understandings	Essential Questions
<p>Students will understand that...</p> <ul style="list-style-type: none"><li>● Argument writers need to postpone a quick, premature conclusion until the actual evidence is accumulated and reviewed for both sides.</li><li>● Argument writers evaluate their data, then decide which evidence they will use to bolster their claims.</li><li>● Logic and evidence are crucial in convincing others to share a particular perspective.</li><li>● Argument writers entertain counterclaims, acknowledging and debunking the other side.</li><li>● Argument writers attend to the perspectives of their audience, and present the evidence most compelling to that audience.</li><li>● Writers have choices about the format, presentation, and delivery of their writing, and those choices affect their message.</li></ul>	<p>Students will keep considering...</p> <ul style="list-style-type: none"><li>● How can I write research-based argument essays in which I take a position and get readers to care about it?</li><li>● How can I study different perspectives in a controversial issue, take a stand, and then write a compelling argument?</li><li>● How can I determine which evidence best supports my claim and supporting reasons?</li><li>● How do I effectively integrate evidence from multiple sources?</li><li>● How can I angle my evidence to best suit the needs of my argument?</li><li>● How can I revise my argument to appeal to and persuade my intended audience?</li><li>● How can I draw on everything I have learned about other genres of writing and transfer those skills to</li></ul>

## Unit 4: Research Based-Argument Essays

5th Grade ELA Writing - Last Updated on August 6, 2021

### Meaning

	support my argument work?
--	---------------------------

### Acquisition

Knowledge	Skills
<p>Students will know...</p> <ul style="list-style-type: none"><li>• Close-reading text analysis</li><li>• synthesize/evaluate arguments</li><li>• Identifying and crafting arguments</li><li>• The Writing Process</li></ul>	<p>Students will...</p> <ul style="list-style-type: none"><li>• Research both sides of an issue to develop a strong argument.</li><li>• Postpone a quick, premature conclusion until the actual evidence is accumulated and reviewed.</li><li>• Evaluate their data, then decide which evidence they will use to bolster their claims.</li><li>• Entertain counterclaims, stating and debunking the other side.</li><li>• Attend to the perspectives of their audience and present the evidence most compelling to that audience.</li><li>• Bring all their writing knowledge to accurately portray the data and make effective cases.</li><li>• Choose the format, presentation, and delivery of their writing, and know that those choices affect their message.</li><li>• Use underlining, quotation marks, or italics to indicate titles of works.</li><li>• Use knowledge of language and its conventions when writing, speaking, reading, or listening.</li><li>• Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</li></ul>

## Unit 4: Research Based-Argument Essays

5th Grade ELA Writing - Last Updated on August 6, 2021

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

### Assessments

Evaluation Criteria	Assessment Evidence
Rubrics/Checklists:  <a href="#">Argument Essay Checklist</a>	Performance Task(s): <ul style="list-style-type: none"><li>• 2 Portfolio Writing Pieces</li><li>• 2 On-Demand Argumentative Essays (Mid-term &amp; Final)</li></ul>
	Other Evidence: <ul style="list-style-type: none"><li>• Writing about reading/Writing Long</li><li>• Writers' notebooks</li><li>• Student reflections</li><li>• Conferences and small groups</li></ul>

## Unit 4: Research Based-Argument Essays

5th Grade ELA Writing - Last Updated on August 6, 2021

### LEARNING PLAN

#### Summary of Key Learning Events and Instruction:

##### Bend I: Establishing and Supporting Positions

###### Session 1: Investigating to Understand an Argument

● Teaching Point: Writers, today I want to teach you that when you are composing an argument, you will need to collect evidence not to support what you first think about the issue, but instead, evidence that allows you to think through the various sides of the argument.

###### Session 2: Flash-Drafting Arguments

● Teaching Point: Today, I want to remind you that when a writer writes essays - personal, literary, argument, or otherwise - the writer often organizes her opinion and reasons into a boxes-and-bullets structure. And writers of any genre, once they have a rough idea of structure, often try to get the whole piece of writing down on the page quickly, roughly, and then go back to Session 3: Using Evidence to Build Arguments

● Teaching Point: Today, I want to remind you that argument writers don't just say what they think personally. They give compelling evidence to prove their point. To do this, they pore over research materials, analyzing which evidence will really support their claim - perhaps the exact evidence that convinced them in the first place - and they often start by putting evidence into their letters in their own words.

###### Session 4: Using Quotations to Bolster an Argument

● (Inquiry) The question you'll be exploring, then, is this: what makes a quotation powerful?

###### Session 5: Redrafting to Add More Evidence

● Teaching Point: When you are not just writing a letter, but writing a letter in which you carry the cargo of evidence, you're doing ambitious, challenging work. It is not likely that your first draft will be your best effort. Chances are you'll want to reread that draft, decide what parts of it work and what parts don't work, and then plan and write another draft.

###### Session 6: Balancing Evidence with Analysis

● Teaching Point: Writers, today I want to teach you that a good argument is a bit like a layer cake - just the right balance of dense researched evidence layered between rich thinking. To achieve this balance, you add your own thinking and explanations.

###### Session 7: Signed, Sealed, Delivered

● Teaching Point: Today I want to teach you that part of the effect of any writing, or any communication, comes from the form and format of its delivery. The way the message sits in the real world, its design, and the kind of space it takes up affect how it is received by the audience.

##### Bend II: Building Powerful Arguments

###### Session 8: Taking Arguments Up a Notch

## Unit 4: Research Based-Argument Essays

5th Grade ELA Writing - Last Updated on August 6, 2021

● Teaching Point: Today, I want to teach you that writers think about how to best capture the information they need, and then they dive into research, taking notes in the way that best suits them and best sets them up to think a lot and to write a lot.

### Session 9: Bringing a Critical Perspective to Writing

● Teaching Point: Writers, today I want to teach you that to write well about information, you need to know it well. When you know information well - like when you know the Harry Potter series well - you realize that information you read recently fits with (or contradicts) information you read earlier. A big part of writing about information is seeing connections and contradictions between sources of information. The more clearly writers read their sources, the more equipped they are to see those links.

### Session 10: Rehearsing the Whole, Refining a Part

● Teaching Point: Today, I want to teach you that writers, like athletes, often envision themselves going through the process, accomplishing the feat, before actually getting started. Sometimes, as writers imagine themselves writing the beginning, middle and end of a text, they realize there's trouble ahead. In those instances, it can help to tackle that bit of trouble before picking up the pen and writing, fast and furious.

### Session 11: Rebuttals, Responses, and Counterclaims

● Teaching Point: Today, I want to teach you that persuasive writers anticipate the counterclaim to an argument and acknowledge that counterclaim. They might use more "set-up" language, saying: "Skeptics may think . . ." or "Some will argue . . ." Then writers rebut the main counterargument.

### Session 12: Evaluating Evidence

● Teaching Point: Writers, today I want to teach you that some reasons and evidence are better than others. Some reasons and evidence are stronger and lead to valid arguments, and some are weaker and can create invalid arguments. To be sure you provide the strongest possible reasons and evidence, it helps to keep asking the question, "How do I know?" and be sure that you can give precise, exact answers.

### Session 13: Appealing to the Audience

● Teaching Point: The question we'll be exploring is: What persuasive techniques help us address - and sway - a particular audience?

### Session 14: A Mini-Celebration: Panel Presentations, Reflection, and Goal-Setting

● Teaching Point: Writers, I want to teach you that when people are part of a panel - when their goal is to convince an audience in some way - they rise to the occasion. They dress the part. Specifically, they stand up tall, they speak in a loud, clear voice, they don't fidget or giggle, and they greet and engage politely with the audience.

### Session 15: Tackling Any Challenges that Come Your Way

● Teaching Point: Today, I want to teach you how to argue about texts and debate your position.

## Bend III: Writing for Real-Life Purposes and Audiences

### Session 16: Taking Opportunities to Stand and Be Counted



## Unit 4: Research Based-Argument Essays

5th Grade ELA Writing - Last Updated on August 6, 2021

● Teaching Point: Social activists fight to make change. They get involved with things they know and care about, do their research, and then write or speak to affect the ways others see that same topic. To become social activists, you need to use all the skills you've learned up until today to argue for things that matter to you.

### Session 17: Everyday Research

● Teaching Point: Writers, today I want to teach you that writers turn the world upside down to collect the information they need to clarify their writing and strengthen their arguments. As writers discover and collect information from their environment, they are thoughtful and deliberate as they decide what to include and how to include it.

### Session 18: Taking Stock and Setting Writing Tasks

● Teaching Point: Today, I want to teach you that as any writer moves toward a deadline, the writer takes stock of his or her draft often, making sure that the draft is coming along and making sure to leave time for significant revision as needed.

### Session 19: Using All You Know from Other Types of Writing to Make Your Arguments More Powerful

● Teaching Point: Today, I want to remind you that whenever you are doing one type of writing, such as argument, you can still use everything you have learned from other types of writing to reach your audience. In particular, your storytelling craft can be a persuasive technique.

### Session 20: Evaluating the Validity of your Argument

● Teaching Point: Today, I want to teach you that truly persuasive writers word and present their evidence in a way that is incontestable. One way they do this work is to make sure that they are not presenting specific evidence as being true for all times and occasions - unless it is.

### Session 21: Paragraphing Choices

● Teaching Point: Writers, today I want to teach you that nonfiction writers often use a paragraph to introduce a new part or a new idea or a new reason. Nonfiction writers also use paragraphs to help the reader with density - they think about how much information a reader can handle at one time.

### Session 22: Celebration: Taking Positions, Developing Stances

● Teaching Point: Celebration:

- Set students in small groups to their arguments with each other, reading as if giving a speech.
- Ask students to decide where they want their piece to live.
- Invite students to flash-draft a persuasive essay, then the next day give them their first on-demand piece and ask them to compare, noting their growth as writers.
- Gather students to watch a scene from the film *The Great Debaters* (2007) and jot notes, then discuss their ideas.

## SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

[ELA Opportunities for Differentiate Instruction](#)



# 6th Grade ELA Reading

## Link Community Charter School

### UNITS (4/4 SELECTED)

- ☐ Unit 1: A Deep Study of Character
- ☐ Unit 2: Social Issues Book Clubs: Reading for Empathy and Advocacy
- ☐ Unit 3: Tapping the Power of Nonfiction
- ☐ Unit 4: Working With Evidence: Rules to Live By

### SUGGESTED DURATION

*20 lessons*

*20 lessons*

*20 lessons*

*15 lessons*

# Unit 1: A Deep Study of Character

6th Grade ELA Reading - Last Updated on February 8, 2022

## STANDARDS ADDRESSED

### New Jersey (NJSL) - Grade 6 - English Language Arts ELA (2020)

#### RL.6.1

Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

#### RL.6.2

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.

#### RL.6.3

Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

#### RL.6.4

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.

#### RL.6.5

Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

#### RL.6.7

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 contrasting what they see and hear when reading the text to what they perceive when they listen or watch.

#### RL.6.9

Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) 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.

#### RL.6.10

By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.

#### W.6.1

## Unit 1: A Deep Study of Character

6th Grade ELA Reading - Last Updated on February 8, 2022

Write arguments to support claims with clear reasons and relevant evidence.

### W.6.4

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

### W.6.5

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

### W.6.9

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

### SL.6.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

### SL.6.2

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.

### SL.6.4

Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).

### SL.6.6

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

### L.6.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

### L.6.2

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

### L.6.3

## Unit 1: A Deep Study of Character

6th Grade ELA Reading - Last Updated on February 8, 2022

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.6.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

L.6.6

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.

### **New Jersey (NJSL) - Grades 6-8 - Career Readiness, Life Literacies, and Key Skills (2020)**

9.4.8.GCA.2:

Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

9.4.8.TL.3:

Select appropriate tools to organize and present information digitally.

### **New Jersey (NJSL) - Grades 6-8 - Computer Science and Design Thinking (2020)**

8.2.8.EC.1:

Explain ethical issues that may arise from the use of new technologies.

# Unit 1: A Deep Study of Character

6th Grade ELA Reading - Last Updated on February 8, 2022

## DESIRED RESULTS

### Established Goals

In this unit, students will learn to take charge of their reading lives by annotating texts and jotting notes in ways that deepen their thinking and prepare them for smart literary conversations with other readers. Students will learn to consider more complex character traits, to investigate how setting shapes characters, and to analyze how characters are vehicles for themes. The unit also helps readers take more charge of their reading lives and engages students with close reading, gathering text evidence, and weighing and evaluating multiple theories about complex characters.

### Transfer

Students will be able to independently use their learning to analyze complex characters' traits and how they affect settings and themes in texts while annotating and jotting to deepen their thinking.

### Meaning

Big Ideas & Understandings	Essential Questions
<p>Students will understand that...</p> <ul style="list-style-type: none"><li>• writers reveal complex character traits in texts.</li><li>• setting can shape characters.</li><li>• characters are vehicles for themes.</li><li>• readers will take charge of their reading lives.</li></ul>	<p>Students will keep considering...</p> <ul style="list-style-type: none"><li>• How do readers analyze the traits of complex characters?</li><li>• How do readers weigh which of a character's traits might be more important to the story than others?</li><li>• How do readers analyze the interactions between settings and characters?</li><li>• How do readers analyze the various pressures characters are facing?</li><li>• How do readers recognize and analyze motifs and themes in a story?</li><li>• How do authors write in ways that reveal themes to readers?</li><li>• How do readers develop agency in their reading lives?</li><li>• What do we learn about ourselves and each other by understanding complex characters?</li></ul>

## Unit 1: A Deep Study of Character

6th Grade ELA Reading - Last Updated on February 8, 2022

Acquisition	
Knowledge	Skills
<p>Students will know...</p> <ul style="list-style-type: none"><li>• LINK Core Values</li><li>• Identify and analyze character traits</li><li>• Identify and analyze settings</li><li>• Identify and determine themes</li><li>• Use direct and indirect characterization</li><li>• Cite evidence to support thinking</li><li>• Partner Discussion/Partner Work</li></ul>	<p>Students will be skilled at...</p> <ul style="list-style-type: none"><li>• identifying character traits and capturing their thinking on Post-its while reading independently.</li><li>• re-evaluating and revising their thinking about character's traits, supporting new thinking with text evidence.</li><li>• using their Post-its to create theory charts.</li><li>• keeping a Reader's Notebook.</li><li>• reflecting on their book choices and what to expect while reading.</li><li>• noticing parts of characters that are less likeable.</li><li>• exploring ways to capture and grow their thinking in their reader's notebooks.</li><li>• reflecting on their strongest examples of writing about reading.</li><li>• evaluating and choosing which character traits matter the most to what happens in the story.</li><li>• revising their original theories about the character's traits.</li><li>• jotting about links between traits and plot events in their notebooks.</li><li>• reading on in their books, drawing on a repertoire of work to help them think more deeply about characters.</li><li>• writing short or long about their reading for a brief amount of time</li><li>• considering the link between pressures on characters and behavior.</li><li>• reflecting on their novels and their reading lives.</li><li>• understanding the importance of a setting's mood and examining the impact setting has on characters.</li><li>• studying the author's language on their setting, thinking about how specific language evokes emotions and images.</li><li>• lifting the level of their writing about reading by citing text evidence.</li><li>• writing about their reading by taking notes on the setting and its effect on characters or when characters seem to act inconsistently.</li><li>• thinking about how places in stories may change over</li></ul>

## Unit 1: A Deep Study of Character

6th Grade ELA Reading - Last Updated on February 8, 2022

### Acquisition

time, physically and psychologically.

- using reader's notebooks to jot notes as they think deeply about characters and think about the ways the setting influences characters and vice versa.
- using timelines to track shifts in time in their novels and notice moments when the author provides backstory to develop a character.
- sharing their writing about reading work.
- identifying character troubles and conflicts
- identifying motifs in texts
- focusing on troubles or conflicts to grow ideas about possible motifs.
- developing note-taking systems to track motifs.
- practicing moving step-by-step from motifs to themes through exploring motifs further and reexamining relevant scenes in their books.
- using tools such as Post-its to track possible themes and develop their ideas.
- tracing motifs and investigating themes.
- investigating symbols as another way to explore theme.
- striking a balance between metacognitive reflection and deepening their reading skills as they participate in a read-aloud.
- noticing and name reading work called for in different parts of the book.
- building stamina in independent reading

## Unit 1: A Deep Study of Character

6th Grade ELA Reading - Last Updated on February 8, 2022

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

### Assessments

Evaluation Criteria	Assessment Evidence
Rubrics/Checklists:	Performance Task(s): <ul style="list-style-type: none"><li>• Pre-Assessment</li><li>• Completed Classwork</li><li>• Exit Tickets</li><li>• Bend Quizzes</li><li>• End of Unit Assessment</li></ul>
	Other Evidence: <ul style="list-style-type: none"><li>• <u>Literably</u> Assessments</li><li>• Small Group Instruction</li><li>• Reading Conferences</li><li>• Reader's Notebook</li><li>• Writing about Reading</li><li>• Post-it Notes/Annotations</li><li>• Observations</li><li>• Partner Talk</li></ul>



# Unit 1: A Deep Study of Character

6th Grade ELA Reading - Last Updated on February 8, 2022

## LEARNING PLAN

### Summary of Key Learning Events and Instruction:

For each of the mentor texts outlined in the scope and sequence, ELA (Reading) instruction will follow the format below:

#### **"Popularity" from *First French Kiss* by Adam Bagdasarian**

- Session 1
- Session 2
- Session 4 (Additional material: ["Sectumsempra"](#) video clip from *Harry Potter and the Half-Blood Prince* -[YouTube link](#))
- Session 5
- Session 6
- Session 7 (Additional material: ["Sectumsempra"](#) video clip from *Harry Potter and the Half-Blood Prince* -[YouTube link](#))

#### **"The Fight" from *First French Kiss* by Adam Bagdasarian**

- Session 9
- Session 10
- Session 11
- Session 12 (Additional Material: ["Stranger Things"](#) video clip ([YouTube link](#)))
- Session 13
- Session 14 (Additional Material: ["Potions Class at Hogwarts"](#) video clip ([YouTube link](#)) + ["Severus Snape: Important Scenes in Chronological Order"](#) video clip ([YouTube link](#)))

#### **"You Belong with Me" ([YouTube link](#)) by Taylor Swift**

- Session 16
- Session 17
- Session 18

#### **"Thank You, Ma'am" by Langston Hughes**

- Session 20

### Instructional Strategies

- Workshop Model
- Read-Alouds/Video-Alouds
- Turn & Talk/Partner Talk
- Independent Reading
- Mini-lessons
- Modeling
- Small Group Instruction
- Whole Group Instruction
- Think-Pair-Share
- Accountable Talk
- Word Wall
- Anchor Charts
- Tiered Activities
- Reader's Notebook
- Exit Tickets


## Unit 1: A Deep Study of Character

6th Grade ELA Reading - Last Updated on February 8, 2022


- Centers/Stations
- Differentiated Instruction

### ATTACHMENTS

 Popularity.pdf

 MSRUOS\_Character\_MT\_TheFight.pdf

 Thank You Ma'am Langston Hughes.pdf

 Taylor Swift - You Belong With Me.mp4

### SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

[ELA Opportunities for Differentiated Instruction](#)

## Unit 2: Social Issues Book Clubs: Reading for Empathy and Advocacy

6th Grade ELA Reading - Last Updated on February 8, 2022

### STANDARDS ADDRESSED

#### New Jersey (NJSL) - Grade 6 - English Language Arts ELA (2020)

##### RL.6.1

Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

##### RL.6.2

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.

##### RL.6.3

Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

##### RL.6.4

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.

##### RL.6.5

Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

##### RL.6.6

Explain how an author develops the point of view of the narrator or speaker in a text.

##### RL.6.7

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 contrasting what they see and hear when reading the text to what they perceive when they listen or watch.

##### RL.6.9

Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) 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.

##### RL.6.10

By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-

## Unit 2: Social Issues Book Clubs: Reading for Empathy and Advocacy

6th Grade ELA Reading - Last Updated on February 8, 2022

complexity or above, scaffolding as needed.

### W.6.1

Write arguments to support claims with clear reasons and relevant evidence.

### W.6.3

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

### W.6.4

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

### W.6.5

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

### W.6.9

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

### SL.6.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

### SL.6.2

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.

### SL.6.3

Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

### SL.6.4

Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).

### L.6.1

## Unit 2: Social Issues Book Clubs: Reading for Empathy and Advocacy

6th Grade ELA Reading - Last Updated on February 8, 2022

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.6.2

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

L.6.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.6.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

L.6.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.6.6

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.

### **New Jersey (NJSLS) - Grades 6-8 - Career Readiness, Life Literacies, and Key Skills (2020)**

9.4.8.GCA.2:

Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

9.4.8.TL.3:

Select appropriate tools to organize and present information digitally.

### **New Jersey (NJSLS) - Grades 6-8 - Computer Science and Design Thinking (2020)**

8.2.8.EC.1:

Explain ethical issues that may arise from the use of new technologies.

## Unit 2: Social Issues Book Clubs: Reading for Empathy and Advocacy

6th Grade ELA Reading - Last Updated on February 8, 2022

### DESIRED RESULTS

Established Goals
In this unit, students will read using the topic of social issues as the lens for reading in this unit, a topic that matters greatly to the young human beings who enter our classrooms every day. Students will start to weigh in on social issues: relationship issues, school issues, and a growing awareness of larger societal pressures. There can be serious consequences to the spiraling troubles that surround middle school kids. Students will read literature to increase their ability to empathize with others, and to be more socially aware. Students will read to transform how they see others and to show new ways to be kind, to connect, and to stand up for what's right.

Transfer
Students will be able to independently use their learning to...read and discuss books with others, identify social issues within texts, analyze how characters navigate social issues, and make connections to their daily lives.

Meaning	
Big Ideas & Understandings	Essential Questions
<p>Students will understand that...</p> <ul style="list-style-type: none"><li>• power, perspective, and conflict affect characters.</li><li>• systemic issues surrounding such qualities as a character's gender, class, race, or age.</li><li>• reading literature deepens connections.</li><li>• reading can change them and give them new insights into others' experiences.</li></ul>	<p>Students will keep considering...</p> <ul style="list-style-type: none"><li>• How can we ensure that conflicts lead to constructive change and a positive outcome for everyone involved?</li><li>• What role(s) do I play in defining my own future? How do we form and shape a personal identity for ourselves?</li><li>• How do our relationships with others change us?</li><li>• In a culture where we are bombarded with other people trying to define us, how do we make decisions for ourselves?</li><li>• What are the elements of true friendship and how might these change or grow over time?</li><li>• How do we overcome prejudice and social bias?</li><li>• In a culture full of ideas and images of what we should be, how do we form an identity that remains true and authentic for the individual?</li><li>• Why do we sometimes oppress each other when we gain power?</li></ul>

## Unit 2: Social Issues Book Clubs: Reading for Empathy and Advocacy

6th Grade ELA Reading - Last Updated on February 8, 2022

### Meaning

	<ul style="list-style-type: none"> <li>• Is there a price to obtaining freedom from oppression? If so, what is it?</li> <li>• How do we determine the ideals that should be honored in a model society and explain why they are the most important?</li> <li>• How does conflict lead to change across varying levels of society?</li> <li>•</li> <li>• What are the benefits and consequences of questioning/challenging authority?</li> </ul>
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### Acquisition

Knowledge	Skills
<p>Students will know...</p> <ul style="list-style-type: none"> <li>• LINK Core Values</li> <li>• to identify and analyze character traits</li> <li>• to identify and analyze social groups</li> <li>• to identify and analyze relationships</li> <li>• to identify social issues</li> <li>• to identify and determine themes</li> <li>• to use direct and indirect characterization</li> <li>• to cite evidence to support thinking</li> <li>• Partner Discussion/Partner Work</li> </ul>	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> <li>• participating in the class read-aloud and add the lens of relationships to the close reading work that they already know how to do as they read their book club books.</li> <li>• studying relationships, taking on the added possible lens of finding positives and negatives.</li> <li>• participating in small group conversations on their novel(s).</li> <li>• reading closely for more implicit signs of characters contributing to tension.</li> <li>• planning for how to minimize relationship issues in future talks</li> <li>• making text to real-life connections.</li> <li>• challenging themselves to discuss one idea for a longer amount of time, using strategies noted in the exemplar</li> </ul>

## Unit 2: Social Issues Book Clubs: Reading for Empathy and Advocacy

6th Grade ELA Reading - Last Updated on February 8, 2022

### Acquisition

talk.

- reading independently for an extended period of time.
- analyzing how and why power affects relationships during the read-aloud and in independent reading.
- studying colliding character traits to the ways they know to study relationships while meeting in book club groups.
- noticing when characters' issues are not personal, but group-related, and to consider ways group-related issues affect characters and stories.
- determining whether or not the issues that the characters in their stories are facing relate in some way to a group's access, or lack of access, to power.
- participating in a club talk, comparing notes about the issues they are tracking in their stories.
- analyzing how simple literary themes fit or don't fit with stories, leading to deeper insights.
- writing long to further explore theme.
- analyzing how characters respond in complex, unique ways to the issues they face.
- discussing terminology for group-related issues as a whole class and in small groups.
- considering whether parts of the story have positive or negative connotations.
- analyzing the positive and negative connotations of the story overall.
- analyzing images related to common gender stereotypes to build muscles for considering whether a text is reinforcing common stereotypes or assumptions about a group versus when they text is challenging them.



Unit 2: Social Issues Book Clubs: Reading for Empathy and Advocacy

6th Grade ELA Reading - Last Updated on February 8, 2022

Acquisition	
	<ul style="list-style-type: none"><li>• thinking about the ways their texts do or do not reinforce stereotypes.</li><li>• reflecting on all they have discovered over the course of the reading unit and ponder questions they still have.</li><li>• considering why people don't do more to stop power imbalance or intolerant acts.</li><li>• considering how people can help to make these issues less painful, less persistent for groups and individuals.</li><li>• understanding that reading is shaped not just by a text, but by a reader's own life and experiences.</li><li>• making text-to-self connections as they keep their own lives and experiences in mind while reading.</li><li>• using their personal responses to better understand characters or situations.</li><li>• understanding that they can use reading with others to learn about each other and their lives.</li><li>• identifying with less likeable and less admirable characters.</li><li>• noticing when the villains of the story connect to a less likeable part of themselves.</li></ul>

## Unit 2: Social Issues Book Clubs: Reading for Empathy and Advocacy

6th Grade ELA Reading - Last Updated on February 8, 2022

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

### Assessments

Evaluation Criteria	Assessment Evidence
Rubrics/Checklists: <a href="#">Club Talk Rubric</a>	Performance Task(s): <ul style="list-style-type: none"><li>• Pre-Assessment</li><li>• Completed Classwork</li><li>• Exit Tickets</li><li>• Bend Quizzes</li><li>• End of Unit Assessment</li><li>• Book Club Meetings</li></ul>
	Other Evidence: <ul style="list-style-type: none"><li>• Literably Assessments</li><li>• Small Group Instruction</li><li>• Reading Conferences</li><li>• Reader's Notebook</li><li>• Writing about Reading</li><li>• Post-it Notes/Annotations</li><li>• Observations</li><li>• Partner Talk</li></ul>

## Unit 2: Social Issues Book Clubs: Reading for Empathy and Advocacy

6th Grade ELA Reading - Last Updated on February 8, 2022

### LEARNING PLAN

#### Summary of Key Learning Events and Instruction:

For each of the mentor texts outlined in the scope and sequence, ELA (Reading) instruction will follow the format below:

#### **"My Side of the Story" from *First French Kiss: And Other Traumas* by Adam Bagdasarian**

- Introduction to Social Issues + Book Clubs
- Session 1
- Session 2
- Session 3 (Additional Material: ["Inside Out"](#) video clip ([YouTube link](#)))
- Session 5
- Session 6 (Additional Material: ["Meme"](#) link ([URL](#)) + ["Moana Argues with her Dad"](#) video clip ([YouTube link](#)))

#### **"Inside Out" from *The Circuit: Stories from the Life of a Migrant Child* by Francisco Jimenez**

- Session 8 (Additional Material: ["Together We Make Football: Sam Gordon"](#) video clip)
- Session 9
- Session 10
- Session 11 (Additional Material: ["Race, Stereotypes, and Identity in 2016"](#) video clip ([YouTube Link](#)))
- Session 12
- Session 13 (Additional Material: [Pink and Blue Toy Aisles Photos](#) + ["Lalaloopsy Commercial"](#) video clip ([YouTube link](#)) + ["Goldieblox Commercial"](#) video clip ([YouTube link](#)))
- Session 14

#### **"Shoulders" by Naomi Shihab Nye + "In a line at the drugstore..." by Claudia Rankine**

- Session 15
- Session 16
- Session 17
- Session 18

#### **Instructional Strategies**

- Workshop Model
- Read-Alouds/Video-alouds
- Turn & Talk/Partner Talk
- Independent Reading
- Modeling
- Book Clubs
- Mini-lessons
- Small Group Instruction
- Whole Group Instruction
- Think-Pair-Share
- Accountable Talk
- Word Wall
- Anchor Charts
- Tiered Activities
- Reader's Notebook
- Notice/Wonder Protocol
- Exit Tickets


## Unit 2: Social Issues Book Clubs: Reading for Empathy and Advocacy

6th Grade ELA Reading - Last Updated on February 8, 2022


- Centers/Stations
- Differentiated Instruction

### ATTACHMENTS

 MSRUOS\_SI\_MT\_My Side of the Story.pdf

 MSRUOS\_SI\_MT\_Inside Out.pdf

 MSRUOS\_SI\_MT\_InLineAtTheDrugstore.pdf

 MSRUOS\_SI\_MT\_Shoulders.pdf

### SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

[ELA Opportunities for Differentiated Instruction](#)

## Unit 3: Tapping the Power of Nonfiction

6th Grade ELA Reading - Last Updated on February 8, 2022

### STANDARDS ADDRESSED

#### New Jersey (NJSL) - Grade 6 - English Language Arts ELA (2020)

##### RL.6.3

Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

##### RI.6.1

Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

##### RI.6.2

Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

##### RI.6.3

Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

##### RI.6.5

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.

##### RI.6.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

##### RI.6.6

Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

##### RI.6.7

Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

##### RI.6.8

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.

### Unit 3: Tapping the Power of Nonfiction

6th Grade ELA Reading - Last Updated on February 8, 2022

#### RI.6.9

Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

#### RI.6.10

By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

#### W.6.1

Write arguments to support claims with clear reasons and relevant evidence.

#### W.6.2

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

#### W.6.4

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

#### W.6.5

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

#### W.6.7

Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

#### W.6.8

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.

#### W.6.9

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

#### SL.6.1

## Unit 3: Tapping the Power of Nonfiction

6th Grade ELA Reading - Last Updated on February 8, 2022

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.

### SL.6.2

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.

### SL.6.3

Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

### SL.6.4

Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).

### L.6.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

### L.6.2

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

### L.6.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

### L.6.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

### L.6.6

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.

### **New Jersey (NJSLs) - Grades 6-8 - Career Readiness, Life Literacies, and Key Skills (2020)**

#### 9.4.8.GCA.2:

Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

## Unit 3: Tapping the Power of Nonfiction

6th Grade ELA Reading - Last Updated on February 8, 2022

9.4.8.TL.3:

Select appropriate tools to organize and present information digitally.

**New Jersey (NJSLS) - Grades 6-8 - Computer Science and Design Thinking (2020)**

8.2.8.EC.1:

Explain ethical issues that may arise from the use of new technologies.



## Unit 3: Tapping the Power of Nonfiction

6th Grade ELA Reading - Last Updated on February 8, 2022

### DESIRED RESULTS

#### Established Goals

Nonfiction reading skills are essential to students' achievement in virtually every academic discipline. In this unit, students will read science books and articles and read all kinds of primary and secondary sources to become powerful learners. Students will develop flexibility as they read across text types and transfer what they know from one type of text to the next. Students will learn to grow ideas and work collaboratively around high-interest texts and topics and build topic-specific vocabulary.

#### Transfer

Students will be able to independently use their learning to...read and analyze informational texts with confidence and with a critical lens.

#### Meaning

Big Ideas & Understandings	Essential Questions
<p>Students will understand that...</p> <ul style="list-style-type: none"><li>• central ideas tell what the text is mostly about.</li><li>• summaries create a concrete version of a text.</li><li>• synthesizing combines details within and across texts.</li><li>• reading critically helps readers to question an author's point of view and perspective.</li></ul>	<p>Students will keep considering...</p> <ul style="list-style-type: none"><li>• What makes an idea complex?</li><li>• What are some strategies that readers use when they encounter texts that teach the main idea implicitly?</li><li>• How can readers use context to determine vocabulary in complex texts?</li><li>• How can readers use a variety of sources using the same skills as reading print to add meaning to their research?</li><li>• How do readers become "experts" on a topic?</li><li>• Why do writers move back and forth from details to big ideas?</li><li>• Why do readers study topics deeply?</li><li>• Are readers able to live differently and take action because of research?</li></ul>

#### Acquisition

Knowledge	Skills
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## Unit 3: Tapping the Power of Nonfiction

6th Grade ELA Reading - Last Updated on February 8, 2022

### Acquisition

Students will know...

- LINK Core Values
- Informational Text Structures
- Informational Text Features
- to summarize/synthesize texts
- to cite evidence to support thinking
- Partner Discussion/Partner Work

Students will be skilled at...

- participating in the class read-aloud, speculating what the book may be about.
- using post-it notes to jot thoughts about their book while reading.
- practicing growing their thinking about parts as they read their own books.
- determining central ideas by considering how details fit together in their nonfiction chapter books as they read.
- reading on with their central ideas in mind, alert for details that might lead them to rethink their initial ideas.
- reading on in their books, considering how embedded stories contribute to central ideas.
- considering how seemingly insignificant parts connect to bigger ideas in a text as they read.
- analyzing their writing about reading
- previewing the gist of their topic and poring over easier resources to build a bit of background knowledge.
- writing or teaching others about their topic to solidify their learning.
- practicing summarizing the short texts they are reading to hold on to and better understand the essential parts of what they are learning.
- reading several articles or texts on their topic and taking notes that allow them to synthesize what they are learning across texts.
- determining which note-taking methods work best for them and develop their own note-taking system.
- conducting quick research as needed to clear up any confusion as they read their text sets.
- reading through a volume of text sets and drawing on the repertoire of strategies they learned throughout the unit.
- gathering vocabulary words to help them learn the lingo of their topic.
- working on growing their own ideas and theories about the nonfiction texts they read.
- reading easier resources to build up knowledge on their topic.
- researching their topics online.
- recording the challenges they encounter and develop

## Unit 3: Tapping the Power of Nonfiction

6th Grade ELA Reading - Last Updated on February 8, 2022

### Acquisition

	<p>solutions to tackle those challenges as they read.</p> <ul style="list-style-type: none"><li>• determining the author's point of view of a text.</li><li>• rereading an article with a particular focus on the author's point of view, noting a few techniques the author has used to convey it.</li></ul> <p>• synthesizing what they are learning across texts, drawing on this work as needed as they study points of contradiction.</p>
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ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

### Assessments

Evaluation Criteria	Assessment Evidence
Rubrics/Checklists:	<p>Performance Task(s):</p> <ul style="list-style-type: none"><li>• Pre-Assessment</li><li>• Completed Classwork</li><li>• Exit Tickets</li><li>• Bend Quizzes</li><li>• Informational Text <a href="#">Magazine Project</a> or <a href="#">Blog Project</a></li><li>• End of Unit Assessment</li></ul>
	<p>Other Evidence:</p> <ul style="list-style-type: none"><li>• Literably Assessments</li><li>• Small Group Instruction</li><li>• Reading Conferences</li><li>• Reader's Notebook</li><li>• Writing about Reading</li><li>• Post-it Notes/Annotations</li><li>• Observations</li><li>• Partner Talk</li></ul>

## Unit 3: Tapping the Power of Nonfiction

6th Grade ELA Reading - Last Updated on February 8, 2022

### LEARNING PLAN

#### Summary of Key Learning Events and Instruction:

For each of the mentor texts outlined in the scope and sequence, ELA (Reading) instruction will follow the format below:

#### Fast Food Nation: The Dark Side of the All-American Meal by Eric Schlosser

- Nonfiction Text Structures/Text Features
- Blog/Magazine Project
- Session 1 (Additional Materials: ["Cheyenne Mountain"](#) photos)
- Session 3 (Additional Materials: ["Kitchen Items"](#) photos + ["Animal Parents and their Young"](#) photos)
- Session 4
- Session 5
- Session 6
- Session 8 (Additional Materials: ["GMOs and Genetic Engineering"](#) Text Set)
- Session 9 (Additional Materials: ["The Battle Over GMOs"](#) by Alessandra Potenza)
- Session 10
- Session 11 (Additional Materials: ["Seeing Red: The Flav'r Svr Tomato"](#) video)
- Session 12
- Session 13
- Session 14
- Session 15
- Session 16
- Session 17
- Session 18 (Additional Materials: ["World Wildlife Fund"](#) Ad + ["Labels for GMO Foods"](#) link + ["Scientists Make a Better Potato"](#) link)
- Session 19 (Additional Materials: ["What's a GMO? And GMO Information"](#) link)
- Session 20

#### Instructional Strategies

- Workshop Model
- Read-Alouds/Video-alouds
- Turn & Talk/Partner Talk
- Independent Reading
- Modeling
- Mini-lessons
- Small Group Instruction
- Whole Group Instruction
- Think-Pair-Share
- Accountable Talk
- Word Wall
- Anchor Charts
- Tiered Activities
- Reader's Notebook
- Notice/Wonder Protocol

## Unit 3: Tapping the Power of Nonfiction

6th Grade ELA Reading - Last Updated on February 8, 2022

- Exit Tickets
- Centers/Stations
- Differentiated Instruction

### ATTACHMENTS

 MSRUOS\_Nonfiction\_MT\_FastFoodNationexcerpts.pdf

### SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

[ELA Opportunities for Differentiated Instruction](#)

## Unit 4: Working With Evidence: Rules to Live By

6th Grade ELA Reading - Last Updated on February 8, 2022

### STANDARDS ADDRESSED

#### New Jersey (NJSL) - Grade 6 - English Language Arts ELA (2020)

##### RL.6.1

Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

##### RL.6.2

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.

##### RL.6.4

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.

##### RL.6.5

Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

##### RI.6.1

Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

##### RI.6.2

Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

##### RI.6.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

##### RI.6.5

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.

##### W.6.1

Write arguments to support claims with clear reasons and relevant evidence.

## Unit 4: Working With Evidence: Rules to Live By

6th Grade ELA Reading - Last Updated on February 8, 2022

### W.6.4

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

### W.6.9

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

### SL.6.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

### L.6.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

### L.6.2

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

### L.6.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

### L.6.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

### L.6.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

### L.6.6

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.

### SL.6.2

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.

**New Jersey (NJSL) - Grades 6-8 - Career Readiness, Life Literacies, and Key Skills (2020)**

## Unit 4: Working With Evidence: Rules to Live By

6th Grade ELA Reading - Last Updated on February 8, 2022

9.4.8.GCA.2:

Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

9.4.8.TL.3:

Select appropriate tools to organize and present information digitally.

**New Jersey (NJSLS) - Grades 6-8 - Computer Science and Design Thinking (2020)**

8.2.8.EC.1:

Explain ethical issues that may arise from the use of new technologies.



## Unit 4: Working With Evidence: Rules to Live By

6th Grade ELA Reading - Last Updated on February 8, 2022

### DESIRED RESULTS

Established Goals
<p>In this unit, students will read the novel <i>Bud, Not Buddy</i>, with a focus on character development and the author's use of language. Students will closely interpret figurative language and explain how Bud's use of figurative language and his word choice affect tone and meaning. Students will analyze Bud's various rules, what they mean, whether specific rules are meant to help him survive or thrive, and make an inference about where the rule might have originated (in terms of Bud's experiences). Students will continue their exploration of the idea of "rules to live by" through close reading of real-world examples: speeches. Students will identify Steve Jobs' "rules to live by" that he articulates in his commencement address at Stanford University and analyze how structure and word choice add to the meaning of Jobs' ideas. Students will then apply these same skills of analyzing text structure and word choice to the end of unit assessment, in which they read Barack Obama's Back-to-School Speech.</p>

Transfer
<p>Students will be able to independently use their learning to...develop and communicate their own "rules to live by" using their own life experiences and analyze speeches for meaning.</p>

Meaning	
Big Ideas & Understandings	Essential Questions
<p>Students will understand that...</p> <ul style="list-style-type: none"><li>• figurative language and word choice affects both tone and meaning.</li><li>• key details of a speech determine the central idea. Sections of a speech contribute to the main idea of the passage.</li><li>• individual phrases add meaning to a speech and emphasize the main idea.</li></ul>	<p>Students will keep considering...</p> <ul style="list-style-type: none"><li>• What are rules to live by?</li><li>• How do people communicate these "rules"?</li><li>• How does figurative language and word choice affect the tone and meaning of a text?</li></ul>

Acquisition	
Knowledge	Skills
<p>Students will know...</p>	<p>Students will be skilled at...</p>

## Unit 4: Working With Evidence: Rules to Live By

6th Grade ELA Reading - Last Updated on February 8, 2022

### Acquisition

- LINK's Core Values
- Reading literature and informational texts
- Rules to live by
- Background of the era of the Great Depression

- use evidence from the text to make inferences about Bud.
- determine the meaning of figurative language in Bud, Not Buddy.
- explain how the author's word choice affects tone and meaning in the novel.
- determine the gist of specific paragraphs of the Steve Jobs speech.
- identify the meaning of unfamiliar vocabulary from the context.
- read a speech closely in order to answer text-dependent questions.
- connect the events between two different texts.

## Unit 4: Working With Evidence: Rules to Live By

6th Grade ELA Reading - Last Updated on February 8, 2022

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

### Assessments

Evaluation Criteria	Assessment Evidence
Rubrics/Checklists:	Performance Task(s): <ul style="list-style-type: none"><li>• Pre-Assessment</li><li>• Completed Classwork</li><li>• Entrance Tickets</li><li>• Exit Tickets</li><li>• Mid Unit 1 Assessment</li><li>• End of Unit 1 Assessment</li></ul>
	Other Evidence: <ul style="list-style-type: none"><li>• Literably Assessments</li><li>• Small Group Instruction</li><li>• Reading Conferences</li><li>• Reader's Notebook</li><li>• Writing about Reading</li><li>• Post-it Notes/Annotations</li><li>• Observations</li><li>• Partner Talk</li></ul>

## Unit 4: Working With Evidence: Rules to Live By

6th Grade ELA Reading - Last Updated on February 8, 2022

### LEARNING PLAN

#### Summary of Key Learning Events and Instruction:

For each of the mentor texts outlined in the scope and sequence, ELA (Reading) instruction will follow the format below:

#### [Bud, Not Buddy](#) by Christopher Paul Curtis

- Introduction to the Great Depression
- Lesson 1
- Lesson 2
- Lesson 3
- Lesson 4
- Lesson 5 (Mid Unit 1 Assessment)

#### [Bud, Not Buddy](#) by Christopher Paul Curtis + [Steve Jobs' Stanford University Commencement Speech](#)

- Lesson 6
- Lesson 7
- Lesson 8
- Lesson 9
- Lesson 10
- Lesson 11
- Lesson 12 (End of Unit 1 Assessment Text: [President Barack Obama's 2009 Back to School Speech](#) ([Video](#)))


#### Instructional Strategies

- Workshop Model
- Read-Alouds/Video-alouds
- Turn & Talk/Partner Talk
- Independent Reading
- Modeling
- Mini-lessons
- Small Group Instruction
- Whole Group Instruction
- Think-Pair-Share
- Accountable Talk
- Word Wall
- Anchor Charts
- Tiered Activities
- Reader's Notebook
- Notice/Wonder Protocol
- Exit Tickets
- Centers/Stations
- Differentiated Instruction

#### ATTACHMENTS

## Unit 4: Working With Evidence: Rules to Live By

6th Grade ELA Reading - Last Updated on February 8, 2022

 budnotbuddythe book.pdf

 STEVE JOBS, STANFORD UNIVERSITY COMMENCEMENT ADDRESS, 2005

 President Obama's 2009 Back to School Speech

SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

[ELA Opportunities for Differentiated Instruction](#)



# 6th Grade ELA Writing

## Link Community Charter School

UNITS (4/4 SELECTED)	SUGGESTED DURATION
<input type="checkbox"/> Unit 1: Personal Narrative	15 lessons
<input type="checkbox"/> Unit 2: The Literary Essay: From Character to Compare/Contrast	20 lessons
<input type="checkbox"/> Unit 3: Research-Based Information Writing	20 lessons
<input type="checkbox"/> Unit 4: Building Evidence-Based Arguments: Energy Crossroads	1 lessons

## Unit 1: Personal Narrative

6th Grade ELA Writing - Last Updated on July 28, 2021

### STANDARDS ADDRESSED

#### New Jersey (NJSL) - Grade 6 - English Language Arts ELA (2020)

##### RL.6.1

Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

##### RL.6.2

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.

##### RL.6.3

Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

##### RL.6.4

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.

##### RL.6.5

Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

##### RL.6.6

Explain how an author develops the point of view of the narrator or speaker in a text.

##### RL.6.10

By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.

##### W.6.3

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

##### W.6.3.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.



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### W.6.3.b

Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

### W.6.3.c

Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

### W.6.3.d

Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

### W.6.3.e

Provide a conclusion that follows from the narrated experiences or events.

### W.6.4

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

### W.6.5

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

### W.6.9

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

### W.6.10

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.

### SL.6.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

### SL.6.2

Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how

## Unit 1: Personal Narrative

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it contributes to a topic, text, or issue under study.

### SL.6.4

Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).

### SL.6.6

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

### L.6.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

### L.6.2

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

### L.6.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

### L.6.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

### L.6.4.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.

### L.6.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

### L.6.6

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.

## Unit 1: Personal Narrative

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### DESIRED RESULTS

#### Established Goals

In this unit, students will understand the genre of personal narrative writing. Students will independently produce writing through the writing process and self assess their writing. Students will understand the author's craft and replicate strategies. Students will determine importance and angle stories to convey the theme. Students will experiment with different leads and endings to engage their audience.

#### Transfer

Students will be able to independently use their learning to...complete the writing process in the narrative genre by generating ideas, drafting, and revising and editing their work with a checklist.

#### Meaning

Big Ideas & Understandings	Essential Questions
<p>Students will understand that...</p> <ul style="list-style-type: none"><li>• Writers will write true stories, learning strategies to generate meaningful story ideas, manage pace, elaborate on important scenes, and deepen insights.</li><li>• Writers choose topics that have meaning and/or significance and work to convey them clearly to others.</li><li>• Writers revise and edit their writing for power and clarity.</li></ul>	<p>Students will keep considering...</p> <ul style="list-style-type: none"><li>• How do we launch independent writing lives and generate personal narratives?</li><li>• How do I, as an experienced writer, get started on a personal narrative?</li><li>• How do I know which ideas to develop and write long about?</li><li>• How do I bring out the message in my story?</li><li>• What strategies can I use to make sure my writing is powerful and clear to the reader?</li><li>• How do we self monitor our individual goals and internalize the writing process?</li></ul>

#### Acquisition

Knowledge	Skills
Students will know...	Students will be skilled at...

## Unit 1: Personal Narrative

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### Acquisition

- LINK's Core Values
- Narrative Writing Process
- Writing Process
- To generate ideas
- To edit their work with a checklist
- To show details more than tell
- to vary sentence length to help create a mood
- Write meaningful introductions and conclusions to narratives

- generating narrative ideas by brainstorming meaningful people, places, and moments
- studying narratives for content first, and then returning to them to review the craft and stylistic moves made by the writers
- studying mentor texts by reading more narratives and identifying what the writer did that worked in the piece and what the writer might have done differently
- studying how writers narrate a small moment effectively
- practicing the techniques used by these writers by writing about true experiences from their own lives, following the structure the writer created in his or her narrative
- increasing the volume of writing they do, by focusing on small details
- drafting about moments to write about more thoroughly
- reflecting back to the moment to recall and use sensory details in their writing
- determining techniques from mentor texts and using them in their own writing
- writing several narratives, trying as many strategies as they can, with different moments
- examining the Narrative Writing Checklist as a tool that will help them measure their progress as writers
- annotating 6th grade mentor texts to get a feel for how the checklist measures progress of writers
- compose introductions and conclusions for personal narratives
- assessing the writing of a peer, using specific language from the checklist to identify what the writer has done successfully and what the writer might improve upon
- self-assessing their own writing
- choosing one story beginning that they would like to continue developing into a publishable piece (seed idea)
- studying successful leads of narratives, naming what writers can do to pull readers into the story right away
- crafting a lead that will draw readers into the heart of the story
- flash-drafting narratives independently
- using a checklist to navigate their drafts and help them see what needs revising

## Unit 1: Personal Narrative

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### Acquisition

	<ul style="list-style-type: none"><li>• create peer-editing/revision groups</li><li>• share/publish personal narratives on a digital platform</li></ul>
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### ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

## Assessments

Evaluation Criteria	Assessment Evidence
<p>Rubrics/Checklists:</p> <ul style="list-style-type: none"><li>• <a href="#">Grade 6 Personal Narrative Writing Checklist</a></li><li>• <a href="#">NWT Rubric</a></li><li>• <a href="#">Narrative Revision Strategies Group Planner</a></li></ul>	<p>Performance Task(s):</p> <ul style="list-style-type: none"><li>• <a href="#">Pre/Post-Assessment</a></li><li>• Portfolio Writing Piece</li></ul>
	<p>Other Evidence:</p> <ul style="list-style-type: none"><li>• Writing about reading/writing long</li><li>• Writers' notebooks</li><li>• Teacher-created performance assessment</li><li>• Student reflections</li><li>• Conferences and small groups</li><li>• Quick Writes</li></ul>

# Unit 1: Personal Narrative

6th Grade ELA Writing - Last Updated on July 28, 2021

## LEARNING PLAN

### Summary of Key Learning Events and Instruction:

For each of the mentor texts outlined in the scope and sequence, ELA (Writing) instruction will follow the format below:

#### "Everything Will Be Okay" by James Howe

- Session 1
- Session 2
- Session 3
- Session 4
- Session 5
- Session 6 (Additional Material: ["Look Up and Watch the Show"](#))
- Session 7
- Session 8
- Session 10
- Session 11
- Session 13
- Session 14
- Session 15
- Session 16

#### Instructional Strategies

- Workshop Model
- Read-Alouds/Video-alouds
- Turn & Talk/Partner Talk
- Independent Reading
- Modeling
- Mini-lessons
- Small Group Instruction/Writing Conferences
- Quick Writes
- Whole Group Instruction
- Think-Pair-Share
- Accountable Talk
- Word Wall
- Anchor Charts
- Tiered Activities
- Reader's Notebook
- Exit Tickets
- Centers/Stations
- Differentiated Instruction

#### ATTACHMENTS

 G6B1\_MT\_EverythingOK.pdf

## Unit 1: Personal Narrative

6th Grade ELA Writing - *Last Updated on July 28, 2021*

SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

[ELA Opportunities for Differentiated Instruction](#)

## Unit 2: The Literary Essay: From Character to Compare/Contrast

6th Grade ELA Writing - Last Updated on July 28, 2021

### STANDARDS ADDRESSED

#### New Jersey (NJSL) - Grade 6 - English Language Arts ELA (2020)

##### RL.6.1

Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

##### RL.6.2

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.

##### RL.6.3

Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

##### RL.6.4

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.

##### RL.6.5

Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

##### RL.6.10

By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.

##### W.6.1

Write arguments to support claims with clear reasons and relevant evidence.

##### W.6.1.a

Introduce claim(s) and organize the reasons and evidence clearly.

##### W.6.1.b

Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

##### W.6.1.c



## Unit 2: The Literary Essay: From Character to Compare/Contrast

6th Grade ELA Writing - Last Updated on July 28, 2021

Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.

W.6.1.d

Establish and maintain a formal/academic style, approach, and form.

W.6.1.e

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

W.6.2

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.6.3.b

Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

W.6.4

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

W.6.5

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.6.6

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.

W.6.9

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

W.6.10

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.

SL.6.1

## Unit 2: The Literary Essay: From Character to Compare/Contrast

6th Grade ELA Writing - Last Updated on July 28, 2021

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.

### SL.6.2

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.

### SL.6.3

Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

### SL.6.4

Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).

### SL.6.6

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

### L.6.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

### L.6.2

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

### L.6.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

### L.6.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

### L.6.6

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.

## Unit 2: The Literary Essay: From Character to Compare/Contrast

6th Grade ELA Writing - Last Updated on July 28, 2021

### DESIRED RESULTS

Established Goals
<p>In this unit, students will understand the genre of literary essays and independently produce writing through the writing process. Students will self assess their writing, understand the author's craft, and replicate strategies. This unit will lead students to develop a foundation for writers to make and support claims in their essays, as well as improving upon their reading skills. They will learn how to read a text to find the details the writer included that help illuminate great things about a character, then they will read even more closely to examine the characters' motivations and desires. Ultimately, students will learn how to make and articulate a claim, using evidence they have found in a text, explaining how their evidence supports their claim.</p>

Transfer
<p>Students will be able to independently use their learning to...read literature closely, examining characters and themes carefully by generating ideas for a literary argument, editing and revising their essay using a checklist.</p>

Meaning	
Big Ideas & Understandings	Essential Questions
<p>Students will understand that...</p> <ul style="list-style-type: none"> <li>Writers craft essays that make arguments about characters and themes,</li> <li>Writers learn strategies essayists use to gather, analyze and explain evidence from the text to support their claims</li> </ul>	<p>Students will keep considering...</p> <ul style="list-style-type: none"> <li>What is a literary essay?</li> <li>How do we write strong literary essays?</li> <li>How do we elevate the complexity of literary essays with themes, comparisons, leads, and closings?</li> <li>How do we compose compare and contrast essays?</li> <li>How can I use essay writing to develop big, insightful and wise ideas about the human experience?</li> <li>How do I develop a thesis about literature and build an effective structure to support my claim?</li> <li>How should I select the most compelling evidence to support my claim?</li> </ul>

Acquisition	
Knowledge	Skills
<p>Students will know...</p>	<p>Students will be skilled at...</p>

## Unit 2: The Literary Essay: From Character to Compare/Contrast

6th Grade ELA Writing - Last Updated on July 28, 2021

### Acquisition

- LINK's Core Values
- To read literature closely, examining characters and themes carefully
- To generate ideas for a literary argument
- To edit and revise their essay, using a checklist
- To revise sentences to avoid fragments and run-ons

- reading and annotating text to review the story elements
- making a claim about a familiar character in the story and
- listing evidence from the story that will support the claim
- reviewing the structure of an essay before writing
- close-reading and rereading sections of text to find details that might reveal aspects of character
- writing long about character's traits and motivations using details and textual evidence using thought prompts to help them write long about their ideas
- sharing and receiving feedback on how to extend the claims to encompass the entire story or character
- supporting their claim with compelling evidence, taken from all parts of the story
- adding the most compelling evidence to the draft of the essay by quoting some parts of the text, storytelling other parts of the text, and/or summarizing other parts of the story
- studying mentor texts, thinking about what makes them good
- annotating mentor texts with specific observations of how the writers effectively supported their claim
- sharing observations with peers to label as many techniques as they can find
- revising their essays according to a checklist to identify what they are doing successfully and what they need to improve on
- identifying the problems faced by a character to determine the theme of a text
- planning a theme-based essay, based on the kinds of lessons the characters may have learned
- drafting a theme-based essay
- writing introductions and conclusions of a theme-based essay
- noticing similarities and differences between two subjects
- practicing observational skills by comparing and contrasting several different subjects
- comparing what is similar and contrasting what is different about the themes in different texts.
- drafting comparative essays
- revising and editing their essays and working with a

## Unit 2: The Literary Essay: From Character to Compare/Contrast

6th Grade ELA Writing - Last Updated on July 28, 2021

### Acquisition

	<p>partner to suggest ways that their partner might make revisions to their essay</p> <ul style="list-style-type: none"><li>• share/publish essays on a digital platform</li></ul>
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### ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

## Assessments

Evaluation Criteria	Assessment Evidence
<p>Rubrics/Checklists:</p> <ul style="list-style-type: none"><li>• <a href="#">Grade 6 Argument Writing Checklist</a></li><li>• <a href="#">Literary Essay Rubric</a></li><li>• <a href="#">RST/LAT Rubric</a></li></ul>	<p>Performance Task(s):</p> <ul style="list-style-type: none"><li>• <a href="#">Pre/Post-Assessment</a></li><li>• Portfolio Writing Piece</li></ul>
	<p>Other Evidence:</p> <ul style="list-style-type: none"><li>• Writing about reading/Writing Long</li><li>• Writers' notebooks</li><li>• Teacher-created performance assessment</li><li>• Student reflections</li><li>• Conferences and small groups</li><li>• Quick Writes</li></ul>

## Unit 2: The Literary Essay: From Character to Compare/Contrast

6th Grade ELA Writing - Last Updated on July 28, 2021

### LEARNING PLAN

#### Summary of Key Learning Events and Instruction:

For each of the mentor texts outlined in the scope and sequence, ELA (Writing) instruction will follow the format below:

#### "Raymond's Run" by Toni Cade Bambara

- Session 1 (Additional Materials: ["The Three Little Pigs"](#))
- Session 2
- Session 3
- Session 4
- Session 5
- Session 6
- Session 7
- Session 8
- Session 10
- Session 11
- Session 12
- Session 13
- Session 14
- Session 16

#### Instructional Strategies

- Workshop Model
- Read-Alouds/Video-alouds
- Turn & Talk/Partner Talk
- Independent Reading
- Modeling
- Mini-lessons
- Small Group Instruction/Writing Conferences
- Quick Writes
- Whole Group Instruction
- Think-Pair-Share
- Accountable Talk
- Word Wall
- Anchor Charts
- Tiered Activities
- Reader's Notebook
- Exit Tickets
- Centers/Stations
- Differentiated Instruction

#### ATTACHMENTS

 G6B2\_MT\_RaymondsRun.pdf

## Unit 2: The Literary Essay: From Character to Compare/Contrast

6th Grade ELA Writing - *Last Updated on July 28, 2021*

SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

[ELA Opportunities for Differentiated Instruction](#)

## Unit 3: Research-Based Information Writing

6th Grade ELA Writing - Last Updated on August 3, 2021

### STANDARDS ADDRESSED

#### New Jersey (NJSLS) - Grade 6 - English Language Arts ELA (2020)

##### RI.6.1

Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

##### RI.6.2

Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

##### RI.6.3

Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

##### RI.6.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

##### RI.6.5

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.

##### RI.6.6

Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

##### RI.6.7

Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

##### RI.6.9

Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

##### RI.6.10

By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.



## Unit 3: Research-Based Information Writing

6th Grade ELA Writing - Last Updated on August 3, 2021

### W.6.1

Write arguments to support claims with clear reasons and relevant evidence.

### W.6.2

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

#### W.6.2.a

Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension.

#### W.6.2.b

Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

#### W.6.2.c

Use appropriate transitions to clarify the relationships among ideas and concepts.

#### W.6.2.d

Use precise language and domain-specific vocabulary to inform about or explain the topic.

#### W.6.2.e

Establish and maintain a formal/academic style, approach, and form.

### W.6.3

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

#### W.6.3.b

Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

#### W.6.3.d

Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

### W.6.4

## Unit 3: Research-Based Information Writing

6th Grade ELA Writing - Last Updated on August 3, 2021

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

### W.6.5

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

### W.6.6

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.

### W.6.7

Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

### W.6.8

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.

### W.6.9

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

### W.6.10

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.

### SL.6.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

### SL.6.2

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.

### SL.6.3

Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and

## Unit 3: Research-Based Information Writing

6th Grade ELA Writing - Last Updated on August 3, 2021

evidence from claims that are not.

### SL.6.4

Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).

### SL.6.5

Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

### SL.6.6

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

### L.6.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

### L.6.2

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

### L.6.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

### L.6.4.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.

### L.6.6

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.

## Unit 3: Research-Based Information Writing

6th Grade ELA Writing - Last Updated on August 3, 2021

### DESIRED RESULTS

Established Goals
In this unit, students will begin by learning to write research-based informational essays, using a familiar organizational structure. The main focus of this part of the unit is to develop a big picture view of a topic, uncover key points or ideas within the topic, and draft an informational essay. Students will then choose a compelling issue to examine more deeply. Students will learn to create an organizational structure that works for them, and will find solid, credible evidence to develop their writing more deeply. Ultimately, students will learn to prioritize their information in order to select the most important and/or valuable information for digital presentation.

Transfer
Students will be able to independently use their learning to...conduct extensive research on a topic, categorize notes into a logical organizational pattern and an outline, use text features to help teach readers about a topic, edit and revise their work using a checklist.

Meaning	
Big Ideas & Understandings	Essential Questions
Students will understand that... <ul style="list-style-type: none"><li>Writers will learn ways to research and write informational essays, books, and digital presentations or websites to teach their readers about a topic.</li><li>Writers will use increasingly sophisticated ways to draw on structure information to explain a position or make a call to action.</li><li>Writers will generate ideas and plan their research and gather information on their topic acquiring research skills.</li><li>Writers will organize, plan and draft their information and revise with the audience in mind.</li><li>Writers will use grammar and conventions to convey ideas precisely and powerfully.</li></ul>	Students will keep considering... <ul style="list-style-type: none"><li>What is a research based informational essay?</li><li>How do we read information with the lens of a researcher?</li><li>How do we write informational essays?</li><li>How do we draft and revise information books on focused topics?</li><li>How do we revise texts to fit digital formats?</li><li>What skills and strategies are needed to gather information effectively, and to conduct research?</li><li>Why is it important to keep your audience in mind?</li></ul>

Acquisition	
Knowledge	Skills
Students will know...	Students will be skilled at...

## Unit 3: Research-Based Information Writing

6th Grade ELA Writing - Last Updated on August 3, 2021

### Acquisition

- |   |  |
|---|--|
| <ul style="list-style-type: none"><li>• LINK's Core Values</li><li>• the genre of personal narrative writing.</li><li>• To independently produce writing through the writing process.</li><li>• To self assess their writing</li><li>• author's craft including digital mentor texts and replicate strategies.</li><li>• To determine importance and angle stories to convey the theme.</li><li>• To experiment with different leads and endings to engage our audience.</li><li>• To use text features to strengthen writing</li></ul> | <ul style="list-style-type: none"><li>• identifying what they already know about a topic</li><li>• reading an article or video-text and taking notes on new information connected to the topic</li><li>• organizing the information in their notes from a variety of sources</li><li>• identifying debates or conflicting information from a variety of sources</li><li>• researching a wide variety of sources for information</li><li>• connecting new information and insights to the big ideas</li><li>• planning their essay based on their insights about the overall topic</li><li>• identifying the points of their essay and how they will elaborate on each</li><li>• finding and citing textual evidence to support their insights on a topic</li><li>• creating a research trail by following a sequence of narrowed subtopics so that they can extend their research from focusing on just the problem to also focusing on the solution as well</li><li>• drafting the chapters they are most ready to write</li><li>• writing in paragraphs, citing examples from the text, providing several pieces of evidence for each point, and reflecting about the ways that the evidence supports their point</li><li>• examining mentor texts to discover how writers weld information together</li><li>• identifying text features in mentor texts that help to present the information clearly</li><li>• rereading their chapters, making notes of the kinds of information they have, and revising to include more varied information</li><li>• conducting more research in order to make revisions</li><li>• adding transitions words to help present the information logically and connect their ideas from one chapter to the next</li><li>• scanning through the texts you are researching in order to find specific sections to read that contain more information on the topic</li><li>• reading critically to be able to determine the reliability of the source of information</li></ul> |
|---|--|

## Unit 3: Research-Based Information Writing

6th Grade ELA Writing - Last Updated on August 3, 2021

### Acquisition

- organizing notes
- elaborating their writing with details that bring the text to life
- planning revisions to add more detail to their writing
- assessing their own writing honestly, by using a checklist for information writing and pushing themselves to meet higher standards
- studying mentor sentences, and modeling original sentences after them
- observing what mentor authors do, such as sentence length and punctuation
- using text features in their writing to help teach the reader about their topic
- creating an introduction for the book that will frame each chapter
- using quotations from their notes to add to or enhance one of the details in a chapter
- using appropriate transition words and phrases
- creating peer-editing/revision groups
- revising and editing writing according to checklist
- moving from their paper prototype to a digital format
- share/publish writing using a digital format

## Unit 3: Research-Based Information Writing

6th Grade ELA Writing - Last Updated on August 3, 2021

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

### Assessments

Evaluation Criteria	Assessment Evidence
<p>Rubrics/Checklists:</p> <ul style="list-style-type: none"><li>• <a href="#">Grade 6 Information Writing Checklist</a></li><li>• <a href="#">RST Rubric</a></li></ul>	<p>Performance Task(s):</p> <ul style="list-style-type: none"><li>• <a href="#">Pre/Post-Assessment (Option B)</a></li><li>• Portfolio Writing Piece</li></ul>
	<p>Other Evidence:</p> <ul style="list-style-type: none"><li>• Writing about reading/Writing Long</li><li>• Writers' notebooks</li><li>• Teacher-created performance assessment</li><li>• Student reflections</li><li>• Conferences and small groups</li><li>• Quick Writes</li></ul>

## Unit 3: Research-Based Information Writing

6th Grade ELA Writing - Last Updated on August 3, 2021

### LEARNING PLAN

#### Summary of Key Learning Events and Instruction:

For each of the mentor texts outlined in the scope and sequence, ELA (Writing) instruction will follow the format below:

#### Malala the Powerful

- Session 1 (Additional Materials: [Malala Video Clip 1](#) + [Malala Video Clip 2](#) + [Alex Lin Video Clip](#))
- Session 2
- Session 3
- Session 4
- Session 5
- Session 6
- Session 7
- Session 8
- Session 9
- Session 10
- Session 11
- Session 12
- Session 13
- Session 14
- Session 15
- Session 16
- Session 17
- Session 18

#### Instructional Strategies

- Workshop Model
- Read-Alouds/Video-alouds
- Turn & Talk/Partner Talk
- Independent Reading
- Modeling
- Mini-lessons
- Small Group Instruction/Writing Conferences
- Quick Writes
- Whole Group Instruction
- Think-Pair-Share
- Accountable Talk
- Word Wall
- Anchor Charts
- Tiered Activities
- Reader's Notebook
- Exit Tickets
- Centers/Stations




## Unit 3: Research-Based Information Writing

6th Grade ELA Writing - Last Updated on August 3, 2021

- Differentiated Instruction

### ATTACHMENTS

 malala\_the\_powerful.pdf

### SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

[ELA Opportunities for Differentiated Instruction](#)

## Unit 4: Building Evidence-Based Arguments: Energy Crossroads

6th Grade ELA Writing - Last Updated on August 3, 2021

### STANDARDS ADDRESSED

#### New Jersey (NJSL) - Grade 6 - English Language Arts ELA (2020)

##### RI.6.1

Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

##### RI.6.2

Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

##### RI.6.3

Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

##### RI.6.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

##### RI.6.5

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.

##### RI.6.6

Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

##### RI.6.8

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.

##### RI.6.9

Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

##### RI.6.10

By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

## Unit 4: Building Evidence-Based Arguments: Energy Crossroads

6th Grade ELA Writing - Last Updated on August 3, 2021

### W.6.1

Write arguments to support claims with clear reasons and relevant evidence.

#### W.6.1.a

Introduce claim(s) and organize the reasons and evidence clearly.

#### W.6.1.b

Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

#### W.6.1.c

Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.

#### W.6.1.d

Establish and maintain a formal/academic style, approach, and form.

### W.6.4

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

### W.6.5

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

### W.6.6

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.

### W.6.7

Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

### W.6.8

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.

## Unit 4: Building Evidence-Based Arguments: Energy Crossroads

6th Grade ELA Writing - Last Updated on August 3, 2021

### W.6.9

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

### W.6.10

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.

### SL.6.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

### SL.6.2

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.

### SL.6.3

Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

### SL.6.4

Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).

### SL.6.5

Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

### SL.6.6

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

### L.6.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

### L.6.2

## Unit 4: Building Evidence-Based Arguments: Energy Crossroads

6th Grade ELA Writing - Last Updated on August 3, 2021

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

L.6.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.6.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

L.6.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.6.6

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.

## Unit 4: Building Evidence-Based Arguments: Energy Crossroads

6th Grade ELA Writing - Last Updated on August 3, 2021

### DESIRED RESULTS

Established Goals
In this unit, students will read to understand objectively a complex issue through exploratory inquiry and close reading of information on the topic, then study multiple perspectives on the issue before they establish their own position. From their reading and research, students will craft an argumentative plan that explains and supports their position, acknowledges the perspectives and positions of others, and uses evidence gleaned through close reading and analysis to support their claims. Having developed a logical and well supported chain of reasoning, students will develop an argumentative essay.

Transfer
Students will be able to independently use their learning to... write convincing arguments, including counterarguments, and a call to action in a published essay.

Meaning	
Big Ideas & Understandings	Essential Questions
Students will understand that... <ul style="list-style-type: none"><li>the concept of evidence-based argumentation in the context of societal issues.</li><li>students (and citizens) must develop a "mental model" of what effective – and reasoned – argumentation entails, to guide them in reading, evaluating, and communicating arguments around issues to which there are many more than two sides</li></ul>	Students will keep considering... <ul style="list-style-type: none"><li>How can readers recognize a good argument?</li><li>How do readers research an argument?</li><li>What does it mean to summarize an argument?</li><li>How do readers find new ways to analyze a text?</li></ul>

Acquisition	
Knowledge	Skills
Students will know... <ul style="list-style-type: none"><li>LINK's Core Values</li><li>Close-reading text analysis</li></ul>	Students will be skilled at... <ul style="list-style-type: none"><li>understanding a societal issue as a context for various perspectives, positions, and arguments.</li></ul>

## Unit 4: Building Evidence-Based Arguments: Energy Crossroads

6th Grade ELA Writing - Last Updated on August 3, 2021

### Acquisition

<ul style="list-style-type: none"><li>• synthesize/evaluate arguments</li><li>• Identifying and crafting arguments</li><li>• The Writing Process</li></ul>	<ul style="list-style-type: none"><li>• reading and analyzing texts to develop an initial understanding of the issue.</li><li>• developing text-dependent questions and using them to deepen their analysis.</li><li>• developing and writing an evidence-based claim about the nature of the issue</li><li>• reading and delineating arguments.</li><li>• analyzing and comparing perspectives in argumentative texts.</li><li>• writing short essays analyzing an argument.</li><li>• clarifying their own emerging perspective and establishing a position on the issue</li><li>• conducting further research to help develop and support their position.</li><li>• identifying and writing about an argument that supports their position.</li><li>• identifying and writing about arguments that oppose their position.</li><li>• reviewing their notes and analysis to find evidence to develop and support their position.</li><li>• reviewing and writing a sequence of claims to use as premises in their argument.</li><li>• determining evidence to support their premises.</li><li>• reviewing and revising their plans for writing with their peers</li><li>• using appropriate transition words and phrases</li><li>• creating peer-editing/revision groups</li><li>• revising and editing writing according to checklist</li><li>• moving from their paper prototype to a digital format</li><li>• share/publish writing using a digital format</li></ul>
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## Unit 4: Building Evidence-Based Arguments: Energy Crossroads

6th Grade ELA Writing - Last Updated on August 3, 2021

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

### Assessments

Evaluation Criteria	Assessment Evidence
<p>Rubrics/Checklists:</p> <ul style="list-style-type: none"><li>• <a href="#">Grade 6 Argument Writing Checklist</a></li><li>• <a href="#">Evidence-Based Writing Rubric</a></li></ul>	<p>Performance Task(s):</p> <ul style="list-style-type: none"><li>• Pre/Post-Assessment</li><li>• Portfolio Writing Piece</li></ul>
	<p>Other Evidence:</p> <ul style="list-style-type: none"><li>• Writing about reading/Writing Long</li><li>• Writers' notebooks</li><li>• Teacher-created performance assessment</li><li>• Student reflections</li><li>• Conferences and small groups</li><li>• Quick Writes</li></ul>



## Unit 4: Building Evidence-Based Arguments: Energy Crossroads

6th Grade ELA Writing - Last Updated on August 3, 2021

### LEARNING PLAN

#### Summary of Key Learning Events and Instruction:

For each of the mentor texts outlined in the scope and sequence, ELA (Writing) instruction will follow the format below:

**TBD**

#### Instructional Strategies

- Workshop Model
- Read-Alouds/Video-alouds
- Turn & Talk/Partner Talk
- Independent Reading
- Modeling
- Mini-lessons
- Small Group Instruction/Writing Conferences
- Quick Writes
- Whole Group Instruction
- Think-Pair-Share
- Accountable Talk
- Word Wall
- Anchor Charts
- Tiered Activities
- Reader's Notebook
- Exit Tickets
- Centers/Stations
- Differentiated Instruction

#### SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

[ELA Opportunities for Differentiated Instruction](#)



# 6th Grade ELA Writing

## Link Community Charter School

### UNITS (4/4 SELECTED)

- ☒ Unit 1: Personal Narrative
- ☒ Unit 2: The Literary Essay: From Character to Compare/Contrast
- ☒ Unit 3: Research-Based Information Writing
- ☒ Unit 4: Building Evidence-Based Arguments: Energy Crossroads

### SUGGESTED DURATION

*15 lessons*

*20 lessons*

*20 lessons*

*1 lessons*

## Unit 1: Personal Narrative

6th Grade ELA Writing - Last Updated on July 28, 2021

### STANDARDS ADDRESSED

#### New Jersey (NJSL) - Grade 6 - English Language Arts ELA (2020)

##### RL.6.1

Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

##### RL.6.2

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.

##### RL.6.3

Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

##### RL.6.4

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.

##### RL.6.5

Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

##### RL.6.6

Explain how an author develops the point of view of the narrator or speaker in a text.

##### RL.6.10

By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.

##### W.6.3

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

##### W.6.3.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.

## Unit 1: Personal Narrative

6th Grade ELA Writing - Last Updated on July 28, 2021

### W.6.3.b

Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

### W.6.3.c

Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

### W.6.3.d

Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

### W.6.3.e

Provide a conclusion that follows from the narrated experiences or events.

### W.6.4

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

### W.6.5

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

### W.6.9

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

### W.6.10

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.

### SL.6.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

### SL.6.2

Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how

## Unit 1: Personal Narrative

6th Grade ELA Writing - Last Updated on July 28, 2021

it contributes to a topic, text, or issue under study.

### SL.6.4

Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).

### SL.6.6

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

### L.6.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

### L.6.2

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

### L.6.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

### L.6.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

#### L.6.4.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.

### L.6.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

### L.6.6

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.

## Unit 1: Personal Narrative

6th Grade ELA Writing - Last Updated on July 28, 2021

### DESIRED RESULTS

Established Goals
In this unit, students will understand the genre of personal narrative writing. Students will independently produce writing through the writing process and self assess their writing. Students will understand the author's craft and replicate strategies. Students will determine importance and angle stories to convey the theme. Students will experiment with different leads and endings to engage their audience.

Transfer
Students will be able to independently use their learning to...complete the writing process in the narrative genre by generating ideas, drafting, and revising and editing their work with a checklist.

Meaning	
Big Ideas & Understandings	Essential Questions
<p>Students will understand that...</p> <ul style="list-style-type: none"><li>Writers will write true stories, learning strategies to generate meaningful story ideas, manage pace, elaborate on important scenes, and deepen insights.</li><li>Writers choose topics that have meaning and/or significance and work to convey them clearly to others.</li><li>Writers revise and edit their writing for power and clarity.</li></ul>	<p>Students will keep considering...</p> <ul style="list-style-type: none"><li>How do we launch independent writing lives and generate personal narratives?</li><li>How do I, as an experienced writer, get started on a personal narrative?</li><li>How do I know which ideas to develop and write long about?</li><li>How do I bring out the message in my story?</li><li>What strategies can I use to make sure my writing is powerful and clear to the reader?</li><li>How do we self monitor our individual goals and internalize the writing process?</li></ul>

Acquisition	
Knowledge	Skills
Students will know...	Students will be skilled at...

## Unit 1: Personal Narrative

6th Grade ELA Writing - Last Updated on July 28, 2021

### Acquisition

- LINK's Core Values
- Narrative Writing Process
- Writing Process
- To generate ideas
- To edit their work with a checklist
- To show details more than tell
- to vary sentence length to help create a mood
- Write meaningful introductions and conclusions to narratives

- generating narrative ideas by brainstorming meaningful people, places, and moments
- studying narratives for content first, and then returning to them to review the craft and stylistic moves made by the writers
- studying mentor texts by reading more narratives and identifying what the writer did that worked in the piece and what the writer might have done differently
- studying how writers narrate a small moment effectively
- practicing the techniques used by these writers by writing about true experiences from their own lives, following the structure the writer created in his or her narrative
- increasing the volume of writing they do, by focusing on small details
- drafting about moments to write about more thoroughly
- reflecting back to the moment to recall and use sensory details in their writing
- determining techniques from mentor texts and using them in their own writing
- writing several narratives, trying as many strategies as they can, with different moments
- examining the Narrative Writing Checklist as a tool that will help them measure their progress as writers
- annotating 6th grade mentor texts to get a feel for how the checklist measures progress of writers
- compose introductions and conclusions for personal narratives
- assessing the writing of a peer, using specific language from the checklist to identify what the writer has done successfully and what the writer might improve upon
- self-assessing their own writing
- choosing one story beginning that they would like to continue developing into a publishable piece (seed idea)
- studying successful leads of narratives, naming what writers can do to pull readers into the story right away
- crafting a lead that will draw readers into the heart of the story
- flash-drafting narratives independently
- using a checklist to navigate their drafts and help them see what needs revising



## Unit 1: Personal Narrative

6th Grade ELA Writing - Last Updated on July 28, 2021

### Acquisition

	<ul style="list-style-type: none"><li>• create peer-editing/revision groups</li><li>• share/publish personal narratives on a digital platform</li></ul>
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ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

## Assessments

Evaluation Criteria	Assessment Evidence
<p>Rubrics/Checklists:</p> <ul style="list-style-type: none"><li>• <a href="#">Grade 6 Personal Narrative Writing Checklist</a></li><li>• <a href="#">NWT Rubric</a></li><li>• <a href="#">Narrative Revision Strategies Group Planner</a></li></ul>	<p>Performance Task(s):</p> <ul style="list-style-type: none"><li>• <a href="#">Pre/Post-Assessment</a></li><li>• Portfolio Writing Piece</li></ul>
	<p>Other Evidence:</p> <ul style="list-style-type: none"><li>• Writing about reading/writing long</li><li>• Writers' notebooks</li><li>• Teacher-created performance assessment</li><li>• Student reflections</li><li>• Conferences and small groups</li><li>• Quick Writes</li></ul>

# Unit 1: Personal Narrative

6th Grade ELA Writing - Last Updated on July 28, 2021

## LEARNING PLAN

### Summary of Key Learning Events and Instruction:

For each of the mentor texts outlined in the scope and sequence, ELA (Writing) instruction will follow the format below:

#### "Everything Will Be Okay" by James Howe

- Session 1
- Session 2
- Session 3
- Session 4
- Session 5
- Session 6 (Additional Material: ["Look Up and Watch the Show"](#))
- Session 7
- Session 8
- Session 10
- Session 11
- Session 13
- Session 14
- Session 15
- Session 16

#### Instructional Strategies

- Workshop Model
- Read-Alouds/Video-alouds
- Turn & Talk/Partner Talk
- Independent Reading
- Modeling
- Mini-lessons
- Small Group Instruction/Writing Conferences
- Quick Writes
- Whole Group Instruction
- Think-Pair-Share
- Accountable Talk
- Word Wall
- Anchor Charts
- Tiered Activities
- Reader's Notebook
- Exit Tickets
- Centers/Stations
- Differentiated Instruction

#### ATTACHMENTS

 G6B1\_MT\_EverythingOK.pdf

## Unit 1: Personal Narrative

6th Grade ELA Writing - *Last Updated on July 28, 2021*

SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

[ELA Opportunities for Differentiated Instruction](#)

## Unit 2: The Literary Essay: From Character to Compare/Contrast

6th Grade ELA Writing - Last Updated on July 28, 2021

### STANDARDS ADDRESSED

#### New Jersey (NJSLS) - Grade 6 - English Language Arts ELA (2020)

##### RL.6.1

Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

##### RL.6.2

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.

##### RL.6.3

Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

##### RL.6.4

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.

##### RL.6.5

Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

##### RL.6.10

By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.

##### W.6.1

Write arguments to support claims with clear reasons and relevant evidence.

##### W.6.1.a

Introduce claim(s) and organize the reasons and evidence clearly.

##### W.6.1.b

Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

##### W.6.1.c

## Unit 2: The Literary Essay: From Character to Compare/Contrast

6th Grade ELA Writing - Last Updated on July 28, 2021

Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.

W.6.1.d

Establish and maintain a formal/academic style, approach, and form.

W.6.1.e

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

W.6.2

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.6.3.b

Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

W.6.4

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

W.6.5

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.6.6

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.

W.6.9

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

W.6.10

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.

SL.6.1

## Unit 2: The Literary Essay: From Character to Compare/Contrast

6th Grade ELA Writing - Last Updated on July 28, 2021

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.

### SL.6.2

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.

### SL.6.3

Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

### SL.6.4

Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).

### SL.6.6

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

### L.6.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

### L.6.2

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

### L.6.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

### L.6.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

### L.6.6

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.

## Unit 2: The Literary Essay: From Character to Compare/Contrast

6th Grade ELA Writing - Last Updated on July 28, 2021

### DESIRED RESULTS

#### Established Goals

In this unit, students will understand the genre of literary essays and independently produce writing through the writing process. Students will self assess their writing, understand the author's craft, and replicate strategies. This unit will lead students to develop a foundation for writers to make and support claims in their essays, as well as improving upon their reading skills. They will learn how to read a text to find the details the writer included that help illuminate great things about a character, then they will read even more closely to examine the characters' motivations and desires. Ultimately, students will learn how to make and articulate a claim, using evidence they have found in a text, explaining how their evidence supports their claim.

#### Transfer

Students will be able to independently use their learning to...read literature closely, examining characters and themes carefully by generating ideas for a literary argument, editing and revising their essay using a checklist.

#### Meaning

Big Ideas & Understandings	Essential Questions
<p>Students will understand that...</p> <ul style="list-style-type: none"><li>Writers craft essays that make arguments about characters and themes,</li><li>Writers learn strategies essayists use to gather, analyze and explain evidence from the text to support their claims</li></ul>	<p>Students will keep considering...</p> <ul style="list-style-type: none"><li>What is a literary essay?</li><li>How do we write strong literary essays?</li><li>How do we elevate the complexity of literary essays with themes, comparisons, leads, and closings?</li><li>How do we compose compare and contrast essays?</li><li>How can I use essay writing to develop big, insightful and wise ideas about the human experience?</li><li>How do I develop a thesis about literature and build an effective structure to support my claim?</li><li>How should I select the most compelling evidence to support my claim?</li></ul>

#### Acquisition

Knowledge	Skills
Students will know...	Students will be skilled at...

## Unit 2: The Literary Essay: From Character to Compare/Contrast

6th Grade ELA Writing - Last Updated on July 28, 2021

### Acquisition

- LINK's Core Values
- To read literature closely, examining characters and themes carefully
- To generate ideas for a literary argument
- To edit and revise their essay, using a checklist
- To revise sentences to avoid fragments and run-ons

- reading and annotating text to review the story elements
- making a claim about a familiar character in the story and
- listing evidence from the story that will support the claim
- reviewing the structure of an essay before writing
- close-reading and rereading sections of text to find details that might reveal aspects of character
- writing long about character's traits and motivations using details and textual evidence using thought prompts to help them write long about their ideas
- sharing and receiving feedback on how to extend the claims to encompass the entire story or character
- supporting their claim with compelling evidence, taken from all parts of the story
- adding the most compelling evidence to the draft of the essay by quoting some parts of the text, storytelling other parts of the text, and/or summarizing other parts of the story
- studying mentor texts, thinking about what makes them good
- annotating mentor texts with specific observations of how the writers effectively supported their claim
- sharing observations with peers to label as many techniques as they can find
- revising their essays according to a checklist to identify what they are doing successfully and what they need to improve on
- identifying the problems faced by a character to determine the theme of a text
- planning a theme-based essay, based on the kinds of lessons the characters may have learned
- drafting a theme-based essay
- writing introductions and conclusions of a theme-based essay
- noticing similarities and differences between two subjects
- practicing observational skills by comparing and contrasting several different subjects
- comparing what is similar and contrasting what is different about the themes in different texts.
- drafting comparative essays
- revising and editing their essays and working with a



## Unit 2: The Literary Essay: From Character to Compare/Contrast

6th Grade ELA Writing - Last Updated on July 28, 2021

### Acquisition

	<p>partner to suggest ways that their partner might make revisions to their essay</p> <ul style="list-style-type: none"><li>• share/publish essays on a digital platform</li></ul>
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ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

### Assessments

Evaluation Criteria	Assessment Evidence
<p>Rubrics/Checklists:</p> <ul style="list-style-type: none"><li>• <a href="#">Grade 6 Argument Writing Checklist</a></li><li>• <a href="#">Literary Essay Rubric</a></li><li>• <a href="#">RST/LAT Rubric</a></li></ul>	<p>Performance Task(s):</p> <ul style="list-style-type: none"><li>• <a href="#">Pre/Post-Assessment</a></li><li>• Portfolio Writing Piece</li></ul>
	<p>Other Evidence:</p> <ul style="list-style-type: none"><li>• Writing about reading/Writing Long</li><li>• Writers' notebooks</li><li>• Teacher-created performance assessment</li><li>• Student reflections</li><li>• Conferences and small groups</li><li>• Quick Writes</li></ul>

## Unit 2: The Literary Essay: From Character to Compare/Contrast

6th Grade ELA Writing - Last Updated on July 28, 2021

### LEARNING PLAN

#### Summary of Key Learning Events and Instruction:

For each of the mentor texts outlined in the scope and sequence, ELA (Writing) instruction will follow the format below:

#### "Raymond's Run" by Toni Cade Bambara

- Session 1 (Additional Materials: ["The Three Little Pigs"](#))
- Session 2
- Session 3
- Session 4
- Session 5
- Session 6
- Session 7
- Session 8
- Session 10
- Session 11
- Session 12
- Session 13
- Session 14
- Session 16

#### Instructional Strategies

- Workshop Model
- Read-Alouds/Video-alouds
- Turn & Talk/Partner Talk
- Independent Reading
- Modeling
- Mini-lessons
- Small Group Instruction/Writing Conferences
- Quick Writes
- Whole Group Instruction
- Think-Pair-Share
- Accountable Talk
- Word Wall
- Anchor Charts
- Tiered Activities
- Reader's Notebook
- Exit Tickets
- Centers/Stations
- Differentiated Instruction

#### ATTACHMENTS

 G6B2\_MT\_RaymondsRun.pdf

## Unit 2: The Literary Essay: From Character to Compare/Contrast

6th Grade ELA Writing - Last Updated on July 28, 2021

SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

[ELA Opportunities for Differentiated Instruction](#)

## Unit 3: Research-Based Information Writing

6th Grade ELA Writing - Last Updated on August 3, 2021

### STANDARDS ADDRESSED

#### New Jersey (NJSLS) - Grade 6 - English Language Arts ELA (2020)

##### RI.6.1

Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

##### RI.6.2

Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

##### RI.6.3

Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

##### RI.6.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

##### RI.6.5

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.

##### RI.6.6

Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

##### RI.6.7

Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

##### RI.6.9

Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

##### RI.6.10

By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

## Unit 3: Research-Based Information Writing

6th Grade ELA Writing - Last Updated on August 3, 2021

### W.6.1

Write arguments to support claims with clear reasons and relevant evidence.

### W.6.2

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

#### W.6.2.a

Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension.

#### W.6.2.b

Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

#### W.6.2.c

Use appropriate transitions to clarify the relationships among ideas and concepts.

#### W.6.2.d

Use precise language and domain-specific vocabulary to inform about or explain the topic.

#### W.6.2.e

Establish and maintain a formal/academic style, approach, and form.

### W.6.3

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

#### W.6.3.b

Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

#### W.6.3.d

Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

### W.6.4

## Unit 3: Research-Based Information Writing

6th Grade ELA Writing - Last Updated on August 3, 2021

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

### W.6.5

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

### W.6.6

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.

### W.6.7

Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

### W.6.8

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.

### W.6.9

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

### W.6.10

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.

### SL.6.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

### SL.6.2

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.

### SL.6.3

Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and

## Unit 3: Research-Based Information Writing

6th Grade ELA Writing - Last Updated on August 3, 2021

evidence from claims that are not.

### SL.6.4

Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).

### SL.6.5

Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

### SL.6.6

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

### L.6.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

### L.6.2

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

### L.6.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

### L.6.4.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.

### L.6.6

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.

## Unit 3: Research-Based Information Writing

6th Grade ELA Writing - Last Updated on August 3, 2021

### DESIRED RESULTS

Established Goals
In this unit, students will begin by learning to write research-based informational essays, using a familiar organizational structure. The main focus of this part of the unit is to develop a big picture view of a topic, uncover key points or ideas within the topic, and draft an informational essay. Students will then choose a compelling issue to examine more deeply. Students will learn to create an organizational structure that works for them, and will find solid, credible evidence to develop their writing more deeply. Ultimately, students will learn to prioritize their information in order to select the most important and/or valuable information for digital presentation.

Transfer
Students will be able to independently use their learning to...conduct extensive research on a topic, categorize notes into a logical organizational pattern and an outline, use text features to help teach readers about a topic, edit and revise their work using a checklist.

Meaning	
Big Ideas & Understandings	Essential Questions
<p>Students will understand that...</p> <ul style="list-style-type: none"> <li>Writers will learn ways to research and write informational essays, books, and digital presentations or websites to teach their readers about a topic.</li> <li>Writers will use increasingly sophisticated ways to draw on structure information to explain a position or make a call to action.</li> <li>Writers will generate ideas and plan their research and gather information on their topic acquiring research skills.</li> <li>Writers will organize, plan and draft their information and revise with the audience in mind.</li> <li>Writers will use grammar and conventions to convey ideas precisely and powerfully.</li> </ul>	<p>Students will keep considering...</p> <ul style="list-style-type: none"> <li>What is a research based informational essay?</li> <li>How do we read information with the lens of a researcher?</li> <li>How do we write informational essays?</li> <li>How do we draft and revise information books on focused topics?</li> <li>How do we revise texts to fit digital formats?</li> <li>What skills and strategies are needed to gather information effectively, and to conduct research?</li> <li>Why is it important to keep your audience in mind?</li> </ul>

Acquisition	
Knowledge	Skills
Students will know...	Students will be skilled at...



## Unit 3: Research-Based Information Writing

6th Grade ELA Writing - Last Updated on August 3, 2021

### Acquisition

- |   |  |
|---|--|
| <ul style="list-style-type: none"><li>• LINK's Core Values</li><li>• the genre of personal narrative writing.</li><li>• To independently produce writing through the writing process.</li><li>• To self assess their writing</li><li>• author's craft including digital mentor texts and replicate strategies.</li><li>• To determine importance and angle stories to convey the theme.</li><li>• To experiment with different leads and endings to engage our audience.</li><li>• To use text features to strengthen writing</li></ul> | <ul style="list-style-type: none"><li>• identifying what they already know about a topic</li><li>• reading an article or video-text and taking notes on new information connected to the topic</li><li>• organizing the information in their notes from a variety of sources</li><li>• identifying debates or conflicting information from a variety of sources</li><li>• researching a wide variety of sources for information</li><li>• connecting new information and insights to the big ideas</li><li>• planning their essay based on their insights about the overall topic</li><li>• identifying the points of their essay and how they will elaborate on each</li><li>• finding and citing textual evidence to support their insights on a topic</li><li>• creating a research trail by following a sequence of narrowed subtopics so that they can extend their research from focusing on just the problem to also focusing on the solution as well</li><li>• drafting the chapters they are most ready to write</li><li>• writing in paragraphs, citing examples from the text, providing several pieces of evidence for each point, and reflecting about the ways that the evidence supports their point</li><li>• examining mentor texts to discover how writers weld information together</li><li>• identifying text features in mentor texts that help to present the information clearly</li><li>• rereading their chapters, making notes of the kinds of information they have, and revising to include more varied information</li><li>• conducting more research in order to make revisions</li><li>• adding transitions words to help present the information logically and connect their ideas from one chapter to the next</li><li>• scanning through the texts you are researching in order to find specific sections to read that contain more information on the topic</li><li>• reading critically to be able to determine the reliability of the source of information</li></ul> |
|---|--|

## Unit 3: Research-Based Information Writing

6th Grade ELA Writing - Last Updated on August 3, 2021

### Acquisition

- organizing notes
- elaborating their writing with details that bring the text to life
- planning revisions to add more detail to their writing
- assessing their own writing honestly, by using a checklist for information writing and pushing themselves to meet higher standards
- studying mentor sentences, and modeling original sentences after them
- observing what mentor authors do, such as sentence length and punctuation
- using text features in their writing to help teach the reader about their topic
- creating an introduction for the book that will frame each chapter
- using quotations from their notes to add to or enhance one of the details in a chapter
- using appropriate transition words and phrases
- creating peer-editing/revision groups
- revising and editing writing according to checklist
- moving from their paper prototype to a digital format
- share/publish writing using a digital format

## Unit 3: Research-Based Information Writing

6th Grade ELA Writing - Last Updated on August 3, 2021

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

### Assessments

Evaluation Criteria	Assessment Evidence
<p>Rubrics/Checklists:</p> <ul style="list-style-type: none"><li>• <a href="#">Grade 6 Information Writing Checklist</a></li><li>• <a href="#">RST Rubric</a></li></ul>	<p>Performance Task(s):</p> <ul style="list-style-type: none"><li>• <a href="#">Pre/Post-Assessment (Option B)</a></li><li>• Portfolio Writing Piece</li></ul>
	<p>Other Evidence:</p> <ul style="list-style-type: none"><li>• Writing about reading/Writing Long</li><li>• Writers' notebooks</li><li>• Teacher-created performance assessment</li><li>• Student reflections</li><li>• Conferences and small groups</li><li>• Quick Writes</li></ul>

## Unit 3: Research-Based Information Writing

6th Grade ELA Writing - Last Updated on August 3, 2021

### LEARNING PLAN

#### Summary of Key Learning Events and Instruction:

For each of the mentor texts outlined in the scope and sequence, ELA (Writing) instruction will follow the format below:

#### Malala the Powerful

- Session 1 (Additional Materials: [Malala Video Clip 1](#) + [Malala Video Clip 2](#) + [Alex Lin Video Clip](#))
- Session 2
- Session 3
- Session 4
- Session 5
- Session 6
- Session 7
- Session 8
- Session 9
- Session 10
- Session 11
- Session 12
- Session 13
- Session 14
- Session 15
- Session 16
- Session 17
- Session 18

#### Instructional Strategies


- Workshop Model
- Read-Alouds/Video-alouds
- Turn & Talk/Partner Talk
- Independent Reading
- Modeling
- Mini-lessons
- Small Group Instruction/Writing Conferences
- Quick Writes
- Whole Group Instruction
- Think-Pair-Share
- Accountable Talk
- Word Wall
- Anchor Charts
- Tiered Activities
- Reader's Notebook
- Exit Tickets
- Centers/Stations

## Unit 3: Research-Based Information Writing

6th Grade ELA Writing - Last Updated on August 3, 2021

- Differentiated Instruction

### ATTACHMENTS

 malala\_the\_powerful.pdf

### SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

[ELA Opportunities for Differentiated Instruction](#)

## Unit 4: Building Evidence-Based Arguments: Energy Crossroads

6th Grade ELA Writing - Last Updated on August 3, 2021

### STANDARDS ADDRESSED

#### New Jersey (NJSLS) - Grade 6 - English Language Arts ELA (2020)

##### RI.6.1

Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

##### RI.6.2

Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

##### RI.6.3

Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

##### RI.6.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

##### RI.6.5

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.

##### RI.6.6

Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

##### RI.6.8

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.

##### RI.6.9

Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

##### RI.6.10

By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

## Unit 4: Building Evidence-Based Arguments: Energy Crossroads

6th Grade ELA Writing - Last Updated on August 3, 2021

### W.6.1

Write arguments to support claims with clear reasons and relevant evidence.

#### W.6.1.a

Introduce claim(s) and organize the reasons and evidence clearly.

#### W.6.1.b

Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

#### W.6.1.c

Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.

#### W.6.1.d

Establish and maintain a formal/academic style, approach, and form.

### W.6.4

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

### W.6.5

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

### W.6.6

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.

### W.6.7

Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

### W.6.8

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.

## Unit 4: Building Evidence-Based Arguments: Energy Crossroads

6th Grade ELA Writing - Last Updated on August 3, 2021

### W.6.9

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

### W.6.10

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.

### SL.6.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

### SL.6.2

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.

### SL.6.3

Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

### SL.6.4

Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).

### SL.6.5

Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

### SL.6.6

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

### L.6.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

### L.6.2



## Unit 4: Building Evidence-Based Arguments: Energy Crossroads

6th Grade ELA Writing - Last Updated on August 3, 2021

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

L.6.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.6.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

L.6.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.6.6

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.

## Unit 4: Building Evidence-Based Arguments: Energy Crossroads

6th Grade ELA Writing - Last Updated on August 3, 2021

### DESIRED RESULTS

Established Goals
In this unit, students will read to understand objectively a complex issue through exploratory inquiry and close reading of information on the topic, then study multiple perspectives on the issue before they establish their own position. From their reading and research, students will craft an argumentative plan that explains and supports their position, acknowledges the perspectives and positions of others, and uses evidence gleaned through close reading and analysis to support their claims. Having developed a logical and well supported chain of reasoning, students will develop an argumentative essay.

Transfer
Students will be able to independently use their learning to... write convincing arguments, including counterarguments, and a call to action in a published essay.

Meaning	
Big Ideas & Understandings	Essential Questions
Students will understand that... <ul style="list-style-type: none"><li>the concept of evidence-based argumentation in the context of societal issues.</li><li>students (and citizens) must develop a "mental model" of what effective – and reasoned – argumentation entails, to guide them in reading, evaluating, and communicating arguments around issues to which there are many more than two sides</li></ul>	Students will keep considering... <ul style="list-style-type: none"><li>How can readers recognize a good argument?</li><li>How do readers research an argument?</li><li>What does it mean to summarize an argument?</li><li>How do readers find new ways to analyze a text?</li></ul>

Acquisition	
Knowledge	Skills
Students will know... <ul style="list-style-type: none"><li>LINK's Core Values</li><li>Close-reading text analysis</li></ul>	Students will be skilled at... <ul style="list-style-type: none"><li>understanding a societal issue as a context for various perspectives, positions, and arguments.</li></ul>

## Unit 4: Building Evidence-Based Arguments: Energy Crossroads

6th Grade ELA Writing - Last Updated on August 3, 2021

### Acquisition

- |  |  |
|--|--|
| <ul style="list-style-type: none"><li>• synthesize/evaluate arguments</li><li>• Identifying and crafting arguments</li><li>• The Writing Process</li></ul> | <ul style="list-style-type: none"><li>• reading and analyzing texts to develop an initial understanding of the issue.</li><li>• developing text-dependent questions and using them to deepen their analysis.</li><li>• developing and writing an evidence-based claim about the nature of the issue</li><li>• reading and delineating arguments.</li><li>• analyzing and comparing perspectives in argumentative texts.</li><li>• writing short essays analyzing an argument.</li><li>• clarifying their own emerging perspective and establishing a position on the issue</li><li>• conducting further research to help develop and support their position.</li><li>• identifying and writing about an argument that supports their position.</li><li>• identifying and writing about arguments that oppose their position.</li><li>• reviewing their notes and analysis to find evidence to develop and support their position.</li><li>• reviewing and writing a sequence of claims to use as premises in their argument.</li><li>• determining evidence to support their premises.</li><li>• reviewing and revising their plans for writing with their peers</li><li>• using appropriate transition words and phrases</li><li>• creating peer-editing/revision groups</li><li>• revising and editing writing according to checklist</li><li>• moving from their paper prototype to a digital format</li><li>• share/publish writing using a digital format</li></ul> |
|--|--|

## Unit 4: Building Evidence-Based Arguments: Energy Crossroads

6th Grade ELA Writing - Last Updated on August 3, 2021

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

### Assessments

Evaluation Criteria	Assessment Evidence
<p>Rubrics/Checklists:</p> <ul style="list-style-type: none"><li>• <a href="#">Grade 6 Argument Writing Checklist</a></li><li>• <a href="#">Evidence-Based Writing Rubric</a></li></ul>	<p>Performance Task(s):</p> <ul style="list-style-type: none"><li>• Pre/Post-Assessment</li><li>• Portfolio Writing Piece</li></ul>
	<p>Other Evidence:</p> <ul style="list-style-type: none"><li>• Writing about reading/Writing Long</li><li>• Writers' notebooks</li><li>• Teacher-created performance assessment</li><li>• Student reflections</li><li>• Conferences and small groups</li><li>• Quick Writes</li></ul>

## Unit 4: Building Evidence-Based Arguments: Energy Crossroads

6th Grade ELA Writing - Last Updated on August 3, 2021

### LEARNING PLAN

#### Summary of Key Learning Events and Instruction:

For each of the mentor texts outlined in the scope and sequence, ELA (Writing) instruction will follow the format below:

**TBD**

#### Instructional Strategies

- Workshop Model
- Read-Alouds/Video-alouds
- Turn & Talk/Partner Talk
- Independent Reading
- Modeling
- Mini-lessons
- Small Group Instruction/Writing Conferences
- Quick Writes
- Whole Group Instruction
- Think-Pair-Share
- Accountable Talk
- Word Wall
- Anchor Charts
- Tiered Activities
- Reader's Notebook
- Exit Tickets
- Centers/Stations
- Differentiated Instruction

#### SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

[ELA Opportunities for Differentiated Instruction](#)



# 7th Grade ELA

## Link Community Charter School

UNITS (4/4 SELECTED)	SUGGESTED DURATION
<input checked="" type="checkbox"/> Unit 1: The Lightning Thief	33 lessons
<input checked="" type="checkbox"/> Unit 2: A Long Walk to Water	40 lessons
<input checked="" type="checkbox"/> Unit 3: Lyddie	40 lessons
<input checked="" type="checkbox"/> Unit 4: Dystopian Short Stories	20 lessons

# Unit 1: The Lightning Thief

7th Grade ELA - Last Updated on August 12, 2021

## STANDARDS ADDRESSED

### New Jersey (NJSLS) - Grade 7 - English Language Arts ELA (2020)

#### RL.7.1

Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

#### RL.7.2

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.

#### RL.7.3

Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

#### RL.7.4

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 (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

#### RL.7.10

By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.

#### RI.7.1

Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

#### RI.7.2

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.

#### RI.7.3

Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

#### RI.7.10

By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.



# Unit 1: The Lightning Thief

7th Grade ELA - Last Updated on August 12, 2021

SL.7.1
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.
SL.7.4
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.
L.7.4
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.
L.7.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
SL.7.1.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.
SL.7.1.d
Acknowledge new information expressed by others and, when warranted, modify their own views.
SL.7.1.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.
SL.7.1.b
Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
RL.7.6
Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
L.7.2.a
Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).

# Unit 1: The Lightning Thief

7th Grade ELA - Last Updated on August 12, 2021

L.7.2.b
Spell correctly.
L.7.4.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.
L.7.3
Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.7.3.a
Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
W.7.10
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.
W.7.9
Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.7.6
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.
W.7.5
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.
W.7.4
Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.

# Unit 1: The Lightning Thief

7th Grade ELA - Last Updated on August 12, 2021

## DESIRED RESULTS

### Established Goals

The goal of this unit is to have students become active and invested 7th grade readers. In this module, students are involved in a deep study of mythology, its purposes, and elements. Students will read Rick Riordan's *The Lightning Thief* (780L), a high interest novel about a sixth-grade boy on a hero's journey. Some students may be familiar with this popular fantasy book; in this module, students will read with a focus on the archetypal journey and close reading of the many mythical allusions. As they begin the novel, students also will read a complex informational text that explains the archetypal storyline of the hero's journey which has been repeated in literature throughout the centuries. Through the close reading of literary and informational texts, students will learn multiple strategies for acquiring and using academic vocabulary. Students will also build routines and expectations of discussion as they work in small groups. At the end of Unit 1, having read half of the novel, students will explain, with text-based evidence, how Percy is an archetypal hero.

In this second half of the unit, students will delve deeply into mythology: its purpose, elements, and themes that align with themes in *The Lightning Thief*. While they continue to read *The Lightning Thief* independently, students will closely read multiple myths. In the first half of the unit, they will use the informational text "Key Elements of Mythology" to better understand the elements and themes of the myths they read. In their mid-unit assessment, students will read the myth of Prometheus and write an analytical mini-essay identifying the elements of mythology present in the myth, describing a theme of the myth, and explaining how key details contribute to the theme. In the second half of the unit, students will read, think, talk, and write the myths alluded to in *The Lightning Thief*. They will determine the themes of myths and how the themes align with themes in the novel.. As students build toward writing a literary analysis, the teacher will model writing skills using the myth of Cronus. Students practice these skills using myths they are reading in small, expert groups. For their end of unit assessment, students will write a literary analysis summarizing the myth of "Cronus," identifying a common theme between the myth of "Cronus" and *The Lightning Thief*, and explaining why the author chose to include this myth in the novel.

### Transfer

Students will be able to independently use their learning to actively and closely read high interest text and engage in discussions and writing that demonstrates their understanding of characters (A Hero) and storytelling (The Hero's Journey).

### Meaning

Big Ideas & Understandings	Essential Questions
Students will understand that... <ul style="list-style-type: none"><li>Reading is an active process where students actively and closely reading a text, build stamina, discuss with peers and cite evidence.</li></ul>	Students will keep considering... <ul style="list-style-type: none"><li>How does practicing the habits of a strong 7th grade reader (Active and close reading, reading stamina, discussing texts with peers, and citing evidence from the</li></ul>

# Unit 1: The Lightning Thief

7th Grade ELA - Last Updated on August 12, 2021

Meaning	
<ul style="list-style-type: none"><li>Accountable talk is a way to engage in effective conversations with peers.</li><li>A hero can be characterized by his or her actions, thoughts, feelings or speech.</li><li>Myths help to connect to our everyday lives</li></ul>	<p>text) enhance my understanding of texts?</p> <ul style="list-style-type: none"><li>How can I prepare for and engage effectively in high-quality, text-based discussions with my peers?</li><li>What are the defining characteristics of mythology, and why do myths matter?</li><li>How can we draw conclusions about characters and analyze what motivates and changes them?</li><li>How does knowledge of traditional mythology and the hero's journey inform and enhance our understanding of characters?</li><li>How do authors convey important themes, and how can I connect these to the world and my life?</li></ul>

Acquisition	
Knowledge	Skills
<p>Students will know...</p> <ul style="list-style-type: none"><li>Link's Core Values</li><li>Accountable Talk is a tool to move conversations forward and keep them grounded in</li><li>Evidence is information from the text that supports the reader's thinking and ideas</li><li>The theme is the life-lesson of a story</li><li>Characterization is a technique used by writers to develop a character ( Direct vs. Indirect)</li><li>How to utilize a variety of research platforms and tools</li><li>How to write a literary analysis essay</li><li>Give and receive constructive feedback</li></ul>	<p>Students will be skilled at...</p> <ul style="list-style-type: none"><li>Citing evidence to support an analysis of a literary text</li><li>Describing how characters change throughout a literary text</li><li>Citing evidence to support an analysis of informational text</li><li>Using evidence from a variety of texts to support analysis, reflection, and research</li><li>Determining a theme based on details in a literary text</li><li>Describing how the plot evolves throughout the literary text</li><li>Determining the meaning of literal and figurative language in a literary text</li><li>Writing informational/ explanatory texts that convey ideas and concepts in an organized manner.</li><li>Using appropriate spelling and grammar when writing and speaking.</li></ul>

## Unit 1: The Lightning Thief

7th Grade ELA - Last Updated on August 12, 2021

### ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

#### Assessments

Evaluation Criteria	Assessment Evidence
Rubrics/Checklists: <a href="#">Rubric</a>	Performance Task(s): <b>Analytical Mini-Essay</b> Students will write an analytical “mini-essay” responding to the following prompts: “What are significant elements of mythology in the story of Prometheus? Explain how elements of mythology contained in the text make Prometheus a classical myth? What is an important theme in the myth of Prometheus? What key details from the myth contribute to this theme?”
	Other Evidence:

#### Assessments

Evaluation Criteria	Assessment Evidence
<a href="#">Rubric</a>	Performance Task(s): <b>Literary Analysis Essay</b> : Students will write a literary analysis essay responding to the following prompt: “What is a theme that connects the myth of “Cronus” and <i>The Lightning Thief</i> ?”
	Other Evidence:

# Unit 1: The Lightning Thief

7th Grade ELA - Last Updated on August 12, 2021

## LEARNING PLAN

### Summary of Key Learning Events and Instruction:

#### Part 1: What is a hero? [Part 1](#)

##### Week 1

Lesson 1 Engaging the Reader: Close Reading Part 1 of “Shrouded in Myth”

Lesson 2 Building Background Knowledge: Close Reading Part 2 of “Shrouded in Myth”

Lesson 3 Meeting the Main Character: Launching The Lightning Thief (Chapter 1)

Lesson 4 Inferring about Character: Getting to Know Percy (Chapters 1 and 2)

Lesson 5 Inferring about Character: Close Reading of The Lightning Thief (Chapter 3)

##### Week 2

Lesson 6 Vocabulary Strategies and Questions from the Text: Close Reading Part 2 of The Lightning Thief (Chapter 3, continued)

Lesson 7 Mid-Unit 1 Assessment: Making Inferences about Percy

Lesson 8 Things Close Readers Do (added to) The Hero’s Journey, Part 1: What Is a Hero?

Lesson 9 Building Background Knowledge about the Hero’s Journey, Part 2: Acts 2 and 3 Plus Focusing on Key Vocabulary in “The Hero’s Journey”

Lesson 10 Selecting Evidence and Partner Writing: Aligning “The Hero’s Journey” and The Lightning Thief

##### Week 3

Lesson 11 Selecting Evidence: “The Hero’s Journey” and The Lightning Thief (Chapter 6)

Lesson 12 Writing with Evidence: Percy and the Hero’s Journey (Chapter 7)

Lesson 13 End of Unit 1 Assessment: Drawing Evidence from Text: Written Analysis of How Percy’s Experiences Align with “The Hero’s Journey”

#### Part 2: Elements and Theme of Mythology in The Lightning Thief [Part 2](#)

##### Week 4

Lesson 1 Reading Closely to Build Background Knowledge: “Myths and Legends”

Lesson 2 Building Background Knowledge: The Myth of Cronus

Lesson 3 Using Details to Determine Theme: The Myth of Cronus

Lesson 4 What Makes a Myth a Myth? Comparing Cronus and “Shrouded in Myth”

Lesson 5 Building Vocabulary: Working with Words about the Key Elements of Mythology

# Unit 1: The Lightning Thief

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## Week 5

Lesson 6 Using Details to Determine Theme: The Myth of Cronus

Lesson 7 Analyzing the Model Analytical Mini-Essay: "Elements of Mythology and Theme of Cronus"

Lesson 8 Exploring Allusions to Myths in The Lightning Thief: Close Reading Part 1 of "Prometheus"

Lesson 9 Analyzing Details in the Myth of Prometheus for Elements of Mythology and Theme

Lesson 10 Drafting an Analytical Mini-Essay: Using Partner Talk and Graphic Organizers to Guide Thinking

## Week 6

Lesson 11 Mid-Unit 2 Assessment: Writing an Analytical Mini-Essay about Mythological Elements and Theme

Lesson 12 Determining Theme: Reading Myths in "Expert Groups"

Lesson 13 Connecting the Theme of the Expert Group Myth to a Theme in The Lightning Thief and to Life Lessons

Lesson 14 Building Writing Skills: Receiving Feedback and Varying Sentence Structures

Lesson 15 Planning for Writing: Revisiting "Key Elements of Mythology" and Determining a Theme in the Myth of Cronus

## Week 7

Lesson 16 Planning for Writing: Studying Model Writing and Determining a Theme in The Lightning Thief

Lesson 17 Planning for Writing: Introduction and Conclusion of a Literary Analysis

Lesson 18 Launching the End of Unit Assessment: Drafting Literary Analysis

Lesson 19 Peer Critique and Pronoun Mini-Lesson: Revising Draft Literary Analysis

Lesson 20 End of Unit Assessment, Part 2: Final Draft of Literary Analysis

## SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

Possible unit extension: **Narrative Writing: Hero's Journey Narrative-** Students will apply their knowledge of the elements and purpose of myth as well as their understanding of the hero's journey in order to create their own hero's journey story.

[ELA Differentiation Opportunities](#)

## Unit 2: A Long Walk to Water

7th Grade ELA - Last Updated on August 12, 2021

### STANDARDS ADDRESSED

#### New Jersey (NJSLS) - Grade 7 - English Language Arts ELA (2020)

##### RL.7.1

Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

##### RL.7.2

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.

##### RL.7.4

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 (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

##### RL.7.6

Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

##### RL.7.9

Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) 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.

##### RL.7.10

By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.

##### RI.7.1

Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

##### RI.7.2

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.

##### RI.7.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and



## Unit 2: A Long Walk to Water

7th Grade ELA - Last Updated on August 12, 2021

technical meanings; analyze the impact of a specific word choice on meaning and tone.

### RI.7.6

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.

### RI.7.10

By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

### W.7.2

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

#### W.7.2.a

Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia)

#### W.7.2.b

Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

#### W.7.2.c

Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

#### W.7.2.d

Use precise language and domain-specific vocabulary to inform about or explain the topic.

#### W.7.2.e

Establish and maintain a formal style academic style, approach, and form.

#### W.7.2.f

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

### W.7.3

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive

## Unit 2: A Long Walk to Water

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details, and well-structured event sequences.
W.7.3.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.
W.7.3.b
Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
W.7.3.c
Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
W.7.3.d
Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
W.7.3.e
Provide a conclusion that follows from and reflects on the narrated experiences or events.
W.7.4
Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.
W.7.5
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.
W.7.8
Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
W.7.9
Draw evidence from literary or informational texts to support analysis, reflection, and research.

## Unit 2: A Long Walk to Water

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W.7.10
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.
SL.7.1
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.
SL.7.1.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.
SL.7.1.b
Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
SL.7.1.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.
SL.7.1.d
Acknowledge new information expressed by others and, when warranted, modify their own views.
SL.7.2
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.
SL.7.4
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.
L.7.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.7.1.a
Explain the function of phrases and clauses in general and their function in specific sentences.

## Unit 2: A Long Walk to Water

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L.7.1.b
Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
L.7.1.c
Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
L.7.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.7.2.a
Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).
L.7.2.b
Spell correctly.
L.7.3
Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.7.3.a
Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
L.7.4
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.
L.7.4.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.
L.7.4.b
Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).

## Unit 2: A Long Walk to Water

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### L.7.4.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.

### L.7.4.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).

### L.7.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

### L.7.5.a

Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.

### L.7.5.b

Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.

### L.7.5.c

Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

### L.7.6

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.

## Unit 2: A Long Walk to Water

7th Grade ELA - Last Updated on August 12, 2021

### DESIRED RESULTS

#### Established Goals

In this 8 eight-week module, students explore the experiences of people of Southern Sudan during and after the Second Sudanese Civil War. They build proficiency in using textual evidence to support ideas in their writing, both in shorter responses and in an extended essay. In Unit 1, students begin the novel *A Long Walk to Water* (720L) by Linda Sue Park. Students will read closely to practice citing evidence and drawing inferences from this compelling text as they begin to analyze and contrast the points of view of the two central characters, Salva and Nya. They also will read informational text to gather evidence on the perspectives of the Dinka and Nuer tribes of Southern Sudan.

In Unit 2, students will read the remainder of the novel, focusing on the commonalities between Salva and Nya in relation to the novel's theme: how individuals survive in challenging environments. (The main characters' journeys are fraught with challenges imposed by the environment, including the lack of safe drinking water, threats posed by animals, and the constant scarcity of food. They are also challenged by political and social environments.). As in Unit 1, students will read this literature closely alongside complex informational texts (focusing on background on Sudan and factual accounts of the experiences of refugees from the Second Sudanese Civil War). Unit 2 culminates with a literary analysis essay about the theme of survival.

Unit 3 brings students back to a deep exploration of character and point of view: students will combine their research about Sudan with specific quotes from *A Long Walk to Water* as they craft a two voice poem, comparing and contrasting the points of view of the two main characters, Salva and Nya,. The two-voice poem gives students an opportunity to use both their analysis of the characters and theme in the novel and their research about the experiences of the people of Southern Sudan during the Second Sudanese Civil War.

#### Transfer

Students will be able to independently use their learning to understand how writers draw upon historical events and incorporates them into fictional stories. Students will use this information to craft a two-voice poem incorporating the views and experiences of the two main characters, Nya and Salva, as well as factual information about Southern Sudan and the environmental and political challenges facing the people of Sudan during and after the Second Sudanese Civil War.

#### Meaning

Big Ideas & Understandings	Essential Questions
Students will understand that... <ul style="list-style-type: none"><li>Individual survival in challenging environments</li></ul>	Students will keep considering... <ul style="list-style-type: none"><li>How do individuals survive in challenging</li></ul>

## Unit 2: A Long Walk to Water

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Meaning	
<p>requires both physical and emotional resources.</p> <ul style="list-style-type: none"><li>Using informational writing about a historical time, place, or people enriches our understanding of a fictional portrayal of the same time period or events.</li></ul>	<p>environments?</p> <ul style="list-style-type: none"><li>How do culture, time, and place influence the development of identity?</li><li>How does reading from different texts about the same topic build our understanding?</li><li>What are the ways that an author can juxtapose two characters?</li></ul>

Acquisition	
Knowledge	Skills
<p>Students will know how to...</p> <ul style="list-style-type: none"><li>Cite evidence</li><li>Examine important aspects of Sudan's geography, history and culture.</li><li>Apply close reading strategies to understand text.</li><li>Analyze context clues to determine meaning of unknown words.</li><li>Compare and contrast a fictional portrayal and a historical account of the same time period.</li><li>Compare and contrast the Dinka and Nuer tribes to critique the reasoning behind the war.</li><li>Evaluate the way characters are developed throughout the story.</li><li>Critique and compare the video presentation to the text.</li><li>Assess and formulate connections in order to compose an expository piece on how Water for South</li><li>Analyze and rate the challenges to Salva's and Nya's survival.</li><li>Formulate and analyze a theme while applying</li></ul>	<p>Students will be skilled at...</p> <ul style="list-style-type: none"><li>Citing several pieces of evidence to support an analysis of literary and informational text.</li><li>Analyzing the development of a theme or central idea throughout a text.</li><li>Objectively summarizing an informational text</li><li>Determining the meaning of words and phrases in literary text (figurative, connotative, and technical meanings).</li><li>Analyzing how an author develops and contrasts the points of view of characters and narrators in a literary text.</li><li>Determining an author's point of view or purpose in informational text</li><li>Comparing and contrasting a fictional and historical account of a time, place, or character.</li><li>Making connections between a novel and other informational texts.</li><li>Writing informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized.</li></ul>

## Unit 2: A Long Walk to Water

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### Acquisition

textual evidence to support their analysis.

- Create a two-voice poem comparing themselves to a character in relation to a common theme
- Critique a peer's writing using a checklist rubric as guidance

- Writing narrative texts about real or imagined experiences using relevant details and event sequences that make sense.
- Producing clear and coherent writing that is appropriate to task, purpose, and audience.
- Selecting evidence from literary or informational texts to support analysis, reflection, and research.
- Gathering relevant information from a variety of sources.
- Using a standard format for citation (MLA)
- Effectively engaging in discussions with diverse partners about topics, texts, and issues.
- Expressing their ideas clearly during discussions.
- Building on others' ideas during discussions
- Analyzing the main ideas and supporting details presented in different media and formats.
- Analyzing figurative language, word relationships and nuances in word meanings.
- Using a variety of strategies to determine the meaning of unknown words or phrases.



## Unit 2: A Long Walk to Water

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### ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

#### Assessments

Evaluation Criteria	Assessment Evidence
Rubrics/Checklists:	<b>Performance Task(s):Identifying Perspective and Using Evidence from A Long Walk to Water.</b> This assessment centers on standards RL.7.1 and RL.7.6. Students will complete a graphic organizer in which they gather and make inferences from textual evidence about the differences in perspective of Nya and Salva in A Long Walk to Water. Students will also respond to an Evidence-Based Selected Response item to further demonstrate their progress with analyzing text. This is a reading assessment: the purpose is for students to demonstrate their ability to cite textual evidence that articulates a character's perspective in a text, specifically in regard to how the plot unfolds and how a character responds to change.
	Other Evidence:

#### Assessments

Evaluation Criteria	Assessment Evidence
Rubrics/Checklists:	<b>Performance Task(s):Identifying Perspective and Using Evidence from Informational Texts about the Dinka and Nuer Tribes:</b> This assessment centers on standards RI.7.1, W.7.4, and W.7.9. Students will complete a graphic organizer in which they gather and make inferences from textual evidence about the differences in perspective of the Dinka and the Nuer in Sudan from informational text. This is a reading assessment: the purpose is for students to demonstrate their ability to cite textual evidence that articulates perspective in an informational text, specifically in regard to how history and culture affect social identity. Students will then respond to a short constructed-response question, "What is one important way that place shapes the identity of the Dinka and/or Nuer tribes?" This is also a writing assessment: the purpose is for students to demonstrate their growing ability to use textual evidence to support analysis.
	Other Evidence:

## Unit 2: A Long Walk to Water

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### Assessments

Evaluation Criteria	Assessment Evidence
Rubrics/Checklists:	Performance Task(s): <b>Comparing “Water for Sudan” and A Long Walk to Water</b> : For this assessment, students will analyze how the author of A Long Walk to Water uses and elaborates on historical facts to convey her ideas about how people survive in South Sudan. This assessment centers on RL.7.1, RL.7.9, and RI.7.1.
	Other Evidence:

### Assessments

Evaluation Criteria	Assessment Evidence
Rubrics/Checklists:	Performance Task(s): <b>Literary Analysis—Writing about the Theme of Survival</b> : This assessment has two parts. Students respond to the following prompt: “What factors made survival possible for Salva in A Long Walk to Water? After reading the novel and accounts of the experiences of the people of Southern Sudan during the Second Sudanese Civil War, write an essay that addresses the theme of survival in the novel. Support your discussion with evidence from the text you have read.” Part 1 is students’ best on-demand draft, and centers on RL.7.1, RL.7.2, W.7.2, W.7.4, W.7.9, and L.7.6. This draft will be assessed before students receive peer or teacher feedback so that their individual understanding of the texts and their writing skills can be observed. Part 2 is students’ final draft, revised after peer and teacher feedback. Part 2 adds standards L.7.1, L.7.2, and W.7.8.
	Other Evidence:

### Assessments

Evaluation Criteria	Assessment Evidence
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Rubrics/Checklists:	<b>Performance Task(s):Author's Craft: Juxtaposition in A Long Walk to Water:</b> This assessment centers on RL.7.1, RL.7.2, and RL.7.6. Students will reread short sections of the novel and explain how the author of A Long Walk to Water develops and compares Salva's and Nya's point of view to convey her ideas about how people survive in South Sudan.
	<b>Other Evidence:</b>

### Assessments

Evaluation Criteria	Assessment Evidence
Rubrics/Checklists:	<b>Performance Task(s):Using Strong Evidence:</b> This assessment centers on RI.7.1, RL.7.1, L.7.2, and W.7.9. After practicing the skill of locating evidence from informational texts to support the main ideas in their two-voice poems, students will complete the End of Unit 3 Assessment, which evaluates their ability to do this independently. Students will revisit an excerpt from A Long Walk to Water and encounter a new informational text about Sudan and will complete selected- and constructed-response items that ask them to select evidence from the informational text that would best support specific themes or ideas, and to justify their choice.
	<b>Other Evidence:</b>

### Assessments

Evaluation Criteria	Assessment Evidence
Rubrics/Checklists:	<b>Performance Task(s):Research-Based Two-Voice Poem:</b> This performance task gives students a chance to demonstrate their understanding of the characters and issues of survival presented in A Long Walk to Water by Linda Sue Park. Students will be crafting and presenting a two-voice poem incorporating the views and experiences of the two main characters, Nya and Salva, as well as factual information about Southern Sudan and the environmental and political challenges facing the people of Sudan during

## Unit 2: A Long Walk to Water

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	and after the Second Sudanese Civil War. Students will have read the novel and various informational texts to gather a rich collection of textual details from which they can select to incorporate into their poems. This task addresses RL.7.6, RL.7.11, W.7.3a, d, W.7.4, W.7.5, W.7.8, W.7.9, L.7.1, and L.7.2.
	Other Evidence:

## Unit 2: A Long Walk to Water

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### LEARNING PLAN

#### Summary of Key Learning Events and Instruction:

#### Building Background Knowledge: Perspectives in Southern Sudan

##### Week 1

Lesson 1 Launching the Text: Reading the Map and Beginning Chapter 1

Lesson 2 Establishing Structures for Reading: Getting the Gist (Chapter 1)

Lesson 3 Inferring about Character: Analyzing and Discussing Points of View (Chapter 2)

Lesson 4 Establishing Structures for Reading: Gathering Evidence about Salva's and Nya's Points of View (Reread Chapters 1 and 2)

Lesson 5 Practicing Structures for Reading: Gathering Evidence about Salva's and Nya's Points of View (Reread Chapter 3)

##### Week 2

Lesson 6 Building Background Knowledge: The Lost Boys of Sudan

Lesson 7 Practicing Structures for Reading: Gathering and Using Evidence to Analyze Salva's and Nya's Points of View (Chapter 4)

Lesson 8 Mid-Unit Assessment: Gathering and Using Evidence to Analyze Points of View in A Long Walk to Water (Chapter 5)

Lesson 9 Inferring about Character: World Café to Analyze and Discuss Points of View (Chapters 1–5)

Lesson 10 Building Background Knowledge: The Dinka and Nuer Tribes Until the Mid-1980s ("Sudanese Tribes Confront Modern War" Excerpt 1)

##### Week 3

Lesson 11 Building Background Knowledge: The Dinka and Nuer Tribes ("Sudanese Tribes Confront Modern War" Excerpts 1 and 2)

Lesson 12 Building Background Knowledge: The Dinka and Nuer Tribes after 1991 ("Sudanese Tribes Confront Modern War" Excerpt 2)

Lesson 13 Building Background Knowledge: The Dinka Tribe ("Loss of Culturally Vital Cattle Leaves Dinka Tribe Adrift in Refugee Camps" Excerpt 1)

Lesson 14 End of Unit 1 Assessment: Identifying Perspective and Using Evidence from Informational Texts about the Dinka and Nuer Tribes

#### Case Study: Survival in Sudan

##### Week 4

Lesson 1 Introducing the Concept of Theme: Survival in A Long Walk to Water (Chapters 1–5)

## Unit 2: A Long Walk to Water

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Lesson 2 Establishing Routines for Discussing A Long Walk to Water (Chapter 6)

Lesson 3 Practicing Routines for Discussing A Long Walk to Water and Gathering Textual Evidence (Chapters 7 and 8)

Lesson 4 Using Routines for Discussing A Long Walk to Water and Introducing Juxtaposition (Chapters 9 and 10)

Lesson 5 Practice Evidence-Based Constructed Response: Explaining One Factor That Helps Nya or Salva Survive (Chapters 11–13)

### Week 5

Lesson 6 Comparing Historical and Fictional Accounts: Second Sudanese Civil War (Chapters 14 and 15, Plus Rereading “Time Trip”)

Lesson 7 Considering Author’s Purpose: Comparing Fictional and Historical Experiences of the Second Sudanese Civil War (Chapters 14 and 15, Plus Rereading “Time Trip,” Continued)

Lesson 8 World Café to Analyze Theme and Character in A Long Walk to Water (Chapters 16–18)

Lesson 9 Mid-Unit 2 Assessment: Comparing Fictional and Historical Texts • I can cite several pieces of evidence to support an analysis of informational text.

Lesson 10 Introducing Essay Prompt: Factors for Survival in A Long Walk to Water

### Week 6

Lesson 11 Analyzing a Model Essay: “Challenges Facing a Lost Boy of Sudan”

Lesson 12 Scaffolding for Essay: Examining a Model and Introducing Expository Writing Evaluation Rubric

Lesson 13 Scaffolding to Essay: Using Details to Support a Claim

Lesson 14 Scaffolding for Essay: Planning Body Paragraphs for Survival Factors in A Long Walk to Water

Lesson 15 End of Unit 2 Assessment, Part 1a: Writing Body Paragraphs

### Week 7

Lesson 16 Launching the Performance Task: Planning the Two-Voice Poem

Lesson 17 Launching the Performance Task: Planning the Two-Voice Poem

Lesson 18 Gathering Textual Evidence for the Two-Voice Poem (Author’s Note)

Lesson 19 End of Unit 2 Assessment, Part 2: Revise Essay Drafts

## Culminating Projects: Voices of Southern Sudan

### Week 8

Lesson 1 Analyzing Point of View in A Long Walk to Water

Lesson 2 Mid-Unit 3 Assessment and Planning the Two-Voice Poem

Lesson 3 Examining a Model Two-Voice Poem and Planning a Two-Voice Poem

## Unit 2: A Long Walk to Water

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Lesson 4 Peer Critique: Use of Evidence in the Two-Voice Poem

Lesson 5 End of Unit 3 Assessment: Using Strong Evidence

Lesson 6 Performance Task: Two-Voice Poem Readings

### SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

[Strategies for Differentiation](#)

## Unit 3: Lyddie

7th Grade ELA - Last Updated on August 12, 2021

### STANDARDS ADDRESSED

#### New Jersey (NJSLS) - Grade 7 - English Language Arts ELA (2020)

##### RL.7.1

Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

##### RL.7.2

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.

##### RL.7.3

Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

##### RL.7.10

By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.

##### RI.7.1

Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

##### RI.7.2

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.

##### RI.7.3

Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

##### RI.7.5

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.

##### RI.7.10

By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.



## Unit 3: Lyddie

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W.7.1
Write arguments to support claims with clear reasons and relevant evidence.
W.7.1.a
Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
W.7.1.b
Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
W.7.1.c
Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
W.7.1.d
Establish and maintain a formal style/academic style, approach, and form.
W.7.1.e
Provide a concluding statement or section that follows from and supports the argument presented.
W.7.2
Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
W.7.2.a
Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia)
W.7.2.b
Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
W.7.2.c
Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
W.7.2.d
Use precise language and domain-specific vocabulary to inform about or explain the topic.

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W.7.2.e
Establish and maintain a formal style academic style, approach, and form.
W.7.2.f
Provide a concluding statement or section that follows from and supports the information or explanation presented.
W.7.4
Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.
W.7.5
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.
W.7.6
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.
W.7.9
Draw evidence from literary or informational texts to support analysis, reflection, and research.
SL.7.1
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.
SL.7.1.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.
SL.7.1.b
Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
SL.7.1.c
Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations

## Unit 3: Lyddie

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and ideas that bring the discussion back on topic as needed.
SL.7.1.d
Acknowledge new information expressed by others and, when warranted, modify their own views.
SL.7.2
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.
L.7.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.7.1.a
Explain the function of phrases and clauses in general and their function in specific sentences.
L.7.1.b
Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
L.7.1.c
Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
L.7.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.7.2.a
Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).
L.7.2.b
Spell correctly.
L.7.3
Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.7.3.a

## Unit 3: Lyddie

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Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

### L.7.4.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.

### L.7.4.b

Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).

### L.7.4.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.

### L.7.4.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).

### L.7.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

### L.7.5.a

Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.

### L.7.5.b

Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.

### L.7.5.c

Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

### L.7.6

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.

## Unit 3: Lyddie

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### DESIRED RESULTS

#### Established Goals

This unit focuses on the historical era of industrializing America, and builds students' background knowledge about what working conditions are and how they affect workers. The unit begins with a lesson that engages students in the guiding questions about working conditions. Students then read the novel *Lyddie*, about a girl who goes to work in the Lowell mills, with an emphasis on RL.7.3, which is about how plot, character, and setting interact in literature. As students read the novel, they build their stamina and capacity for independent reading of complex texts. In class, they do a variety of close reading, fluency, and vocabulary exercises with critical passages from the text. This work with particular passages builds the text-based discussion skills referenced in SL.7.1, as it pushes students to collaborate to analyze specific passages from the novel. For the mid-unit assessment, students read a new chapter of the book and answer selected- and constructed-response items about how working conditions in the mill affect *Lyddie*. In the second part of the unit, students evaluate *Lyddie*'s choices around joining the protest over working conditions. As students read, they track factors in her decision, and then they craft an argument about whether or not she should sign the petition. The end of unit assessment is an argument essay about this question. This essay follows a similar process to that used in Unit 2, *A Long Walk to Water*, but it pushes students to greater independence with the process of crafting and revising an extended analytical essay.

#### Transfer

Students will be able to independently use their learning to understand the industrialization of America and how it impacted working conditions and worker's rights past and present.

#### Meaning

##### Big Ideas & Understandings

- Students will understand that...
- Working conditions include multiple factors and have significant impacts on the lives of workers.
  - Workers, the government, businesses, and consumers can all bring about change in working conditions.
  - Closely reading and discussing one excerpt of a longer text helps to deepen your understanding of the text as a whole.

##### Essential Questions

- Students will keep considering...
- What are working conditions, and why do they matter?
  - How do workers, the government, business, and consumers bring about change in working conditions?
  - How does reading one section of a text closely help me understand it better?

## Unit 3: Lyddie

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Acquisition	
Knowledge	Skills
<p>Students will know how to...</p> <ul style="list-style-type: none"><li>• cite several pieces of text based evidence to support an analysis of literary or informational text</li><li>• analyze the interaction of literary elements of a story</li><li>• identify the argument and specific claims in a text.</li><li>• evaluate the argument and specific claims in a text for sound reasoning and relevant, sufficient evidence.</li><li>• write arguments to support claims with clear reasons and relevant evidence.</li><li>• produce clear and coherent writing that is appropriate to task, purpose, and audience.</li><li>• select evidence from literary or informational texts to support analysis, reflection, and research.</li><li>• use a writing process to ensure that purpose and audience have been addressed</li><li>• use a variety of strategies to determine the meaning of unknown words or phrases.</li><li>• use correct capitalization, punctuation, and spelling to send a clear message to their reader</li><li>• effectively engage in discussions with diverse partners about seventh-grade topics, texts, and issues</li><li>• explain how ideas clarify a topic, text, or issue.</li></ul>	<p>Students will be skilled at...</p> <ul style="list-style-type: none"><li>• analyzing photos, videos, and quotes to find a central theme.</li><li>• synthesizing the ideas of their classmates with their own.</li><li>• analyzing how plot, character, and setting interact in Lyddie.</li><li>• using context clues—both in the sentence and on the page— to determine the meaning of unknown words</li><li>• effectively engaging in discussions with their classmates about the characters, setting, and plot in Lyddie</li><li>• citing textual evidence to illustrate the character traits of Lyddie.</li><li>• analyzing Lyddie’s character traits by citing specific evidence and recognizing patterns from the beginning, middle, and end of the novel.</li><li>• clarifying and extending their understanding of the setting of Lyddie by watching a video about the mill towns</li><li>• citing specific textual evidence to explain what working conditions were like in the mills and how they affected Lyddie</li><li>• analyzing how the author’s word choices create vivid descriptions of Lyddie’s living and working conditions</li><li>• analyzing the claim, use of evidence, and structure in a model essay.</li><li>• selecting reasons and support them with evidence to support their claim about Lyddie.</li><li>• organizing their reasons and evidence so they support their claim.</li></ul>

## Unit 3: Lyddie

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Acquisition	
	<ul style="list-style-type: none"><li>• explaining how their details support their claim.</li><li>• critiquing their partner's use of evidence using criteria from the Lyddie argument rubric.</li><li>• revising their work by incorporating helpful feedback from my partner.</li><li>• writing an organized argument essay about Lyddie</li></ul>

## Unit 3: Lyddie

7th Grade ELA - Last Updated on August 12, 2021

### ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

#### Assessments

Evaluation Criteria	Assessment Evidence
Rubrics/Checklists:	Performance Task(s): <b>How Working Conditions Affected Lyddie</b> : This assessment centers on standards RL.7.1 and RL.7.3. This is a reading assessment: The purpose is for students to demonstrate their ability to cite textual evidence when explaining how the plot, characters, and setting of a novel interact. The assessment will focus on a section of text that the class has not yet analyzed. Students will complete selected- and constructed response items that assess their ability to analyze the text, focusing specifically on how working conditions affect Lyddie.
	Other Evidence:

#### Assessments

Evaluation Criteria	Assessment Evidence
Rubrics/Checklists:	Performance Task(s): <b>Argument Essay</b> : Students will plan, draft, and revise an argument essay that responds to the prompt: "After reading through Chapter 17 of Lyddie, write an argument essay that addresses the question: Should Lyddie sign the petition that Diana Goss is circulating? Support your position with evidence from the novel. Be sure to acknowledge competing views, and refer only to information and events in the book, not what you know because you live in 2022"
	Other Evidence:



## Unit 3: Lyddie

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### LEARNING PLAN

#### Summary of Key Learning Events and Instruction:

The table below shows what chapter(s) are due for each lesson. Adjustments will be made to fit the needs of the students.

Lesson	Chapters to be read before each lesson
Lesson 1 Introducing Module 2: Working Conditions—Then and Now	
Lesson 2 Launching Lyddie	
Lesson 3 Modeling Entry Task, Reading Notes, and Reading Strategies for Lyddie	Chapters 1-2
Lesson 4 Close Reading to Learn about Lyddie's Character	Chapters 3-4
Lesson 5 Analyzing Character: Who Is Lyddie?	Chapters 5-7
Lesson 6 Introducing Working Conditions in the Mills	Chapter 8
Lesson 7 Analyzing Word Choice: Understanding Working Conditions in the Mills	Chapters 9-10
Lesson 8 Analyzing Textual Evidence: Working Conditions in the Mills	Chapter 11
Lesson 9 Mid-Unit Assessment about Working Conditions in the Mills	Chapters 12-13
Lesson 10 Framing Lyddie's Decision and Practicing Evidence-Based Claims	Chapter 14
Lesson 11 Forming Evidence-Based Claims: Should Lyddie Sign the Petition?	Chapters 15-16
Lesson 12 Generating Reasons: Should Lyddie sign the petition?	Chapter 17
Lesson 13 Writing an Argumentative Essay: Introducing the Writing Prompt and Model Essay	
Lesson 14 Writing an Argumentative Essay: Crafting a Claim	Chapters 18-19

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Lesson 15 Writing an Argumentative Essay: Analyzing the Model Essay	
Lesson 16 Writing an Argumentative Essay: Planning the Essay	
Lesson 17 Writing an Argumentative Essay: Peer Critique	
Lesson 18 End of Unit 1 Assessment, Part 1: Drafting the Argumentative Essay	
Lesson 19 World Café to Analyze the Characters in Lyddie	Chapters 20-23
Lesson 20 End of Unit 2 Assessment, Part 2: Revise Essay Drafts	

### SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

[ELA Differentiation Opportunities](#)

## Unit 4: Dystopian Short Stories

7th Grade ELA - Last Updated on August 12, 2021

### STANDARDS ADDRESSED

#### New Jersey (NJSLS) - Grade 7 - English Language Arts ELA (2020)

##### RL.7.6

Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

##### RL.7.7

Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

##### RL.7.1

Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

##### RL.7.2

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.

##### RL.7.3

Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

##### RL.7.4

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 (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

##### RL.7.10

By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.

##### RI.7.1

Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

##### RI.7.2

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.

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RI.7.3
Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
RI.7.4
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.
RI.7.10
By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
RI.7.9
Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) 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.
W.7.1
Write arguments to support claims with clear reasons and relevant evidence.
W.7.1.a
Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
W.7.1.b
Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
W.7.1.c
Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
W.7.1.d
Establish and maintain a formal style/academic style, approach, and form.
W.7.1.e
Provide a concluding statement or section that follows from and supports the argument presented.

## Unit 4: Dystopian Short Stories

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W.7.5
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.
W.7.6
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.
W.7.7
Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
W.7.8
Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
W.7.9
Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.7.10
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.
SL.7.1
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.
SL.7.1.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.
SL.7.1.b
Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

## Unit 4: Dystopian Short Stories

7th Grade ELA - Last Updated on August 12, 2021

SL.7.1.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.
SL.7.2
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.
SL.7.1.d
Acknowledge new information expressed by others and, when warranted, modify their own views.
L.7.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.7.1.a
Explain the function of phrases and clauses in general and their function in specific sentences.
L.7.1.b
Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
L.7.1.c
Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
L.7.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.7.2.a
Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).
L.7.2.b
Spell correctly.
L.7.3
Use knowledge of language and its conventions when writing, speaking, reading, or listening.

## Unit 4: Dystopian Short Stories

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L.7.4
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.
L.7.4.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.
L.7.4.b
Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
L.7.4.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.
L.7.4.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).
L.7.5.a
Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
L.7.5
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.7.5.b
Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
L.7.5.c
Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).
L.7.6
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.

## Unit 4: Dystopian Short Stories

7th Grade ELA - Last Updated on August 12, 2021

### DESIRED RESULTS

#### Established Goals

In this unit, students will examine how an author uses a variety of literature techniques to create dystopian literature. With the help of structured literature circles, students will use the information gathered in their discussion groups to explore the complexity of worlds that the author created and how it mirrors certain aspects of the real world. They will use their findings to create their own dystopian society.

#### Transfer

Students will be able to independently use their learning to see how knowing about dystopian literary traditions can help them read other non-dystopian texts, experience media (such as music and television) and even see patterns in their own life. They will use this knowledge to create their own dystopian society.

#### Meaning

Big Ideas & Understandings	Essential Questions
<p>Students will understand that...</p> <ul style="list-style-type: none"><li>• Dystopias are imaginary worlds that provide commentary on the current trends, political systems, or popular culture of modern times.</li><li>• Each person has the potential to affect the community and the world.</li><li>• Dystopian literature reveals an individualistic spirit in human nature which can produce positive or negative effects.</li><li>• The role of ethics and morals in dystopian society.</li><li>• Our actions are motivated by human nature.</li><li>• We learn things about ourselves through characters in literature.</li></ul>	<p>Students will keep considering...</p> <ul style="list-style-type: none"><li>• Why is it important for people to have choices?</li><li>• How does the relationship between text and society initiate or enact change?</li><li>• How does a writer enact or reveal his/her intent?</li><li>• Is there such thing as a perfect world?</li><li>• In a perfect world, is fair equal?</li><li>• Why are people often resistant to change?</li><li>• How important is individuality?</li><li>• Is the disappearance of individuality a concern?</li><li>• When is it best to conform to the wishes of others?</li><li>• What factors, both positive and negative, come along with conformity?</li></ul>



## Unit 4: Dystopian Short Stories

7th Grade ELA - Last Updated on August 12, 2021

Meaning	
	<ul style="list-style-type: none"><li>• Do people need choices?</li><li>• Will technology cause us to redefine what it is to be human?</li><li>• Why might books be considered dangerous?</li><li>• Why might television be considered dangerous?</li><li>• Who controls you?</li><li>• Is fear the mother of conformity? Is laziness? Is a lack of education?</li><li>• How dangerous is genetic modification?</li><li>• How can one person's utopia be another person's dystopia?</li></ul>

## Unit 4: Dystopian Short Stories

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Meaning	

Acquisition	
Knowledge	Skills
<p>Students will know</p> <ul style="list-style-type: none"><li>• Characteristics of Dystopian Literature</li><li>• Characters' Responses to Power in a Dystopian World</li><li>• Dystopian Archetypes</li><li>• Complexity of Archetypal Characters</li><li>• Think about characters' responses to Systemic Problems</li><li>• Seek Emerging Symbolism in Dystopian Texts</li><li>• Understand the Pressures and Motivations that Lead to Character Change</li><li>• Studying How the Meaning of Symbols Can Shift</li><li>• Understand What Dystopian Fiction Reveals about Our World</li><li>• Connect between Dystopian Worlds and Our Own Society</li><li>• Think about How Symbols Move between</li></ul>	<p>Students will be skilled at...</p> <ul style="list-style-type: none"><li>◦ Citing evidence to support an analysis a text</li><li>◦ Describing how characters change throughout a literary text</li><li>◦ Determining a theme based on details in a text</li><li>◦ Describing how the plot evolves throughout the literary text</li><li>◦ Determining the meaning of literal and figurative language in a literary text</li><li>◦ Understanding Characters' Responses to Power in a Dystopian World</li><li>◦ Noticing Dystopian Archetypes</li><li>◦ Understanding the Complexity of Archetypal Characters</li><li>◦ Thinking about characters' responses to Systemic Problems</li><li>◦ Seeking Emerging Symbolism in Dystopian Texts</li></ul>

## Unit 4: Dystopian Short Stories

7th Grade ELA - Last Updated on August 12, 2021

Acquisition	
Dystopian Worlds and Our Own	<ul style="list-style-type: none"><li>◦ Understanding the Pressures and Motivations that Lead to Character Change</li><li>◦ Studying How the Meaning of Symbols Can Shift</li><li>◦ Understanding What Dystopian Fiction Reveals about Our World</li><li>◦ Considering Connections between Dystopian Worlds and Our Own Society</li><li>◦ Read Aloud: Supporting Transfer and Independence</li><li>◦ Thinking about How Symbols Move between Dystopian Worlds and Our Own</li></ul>

## Unit 4: Dystopian Short Stories

7th Grade ELA - Last Updated on August 12, 2021

### ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

#### Assessments

Evaluation Criteria	Assessment Evidence
Rubrics/Checklists:	Performance Task(s): <b>Reader's Notebook</b> - Students will meet with their group and work collectively/ independently annotating the text for specific literary devices. Students will also complete weekly reflections and self- assessments of skills covered in class.
	Other Evidence: Short Answer Response RACE, etc.

#### Assessments

Evaluation Criteria	Assessment Evidence
Rubrics/Checklists:	Performance Task(s): <b>Peer Discussions</b> : Students will share out ideas and connections made between the text and the skill/ strategy discussed in class
	Other Evidence:

#### Assessments

Evaluation Criteria	Assessment Evidence
Rubrics/Checklists:	<p>Performance Task(s): Short Answer Response Assessments-</p> <p>Prompt 1: Select one of the elements of dystopian literature listed below and write a paragraph explaining how the element has been demonstrated in your novel so far. You must cite a minimum of two pieces of textual evidence to support your response.</p> <p>Prompt 2: As readers of dystopian literature, we know that sometimes characters don't fit perfectly into one specific archetype. Select at least one of the characters from your novel and write at least two paragraphs explaining how that character shares traits</p>

## Unit 4: Dystopian Short Stories

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	<p>of different archetypes. You must cite a minimum of two pieces of textual evidence per paragraph to support your response.</p> <p>Prompt 3: As readers of dystopian literature, we understand that our novels will have characters who face personal, external and systemic obstacles as they move through the plot. Identify either a personal, external, or systemic conflict that a character from your novel is facing and, in R.A.C.E. format, write a one paragraph response explaining how this obstacle has affected the character. You must cite a minimum of two pieces of evidence to support your thinking.</p> <p>Prompt 4: <b>Identify a minimum of two symbolic meanings of the white umbrella, Be sure to cite evidence from the text to support your answer.</b></p>
	Other Evidence:

## Assessments

Evaluation Criteria	Assessment Evidence
Rubrics/Checklists:	<p>Performance Task(s): <b>Create a Dystopian Society (Group Project)</b>- A Dystopia is a vision, of an often futuristic society, which has developed into a negative version of Utopia (perfect society). A Dystopia is often characterized by an authoritarian or totalitarian form of government. It features different kinds of repressive social control systems, a lack or total absence of individual freedoms and expressions and a state of constant warfare or violence.</p> <p>You will create an original dystopian society. You will need to be creative and thoughtful in coming up with a fictional place that was intended to be perfect, but has gone wrong. You must create a citizen of this society that will be the Protagonist of your project. Meaning, this citizen should realize that the society is wrong and should try to shine a light on the problems. Project</p>

## Unit 4: Dystopian Short Stories

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Requirements:

1. **BACKSTORY:** A dystopian story has a backstory: a war, natural disaster or other terrifying event is introduced early on in the story to set the stage. Describe the backstory for your dystopia.
2. **MAP:** A map (colored/illustrated) of your community/ country/town/etc...
3. **RIGHTS:** A Bill of Rights (at least 10 rules/laws the people in your society must live by) a. This must be created to look like a document that would fit into your society as poster for display.
4. **PROPAGANDA:** An informational text from the government of your society. a. This can be a letter, memo, brochure, political cartoon, etc...
5. **GOVERNMENT:** Describe the government in your dystopia. What kind of government exists? Who is in charge?
6. **CITIZEN:** Describe the average citizens in your dystopia. What do they wear? Describe their appearance; What do they do for a living?; Do they have children?; How do they behave on a daily basis?; What do they do for fun?; How do they respond to the government?
7. **INFRACTIONS:** What happens to citizens who do not obey the government?
8. **SETTING:** Describe the setting of your story. What does the place look like where your citizens live? What do the buildings, homes, cars, etc. look like? What year is it?
9. **EDUCATION:** Describe the schools in your dystopia. What do students learn? What do they do at school? What do they wear? How do they behave? Who is allowed to teach? How are teachers trained?
10. **HEALTHCARE:** What happens when someone is sick? Who pays for medical services, if they are needed? What happens to the elderly?
11. **WORKFORCE:** How does your society support itself? What does the workforce in your society look like? What types of jobs are available, and how do you get certain jobs? How old do you have to be to work? What types of businesses are available, and who decides who gets which job? How are workers trained? How are workers compensated?
12. **DIARY:** A diary entry from from a citizen in your community expressing his or her feelings about an event that has happened in your society or how they feel about the way the society works. (you will have to make up this

## Unit 4: Dystopian Short Stories

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	event and thoroughly explain it in your diary entry.)
	Other Evidence:

### LEARNING PLAN

#### Summary of Key Learning Events and Instruction:

##### Week 1: **Bend I**

##### **Text(s): "The Scarecrow" Short film and Ponies by Kij Johnson**

Lesson 1: Read-Aloud: Letting Genre Guide Your Reading Work

Lesson 2: Understanding Characters' Responses to Power in a Dystopian World

Lesson 3: Noticing Dystopian Archetypes

Lesson 4: Understanding the Complexity of Archetypal Characters

Lesson 5: Thinking about characters' responses to Systemic Problems

##### Week 2: **Bend I cont'd/ Bend II**

##### **Text(s): All Summer in a Day by Ray Bradbury w/ short film**

Lesson 6: Doing More Wondering

Lesson 7: Seeking Emerging Symbolism in Dystopian Texts

Lesson 8: Understanding the Pressures and Motivations that Lead to Character Change

Lesson 9: Studying How the Meaning of Symbols Can Shift across Series

Lesson 10: Celebrating Thinking with a Gallery Walk

##### Week 3: **Bend III**

##### **Text(s): Harrison Bergeron by Kurt Vonnegut w/ short film**

Lesson 11: Understanding What Dystopian Fiction Reveals about Our World

Lesson 12: Considering Connections between Dystopian Worlds and Our Own Society

Lesson 13: Read Aloud: Supporting Transfer and Independence

Lesson 14: Thinking about How Symbols Move between Dystopian Worlds and Our Own

Lesson 15: Celebrating Growth, Inspiration and Empowerment

##### Week 4: **Final Project**

Project Day 1: Introduce "Create your own dystopian" Project

Project Day 2: Work Day

Project Day 3: Work Day

Project Day 4: Work Day

Project Day 5: Presentations

### SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

[ELA Differentiation Opportunities](#)

# 8th Grade ELA

## Link Community Charter School

UNITS (5/5 SELECTED)	SUGGESTED DURATION
<input checked="" type="checkbox"/> Unit 2: The Outsiders	32 lessons
<input checked="" type="checkbox"/> Unit 3: The Omnivore's Dilemma	40 lessons
<input checked="" type="checkbox"/> Unit 4: To Kill a Mockingbird	42 lessons
<input type="checkbox"/>	
<input type="checkbox"/>	



## Unit 2: The Outsiders

8th Grade ELA - Last Updated on July 29, 2021

### STANDARDS ADDRESSED

New Jersey (NJSLA) - Grade 8 - English Language Arts ELA (2020)
NJSLA.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.
NJSLA.R2
Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
NJSLA.R3
Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
NJSLA.R6
Assess how point of view or purpose shapes the content and style of a text.
NJSLA.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.
NJSLA.R10
Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
NJSLA.W1
Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
NJSLA.W5
Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
NJSLA.W4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
NJSLA.W6

## Unit 2: The Outsiders

8th Grade ELA - Last Updated on July 29, 2021

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
NJSLSA.W9
Draw evidence from literary or informational texts to support analysis, reflection, and research.
NJSLSA.SL1
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.
NJSLSA.L4
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.
NJSLSA.L5
Demonstrate understanding of word relationships and nuances in word meanings.
NJSLSA.L6
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.

## Unit 2: The Outsiders

8th Grade ELA - Last Updated on July 29, 2021

### DESIRED RESULTS

#### Established Goals

In the first half of this 8-week unit, students will review and develop the ability to draw inferences about character and support their analysis with textual evidence as they begin reading The Outsiders, using selected non-fiction articles to provide real-life context. In the second half of the unit, they will review the concept of theme and apply it to the text of The Outsiders as well as selected poems, and culminate with writing a literary analysis of theme in the novel. Advanced students will write an essay comparing and contrasting how a similar theme is developed in the novel and in one of the poems.

#### Transfer

Students will be able to independently use their learning to engage in critical conversations about identity using grade-appropriate texts as a reference and inspiration and relate them to their own personal experience.

#### Meaning

Big Ideas & Understandings	Essential Questions
<p>Students will understand that...</p> <ul style="list-style-type: none"><li>• An individual's sense of identity is developed by a combination of intrinsic as well as environmental factors.</li><li>• One's belonging in a group may require a person to sacrifice elements of their individuality to achieve social acceptance.</li><li>• One's sense of self impacts the way one is seen by others, and vice versa.</li><li>• Despite differences of "tribe" and culture, at their core, people have more in common than they think.</li></ul>	<p>Students will keep considering...</p> <ul style="list-style-type: none"><li>• 1. What makes up someone's identity? How is identity determined or created?</li><li>• 2. What is more important - individuality or social acceptance? What are the costs and benefits of conformity or nonconformity to a peer group?</li><li>• 3. How does a person's relationship with his/her peers affect the kind of person he/she will become?</li><li>• 4. How is the way we see ourselves different from the way others see us? How do we define ourselves by comparing ourselves to others?</li><li>• 5. How does society perpetuate the tension between social classes? How can we use our own experiences to counteract and dissolve that tension by building empathy for others?</li></ul>

## Unit 2: The Outsiders

8th Grade ELA - Last Updated on July 29, 2021

Acquisition	
Knowledge	Skills
<p>Students will know...</p> <ul style="list-style-type: none"><li>• how authors develop characters using direct and indirect techniques.</li><li>• how to use context clues and word roots to determine the meaning of an unfamiliar word in a text.</li><li>• how word choice impacts tone and meaning.</li><li>• the format of a RACE response.</li><li>• correct citation format.</li><li>• various methods for effectively introducing quotations in a RACE response.</li><li>• that graphic organizers can be used to plan a literary essay.</li><li>• the differences between prose and poetry.</li><li>• what a theme statement is and how it is different from a topic.</li><li>• how authors convey theme in a text.</li></ul>	<p>Students will be skilled at...</p> <ul style="list-style-type: none"><li>• Making inferences about characters based on close reading of the text and using textual evidence to support their observations.</li><li>• Analyzing how an author creates characters using direct and indirect characterization techniques.</li><li>• Writing original sentences that use new vocabulary words with rich context that conveys the words' meaning.</li><li>• Writing well-developed RACE responses that answers text-based questions directly and accurately and explain how textual evidence can be used to support a claim or inference.</li><li>• Identifying the unique elements of prose and poetry and analyzing how they create meaning in text.</li><li>• Identifying themes in a text and comparing how two texts may develop a similar theme in different ways.</li><li>• Planning a literary essay using graphic organizers.</li><li>• Close reading a text to decipher how an author creates meaning.</li></ul>

## Unit 2: The Outsiders


8th Grade ELA - Last Updated on July 29, 2021

### ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

## Assessments

Evaluation Criteria	Assessment Evidence
<p>Rubrics/Checklists:</p> <ul style="list-style-type: none"><li>Literary analysis essay rubric</li></ul>	<p>Performance Task(s):</p> <ul style="list-style-type: none"><li>Classwork, graphic organizers, homework</li><li>Mid-unit assessment: characterization and close-reading (<i>This assessment will measure your ability to infer character traits based on the close reading of a short passage of text, as well as write an analytical paragraph using evidence from the text. </i>)</li><li>Biweekly vocabulary quizzes</li><li>End-of-unit vocabulary assessment</li><li>End-of-unit assessment: literary analysis essay (identify a theme in <i>The Outsiders</i> and explain how three characters develop it)</li></ul>
	<p>Other Evidence:</p> <ul style="list-style-type: none"><li>Teacher observations</li><li>Anecdotal notes</li><li>Exit tickets</li></ul>

### ATTACHMENTS

 Literary\_Analysis\_Rubric\_-\_Compare\_contrast.docx

## Unit 2: The Outsiders

8th Grade ELA - Last Updated on July 29, 2021

### LEARNING PLAN

#### Summary of Key Learning Events and Instruction:

Week 1	Chapter 1 and 2 of The Outsiders	Vocabulary, Direct & Indirect Characterization
Week 2	Chapter 3 and 4 of The Outsiders Articles: <ul style="list-style-type: none"><li>• "How Wealth Reduces Compassion," Daisy Grewal</li><li>• "The Rich Are Different: More Money, Less Empathy," Maia Szalavitz</li><li>• "Informational article about PTSD</li></ul>	Vocabulary, Characterization continued, Close Reading
Week 3	Chapter 5 and 6 of The Outsiders Poems: "Nothing Gold Can Stay," "We Real Cool"	Vocabulary, Intro to Theme, Intro to Poetry
Week 4	Chapter 7 and 8 of The Outsiders	Vocabulary
Week 5	Ch 9 and 10 of The Outsiders <ul style="list-style-type: none"><li>• "Nothing Gold Can Stay"</li><li>• "Gee, Officer Krupke"</li></ul>	Comparing theme across genre; poetry/song lyric analysis
Week 6	Ch 11 and 12 of The Outsiders	Introduce final essay writing assignment
Week 7	Final Essay; Vocabulary Test	

## Unit 2: The Outsiders

8th Grade ELA - Last Updated on July 29, 2021

### SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

*Texts:*

**Novel:**

- *The Outsiders*, S.E. Hinton

**Poems:**

- "Nothing Gold Can Stay," Robert Frost
- "We Real Cool," Gwendolyn Brooks

**Informational Texts:**

- "Belonging is Our Blessing, Tribalism is our Burden," Saul Levine
- "How Wealth Reduces Compassion," Daisy Grewal
- "The Rich Are Different: More Money, Less Empathy," Maia Szalavitz
- Informational article about PTSD

**Media:**

- "Gee, Officer Krupke", *West Side Story*

*Resources & Strategies for Differentiation:*

[https://docs.google.com/document/d/1bQ5GL5JL\\_Rf-thCL14InntoUFwpYSBX-f9lapDw770Y/edit?pli=1](https://docs.google.com/document/d/1bQ5GL5JL_Rf-thCL14InntoUFwpYSBX-f9lapDw770Y/edit?pli=1)

## Unit 3: The Omnivore's Dilemma

8th Grade ELA - Last Updated on August 4, 2021

### STANDARDS ADDRESSED

#### New Jersey (NJSLS) - Grade 8 - English Language Arts ELA (2020)

##### RI.8.2

Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

##### RI.8.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

##### RI.8.6

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.

##### SL.8.2

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.

##### RI.8.8

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 irrelevant evidence is introduced.

##### RI.8.9

Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

##### W.8.9.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).

##### SL.8.3

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.

##### W.8.1.a



## Unit 3: The Omnivore's Dilemma

8th Grade ELA - Last Updated on August 4, 2021

Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

W.8.1

Write arguments to support claims with clear reasons and relevant evidence.

W.8.1.b

Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

W.8.1.c

Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

W.8.1.e

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

W.8.4

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

W.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.

## Unit 3: The Omnivore's Dilemma

8th Grade ELA - Last Updated on August 4, 2021

### DESIRED RESULTS

#### Established Goals

In this unit, students analyze authors' and speakers' purposes and evaluate the claims they make. Students begin reading the Young Readers Edition of Michael Pollan's *The Omnivore's Dilemma*, a high-interest literary nonfiction text about where food comes from and how it gets to our plate. As they read the text, they are involved in a study of the author's purpose and how to determine what that is. At the same time, they analyze videos of speeches and interviews on the same topic of food and how it gets to our plate in order to analyze a speaker's purpose. In the second half of the unit, students move on to analyze authors' and speakers' claims and whether they use relevant and sufficient evidence and sound reasoning to support their claims. They also read and listen for the use of irrelevant evidence.

#### Transfer

Students will be able to independently use their learning to become critical thinkers who can evaluate authors' and speakers' claims in real-life news and media as more engaged and aware citizens of the world. They will also use what they learn about the food system in our country to make more informed decisions as consumers.

#### Meaning

Big Ideas & Understandings	Essential Questions
<p>Students will understand that...</p> <ul style="list-style-type: none"><li>• Understanding diverse points of view helps us live in an increasingly diverse society.</li><li>• When putting forward an argument, you need to provide relevant and sufficient evidence to support your claims.</li></ul>	<p>Students will keep considering...</p> <ul style="list-style-type: none"><li>• What journey does food take before it gets to your plate?</li><li>• What is the author's purpose? Why did they write that?</li><li>• Has the author or speaker used sufficient relevant evidence and sound reasoning to support his or her claim?</li></ul>

#### Acquisition

Knowledge	Skills
Students will know...	Students will be skilled at...

## Unit 3: The Omnivore's Dilemma

8th Grade ELA - Last Updated on August 4, 2021

### Acquisition

- |   |  |
|---|--|
| <ul style="list-style-type: none"><li>• how to cite text-based evidence that provides the strongest support for textual analysis.</li><li>• how to determine a theme or central idea of an informational text.</li><li>• how to read grade-level literary texts proficiently and independently</li><li>• how to determine the meaning of words and phrases in text.</li><li>• how to determine an author's point of view or purpose in informational text.</li><li>• how to analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</li><li>• how to identify the argument and specific claims in a text.</li><li>• how to analyze the purpose of information presented in different media and formats.</li><li>• how to evaluate the motives behind a presentation.</li><li>• how to determine a speaker's argument and specific claims.</li><li>• how to evaluate the reasoning and evidence presented for soundness and relevance.</li><li>• how to identify when irrelevant evidence introduced.</li><li>• how to 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 claim).</li><li>• how to write arguments to support claims with clear reasons and relevant evidence.</li><li>• how to introduce claims, acknowledging and distinguishing the claims from alternate or opposing claims, and organizing the reasons and evidence logically.</li><li>• how to support claims with logical reasoning and</li></ul> | <ul style="list-style-type: none"><li>• citing text-based evidence that provides the strongest support for textual analysis.</li><li>• determining a theme or central idea of an informational text.</li><li>• reading grade-level literary texts proficiently and independently</li><li>• determining the meaning of words and phrases in text.</li><li>• determining an author's point of view or purpose in informational text.</li><li>• analyzing how the author acknowledges and responds to conflicting evidence or viewpoints.</li><li>• identifying the argument and specific claims in a text.</li><li>• analyzing the purpose of information presented in different media and formats.</li><li>• evaluating the motives behind a presentation.</li><li>• determining a speaker's argument and specific claims.</li><li>• evaluating the reasoning and evidence presented for soundness and relevance.</li><li>• identifying when irrelevant evidence introduced.</li><li>• evaluating the argument and specific claims in a text (assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claim).</li><li>• writing arguments to support claims with clear reasons and relevant evidence.</li><li>• introducing claims, acknowledging and distinguishing the claims from alternate or opposing claims, and organizing the reasons and evidence logically.</li><li>• supporting claims with logical reasoning and relevant evidence and demonstrating an understanding of the topic or text.</li></ul> |
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## Unit 3: The Omnivore's Dilemma

8th Grade ELA - Last Updated on August 4, 2021

### Acquisition

<p>relevant evidence and demonstrating an understanding of the topic or text.</p> <ul style="list-style-type: none"><li>• how to provide a concluding statement or section that following from and supports the argument presented.</li><li>• how to use words, phrases, and clauses to create cohesion and clarify the relationships among claims, counterclaims, reasons, and evidence.</li><li>• how to establish and maintain a formal style.</li><li>• how to produce clear and coherent writing that is appropriate to task, purpose, and audience.</li></ul>	<ul style="list-style-type: none"><li>• providing a concluding statement or section that following from and supports the argument presented.</li><li>• using words, phrases, and clauses to create cohesion and clarify the relationships among claims, counterclaims, reasons, and evidence.</li><li>• establishing and maintaining a formal style.</li><li>• producing clear and coherent writing that is appropriate to task, purpose, and audience.</li></ul>
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## Unit 3: The Omnivore's Dilemma

8th Grade ELA - Last Updated on August 4, 2021

### ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

## Assessments

Evaluation Criteria	Assessment Evidence
<p>Rubrics/Checklists: Persuasive Essay rubric</p>	<p>Performance Task(s):</p> <ul style="list-style-type: none"><li>• Analyzing Authors' Purpose in Speech and Text: In Part 1, students analyze the speakers' purpose in a speech and the motives behind the medium the speech is presented in. In Part 2, students determine the meaning of words and analyze Michael Pollan's purpose in a new excerpt of The Omnivore's Dilemma. They also identify conflicting viewpoints put forward in the excerpt and describe how Michael Pollan responds to those viewpoint. In both Parts 1 and 2 of the assessment, students record their thinking on graphic organizers.</li><li>• Evaluating Claims: Students evaluate the claims in a speech and a new excerpt of The Omnivore's Dilemma for sound reasoning, relevant evidence, and irrelevant evidence. Students record their thinking for this part of the assessment on graphic organizers.</li><li>• Final Essay - Advocating Persuasively: Students will write a persuasive essay in which they respond to the following question - "Which of the four food chains would you choose to feed your family and why? Students will write a five-paragraph argumentative essay that acknowledges and rebuts a counterclaim as they defend their choice.</li></ul>
	<p>Other Evidence:</p> <ul style="list-style-type: none"><li>• Graphic organizers</li><li>• Text-dependent questions</li><li>• Gists annotated on sticky notes</li><li>• Exit tickets</li></ul>

## Unit 3: The Omnivore's Dilemma

8th Grade ELA - Last Updated on August 4, 2021

	<ul style="list-style-type: none"><li>• RACE questions</li><li>• Classwork and homework</li><li>• Comprehension checks</li></ul>
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## Unit 3: The Omnivore's Dilemma

8th Grade ELA - Last Updated on August 4, 2021

### LEARNING PLAN

#### Summary of Key Learning Events and Instruction:

Week 1 (Lessons 1-2)	Ch 1-3 (excerpts)	Building background knowledge; reading for gist; citing textual evidence; using context clues to determine meaning of unfamiliar terms; analyzing author's purpose
Week 2 (Lessons 3-4)	Ch 5-7 (excerpts)	Reading for gist; citing textual evidence; using context clues to determine meaning of unfamiliar terms; analyzing author's purpose
Week 3 (Lessons 5-7)	Ch 10-11 Birke Baehr TED Talk	Reading for gist; citing textual evidence; using context clues to determine meaning of unfamiliar terms; analyzing author's purpose; describing speakers' purpose and evaluating motives of a media presentation; Mid-Unit Assessment
Week 4 (Lessons 8-9)	Ch 12-14	Reading for gist; citing textual evidence; reading closely to answer text-dependent questions; evaluating two arguments for the same claim to identify which is strongest; evaluating an argument for sound reasoning and sufficient relevant evidence
Week 5 (Lesson 10-11)	Ch 20-21	Reading for gist; citing textual evidence; reading closely to answer text-dependent questions; evaluating an argument for sound reasoning and sufficient relevant evidence; identifying irrelevant evidence
Week 6 (Lesson 14 - End-of-Unit Assessment)	End-of-Unit Assessment Afterword: Vote with Your Fork	determining the speaker's argument and claims in a video clip and evaluating the reasoning the evidence used to support the claim; identifying irrelevant evidence used in a video clip; evaluating the argument and specific claims in a

## Unit 3: The Omnivore's Dilemma

8th Grade ELA - Last Updated on August 4, 2021

		text
Week 7	Read additional excerpts from past chapters depending on essay topic	Introducing and Planning Final Essay
Week 8	n/a	Drafting and Revising Final Essay

### SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

[ELA Opportunities for Differentiated Instruction](#)



## Unit 4: To Kill a Mockingbird

8th Grade ELA - Last Updated on August 12, 2021

### STANDARDS ADDRESSED

#### New Jersey (NJSLS) - Grade 8 - English Language Arts ELA (2020)

##### RL.8.1

Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

##### RL.8.2

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.

##### RL.8.3

Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

##### RL.8.4

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.

##### RL.8.5

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.

##### RL.8.6

Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

##### RL.8.7

Evaluate the choices made by the directors or actors by analyzing the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script.

##### RL.8.9

Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) 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.

##### RL.8.10

## Unit 4: To Kill a Mockingbird

8th Grade ELA - Last Updated on August 12, 2021

By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.

### RI.8.1

Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

### RI.8.2

Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

### RI.8.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

### RI.8.5

Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.

### RI.8.6

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.

### RI.8.7

Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

### W.8.1

Write arguments to support claims with clear reasons and relevant evidence.

### W.8.3

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

### W.8.4

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

## Unit 4: To Kill a Mockingbird

8th Grade ELA - Last Updated on August 12, 2021

W.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.
W.8.9
Draw evidence from literary or informational texts to support analysis, reflection, and research.
SL.8.1
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.
L.8.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.8.4
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.
L.8.5
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

## Unit 4: To Kill a Mockingbird

8th Grade ELA - Last Updated on August 12, 2021

### DESIRED RESULTS

#### Established Goals

Students will continue to develop their ability to closely read text while studying the theme of taking a stand. During the first part of the unit, students will read two speeches reflecting examples of real people taking a stand. By reading these speeches they will build background knowledge about the unit's overarching theme, engage in a study of the speaker's perspective, and analyze the craft of forming an argument. In the next part of the unit, students will read Part 1 of *To Kill a Mockingbird* by Harper Lee and continue to study the theme of taking a stand as it is revealed in the novel. Students will engage in a character study of Atticus by analyzing his actions and words, and what others say about him, to better understand him as a character. This analysis will provide details and evidence for students to use in their argument essay. In addition to reading and studying the text, students will view excerpts of the *To Kill a Mockingbird* film that strongly convey the novel's themes, and they will analyze how the film remains true to the original text as well as how it veers from the original. In the second half of the unit, students will engage in a meta-analysis of the novel in the context of modern-day criticism that the text should no longer be taught in schools because it is outdated and offensive. After reading and analyzing several articles critiquing the novel from various angles, students will develop their argument writing skills through scaffolded writing lessons, culminating in a literary analysis essay in which they take a position on whether the novel should still be taught in schools and support it with evidence from both the novel and at least one of the critical articles.

#### Transfer

Students will be able to independently use their learning to think critically about a canonical text and form their own opinions about whether, and how, the text should be presented to students in contemporary classrooms.

#### Meaning

Big Ideas & Understandings	Essential Questions
<p>Students will understand that...</p> <ul style="list-style-type: none"><li>• Authors use the structure of texts to create style and convey meaning.</li><li>• Authors use allusions to layer deeper meaning in the text.</li><li>• Just because a text is a classic doesn't mean it's above reproach.</li><li>•</li></ul>	<p>Students will keep considering...</p> <ul style="list-style-type: none"><li>• How does taking a stand in small ways show integrity?</li><li>• Is it worth taking a stand for one's self? For others?</li><li>• What do we know that Scout doesn't?</li><li>• How does the idea of taking a stand connect to the dramatic irony and Scout's perspective?</li><li>• What makes a text worthy of being seen as a classic piece of literature?</li></ul>

## Unit 4: To Kill a Mockingbird

8th Grade ELA - Last Updated on August 12, 2021

### Meaning

- What qualities make a text a good or bad choice for including in a school curriculum?

### Acquisition

#### Knowledge

Students will know...

- how to cite text-based evidence that provides the strongest support for analysis of a literary text.
- how to determine a theme or the central idea of literary text.
- how to analyze the development of a theme or central idea throughout the text (including its relationship to the characters, setting, and plot).
- how to objectively summarize literary text.
- how to analyze how specific dialogue or incidents in a plot propel the action, reveal aspects of a character, or provoke a decision.
- how to determine the meaning of words and phrases in literary text (figurative, connotative, and technical meanings).
- how to analyze the impact of word choice on meaning and tone (analogies or allusions).
- how to compare and contrast the structure of multiple texts.
- how to analyze how different structures impact meaning and style of a text.
- how to analyze how difference in points of view between characters and audience create effects in writing.
- how to analyze the extent to which a filmed or live production follows the text or script of the same literary text.

#### Skills

Students will be skilled at...

- citing text-based evidence that provides the strongest support for analysis of a literary text.
- determining a theme or the central idea of literary text.
- analyzing the development of a theme or central idea throughout the text (including its relationship to the characters, setting, and plot).
- objectively summarizing literary text.
- analyzing how specific dialogue or incidents in a plot propel the action, reveal aspects of a character, or provoke a decision.
- determining the meaning of words and phrases in literary text (figurative, connotative, and technical meanings).
- analyzing the impact of word choice on meaning and tone (analogies or allusions).
- comparing and contrasting the structure of multiple texts.
- analyzing how different structures impact meaning and style of a text.
- analyzing how difference in points of view between characters and audience create effects in writing.
- analyzing the extent to which a filmed or live production follows the text or script of the same literary text.

## Unit 4: To Kill a Mockingbird

8th Grade ELA - Last Updated on August 12, 2021

### Acquisition

- |  |   |
|--|---|
| <ul style="list-style-type: none"><li>• how to evaluate the choices made by a director or actors in presenting an interpretation of a script.</li><li>• how to analyze the connections between modern fiction and myths, traditional stories, or religious works (themes, patterns of events, character types).</li><li>• how to interpret, analyze, and evaluate narratives, poetry, and drama artistically by making connections to other texts, ideas, cultural perspectives, time periods, personal events, and situations.</li><li>• how to evaluate and make informed judgments about the quality of texts based on a set of criteria.</li><li>• how to analyze the structure of a specific paragraph in a text (including the role of particular sentences in developing and refining a key concept).</li><li>• how to determine an author's point of view or purpose in an informational text.</li><li>• how to analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</li><li>• how to evaluate the advantages and disadvantages of using different mediums to present an idea.</li><li>• how to write arguments to support claims with clear reasons and relevant evidence.</li><li>• how to produce clear and coherent writing that is appropriate to task, purpose and audience.</li><li>• how to use the writing process to ensure that purpose and audience have been addressed.</li><li>• how to use evidence from literary or informational texts to support analysis, reflection, and research.</li><li>• how to effectively engage in discussions with diverse partners about eighth-grade topics, texts, and issues.</li></ul> | <ul style="list-style-type: none"><li>• evaluating the choices made by a director or actors in presenting an interpretation of a script.</li><li>• analyzing the connections between modern fiction and myths, traditional stories, or religious works (themes, patterns of events, character types).</li><li>• interpreting, analyzing, and evaluating narratives, poetry, and drama artistically by making connections to other texts, ideas, cultural perspectives, time periods, personal events, and situations.</li><li>• evaluating and making informed judgments about the quality of texts based on a set of criteria.</li><li>• analyzing the structure of a specific paragraph in a text (including the role of particular sentences in developing and refining a key concept).</li><li>• determining an author's point of view or purpose in an informational text.</li><li>• analyzing how the author acknowledges and responds to conflicting evidence or viewpoints.</li><li>• evaluating the advantages and disadvantages of using different mediums to present an idea.</li><li>• writing arguments to support claims with clear reasons and relevant evidence.</li><li>• producing clear and coherent writing that is appropriate to task, purpose and audience.</li><li>• using the writing process to ensure that purpose and audience have been addressed.</li><li>• using evidence from literary or informational texts to support analysis, reflection, and research.</li><li>• effectively engaging in discussions with diverse partners about eighth-grade topics, texts, and issues.</li><li>• expressing their own ideas clearly during discussions.</li><li>• building on others' ideas during discussions.</li></ul> |
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## Unit 4: To Kill a Mockingbird

8th Grade ELA - Last Updated on August 12, 2021

### Acquisition

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|--|--|
| <ul style="list-style-type: none"><li>• how to express their own ideas clearly during discussions.</li><li>• how to build on others' ideas during discussions.</li><li>• how to use correct capitalization, punctuation, and spelling to send a clear message to a reader.</li><li>• how to use a variety of strategies to determine the meaning of unknown words and phrases.</li><li>• how to analyze figurative language, word relationships, and nuances in word meanings.</li></ul> | <ul style="list-style-type: none"><li>• using correct capitalization, punctuation, and spelling to send a clear message to a reader.</li><li>• using a variety of strategies to determine the meaning of unknown words and phrases.</li><li>• analyzing figurative language, word relationships, and nuances in word meanings.</li></ul> |
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## Unit 4: To Kill a Mockingbird

8th Grade ELA - Last Updated on August 12, 2021

### ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

## Assessments

Evaluation Criteria	Assessment Evidence
Rubrics/Checklists: Literary analysis essay rubric	Performance Task(s): <ul style="list-style-type: none"><li>Analyzing Excerpts of Lyndon Johnson's Speech "The Great Society"</li><li>Analyzing Author's Craft in To Kill a Mockingbird: Allusions, Text Structure, Connections to Traditional Themes, and Figurative Language</li><li>Text-to-Film and Perspective Comparison of To Kill a Mockingbird</li><li>Argument Essay: Should TKM be taught in schools?</li></ul>
	Other Evidence: <ul style="list-style-type: none"><li>Graphic organizers</li><li>Text-dependent questions</li><li>Gists annotated on sticky notes</li><li>Exit tickets</li><li>RACE questions</li><li>Classwork and homework</li><li>Comprehension checks</li></ul>



## Unit 4: To Kill a Mockingbird

8th Grade ELA - Last Updated on August 12, 2021

### LEARNING PLAN

#### Summary of Key Learning Events and Instruction:

Week 1 (Lessons 1.1-1.5)	Shirley Chisholm speech: "Equal Rights for Women"; Sojourner Truth speech: "Ain't I A Woman?"	Fayer model; text-dependent questions; annotating text; analyzing paragraph structure
Week 2 (Lessons 1.6-1-10)	Lyndon Johnson's "The Great Society" To Kill a Mockingbird Ch 1-2	mid-unit assessment; structured notes; summarizing; vocabulary; text-dependent questions; analyzing narrative structure
Week 3 (Lessons 1.11 - 1.14)	To Kill a Mockingbird Ch 3-5	structured notes; summarizing; vocabulary; text-dependent questions; text-to film comparison; analyzing narrative structure
Week 4 (Lessons 1.15-1.19)	TKM Ch 6-10	analyzing character perspectives; mood & tone; comparing text structures; text-to-film comparison; analyzing theme and figurative language; Assessment: Analyzing Author's Craft
Week 5 (Lessons 2.1 - 2.3)	TKM Ch 11-17	structured notes; analyzing character perspectives; text-to-film comparison
Week 6 (Lessons 2.4 - 2.7)	TKM Ch 18-23	Assessment: text-to film and perspective comparison; structured notes; impact of word choice on tone; irony
Week 7 (Lessons 2.8 - 2.10)	TKM Ch 24-28	structured notes; analyzing development of theme over the course of a text
Week 8 (Lessons 2.11-2.13)	TKM Ch 28-31; Critical Articles	analyzing and evaluating argument
Week 9	Argument Essay	planning; drafting; revising

## Unit 4: To Kill a Mockingbird

8th Grade ELA - Last Updated on August 12, 2021

### SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

Monroe Freedman, "Atticus Finch: Right and Wrong"

Alice Randall, "Why Are We Still Teaching To Kill a Mockingbird in Schools"

Gbenga Akinagbe, "Every night, racists kill me. Then I leave the theater for a world of danger"

[Resources for Differentiation](#)

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## Feb. 16, 2022 Reminder: Breaking Bias: Lessons from the Amistad

1 message

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New Jersey State Bar Foundation <respinoza@njsbf.org>

Wed, Feb 9, 2022 at 8:02 AM

Reply-To: respinoza@njsbf.org

To: kstart@linkschool.org



## February 16, 2022 - Breaking Bias: Lessons from the Amistad Part One

### When

Wednesday, February 16, 2022  
from 9:00 AM to 12:00 PM EST

[Join Our Mailing List](#)

### Dear Educator:

This is a friendly reminder that you are registered to attend the New Jersey State Bar Foundation's **Breaking Bias: Lessons from the Amistad** virtual workshop on February 16, 2022 from 9am - 12pm.

- This is an interactive workshop with breakout sessions - We recommend the use of a computer for full participation. Your camera and microphone need to be on.
- You will not be admitted if you are more than 30 minutes late.
- Due to security reasons, only those registered will be allowed into the workshop and your Zoom username **MUST** match the name used to register, otherwise you will not be let in from the waiting room.
- To provide closed captions, the meeting will be live streamed to REV. It will not be livestreamed to the public.
- We strive to host inclusive, accessible events. To request an accommodation or for inquiries about accessibility please contact Jessica Taube, JTaube@NJSBF.org or 732-937-7523.
- **You will need the following PARTICIPANT WORKBOOK** open during the training: <https://njsbf.org/wp-content/uploads/2021/11/Amistad-Participant-Workbook-10.2021.pdf>
- During the training you will be asked to explore a sample lesson from the workbook above. Before the training, we highly recommend you review the lesson that corresponds with the grade level you teach in the

following pages: Grades 3-5 (pg. 7-15), Grades 6-8 (pg. 16-26), Grades 9-12 (pg. 27-36)

**TO JOIN THE WORKSHOP CLICK THIS LINK:**  
<https://us02web.zoom.us/j/87328520462?pwd=aDZtQ0JiaHF1MTA5RHNFUHdsN3ZJZz09>

*Do not share this link.*

**"NO SHOW POLICY"**

If you register for and do not show up to a workshop, we will notify you that you have been placed on our 'No Show' list. Should this occur three times, you will be removed from our email list.

**If you have any issues entering the workshop, if you need to cancel your registration, or have any general questions, please email Bobby Espinoza at [REspinoza@NJSBF.org](mailto:REspinoza@NJSBF.org) or call 732-937-7528.**

We look forward to seeing you!

*The New Jersey State Bar Foundation*

*The New Jersey State Bar Foundation is a nonprofit philanthropic and educational organization. Funding is furnished by the IOLTA Fund of the Bar of New Jersey and limited to providing education to the public. Your cooperation in honoring your registration at our free workshops is essential.*

**New Jersey State Bar Foundation**  
INFORMED CITIZENS ARE BETTER CITIZENS



 SafeUnsubscribe



This email was sent to you from [respinoza@njsbf.org](mailto:respinoza@njsbf.org) because you registered for February 16, 2022 - Breaking Bias: Lessons from the Amistad Part One. Click [here](#) if you no longer wish to receive emails about this event.

New Jersey State Bar Foundation | New Jersey Law Center | One Constitution Square | New Brunswick | NJ | 08901

**LCCS Education Committee Meeting**  
**Monday, February 14, 2022**

Present:

Kathleen Hester

Maria Pilar Paradiso

Richard Marshall

## Education Meeting

- Next yr planning
- Pivoting from remote back to school
- Students not transitioning, will start next, gradual release transition, 7th grade in am, 8th in afternoon
- Meals in classrooms for now
- 2-3 weeks
- Mid to late march for finish rollout
- End of the yr, plan to have guests in the building, after break
- Started talent search for next yr, - 1st grade

## Notes from Education Meeting 2/14/22 (K. Hester)

- Transitions to classes will start next week - meals in the classroom will continue until mid/end of March
- Guests in the building after April break - develop protocols
- Hiring: very difficult to find qualified teachers
- Catapult: Continuing on Friday afternoon; concern about class size, continue to speak to them about recruitment
- Covid updates:
- Testing Monday and Tuesday - we have a set schedule, students test and quickly return to class.

teachers, 2 k teachers, 6th grade ELA

- NJ.com job fair virtual, had 2 people come in to interview and do demo and they cancel
- Get selected and apple track, 5 invited, 1 accepted
- Difficult time hiring teachers
- Catapult is a concern - learning loss program, strong in curriculum and design, struggle with SEL
- Building has been really strong with covid, in school testing, test Mon Tues, each week 1 or 2, 50% false positive
- Report cards just went out, k in april on trimester
- Outdoor trips for Spring - 5th meadowlands, 6th LSC, sandy hook 7th, 8th wildcat, K turtleback, field day in June at liberty park

Results come with in 24 hours

- Each week we have found 1 to 2 positive cases. Parents have been very supportive of testing/systems
- Report Card mailed /conferences evening for grades 5-8
- Progress reports will go out in 2 weeks
- New quarter of electives started strong
- Field trips: Booked for 5th gr (Meadowlands) 6th gr (Liberty Science)
- 7th gr speaking to Sandy Hook
- Kinder - Turtle Back Zoo
- Field day - In June
- 8th gr parent meeting Feb 23
- Black History Month - online celebration - "Radio Show"
- bulletin boards - presentations

- Black history month  
video/bulletin board, radio  
show from qr code

Link Community Charter School  
Board of Trustees  
Governance Committee Report  
February 09, 2022

Attendees: B. Daughtry, M. Paradiso, D. Paczkowski, S. Machrone, D. Smith

Mrs. Machrone reviewed the policies and regulations that need to be updated to reflect the addition of grades K through 4.

Mrs. Paradiso advised of Mrs. Regina Covington's resignation, effective the end of March 2022 as she is relocating to another state.

Mrs. Paradiso mentioned that there have been several referrals of individuals to consider as candidates to fill board vacancies and expired terms. She and Mrs. Daughtry will interview the candidate. Board members are encouraged to continue to make recommendations. Additionally, there was discussion about asking some of the referrals to serve on board committees.

Mrs. Paradiso stated that the board will be asked to consider the 2022-2023 calendar at the upcoming meeting. There was discussion about removing some single "No School" days that the school has observed in the past and lengthening breaks/ending the school year earlier. The proposed calendar will be posted prior to Monday's meeting for the board to review.

Mrs. Paradiso addressed the lifting of the mask mandate for schools. Options are being considered.

Mrs. Paradiso gave an update on the covid testing that is taking place weekly at Link.

The committee discussed having the March and April board meetings to be held both virtually and in person.



# Link Community Charter School

Approved 2021-2022 School Calendar, Rev. 01.19.22

School Year Begins on Tuesday, September 7, 2021 and Ends on Friday, June 17, 2022

Student Days: 182 Staff Days: 193 \* \*does not include Summer Academy

Students: 0							Staff: 5							Students: 18							Staff: 21						
July '21							August '21							September '21													
Su	M	Tu	W	Th	F	S	Su	M	Tu	W	Th	F	S	Su	M	Tu	W	Th	F	S							
			6/30	1	2	3	1	2	3	4	5	6	7				1	2	3	4							
4	5	6	7	8	9	10	8	9	10	11	12	13	14	5	6	7**	8**	9**	10	11							
11	12	13	14	15	16	17	15	16	17	18	19	20	21	12	13	14	15	16	17	18							
18	19	20	21	22	23	24	22	23	24	25	26	27	28	19	20	21	22	23	24	25							
25	26	27	28	29	30	31	29	30	31					26	27	28	29	30									
Students: 20							Staff: 20							Students: 17							Staff: 17						
October '21							November '21							December '21													
Su	M	Tu	W	Th	F	S	Su	M	Tu	W	Th	F	S	Su	M	Tu	W	Th	F	S							
					1	2		1	2	3	4	5	6				1	2	3	4							
3	4	5	6	7	8	9	7	8	9	10	11	12	13	5	6	7	8	9	10	11							
10	11	12	13	14	15	16	14	15	16	17	18	19	20	12	13	14	15	16	17	18							
17	18	19	20	21	22	23	21	22	23	24	25	26	27	19	20	21	22	23	24	25							
24	25	26	27	28	29	30	28	29	30					26	27	28	29	30	31								
31																											
Students: 19							Staff: 20							Students: 18							Staff: 18						
January '22							February '22							March '22													
Su	M	Tu	W	Th	F	S	Su	M	Tu	W	Th	F	S	Su	M	Tu	W	Th	F	S							
						1			1	2	3	4	5			1	2	3	4	5							
2	3	4	5	6	7	8	6	7	8	9	10	11	12	6	7	8	9	10	11	12							
9	10	11	12	13	14	15	13	14	15	16	17	18	19	13	14	15	16	17	18	19							
16	17	18	19	20	21	22	20	21	22	23	24	25	26	20	21	22	23	24	25	26							
23	24	25	26	27	28	29	27	28						27	28	29	30	31									
30	31																										
Students: 15							Staff: 16							Students: 21							Staff: 21						
April '22							May '22							June '22													
Su	M	Tu	W	Th	F	S	Su	M	Tu	W	Th	F	S	Su	M	Tu	W	Th	F	S							
					1	2	1	2	3	4	5	6	7				1	2	3	4							
3	4	5	6	7	8	9	8	9	10	11	12	13	14	5	6	7	8	9	10	11							
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24	25	26	27	28	29	30	29	30	31					26	27	28	29	30									

	Holidays: No School
	Link Summer Academy
	Building Closed (School & District) to All
	Teacher Boot Camp
	No School; building open for 12 month employees

	Teacher PD Day (no school for students)
	Early Dismissal for students, 12:45 pm; Staff PDF, 1:15-4:30 pm; Graduation, June 17 <sup>th</sup> (all staff must attend.)
	Early Dismissal for all, 12 pm
	Incoming 5 <sup>th</sup> Grade Program
**	Early Dismissal Days for Kindergarten students only; regular school day for other grades

## **SUMMARY OF POLICIES AND REGULATIONS FOR THE LCCS BOARD FOR FEBRUARY 14 AND MARCH 14, 2022**

The policies and regulations in this document require revision due to the addition of Kindergarten through grade 4 to Link.

- P 1140 Affirmative Action Program (M)
- P 2412 Home Instruction Due to Health Condition (M)
- R 2412 Home Instruction Due to Health Condition (M)
- R 2414 Programs and Services for Students in High Poverty and High Needs Schools (M)
- R 2423 Bilingual and ESL Education (M)
- P 2430 Co-Curricular Activities (M)
- P 2431.4 Prevention and Treatment of SPorts- Related Concussion and Head Injuries
- P 2460 Special Education (M)
- R 2460.1 Special Education – Location, Identification, and Referral
- P 2560 Live Animals in School
- P 5111 Admissions (M)
- P 5120 Assignment of Students (M)
- R 5310 Health Services (M)
- P 5339 Screening for Dyslexia (M)r 5550 Disaffected Students (M)
- R 5550 Disaffected Students (M)
- P 5560 Disruptive Students (M)
- P 5610 Suspension (M)
- P 5620 Expulsion (M)
- P 8140 Student Enrollment (M)
- R 8140 Student Enrollment (M)
- P 8601 Student Supervision After School Dismissal (M)

## 1140 AFFIRMATIVE ACTION PROGRAM (M)

The Board of Trustees shall adopt and implement written educational equality and equity policies in accordance with the provisions of N.J.A.C. 6A:7 – Managing For Equality And Equity In Education.

The Board's affirmative action program shall recognize and value the diversity of persons and groups within society and promote the acceptance of persons of diverse backgrounds regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, religion, disability, or socioeconomic status. The affirmative action program will also promote equal educational opportunity and foster a learning environment that is free from all forms of prejudice, discrimination, and harassment based upon race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, religion, disability, or socioeconomic status in the policies, programs, and practices of the Board of Trustees.

The Board shall inform the school community it serves of these policies in a manner including, but not limited to, the school's customary methods of information dissemination. The Board shall develop a Comprehensive Equity Plan once every three years, which shall identify and correct all discriminatory and inequitable educational and hiring policies, patterns, programs, and practices affecting its facilities, programs, students, and staff.

The Board shall assess the school's needs for achieving equality and equity in educational programs based on an analysis of student performance data such as: National Assessment of Educational Progress and State assessment results, grades five through eight promotion/retention data, ~~grades five~~ Kindergarten through ~~grade~~ eight completion rates; re-examination and re-evaluation of classification and placement of students in special education programs if there is an over representation within certain groups; staffing practices; student demographic and behavioral data; quality of program data; and stakeholder satisfaction data prior to developing the Comprehensive Equity Plan. The purpose of the needs assessment is to identify and eliminate discriminatory practices and other barriers in achieving equality and equity in educational programs.

The Board shall annually designate a member of its staff as the Affirmative Action Officer and form an Affirmative Action Team, of whom the Affirmative Action Officer is a member, to coordinate and implement the requirements of N.J.A.C. 6A:7 – Managing For Equality And Equity in Education. The Board shall assure that all stakeholders know who the Affirmative Action Officer is and how to access him or her.



The Affirmative Action Officer shall have a New Jersey standard certification with an administrative, instructional, or educational services endorsement, pursuant to N.J.A.C. 6A:9B et seq. The Affirmative Action Officer shall: coordinate the required professional development training for certificated and non-certificated staff pursuant to N.J.A.C. 6A:7-1.6; notify all students and employees of school grievance procedures for handling discrimination complaints; and ensure the school grievance procedures, which include investigative responsibilities and reporting information, are followed.

The Affirmative Action Team shall: develop the Comprehensive Equity Plan pursuant to N.J.A.C. 6A:7-1.4(c); oversee the implementation of the school's Comprehensive Equity Plan pursuant to N.J.A.C. 6A:7-1.4(c); collaborate with the Affirmative Action Officer on coordination of the required professional development training for certificated and non-certificated staff pursuant to N.J.A.C. 6A:7-1.6; monitor the implementation of the Comprehensive Equity Plan; and conduct the annual school internal monitoring to ensure continuing compliance with State and Federal statutes governing educational equality and equity, pursuant to N.J.A.C. 6A:7-1.4(d).

The Board shall provide professional development training to all certificated and non-certificated school staff members on a continuing basis to identify and resolve problems associated with the student achievement gap and other inequities arising from prejudice on the basis of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, religion, disability, or socioeconomic status. All new certificated and non-certificated staff members shall be provided with professional development training on educational equality and equity issues within the first year of employment. Parents and other community members shall be invited to participate in the professional development training.

The Commissioner or his/her designee shall provide technical assistance to local school schools for the development of policy guidelines, procedures, and in-service training for Affirmative Action Officers so as to aid in the elimination of prejudice on the basis of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, religion, disability, or socioeconomic status.

N.J.A.C. 6A:7-1.4; 6A:7-1.5; 6A:7-1.6

Adopted: 10 November 2014  
Revised: 12 September 2016



# POLICY

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LINK COMMUNITY CHARTER SCHOOL  
**BOARD OF TRUSTEES**

Administration  
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AFFIRMATIVE ACTION PROGRAM (M)



## PREVENTION AND TREATMENT OF SPORTS-RELATED CONCUSSIONS AND HEAD INJURIES

### 2431.4 PREVENTION AND TREATMENT OF SPORTS-RELATED CONCUSSIONS AND HEAD INJURIES (M)

#### M

A concussion is a traumatic brain injury caused by a direct or indirect blow to the head or body. In order to ensure the safety of students that participate in interscholastic athletics and cheerleading programs, it is imperative that student-athletes, cheerleaders, coaches, and parents are educated about the nature and treatment of sports-related concussions and other head injuries. Allowing a student-athlete or cheerleader to return to play before recovering from a concussion increases the chance of a more serious brain injury.

Every school that participates in interscholastic athletics or cheerleading programs is required to adopt a policy concerning the prevention and treatment of sports-related concussions and other head injuries among student-athletes and cheerleaders in accordance with the provisions of N.J.S.A. 18A:40-41.1 et seq. For the purpose of this Policy, “interscholastic athletics” shall be ~~ffff~~ Kindergarten through eighth grade school-sponsored athletic programs where teams or individuals compete against teams or individuals from other schools or school schools. For the purpose of this Policy, “cheerleading program” shall be Kindergarten ~~ffff~~ through eighth grade school-sponsored cheerleading programs.

The school will adopt an Interscholastic Athletic and Cheerleading Head Injury Training Program to be completed by the team or school physician, licensed athletic trainer(s) involved in the interscholastic athletic program, all staff members that coach an interscholastic sport or cheerleading program, designated school nurses, and other appropriate school personnel as designated by the Head of School. This Training Program shall be in accordance with guidance provided by the New Jersey Department of Education and the requirements of N.J.S.A. 18A:40-41.2.

The Principal or designee shall distribute the New Jersey Department of Education Concussion and Head Injury Fact Sheet and Parent/Guardian Acknowledgement Form to every student-athlete who participates in interscholastic sports and every cheerleader who participates in a cheerleading program. The Principal or designee shall obtain a signed acknowledgement of the receipt of the Fact Sheet by the student-athlete or cheerleader’s parent and keep on file for future reference.

Prevention of a sports-related concussion and head injuries is an important component of the school’s program. The school may require pre-season baseline testing of all student-athletes and cheerleaders before the student begins participation in an interscholastic athletic or cheerleading program.



## PREVENTION AND TREATMENT OF SPORTS-RELATED CONCUSSIONS AND HEAD INJURIES

Any student-athlete or cheerleader who exhibits the signs or symptoms of a sports-related concussion or other head injury during practice or competition shall be immediately removed from play and may not return to play that day. Emergency medical assistance shall be contacted when symptoms get worse, loss of consciousness, direct neck pain associated with the injury, or any other sign the supervising school staff member determines emergency medical attention is needed. If available when the student-athlete or cheerleader is exhibiting signs or symptoms, the student will be evaluated by the school or team physician. The Principal or designee shall contact the student's parent and inform the parent of the suspected sports-related concussion or other head injury.

Possible signs of a concussion can be observed by any school staff member or the school or team physician. Any possible symptoms of a concussion can be reported by the student-athlete or cheerleader to: coaches; licensed athletic trainer; school or team physician; school nurse; and/or parent. The Principal or designee shall provide the student-athlete or cheerleader with Board of Trustees approved suggestions for management/medical checklist to provide to their parent and physician or other licensed healthcare professional trained in the evaluation and management of sports-related concussions and other head injuries.

A student-athlete or cheerleader who participates in interscholastic athletics or a cheerleading program and who sustains or is suspected of sustaining a concussion or other head injury shall be required to have a medical examination conducted by their physician or licensed health care provider. The student's physician or licensed health care provider shall be trained in the evaluation and management of concussion to determine the presence or absence of a sports-related concussion or head injury.

The student's physician or licensed health care provider must provide to the school a written medical release/clearance for the student indicating when the student is able to return to the activity. The medical release/clearance must indicate the student-athlete or cheerleader is asymptomatic at rest and either may return to the interscholastic athletic activity or cheerleading program because the injury was not a concussion or other head injury or may begin the school's graduated return to competition and practice protocol outlined in Regulation 2431.4. A medical release/clearance not in compliance with this Policy will not be accepted. The medical release/clearance must be reviewed and approved by the school or team physician.

The school shall provide a copy of this Policy and Regulation 2431.4 to all youth sports team organizations that operate on school grounds. In accordance with the provisions of N.J.S.A. 18A:40-41.5, the school shall not be liable for the injury or death of a person due to the action or inaction of persons employed by, or under contract with, a youth



## PREVENTION AND TREATMENT OF SPORTS-RELATED CONCUSSIONS AND HEAD INJURIES

sports team organization that operates on school grounds, if the youth sports team organization provides the school proof of an insurance policy in the amount of not less than \$50,000 per person, per occurrence insuring the youth sports team organization against liability for any bodily injury suffered by a person and a statement of compliance with the school's Policy and Regulation 2431.4 - Prevention and Treatment of Sports-Related Concussions and Head Injuries.

For the purposes of this Policy a "youth sports team organization" means one or more sports teams organized pursuant to a nonprofit or similar charter or which are member teams in a league organized by or affiliated with a county or municipal recreation department.

This Policy and Regulation shall be reviewed and approved by the school physician and shall be reviewed annually, and updated as necessary, to ensure it reflects the most current information available on the prevention, risk, and treatment of sports-related concussion and other head injuries.

N.J.S.A. 18A:40-41.1; 18A:40-41.2; 18A:40-41.3;  
18A:40-41.4; 18A:40-41.5

Adopted: 10 November 2014





## HOME INSTRUCTION DUE TO HEALTH CONDITION (M)

### 2412 HOME INSTRUCTION DUE TO HEALTH CONDITION (M)

The Board of Trustees shall provide instructional services to an enrolled student, whether a general education student in ~~grades Kindergarten five~~ through ~~grade~~ eight or special education student age ~~ten~~ three to twenty-one, when the student is confined to the home or another out-of-school setting due to a temporary or chronic health condition or a need for treatment that precludes participation in their usual education setting, whether general or special education.

A parent's request for home instruction shall include a written determination from the student's physician documenting the projected need for confinement at the student's residence or other treatment setting for more than ten consecutive school days or twenty cumulative school days during the school year. The written determination from the student's physician shall be forwarded to the school physician, who shall either verify the need for home instruction or provide reasons for denial. The parent shall be notified concerning the school physician's verification or reasons for denial within five school days after receipt of the written determination by the student's physician.

The school shall be responsible for the costs of providing instruction in the home or out-of-school setting either directly, or through online services, including any needed equipment, or through contract with another school Board of Education, Educational Services Commission, Jointure Commission, or approved clinic or agency. The school shall provide instructional services within five school days after receipt of the school physician's verification or, if verification is made prior to the student's confinement, during the first week of the student's confinement to the home or out-of-school setting.

The home or out-of-school instruction shall meet the minimum standards as required in N.J.A.C. 6A:16-10.1(c). The school shall establish a written plan for delivery of instruction and maintain a record of delivery of instructional services and student progress. The teacher providing instruction shall be a certified teacher. The teacher shall provide instruction for the number of days and length of time sufficient to continue the student's academic progress and dependent upon the student's ability to participate.

For a student with disabilities, the home instruction shall be consistent with the student's Individualized Education Plan (IEP) to the extent appropriate, and shall meet the Core Curriculum Content Standards. When the provision for home instruction for a student with disabilities will exceed thirty consecutive school days in a school year, the IEP team shall convene a meeting to review and, if appropriate, revise the student's IEP.



## HOME INSTRUCTION DUE TO HEALTH CONDITION (M)

For a student without disability, the home instruction shall meet the Core Curriculum Content Standards, and the requirements of the Board for promotion to the next grade level. When the provision for home instruction for a student without disability will exceed sixty calendar days, the school physician shall refer the student to the Child Study Team for evaluation, pursuant to N.J.A.C. 6A:14.

The Board reserves the right to withhold home instruction when the reason for the student's confinement is such as to expose a teacher to a health hazard or dangerous home situation; when a parent or other adult twenty-one years of age or older, who has been designated by the parent, is not present during the hours of instruction; or when the condition of the student is such as to preclude benefit from such instruction.

Students on home instruction will be accounted for on the attendance register as required by the Department of Education. The name of a student on home instruction will not be released at a public Board meeting or placed in a public record.

N.J.S.A. 18A:38-1 through 18A:38-25  
N.J.A.C. 6A:14-4.8; 6A:14-4.9; 6A:16-10.1

Adopted: 10 November 2014



## R 2412 HOME INSTRUCTION DUE TO HEALTH CONDITION (M)

The Board of Trustees shall provide instructional services to an enrolled student whether a general education student in **Kindergarten five** through grade eight or special education student age ~~ten~~ **three** to twenty-one, when the student is confined to the home or another out-of-school setting due to a temporary or chronic health condition or a need for treatment that precludes participation in their usual education setting, whether general education or special education.

### A. Request For Home Instruction Due To A Temporary or Chronic Health Condition

1. The parent shall submit a request to the Principal that includes a written determination from the student's physician documenting the projected need for confinement at the student's residence or other treatment setting for more than ten consecutive school days or twenty cumulative school days during the school year.
2. The Principal shall forward the written determination to the school physician, who shall verify the need for home instruction. The school physician may contact the student's physician to secure additional information concerning the student's diagnosis or need for treatment, and shall either verify the need for home instruction or shall provide reasons for denial to the Principal.
3. The Principal shall notify the parent concerning the school physician's verification or reasons for denial within five school days after receipt of the written determination by the student's physician.

### B. Providing Services

1. The school shall provide instructional services within five school days after receipt of the school physician's verification or, if verification is made prior to the student's confinement, during the first week of the student's confinement to the home or out-of-school setting.
2. The school shall be responsible for the costs of providing instruction in the home or out-of-school setting either directly, through online services, including any needed equipment, or through contract with another district



Board of Trustees, Educational Services Commission, Jointure Commission, or approved clinic or agency for the following categories of students:

- a. A student who resides within the area served by the Board of Trustees and is enrolled in a public school program; or
- b. A student who is enrolled in a nonpublic school that is located within the area served by this Board of Trustees pursuant to N.J.S.A. 18A:46A-1 et seq.

C. Minimum Standards For Home or Out-of-School Instruction

1. The school shall establish a written plan for the delivery of instruction to continue the student's academic progress and to maintain a record of delivery of instructional services and student progress.
2. The teacher providing instruction shall be a certified teacher.
3. The teacher shall provide instruction for the number of days and length of time sufficient to continue the student's academic progress and dependent upon the student's ability to participate.
4. For a student with disabilities, the home instruction shall be consistent with the student's Individualized Education Plan (IEP) to the extent appropriate, and shall meet the Core Curriculum Content Standards. When the provision of home instruction will exceed thirty consecutive school days in a school year, the IEP team shall convene a meeting to review and, if appropriate, revise the student's IEP.
5. For a student without a disability, the home instruction shall meet the Core Curriculum Content Standards and the requirements of the Board of Trustees for promotion to the next grade level. When the provision of home instruction will exceed sixty calendar days, the school physician shall refer the student to the Child Study Team for evaluation pursuant to N.J.A.C. 6A:14.

Issued: 10 November 2014



# REGULATION

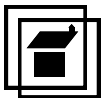
LINK COMMUNITY CHARTER SCHOOL

**BOARD OF TRUSTEES**

PROGRAM

R 2412/Page 3 of 3

HOME INSTRUCTION DUE TO HEALTH CONDITION (M)



PROGRAMS AND SERVICES FOR STUDENTS IN HIGH POVERTY AND IN  
HIGH NEED SCHOOL DISTRICTS (M)

R 2414 PROGRAMS AND SERVICES FOR STUDENTS IN HIGH POVERTY AND  
IN HIGH NEED SCHOOL DISTRICTS (M)

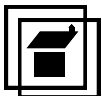
**M**

A. Definitions

1. “At-risk-students” means those resident students from households with a household income at or below the most recent Federal poverty guidelines available on October 15 of the prebudget year multiplied by 1.85.
2. “High poverty school” means a school in which forty percent or more of the students are at-risk students.
3. “High need school” means a school in which forty percent or more of the students are at-risk-students and is at one or more of the following proficiency levels on State assessments:
  - a. Less than eighty-five percent of total students have achieved proficiency in language arts literacy on the New Jersey Assessment of Skills and Knowledge (NJ ASK) 3;
  - b. Less than eighty percent of total students have achieved proficiency in language arts literacy on the NJ ASK 8;
  - c. Less than eighty percent of total students have achieved proficiency in language arts literacy on the HSPA;
  - d. Less than eighty-five percent of total students have achieved proficiency in mathematics on the NJ ASK 4;
  - e. Less than eighty percent of total students have achieved proficiency in mathematics on the NJ ASK 8; and/or
  - f. Less than eighty percent of total students have achieved proficiency in mathematics on the high school State assessment.

B. High Need Schools

1. Implementation Timelines



PROGRAMS AND SERVICES FOR STUDENTS IN HIGH POVERTY AND IN  
HIGH NEED SCHOOL DISTRICTS (M)

- a. The New Jersey Department of Education shall identify the list of high need schools based on the State assessments results and shall promptly notify the schools that are classified as high need.
- b. In the first school year immediately following such identification as a high need school, the school shall begin planning for implementation of, and shall implement where possible, the designated program(s) (language arts and/or mathematics literacy) as required below.
- c. In the subsequent year following identification as a high need school, the school shall fully implement the designated program(s).
- d. High need schools, once identified, shall remain in that status and shall continue to implement the designated program(s) for a minimum of three years.

2. Language Arts Literacy – Intensive Early Literacy for Grades Preschool through Three

High need schools where less than eighty-five percent of total students have achieved proficiency in language arts literacy on the NJ ASK 3 shall provide an intensive early literacy program for preschool to grade three to ensure that all students achieve proficiency on State standards. The intensive early literacy program shall include the following components:

- a. An emphasis on small group instruction in at least reading, writing, and technology;
- b. A comprehensive early literacy assessment program that includes:
  - (1) Assessment of English language learners (ELLs) in accordance with N.J.A.C. 6A:15-1.3;
  - (2) A reading measure used minimally at the beginning of grades Kindergarten through three to determine the reading skills and strategies students have mastered;
  - (3) On-going performance-based assessments;



PROGRAMS AND SERVICES FOR STUDENTS IN HIGH POVERTY AND IN  
HIGH NEED SCHOOL DISTRICTS (M)

- (4) A comprehensive diagnostic assessment of individual students who are exhibiting persistent difficulty in reading following a sustained period of targeted instruction; and
  - (5) An annual end-of-year achievement assessment of reading with a norm-referenced and/or criterion referenced test in grades one and two.
- c. At least a daily ninety-minute, uninterrupted language arts literacy block in grades Kindergarten through three with guidance in the use of that time that may include the following instructional strategies:
  - (1) Use of a reading measure to differentiate student needs;
  - (2) Small group instruction;
  - (3) Direct instruction;
  - (4) Guided reading; and
  - (5) Shared reading.
- d. Instructional materials that include concepts and themes from other content areas;
- e. Professional development opportunities for teachers that focus on the elements of intensive early literacy, ways to assist students who exhibit persistent difficulty in reading, or other related topics that have been identified by these teachers as professional development needs and are reflected in the school professional development plans pursuant to N.J.A.C. ~~6A:9-15~~; 6A:9C-4 et seq.;
- f. Consistent and adequate opportunities for teachers to discuss and analyze student work, interim progress measures and assessment results, and to plan any modifications in grouping and/or instruction that may be indicated, consistent with this section;





**PROGRAMS AND SERVICES FOR STUDENTS IN HIGH POVERTY AND IN  
HIGH NEED SCHOOL DISTRICTS (M)**

- g. A classroom library that reflects the diversity and needs of all students and includes assistive technology;
- h. Use of a highly skilled literacy coach or certified teacher to coordinate professional development and collaboration based on the school professional development plan, if documented as necessary to increase achievement of early literacy; and
- i. Methods to involve parents and family members in student learning.

**3. Language Arts Literacy – Intensive Literacy for Grades Four through Eight**

High need schools where less than eighty percent of total students have achieved proficiency in language arts literacy on the NJ ASK 8 shall implement an intensive literacy program for grades four through eight that includes the following components:

- a. A comprehensive literacy assessment for grades four through eight as part of the school's curriculum to measure individual and group progress indicated below:
  - (1) Benchmark analysis that gauges students' performance and is used to assist school staff in determining skills that students still need to attain; and
  - (2) Assessment of English language learners (ELLs) pursuant to N.J.A.C. 6A:15-1.3.
- b. Emphasis on small group instruction with scheduling of double periods, including appropriate classroom materials for small group instruction with evidence-based interventions and additional time for students who are not proficient in language arts literacy;
- c. Professional development opportunities for teachers and administrators that are based on effective instructional practices including:



PROGRAMS AND SERVICES FOR STUDENTS IN HIGH POVERTY AND IN  
HIGH NEED SCHOOL DISTRICTS (M)

- (1) Enhancing knowledge of the language arts literacy content and pedagogy to engage all students; and
  - (2) Learning how and having opportunities to analyze student work and assessment results in a collaborative setting.
- d. Involving parents and family members in student learning.
- 4. Language Arts Literacy – Literacy for Students in Grades Nine through Twelve

High need schools where less than eighty percent of total students have achieved proficiency in language arts literacy on the high school State assessment shall implement a language arts literacy program aligned with college preparatory English I, II, III, and IV for grades nine through twelve that incorporates the elements in 3. above with the exception of providing a double period for language arts literacy.

- 5. Mathematics Literacy – Math Literacy for Students in Grades Three through Four

High need schools in which less than eighty-five percent of total students have achieved proficiency in mathematics on the NJ ASK 4 shall implement a comprehensive program for mathematics education that prepares students in grades three through four for success in higher order mathematics and that includes the following components:

- a. Curriculum that simultaneously develops conceptual understanding, computational fluency, and problem solving skills, with meaningful instruction and a focus on critical mathematics skills as part of a successful learning experience;
- b. Mathematical reasoning that occurs in contextual learning;
- c. An emphasis on communicating mathematics concepts both verbally and in writing;
- d. The use of frequent questions and opportunities for class discussion in addition to the mathematics textbook activities to improve student problem solving ability;



PROGRAMS AND SERVICES FOR STUDENTS IN HIGH POVERTY AND IN  
HIGH NEED SCHOOL DISTRICTS (M)

- e. Professional development in both mathematics content and in the elements of mathematics pedagogy specified in this section, related to the appropriate grade and based on individual professional needs, pursuant to N.J.A.C. ~~6A:9-15~~<sup>A:9C-3</sup> et seq.;
- f. Use of appropriate instructional materials, technology, and manipulatives, aligned with the Core Curriculum Content Standards (CCCS) in mathematics, that lead students through concrete, symbolic, and abstract mathematical thinking;
- g. Multiple assessments and benchmarks, including use of formative assessments;
- h. Differentiated instruction;
- i. Explicit mathematics instruction for struggling students to ensure that these students possess the foundational skills and conceptual knowledge necessary for understanding the mathematics they are learning at their grade level; and
- j. Methods to involve parents and family members in student learning.

6. Mathematics Literacy – Math Literacy for Students in Grades Five through Eight

High need schools where less than eighty percent of total students have not achieved proficiency in mathematics on the NJ ASK 8 shall implement a comprehensive program for mathematics education that prepares all students in grades five through eight for success in Algebra at the high school level and incorporates the elements in 5. above.

7. Mathematics Literacy – Math Literacy for Students in Grades Nine through Twelve

High need schools where eighty percent or more of total students have not achieved proficiency in mathematics on the high school State assessment shall implement a comprehensive program for mathematics education for grades nine through twelve which incorporates the elements in 5. above



PROGRAMS AND SERVICES FOR STUDENTS IN HIGH POVERTY AND IN  
HIGH NEED SCHOOL DISTRICTS (M)

and is aligned to course expectations as required to meet graduation requirements.

C. High Poverty Schools

1. Class Size Requirements

- a. Class size in high poverty schools shall not exceed twenty-one students in grades Kindergarten through three, twenty-three students in grades four and five, and twenty-four students in grades six through twelve; provided that if the school chooses to maintain lower class sizes in grades Kindergarten through three, class sizes in grades four and five may equal but not exceed twenty-five students.
- b. Exceptions to the class size requirements in C.1.a. above are permitted for some physical education and performing arts classes, where appropriate.

2. Full-Day Kindergarten Requirements

- a. High poverty schools shall maintain all existing full-day Kindergarten programs with a teacher's aide for each classroom.
- b. Class size for these Kindergarten classrooms shall not exceed twenty-one students.

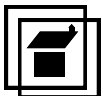
Issued: 10 November 2014



R 2423 BILINGUAL AND ESL EDUCATION (M)

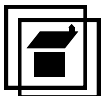
A. Definitions

1. "Bilingual education program" means a full-time program of instruction in all those courses or subjects that a child is required by law or rule to receive, given in the native language of English language learners (ELLs) enrolled in the program and also in English; in the aural comprehension, speaking, reading, and writing of the native language of ELLs enrolled in the programs, in the aural comprehension, speaking, reading, and writing of English; and in the history and culture of the country, territory, or geographic area that is the native land of the parents of ELLs enrolled in the program, and in the history and culture of the United States.
2. "Bilingual part-time component" means a program alternative in which students are assigned to mainstream English program classes, but are scheduled daily for their developmental reading and mathematics instruction with a certified bilingual teacher.
3. "Bilingual resource program" means a program alternative in which students receive daily instruction from a certified bilingual teacher in identified subjects and with specific assignments on an individual student basis.
4. "Bilingual tutorial program" means a program alternative in which students are provided one period of instruction from a certified bilingual teacher in a content area required for graduation and a second period of tutoring in other required content areas.
5. "Dual language bilingual education program" means a full-time program of instruction in the school that provides structured English language instruction and instruction in a second language in all content areas for ELLs and for native English speaking students enrolled in the program.
6. "Educational needs" means the particular educational requirements of ELLs, the fulfillment of which will provide them with equal educational opportunities.
7. "English as a second language (ESL) program" means a daily developmental second language program of at least one period of



instruction based on student language proficiency which teaches aural comprehension, speaking, reading, and writing in English using second language teaching techniques, and incorporates the cultural aspects of the student's experiences in their ESL instruction. A period is the time allocated in the school schedule for instruction in core subjects.

8. "English language development standards" means the 2012 Amplification of the English Language Development Standards, Kindergarten - Grade 12, incorporated herein by reference, as amended and supplemented, developed by the World-Class Instructional Design and Assessment (WIDA) Consortium. They are the standards and language competencies ELLs in preschool programs and elementary and secondary schools need to become fully proficient in English and to have unrestricted access to grade-appropriate instruction in challenging academic subjects. The standards are published by the Board of Regents of the University of Wisconsin System, on behalf of the WIDA Consortium ([www.wida.us](http://www.wida.us)) and are available for review at <http://www.wida.us/standards/eld.aspx>.
9. "English language learner" or "ELL" means a student whose native language is other than English. The term refers to students with varying degrees of English language proficiency in any one of the domains of speaking, reading, writing, or listening and is synonymous with limited English speaking ability as used in N.J.S.A. 18A:35-15 to 26.
10. "English language proficiency test" means a test that measures English language skills in the areas of aural comprehension, speaking, reading, and writing.
11. "English language services" means services designed to improve the English language skills of ELLs. These services, provided in a school with less than ten students of limited English proficiency, are in addition to the regular school program and have as their goal the development of aural comprehension, speaking, reading, and writing skills in English.
12. "Exit criteria" means the criteria that must be applied before a student may be exited from a bilingual, ESL, or English language services education program.
13. "High-intensity ESL program" means a program alternative in which students receive two or more class periods a day of ESL instruction. One



period is the standard ESL class and the other period is a tutorial or ESL reading class.

14. "Instructional program alternative" means a part-time program of instruction that may be established by a Board of Trustees in consultation with and approval of the New Jersey Department of Education. All students in an instructional program alternative receive English as a second language.
15. "Native language" means the language first acquired by the student, the language most often spoken by the student, or the language most often spoken in the student's home, regardless of the language spoken by the student.
16. "Parent(s)" for the purposes of Policy and Regulations 2423 means the natural parent(s) or the legal guardian(s), foster parent(s), surrogate parent(s), or person acting in the place of a parent with whom the student legally resides. When parents are separated or divorced, parent means the person(s) who has legal custody of the student, provided such parental rights have not been terminated by a court of appropriate jurisdiction.
17. "Review process" means the process established by the Board of Trustees to assess ELLs for exit from a bilingual, ESL, or English language services program.
18. "Sheltered English instruction" means an instructional approach used to make academic instruction in English understandable to ELLs. Sheltered English classes are taught by regular classroom teachers who have received training on strategies to make subject area content comprehensible for ELLs.

**B. Identification of Eligible English Language Learners (ELLs)**

1. The Head of School or designee will designate a teaching staff member who will determine the native language of each ELL student at the time of enrollment of the student in the school. The Head of School or designee will:
  - a. Maintain a census indicating all students identified whose native language is other than English; and



- b. Develop a screening process, initiated by a home-language survey, to determine which students in Kindergarten to grade twelve, of those whose native language is other than English, must be tested to determine English language proficiency. The screening shall be conducted by a bilingual/ESL or other certified teacher, and shall be designed to distinguish students who are proficient English speakers and need no further testing.
  2. The school shall determine the English language proficiency of all ~~five~~ **Kindergarten through** grade eight students, who are not screened out, and whose native language is other than English by the administering a Department of Education approved English language proficiency test assessing the level of reading in English, reviewing the previous academic performance of students, including their performance on standardized tests in English and reviewing the input of teaching staff members responsible for the educational program for ELLs. Students who do not meet the New Jersey Department of Education standard on a Department-approved language proficiency test and who have at least one other indicator, shall be considered ELLs.
- C. Bilingual Programs for English Language Learners (ELLs)
  1. All ELLs enrolled in the school will be provided with all required courses and support services outlined in a. through g. below to prepare ELLs to meet the Core Curriculum Content Standards for high school graduation. This may include tutoring, after-school programs, summer programs, and remedial services as needed by ELLs.
    - a. The Board of Trustees shall establish English language services designed to improve the English language proficiency of ELLs whenever there is at least one, but fewer than ten ELLs enrolled within the school. English language services shall be provided in addition to the regular school program.
    - b. The Board of Trustees shall establish an ESL program that provides **at least one period** ~~up to two periods~~ of ESL instruction based on student language proficiency whenever there are ten or more ELLs enrolled within the school.





- (1) An ESL curriculum that addresses the WIDA English language development shall be developed and adopted by the Board to address the instructional needs of ELLs.
  - (2) The ESL curriculum will be cross-referenced to the school's bilingual education and content area curricula to ensure that ESL instruction is correlated to all the content areas taught.
- c. The Board of Trustees shall establish a bilingual education program whenever there are twenty or more ELLs in any one-language classification enrolled in the school pursuant to N.J.S.A. 18A:35-18. The bilingual education program shall:
  - (1) Be designed to prepare ELLs to acquire sufficient English skills and content knowledge to meet the Core Curriculum Content Standards. All ELLs participating in the bilingual program shall also receive ESL instruction;
  - (2) Include a curriculum that addresses the Core Curriculum Content Standards, the WIDA English language development standards, and the use of two languages. The bilingual education curriculum shall be adopted by the Board; and
  - (3) Include a full range of required courses and activities offered on the same basis and under the same rules that apply to all students within the school.
- d. ELLs shall be provided with equitable instructional opportunities to participate in all non-academic courses necessary to meet the Core Curriculum Content Standards, including comprehensive health and physical education, the visual and performing arts and career awareness programs. The instructional opportunities shall be designed to assist ELLs to fully comprehend all subject matter and demonstrate their mastery of the content matter.
- e. The Board of Trustees shall design additional programs and services to meet the special needs of eligible ELLs and shall include, but not be limited to: remedial instruction through Title I



programs; special education; school-to-work programs; computer training; and gifted and talented education services.

- f. The Board of Trustees may establish dual language bilingual education programs in the school and may make provisions for the coordination of instruction and services with the school's world languages program. Dual language bilingual education programs shall also enroll students whose primary language is English and shall be designed to help students achieve proficiency in English and in a second language while mastering subject matter skills. To the extent necessary, instruction shall be in all courses or subjects of study that allow students to meet all grade promotion and graduation standards. Where possible, classes in dual language bilingual programs shall be comprised of approximately equal numbers ELLs and of students whose native language is English.

2. The Board of Trustees may establish a program in bilingual education for any language classification with fewer than twenty students.

**D. Waiver Process Provided by Statute**

The school may request a waiver from N.J.A.C. 6A:15-1.4(d) to establish annually an instructional program alternative on an annual basis with the approval of the Department of Education when there are twenty or more students eligible for the bilingual education program in **Kindergarten** ~~five~~ through **grade** eight, and the school is able to demonstrate that it would be impractical to provide a full-time bilingual program due to age range, grade span, and/or geographic location of eligible students.

1. Any instructional program alternatives shall be developed in consultation with and approved annually by the Department of Education after review of student enrollment and achievement data. All bilingual instructional program alternatives shall be designed to assist ELLs to develop sufficient English skills and subject matter skills to meet the Core Curriculum Content Standards.
2. Instructional program alternatives that shall be established shall include, but are not limited to: the bilingual part-time component, the bilingual resource program, the bilingual tutorial program, sheltered English instruction program, and the high-intensity ESL program.



3. In the event the school implements program alternatives, the school shall annually submit student enrollment and achievement data that demonstrate the continued need for these programs.
- E. Department of Education Approval of Bilingual, ESL, or English Language Services Programs
  1. Each school district providing a bilingual program, ESL program, or English language services shall submit a plan every three years to the New Jersey Department of Education for approval. At its discretion, the Department of Education may request modifications, as appropriate. Plans submitted by the school district for approval shall include information on the following:
    - a. Identification of students;
    - b. Program description;
    - c. Number of certified staff hired for the program;
    - d. Bilingual and ESL curriculum development;
    - e. Evaluation design;
    - f. Review process for exit; and
    - g. A budget for bilingual and ESL programs and/or English language services programs.
  2. The Department of Education will establish procedures for monitoring and evaluation of school district bilingual/ESL programs by means of its district and school accountability process.
- F. Supportive Services
  1. Students enrolled in bilingual, ESL, or English language services programs shall have full access to educational services available to other students in the school district.



2. To the extent that it is administratively feasible, supportive services to ELLs, such as counseling, tutoring, and career guidance, should be provided by bilingual personnel who are familiar with and knowledgeable of the unique needs and background of the ELLs and their parents.

G. In-service Training

1. A plan shall be developed for in-service training for bilingual, ESL, and mainstream teachers; administrators who supervise bilingual/ESL programs; and administrators and any personnel who observe and evaluate teachers of ELLs. The plan shall include instructional strategies and appropriate assessments to help ELLs meet the Core Curriculum Content Standards and the WIDA English language development standards. All ESL and bilingual teachers shall receive training in the use of the ESL curriculum.
2. The Professional Development Plan of the school shall include the needs of bilingual and ESL teachers that shall be addressed through in-service training.

H. Certification of Staff

All teachers in these programs will hold the following certifications:

1. Bilingual Classes - a valid New Jersey instructional certificate with an endorsement for the appropriate grade level and/or content area, as well as an endorsement in bilingual education, pursuant to N.J.S.A. 18A:6-38 et seq. and 18A:35-15 to 26.
  2. ESL Classes - a valid New Jersey instructional certificate in ESL pursuant to N.J.S.A. 18A:6-38 et seq. and N.J.A.C. 6A:9B-10.5.
  3. English Language Services - a valid New Jersey instructional certificate.
- I. Bilingual, English as a Second Language, and English Language Services Program Enrollment, Assessment, Exit and Re-entry
1. All ELLs from ~~fifth~~ Kindergarten through eighth grade shall be enrolled in the bilingual, ESL, or English language services program established by



the Board of Education as prescribed in N.J.A.C. 6A:15-1.4(b) through (e) and 1.5(a), and P.L. 1995, c. 59 and c. 327.

2. Students enrolled in the bilingual, ESL, or English language services program shall be assessed annually using a Department of Education approved English language proficiency test to determine their progress in achieving English language proficiency goals and readiness for exiting the program.
3. ELLs enrolled in the bilingual, ESL, or English language services program shall be placed in a monolingual English program when they have demonstrated readiness to function successfully in an English only program. The process to determine the readiness or inability of the individual student to function successfully in the English-only program shall be initiated by the student's level of English proficiency as measured by a Department of Education established standard on an English language proficiency test. The readiness of the student shall be further assessed on the basis of multiple indicators that shall include, at a minimum, classroom performance, the student's reading level in English; the judgment of the teaching staff member or members responsible for the educational program of the student; and performance on achievement tests in English.
4. A parent may remove a student who is enrolled in a bilingual education program pursuant to provisions in N.J.S.A. 18A:35-22.1.
5. Newly exited students who are not progressing in the mainstream English program may be considered for reentry to bilingual and ESL programs as follows:
  - a. After a minimum of one-half of an academic year and within two years of exit, the mainstream English classroom teacher may recommend retesting with the approval of the Principal.
  - b. A waiver of the minimum time limitation may be approved by the Executive County Superintendent upon request of the Head of School if the student is experiencing extreme difficulty in adjusting to the mainstream program.

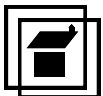


- c. The recommendation for retesting shall be based on the teacher's judgment that the student is experiencing difficulties due to problems in using English as evidenced by the student's inability to: communicate effectively with peers and adults; understand directions given by the teacher; and/or comprehend basic verbal and written materials.
  - d. The student shall be tested using a different form of the test or a different language proficiency test than the one used to exit the students.
  - e. If the student scores below the State established standard on the language proficiency test, the student shall be re-enrolled into the bilingual or ESL program.
- 6. When the review process for exiting a student from a bilingual, ESL, or English language services program has been completed, the school shall notify by mail the student's parent of the placement determination. If the parent or teaching staff member disagrees with the placement, he/she may appeal the placement decision in writing to the Head of School or designee, who will provide a written explanation for the decision within seven working days of receiving the appeal. The complainant may appeal this decision in writing to the Board of Trustees within seven calendar days of receiving the Head of School's or designee's written explanation of the decision. The Board will review the appeal and respond in writing to the parent within forty-five calendar days of the Board's receipt of the parents' written appeal to the Board within forty-five calendar days. Upon exhausting an appeal to the Board, the complainant may appeal to the Commissioner of Education pursuant to N.J.S.A. 18A:6-9 and N.J.A.C. 6A:3.
- J. Location of Programs

All bilingual, ESL, and English language services programs shall be conducted within classrooms within the regular school building pursuant to N.J.S.A. 18A:35-20.
- K. Notification



1. The school district will notify by mail the parents of ELLs of the fact that their child has been identified as eligible for enrollment in a bilingual, ESL, or English language services program. The district shall issue the notification within thirty days of the child's identification. Notice shall include a statement that the parents may decline their child's enrollment in a bilingual program, and they shall be given an opportunity to do so if they choose. The notice shall be in writing and in the language in which the parent(s) possesses a primary speaking ability, and in English, and shall include the following information:
  - a. Why the student was identified as ELL;
  - b. Why the student needs to be placed in a language instructional educational program that will help him or her develop and attain English proficiency and meet State academic standards;
  - c. The student's level of English proficiency, how the level of proficiency was assessed, and the student's academic level;
  - d. The method of instruction the school will use to serve the student, including a description of other instruction methods available and how those methods differ in content, instructional goals, and the use of English and a native language, if applicable;
  - e. How the program will meet the student's specific needs in attaining English and meeting State standards;
  - f. The program's exit requirements, the expected rate of transition into a classroom not tailored for ELLs;
  - g. How the instructional program will meet the objectives of the individualized education program of a student with a disability;
2. The school shall send progress reports to the parent of students enrolled in a bilingual, ESL, or English language services program in the same manner and frequency as progress reports are sent to parents of other students enrolled in the school.
3. Progress reports shall be written in English and in the native language of the parent of students enrolled in the bilingual or ESL program unless the



school can demonstrate and document in the three-year plan required in N.J.A.C. 6A:15-1.6(a) that the requirement would place an unreasonable burden on the school.

4. The school shall notify the parent when a student meets the exit criteria and is placed in a monolingual English program. The notice shall be in English and in the language in which the parent possesses a primary speaking ability.

**L. Joint Programs**

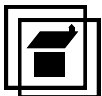
With the approval of the Executive County Superintendent of Schools on a case-by-case basis, a school district may join with another Board of Education to provide bilingual, ESL, or English language services programs.

**M. Parental Involvement**

1. The Head of School or designee will provide for the maximum practicable involvement of parents of ELLs in the development and review of program objectives and dissemination of information to and from the Boards of Education and communities served by the bilingual, ESL, or English language services education program.
2. A school that implements a bilingual education program shall establish a parent advisory committee on bilingual education on which the majority will be parents of students of ELLs.

Issued: 10 November 2014

Revised: 12 September 2016





## 2430 CO-CURRICULAR ACTIVITIES (M)

### M

The Board of Trustees believes that the goals and objectives of this school are best achieved by a diversity of learning experiences, some of which are more appropriately conducted outside the regular instructional program of the school. The purpose of such co-curricular activities shall be to develop leadership capacities and good organizational skills, to aid in the socialization of students, and to enable students to explore a wider range of individual interests than might be available in the regular curricular program.

The Board shall make school facilities, supplies, and equipment available and assign staff members for the support of a program of co-curricular activities for students in ~~grades five~~Kindergarten through grade eight. The Board shall maintain the program of co-curricular activities at no cost to participating students, except that students may be required to provide supplies in accordance with Board Policy No. 2520 on instructional supplies and students may be required to assume all or part of the costs of travel and attendance at co-curricular events and trips.

For purposes of this policy, co-curricular activities are those activities conducted on or off school premises by clubs, associations, and organizations of students sponsored by the Board and do not include athletic competitions and practices. Co-curricular activities must be related to the curriculum but are not offered for credit toward promotion or graduation and are ordinarily conducted wholly or partly outside the regular school day.

The Board will permit the use of school facilities by organizations of students during student activity periods. No group of students, regardless of the size of the group, will be denied an opportunity to meet on the basis of the religious, political, philosophical, or other content of the speech at their meeting.

No co-curricular activity shall be considered to be under the sponsorship of this Board unless it has been approved by the Head of School.

Students shall be fully informed of the co-curricular activities available to them and of the eligibility standards established for participation in co-curricular activities. Co-curricular activities shall be available to all students who voluntarily elect to participate.

Academic Probation



## CO-CURRICULAR ACTIVITIES (M)

Any student with a grade average of C- or below on the previous marking period in a core class will be placed on academic probation. The student will be ineligible to participate until the next marking period with a grade improvement to C or better.

While on academic probation, students will be required to participate in an academic coaching program afterschool, Monday through Thursday, from 4:00 p.m. to 6:00 p.m., with specific tutoring/remediation requirements. The details will be shared with each student and his/her parents at progress report time.

While a student is on academic probation, he or she will be disqualified from sport and other after school activities. This notification will be made at progress report time.

The Head of School shall prepare procedures to implement a co-curricular program and shall assess the needs and interests of the students of this school and provide for the continuing evaluation of the co-curricular program.

39 U.S.C.A. 1701 et seq.  
N.J.S.A. 18A:11-3; 18A:42-2; 18A:42-5

Adopted: 10 November 2014



## 2460 SPECIAL EDUCATION (M)

The Link Community Charter School Board of Trustees assures compliance with Part B of the Individuals with Disabilities Education Act (IDEA) and the New Jersey Administrative Code 6A:14-1 et seq. Furthermore, the Board will have programs and procedures in effect to ensure the following:

1. All students with disabilities, who are in need of special education and related services, including students with disabilities attending nonpublic schools, regardless of the severity of their disabilities, are located, identified, and evaluated according to N.J.A.C. 6A:14-3.3.
2. Homeless students are located, identified, and evaluated according to N.J.A.C. 6A:14-3.3, and are provided special education and related services in accordance with the IDEA, including the appointment of a surrogate parent for unaccompanied homeless youths as defined in 42 U.S.C. §§11431 et seq.
3. Students with disabilities are evaluated according to N.J.A.C. 6A:14-2.5 and 3.4.
4. An Individualized Education Program (IEP) is developed, reviewed and as appropriate, revised according to N.J.A.C. 6A:14-3.6 and 3.7.
5. To the maximum extent appropriate, students with disabilities are educated in the least restrictive environment according to N.J.A.C. 6A:14-4.2.
6. Students with disabilities are included in State-wide and school-wide assessment programs, with appropriate accommodations, where necessary according to N.J.A.C. 6A:14-4.10. All students with disabilities will participate in State-wide assessments, or the applicable alternative assessment in grades **three, four**, five, six, seven, and eight in accordance with their assigned grade level.
7. Students with disabilities are afforded procedural safeguards required by N.J.A.C. 6A:14-2.1 et seq., including appointment of a surrogate parent, as set forth in N.J.A.C. 6A:14-2.2 and Policy 2467, when appropriate.



8. The rules set forth in N.J.A.C. 6A:14 ensure a free appropriate public education is available to all students with disabilities between the ages of three and twenty-one, including students with disabilities who have been suspended or expelled from school:
  - a. The obligation to make a free, appropriate public education available to each eligible student begins no later than the student's third birthday and that an individualized education program (IEP) is in effect for the student by that date;
  - b. If a child's third birthday occurs during the summer, the child's IEP Team shall determine the date when services under the IEP will begin;
  - c. A free appropriate public education is available to any student with a disability who needs special education and related services, even though the student is advancing from grade to grade;
  - d. The services and placement needed by each student with a disability to receive a free, appropriate public education are based on the student's unique needs and not on the student's disability; and
  - e. The services and placement needed by each student with a disability to receive a free, appropriate public education are provided in appropriate educational settings as close to the student's home as possible and, when the IEP does not describe specific restrictions, the student is educated in the school he or she would attend if not a student with a disability.
9. Children with disabilities participating in early intervention programs assisted under IDEA Part C who will participate in preschool programs under N.J.A.C. 6A:14 will experience a smooth transition and have an IEP developed and implemented according to N.J.A.C. 6A:14-3.3(e) and N.J.A.C. 6A:14-3.7.
10. Full educational opportunity to all students with disabilities is provided.
11. The compilation, maintenance, access to, and confidentiality of student records are in accordance with N.J.A.C. 6A:32-7.



12. Provision is made for the participation of students with disabilities who are placed by their parent(s) in nonpublic schools according to N.J.A.C. 6A:14-6.1 and 6.2.
13. Students with disabilities who are placed in private schools by the school Board are provided special education and related services at no cost to their parent(s) according to N.J.A.C. 6A:14-1.1(d) and N.J.A.C. 6A:14-7.5(b)3.
14. All personnel serving students with disabilities are highly qualified and appropriately certified and licensed, where a license is required, in accordance with State and Federal law, pursuant to N.J.A.C. 6A:14-1.2(b)13..
15. Pursuant to N.J.A.C. 6A:14-1.2(b)4, the in-service training needs for professional and paraprofessional staff who provide special education, general education or related services are identified, and that appropriate in-service training is provided. The school Board shall maintain information to demonstrate its efforts to:
  - a. Prepare general and special education personnel with content knowledge and collaborative skills needed to meet the needs of children with disabilities;
  - b. Enhance the ability of teachers and others to use strategies, such as behavioral interventions, to address the conduct of students with disabilities that impedes the learning of students with disabilities and others;
  - c. Acquire and disseminate to teachers, administrators, school Board members, and related services personnel, significant knowledge derived from educational research and other sources and how the school will, if appropriate, adopt promising practices, materials and technology;
  - d. Ensure that the in-service training is integrated to the maximum extent possible with other professional development activities; and
  - e. Provide for joint training activities of parent(s) and special education, related services and general education personnel.



16. Instructional material will be provided to blind or print-disabled students in a timely manner, consistent with a plan developed by the school..
17. For students with disabilities who are potentially eligible to receive services from the Division of Developmental Disabilities in the Department of Human Services the school will provide, pursuant to the Developmentally Disabled Uniform Application Act, N.J.S.A. 30:4-25.10 et seq., and N.J.A.C.6A:14-1.2(b)17. the necessary materials to the parent(s) to apply for such services.
18. The school will not accept the use of electronic mail from the parent(s) to submit requests to a school official regarding referral, identification, evaluation, classification, and the provision of a free, appropriate public education.
19. The school will provide teacher aides and the appropriate general or special education teaching staff time for consultation on a regular basis as specified in each student's IEP, pursuant to N. J.A.C.6A:14-4.5(d)
20. The school district has a plan in effect to establish stability in special education programming. The plan takes into account the consistency of the location, curriculum, and staffing in the provision of special education services as required by N.J.A.C. 6A:14-3.7(c)4.
21. The school district screens students who have exhibited one or more potential indicators of dyslexia or other reading disabilities in accordance with N.J.S.A. 18A:40-5.1 et seq. and Policy 5339.

The school shall provide an Assurance Statement to the County Office of Education that the Board of Trustees has adopted the required special education policies and procedures/regulations and the school is complying with the mandated policies and procedures/regulations.

N.J.A.C. 6A:14-1 et seq.  
20 USC §1400 et seq.  
34 C.F.R. §300 et seq.

Adopted: 10 June 2014  
Revised: 08 May 2017



# POLICY

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LINK COMMUNITY CHARTER SCHOOL  
**BOARD OF TRUSTEES**

Program  
2460/Page 5 of 5  
SPECIAL EDUCATION (M)



R 2460.1 SPECIAL EDUCATION – LOCATION, IDENTIFICATION, AND  
REFERRAL (M)

All students with disabilities, who are in need of special education and related services, including students with disabilities attending nonpublic schools, and highly mobile students such as migrant workers' children and homeless students regardless of the severity of their disabilities, are located, identified and evaluated according to N.J.A.C. 6A:14-3.3.

A. Procedures for Locating Students with Disabilities

1. The school will coordinate child-find activities to locate, identify and evaluate children, aged 10 through 14 within the population of the students enrolled in the school.
2. By October 15 of each school year, the Principal of designee will conduct child-find activities, in the native language of the population, as appropriate, including but not limited to:
  - a. Development of child-find materials
  - b. Inclusion of the child-find materials in school registration packets
  - c. Distribution of child-find materials in print or email to the parents of all enrolled students
  - d. Inclusion of information describing special education services in the school Parent-Student Handbook
  - e. Distribution of information to the school's ESL/Bilingual teachers describing child-find activities
  - f. Establishment of an Intervention and Referral Services Committee in the school.
  - g. Screening of students entering Kindergarten to identify students that may have a disability.

B. Procedures for Intervention in the General Education Program





**SPECIAL EDUCATION – LOCATION, IDENTIFICATION, AND REFERRAL  
(M)**

A staff member or agency shall provide in writing a request for intervention services for students ages 10 to 15 to the Principal or his/her designee. The request shall contain the following:

1. Reason for request (including parental or adult student request);
2. Descriptive behavior of student performance; and
3. Indication of the prior interventions.

Teachers and other school professionals, as appropriate, will be in-serviced annually by the Principal or his/her designee regarding the procedures for initiating and providing interventions in the general education program. The parent(s) will be informed of the procedures to initiate interventions in the general education program.

The Principal or his/her designee will oversee the school's implementation/evaluation of the interventions.

An Intervention and Referral Services Committee (I&RS) will be in place in the school building pursuant to N.J.A.C. 6A:16-8.1 et seq. and Policy and Regulation 2417.

The Principal or his/her designee will be responsible for the following:

1. The implementation and effectiveness of building level I&RS Committee;
2. Will identify the roles and responsibilities of building staff who participate in planning and providing intervention services; and
3. Review, assess and document the effectiveness of the services provided in achieving the outcome identified in the intervention plan.
4. The I&RS Committee shall:
  - a. Plan and provide appropriate intervention services;
  - b. Actively involve the parent(s) in the development and implementation of intervention plans;



### SPECIAL EDUCATION – LOCATION, IDENTIFICATION, AND REFERRAL (M)

- c. Develop an action plan for an identified student which specifies specific tasks, resources, persons responsible, completion dates, date for review;
- d. Coordinate the services of community based social and health provider agencies;
- e. Process and complete the documentation forms;
- f. Review and assess the effectiveness of the services provided in achieving the outcomes identified in the intervention and referral plan;
- g. Ensure that the type, frequency, duration, and effectiveness of the interventions are documented.

5. The Principal will insure that:

- a. I&RS Committee receive in-service training by the Principal or his/her designee by September 1st each school year;
- b. Staff handbooks are updated by September 1st and include information regarding intervention procedures;
- c. New instructional staff attend the school's orientation program commencing in the month of August which includes information on I&RS Committee;
- d. School calendars are distributed in the month of July and provide information on intervention services; and
- e. Parent/student handbooks distributed in the month of July and include information on intervention services.

B. Procedures for Referral

Referral procedures are included in professional staff handbooks and referral forms are available in the Principal's office, the Special Education Coordinator's office, and the school's Main Office.



**SPECIAL EDUCATION – LOCATION, IDENTIFICATION, AND REFERRAL  
(M)**

**1. Parental Notification of Referral Procedures**

Referral procedures shall be included in the Special Education Brochure and the Parent-Student Handbook. These procedures and publications shall be updated annually and be distributed to the parent(s) and appropriate social service and welfare agencies not later than October 1 of each year.

**2. Parent Initiated Referral**

When a parent makes a written request for an evaluation to determine eligibility for services:

- a. The written request shall be received and dated by the school secretary;
- b. The written request shall be immediately forwarded to the office of special services/special education;
- c. A file will be initiated to include a timeline for processing the referral including the date that initiates the twenty-day timeline for conducting the referral/identification meeting and any forms used to open a case;
- d. Upon receipt of the referral a request for a summary and review of health and medical information regarding the student shall be forwarded to the school nurse who will transmit the summary to the Child Study Team (CST);
- e. The Special Education Coordinator will convene a referral/identification meeting within twenty calendar days (excluding school holidays, but not summer vacation) of the date the request was received by the school;
- f. A “Notice of a Referral/Identification Meeting” will be sent to the parent(s);
- g. The notice will contain “Parental Rights in Special Education” (PRISE) Booklet; and



**SPECIAL EDUCATION – LOCATION, IDENTIFICATION, AND REFERRAL  
(M)**

- h. The referral/identification meeting will be attended by the parent(s), CST and regular education teacher.

**3. School Initiated Referral**

Referral of a student may be made to the Child Study team by administrative, instructional and other professional staff to determine eligibility for special services when:

- a. It is determined (optional: through the I&RS Committee) that interventions in the general education program have not been effective in alleviating the student's educational difficulties.
- b. It can be documented that the nature of the student's educational problem(s) is such that an evaluation to determine eligibility for services is warranted without delay.
- c. The Principal, through in-service training, shall ensure that students are referred who may have a disability are advancing from grade to grade.

- (1) A student with a disability, who is advancing from grade to grade with the support of specially designed services, may continue to be eligible when:

- (a) As a part of the re-evaluation, the Individualized Education Plan (IEP) team determines that the students continues to require specially designed services to progress in the general education curriculum; and
- (b) The use of functional assessment information supports the IEP team's determination.

The following procedure will be followed for a school initiated referral:

- a. A referral to the CST will be completed by the referring staff member;



**SPECIAL EDUCATION – LOCATION, IDENTIFICATION, AND REFERRAL  
(M)**

- b. I&RS documentation including, but not limited to: teacher reports, grades and other relevant data (optional: the intervention record) shall be forwarded with the referral to the CST along with any other relevant data;
  - c. I&RS documentation does not need to be forwarded for direct referral when the nature of the student's problem is such that the evaluation is warranted without delay;
  - d. The referral should be dated upon receipt by the CST;
  - e. A file will be initiated to include a timeline for processing the referral including the date that initiates the twenty-day timeline for conducting the referral/identification meeting;
  - f. Upon receipt of the referral, a request for a summary and review of health and medical information regarding the student shall be forwarded to the school nurse who will transmit the summary to the CST;
  - g. The Special Education Coordinator will convene a referral/identification meeting within twenty calendar days (excluding school holidays, but not summer vacation) of the date recorded on the referral;
  - h. A "Notice of a Referral/Identification Meeting" will be sent to the parent(s);
  - i. The notice shall contain "Parental Rights in Special Education" (PRISE); and
  - j. The referral/identification meeting will be attended by the parent(s), CST and regular education teacher.
4. The school may use community rehabilitation programs approved by the New Jersey Department of Labor, Division of Vocational Rehabilitation Services or any other State agency empowered to accept secondary level student placement according to N.J.A.C. 6A:14-4.7(f)1.



# REGULATION

LINK COMMUNITY CHARTER SCHOOL

## BOARD OF TRUSTEES

PROGRAM

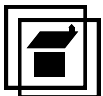
R 2460.1/Page 7 of 7

### SPECIAL EDUCATION – LOCATION, IDENTIFICATION, AND REFERRAL (M)

5. Each evaluation of the student requires an assessment to determine appropriate post-secondary outcomes as part of transition services planning.
6. Each IEP Team member is required to certify in writing whether the IEP Team report reflects his or her conclusions. In the event the IEP Team report does not reflect the IEP Team member's conclusion, the IEP Team member must submit a dissenting opinion in order to ensure the parent(s) is aware of dissenting opinions regarding the determination of eligibility for a specific learning disability.
7. The parent(s) must receive a copy of their child's evaluation report and any documentation leading to a determination of eligibility not less than ten calendar days prior to the eligibility conference in order to ensure the parent(s) has a reasonable amount of time to review documentation prior to an eligibility conference.
8. A student may be referred directly to the Child Study Team when warranted.

Adopted: 10 June 2014

Revised: 08 May 2017



## 2560 LIVE ANIMALS IN SCHOOL

The Board of Trustees recognizes the appropriate use of live animals as instructional resources can enrich the educational program. The observation and nurture of live animals can help children learn specific biological and behavioral principles and gain respect for all living things.

A staff member who uses live animals shall observe proper precautions for the safety of students and the animals. The Principal or designee must approve a live animal being brought into the school building and the use of any animal in a course of instruction or the establishment of an animal habitat in a classroom.

Any animal used in school must have been lawfully acquired in accordance with applicable State law and local ordinance. An animal susceptible to rabies must have been vaccinated against rabies and proof of such vaccination must be included with the request to bring a live animal into the school submitted to the Principal or designee before a live animal is brought onto school grounds or into a school building. No animal shall be permitted in any area of the school where a student who is allergic to the animal might be exposed to the animal.

A teacher or other qualified adult must assume primary responsibility for the animal, its nourishment, and its sanitary living conditions. The staff member in charge must make proper arrangements for the animal's care and feeding over weekends, holidays, and school vacation periods.

No experiment that deprives a living animal of nourishment or exposes the animal to harm shall be conducted.

A student in ~~Kindergarten five~~ through grade eight may refuse to dissect, vivisect, incubate, capture, or otherwise harm or destroy animals or any parts thereof as part of a course of instruction. In the event the school program will require any such activities, the school will notify the student and parent(s) or legal guardian(s) at the beginning of each school year of the right to decline participation in such activities. Within two weeks of the receipt of the notice from the school, the parent(s) or legal guardian(s) shall notify the school if the right to decline participation in such activities will be exercised. Any student who chooses to refrain from participation in or observation of such activities shall be offered an alternative education project for the purpose of providing the student with the factual knowledge, information, or experience required by the course of study. A student may refuse to participate in an alternative education project which involves or necessitates any harmful use of an animal or animal part(s). A student shall not be



# POLICY

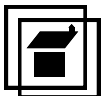
## LINK COMMUNITY CHARTER SCHOOL BOARD OF TRUSTEES

Program  
2560/Page 2 of 2  
LIVE ANIMALS IN SCHOOL

discriminated against, in grading or in any other manner, based upon a decision to exercise the rights afforded pursuant to this act.

N.J.S.A. 18A:35-4.25

Adopted: 10 November 2014





## 5111 ADMISSIONS (M)

The Board of Trustees follows the following process for student recruitment and enrollment to the school:

Link Community Charter School's recruitment and marketing plan reflects the school's mission to provide an outstanding education for students of all abilities in the school's region of residence, which includes Newark, East Orange, Orange, and Irvington. The school's recruitment plan has been designed to ensure that the school's population is representative of the communities it serves in terms of academic, racial, ethnic and socio-economic backgrounds as well as including at-risk, special needs and English language learning students. Additionally the plan has been developed with the intent to not only comply with Federal and State statutes and administrative codes regarding discrimination, but to eliminate local influences that might either prejudice the admissions/enrollment process or lead parents/guardians to believe there is limited opportunity of enrollment for their child.

To ensure that the school represents a cross-section of the communities it serves, Link Community Charter School will adhere to the following policies in its recruitment of students:

- Recruitment and marketing will be accomplished throughout the school's region of residence only.
- All interested students in ~~five~~ Kindergarten through grade eight will be encouraged to apply. No child will be excluded based on "intellectual or athletic ability, measures of achievement or aptitude, status as a disabled person, proficiency in the English language, or any other basis that would be illegal if used by a school, either by policy or any other means."
- The admissions application will request the student's name, address (residency), contact information, parent/guardian names, sibling names (if applicable), grade level leaving and grade level applying for, date of the application and the parent/guardian signature. The application will not contain any information that could be considered to be discriminatory in any way.
- During the admissions process, the only criteria for evaluating students to be admitted to the charter school will be proof of residency and age.



There will be no information collected that could be interpreted as prejudicial or favorable to one student or another.

- If the number of applications for a grade level exceeds the number of student seats available, a lottery drawing will be utilized for enrollment selection. It will be conducted publicly and will be facilitated by an impartial representative who has no vested interest in the outcome of the drawing.

To recruit a cross-section of the ~~five~~ Kindergarten through grade eight student population in the school's region of residence without discrimination and eliminating the potential for exclusion of applicants, Link Community Charter School will have a comprehensive marketing and information campaign in place. The campaign will use several strategies for reaching out to parents/guardians encouraging them to apply for their children and to help them make an informed choice about enrolling their child in the school.

Link Community Charter School's outreach campaign will include information packets, Open Houses, information sessions throughout the school's region of residence, direct mailings to residences in the four schools the school will serve, press releases and feature articles, advertisements (print and online media sources, public locations), and public service announcements on radio and cable television. Additionally the school will use social media, the school's website as well as Facebook ~~and Twitter~~, for recruitment purposes. Each year Link Community Charter School will review the recruitment and marketing plan and make adjustments as needed.

The admissions policies and practices of Link Community Charter School ensure that all students entering Kindergarten ~~five~~ through grade eight from the school's region of residence will have equal access to enrollment, regardless of race, color, national origin, creed, sex, ethnicity and sexual orientation and with no prejudice based on "intellectual or athletic ability, measures of achievement or aptitude, status as a handicapped person, proficiency in the English language, or any other basis that would be illegal if used by a school, either by policy or any other means."

## Admissions

Link Community Charter School will encourage, through its comprehensive marketing and information campaign, all families in the school's region of residence with children in Kindergarten ~~five~~ through grade eight to apply to the school. The school will give enrollment preference to families residing in Newark, East Orange, Orange, and Irvington as well as siblings of currently enrolled students.



The school will require that a family submits a Registration for the Lottery Form for each child applying to the school. The application will include only basic information (student's name, address (residency), contact information, parent/guardian names, sibling names if applicable, grade level this child is in currently and grade level applying for, date of the application and the parent/guardian signature.)

Link Community Charter School will enforce the same requirements and procedures followed by the school schools with regard to health records, immunization records, birth certificates, verification of residency, and student educational records, as well as guardianship documentation.

The school will not evaluate or assess applicants in any way during the admissions process. (Enrolled students will be assessed to determine their needs and strengths to provide them with proper instruction, including remediation and other resources if needed.)

At the time of conversion, Link Community Charter School will retain the students currently enrolled in Link Community School, regardless of residence. Siblings of current students will receive preference prior to the lottery for new students.

## Lottery

Link Community Charter School will continue to accept applications until all of its seats are filled. If the school receives more applications for any grade than seats available, applicants will be entered into a lottery drawing, administered by an individual with no vested interest in the lottery. (N.J.A.C. 6A:11-4.4) The school will publicly announce the date, time and place of the lottery or lotteries.

The lottery will take place no later than March 15 of a given year. Additional lotteries may be run if space is still available. Families and their school schools (for transportation purposes) will be notified as quickly as possible after the lottery.

As a student's name is drawn and the student enrolls, all siblings otherwise eligible for enrollment will be automatically enrolled, assuming the availability of a seat in the grade required.

Once all seats are filled, a family orientation session will be held during which families will receive important information prior to the start of the new school year. All new students to the school will enter the summer semester.

## Waiting List



Link Community Charter School will draw all students' names in the lottery, but once the number of available seats has been filled, the remainder of the student names will be placed, in sequential order as drawn, on the Waiting List. The Waiting List is valid for the rest of the academic year and will be the only list from which students will be placed should a seat become available during the school year.

If a student withdraws from enrollment or if a student drops out during the school year, the parent/guardian of the next student on the Waiting List is contacted, and so on, until the seat is filled.

## Open Recruitment

If there are not enough applications to hold a lottery for a particular grade, Link Community Charter School may open enrollment to students from the school's region of residency who did not participate in the lottery and students from schools outside the region of residence who have indicated an interest in attending the school. However, Link Community Charter School will not recruit outside its region of residence.

Adopted: 10 June 2014



## 5120 ASSIGNMENT OF STUDENTS (M)

### M

The Board of Trustees directs the assignment of students to the programs and classes of this school consistent with the best interests of students and the best uses of the resources of the school.

Students shall generally attend the school located in the attendance area of their residence. Every effort will be made to continue a student at Link Community Charter School once the student has been enrolled in that school.

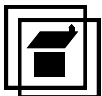
The Head of School shall assign incoming transfer students provided class size requirements can accommodate the student's enrollment. The Principal may assign students in his/her school to grades, classes, and groups on the basis of the needs of the student as well as the sound administration of the school.

In accordance with the provisions of N.J.S.A. 18A:36-38.a.(1), a parent of twins or higher order multiples enrolled in the same ~~fifth~~ Kindergarten through eighth grade level at the same public school may request, in writing, the children be placed in the same classroom or in separate classrooms. The Principal shall make the classroom placement requested in accordance with the provisions of N.J.S.A. 18A:36-38.a.(1).

The written request must be submitted to the Principal no later than fourteen days after the first day of each school year. Parents of twins or higher order multiples enrolling after the school year commences shall request the classroom placement in writing no later than fourteen days after the first day of attendance.

In accordance with the provisions of N.J.S.A. 18A:36-38.(2)(b), a Principal may, after consultation with the students' parent and teachers at the end of the initial grading period, request the Board make a different classroom placement determination for the twins or higher order multiples if the initial classroom placement is determined to be disruptive to any of the students in the class or classes, or if the Principal concludes the initial placement does not sufficiently support the students' academic or social development. Upon receiving such request, the Board shall make a final classroom placement determination.

"Higher order multiples" means triplets, quadruplets, quintuplets, or larger group siblings born at one birth. In the event one of the twins or higher order multiples receives special education services, the requested placement shall not be accommodated if the placement is inconsistent with a student's Individualized Education Plan.



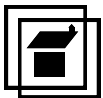
# POLICY

## LINK COMMUNITY CHARTER SCHOOL BOARD OF TRUSTEES

Students  
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ASSIGNMENT OF STUDENTS (M)

N.J.S.A. 18A:36-38

Adopted: 8 September 2014



## 5610 SUSPENSION (M)

### M

The Board of Trustees recognizes that even the temporary exclusion of a student from the educational program of this school is a severe sanction and one that cannot be imposed without due process.

Any student who is guilty of continued and willful disobedience, or of open defiance of the authority of any teacher or person having authority over him, or of the habitual use of profanity or of obscene language, or who shall cut, deface or otherwise injure any school property, shall be liable to punishment and to suspension or expulsion from school. Conduct which shall constitute good cause for suspension or expulsion of a student guilty of such conduct shall include, but not be limited to, the conduct as defined in N.J.S.A. 18A:37-2 and the school's Student Discipline/Code of Conduct Policy and Regulation in accordance with the N.J.A.C. 6A:16-7.1. et seq.

For the purposes of this policy, "suspension" means the temporary removal of a student from the regular instructional program.

For the purposes of this policy, "short term suspension" means a suspension for one, but not more than ten consecutive school days and "long term suspension" means a suspension for more than ten consecutive school days.

In accordance with the provisions of N.J.S.A. 18A:37-4, a student may be suspended only by the Principal, who shall report any suspension to the Head of School as soon as possible. The Head of School shall report the suspension to the Board at its next regular meeting. The suspended student may be reinstated by the Principal or by the Head of School prior to the second regular meeting of the Board following the suspension, unless the Board reinstates the student at the first regular meeting. No student suspended for reasons of assault upon a person in authority may be reinstated before the Board has held a hearing, within thirty calendar days of the suspension, to consider that student's expulsion from school. At its second regular meeting after the suspension and thereafter, the Board alone may reinstate the student or continue the suspension.

In accordance with the provisions of N.J.S.A. 18A:37-2a, a student in Kindergarten through grade two shall not receive an out-of-school suspension, except when the suspension is based on conduct that is of a violent or sexual nature that endangers others. Students in preschool shall not receive an out-of-school suspension except as provided pursuant to the "Zero Tolerance for Guns Act," N.J.S.A. 18A:37-7 et seq.



The district shall implement an early detection and prevention program to identify students in preschool through grade two who are experiencing behavioral or disciplinary problems and provide behavioral supports for these students which may include, but not be limited to, remediation of problem behaviors, positive reinforcements, supportive interventions, and referral services. An early detection program may be incorporated into the intervention and referral services required to be established in each school pursuant to State Board of Education regulations.

In each instance of a short-term suspension, the student will be provided oral or written notice of the charges and an informal hearing conducted by the Principal or designee in accordance with the procedures outlined in N.J.A.C. 6A:16-7.2. To the extent the student's presence poses a continuing danger to persons or property or an ongoing threat of disrupting the educational process, the student may be immediately removed from the student's educational program and the informal hearing shall be held as soon as practical after the suspension.

In each instance of a long-term suspension, the school shall assure the rights of the student pursuant to N.J.A.C. 6A:16-7.3.

The school will comply with the requirements of N.J.A.C. 6A:16-7.2 and 7.3, in addition to all the procedural protections set forth in N.J.A.C. 6A:14, for each student with a disability who is subject to a short-term or long-term suspension.

In each instance of a short- or long-term suspension, the school shall provide academic instruction, either in school or out of school, that addresses the New Jersey Student Learning Standards pursuant to N.J.A.C. 6A:8-3.1 et seq., which may include a public education program provided in accordance with the provisions of N.J.A.C. 6A:16-9 or 10. These services shall be provided within five school days of the suspension. Educational services provided to a student with a disability shall be provided consistent with the student's Individualized Education Program, in accordance with N.J.A.C. 6A:14.

In the event a student has experienced multiple suspensions or may be subject to a proposed expulsion from school, the Principal shall convene a meeting, as soon as practicable, between the student and a school psychologist, a school counselor, a school social worker, a student assistance coordinator, or a member of the school's intervention and referral services team in accordance with the provisions of N.J.S.A. 18A:37-2c.

Student records are subject to challenge by parents and adult students in accordance with N.J.A.C. 6A:32-7.7 and Policy and Regulation 8330. The name of a disciplined student





# POLICY

## LINK COMMUNITY CHARTER SCHOOL BOARD OF TRUSTEES

Students  
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SUSPENSION (M)

will not appear in the agenda or minutes of a public meeting or in any public record of this school; any such student will be designated by code.

N.J.S.A. 18A:37-1; 18A:37-2 et seq.; 18A:37-4; 18A:37-5  
N.J.A.C. 6A:16-7.2; 6A:16-7.3; 6A:32-7.7; 6A:14-2.8

Adopted: 8 September 2014  
Revised: 14 August 2017  
REvised: 31 August 2020

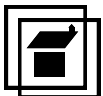


R 5310 HEALTH SERVICES (M)

**M**

A. Definitions – N.J.A.C. 6A:16-1.3

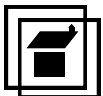
1. Advanced practice nurse (APN) – means a person who holds a current license as nurse practitioner/clinical nurse specialist from the State Board of Nursing.
2. Certified school nurse – means a person who holds a current license as a registered professional nurse from the State Board of Nursing and an Educational Services Certificate, school nurse or school nurse/non-instructional endorsement from the Department of Education pursuant to N.J.A.C. 6A:9B-12.3 and 12.4.
3. Medical home – means a health care provider, including New Jersey Family Care providers as defined by N.J.S.A. 30:4J-12 and the provider's practice site chosen by the student's parent for the provision of health care.
4. Non-certified nurse – means a person who holds a current license as a professional nurse from the State Board of Nursing and is employed by the Board of Trustees and who is not certified as a school nurse by the Department of Education.
5. Parent – means the natural parent(s), adoptive parent(s), legal guardian(s), foster parent(s), or parent surrogate(s) of a student. When parents are separated or divorced, "parent" means the person or agency who has legal custody of the student, as well as the natural or adoptive parent(s) of the student, provided parental rights have not been terminated by a court of appropriate jurisdiction.
6. Physician assistant (PA) – means a health care professional licensed to practice medicine with physician supervision.
7. Physical examination – means the examination of the body by a professional licensed to practice medicine or osteopathy, or an advanced practice nurse or physician assistant. The term includes specific procedures required by statute as stated in N.J.A.C. 6A:16-2.2



8. School physician – means a physician with a current license to practice medicine or osteopathy from the New Jersey Board of Examiners who works under a contract or as an employee of the school. The physician is also referred to as the medical inspector as per N.J.S.A. 18A:40-1.
- B. Medical Examinations – General Conditions
1. Each student medical examination shall be conducted at the medical home of the student. If a student does not have a medical home, the school shall provide the examination at the school physician's office or other comparably equipped facility pursuant to N.J.S.A. 18A:40-4.
  2. The findings of required examinations under D. through G. below shall include the following components:
    - a. Immunizations pursuant to N.J.A.C. 8:57-4.1 through 4.24;
    - b. Medical history including allergies, past serious illnesses, injuries, operations, medications, and current health problems;
    - c. Health screenings including height, weight, hearing, blood pressure, and vision; and
    - d. Physical examinations.
  3. Each school shall have available and maintain an automated external defibrillator (AED), pursuant to N.J.S.A. 18A:40-41a.a(1) and (3), that is:
    - a. In an unlocked location on school property, with an appropriate identifying sign;
    - b. Accessible during the school day and any other time when a school-sponsored athletic event or team practice is taking place in which students of the school district or nonpublic school are participating; and
    - c. Within a reasonable proximity of the school athletic field or gymnasium, as applicable.



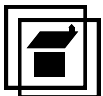
4. The Board of Trustees shall make accessible information regarding the New Jersey FamilyCare Program for students who are knowingly without medical coverage pursuant to N.J.S.A. 18A:40-34.
  5. Pursuant to N.J.S.A. 18A:40-4.4, a student who presents a statement signed by his/her parent that required examinations interfere with the free exercise of his/her religious beliefs shall be examined only to the extent necessary to determine whether the student is ill or infected with a communicable disease or under the influence of alcohol or drugs or is disabled or is fit to participate in any health, safety, or physical education course required by law.
  6. Information concerning a student's HIV/AIDS status shall not be required as part of the medical examination or health history pursuant to N.J.S.A. 26:5C-1 et seq.
- C. Medical Examinations - Prior to Participation on a School-Sponsored Interscholastic or Intramural Team or Squad for Students Enrolled in Any Grade Six to Eight
1. The school shall ensure that students receive medical examinations prior to participation on a school-sponsored interscholastic or intramural athletic team or squad for students enrolled in any grade six to eight. The examination shall be conducted within 365 days prior to the first practice session in an athletic season and shall be conducted by a licensed physician, APN or PA.
  2. The physical examination shall be documented using the Preparticipation Physical Evaluation (PPE) form developed jointly by the American Academy of Family Physicians, American Academy of Pediatrics, American College of Sports Medicine, American Medical Society for Sports Medicine, American Orthopaedic Society for Sports Medicine, and American Osteopathic Academy of Sports Medicine and is available online at  
  
<http://www.state.nj.us/education/students/safety/health/records/athleticphysicalsform.pdf>  
in accordance with N.J.S.A. 18A:40-41.7.



- a. Prior to performing a pre-participation physical examination, the licensed physician, APN, or PA who performs the student-athlete's physical examination shall complete the Student-Athlete Cardiac Screening professional development module and shall sign the certification statement on the PPE form attesting to the completion, pursuant to N.J.S.A. 18A:40-41d.
    - (1) If the PPE form is submitted without the signed certification statement and the school district has confirmed that the licensed physician, APN, or PA from the medical home did not complete the module, the student-athlete's parent may obtain a physical examination from a physician who can certify completion of the module or request that the school physician provides the examination.
  - b. The medical report shall indicate if a student is allowed or not allowed to participate in the required sports categories and shall be completed and signed by the original examining physician, APN, or PA.
  - c. An incomplete form shall be returned to the student's medical home for completion unless the school nurse can provide documentation to the school physician that the missing information is available from screenings completed by the school nurse or physician within the prior 365 days.
3. Each student whose medical examination was completed more than ninety days prior to the first day of official practice in an athletic season shall provide a health history update questionnaire completed and signed by the student's parent. The completed health history update questionnaire shall include information listed below as required by N.J.S.A. 18A:40-41.7.b. The completed health history update questionnaire shall be reviewed by the school nurse and, if applicable, the school athletic trainer and shall include information as to whether, in the time period since the date of the student's last pre-participation physical examination, the student has:
    - a. Been advised by a licensed physician, APN, or PA not to participate in a sport;



- b. Sustained a concussion, been unconscious, or lost memory from a blow to the head;
  - c. Broken a bone or sprained, strained, or dislocated any muscles or joints;
  - d. Fainted or blacked out;
  - e. Experienced chest pains, shortness of breath, or heart racing;
  - f. Had a recent history of fatigue and unusual tiredness;
  - g. Been hospitalized, visited an emergency room, or had a significant medical illness;
  - h. Started or stopped taking any over the counter or prescribed medications; or
  - i. Had a sudden death in the family, or whether any member of the student's family under the age of fifty has had a heart attack or heart trouble.
4. The school shall provide to the parent written notification signed by the school physician stating approval of the student's participation in athletics based upon the medical report or the reasons for the school physician's disapproval of the student's participation.
5. The Board of Trustees will not permit a student enrolled in grades six to twelve to participate on a school-sponsored interscholastic or intramural team or squad unless the student submits a PPE form signed by the licensed physician, APN, or PA who performed the physical examination and, if applicable, a completed health history update questionnaire, pursuant to N.J.S.A. 18A:40-41.7.c.
6. The school shall distribute to a student-athlete and his or her parent the sudden cardiac arrest pamphlet developed by the Commissioner of Education, in consultation with the Commissioner of Health, the American Heart Association, and the American Academy of Pediatrics, pursuant to N.J.S.A. 18A:40-41.



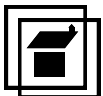
- a. A student-athlete and his or her parent annually shall sign the Commissioner-developed form that they received and reviewed the pamphlet, and shall return it, to the student's school pursuant to N.J.S.A. 18A:40-41.d.
- b. The Commissioner shall update the pamphlet, as necessary, pursuant to N.J.S.A. 18A:40-41.b.
- c. The Commissioner shall distribute the pamphlet, at no charge, to all school districts and nonpublic schools, pursuant to N.J.S.A. 18A:40-41.b.

D. Medical Examinations - Upon Enrollment in School

1. The school shall ensure that students receive medical examinations upon enrollment in school. The school requires a parent to provide within thirty days of enrollment entry-examination documentation for each student
2. When a student transfers to another school, the sending school district shall ensure the entry-examination documentation is forwarded to the receiving school pursuant to N.J.A.C. 6A:16-2.4(d).
3. Students transferring into this school from out-of-State or out-of-country may be allowed a thirty-day period to obtain entry examination documentation.
4. The school shall notify parents through its website or other means about the importance of obtaining subsequent medical examinations of the student at least once during each developmental stage: at early childhood (pre-school through grade three), pre-adolescence (grades four through six), and adolescence (grades seven through twelve).

E. Medical Examinations - When Students Apply for Working Papers

1. Pursuant to N.J.S.A. 34:2-21.7 and 34:2-21.8(3), the school may provide for the administration of a medical examination for a student pursuing a certificate of employment.
2. The school shall not be held responsible for the costs for examinations at the student's medical home or other medical provider(s).



F. Medical Examinations - For the Purposes of the Comprehensive Child Study Team Evaluation Pursuant to N.J.A.C. 6A:14-3.4

1. The school shall ensure that students receive medical examinations for the purposes of the comprehensive Child Study Team evaluation pursuant to N.J.A.C. 6A:14-3.4.

G. Medical Examinations - When a Student is Suspected of Being Under the Influence of Alcohol or Controlled Dangerous Substances pursuant to N.J.S.A. 18A:40A-12 and N.J.A.C. 6A:16-4.3

1. If a student who is suspected of being under the influence of alcohol or controlled dangerous substances is reported to the certified school nurse, the certified school nurse shall monitor the student's vital signs and general health status for emergent issues and take appropriate action pending the medical examination pursuant to N.J.A.C. 6A:16-4.3.
2. No school staff shall interfere with a student receiving a medical examination for suspicion of being under the influence of alcohol or controlled dangerous substances pursuant to N.J.A.C. 6A:16-4.3.

H. Health Screenings

The Board of Trustees shall ensure that students receive health screenings in accordance with N.J.A.C. 6A:16-2.2(I).

1. Screening for height, weight, and blood pressure shall be conducted annually for each student in ~~five~~ Kindergarten through grade eight.
2. Screening for visual acuity shall be conducted biennially for students in ~~five~~ Kindergarten through grade eight.
3. Screening for auditory acuity shall be conducted annually for students in Kindergarten through grade three and in grade seven pursuant to N.J.S.A. 18A:40-4.
4. Screening for scoliosis shall be conducted biennially for students between the ages of ten and eighteen pursuant to N.J.S.A. 18A:40-4.3.





# REGULATION

LINK COMMUNITY CHARTER SCHOOL

## BOARD OF TRUSTEES

STUDENTS

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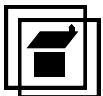
HEALTH SERVICES (M)

5. Screenings shall be conducted by a school physician, school nurse, or other school personnel properly trained.
6. The school shall notify the parent of any student suspected of deviation from the recommended standard.

Adopted: 8 September 2014

Revised: 8 June 2015

Revised: 17 October 2016



## 5339 SCREENING FOR DYSLEXIA (M)

In accordance with the provisions of N.J.S.A. 18A:40-5.1 et seq., the Board of Trustees shall ensure each student enrolled in the school who has exhibited one or more potential indicators of dyslexia or other reading disabilities is screened for dyslexia and other reading disabilities using a screening instrument selected pursuant to the provisions of N.J.S.A. 18A:40-5.2. This screening shall be administered no later than the student's completion of the first semester of the second grade.

In the event a student has no record of being screened for dyslexia or other reading disabilities, prior to enrollment at the school, pursuant to N.J.S.A. 18A:40-5.2, the Board shall ensure the newly-enrolled student is screened for dyslexia and other reading disabilities using a screening instrument selected pursuant to N.J.S.A. 18A:40-5.2. This screening shall be administered at the same time other students enrolled in the student's grade are screened for dyslexia and other reading disabilities, or if other students enrolled in the student's grade have previously been screened, within ninety calendar days of the date the student is enrolled in the school. The screenings shall be administered by a teacher or other teaching staff member properly trained in the screening process for dyslexia and other reading disabilities.

For the purposes of this Policy, dyslexia means a specific learning disability that is neurobiological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge.

For the purposes of this Policy, "potential indicators of dyslexia or other reading disabilities" means indicators that include, but shall not be limited to, difficulty in acquiring language skills; inability to comprehend oral or written language; difficulty in rhyming words; difficulty in naming letters, recognizing letters, matching letters to sounds, and blending sounds when speaking and reading words; difficulty recognizing and remembering sight words; consistent transposition of number sequences, letter reversals, inversions, and substitutions; and trouble in replication of content.

In accordance with the provisions of N.J.S.A. 18A:40-5.2(a), the Commissioner of Education shall distribute to each Board of Trustees information on screening instruments available to identify students who possess one or more potential indicators of dyslexia or



other reading disabilities. The Commissioner shall provide information on the screening instruments **appropriate for Kindergarten through grade two students** and on screening instruments that may be suitably used for older students. The Board shall select and implement age-appropriate screening instruments for the early diagnosis of dyslexia and other reading disabilities.

In accordance with provisions of N.J.S.A. 18A:40-5.2(b), the Commissioner shall also develop and distribute to each Board of Trustees guidance on appropriate intervention strategies for students diagnosed with dyslexia or other reading disabilities.

In the event a student is determined, through the screening conducted in accordance with N.J.S.A. 18A:40-5.3, to possess one or more potential indicators of dyslexia or other reading disabilities pursuant to the provisions of N.J.S.A. 18A:40-5.1 et seq., the Board shall ensure the student receives a comprehensive assessment for the learning disorder. In the event a diagnosis of dyslexia or other reading disability is confirmed by the comprehensive assessment, the Board shall provide appropriate evidence-based intervention strategies to the student, including intense instruction on phonemic awareness, phonics and fluency, vocabulary, and reading comprehension.

In accordance with the provisions of N.J.S.A. 18A:6-131, general education teachers, special education teachers, basic skills teachers, English as a second language teachers, reading specialists, learning disabilities teacher consultants, and speech-language specialists are required to complete at least two hours of professional development each year on the screening, intervention, accommodation, and use of technology for students with reading disabilities, including dyslexia. The Board may make these professional development opportunities available to other instructional or support staff members as the Board deems appropriate. This requirement for professional development in reading disabilities may be part of the twenty hours of annual professional development required by N.J.A.C. 6A:9C et seq. Documentation of teachers' fulfillment of this professional development requirement shall be maintained in the school.

N.J.S.A. 18A:40-5.1; 18A:40-5.2; 18A:40-5.3; 18A:40-5.4;  
18A:6-131

Adopted: 8 June 2015  
Revised: 09 November 2015  
Revised: 12 September 2016



# POLICY

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LINK COMMUNITY CHARTER SCHOOL  
**BOARD OF TRUSTEES**

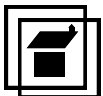
Students  
5339/Page 3 of 3  
SCREENING FOR DYSLEXIA (M)



R 5550 DISAFFECTED STUDENTS (M)

**M**

- A. **Kindergarten through grade ~~5~~ and 6**
1. Each student's work habits, behavior, products, and records will be continually monitored for signs of disaffection by teaching staff members responsible for the student's instructional program. Such signs of disaffection might include, but need not be limited to, the student's:
    - a. Working below potential set by IQ indicators,
    - b. Depressed standard test scores,
    - c. Excessive absenteeism or truancy,
    - d. Change in personality or work habits,
    - e. Marked irritability, lassitude, or hypersensitivity.
  2. The teacher or other professional staff member who observes signs that a student may be disaffected will confer with the Principal. If it is determined that concern about the student's welfare is warranted, the student's parent(s) or legal guardian(s) will be called in and made aware of the problems, and steps to deal with the student's disabling attitude will be proposed.
  3. Once a student is identified as disaffected, steps to offset the effects of disaffection may be initiated. Such steps may include:
    - a. A meeting with the learning disabilities teacher consultant to help teachers shape classroom strategies that might reduce disaffection,
    - b. Building on the student's strengths to help bolster his/her sense of self-worth,
    - c. Providing instructional alternatives to stimulate the student's interest by utilizing such devices as calculators, computers, educational games, and teaching machines,



- d. Assigning the student to another teacher,
  - e. Transferring the student to another school, and/or
  - f. Referring the student to the Child Study Team.
- B. Grades 7 and 8
- 1. A disaffected student in the middle school may be identified by one or more of the following signs:
    - a. Argumentative behavior and truculence,
    - b. Willful disregard of school rules and lack of concern for others,
    - c. Disrespect for authority figures,
    - d. Excessive absenteeism or truancy,
    - e. Acting-out and/or aggressive behavior, and
    - f. Working below his/her potential.
  - 2. The teacher or other professional staff member who observes signs that a student may be disaffected will confer with the Principal. If it is determined that concern about the student's welfare is warranted, the student's parent(s) or legal guardian(s) will be called in and made aware of the problems, and steps to deal with the student's disabling attitude will be proposed.
  - 3. Once a student is identified as disaffected, the following steps will be taken:
    - a. The student will be referred to the school guidance office for counseling where:
      - (1) The parent(s) or legal guardian(s) may be asked to seek outside support services; and/or



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LINK COMMUNITY CHARTER SCHOOL

## BOARD OF TRUSTEES

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DISAFFECTED STUDENTS (M)

- (2) The teaching staff members responsible for the student may be asked to observe the student, formally monitor his/her progress, and report regularly to the guidance counselor.
- b. The student's schedule may be modified as necessary,
- c. The learning disabilities teacher-consultant may be consulted, and
- d. The student may be referred to the Child Study Team.

Issued: 8 September 2014



# REGULATION

LINK COMMUNITY CHARTER SCHOOL

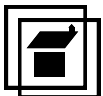
## BOARD OF TRUSTEES

STUDENTS  
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DISRUPTIVE STUDENTS (M)

### R 5560 DISRUPTIVE STUDENTS (M)

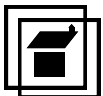
#### M

- A. **Kindergarten through grade ~~5~~ and 6**
  - 1. Any of the following signs may indicate a disruptive student in the elementary grades:
    - a. Unsatisfactory grades in citizenship or work habits,
    - b. A worsening negative attitude,
    - c. Disobedience and willful disregard of rules,
    - d. Lack of concern for the rights of others,
    - e. Argumentative behavior and truculence,
    - f. Disregard for authority, or
    - g. Fighting with classmates.
  - 2. Any of the following steps may be followed, singly or in combination, to deal with the elementary student who has been identified as disruptive:
    - a. After-school detention
    - b. Use of behavior modification as well as other techniques designed to change disruptive classroom displays,
    - c. Intervention by the Principal,
    - d. Parent-teacher conference,
    - e. Suspension, in accordance with Policy No. 5610, and
    - f. Referral to the Child Study Team.
- B. Grades 7 and 8





1. Any of the following signs may indicate a disruptive student in the middle school:
  - a. Argumentative behavior and truculence,
  - b. Willful disregard of school rules and lack of concern for others,
  - c. Disrespect for authority figures,
  - d. Excessive absence or truancy,
  - e. Acting-out and/or aggressive behavior, or
  - f. Difficulty with community or law enforcement agencies.
2. Any of the following steps may be used singly or in combination to deal with the disruptive student in the middle school:
  - a. Detention after school during which time the student may be admonished about his/her conduct in the classroom,
  - b. Referral to the school's guidance counselor for counseling,
  - c. Conference among the teacher, guidance counselor, and parent(s) or legal guardian(s),
  - d. Referral to the Principal when the student is constantly disruptive or causes major infractions of the school rules,
  - e. In-school suspension during which the student is placed under the supervision of a teacher, isolated from the mainstream, and assigned school work to complete,
  - f. Home suspension, in accordance with Policy No. 5610, when other alternatives fail to curb the student's disruptiveness, and
  - g. Referral to the Child Study Team.



# REGULATION

LINK COMMUNITY CHARTER SCHOOL

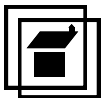
**BOARD OF TRUSTEES**

STUDENTS

R 5560/Page 3 of 3

DISRUPTIVE STUDENTS (M)

Issued: 8 September 2014



## 5620 EXPULSION (M)

The Board of Trustees recognizes that expulsion from this school is the most severe sanction that can be imposed upon a student.

The Board may expel a general education student from school, pursuant to N.J.S.A. 18A:37-2, only after the Board has provided the procedural due process rights set forth in N.J.A.C. 6A:16-7.1(c) 3 and 7.3, and as outlined in Policy and Regulation 5610, subsequent to a long-term suspension pursuant to N.J.A.C. 6A:16-7.3; and an appropriate educational program or service, based on the criteria set forth under N.J.A.C. 6A:16-7.3(f) and as outlined in Regulation 5610. The educational program or service shall be consistent with the provisions of N.J.A.C. 6A:16-9. Program Criteria; N.J.A.C. 6A:16-10.2 - Home or Out-of-School Instruction for General Education Students; N.J.A.C. 6A:14-2.1 et seq. - Special Education, Procedural Safeguards; and N.J.A.C. 6A:14-4.3 et seq. - Special Education, Programs Options, whichever are applicable; or the educational services provided, either in school or out-of-school, shall be comparable to those provided in the public schools for students of similar grades and attainments, pursuant to N.J.S.A. 18A:38-25.

An appeal of the Board's decision regarding the cessation of the student's general education program shall be made to the Commissioner of Education in accordance with N.J.S.A. 18A:6-9 and N.J.A.C. 6A:3-1.3 through 1.17. The Board shall continue to provide an appropriate educational program or service in accordance with N.J.A.C. 6A:16-7.4(a)2 until a final determination has been made on the appeal of the Board's action to expel a student.

In accordance with the provisions of N.J.S.A. 18A:37-2a, a student in Kindergarten through grade two shall not be expelled from school, except as provided pursuant to the "Zero Tolerance for Guns Act," N.J.S.A. 18A:37-7 et seq. Students in preschool shall not be expelled, except as provided pursuant to the "Zero Tolerance for Guns Act," N.J.S.A. 18A:37-7 et seq.

The district shall implement an early detection and prevention program to: identify students in preschool through grade two who are experiencing behavioral or disciplinary problems; and provide behavioral supports for these students which may include, but not be limited to, remediation of problem behaviors, positive reinforcements, supportive interventions, and referral services. An early detection program may be incorporated into the intervention and referral services required to be established in each school pursuant to State Board of Education regulations.



Except as otherwise provided in N.J.S.A. 18A:37-2a, a student may be expelled from a charter school based on criteria determined by the Board of Trustees, which is consistent with the provisions of N.J.S.A. 18A:37-2, and approved by the Commissioner of Education as part of the school's charter. Any expulsion shall be made upon the recommendation of the charter school Principal, in consultation with the student's teachers.

A student with a disability shall only be expelled from his or her current program in accordance with N.J.A.C. 6A:14 et seq. An expulsion of a student with a disability from a receiving school shall be handled in accordance with N.J.A.C. 6A:14 et seq.

N.J.S.A. 18A:36A-9; 18A:37-2; 18A:37-2a; 18A:37-2b  
N.J.A.C. 6A:16-7.4; 6A:14 et seq.

Adopted: 8 September 2014  
Revised: 14 August 2017  
Revised: 31 August 2020



## 8140 STUDENT ENROLLMENTS (M)

### M

The Board of Trustees recognizes that efficient school operations require an accurate and up to date accounting of the number of students resident in this school community and enrolled in school classes and programs.

Student attendance shall be recorded in the school register during school hours on each day the school is in session. Separate registers shall be kept for students attending **Kindergarten, grades one through five, ~~five~~ grades 6** through eight, each class for the disabled, shared-time classes for regular students, shared-time classes for students with disabilities, full-time bilingual education programs and vocational day programs, summer schools operated by the school, and any other programs as required by the New Jersey Department of Education and N.J.A.C. 6A:32-8.1(d).

A student who has been placed on home instruction shall have his or her attendance status recorded on the regular register attendance pages for the program in which the student is enrolled. For the period beginning the first day the student is unable to attend school and ending the day before the first instructional day at the student's place of confinement, the student shall be marked absent. No absences will be recorded for the student while on home instruction, providing the hours of instruction are no less than required by N.J.A.C. 6A:14-4.8 and 4.9. The number of possible days of enrollment for a student on home instruction shall be the same as for other students in the program in which the student is enrolled.

Such records shall be made and maintained as will enable the Board to plan program and facilities development, to make appropriate allocation of school resources, and receive the school's maximum amount of State and Federal aid.

The Head of School or designee shall annually and in accordance with the timelines established by the Commissioner, file a report with the Commissioner stating the school's enrollment.

N.J.S.A. 18A:25-4

N.J.A.C. 6A:14-4.8; 6A:14-4.9; 6A:32-8.1; 6A:32-8.2

Adopted: 11 August 2014

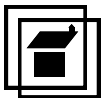


# POLICY

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LINK COMMUNITY CHARTER SCHOOL  
**BOARD OF TRUSTEES**

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STUDENT ENROLLMENTS (M)



# REGULATION

LINK COMMUNITY CHARTER SCHOOL

## BOARD OF TRUSTEES

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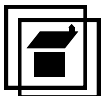
ENROLLMENT ACCOUNTING (M)

### R 8140 ENROLLMENT ACCOUNTING (M)

#### M

##### A. School Enrollment

1. The enrollment in a class, the school shall be the total number of original entries plus the number of re-entries, less the number of transfers, withdrawals or dropouts in any such unit during a school year. The total number of original entries and re-entries, less the number of transfers, withdrawals or dropouts, in all the classes and the school shall constitute the school enrollment during any school year.
2. No student attending a school operated by this school shall be enrolled in more than one school register in the school during a school year. All students shall be enrolled as of the first day of attendance for that year.
3. No student shall be enrolled in a school register until the student has reached the following legal school age: Kindergarten - more than four years and less than six years.
4. Within ten days of the start of the school year, the school shall determine whether any re-entering student who has not attended school that year has an excused absence or has transferred, withdrawn, or dropped out of the school.
5. Any student enrolled in a school register in a school who moves to another school in the same school year shall be enrolled in one register in the new school upon entering the school.
6. The average daily enrollment in the school for a school year shall be the sum of the days present and absent of all enrolled students when school was in session during the year, divided by the number of days school was actually in session. The average daily enrollment for the classes or the school having varying lengths of terms shall be the sum of the average daily enrollments obtained for the individual classes or the school.
7. The average daily attendance in the school for a school year shall be the sum of the days present of all enrolled students when school was in session during the year, divided by the number of days school was actually



in session. The average daily attendance for the classes or the school having varying lengths of terms shall be the sum of the average daily attendance obtained for the individual classes or the school.

**B. Application for State School Aid**

Pursuant to the requirements of N.J.S.A. 18A:7F-33, the school shall file with the Commissioner of Education an Application for State School Aid in accordance with the following procedures:

**1. Counting Procedure**

- a. Each employee responsible for the maintenance and safe keeping of a school register (and whose name appears on the cover of the register) shall conduct a count of the students entered in the register on the last school day prior to October 16.
- b. The count shall include all students who have attended school since the beginning of the school year, by original entry or reentry, and shall exclude all students who have been removed from the register by transfer or dropout.
- c. The count shall be recorded on a form, and the form shall be submitted to the Head of School no later than October 16.

**2. Data Collection**

- a. The Head of School shall assign responsibility for the preparation of worksheets to document the compilation of register data.
- b. Completed worksheets shall be submitted to the Chief Operating Officer who shall compare the data submitted on the worksheets to the register count submitted in accordance with B.1.a.
- c. The Chief Operating Officer shall reconcile all inconsistencies between worksheet data and register counts and submit final enrollment counts to the Chief Operating Officer no later than required by the Department of Education.

**3. Application Submission**





# REGULATION

LINK COMMUNITY CHARTER SCHOOL

## BOARD OF TRUSTEES

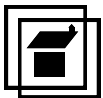
OPERATIONS

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ENROLLMENT ACCOUNTING (M)

The Chief Operating Officer shall complete the Application for State School Aid and submit the application to the Head of School for approval.

Issued: 11 August 2014



## STUDENT SUPERVISION AFTER SCHOOL DISMISSAL (M)

### 8601 STUDENT SUPERVISION AFTER SCHOOL DISMISSAL (M)

The Board of Trustees adopts this Student Supervision After School Dismissal Policy as a result of the New Jersey Supreme Court's decision in *Joseph Jerkins, an infant by his Guardian Ad Litem, Charles Jerkins; Charles Jerkins and Toni Jerkins, individually, v. Soweto Anderson; Kemba N. Anderson; John Does 1-10 (fictitious individuals) and ABC Corporations 1-10 (fictitious entities), and Board of Education of Pleasantville Public Schools and Rosemary Clarke*.

The New Jersey Supreme Court, in Jerkins, indicated dangers exist for younger students at dismissal as children are susceptible to numerous risks, including negligent conduct, when leaving school property. Because of these risks, the Board of Trustees adopts and requires the implementation of Policy 8601 for the supervision of younger students after dismissal. The supervision provisions of Policy Guide 8601 are applicable to parents or legal guardians of students attending school-operated programs in **Kindergarten through grade five** who are not eligible for school-provided transportation after dismissal or are eligible and elect not to use school-provided transportation after dismissal.

Any parent(s) or legal guardian(s) of a student attending a school-operated school or program in **Kindergarten through grade five**, where the student is not eligible for school-provided transportation or is eligible and elects not to use school-provided transportation after dismissal may request the school or program not release the student to walk home after dismissal unless the student is released to the parent(s) or legal guardian(s) or escort(s) designated by the parent(s) or legal guardian(s). The parent(s) or legal guardian(s) designated escort(s) must be at least eighteen years old. The parent(s) or legal guardian(s) may designate up to three escorts. The parent(s) or legal guardian(s) requesting their child(ren) only be released to a parent(s) or legal guardian(s) or parent(s) or legal guardian(s)-designated escort after dismissal must submit a completed Request for Supervision at Dismissal from School Form to the Principal or designee, or program administrator.

The Form shall be made available to parent(s) or legal guardian(s) in the beginning of the school year in the student registration packet.

Only those parents or legal guardians requesting the school or program not release their child(ren) to walk home after school dismissal unless the child(ren) is released to the parent(s) or legal guardian(s) or designated escort need to complete the Request Form.

In order for the school administration to effectively implement the requirements of this Policy and to ensure the safety and security of students that will be released to a parent(s)



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or legal guardian(s) or designated escort, the parental request shall be applicable for every school day and shall apply for a duration period of the entire school year. The Request Form must be re-submitted at the end of the duration period. In addition, a parent(s) or legal guardian(s) may rescind their Request by submitting a written request to the Principal or program administrator indicating the date in which the parent(s) or legal guardian(s) no longer requests the school provide supervision of their child(ren) after school dismissal. The child(ren) will be dismissed in accordance with typical dismissal protocol effective the date indicated in the rescinding request.

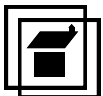
The Principal or designee, or program administrator upon receiving the Request for Supervision at Dismissal from School Form, shall notify the appropriate school staff member(s) who has supervision of the student at dismissal time at the end of the school day of the parent's or legal guardian's request. The supervising staff member that receives such notice shall retain supervision of the student when other students are dismissed from school at the end of the school day.

The Principal or program administrator will develop and implement a written Student Supervision After School Dismissal Plan for their school building or program location. This Plan shall include the school building's or program's supervision procedures for students at the end of the school day to the designated area in the school building or program and the location of the designated area in the school building or program. The Plan shall be based on the school's or program's ability to provide supervision, the accessibility for the parent(s) or legal guardian(s) or designated escort to pick-up the child without disrupting dismissal of the remaining school population, and other considerations unique to the school building or program location. The school's or program's Student Supervision After School Dismissal Plan shall be provided to all parent(s) or legal guardian(s) that have submitted a Request Form.

In the event the parent(s) or legal guardian(s) or designated escort does not arrive to pick up their child(ren) after the dismissal time of school, the Principal or designee will attempt to contact the parent(s) or legal guardian(s) using the school's emergency call procedures.

The student(s) shall be supervised by school staff in the designated area of the building and will only be released when the parent(s) or legal guardian(s) or designated escort arrives to pick up the student.

In order to ensure the safety of other students being dismissed from school in accordance with typical school dismissal protocol, to limit interaction of parent(s) or legal guardian(s) or designated escorts with other students within the building, and to avoid traffic and vehicular safety problems outside the school building, the Principal or



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program administrator may prohibit the parent(s) or legal guardian(s) or designated escort from entering the school building until a time period after school has dismissed or until school buses and other vehicular traffic have cleared the school site. This determination shall be made by the Principal or program administrator after considering the unique circumstances at the school building and the building's typical dismissal protocol.

In the event of an emergency such that, when an unforeseen event prevents a parent or legal guardian or designated escort from arriving for the child(ren) at dismissal within fifteen minutes after the dismissal time, the student will remain in the school supervised by school staff until the parent(s) or legal guardian(s) or designated escort arrives and signs the student out of school. If the parent or designated escort does not come to the school within one hour of dismissal, the Newark Police Department will be contacted to transport the child to the Police Station where the child will be held until the parent or designated escort will pick up the child.

The school will provide parent(s) or legal guardian(s) information regarding any supervised after-school services, if any, that may be available to students at the school's facilities after formal school dismissal.

This Policy shall be published in student/school handbooks. In addition, the school shall provide to parent(s) or legal guardian(s) in the beginning of the school year, the school's calendar to include the starting and dismissal times for full session, half-session, and early dismissal days due to weather or other emergencies. Parent(s) or legal guardian(s) shall be required to return to the school a signed acknowledgement of receipt of the student/school handbook, which shall include this Policy and the school calendar. In addition, any changes to the school's calendar made during the school year shall also be provided to parent(s) or legal guardian(s).

Adopted: 11 August 2014





## Finance & Facilities Committee Report

February 14, 2022

### Attendance:

- ☐ Leslie Baynes
- ☐ Bima Baje
- ☐ Shawna Ebanks

### I. Financial Review

#### a. Treasurer's Report:

- i. As of January 31, 2022, total operating cash on hand \$1,853,260.62 net \$42,443.03 in vendor payments.

- General Fund \$1,381,651.29 & Special Revenue Fund \$270,253.04  
All school operations expenses paid from General Fund & Special Revenue fund; rent, utilities, salaries, employee benefits, insurance, supplies & Title 1
- Charter Escrow \$75,000  
State mandated security account
- Enterprise Fund \$23,536.87  
Food services expenses, includes payroll labor & food purchases. Funding includes NSLP subsidies
- Payroll \$43,973.56  
All salary expenses
- Payroll Agency \$45,866.26  
Employee contributions to benefit premiums; Pension, vision, dental & health insurances and flexible spending account
- Student Activities \$12,952.60  
Student activities, aftercare
- Unemployment \$25.00

- o Charter School Grant

The second round reimbursement, \$93,437 has been approved. Included in the reimbursement is K furniture, curriculum, supplies, and salaries & benefits.

#### b. Secretary's Report:

- i. As of January 31, 2022

- o \$3,486,584 in expenses have been paid
- o \$3,765,165 in encumbrances are pending payment
- o \$1,855,114 remains unencumbered; Restricted ESSER funds are included in this number.



c. Operations

- Facilities
  - District Office at 972 Broad
    - Updated move in projected late March
  - . The hot water was replaced by LEP

## All Bank Accounts Included

<u>Check#</u>	<u>Date</u>	<u>Vendor (Payee)/Check Line Comments</u>	<u>Amount</u>	<u>PO or Bal Sht</u>	<u>Exp. Acct. or Balance Sheet Title</u>
A:04374	1/9/22	AAA Facility Solutions	Check voided on 2/14/2022		
		Cleaning services 2021-22 December	(5,657.60)	P202200116	11-000-240-500-000-068
		Cleaning services 2021-22 deep clean & disinfec	(2,750.00)	P202200116	11-000-240-500-000-068
		Total Check Amount:	(8,407.60)		
A:04382	2/7/22	LESLIE BAYNES			
		Supplies	158.29	P202200076	11-000-262-610-000-071
		PPE & Supplies	19.30	P202200109	20-486-200-600-000-097
		PPE Supplies	64.64	P202200079	20-486-200-600-000-097
		PPE & Supplies	98.80	P202200079	20-486-200-600-000-097
		Total Check Amount:	341.03		
A:04383	2/9/22	AT & T			
		2021-2022 Long Distance	203.79	P202200045	11-000-230-530-000-057
A:04384	2/9/22	Avaya Inc.			
		Jan 2022 Phone & Voicemail Service	128.49	P202200048	11-000-230-530-000-057
A:04385	2/9/22	Blick Art Materials			
		2021-2022 Art Supplies	40.42	P202200027	11-190-100-610-000-047
		2021-2022 Art Supplies	104.99	P202200027	11-190-100-610-000-047
		Kindergarten Art Room Supplies	169.77	P202200146	11-190-100-890-000-049
		Total Check Amount:	315.18		
A:04386	2/9/22	Catapult Learning, LLC			
		Learning Acceleration Program Nov Installment	16,673.75	P202200118	20-483-100-300-000-000
		Learning Acceleration Program Dec Installment	16,673.75	P202200118	20-483-100-300-000-000
		Total Check Amount:	33,347.50		
A:04387	2/9/22	CIT			
		2021-2022 Copier	2,701.30	P202200049	11-000-240-500-000-068
A:04388	2/9/22	City of Newark Division of Water			
		Jan 2022 Water	1,384.58	P202200077	11-000-262-620-000-074
A:04389	2/9/22	Delta-T Group North Jersey, Inc.			
		Para/Subs 12/20-12/23	1,583.36	P202200106	11-190-100-320-000-045
		Para/Subs 1/3-1/7	2,324.48	P202200106	11-190-100-320-000-045
		Para/Subs 1/10-1/14	2,345.60	P202200106	11-190-100-320-000-045
		Para/Subs 1/18-1/21	1,839.36	P202200106	11-190-100-320-000-045
		Para/Subs 1/24-1/28	2,416.64	P202200106	11-190-100-320-000-045
		Para/Subs 1/31-2/4/22	1,146.56	P202200106	11-190-100-320-000-045
		Total Check Amount:	11,656.00		
A:04390	2/9/22	ENVIROVISION			
		6 Months AHERA Periodic Surveillance & Repoi	372.75	P202200172	11-000-230-500-000-056

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<u>Check#</u>	<u>Date</u>	<u>Vendor (Payee)/Check Line Comments</u>	<u>Amount</u>	<u>PO or Bal Sht</u>	<u>Exp. Acct. or Balance Sheet Title</u>
A:04391	2/9/22	The Goodkind Group, LLC			
		Paraprofessionals wk end 12/12	12,238.05	P202200032	11-190-100-320-000-045
		Paraprofessionals wk end 12/19	13,122.61	P202200032	11-190-100-320-000-045
		Paraprofessionals wk end 1/2 k.g	800.00	P202200032	11-190-100-320-000-045
		Paras Wk End 12/26/2021	9,298.86	P202200181	20-231-100-300-000-096
		Paras wk end 1/9/22	11,531.36	P202200181	20-231-100-300-000-096
		Paras wk end 1/16/22	12,805.18	P202200181	20-231-100-300-000-096
		Paras wk end 1/23/22	10,032.63	P202200181	20-231-100-300-000-096
		Paras wk end 2/6/22	13,366.41	P202200181	20-231-100-300-000-096
		Total Check Amount:	83,195.10		
A:04392	2/9/22	Gordon & Rees			
		Dec 2021 Legal Services	1,554.00	P202200075	11-000-230-331-000-055
A:04393	2/9/22	IISC-Education			
		SchoolMessenger Communicate-12 months	646.20	P202200165	11-000-230-530-000-057
A:04394	2/9/22	Great Minds			
		Eureka Math Books	308.70	P202200156	11-000-230-610-000-058
		S&H	21.63	P202200156	11-000-230-610-000-058
		Total Check Amount:	330.33		
A:04395	2/10/22	Dr. Kia Grundy			
		21-22 School Physician Services	3,000.00	P202200175	11-190-100-330-000-046
A:04396	2/10/22	Horizon BCBS			
		Feb 2022 Health Ins	38,731.10	P202200016	11-000-291-270-000-054
A:04397	2/10/22	INVO HEALTHCARE ASSOCIATES			
		NOV 2021 SLP and Collateral Services	5,161.20	P202200139	11-000-216-320-002-067
		Dec 2021 SLP and Collateral Services	4,152.42	P202200139	11-000-216-320-002-067
		Total Check Amount:	9,313.62		
A:04398	2/10/22	MACHADO LAW GROUP			
		Dec 2021 Legal Services	1,160.00	P202200072	11-000-230-331-000-055
A:04399	2/10/22	New Jersey Manufacturers Insurance Company			
		2021-2022 WC	2,951.00	P202200102	11-000-291-260-000-054
A:04400	2/10/22	NJSchoolJobs.com			
		2022 NJ Virtual Education Job Fair 1/19 & 4/6	800.00	P202200164	11-190-100-890-000-049
A:04401	2/10/22	Optimum			
		01/23-02/22 Internet	146.26	P202200006	11-000-230-530-000-057
A:04402	2/10/22	PSE&G			
		2021-2022 Energy Costs	8,690.09	P202200054	11-000-262-620-000-074



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A:04403	2/10/22	Staples Advantage			
		School Supplies 2021-2022	180.34	P202200136	11-190-100-610-000-047
		School Supplies 2021-2022	129.99	P202200136	11-190-100-610-000-047
		School Supplies 2021-2022	182.26	P202200136	11-190-100-610-000-047
		School Supplies 2021-2022	129.99	P202200136	11-190-100-610-000-047
		School Supplies 2021-2022	11.76	P202200136	11-190-100-610-000-047
		School Supplies 2021-2022	40.61	P202200136	11-190-100-610-000-047
		Building Supplies	565.17	P202200173	11-000-230-610-000-058
		Building Supplies	277.08	P202200173	11-000-230-610-000-058
Total Check Amount:			1,517.20		
A:04404	2/10/22	Verizon Fios			
		2021-2022 Fios	289.00	P202200057	11-000-230-530-000-057
A:04405	2/10/22	Verizon			
		2021-2022 Telephone Service	341.35	P202200056	11-000-230-530-000-057
		2021-2022 Telephone Service	536.96	P202200056	11-000-230-530-000-057
Total Check Amount:			878.31		
D:01201	2/10/22	Horizon BCBS			
		Feb 2022 Dental	2,665.28	91 - 485	Dental
A:04406	2/11/22	Jesuit Volunteer Corp			
		Q2 21-22 JVC Quarterly Billing	10,000.00	P202200051	11-190-100-320-000-045
		Q3 2021-2022 JVC Quarterly Billing	10,000.00	P202200051	11-190-100-320-000-045
Total Check Amount:			20,000.00		
A:04407	2/11/22	Waste Management of New Jersey, Inc.			
		Annual contract waste/recycling	760.01	P202200010	11-000-240-500-000-068
A:04408	2/11/22	Western Pest Services			
		Nov 2021 Pest Control	237.00	P202200103	11-000-240-500-000-068
		Dec 2021 Pest Control	474.00	P202200103	11-000-240-500-000-068
		1/10/22 Pest Control	237.00	P202200103	11-000-240-500-000-068
Total Check Amount:			948.00		
A:04409	2/11/22	Worrall Communications Newspapers, Inc.			
		1/13/22 ADS	164.95	P202200008	11-190-100-890-000-049
A:04410	2/11/22	Worthington Direct Holdings, LLC			
		8th Grade Lockers	4,049.01	P202200131	11-190-100-610-000-047
A:04411	2/11/22	Malachy Mechanical			
		Blodgett Oven Repair	224.00	P202200176	11-000-262-890-000-075
A:04412	2/11/22	Selective Insurance Company of America			
		Property Coverage 2021-22	5,333.00	P202200108	11-000-262-520-000-070
A:04413	2/11/22	Essex Regional Services Commission			
		Home Instruction Dec 2021	1,100.00	P202200155	11-190-100-320-000-045

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A:04414	2/11/22	Amazon Capital Services			
		Student Supplies	33.80	P202200031	11-190-100-610-000-047
		Faculty Supplies	18.99	P202200180	11-190-100-890-000-049
		Faculty Supplies	15.99	P202200180	11-190-100-890-000-049
		Faculty Supplies	39.96	P202200180	11-190-100-890-000-049
		Faculty Supplies	19.89	P202200180	11-190-100-890-000-049
		Faculty Supplies	205.72	P202200180	11-190-100-890-000-049
		Faculty Supplies	115.60	P202200180	11-190-100-890-000-049
		Faculty Supplies	18.99	P202200180	11-190-100-890-000-049
		Faculty Supplies	179.58	P202200180	11-190-100-890-000-049
		Faculty Supplies	17.97	P202200180	11-190-100-890-000-049
		Faculty Supplies	17.97	P202200180	11-190-100-890-000-049
		Faculty Supplies	63.36	P202200180	11-190-100-890-000-049
		Faculty Supplies	29.99	P202200180	11-190-100-890-000-049
		Faculty Supplies	23.59	P202200180	11-190-100-890-000-049
		Tech Equip-972 Broad	29.68	P202200180	11-000-230-610-000-058
		Tech Equip-972 Broad	252.32	P202200180	11-000-230-610-000-058
		Tech Equip-972 Broad	449.95	P202200180	11-000-230-610-000-058
		Tech Equip-972 Broad	186.96	P202200180	11-000-230-610-000-058
		Tech Equip-972 Broad	160.64	P202200180	11-000-230-610-000-058
		PPE/Safety Supplies	254.28	P202200179	20-483-200-200-000-000
		PPE/Safety Supplies	224.95	P202200179	20-483-200-200-000-000
		PPE/Safety Supplies	199.90	P202200179	20-483-200-200-000-000
		PPE/Safety Supplies	89.90	P202200179	20-483-200-200-000-000
		PPE/Safety Supplies	1,574.95	P202200179	20-483-200-200-000-000
		PPE/Safety Supplies	479.88	P202200179	20-483-200-200-000-000
		PPE/Safety Supplies	719.82	P202200179	20-483-200-200-000-000
		PPE/Safety Supplies	329.94	P202200179	20-483-200-200-000-000
		PPE/Safety Supplies	147.99	P202200179	20-483-200-200-000-000
		PPE/Safety Supplies	1,379.90	P202200179	20-483-200-200-000-000
		Kindergarten Equipment	1,695.95	P202200179	20-500-100-600-000-000
		Kindergarten Equipment	252.39	P202200179	20-500-100-600-000-000
Total Check Amount:			9,230.80		
A:04415	2/11/22	One Source Solutions			
		Kindergarten Student Recruit Postcards Eng&Spa	2,095.00	P202200177	20-500-100-800-000-000
A:04416	2/11/22	Youth Development Clinic			
		Dec 21 Mental Health Service, PD, & Consulting	3,910.50	P202200138	11-000-216-320-002-067
		Jan 22 Mental Health Service, PD, & Consulting	1,064.25	P202200138	11-000-216-320-002-067
Total Check Amount:			4,974.75		
A:04417	2/11/22	Charles Nechtem Associates, Inc.			
		Feb 2022 EAP Services (Phone & E-Counsel)	291.66	P202200013	11-000-230-331-000-055
A:04418	2/11/22	Quadient Finance USA, Inc.			
		2021-2022 Postage	1,000.00	P202200055	11-000-240-500-000-068
A:04419	2/11/22	AT&T Mobility			
		2021-2022 Mobile Service	3,203.60	P202200046	11-000-230-530-000-057
A:04420	2/11/22	Success Communications Group			
		Teacher recruitment	4,804.80	P202200178	20-500-100-800-000-000

## All Bank Accounts Included

<u>Check#</u>	<u>Date</u>	<u>Vendor (Payee)/Check Line Comments</u>	<u>Amount</u>	<u>PO or Bal Sht</u>	<u>Exp. Acct. or Balance Sheet Title</u>
A:04421	2/11/22	Maschio's Food Service Inc. Meals program-Dec 2021	22,763.53	P202200096	60-910-310-600-000-000
A:04422	2/14/22	LINK EDUCATION PARTNERS, INC March 2022 Rent	27,333.33	P202200003	11-000-251-830-000-062
A:04423	2/14/22	Motivated Security Services, Inc. Security services 1/18-1/31	2,054.84	P202200170	11-000-240-500-000-068
A:04424	2/14/22	Link High Technologies Inc. Feb 2022 GSuite & GDrive Backup	132.50	P202200007	11-190-100-320-000-045
		Feb 2022 Datto Back Monthly Service	561.25	P202200007	11-190-100-320-000-045
		2021-2022 IT Service Agreement & Monthly Ant	4,700.00	P202200007	11-190-100-320-000-045
		Total Check Amount:	5,393.75		
A:04425	2/14/22	AAA Facility Solutions Cleaning services 2021-22	5,657.60	P202200116	11-000-240-500-000-068
		Cleaning services 2021-22	2,750.00	P202200116	11-000-240-500-000-068
		Total Check Amount:	8,407.60		
A:04426	2/14/22	NCS Pearson Inc. Assessments Test Forms & Reports- Speech Scre	376.00	P202200174	11-190-100-320-000-045
		S&H	22.56	P202200174	11-190-100-320-000-045
		Total Check Amount:	398.56		
D:01202	2/14/22	AFLAC	1,006.38	91 - 473	AFLAC
D:01203	2/14/22	AXA Equitable Equi-Vest Jan 2022	3,690.00	91 - 472	AXA
The Grand Total of all Checks from Fund 11 is:			192,198.56		
The Grand Total of all Checks from Fund 20 is:			104,814.33		
The Grand Total of all Checks from Fund 60 is:			22,763.53		
The Grand Total of all Checks from Fund 91 is:			7,361.66		
The Grand total of all checks for this period is:			327,138.08		



**Interim Balance Sheet**

**ASSETS AND RESOURCES**

<b>ASSETS</b>		
101 Cash in checking account	\$ 1,381,651.29	
102-106 Other cash equivalents	\$ 75,000.00	
Total cash		\$ 1,456,651.29
111 Investments		\$ 0.00
114 Investment interest receivable		\$ 0.00
121 Tax levy receivable		\$ 2,345,246.96
Accounts receivable		
132 Interfund	\$ 4,696.54	
141 Intergovernmental - state	\$ 232,539.20	
142 Intergovernmental - federal	\$ 0.00	
143 Intergovernmental - other	\$ 81,483.77	
153 Other Accounts Receivable	\$ 0.00	
		\$ 318,719.51
Loans receivable		
131 Interfund	\$ 0.00	
151 Other Loans Receivable	\$ 0.00	
		\$ 0.00
199 Other current assets		\$ 4,550.00
<b>RESOURCES</b>		
301 Estimated revenues (from adjusted budget)	\$ 5,600,852.00	
302 Less: revenues collected or accrued	\$ (5,460,556.78)	
		\$ 140,295.22
<b>TOTAL ASSETS AND RESOURCES</b>		<b>\$ 4,265,462.98</b>

**LIABILITIES AND FUND EQUITY**

<b>LIABILITIES</b>		
401 Interfund loans payable	\$ 0.00	
402 Interfund accounts payable	\$ 0.00	
411 Intergovernmental accounts payable - state	\$ 0.00	
412 Intergovernmental accounts payable - federal	\$ 0.00	
413 Intergovernmental accounts payable - other	\$ 0.00	
421 Accounts payable	\$ 17,356.67	
422 Judgments payable	\$ 0.00	
430 Compensated absences payable	\$ 0.00	
431 Contracts payable	\$ 0.00	
451 Loans payable	\$ 0.00	
461 Accrued Salaries and Benefits	\$ 54,028.29	
481 Deferred revenues	\$ 0.00	
499 Other current liabilities	\$ 0.00	
Total liabilities		\$ 71,384.96

FUND EQUITY

Appropriated:

753 Reserve for encumbrances - current year				\$	3,157,447.79	
754 Reserve for encumbrances - prior year				\$	0.00	
760 Other reserves				\$	0.00	
771 Designated Fund Balance				\$	0.00	
772 Designated Fund Balance - ARRA/SEMI				\$	0.00	
601 Appropriations			\$	6,957,170.72		
602 Less: expenditures	\$	3,411,761.51				
603 Less: encumbrances	\$	3,157,447.79	\$	(6,569,209.30)	\$	387,961.42
Appropriations less expenditures						\$ 3,545,409.21

Unappropriated:

770 Fund Balance, July 1, 2021	\$ 2,004,987.53	
303 Less: budgeted fund balance	<u>\$ (1,356,318.72)</u>	
Unappropriated fund balance		\$ 648,668.81
Total fund equity		<u>\$ 4,194,078.02</u>

TOTAL LIABILITIES AND FUND EQUITY

\$ 4,265,462.98

RECAPITULATION OF FUND BALANCE - CURRENT YEAR ACTIVITY

	Budgeted	Actual	Variance
Appropriations	\$ 6,957,170.72	\$ 6,569,209.30	\$ 387,961.42
Less: Revenues	\$ (5,600,852.00)	\$ (5,460,556.78)	\$ (140,295.22)
Subtotal	\$ 1,356,318.72	\$ 1,108,652.52	\$ 247,666.20
Less: adjustment to appropriations for Prior Year Encumbrances	\$ 0.00	\$ 0.00	\$ 0.00
Total current year budgeted fund balance	\$ 1,356,318.72	\$ 1,108,652.52	\$ 247,666.20
Add: Unappropriated fund balance			\$ 648,668.81
Total of budgeted and unappropriated fund balance			\$ 896,335.01

**Revenues/Sources of Funds**

Acct Group	Group Title	Budgeted Est.	Transfers	Adj. Budget	Act to Date	Unrealized Under/(Over)
Recap	From Recap of Fund Balance	123,164.72	1,233,154.00	1,356,318.72	1,108,652.52	247,666.20
52xx	From Transfers	0.00	0.00	0.00	0.00	0.00
1xxx	From Local Sources	5,409,304.00	(1,041,744.00)	4,367,560.00	4,368,471.19	(911.19)
2xxx	From Intermediate Sources	0.00	0.00	0.00	0.00	0.00
3xxx	From State Sources	1,424,702.00	(191,410.00)	1,233,292.00	1,092,085.59	141,206.41
4xxx	From Federal Sources	0.00	0.00	0.00	0.00	0.00
5xxx	From Other Sources	0.00	0.00	0.00	0.00	0.00
Grand Totals		6,957,170.72	0.00	6,957,170.72	6,569,209.30	387,961.42

**Fund 11 (Current Expense Fund)**

Account Group	Group Title	Original Bgt	New App/Tnrf	Revised Bgt	Expenditures	Encumbrances	Avail Balance	Refunds
Instructional Expense		3,372,496.18	(40,000.00)	3,332,496.18	1,686,699.02	1,532,626.62	113,170.54	0.00
Administrative		2,276,454.12	0.00	2,276,454.12	1,054,229.78	970,021.69	252,202.65	0.00
Support Services		1,258,220.42	15,000.00	1,273,220.42	596,910.03	653,899.48	22,410.91	0.00
Grand Totals for fund 11:		6,907,170.72	(25,000.00)	6,882,170.72	3,337,838.83	3,156,547.79	387,784.10	0.00

**Fund 12 (Capital Outlay Fund)**

Account Group	Group Title	Original Bgt	New App/Tnrf	Revised Bgt	Expenditures	Encumbrances	Avail Balance	Refunds
Capital Outlay		50,000.00	25,000.00	75,000.00	73,922.68	900.00	177.32	0.00
Grand Totals for fund 12:		50,000.00	25,000.00	75,000.00	73,922.68	900.00	177.32	0.00

Grand Totals for all Subfunds of Fund 10:		6,957,170.72	0.00	6,957,170.72	3,411,761.51	3,157,447.79	387,961.42	0.00
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**Revenues Summary**

Acct Group	Group Title	Budgeted Est.	Transfers	Adj. Budget	Act to Date	Unrealized Under/(Over)
Recap	From Recap of Fund Balance	123,164.72	1,233,154.00	1,356,318.72	1,108,652.52	247,666.20
10-1200-000-011	Equalization/Lcl Lvy Aid-Local	924,304.00	(242,414.00)	681,890.00	681,890.00	0.00
10-1200-000-012	Equalization/Lcl Lvy Aid-State	4,485,000.00	(799,330.00)	3,685,670.00	3,686,522.00	(852.00)
10-1510-000-023	Interest	0.00	0.00	0.00	0.00	0.00
10-1900-000-023	Other Sources	0.00	0.00	0.00	0.00	0.00
10-1920-000-023	Contributions/Donations	0.00	0.00	0.00	0.00	0.00
10-1920-001-023	Fundraising	0.00	0.00	0.00	0.00	0.00
10-1980-000-023	Refund of Prior Yr Exp	0.00	0.00	0.00	0.00	0.00
10-1990-000-023	Miscellaneous Revenue	0.00	0.00	0.00	59.19	(59.19)
10-3100-000-012	Equalization/Lcl Lvy Aid-State	0.00	0.00	0.00	0.00	0.00
10-3130-000-015	Categorical Aid - Spec Ed	299,108.00	(100,990.00)	198,118.00	198,118.00	0.00
10-3177-000-016	Categorical Security Aid	187,132.00	(30,318.00)	156,814.00	156,814.00	0.00
10-3190-000-021	Other Unrestricted State Aid	709,410.00	(60,102.00)	649,308.00	649,308.00	0.00
10-3195-000-021	Consolidated Aid	0.00	0.00	0.00	0.00	0.00
10-3902-000-000	FICA/TPAF Reimbursement	229,052.00	0.00	229,052.00	87,845.59	141,206.41
10-4210-000-023	Federal Charter School Grant	0.00	0.00	0.00	0.00	0.00
Grand Totals		6,957,170.72	0.00	6,957,170.72	6,569,209.30	387,961.42

**Minimum Expense General Ledger Report**

**Fund 11 (Current Expense Fund)**

Expend. Account #	Account Title	Original Bgt	New App/Tnsf	Revised Bgt	Expenditures	Encumbrances	Avail Balance	Refunds
11-130-100-101	Grade 7-8 Teacher	2,056,913.45	0.00	2,056,913.45	1,051,014.20	1,005,899.25	0.00	0.00
11-190-100-106	Oth Sal for Inst	0.00	43,345.00	43,345.00	43,345.00	0.00	0.00	0.00
11-190-100-320	Purch Prof Svcs	572,600.00	(186,745.00)	385,855.00	240,096.19	131,202.31	14,556.50	0.00
11-190-100-330	Other Purch Svcs	90,000.00	0.00	90,000.00	20,598.00	5,798.00	63,604.00	0.00
11-190-100-610	General Supplies	95,000.00	0.00	95,000.00	74,264.03	20,258.56	477.41	0.00
11-190-100-640	Textbooks	51,200.00	0.00	51,200.00	39,677.16	11,255.46	267.38	0.00
11-190-100-890	Miscellaneous Expense	50,000.00	0.00	50,000.00	33,027.51	7,792.42	9,180.07	0.00
11-200-100-101	Special Education Teacher	416,782.73	0.00	416,782.73	67,562.11	349,220.62	0.00	0.00
11-421-100-105	Stipends	40,000.00	103,400.00	143,400.00	117,114.82	1,200.00	25,085.18	0.00
<b>Instructional Expense</b>		<b>3,372,496.18</b>	<b>(40,000.00)</b>	<b>3,332,496.18</b>	<b>1,686,699.02</b>	<b>1,532,626.62</b>	<b>113,170.54</b>	<b>0.00</b>
11-000-230-100	Salaries	1,120,998.60	0.00	1,120,998.60	466,583.48	654,415.12	0.00	0.00
11-000-230-300	Purch Prof/Tech Svc	67,000.00	0.00	67,000.00	13,539.91	2,370.00	51,090.09	0.00
11-000-230-331	Judgements Against Charters	42,500.00	0.00	42,500.00	14,351.12	28,148.88	0.00	0.00
11-000-230-332	Audit Fees	17,250.00	0.00	17,250.00	0.00	0.00	17,250.00	0.00
11-000-230-530	Communications/Telephone	59,585.00	0.00	59,585.00	30,097.45	27,677.54	1,810.01	0.00
11-000-230-590	Other Purchased Services (400-500 Series)	57,350.00	0.00	57,350.00	48,347.04	7,243.53	1,759.43	0.00
11-000-230-610	Supplies & Materials	7,000.00	0.00	7,000.00	2,994.96	2,804.04	1,201.00	0.00
11-000-230-890	Miscellaneous Expense	2,400.00	0.00	2,400.00	2,208.89	0.00	191.11	0.00
11-000-291-230	Benefits - SS & Medicare	245,810.26	0.00	245,810.26	154,299.43	91,510.83	0.00	0.00
11-000-291-232	Benefits - NJ State Pension	165,000.00	0.00	165,000.00	0.00	0.00	165,000.00	0.00
11-000-291-250	State Unemployment Ins	43,678.25	0.00	43,678.25	1,975.98	41,702.27	0.00	0.00
11-000-291-260	Benefits - Workman's Comp	35,100.00	0.00	35,100.00	17,706.00	14,775.00	2,619.00	0.00
11-000-291-270	Benefits - Health Insurance	409,782.01	0.00	409,782.01	300,943.56	99,056.44	9,782.01	0.00
11-000-291-290	Benefits - FlexSpending Fees	3,000.00	0.00	3,000.00	1,181.96	318.04	1,500.00	0.00
<b>Administrative</b>		<b>2,276,454.12</b>	<b>0.00</b>	<b>2,276,454.12</b>	<b>1,054,229.78</b>	<b>970,021.69</b>	<b>252,202.65</b>	<b>0.00</b>
11-000-216-320	Purch Prof Tech Svcs - P/OT	130,000.00	(25,000.00)	105,000.00	19,882.45	78,370.55	6,747.00	0.00
11-000-240-110	Supp Svcs - Salaries	403,107.42	0.00	403,107.42	114,909.62	288,197.80	0.00	0.00
11-000-240-500	Other Purchased Services (400-500 Series)	197,200.00	40,000.00	237,200.00	100,723.90	135,715.59	760.51	0.00
11-000-251-830	Mortgage Payments-Interest	328,000.00	0.00	328,000.00	234,666.64	93,333.36	0.00	0.00
11-000-262-520	Insurance	72,413.00	0.00	72,413.00	62,790.49	9,622.51	0.00	0.00
11-000-262-610	Supplies & Materials	26,000.00	(5,000.00)	21,000.00	11,389.75	212.85	9,397.40	0.00
11-000-262-620	Energy Costs	76,500.00	0.00	76,500.00	25,768.39	45,231.61	5,500.00	0.00
11-000-262-890	Miscellaneous Expense	25,000.00	5,000.00	30,000.00	26,778.79	3,215.21	6.00	0.00
<b>Support Services</b>		<b>1,258,220.42</b>	<b>15,000.00</b>	<b>1,273,220.42</b>	<b>596,910.03</b>	<b>653,899.48</b>	<b>22,410.91</b>	<b>0.00</b>
<b>Grand Totals for fund 11:</b>		<b>6,907,170.72</b>	<b>(25,000.00)</b>	<b>6,882,170.72</b>	<b>3,337,838.83</b>	<b>3,156,547.79</b>	<b>387,784.10</b>	<b>0.00</b>

**Fund 12 (Capital Outlay Fund)**

Expend. Account #	Account Title	Original Bgt	New App/Tnsf	Revised Bgt	Expenditures	Encumbrances	Avail Balance	Refunds
12-000-100-730	Instructional Equipment	50,000.00	0.00	50,000.00	48,922.68	900.00	177.32	0.00
12-000-300-730	Non-Instructional Equipment	0.00	25,000.00	25,000.00	25,000.00	0.00	0.00	0.00
<b>Capital Outlay</b>		<b>50,000.00</b>	<b>25,000.00</b>	<b>75,000.00</b>	<b>73,922.68</b>	<b>900.00</b>	<b>177.32</b>	<b>0.00</b>
<b>Grand Totals for fund 12:</b>		<b>50,000.00</b>	<b>25,000.00</b>	<b>75,000.00</b>	<b>73,922.68</b>	<b>900.00</b>	<b>177.32</b>	<b>0.00</b>

<b>Grand Totals for all Subfunds of Fund 10:</b>		<b>6,957,170.72</b>	<b>0.00</b>	<b>6,957,170.72</b>	<b>3,411,761.51</b>	<b>3,157,447.79</b>	<b>387,961.42</b>	<b>0.00</b>
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Pursuant to N.J.A.C. 6A:23A-16.10(c)3, I certify that as of the date of this report no budgetary line item account has encumbrances and expenditures which in total exceed the line item appropriation in violation of 6A:23A-16.10(a).

Bima Baje, Bus Adm/Bd Secy

Date



**Interim Balance Sheet**

**ASSETS AND RESOURCES**

<b>ASSETS</b>		
101 Cash in checking account	\$ 270,253.04	
102-106 Other cash equivalents	\$ 0.00	
Total cash		\$ 270,253.04
111 Investments		\$ 0.00
114 Investment interest receivable		\$ 0.00
121 Tax levy receivable		\$ 0.00
Accounts receivable		
132 Interfund	\$ 0.00	
141 Intergovernmental - state	\$ 0.46	
142 Intergovernmental - federal	\$ 0.00	
143 Intergovernmental - other	\$ 0.00	
153 Other Accounts Receivable	\$ 0.00	
		\$ 0.46
Loans receivable		
131 Interfund	\$ 0.00	
151 Other Loans Receivable	\$ 0.00	
		\$ 0.00
199 Other current assets		\$ 0.00
<b>RESOURCES</b>		
301 Estimated revenues (from adjusted budget)	\$ 0.00	
302 Less: revenues collected or accrued	\$ (281,883.26)	
		\$ (281,883.26)
<b>TOTAL ASSETS AND RESOURCES</b>		<b>\$ (11,629.76)</b>

**LIABILITIES AND FUND EQUITY**

<b>LIABILITIES</b>		
401 Interfund loans payable		\$ 0.00
402 Interfund accounts payable		\$ 0.00
411 Intergovernmental accounts payable - state		\$ 0.00
412 Intergovernmental accounts payable - federal		\$ 0.00
413 Intergovernmental accounts payable - other		\$ 0.00
421 Accounts payable		\$ 0.00
422 Judgments payable		\$ 0.00
430 Compensated absences payable		\$ 0.00
431 Contracts payable		\$ 0.00
451 Loans payable		\$ 0.00
481 Deferred revenues		\$ 63,192.53
499 Other current liabilities		\$ 0.00
Total liabilities		<b>\$ 63,192.53</b>

FUND EQUITY

Appropriated:

753 Reserve for encumbrances - current year				\$	608,606.81	
754 Reserve for encumbrances - prior year				\$	0.00	
760 Other reserves				\$	0.00	
771 Designated Fund Balance				\$	0.00	
601 Appropriations			\$	2,170,759.00		
602 Less: expenditures	\$	74,822.64				
603 Less: encumbrances	\$	608,606.81	\$	(683,429.45)	\$	1,487,329.55
Appropriations less expenditures						\$ 2,095,936.36

Unappropriated:

770 Fund Balance, July 1, 2021	\$	0.35	
303 Less: budgeted fund balance	\$	(2,170,759.00)	
Unappropriated fund balance			\$ (2,170,758.65)
Total fund equity			\$ (74,822.29)
TOTAL LIABILITIES AND FUND EQUITY			\$ (11,629.76)

**Revenues/Sources of Funds**

Acct Group	Group Title	Budgeted Est.	Transfers	Adj. Budget	Act to Date	Unrealized Under/(Over)
Info Only	Revenue Req'd to Balance	2,170,759.00	0.00	2,170,759.00	401,546.19	1,769,212.81
52xx	From Transfers	0.00	0.00	0.00	0.00	0.00
1xxx	From Local Sources	0.00	0.00	0.00	0.00	0.00
2xxx	From Intermediate Sources	0.00	0.00	0.00	0.00	0.00
3xxx	From State Sources	0.00	0.00	0.00	0.00	0.00
4xxx	From Federal Sources	0.00	0.00	0.00	0.00	0.00
5xxx	From Other Sources	0.00	0.00	0.00	0.00	0.00
Grand Totals		2,170,759.00	0.00	2,170,759.00	683,429.45	1,487,329.55

**Fund 20 (Special Revenue Fund)**

Account Group	Group Title	Original Bgt	New App/Tnsf	Revised Bgt	Expenditures	Encumbrances	Avail Balance	Refunds
Title IA - Improving Basic Pgms		179,413.00	0.00	179,413.00	0.00	145,000.00	34,413.00	0.00
IDEA Part B		75,062.00	0.00	75,062.00	0.00	30,000.00	45,062.00	0.00
ESSER II		495,357.00	0.00	495,357.00	21,498.00	414,390.00	59,469.00	0.00
American Rescue (ESSER III)		55,000.00	0.00	55,000.00	43,920.39	9,485.81	1,593.80	0.00
ARP-ESSER		1,121,994.00	0.00	1,121,994.00	9,404.25	0.00	1,112,589.75	0.00
Charter Grant		243,933.00	0.00	243,933.00	0.00	9,731.00	234,202.00	0.00
Grand Totals for fund 20:		2,170,759.00	0.00	2,170,759.00	74,822.64	608,606.81	1,487,329.55	0.00

**Revenues Summary**

Acct Group	Group Title	Budgeted Est.	Transfers	Adj. Budget	Act to Date	Unrealized Under/(Over)
Info Only	Revenue Req'd to Balance	2,170,759.00	0.00	2,170,759.00	401,546.19	1,769,212.81
20-4411-231-032 Title I		0.00	0.00	0.00	0.00	0.00
20-4413-234-032 Title I C/O		0.00	0.00	0.00	0.00	0.00
20-4415-260-032 Title VI		0.00	0.00	0.00	0.00	0.00
20-4416-261-032 Title VI C/O		0.00	0.00	0.00	0.00	0.00
20-4421-250-032 IDEA		0.00	0.00	0.00	0.00	0.00
20-4422-251-032 IDEA C/O		0.00	0.00	0.00	0.00	0.00
20-4451-270-032 Title II A		0.00	0.00	0.00	0.00	0.00
20-4452-272-032 Title II D		0.00	0.00	0.00	0.00	0.00
20-4453-271-032 Title II C/O		0.00	0.00	0.00	0.00	0.00
20-4471-280-032 Title IV		0.00	0.00	0.00	0.00	0.00
20-4473-281-032 Title IV C/O		0.00	0.00	0.00	0.00	0.00
20-4475-290-032 Title V		0.00	0.00	0.00	0.00	0.00
20-4476-000-000 Digital Divide		0.00	0.00	0.00	0.00	0.00
20-5000-000-035 Link Education Partners		0.00	0.00	0.00	0.00	0.00
20-6000-000- Special Education Grant		0.00	0.00	0.00	0.00	0.00
20-6000-000-000 Charter School Grant		0.00	0.00	0.00	281,883.26	(281,883.26)
Grand Totals		2,170,759.00	0.00	2,170,759.00	683,429.45	1,487,329.55

**Minimum Expense General Ledger Report**

**Fund 20 (Special Revenue Fund)**

Expend. Account #	Account Title	Original Bgt	New App/Tnsf	Revised Bgt	Expenditures	Encumbrances	Avail Balance	Refunds
20-231-100-100	Title I Sal for Inst	45,000.00	0.00	45,000.00	0.00	45,000.00	0.00	0.00
20-231-100-300	Purchased Services	120,000.00	0.00	120,000.00	0.00	100,000.00	20,000.00	0.00
20-231-100-600	Supplies	2,377.00	0.00	2,377.00	0.00	0.00	2,377.00	0.00
20-231-200-200	Benefits	3,442.00	0.00	3,442.00	0.00	0.00	3,442.00	0.00
20-231-200-600	Supplies	8,594.00	0.00	8,594.00	0.00	0.00	8,594.00	0.00
Title IA - Improving Basic Pgms		179,413.00	0.00	179,413.00	0.00	145,000.00	34,413.00	0.00
20-250-200-300	Professional Services	75,062.00	0.00	75,062.00	0.00	30,000.00	45,062.00	0.00
IDEA Part B		75,062.00	0.00	75,062.00	0.00	30,000.00	45,062.00	0.00
20-483-100-101	Instruction- Sal of Teacher	245,062.00	0.00	245,062.00	0.00	275,000.00	(29,938.00)	0.00
20-483-100-300	Purchased Services-Instruction	150,000.00	0.00	150,000.00	15,198.00	133,390.00	1,412.00	0.00
20-483-100-600	Instructional Supplies	0.00	0.00	0.00	6,300.00	0.00	(6,300.00)	0.00
20-483-200-200	CRRSA - ESSER II Grant Program	100,295.00	0.00	100,295.00	0.00	6,000.00	94,295.00	0.00
ESSER II		495,357.00	0.00	495,357.00	21,498.00	414,390.00	59,469.00	0.00
20-486-200-600	Supplies	55,000.00	0.00	55,000.00	43,920.39	9,485.81	1,593.80	0.00
American Rescue (ESSER III)		55,000.00	0.00	55,000.00	43,920.39	9,485.81	1,593.80	0.00
20-489-100-101	Salaries	390,000.00	0.00	390,000.00	0.00	0.00	390,000.00	0.00
20-489-100-600	Supplies	74,929.00	0.00	74,929.00	9,404.25	0.00	65,524.75	0.00
20-489-200-200	Benefits	97,065.00	0.00	97,065.00	0.00	0.00	97,065.00	0.00
20-489-200-600	Supplies	60,000.00	0.00	60,000.00	0.00	0.00	60,000.00	0.00
20-489-400-720	Building Repairs	500,000.00	0.00	500,000.00	0.00	0.00	500,000.00	0.00
ARP-ESSER		1,121,994.00	0.00	1,121,994.00	9,404.25	0.00	1,112,589.75	0.00
20-500-100-101	Salaries	94,383.00	0.00	94,383.00	0.00	0.00	94,383.00	0.00
20-500-100-104	Instruction	34,500.00	0.00	34,500.00	0.00	0.00	34,500.00	0.00
20-500-100-600	Supplies	88,500.00	0.00	88,500.00	0.00	2,000.00	86,500.00	0.00
20-500-100-800	Other objects	11,756.00	0.00	11,756.00	0.00	7,731.00	4,025.00	0.00
20-500-200-300	Benefits	14,794.00	0.00	14,794.00	0.00	0.00	14,794.00	0.00
Charter Grant		243,933.00	0.00	243,933.00	0.00	9,731.00	234,202.00	0.00
Grand Totals for fund 20:		2,170,759.00	0.00	2,170,759.00	74,822.64	608,606.81	1,487,329.55	0.00

Pursuant to N.J.A.C. 6A:23A-16.10(c)3, I certify that as of the date of this report no budgetary line item account has encumbrances and expenditures which in total exceed the line item appropriation in violation of 6A:23A-16.10(a).

\_\_\_\_\_  
Bima Baje, BusAdm/Bd Secy

\_\_\_\_\_  
Date

<u>Date</u>	<u>Source Account/Title</u>	<u>Target Account/Title</u>	<u>Comments</u>	<u>Amount</u>
01/31/22	11-190-100-320-000-045 Purch Prof Educational Svcs	11-000-240-500-000-068 Other Purchased Services	To cover shortage	40,000.00
01/31/22	11-190-100-320-000-045 Purch Prof Educational Svcs	11-421-100-105-000-044 Stipends	to cover shortage	30,000.00
The total of all transfers within fund 10 is:				<b>70,000.00</b>

**REPORT OF THE TREASURER  
TO THE BOARD OF TRUSTEES  
LINK COMMUNITY CHARTER SCHOOL  
ALL FUNDS**

**FOR THE MONTH ENDING JANUARY 31, 2022**

		<b>CASH REPORT</b>			
<b>FUNDS</b>		(1) Beginning Cash Balance	(2) Cash Receipts/Transfers This Month	(3) Cash Disbursements/Transfers This Month	(4) Ending Cash Balance (1) + (2) - (3)
	<b>GOVERNMENTAL FUNDS</b>				
1	General Fund - Fund 10 - Operating	\$ 1,828,680.85	\$ 23,426.80	\$ 470,456.36	\$ 1,381,651.29
2	Charter Escrow	75,000.00	-	-	\$ 75,000.00
2	Special Revenue Fund - Fund 20	278,259.29	-	8,006.25	270,253.04
3	Total governmental funds (Lines 1 thru 2)	2,181,940.14	23,426.80	478,462.61	1,726,904.33
	<b>ENTERPRISE FUND</b>				
4	Food Service	23,536.87	-	-	23,536.87
	Total Enterprise funds (Lines 4 )	23,536.87	-	-	23,536.87
	<b>TRUST &amp; AGENCY FUNDS</b>				
5	Payroll Account	44,859.55	265,383.58	266,269.57	43,973.56
	PPP Account	-	-	-	-
6	Payroll Agency	47,663.01	40,086.10	41,880.85	45,868.26
7	Unemployment	25.00	-	-	25.00
8	Student Activity Account	12,952.60	-	-	12,952.60
9	Total Trust & Agency Funds (Lines 5 thru 8)	105,500.16	305,469.68	308,150.42	102,819.42
10	Total All Funds (Lines 3, 4 and 9)	\$ 2,310,977.17	\$ 328,896.48	\$ 786,613.03	\$ 1,853,260.62

**Prepared and Submitted By:**

\_\_\_\_\_  
Leslie Baynes  
Chief Operating Officer

**2/11/2022**

\_\_\_\_\_  
Date

**LINK COMMUNITY CHARTER SCHOOL  
RECONCILIATION OF BOARD SECRETARY'S REPORT (A-148)  
AND TREASURER'S REPORT (A-14□)  
FOR THE MONTH ENDING JANUARY 31□2022**

<u><b>Fund</b></u>		
10.101	General fund - Regular Account	\$ 1,381,651.29
10.106	Charter Escrow	75,000.00
20.101	Special Revenue Fund	270,253.04
60.101	Enterprise Fund	23,536.87
90.104	PPP Account	-
90.101	Payroll Account	43,973.56
90.103	Unemployment	25.00
91.101	Agency Account	45,868.26
95.101	Student Activity Account	12,952.60
		<hr/>
<b>Total Board Secretary's Records - A-148</b>		1,853,260.62
Total Funds per Treasurer's Report		<hr/> 1,853,260.62
Difference		<hr/> <hr/> □ -

LINK COMMUNITY CHARTER SCHOOL  
TD Bank  
OPERATING ACCOUNT - 430-2520237  
FOR THE MONTH ENDING JANUARY 31 2022

	<u>BANK</u>	<u>BOOKS</u> <u>G/FUND</u>	<u>BOOKS</u> <u>S/REVENUE</u>	<u>BOOKS</u> <u>TOTAL</u>
<b>BALANCE BEG. OF MONTH</b>	<u>□ 2160031.64</u>	<u>□ 1828680.85</u>	<u>□ 278251.2</u>	<u>□ 2106140.14</u>
<b><u>Additions</u></b>				
Deposits	23,426.80	23,426.80	0.00	23,426.80
<b>Total Receipts</b>	<u>23,426.80</u>	<u>23,426.80</u>	<u>0.00</u>	<u>23,426.80</u>
<b><u>Deductions</u></b>				
Cash Disbursements	489,111.08	470,456.36	8,006.25	478,462.61
<b>Total Disbursements</b>	<u>489,111.08</u>	<u>470,456.36</u>	<u>8,006.25</u>	<u>478,462.61</u>
<b><u>BALANCE END OF MONTH</u></b>	<u>1614347.36</u>			
<b><u>RECONCILIATION</u></b>				
Less--Outstanding checks	42,443.03			
Deposit in transit				
<b>ADJUSTED BALANCE END OF MONTH</b>	<u>□ 1651104.33</u>	<u>□ 1381651.2</u>	<u>□ 270253.04</u>	<u>□ 1651104.33</u>



The following checks cleared during this period:

<u>Date</u>	<u>Check #</u>	<u>Vendor</u>	<u>Amount</u>	<u>Comment</u>
12/09/2021	04306	AAA Advanced Plumbing & Drain Cleaning	\$870.00	
12/09/2021	04309	Charles Nechem Associates, Inc.	\$291.66	
12/09/2021	04323	NJ Charter Schools Association	\$1,000.00	
12/09/2021	04324	Optimum	\$146.26	
12/10/2021	04337	Waste Management of New Jersey, Inc.	\$608.15	
12/10/2021	04341	Zoom Video Communications	\$5,180.00	
12/13/2021	04347	Ferro Labella & Weiss L.L.C.	\$10,000.00	
12/13/2021	04349	LM Mulberry LLC	\$3,060.00	
01/05/2022	04379	AT & T	\$2,695.85	
01/05/2022	04351	Troxell Communications, Inc.	\$8,006.25	
01/05/2022	04352	Optimum	\$146.25	
01/05/2022	04353	City of Newark Division of Water	\$682.06	
01/05/2022	04354	Horizon BCBS	\$36,288.18	
01/05/2022	04355	Avaya Inc.	\$128.49	
01/05/2022	04356	Waste Management of New Jersey, Inc.	\$620.82	
01/05/2022	04357	PSE&G	\$7,492.75	
01/06/2022	04358	Worral Communications Newspapers, Inc.	\$53.12	
01/06/2022	04359	Staples Advantage	\$120.08	
01/06/2022	04360	Verizon Fios	\$289.00	
01/06/2022	04361	New Jersey Manufacturers Insurance Company	\$5,902.00	
01/06/2022	04362	LINK EDUCATION PARTNERS, INC	\$29,333.33	
01/06/2022	04363	AT&T Mobility	\$6,621.37	
01/06/2022	04364	Perma-Bound	\$20.40	
01/09/2022	04365	Success Communications Group	\$284.83	
01/09/2022	04366	Charles Nechem Associates, Inc.	\$291.66	
01/09/2022	04367	Association of American Educators	\$2,079.00	
01/09/2022	04368	IXL Learning, Inc.	\$1,913.00	
01/09/2022	04369	Mindplay	\$5,220.00	
01/09/2022	04370	LESLIE BAYNES	\$463.40	
01/09/2022	04371	CIT	\$2,701.30	
01/09/2022	04372	Delta-T Group North Jersey, Inc.	\$6,743.04	
01/09/2022	04373	Link High Technologies Inc.	\$5,393.75	
01/10/2022	04375	Motivated Security Services, Inc.	\$4,940.36	
01/10/2022	04376	Selective Insurance Company of America	\$5,361.00	
01/10/2022	04378	MGL Printing Solutions	\$168.00	
01/19/2022	04180	Maschio's Food Service Inc.	\$25,455.00	
01/19/2022	04380	US Postal Service	\$3,000.00	
01/14/2022	N0355	Link Community Charter School- Payroll	\$153,399.99	
01/31/2022	N0356	Amazon Capital Services	\$71.04	
01/31/2022	N0357	Link Community Charter School- Payroll	\$152,069.69	
Total of all checks cleared during this period:			\$489,111.08	

No Journal Entries cleared during this period.

No deposits remain outstanding after this statement period

The following checks are outstanding after this statement period:

<u>Date</u>	<u>Check #</u>	<u>Vendor</u>	<u>Amount</u>	<u>Comment</u>
09/11/2020	03779	RESOURCES FOR EDUCATORS	\$0.00	Prior Year Check
01/07/2021	03897	City of Newark Division of Water	\$560.65	Prior Year Check
03/04/2021	03968	Gordon & Rees	\$1,537.00	Prior Year Check
05/10/2021	04061	Window Repair Systems, Inc.	\$8,610.00	Prior Year Check
08/06/2021	04144	AT&T Mobility	\$7,992.97	
08/20/2021	04168	LESLIE BAYNES	\$12,637.81	
11/04/2021	04298	Scenario Learning LLC	\$597.00	
01/09/2022	04374	AAA Facility Solutions	\$8,407.60	
01/10/2022	04377	Turnitin, LLC	\$2,100.00	

The total of all checks outstanding this period: \$42,443.03

No Journal Entries remain outstanding after this period.

P.O. Box 1001  
 Iselin, NJ 08830-1001

Account Number 1127000464  
 Statement Date 01/31/2022  
 Statement Thru Date 01/31/2022  
 Check/Items Enclosed 0  
 Page 1

### Address Service Requested

00009700 MPBNJDDA020122071856 01 000000000 0000000 003

LINK COMMUNITY CHARTER SCHOOL INC  
 23 PENNSYLVANIA AVE  
 NEWARK NJ 07114-2007

### Customer Support



**Contact us by Phone**  
 800.448.7768



**Visit Us Online**  
[www.Provident.Bank](http://www.Provident.Bank)

### IMPORTANT MESSAGE(S)

Every day, thousands of people fall victim to fraudulent emails, texts and calls from scammers pretending to be their bank. And in this time of expanded use of online banking, the problem is only growing worse.

Online scams aren't so scary when you know what to look for. And at Provident Bank, we're committed to helping you spot them as an extra layer of protection for your account.

We want every bank customer to become a pro at spotting a phishing scam - and stop bank impostors in their tracks. It starts with these four words: *Banks Never Ask That*. Because when you know what sounds suspicious, you'll be less likely to be fooled.

For tips on how to keep phishing criminals at bay, including videos, an interactive quiz and more, visit [www.BanksNeverAskThat.com](http://www.BanksNeverAskThat.com).

**What's Your Scam Score?** Take five minutes to become a scamspotter pro by taking the #BanksNeverAskThat quiz at [www.BanksNeverAskThat.com](http://www.BanksNeverAskThat.com). Share your score with your friends and family and encourage them to test their scam savviness, too. The more scamspotters out there, the harder it is for phishing criminals to catch their next victim!

### RELATIONSHIP SUMMARY AND CURRENT STATEMENT ACTIVITY

Account Type	Account Number	Interest Paid In 2021	Balance
BUSINESSADVANTAGE CKNG	1127000464	\$0.00	\$459,968.67

MEMBER FDIC | 

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STATEMENT OF ACCOUNT



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statements.

LINK COMMUNITY CHARTER SCHOOL INC  
GENERAL FUND ACCOUNT  
23 PENNSYLVANIA AVE  
NEWARK NJ 07114

Page: 1 of 7  
Statement Period: Jan 01 2022-Jan 31 2022  
Cust Ref #: 4302520237-719-E-\*\*\*  
Primary Account #: 430-2520237

**TD Business Premier Checking**

LINK COMMUNITY CHARTER SCHOOL INC

Account # 430-2520237

**ACCOUNT SUMMARY**

Beginning Balance	1,700,062.97	Average Collected Balance	1,542,272.83
Electronic Deposits	23,426.80	Interest Earned This Period	0.00
Checks Paid	183,641.40	Interest Paid Year-to-Date	0.00
Electronic Payments	305,469.68	Annual Percentage Yield Earned	0.00%
Ending Balance	1,234,378.69	Days in Period	31

**DAILY ACCOUNT ACTIVITY**

**Electronic Deposits**

POSTING DATE	DESCRIPTION	AMOUNT
01/13	CCD DEPOSIT, PLAINFIELDBOE AP LINKCO	3,602.00
01/20	CCD DEPOSIT, ST OF NEW JERSEY EFT PAYMT 46561448700	12,529.39
01/20	CCD DEPOSIT, ST OF NEW JERSEY EFT PAYMT 46561448700	6,323.70
01/20	CCD DEPOSIT, ST OF NEW JERSEY EFT PAYMT 46561448700	379.00
01/20	CCD DEPOSIT, ST OF NEW JERSEY EFT PAYMT 46561448700	304.71
01/20	CCD DEPOSIT, ST OF NEW JERSEY EFT PAYMT 46561448700	288.00
Subtotal:		23,426.80

**Checks Paid**

No. Checks: 38

\*Indicates break in serial sequence or check processed electronically and listed under Electronic Payments

DATE	SERIAL NO.	AMOUNT	DATE	SERIAL NO.	AMOUNT
01/28	4180	25,455.00	01/13	4357	7,492.75
01/03	4306*	870.00	01/14	4358	53.12
01/03	4309*	291.66	01/27	4359	120.08
01/24	4323*	1,000.00	01/14	4360	289.00
01/05	4324	146.26	01/19	4361	5,902.00
01/04	4337*	608.15	01/12	4362	29,333.33
01/03	4341*	5,180.00	01/20	4363	6,621.37
01/24	4347*	10,000.00	01/18	4364	20.40
01/27	4349*	3,060.00	01/14	4365	284.83
01/31	4351*	8,006.25	01/21	4366	291.66
01/28	4352	146.25	01/26	4367	2,079.00
01/26	4353	682.06	01/26	4368	1,913.00
01/18	4354	36,288.18	01/20	4369	5,220.00
01/14	4355	128.49	01/12	4370	463.40
01/26	4356	620.82	01/18	4371	2,701.30

**Call 1-800-937-2000 for 24-hour Bank-by-Phone services or connect to [www.tdbank.com](http://www.tdbank.com)**

## Page: 2 of 7

1. Your ending balance shown on this statement is:

2. List below the amount of deposits or credit transfers which do not appear on this statement. Total the deposits and enter on Line 2.

3. Subtotal by adding lines 1 and 2.

4. List below the total amount of withdrawals that do not appear on this statement. Total the withdrawals and enter on Line 4.

5. Subtract Line 4 from 3. This adjusted balance should equal your account balance.

2 DEPOSITS NOT ON STATEMENT	DOLLARS	CENTS
<b>Total Deposits</b>		2

[illegible]

WITHDRAWALS NOT ON STATEMENT	DOLLARS	CENTS
<b>Total Withdrawals</b>		<b>4</b>

## FOR CONSUMER LOAN ACCOUNTS ONLY — BILLING RIGHTS SUMMARY

**In case of Errors or Questions About Your Bill:**

**TD Bank, N.A., Deposit Operations Dept, P.O. Box 1377, Lewiston,  
Maine 04243-1377**

- Your name and account number.
- The dollar amount of the suspected error.
- Describe the error and explain, if you can, why you believe there is an error. If you need more information, describe the item you are unsure about.

- You do not have to pay any amount in question while we are investigating, but you are still obligated to pay the parts of your bill that are not in question. While we investigate your question, we cannot report you as delinquent or take any action to collect the amount you question.

**FINANCE CHARGES:** Although the Bank uses the Daily Balance method to calculate the finance charge on your Moneyline/Overdraft Protection account (the term "ODP" or "OD" refers to Overdraft Protection), the Bank discloses the Average Daily Balance on the periodic statement as an easier method for you to calculate the finance charge. The finance charge begins to accrue on the date advances and other debits are posted to your account and will continue until the balance has been paid in full. To compute the finance charge, multiply the Average Daily Balance times the Days in Period times the Daily Periodic Rate (as listed in the Account Summary section on the front of the statement). The Average Daily Balance is calculated by adding the balance for each day of the billing cycle, then dividing the total balance by the number of Days in the Billing Cycle. The daily balance is the balance for the day after advances have been added and payments or credits have been subtracted plus or minus any other adjustments that might have occurred that day. There is no grace period during which no finance charge accrues. Finance charge adjustments are included in your total finance charge.

Total interest credited by the Bank to you this year will be reported by the Bank to the Internal Revenue Service and State tax authorities. The amount to be reported will be reported separately to you by the Bank.

**Bank**

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**STATEMENT OF ACCOUNT**

LINK COMMUNITY CHARTER SCHOOL INC

Page: 3 of 7  
 Statement Period: Jan 01 2022-Jan 31 2022  
 Cust Ref #: 4302520237-719-E-\*\*\*  
 Primary Account #: 430-2520237

**DAILY ACCOUNT ACTIVITY****Checks Paid (continued)**

\*Indicates break in serial sequence or check processed electronically and listed under Electronic Payments

DATE	SERIAL NO.	AMOUNT	DATE	SERIAL NO.	AMOUNT
01/24	4372	6,743.04	01/14	4378*	168.00
01/14	4373	5,393.75	01/20	4379	2,695.85
01/18	4375*	4,940.36	01/27	4380	3,000.00
01/24	4376	5,361.00	01/31	99016398*	71.04
Subtotal:					183,641.40

**Electronic Payments**

POSTING DATE	DESCRIPTION	AMOUNT
01/14	eTransfer Debit, Online Xfer Transfer to CK 4301373885	133,572.24
01/14	eTransfer Debit, Online Xfer Transfer to CK 4301373893	19,827.75
01/31	eTransfer Debit, Online Xfer Transfer to CK 4301373885	131,811.34
01/31	eTransfer Debit, Online Xfer Transfer to CK 4301373893	20,258.35
Subtotal:		305,469.68

**DAILY BALANCE SUMMARY**

DATE	BALANCE	DATE	BALANCE
12/31	1,700,062.97	01/19	1,449,710.00
01/03	1,693,721.31	01/20	1,454,997.58
01/04	1,693,113.16	01/21	1,454,705.92
01/05	1,692,966.90	01/24	1,431,601.88
01/12	1,663,170.17	01/26	1,426,307.00
01/13	1,659,279.42	01/27	1,420,126.92
01/14	1,499,562.24	01/28	1,394,525.67
01/18	1,455,612.00	01/31	1,234,378.69

Call 1-800-937-2000 for 24-hour Bank-by-Phone services or connect to [www.tdbank.com](http://www.tdbank.com)

**ELECTRONIC FUND TRANSFER ACT DISCLOSURES****IN CASE OF ERRORS OR QUESTIONS ABOUT YOUR ELECTRONIC TRANSFERS**

Telephone our Customer Contact Center at 1.800.448.PROV (7768) or write us at Provident Bank P.O. Box 1001, Iselin, NJ 08830-1001 ATTN: Card Management Operations Dept. as soon as you can, if you think your statement or receipt is wrong or if you need more information about a transfer listed on the statement or receipt. We must hear from you no later than sixty (60) days after we sent you the FIRST statement on which the problem or error appeared. When contacting us, please:

- (1) Tell us your name and account number (if any);
- (2) Describe the error or the transfer you are unsure about, and explain as clearly as you can why you believe it is an error or why you need more information;
- (3) Tell us the dollar amount of the suspected error.

If you tell us orally, we may require that you send us your complaint or question in writing within ten (10) business days.

We will determine whether an error occurred within ten (10) business days after we hear from you and will correct any error promptly. If we need more time, however, we may take up to forty-five (45) days to investigate your complaint or question. If we decide to do this, we will credit your account within ten (10) business days for the amount you think is in error, so that you will have the use of the money during the time it takes us to complete our investigation. If we ask you to put your complaint or question in writing and we do not receive it within ten (10) business days, we may not credit your account.

For errors involving new accounts, point-of-sale, or foreign-initiated transactions we may take up to ninety (90) days to investigate your complaint or question. For new accounts, we may take up to twenty (20) business days to credit your account for the amount you think is in error.

We will tell you the results within three (3) business days after completing our investigation. If we decide that there was no error, we will send you a written explanation. You may ask for copies of the documents that we used in our investigation.

**PREAUTHORIZED TRANSFERS/CREDITS TO YOUR ACCOUNT**

If you have arranged to have direct deposits or other preauthorized electronic transfers made to your account at least once every sixty (60) days from the same person or company, you can call us at 1.800.448.PROV (7768) to find out whether or not the deposit/transfer has been made.

**PREAUTHORIZED TRANSFERS FROM YOUR ACCOUNT AND NOTICE OF VARYING AMOUNTS**

Preauthorized electronic fund transfer from your account may be authorized only by a written request signed by you. If these regular preauthorized transfers vary in amount, the designated payee should provide you with a written notice of the amount and date the transfer is scheduled to be made at least ten (10) calendar days before the scheduled date of the transfer.

**STOP PAYMENTS ORDERS AND LIABILITY FOR FAILURE TO STOP PAYMENTS**

If you have told us in advance to make regular payments out of your account, you can stop payment on any of these payments. Here's how: Call us at 1.800.448.PROV (7768) for all stop payment requests or write us at Provident Bank P.O. Box 1001, Iselin, NJ 08830-1001 ATTN: Card Management Operations Dept. We must receive your request at least three (3) business days before the payment is scheduled to be made. The best way to stop a payment is by calling us first. If you call, we may also require you to confirm your request in writing at the address previously noted within fourteen (14) days after your call. We will charge you a fee for each stop-payment order. If you tell us to stop payment on a preauthorized transfer from your account in accordance with these procedures and we do not do so, we will be liable for any direct losses or damages you can prove.

**TRUTH-IN-LENDING ACT DISCLOSURES****HOW WE DETERMINE THE BALANCE ON WHICH YOUR FINANCE CHARGE IS CALCULATED**

We figure the Finance Charge in your account by applying the DAILY PERIODIC RATE to the "Average Daily Balance" of your account, including current transactions. To get the "Average Daily Balance", we take the beginning balance of your account each day, add any new advances of credit, and then subtract any payments or credits. This gives us the daily balance. We then add up all the daily balances for the Billing Cycle and divide the total by the number of days in that same Billing Cycle. This gives us the "Average Daily Balance". Once the Average Daily balance is determined, we then calculate the Finance Charge on your account by: (i) multiplying the Average Daily Balance by the applicable DAILY PERIODIC RATE; and (ii) multiplying the results by the number of days in the Billing Cycle.

**BILLING RIGHTS SUMMARY: IN CASE OF ERRORS OR QUESTIONS ABOUT YOUR BILL**

If you think your bill is wrong, or if you need more information about a transaction on your bill, write us (on a separate sheet) at Provident Bank, P.O. Box 1002, Iselin, NJ 08830-1002 ATTN: Loan Servicing Dept. as soon as possible. We must hear from you no later than 60 days after we sent you the FIRST bill on which the error or problem appeared. You can telephone us at 1.800.448.PROV (7768), but doing so will not preserve your rights.

In your letter, give us the following information:

- (1) Your name and account number,
- (2) The dollar amount of the suspected error,
- (3) Describe the error and explain, if you can, why you believe there is an error. If you need more information, describe the item you are unsure about

You do not have to pay any amount in question while we are investigating, but you are still obligated to pay the parts of your bill that are not in question. While we investigate your question, we cannot report you as delinquent or take any action to collect the amount you question.

**IMPORTANT INFORMATION FOR LINE OF CREDIT CUSTOMERS**

Payments received at Provident Bank, P.O. Box 617, Newark, NJ 07101-0617 will be credited to your account on the day received. Payments presented at Provident branch locations will be credited promptly, but credit may be delayed for up to five (5) calendar days after receipt.

**To Reconcile Your Account, Just Follow The Procedure Outlined Below:****List outstanding checks not charged to account**

- |   |                |  |
|---|----------------|--|
| 1. <b>Enter:</b> Ending Balance as shown on this statement                      | \$             |  |
| 2. <b>Enter:</b> Total deposits not credited to this statement period (if any). | \$             |  |
| 3. <b>Add:</b> Total of #1 and #2 above.  | <b>Total</b>   |  |
| 4. <b>Enter:</b> Total outstanding checks from column at right.                 | \$             |  |
| 5. <b>Subtract:</b> Amount in #4 minus "Total" from #3 above.                   | <b>Balance</b> |  |
- Balance:** Should agree with checkbook after deducting service fees or other charges and/or adding interest earned

Check Number	Check Amount	
	Dollars	Cents
	\$	
<b>Total</b>	<b>\$</b>	



**BUSINESSADVANTAGE CKNG**

**Account Number: 1127000464**

**Account Owner(s): LINK COMMUNITY CHARTER SCHOOL INC**

**Balance Summary**

<b>Beginning Balance as of 01/01/2022</b>	<b>\$459,968.67</b>
+ Deposits and Credits (0)	\$0.00
- Withdrawals and Debits (0)	\$0.00
<b>Ending Balance as of 01/31/2022</b>	<b>\$459,968.67</b>
Service Charges for Period	\$0.00
Average Balance for Period	\$459,968.00

**PROMOTIONS AND OFFERS**

DRIVE & SAVE. DINE & SAVE.  
**DO BUSINESS & SAVE.**

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**YOU HANDLE THE CASH.**

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EASY SAVINGS

It makes doing **business** easier.

**TREASURY**  
MANAGEMENT

So you can focus on  
running your business.

LINK COMMUNITY CHARTER SCHOOL  
TD Bank  
ACCOUNT □430-674508□  
FOR THE MONTH ENDING JANUARY 31□2022

	<u>BANK</u>	<u>BOOKS</u>
<b>BALANCE BEG. OF MONTH</b>	<u>□ 75,000.00</u>	<u>□ 75,000.00</u>
<b>RECEIPTS</b>		
	0.00	0.00
<b>Total Receipts</b>	<u>0.00</u>	<u>0.00</u>
<b>DISBURSEMENTS</b>		
Disbursements	0.00	0.00
<b>Total Disbursements</b>	<u>0.00</u>	<u>0.00</u>
<b>ADJUSTED BALANCE END OF MONTH</b>	<u>□ 75,000.00</u>	<u>□ 75,000.00</u>





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LINK COMMUNITY CHARTER SCHOOL INC  
CHARTER ESCROW ACCOUNT  
23 PENNSYLVANIA AVE  
NEWARK NJ 07114

Page: 1 of 2  
Statement Period: Jan 01 2022-Jan 31 2022  
Cust Ref #: 4356745089-717-E-###  
Primary Account #: 435-6745089

**TD Business Convenience Plus**

LINK COMMUNITY CHARTER SCHOOL INC  
CHARTER ESCROW ACCOUNT

Account # 435-6745089

**ACCOUNT SUMMARY**

Beginning Balance	75,000.00	Average Collected Balance	75,000.00
		Interest Earned This Period	0.00
Ending Balance	75,000.00	Interest Paid Year-to-Date	0.00
		Annual Percentage Yield Earned	0.00%
		Days in Period	31

**DAILY ACCOUNT ACTIVITY**

No Transactions this Statement Period

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**Begin by adjusting your account register as follows:**

- Subtract any services charges shown on this statement.
- Subtract any automatic payments, transfers or other electronic withdrawals not previously recorded.
- Add any interest earned if you have an interest-bearing account.
- Add any automatic deposit or overdraft line of credit.
- Review all withdrawals shown on this statement and check them off in your account register.
- Follow instructions 2-5 to verify your ending account balance.

1. Your ending balance shown on this statement is:
2. List below the amount of deposits or credit transfers which do not appear on this statement. Total the deposits and enter on Line 2.
3. Subtotal by adding lines 1 and 2.
4. List below the total amount of withdrawals that do not appear on this statement. Total the withdrawals and enter on Line 4.
5. Subtract Line 4 from 3. This adjusted balance should equal your account balance.

1	Ending Balance	75,000.00
2	Total Deposits	+
3	Sub Total	
4	Total Withdrawals	-
5	Adjusted Balance	

2 DEPOSITS NOT ON STATEMENT	DOLLARS	CENTS
<b>Total Deposits</b>		2

[illegible]

WITHDRAWALS NOT ON STATEMENT	DOLLARS	CENTS
<b>Total Withdrawals</b>		<b>4</b>

**FOR CONSUMER ACCOUNTS ONLY — IN CASE OF ERRORS OR QUESTIONS ABOUT YOUR ELECTRONIC FUNDS TRANSFERS:**

If you need information about an electronic fund transfer or if you believe there is an error on your bank statement or receipt relating to an electronic fund transfer, telephone the bank immediately at the phone number listed on the front of your statement or write to:

**TD Bank, N.A., Deposit Operations Dept, P.O. Box 1377, Lewiston,  
Maine 04243-1377**

We must hear from you no later than sixty (60) calendar days after we sent you the first statement upon which the error or problem first appeared. When contacting the Bank, please explain as clearly as you can why you believe there is an error or why more information is needed. Please include:

- Your name and account number.
- A description of the error or transaction you are unsure about.
- The dollar amount and date of the suspected error.

When making a verbal inquiry, the Bank may ask that you send us your complaint in writing within ten (10) business days after the first telephone call.

We will investigate your complaint and will correct any error promptly. If we take more than ten (10) business days to do this, we will credit your account for the amount you think is in error, so that you have the use of the money during the time it takes to complete our investigation.

## INTEREST NOTICE

Total interest credited by the Bank to you this year will be reported by the Bank to the Internal Revenue Service and State tax authorities. The amount to be reported will be reported separately to you by the Bank.

## FOR CONSUMER LOAN ACCOUNTS ONLY — BILLING RIGHTS SUMMARY

**In case of Errors or Questions About Your Bill:**

If you think your bill is wrong, or if you need more information about a transaction on your bill, write us at P.O. Box 1377, Lewiston, Maine 04243-1377 as soon as possible. We must hear from you no later than sixty (60) days after we sent you the FIRST bill on which the error or problem appeared. You can telephone us, but doing so will not preserve your rights. In your letter, give us the following information:

- Your name and account number.
- The dollar amount of the suspected error.
- Describe the error and explain, if you can, why you believe there is an error. If you need more information, describe the item you are unsure about.

You do not have to pay any amount in question while we are investigating, but you are still obligated to pay the parts of your bill that are not in question. While we investigate your question, we cannot report you as delinquent or take any action to collect the amount you question.

**FINANCE CHARGES:** Although the Bank uses the Daily Balance method to calculate the finance charge on your Moneyline/Overdraft Protection account (the term "ODP" or "OD" refers to Overdraft Protection), the Bank discloses the Average Daily Balance on the periodic statement as an easier method for you to calculate the finance charge. The finance charge begins to accrue on the date advances and other debits are posted to your account and will continue until the balance has been paid in full. To compute the finance charge, multiply the Average Daily Balance times the Days in Period times the Daily Periodic Rate (as listed in the Account Summary section on the front of the statement). The Average Daily Balance is calculated by adding the balance for each day of the billing cycle, then dividing the total balance by the number of Days in the Billing Cycle. The daily balance is the balance for the day after advances have been added and payments or credits have been subtracted plus or minus any other adjustments that might have occurred that day. There is no grace period during which no finance charge accrues. Finance charge adjustments are included in your total finance charge.

LINK COMMUNITY CHARTER SCHOOL  
TD Bank  
ACCOUNT 430-137318  
FOR THE MONTH ENDING JANUARY 31 2022

	<u>BANK</u>	<u>BOOKS</u>
<b>BALANCE BEG. OF MONTH</b>	<u>23,536.87</u>	<u>23,536.87</u>
<b>RECEIPTS</b>		
	0.00	0.00
<b>Total Receipts</b>	<u>0.00</u>	<u>0.00</u>
<b>DISBURSEMENTS</b>		
Disbursements	0.00	0.00
<b>Total Disbursements</b>	<u>0.00</u>	<u>0.00</u>
<b>BALANCE END OF MONTH</b>	<u>23,536.87</u>	<u>23,536.87</u>
FUND 10 transfer		
Outstanding Check	-	
<b>BALANCE PER BOOKS</b>	<u>23,536.87</u>	<u>23,536.87</u>



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FOOD SERVICE FUND ACCOUNT  
23 PENNSYLVANIA AVE  
NEWARK NJ 07114

Page: 1 of 2  
Statement Period: Jan 01 2022-Jan 31 2022  
Cust Ref #: 4301373918-717-E-###  
Primary Account #: 430-1373918

**TD Business Convenience Plus**

LINK COMMUNITY CHARTER SCHOOL INC  
FOOD SERVICE FUND ACCOUNT

Account # 430-1373918

**ACCOUNT SUMMARY**

Beginning Balance	23,536.87	Average Collected Balance	23,536.87
		Interest Earned This Period	0.00
Ending Balance	23,536.87	Interest Paid Year-to-Date	0.00
		Annual Percentage Yield Earned	0.00%
		Days in Period	31

**DAILY ACCOUNT ACTIVITY**

No Transactions this Statement Period

**Call 1-800-937-2000 for 24-hour Bank-by-Phone services or connect to [www.tdbank.com](http://www.tdbank.com)**

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- Review all withdrawals shown on this statement and check them off in your account register.
- Follow instructions 2-5 to verify your ending account balance.

1. Your ending balance shown on this statement is:
2. List below the amount of deposits or credit transfers which do not appear on this statement. Total the deposits and enter on Line 2.
3. Subtotal by adding lines 1 and 2.
4. List below the total amount of withdrawals that do not appear on this statement. Total the withdrawals and enter on Line 4.
5. Subtract Line 4 from 3. This adjusted balance should equal your account balance.

1	Ending Balance	23,536.87
2	Total Deposits	+
3	Sub Total	
4	Total Withdrawals	-
5	Adjusted Balance	

2 DEPOSITS NOT ON STATEMENT	DOLLARS	CENTS
<b>Total Deposits</b>		2

[illegible]

WITHDRAWALS NOT ON STATEMENT	DOLLARS	CENTS
<b>Total Withdrawals</b>		<b>4</b>

**FOR CONSUMER ACCOUNTS ONLY — IN CASE OF ERRORS OR QUESTIONS ABOUT YOUR ELECTRONIC FUNDS TRANSFERS:**

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## INTEREST NOTICE

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## FOR CONSUMER LOAN ACCOUNTS ONLY — BILLING RIGHTS SUMMARY

**In case of Errors or Questions About Your Bill:**

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- The dollar amount of the suspected error.
- Describe the error and explain, if you can, why you believe there is an error. If you need more information, describe the item you are unsure about.

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**FINANCE CHARGES:** Although the Bank uses the Daily Balance method to calculate the finance charge on your Moneyline/Overdraft Protection account (the term "ODP" or "OD" refers to Overdraft Protection), the Bank discloses the Average Daily Balance on the periodic statement as an easier method for you to calculate the finance charge. The finance charge begins to accrue on the date advances and other debits are posted to your account and will continue until the balance has been paid in full. To compute the finance charge, multiply the Average Daily Balance times the Days in Period times the Daily Periodic Rate (as listed in the Account Summary section on the front of the statement). The Average Daily Balance is calculated by adding the balance for each day of the billing cycle, then dividing the total balance by the number of Days in the Billing Cycle. The daily balance is the balance for the day after advances have been added and payments or credits have been subtracted plus or minus any other adjustments that might have occurred that day. There is no grace period during which no finance charge accrues. Finance charge adjustments are included in your total finance charge.

LINK COMMUNITY CHARTER SCHOOL  
TD Bank  
ACCOUNT 430-1373 00  
FOR THE MONTH ENDING JANUARY 31 2022

	<u>BANK</u>	<u>BOOKS</u>
BALANCE BEG. OF MONTH	<input type="checkbox"/> 25.00	<input type="checkbox"/> 25.00
RECEIPTS		
	0.00	0.00
<b>Total Receipts</b>	<u>0.00</u>	<u>0.00</u>
DISBURSEMENTS		
Disbursements	0.00	0.00
<b>Total Disbursements</b>	<u>0.00</u>	<u>0.00</u>
ADJUSTED BALANCE END OF MONTH	<input type="checkbox"/> 25.00	<input type="checkbox"/> 25.00



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UNEMPLOYMENT TRUST ACCOUNT  
23 PENNSYLVANIA AVE  
NEWARK NJ 07114

Page: 1 of 2  
Statement Period: Jan 01 2022-Jan 31 2022  
Cust Ref #: 4301373900-717-E-\*\*\*  
Primary Account #: 430-1373900

**TD Business Convenience Plus**

LINK COMMUNITY CHARTER SCHOOL INC  
UNEMPLOYMENT TRUST ACCOUNT

Account # 430-1373900

**ACCOUNT SUMMARY**

Beginning Balance	25.00	Average Collected Balance	25.00
		Interest Earned This Period	0.00
Ending Balance	25.00	Interest Paid Year-to-Date	0.00
		Annual Percentage Yield Earned	0.00%
		Days in Period	31

**DAILY ACCOUNT ACTIVITY**

No Transactions this Statement Period

**Call 1-800-937-2000 for 24-hour Bank-by-Phone services or connect to [www.tdbank.com](http://www.tdbank.com)**

# How to Balance your Account

**Begin by adjusting your account register as follows:**

- Subtract any services charges shown on this statement.
- Subtract any automatic payments, transfers or other electronic withdrawals not previously recorded.
- Add any interest earned if you have an interest-bearing account.
- Add any automatic deposit or overdraft line of credit.
- Review all withdrawals shown on this statement and check them off in your account register.
- Follow instructions 2-5 to verify your ending account balance.

1. Your ending balance shown on this statement is:
2. List below the amount of deposits or credit transfers which do not appear on this statement. Total the deposits and enter on Line 2.
3. Subtotal by adding lines 1 and 2.
4. List below the total amount of withdrawals that do not appear on this statement. Total the withdrawals and enter on Line 4.
5. Subtract Line 4 from 3. This adjusted balance should equal your account balance.

1	Ending Balance	25.00
2	Total Deposits	+
3	Sub Total	
4	Total Withdrawals	-
5	Adjusted Balance	

2 DEPOSITS NOT ON STATEMENT	DOLLARS	CENTS
<b>Total Deposits</b>		2

[illegible]

WITHDRAWALS NOT ON STATEMENT	DOLLARS	CENTS
<b>Total Withdrawals</b>		<b>4</b>

**FOR CONSUMER ACCOUNTS ONLY — IN CASE OF ERRORS OR QUESTIONS ABOUT YOUR ELECTRONIC FUNDS TRANSFERS:**

If you need information about an electronic fund transfer or if you believe there is an error on your bank statement or receipt relating to an electronic fund transfer, telephone the bank immediately at the phone number listed on the front of your statement or write to:

**TD Bank, N.A., Deposit Operations Dept, P.O. Box 1377, Lewiston,  
Maine 04243-1377**

We must hear from you no later than sixty (60) calendar days after we sent you the first statement upon which the error or problem first appeared. When contacting the Bank, please explain as clearly as you can why you believe there is an error or why more information is needed. Please include:

- Your name and account number.
- A description of the error or transaction you are unsure about.
- The dollar amount and date of the suspected error.

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We will investigate your complaint and will correct any error promptly. If we take more than ten (10) business days to do this, we will credit your account for the amount you think is in error, so that you have the use of the money during the time it takes to complete our investigation.

## INTEREST NOTICE

Total interest credited by the Bank to you this year will be reported by the Bank to the Internal Revenue Service and State tax authorities. The amount to be reported will be reported separately to you by the Bank.

## FOR CONSUMER LOAN ACCOUNTS ONLY — BILLING RIGHTS SUMMARY

**In case of Errors or Questions About Your Bill:**

If you think your bill is wrong, or if you need more information about a transaction on your bill, write us at P.O. Box 1377, Lewiston, Maine 04243-1377 as soon as possible. We must hear from you no later than sixty (60) days after we sent you the FIRST bill on which the error or problem appeared. You can telephone us, but doing so will not preserve your rights. In your letter, give us the following information:

- Your name and account number.
- The dollar amount of the suspected error.
- Describe the error and explain, if you can, why you believe there is an error. If you need more information, describe the item you are unsure about.

You do not have to pay any amount in question while we are investigating, but you are still obligated to pay the parts of your bill that are not in question. While we investigate your question, we cannot report you as delinquent or take any action to collect the amount you question.

**FINANCE CHARGES:** Although the Bank uses the Daily Balance method to calculate the finance charge on your Moneyline/Overdraft Protection account (the term "ODP" or "OD" refers to Overdraft Protection), the Bank discloses the Average Daily Balance on the periodic statement as an easier method for you to calculate the finance charge. The finance charge begins to accrue on the date advances and other debits are posted to your account and will continue until the balance has been paid in full. To compute the finance charge, multiply the Average Daily Balance times the Days in Period times the Daily Periodic Rate (as listed in the Account Summary section on the front of the statement). The Average Daily Balance is calculated by adding the balance for each day of the billing cycle, then dividing the total balance by the number of Days in the Billing Cycle. The daily balance is the balance for the day after advances have been added and payments or credits have been subtracted plus or minus any other adjustments that might have occurred that day. There is no grace period during which no finance charge accrues. Finance charge adjustments are included in your total finance charge.



**LINK COMMUNITY CHARTER SCHOOL**  
**TD Bank**  
**PAYROLL ACCOUNT -430-1373885**  
**FOR THE MONTH ENDING JANUARY 31, 2022**

	<u><b>BANK</b></u>	<u><b>BOOKS</b></u>
<b>BALANCE BEG. OF MONTH</b>	\$ 44,851.55	\$ 44,851.55
<b>RECEIPTS</b>		
Deposits	265,383.58	265,383.58
<b>Total Receipts</b>	<u>265,383.58</u>	<u>265,383.58</u>
Disbursements	266,269.57	266,269.57
<b>Total Disbursements</b>	<u>266,269.57</u>	<u>266,269.57</u>
<b>Balance at End of Month</b>	43,973.56	43,973.56
<b>Less: Outstanding Checks</b>	<u>0.00</u>	<u>-</u>
<b>ADJUSTED BALANCE END OF MONTH</b>	<u><u>\$ 43,973.56</u></u>	<u><u>\$ 43,973.56</u></u>

Schedule of Outstanding Checks:

Employee Name	Date	Check #	Amount
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LINK COMMUNITY CHARTER SCHOOL INC  
PAYROLL ACCOUNT  
23 PENNSYLVANIA AVE  
NEWARK NJ 07114

Page: 1 of 2  
Statement Period: Jan 01 2022-Jan 31 2022  
Cust Ref #: 4301373885-717-E-###  
Primary Account #: 430-1373885

TD Business Convenience Plus

LINK COMMUNITY CHARTER SCHOOL INC  
PAYROLL ACCOUNT

Account # 430-1373885

ACCOUNT SUMMARY

Beginning Balance	44,859.55	Average Collected Balance	44,116.46
Electronic Deposits	265,383.58	Interest Earned This Period	0.00
		Interest Paid Year-to-Date	0.00
Electronic Payments	266,269.57	Annual Percentage Yield Earned	0.00%
Ending Balance	43,973.56	Days in Period	31

DAILY ACCOUNT ACTIVITY

Electronic Deposits

POSTING DATE	DESCRIPTION	AMOUNT
01/14	eTransfer Credit, Online Xfer Transfer from CK 4302520237	133,572.24
01/31	eTransfer Credit, Online Xfer Transfer from CK 4302520237	131,811.34
Subtotal:		265,383.58

Electronic Payments

POSTING DATE	DESCRIPTION	AMOUNT
01/06	CCD DEBIT, PAYLOCITY TAX AC TAX COL N7728	801.56
01/06	CCD DEBIT, N7728 LINK COMMU BILLING N7728	84.43
01/14	CCD DEBIT, N7728 LINK COMMU DIR DEP N7728	92,435.65
01/14	CCD DEBIT, PAYLOCITY TAX AC TAX COL N7728	40,610.46
01/14	CCD DEBIT, N7728 LINK COMMU BILLING N7728	526.13
01/31	CCD DEBIT, N7728 LINK COMMU DIR DEP N7728	91,479.83
01/31	CCD DEBIT, PAYLOCITY TAX AC TAX COL N7728	39,989.26
01/31	CCD DEBIT, N7728 LINK COMMU BILLING N7728	342.25
Subtotal:		266,269.57

DAILY BALANCE SUMMARY

DATE	BALANCE	DATE	BALANCE
12/31	44,859.55	01/06	43,973.56

Call 1-800-937-2000 for 24-hour Bank-by-Phone services or connect to [www.tdbank.com](http://www.tdbank.com)



**Begin by adjusting your account register as follows:**

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- Subtract any automatic payments, transfers or other electronic withdrawals not previously recorded.
- Add any interest earned if you have an interest-bearing account.
- Add any automatic deposit or overdraft line of credit.
- Review all withdrawals shown on this statement and check them off in your account register.
- Follow instructions 2-5 to verify your ending account balance.

1. Your ending balance shown on this statement is:
2. List below the amount of deposits or credit transfers which do not appear on this statement. Total the deposits and enter on Line 2.
3. Subtotal by adding lines 1 and 2.
4. List below the total amount of withdrawals that do not appear on this statement. Total the withdrawals and enter on Line 4.
5. Subtract Line 4 from 3. This adjusted balance should equal your account balance.

1	Ending Balance	43,973.56
2	Total Deposits	+
3	Sub Total	
4	Total Withdrawals	-
5	Adjusted Balance	

2 DEPOSITS NOT ON STATEMENT	DOLLARS	CENTS
<b>Total Deposits</b>		2

[illegible]

WITHDRAWALS NOT ON STATEMENT	DOLLARS	CENTS
<b>Total Withdrawals</b>		<b>4</b>

**FOR CONSUMER ACCOUNTS ONLY — IN CASE OF ERRORS OR QUESTIONS ABOUT YOUR ELECTRONIC FUNDS TRANSFERS:**

If you need information about an electronic fund transfer or if you believe there is an error on your bank statement or receipt relating to an electronic fund transfer, telephone the bank immediately at the phone number listed on the front of your statement or write to:

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Maine 04243-1377**

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## INTEREST NOTICE

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## FOR CONSUMER LOAN ACCOUNTS ONLY — BILLING RIGHTS SUMMARY

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- Describe the error and explain, if you can, why you believe there is an error. If you need more information, describe the item you are unsure about.

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**FINANCE CHARGES:** Although the Bank uses the Daily Balance method to calculate the finance charge on your Moneyline/Overdraft Protection account (the term "ODP" or "OD" refers to Overdraft Protection), the Bank discloses the Average Daily Balance on the periodic statement as an easier method for you to calculate the finance charge. The finance charge begins to accrue on the date advances and other debits are posted to your account and will continue until the balance has been paid in full. To compute the finance charge, multiply the Average Daily Balance times the Days in Period times the Daily Periodic Rate (as listed in the Account Summary section on the front of the statement). The Average Daily Balance is calculated by adding the balance for each day of the billing cycle, then dividing the total balance by the number of Days in the Billing Cycle. The daily balance is the balance for the day after advances have been added and payments or credits have been subtracted plus or minus any other adjustments that might have occurred that day. There is no grace period during which no finance charge accrues. Finance charge adjustments are included in your total finance charge.

**LINK COMMUNITY CHARTER SCHOOL**  
**Provident**  
**PPP ACCOUNT -100117127**  
**FOR THE MONTH ENDING JANUARY 31, 2022**

	<u><b>BANK</b></u>	<u><b>BOOKS</b></u>
<b>BALANCE BEG. OF MONTH</b>	<div><div></div><div>-</div></div>	<div><div></div><div>-</div></div>
<b>RECEIPTS</b>		
Deposits	0.00	0.00
<b>Total Receipts</b>	<div><div>0.00</div></div>	<div><div>0.00</div></div>
Disbursements	0.00	0.00
<b>Total Disbursements</b>	<div><div>0.00</div></div>	<div><div>0.00</div></div>
<b>Balance at End of Month</b>	0.00	0.00
		0.00
<b>Less: Outstanding Checks</b>	<div><div>0.00</div></div>	<div><div>-</div></div>
<b>ADJUSTED BALANCE END OF MONTH</b>	<div><div></div><div>-</div></div>	<div><div></div><div>-</div></div>

LINK COMMUNITY CHARTER SCHOOL  
TD Bank  
Acct# 430-13738#3  
FOR THE MONTH ENDING JANUARY 31, 2022

	<u>BANK</u>	<u>BOOKS</u>
<b><u>BALANCE BEG. OF MONTH</u></b>	□ 47,663.01	□ 47,663.01
<b><u>RECEIPTS</u></b>		
Deposits /Interests	40,086.10	40,086.10
<b>Total Receipts</b>	<u>40,086.10</u>	<u>40,086.10</u>
-		
Cash Disbursements	41,880.85	41,880.85
<b>Balance at End of Month</b>	<b>45,868.26</b>	<b>45,868.26</b>
Outstanding Checks	0.00	
<b><u>ADJUSTED BALANCE END OF MONTH</u></b>	<u><u>45,868.26</u></u>	□ <u><u>45,868.26</u></u>



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STATEMENT OF ACCOUNT



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LINK COMMUNITY CHARTER SCHOOL INC  
PAYROLL AGENCY ACCOUNT  
23 PENNSYLVANIA AVE  
NEWARK NJ 07114

Page: 1 of 2  
Statement Period: Jan 01 2022-Jan 31 2022  
Cust Ref #: 4301373893-713-E-###  
Primary Account #: 430-1373893

TD Business Simple Checking

LINK COMMUNITY CHARTER SCHOOL INC  
PAYROLL AGENCY ACCOUNT

Account # 430-1373893

ACCOUNT SUMMARY

Beginning Balance	47,663.01	Average Collected Balance	28,051.40
Electronic Deposits	40,086.10	Interest Earned This Period	0.00
		Interest Paid Year-to-Date	0.00
Checks Paid	10,991.60	Annual Percentage Yield Earned	0.00%
Electronic Payments	30,889.25	Days in Period	31
Ending Balance	45,868.26		

DAILY ACCOUNT ACTIVITY

Electronic Deposits

POSTING DATE	DESCRIPTION	AMOUNT
01/14	eTransfer Credit, Online Xfer Transfer from CK 4302520237	19,827.75
01/31	eTransfer Credit, Online Xfer Transfer from CK 4302520237	20,258.35
Subtotal:		40,086.10

Checks Paid

No. Checks: 3

\*Indicates break in serial sequence or check processed electronically and listed under Electronic Payments

DATE	SERIAL NO.	AMOUNT	DATE	SERIAL NO.	AMOUNT
01/18	1198	2,605.22	01/20	1200	1,006.38
01/18	1199	7,380.00			
Subtotal:					10,991.60

Electronic Payments

POSTING DATE	DESCRIPTION	AMOUNT
01/05	CCD DEBIT, DIV OF PENS&BENE TEPS TPAF 000000000440465	20,033.94
01/05	CCD DEBIT, DIV OF PENS&BENE TEPS PERS 000000000440473	10,728.34
01/11	CCD DEBIT, BENEFLEX INC BT0110 000000163059896	126.97
Subtotal:		30,889.25

DAILY BALANCE SUMMARY

DATE	BALANCE	DATE	BALANCE
12/31	47,663.01	01/18	26,616.29
01/05	16,900.73	01/20	25,609.91
01/11	16,773.76	01/31	45,868.26
01/14	36,601.51		

Call 1-800-937-2000 for 24-hour Bank-by-Phone services or connect to [www.tdbank.com](http://www.tdbank.com)

# How to Balance your Account

**Begin by adjusting your account register as follows:**

- Subtract any services charges shown on this statement.
- Subtract any automatic payments, transfers or other electronic withdrawals not previously recorded.
- Add any interest earned if you have an interest-bearing account.
- Add any automatic deposit or overdraft line of credit.
- Review all withdrawals shown on this statement and check them off in your account register.
- Follow instructions 2-5 to verify your ending account balance.

1. Your ending balance shown on this statement is:
2. List below the amount of deposits or credit transfers which do not appear on this statement. Total the deposits and enter on Line 2.
3. Subtotal by adding lines 1 and 2.
4. List below the total amount of withdrawals that do not appear on this statement. Total the withdrawals and enter on Line 4.
5. Subtract Line 4 from 3. This adjusted balance should equal your account balance.

1	Ending Balance	45,868.26
2	Total Deposits	+
3	Sub Total	
4	Total Withdrawals	-
5	Adjusted Balance	

2 DEPOSITS NOT ON STATEMENT	DOLLARS	CENTS
<b>Total Deposits</b>		2

[illegible]

WITHDRAWALS NOT ON STATEMENT	DOLLARS	CENTS
<b>Total Withdrawals</b>		<b>4</b>

**FOR CONSUMER ACCOUNTS ONLY — IN CASE OF ERRORS OR QUESTIONS ABOUT YOUR ELECTRONIC FUNDS TRANSFERS:**

If you need information about an electronic fund transfer or if you believe there is an error on your bank statement or receipt relating to an electronic fund transfer, telephone the bank immediately at the phone number listed on the front of your statement or write to:

**TD Bank, N.A., Deposit Operations Dept, P.O. Box 1377, Lewiston,  
Maine 04243-1377**

We must hear from you no later than sixty (60) calendar days after we sent you the first statement upon which the error or problem first appeared. When contacting the Bank, please explain as clearly as you can why you believe there is an error or why more information is needed. Please include:

- Your name and account number.
- A description of the error or transaction you are unsure about.
- The dollar amount and date of the suspected error.

When making a verbal inquiry, the Bank may ask that you send us your complaint in writing within ten (10) business days after the first telephone call.

We will investigate your complaint and will correct any error promptly. If we take more than ten (10) business days to do this, we will credit your account for the amount you think is in error, so that you have the use of the money during the time it takes to complete our investigation.

## INTEREST NOTICE

Total interest credited by the Bank to you this year will be reported by the Bank to the Internal Revenue Service and State tax authorities. The amount to be reported will be reported separately to you by the Bank.

## FOR CONSUMER LOAN ACCOUNTS ONLY — BILLING RIGHTS SUMMARY

**In case of Errors or Questions About Your Bill:**

If you think your bill is wrong, or if you need more information about a transaction on your bill, write us at P.O. Box 1377, Lewiston, Maine 04243-1377 as soon as possible. We must hear from you no later than sixty (60) days after we sent you the FIRST bill on which the error or problem appeared. You can telephone us, but doing so will not preserve your rights. In your letter, give us the following information:

- Your name and account number.
- The dollar amount of the suspected error.
- Describe the error and explain, if you can, why you believe there is an error. If you need more information, describe the item you are unsure about.

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**FINANCE CHARGES:** Although the Bank uses the Daily Balance method to calculate the finance charge on your Moneyline/Overdraft Protection account (the term "ODP" or "OD" refers to Overdraft Protection), the Bank discloses the Average Daily Balance on the periodic statement as an easier method for you to calculate the finance charge. The finance charge begins to accrue on the date advances and other debits are posted to your account and will continue until the balance has been paid in full. To compute the finance charge, multiply the Average Daily Balance times the Days in Period times the Daily Periodic Rate (as listed in the Account Summary section on the front of the statement). The Average Daily Balance is calculated by adding the balance for each day of the billing cycle, then dividing the total balance by the number of Days in the Billing Cycle. The daily balance is the balance for the day after advances have been added and payments or credits have been subtracted plus or minus any other adjustments that might have occurred that day. There is no grace period during which no finance charge accrues. Finance charge adjustments are included in your total finance charge.

**LINK COMMUNITY CHARTER SCHOOL**  
**TD Bank**  
**STUDENT ACTIVITY FUND - 430-1373**  
**FOR THE MONTH ENDING JANUARY 31**

	<u><b>BANK</b></u>	<u><b>BOOKS</b></u>
<b>BALANCE BEG. OF MONTH</b>	□ <b>12,952.60</b>	□ <b>12,952.60</b>
<b>Receipts</b>		
Deposits	0.00	0.00
<b>Total</b>	0.00	0.00
<b>Disbursements</b>		
Disbursements	-	-
<b>Total</b>	-	-
<b>Bank Balance</b>	12,952.60	12,952.60
<b>Less: Outstanding checks</b>		-
<b>BALANCE END OF MONTH</b>	□ <b>12,952.60</b>	□ <b>12,952.60</b>





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STATEMENT OF ACCOUNT



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LINK COMMUNITY CHARTER SCHOOL INC  
STUDENT ACTIVITY ACCOUNT  
23 PENNSYLVANIA AVE  
NEWARK NJ 07114

Page: 1 of 2  
Statement Period: Jan 01 2022-Jan 31 2022  
Cust Ref #: 4301373926-713-E-###  
Primary Account #: 430-1373926

**TD Business Simple Checking**

LINK COMMUNITY CHARTER SCHOOL INC  
STUDENT ACTIVITY ACCOUNT

Account # 430-1373926

**ACCOUNT SUMMARY**

Beginning Balance	12,952.60	Average Collected Balance	12,952.60
		Interest Earned This Period	0.00
Ending Balance	12,952.60	Interest Paid Year-to-Date	0.00
		Annual Percentage Yield Earned	0.00%
		Days in Period	31

**DAILY ACCOUNT ACTIVITY**

No Transactions this Statement Period

**Call 1-800-937-2000 for 24-hour Bank-by-Phone services or connect to [www.tdbank.com](http://www.tdbank.com)**

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**Begin by adjusting your account register as follows:**

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- Subtract any automatic payments, transfers or other electronic withdrawals not previously recorded.
- Add any interest earned if you have an interest-bearing account.
- Add any automatic deposit or overdraft line of credit.
- Review all withdrawals shown on this statement and check them off in your account register.
- Follow instructions 2-5 to verify your ending account balance.

1. Your ending balance shown on this statement is:
2. List below the amount of deposits or credit transfers which do not appear on this statement. Total the deposits and enter on Line 2.
3. Subtotal by adding lines 1 and 2.
4. List below the total amount of withdrawals that do not appear on this statement. Total the withdrawals and enter on Line 4.
5. Subtract Line 4 from 3. This adjusted balance should equal your account balance.

1	Ending Balance	12,952.60
2	Total Deposits	+
3	Sub Total	
4	Total Withdrawals	-
5	Adjusted Balance	

2 DEPOSITS NOT ON STATEMENT	DOLLARS	CENTS
<b>Total Deposits</b>		2

[illegible]

WITHDRAWALS NOT ON STATEMENT	DOLLARS	CENTS
<b>Total Withdrawals</b>		<b>4</b>

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## INTEREST NOTICE

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Acct #	Account Title	Opening Balance	Debits	Credits	Balance
10-101	CASH-CHECKING	1,858,229.41	3,317,222.51	3,793,800.63	1,381,651.29
10-103	PETTY CASH	0.00	0.00	0.00	0.00
10-105	Cash with Fiscal Agents	0.00	0.00	0.00	0.00
10-106	Charter Escrow	75,000.00	0.00	0.00	75,000.00
10-108	Impact Aid Rsv (General)	0.00	0.00	0.00	0.00
10-109	Impact Aid Rsv (Capital)	0.00	0.00	0.00	0.00
10-111	INVESTMENTS	0.00	0.00	0.00	0.00
10-114	INTEREST ON INV	0.00	0.00	0.00	0.00
10-116	CAPITAL RSV ACT	0.00	0.00	0.00	0.00
10-117	Maintenance Reserve	0.00	0.00	0.00	0.00
10-118	Emergency Reserve	0.00	0.00	0.00	0.00
10-121	TAX LEVY RECVBL	293,404.37	5,896,396.00	3,844,553.41	2,345,246.96
10-131	I/F LOANS REC	0.00	0.00	0.00	0.00
10-132	INTERFUND	0.00	0.00	0.00	0.00
10-133	Enterprise	(17,930.47)	90,476.44	137,727.56	(65,181.59)
10-134	Interfund Payroll	32,397.36	(218.63)	0.00	32,178.73
10-135	Interfund-Payroll Agency	41,019.36	0.00	3,319.96	37,699.40
10-137	Student Activity	0.00	0.00	0.00	0.00
10-141	STATE A/R	0.00	709,410.00	476,870.80	232,539.20
10-142	FEDERAL A/R	0.00	0.00	0.00	0.00
10-143	OTHER A/R	81,483.77	0.00	0.00	81,483.77
10-151	LOANS RECEIVBL	0.00	0.00	0.00	0.00
10-153	OTHER ACC RECVBL	0.00	0.00	0.00	0.00
10-199	OTH CURR ASSETS	4,550.00	0.00	0.00	4,550.00
10-301	EST REVENUES	6,834,006.00	(1,233,154.00)	0.00	5,600,852.00
10-302	REVENUES	0.00	1,233,154.00	6,693,710.78	5,460,556.78
10-303	BGTD FUND BAL	123,164.72	0.00	(1,233,154.00)	1,356,318.72
10-307	BG WD FR CAPRSV	0.00	0.00	0.00	0.00
10-308	Bud With Sale/Leaseback Res	0.00	0.00	0.00	0.00
10-309	Bud With Cap Res Excess Costs	0.00	0.00	0.00	0.00
10-310	Bud With Maint Res	0.00	0.00	0.00	0.00
10-311	Bud With Tuition Res	0.00	0.00	0.00	0.00
10-312	Bud With Emer. Res	0.00	0.00	0.00	0.00
10-314	Bud With Waiver Offset Res	0.00	0.00	0.00	0.00
10-315	Bud With BusAd Rsv for Fuel C	0.00	0.00	0.00	0.00
10-317	Bud With Cap Res xFer to D.S.	0.00	0.00	0.00	0.00
10-318	Bud With Impact Aid Rsv (Gen)	0.00	0.00	0.00	0.00
10-319	Bud With Impact Aid Rsv (Cap)	0.00	0.00	0.00	0.00
10-401	Interfund Loans Payables	0.00	0.00	0.00	0.00
10-402	INTERFUND A/P	0.00	0.00	0.00	0.00
10-411	I/GA/P - STATE	0.00	0.00	0.00	0.00
10-412	I/GA/P-FEDERAL	0.00	0.00	0.00	0.00
10-421	ACCTS PAYABLE	363,166.27	345,809.60	0.00	17,356.67
10-422	JUDGMENTS PBLE	0.00	0.00	0.00	0.00
10-423	A/P PRIOR YEAR	0.00	0.00	0.00	0.00
10-430	COMPABS PBLE	0.00	0.00	0.00	0.00
10-431	CONTRACTS PBLE	0.00	0.00	0.00	0.00
10-451	LOANS PAYABLE	0.00	0.00	0.00	0.00

Acct #	Account Title	Opening Balance	Debits	Credits	Balance
10-461	Health Insurance Emp share	0.00	(54,028.29)	0.00	54,028.29
10-462	FSA	0.00	0.00	0.00	0.00
10-463	Accrued Salaries	0.00	0.00	0.00	0.00
10-481	DEFRRD REVENUES	0.00	0.00	0.00	0.00
10-499	OTHER CURR LIAB	0.00	0.00	0.00	0.00
10-601	APPROPRIATIONS	6,957,170.72	0.00	0.00	6,957,170.72
10-602	EXPENDITURES	0.00	3,411,761.51	0.00	3,411,761.51
10-603	ENCUMBRANCES	0.00	6,569,118.80	3,411,671.01	3,157,447.79
10-604	INCR IN CAP RES	0.00	0.00	0.00	0.00
10-605	Incr. Sale/Leaseback Rsv	0.00	0.00	0.00	0.00
10-606	Incr. Maintenance Reserve	0.00	0.00	0.00	0.00
10-607	Incr. Emergency Reserve	0.00	0.00	0.00	0.00
10-609	Incr. Waiver Offset Rsv	0.00	0.00	0.00	0.00
10-610	Incr. BusAd Reserve for Fuel	0.00	0.00	0.00	0.00
10-611	Incr. Impact Aid Rsv (General)	0.00	0.00	0.00	0.00
10-612	Incr. Impact Aid Rsv (Capital)	0.00	0.00	0.00	0.00
10-753	RSV ENC CURR YR	0.00	3,411,671.01	6,569,118.80	3,157,447.79
10-754	RSV ENC PRI YR	0.00	0.00	0.00	0.00
10-755	Res Fund Bal BusAd Rsv Fuel	0.00	0.00	0.00	0.00
10-756	Res Fund Impact Aid Rsv (Gen)	0.00	0.00	0.00	0.00
10-757	Res Fund Impact Aid Rsv (Cap)	0.00	0.00	0.00	0.00
10-760	OTHER RESERVES	0.00	0.00	0.00	0.00
10-761	RES FB-CA RSAC	0.00	0.00	0.00	0.00
10-763	Res Fund Bal S/L Rsv	0.00	0.00	0.00	0.00
10-764	Res Fund Bal Maint Rsv	0.00	0.00	0.00	0.00
10-765	Res Fund Bal Tuition Rsv	0.00	0.00	0.00	0.00
10-766	Res Fund Bal Emer. Rsv	0.00	0.00	0.00	0.00
10-768	Res Fund Bal Waiver Offset Rsv	0.00	0.00	0.00	0.00
10-770	CE SURPLUS	2,004,987.53	0.00	0.00	2,004,987.53
10-772	Res Fund Bal ARRA/SEMI	0.00	0.00	0.00	0.00
			<hr/>	<hr/>	
			23,697,618.95	23,697,618.95	

Acct #	Account Title	Opening Balance	Debits	Credits	Balance
20-101	CASH-CHECKING	(221,229.58)	566,305.26	74,822.64	270,253.04
20-102	Cash on Hand	0.00	0.00	0.00	0.00
20-111	INVESTMENTS	0.00	0.00	0.00	0.00
20-114	INTEREST ON INV	0.00	0.00	0.00	0.00
20-116	CAPITAL RSV ACC	0.00	0.00	0.00	0.00
20-121	TAX LEVY RECVBL	0.00	0.00	0.00	0.00
20-131	I/F LOANS REC	0.00	0.00	0.00	0.00
20-132	INTERFUND A/R	0.00	0.00	0.00	0.00
20-141	STATE A/R	0.46	0.00	0.00	0.46
20-142	FEDERAL A/R	284,422.00	0.00	284,422.00	0.00
20-143	OTHER A/R	0.00	0.00	0.00	0.00
20-151	LOANS RECEIVBL	0.00	0.00	0.00	0.00
20-153	OTHER ACC RECBL	0.00	0.00	0.00	0.00
20-199	OTH CURR	0.00	0.00	0.00	0.00
20-301	EST REVENUES	0.00	0.00	0.00	0.00
20-302	REVENUES	0.00	0.00	281,883.26	281,883.26
20-303	BGTD FUND BAL	2,170,759.00	0.00	0.00	2,170,759.00
20-307	BGT WD FROM CR	0.00	0.00	0.00	0.00
20-402	I/F ACCTS PAYABLE	0.00	0.00	0.00	0.00
20-411	I/GA/P - STATE	0.00	0.00	0.00	0.00
20-412	I/GA/P-FEDERAL	0.00	0.00	0.00	0.00
20-421	ACCTS PAYABLE	0.00	0.00	0.00	0.00
20-422	JUDGMENTS PBLE	0.00	0.00	0.00	0.00
20-423	A/P PRIOR YEAR	0.00	0.00	0.00	0.00
20-430	COMP ABS PBLE	0.00	0.00	0.00	0.00
20-431	CONTRACTS PBLE	0.00	0.00	0.00	0.00
20-451	LOANS PAYABLE	0.00	0.00	0.00	0.00
20-481	DEFRRD REVENUES	63,192.53	0.00	0.00	63,192.53
20-499	OTHER CURR LIAB	0.00	0.00	0.00	0.00
20-601	APPROPRIATIONS	2,170,759.00	0.00	0.00	2,170,759.00
20-602	EXPENDITURES	0.00	74,822.64	0.00	74,822.64
20-603	ENCUMBRANCES	0.00	683,429.45	74,822.64	608,606.81
20-604	INCR IN CAP RSV	0.00	0.00	0.00	0.00
20-753	RSV ENC CURR YR	0.00	74,822.64	683,429.45	608,606.81
20-754	RSV ENC PRI YR	0.00	0.00	0.00	0.00
20-760	OTHER RESERVES	0.00	0.00	0.00	0.00
20-761	RSV FD BAL CR	0.00	0.00	0.00	0.00
20-770	CE SURPLUS	0.35	0.00	0.00	0.35
			<hr/>	<hr/>	
			1,399,379.99	1,399,379.99	

Acct #	Account Title	Opening Balance	Debits	Credits	Balance
60-101	CASH-CHECKING	23,536.87	228,204.00	228,204.00	23,536.87
60-102	Cash on Hand	0.00	0.00	0.00	0.00
60-111	INVESTMENTS	0.00	0.00	0.00	0.00
60-114	INTEREST ON INV	0.00	0.00	0.00	0.00
60-121	TAX LEVY RECVBL	0.00	0.00	0.00	0.00
60-131	I/F LOANS REC	0.00	0.00	0.00	0.00
60-133	Interfund-Fund 10	10,536.39	137,727.56	90,476.44	57,787.51
60-135	Interfund-Student Activity	0.00	0.00	0.00	0.00
60-141	STATE A/R	19,768.18	0.00	19,768.18	0.00
60-142	FEDERAL A/R	(7,394.08)	0.00	0.00	(7,394.08)
60-143	OTHER A/R	0.00	0.00	0.00	0.00
60-151	LOANS RECEIVBL	0.00	0.00	0.00	0.00
60-153	Other Receivable	0.00	0.00	0.00	0.00
60-199	OTH CURR ASSETS	0.00	0.00	0.00	0.00
60-301	EST REVENUES	0.00	0.00	0.00	0.00
60-302	REVENUES	0.00	0.00	117,959.38	117,959.38
60-303	BGTD FUND BAL	300,000.00	0.00	0.00	300,000.00
60-411	I/GA/P - STATE	0.00	0.00	0.00	0.00
60-412	I/GA/P-FEDERAL	0.00	0.00	0.00	0.00
60-421	ACCTS PAYABLE	9,412.57	0.00	0.00	9,412.57
60-422	JUDGMENTS PBLE	0.00	0.00	0.00	0.00
60-423	A/P PRIOR YEAR	0.00	0.00	0.00	0.00
60-430	COMPABS PBLE	0.00	0.00	0.00	0.00
60-431	CONTRACTS PBLE	0.00	0.00	0.00	0.00
60-451	LOANS PAYABLE	0.00	0.00	0.00	0.00
60-481	DEFRRD REVENUES	0.00	0.00	0.00	0.00
60-499	OTHER CURR LIAB	0.00	0.00	0.00	0.00
60-601	APPROPRIATIONS	300,000.00	0.00	0.00	300,000.00
60-602	EXPENDITURES	0.00	90,476.44	0.00	90,476.44
60-603	ENCUMBRANCES	0.00	300,000.00	90,476.44	209,523.56
60-753	RSV ENC CURR YR	0.00	90,476.44	300,000.00	209,523.56
60-754	RSV ENC PRI YR	0.00	0.00	0.00	0.00
60-760	OTHER RESERVES	0.00	0.00	0.00	0.00
60-770	CE SURPLUS	37,034.79	0.00	0.00	37,034.79
			<hr/> 846,884.44	<hr/> 846,884.44	

Acct #	Account Title	Opening Balance	Debits	Credits	Balance
90-101	CASH-CHECKING	40,981.72	1,731,900.22	1,728,908.38	43,973.56
90-102	Payroll Agency	0.00	0.00	0.00	0.00
90-103	Unemployment	25.00	0.00	0.00	25.00
90-104	PPP Account	0.00	0.00	0.00	0.00
90-111	INVESTMENTS	0.00	0.00	0.00	0.00
90-114	INTEREST ON INV	0.00	0.00	0.00	0.00
90-121	TAX LEVY RECVBL	0.00	0.00	0.00	0.00
90-131	I/F LOANS REC	0.00	0.00	0.00	0.00
90-132	Interfund Accounts Receivable	(8,307.80)	0.00	0.00	(8,307.80)
90-133	Interfund	0.00	0.00	0.00	0.00
90-141	STATE A/R	0.00	0.00	0.00	0.00
90-142	FEDERAL A/R	0.00	0.00	0.00	0.00
90-143	OTHER A/R	0.00	0.00	0.00	0.00
90-151	LOANS RECEIVBL	0.00	0.00	0.00	0.00
90-153	OTHER ACC RECVBL	0.00	0.00	0.00	0.00
90-199	OTH CURR ASSETS	0.00	0.00	0.00	0.00
90-301	EST REVENUES	0.00	0.00	0.00	0.00
90-302	REVENUES	0.00	0.00	0.00	0.00
90-303	BGTD FUND BAL	0.00	0.00	0.00	0.00
90-402	Interfund Accounts Payable	32,397.36	1,728,908.38	1,731,900.22	35,389.20
90-403	Interfund Payable	0.00	0.00	0.00	0.00
90-411	I/G A/P - STATE	0.00	0.00	0.00	0.00
90-412	I/G A/P-FEDERAL	0.00	0.00	0.00	0.00
90-421	ACCTS PAYABLE	0.00	0.00	0.00	0.00
90-422	JUDGMENTS PBLE	0.00	0.00	0.00	0.00
90-423	A/P PRIOR YEAR	0.00	0.00	0.00	0.00
90-430	COMPABS PBLE	0.00	0.00	0.00	0.00
90-431	CONTRACTS PBLE	0.00	0.00	0.00	0.00
90-451	LOANS PAYABLE	0.00	0.00	0.00	0.00
90-471	SUI	14.21	0.00	0.00	14.21
90-472	AXA	0.00	0.00	0.00	0.00
90-481	DEFRRD REVENUES	287.36	0.00	0.00	287.36
90-482	Withholding-FSA	0.00	0.00	0.00	0.00
90-483	Withholding-TSA	0.00	0.00	0.00	0.00
90-484	vision	0.00	0.00	0.00	0.00
90-485	Dental	0.00	0.00	0.00	0.00
90-486	Dependent Care	0.00	0.00	0.00	0.00
90-487	Garnishment	0.00	0.00	0.00	0.00
90-488	TPAF Payable	0.00	0.00	0.00	0.00
90-489	PERS Payable	(0.01)	0.00	0.00	(0.01)
90-490	UNPDT	0.00	0.00	0.00	0.00
90-491	DCRP	0.00	0.00	0.00	0.00
90-499	OTHER CURR LIAB	0.00	0.00	0.00	0.00
90-601	APPROPRIATIONS	0.00	0.00	0.00	0.00
90-602	EXPENDITURES	0.00	0.00	0.00	0.00
90-603	ENCUMBRANCES	0.00	0.00	0.00	0.00
90-753	RSV ENC CURR YR	0.00	0.00	0.00	0.00
90-754	RSV ENC PRI YR	0.00	0.00	0.00	0.00

Acct #	Account Title	Opening Balance	Debits	Credits	Balance
90-760	OTHER RESERVES	0.00	0.00	0.00	0.00
90-770	CE SURPLUS	0.00	0.00	0.00	0.00
			<hr/>	<hr/>	
			3,460,808.60	3,460,808.60	



Acct #	Account Title	Opening Balance	Debits	Credits	Balance
91-101	CASH-CHECKING	56,396.19	192,456.23	202,984.16	45,868.26
91-102	Payroll Agency	0.00	0.00	0.00	0.00
91-103	Unemployment	0.00	0.00	0.00	0.00
91-111	INVESTMENTS	0.00	0.00	0.00	0.00
91-114	INTEREST ON INV	0.00	0.00	0.00	0.00
91-121	TAX LEVY RECVBL	0.00	0.00	0.00	0.00
91-131	I/F LOANS REC	0.00	0.00	0.00	0.00
91-132	Interfund Accounts Receivable	(41,019.36)	0.00	0.00	(41,019.36)
91-133	Interfund	0.00	0.00	0.00	0.00
91-134	Interfund Payroll	8,307.80	0.00	0.00	8,307.80
91-141	STATE A/R	0.00	0.00	0.00	0.00
91-142	FEDERAL A/R	0.00	0.00	0.00	0.00
91-143	OTHER A/R	0.00	0.00	0.00	0.00
91-151	LOANS RECEIVBL	0.00	0.00	0.00	0.00
91-153	OTHER ACC RECBL	0.00	0.00	0.00	0.00
91-199	OTH CURR ASSETS	0.00	0.00	0.00	0.00
91-301	EST REVENUES	0.00	0.00	0.00	0.00
91-302	REVENUES	0.00	0.00	0.00	0.00
91-303	BGTD FUND BAL	0.00	0.00	0.00	0.00
91-402	Interfund Accounts Payable	0.00	0.00	0.00	0.00
91-403	Interfund Payable	0.00	0.00	0.00	0.00
91-411	I/G A/P - STATE	0.00	0.00	0.00	0.00
91-412	I/G A/P-FEDERAL	0.00	0.00	0.00	0.00
91-421	ACCTS PAYABLE	0.00	0.00	0.00	0.00
91-422	JUDGMENTS PBLE	0.00	0.00	0.00	0.00
91-423	A/P PRIOR YEAR	0.00	0.00	0.00	0.00
91-430	COMPABS PBLE	0.00	0.00	0.00	0.00
91-431	CONTRACTS PBLE	0.00	0.00	0.00	0.00
91-451	LOANS PAYABLE	0.00	0.00	0.00	0.00
91-471	SUI	0.00	0.00	0.00	0.00
91-472	AXA	0.00	27,690.00	21,350.00	(6,340.00)
91-473	AFLAC	715.06	4,586.18	4,975.42	1,104.30
91-474	AFLAC- Post Tax	0.00	0.00	0.00	0.00
91-481	DEFRRD REVENUES	0.00	0.00	0.00	0.00
91-482	Withholding-FSA	0.00	0.00	8,950.97	8,950.97
91-483	Withholding-TSA	0.00	0.00	0.00	0.00
91-484	vision	0.00	794.54	1,252.62	458.08
91-485	Dental	0.00	28,292.92	14,250.81	(14,042.11)
91-486	Dependent Care	0.00	2,123.41	(236.83)	(2,360.24)
91-487	Garnishment	0.00	0.00	0.00	0.00
91-488	TPAF Payable	13,995.01	84,218.85	84,347.21	14,123.37
91-489	PERS Payable	7,819.66	54,453.11	55,053.51	8,420.06
91-490	UNPDT	(0.31)	0.00	0.00	(0.31)
91-491	DCRP	1,155.21	825.15	2,512.52	2,842.58
91-499	OTHER CURR LIAB	0.00	0.00	0.00	0.00
91-601	APPROPRIATIONS	0.00	0.00	0.00	0.00
91-602	EXPENDITURES	0.00	0.00	0.00	0.00
91-603	ENCUMBRANCES	0.00	0.00	0.00	0.00

Acct #	Account Title	Opening Balance	Debits	Credits	Balance
91-753	RSV ENC CURR YR	0.00	0.00	0.00	0.00
91-754	RSV ENC PRI YR	0.00	0.00	0.00	0.00
91-760	OTHER RESERVES	0.00	0.00	0.00	0.00
91-770	CE SURPLUS	0.00	0.00	0.00	0.00
			<hr/>	<hr/>	
			395,440.39	395,440.39	

Acct #	Account Title	Opening Balance	Debits	Credits	Balance
95-101	CASH-CHECKING	12,952.60	0.00	0.00	12,952.60
95-111	INVESTMENTS	0.00	0.00	0.00	0.00
95-114	INTEREST ON INV	0.00	0.00	0.00	0.00
95-121	TAX LEVY RECVBL	0.00	0.00	0.00	0.00
95-131	I/F LOANS REC	0.00	0.00	0.00	0.00
95-132	Interfund Receivable	(250.00)	0.00	0.00	(250.00)
95-133	Interfund-Enterprise	0.00	0.00	0.00	0.00
95-141	STATE A/R	0.00	0.00	0.00	0.00
95-142	FEDERAL A/R	0.00	0.00	0.00	0.00
95-143	OTHER A/R	0.00	0.00	0.00	0.00
95-151	LOANS RECEIVBL	0.00	0.00	0.00	0.00
95-153	OTHER ACC RECB	0.00	0.00	0.00	0.00
95-199	OTH CURR ASSETS	0.00	0.00	0.00	0.00
95-301	EST REVENUES	0.00	0.00	0.00	0.00
95-302	REVENUES	0.00	0.00	0.00	0.00
95-303	BGTD FUND BAL	0.00	0.00	0.00	0.00
95-411	I/GA/P - STATE	0.00	0.00	0.00	0.00
95-412	I/GA/P-FEDERAL	0.00	0.00	0.00	0.00
95-421	ACCTS PAYABLE	0.00	0.00	0.00	0.00
95-422	JUDGMENTS PBL	0.00	0.00	0.00	0.00
95-423	A/P PRIOR YEAR	0.00	0.00	0.00	0.00
95-430	COMP ABS PBL	0.00	0.00	0.00	0.00
95-431	CONTRACTS PBL	0.00	0.00	0.00	0.00
95-451	LOANS PAYABLE	0.00	0.00	0.00	0.00
95-481	DEFRRD REVENUES	2,909.00	0.00	0.00	2,909.00
95-499	OTHER CURR LIAB	0.00	0.00	0.00	0.00
95-601	APPROPRIATIONS	0.00	0.00	0.00	0.00
95-602	EXPENDITURES	0.00	0.00	0.00	0.00
95-603	ENCUMBRANCES	0.00	0.00	0.00	0.00
95-753	RSV ENC CURR YR	0.00	0.00	0.00	0.00
95-754	RSV ENC PRI YR	0.00	0.00	0.00	0.00
95-760	OTHER RESERVES	0.00	0.00	0.00	0.00
95-770	CE SURPLUS	9,793.60	0.00	0.00	9,793.60
			<hr/>	<hr/>	
			0.00	0.00	