

Course Title/Grade: Gifted and Talented-LAL Writing / Grades 6-8

Department/Subject: English

	September	October/January/March/May/June	November/December	January/March/May/June
Essential Questions	What are the main components of descriptive writing? What is a memoir? How do we evaluate our writing?	What is the purpose of investigation and research? How does one apply research techniques in completing projects? What habits lend to successful outcomes in our work?	What are the main components of narrative writing? How do we organize a multi-paragraph composition? How can adjectives, adverbs and prepositions make writing clear? How do we evaluate our writing?	How can one develop the ability to formulate opinions in various areas of study? What are the skills of planning, thinking and working independently and in a group?
Content	Descriptive Writing as a process and a product Use descriptive writing techniques <ul style="list-style-type: none"> • Descriptive words • Imagery • Standard English conventions • Sentence types • Descriptive words and Imagery Vocabulary Grammar Utilize the NJ Registered Holistic Scoring Rubric to evaluate work	Research Skills and applying research Habits of Mind Evaluating content for reliable resources	Narrative Writing as a process and a product Narrative writing techniques <ul style="list-style-type: none"> • Narrow topic through organization • Prepositions • Adverbs • Adjectives • Central Idea and theme Vocabulary Grammar Utilize the NJ Registered Holistic Scoring Rubric to evaluate work	Interpersonal Skills and relationships Problem Solving and critical analysis Learning Styles and Multiple Intelligences
Skills	Write narrative and descriptive stories Use imagery, figurative language, literary devices and descriptive writing that show compositional risks. Grammar skills: The Sentence and its parts, Nouns and pronouns. Evaluate and score writing using the NJ Holistic Scoring Rubric Mini lesson: Writing about a pebble, Thoughts and Feelings, Movie behind my eyelids Vocabulary Development Revise and Edit for word choice, sentence	Generate and narrow topics by considering purpose audience, and form with a variety of strategies. (Graphic organizers, brainstorming, technology assisted processes) Formulate goals, select methods to use and make the necessary effort to achieve their objectives. Select/narrow a topic for research. Determine appropriate and valid sources of information for research. Determine appropriate end product for presenting research.	Write stories with well-developed characters, setting, dialogue, conflict, resolution, and theme. Organize writing through a story map Use imagery, figurative language, literary devices and descriptive writing that show compositional risks. Evaluate and score writing using the NJ Holistic Scoring Rubric Grammar Skills: Adjectives, Adverbs, Prepositions Revise and Edit for word choice, adjectives, adverbs and prepositional phrases	Recognize own special skills and limitations Set personal standards and goals appropriate to ability level. Understand and identify own unique qualities in relationship to others as pertains to giftedness. Identify and exhibit qualities and modalities of leadership. Identify positive and negative influence on group dynamics. Paraphrase and question others' comments to clarify viewpoints/opinion

	structure, nouns and pronouns What Moves U Activities: Kinesthetic, nonverbal representations of language	Apply findings to end product.	Mini lesson: Narrative Leads, The Rule of So What, Writing Territories. Vocabulary Development What Moves U Activities: Kinesthetic, nonverbal representations of language	Talk with others to identify and explore issues and problems. Solve a problem or understand a task through group cooperation. Support a position acknowledging opposing views. Present ideas and opinions spontaneously in response to a topic or other speakers. Apply rules for cooperative or whole class debate on a controversial issue. Define group roles using consensus to insure task is understood or completed. Participate in an informal debate – small group discussions/class discussions appropriately. Respond to literature.
NJCCCS/ NAGCS (Description: Gifted education services must include curricular and instructional opportunities directed to the unique needs of the gifted learner.)	NJCCCS: 3.2: A, B: 1,2; C: 1,2,6,7,8; D: 1,2,3,4,5,13,14,15 3.3:A, B, C, D 3.4: A,B	NJCCCS: 3.1-3.2 NAGCS: 1.0, 2.0, 2.1, 2.2, 2.3, 3.0, 4.0, 5.0, 5.1	NJCCCS: 3.2: A, B: 1,2; C: 1,2,6,7,8; D: 1,2,3,4,5,13,14,15 3.3:A, B, C, D 3.4: A,B	NJCCCS: 3.1-3.2 NAGCS: 1.0, 2.0, 2.1, 2.2, 2.3, 3.0, 4.0, 5.0, 5.1
Assessments	Benchmark Writing Portfolios, Holistic Scoring, Grammar Tests, Vocabulary Tests, Journal Writing, Teacher Evaluation	Review-scoring criteria of relevant rubrics, note taking, long-term research projects, multi-media presentations (Power Point, SmartBoard), skits, Posters, Brochures, and video.	Benchmark Writing Portfolios, Holistic Scoring, Grammar Tests, Vocabulary Tests, Journal Writing, Teacher Evaluation	Review-scoring criteria of relevant rubrics, note taking, long-term research projects, multi-media presentations (Power Point, SmartBoard), skits, Posters, Brochures, and video.
Interdisciplinary Connections	Social Studies: Connect to Current Events, Social and Cultural Context, and Historical Context through written text and media Science: Connect to Life, Earth and Physical Science through written text and media	Social Studies: Connect to Current Events, Social and Cultural Context, and Historical Context through written text and media Science: Connect to Life, Earth and	Social Studies: Connect to Current Events, Social and Cultural Context, and Historical Context through written text and media Science: Connect to Life, Earth and	Social Studies: Connect to Current Events, Social and Cultural Context, and Historical Context through written text and media Science: Connect to Life, Earth and

	<p>Health: Connect to health issues and mental health issues through written text and media Math: Connect to everyday math through written text and media</p>	<p>Physical Science through written text and media Health: Connect to health issues and mental health issues through written text and media Math: Connect to everyday math through written text and media</p>	<p>Physical Science through written text and media Health: Connect to health issues and mental health issues through written text and media Math: Connect to everyday math through written text and media</p>	<p>Physical Science through written text and media Health: Connect to health issues and mental health issues through written text and media Math: Connect to everyday math through written text and media</p>
Resources	<p><i>The Language Network</i>-McDougal Littell <i>Lessons that Change Writers</i>-Nancy Atwell. Heinemann <i>Spice</i>- Mike Devono. EIRC <i>Empowering Writers</i>-Mariconda and Auray. <i>The Write Source 2000</i>- DC Heath and Company</p>	<p><i>Activating and Engaging Habits of Mind</i> – Costa and Kallick <i>Educating Gifted Students in Middle School</i> – Susan Rakow, Ph.D. <i>Philosophy for Kids</i> – David A. White, Ph.D. <i>Student-Involved Assessment for Learning</i> – Richard J. Stiggins <i>Practical Strategies and Classroom Techniques for Gifted and Highly Capable Students: A Differentiated Approach</i> – Bureau of Education and Research</p>	<p><i>The Language Network</i>-McDougal Littell <i>Lessons that Change Writers</i>-Nancy Atwell. Heinemann <i>Spice</i>- Mike Devono. EIRC <i>Empowering Writers</i>-Mariconda and Auray. <i>The Write Source 2000</i>- DC Heath and Company</p>	<p><i>Activating and Engaging Habits of Mind</i> – Costa and Kallick <i>Educating Gifted Students in Middle School</i> – Susan Rakow, Ph.D. <i>Philosophy for Kids</i> – David A. White, Ph.D. <i>Student-Involved Assessment for Learning</i> – Richard J. Stiggins <i>Practical Strategies and Classroom Techniques for Gifted and Highly Capable Students: A Differentiated Approach</i> – Bureau of Education and Research</p>

	February/March	March/April	April/May
Essential Questions	<p>What are the main components of speculative writing?</p> <p>How do we organize a multi-paragraph composition?</p> <p>How do we evaluate our writing?</p>	<p>What are the main components of persuasive writing?</p> <p>How does the tone of an author contribute to the mood of a writing piece?</p> <p>How can an outline help organize a multi-paragraph composition?</p>	<p>What are the components of expository text?</p> <p>How can we differentiate fact from opinion?</p> <p>How can an outline help organize a multi-paragraph composition?</p>
Content	<p>Speculative Writing as a process and a product</p> <p>Use Speculative writing techniques</p> <ul style="list-style-type: none"> • Central idea and theme • Organization • Standard English conventions • Sentence types • Descriptive words and Imagery <p>Vocabulary</p> <p>Grammar</p> <p>Utilize the NJ Registered Holistic Scoring Rubric to evaluate work</p>	<p>What are the main components of persuasive writing?</p> <p>How does the tone of an author contribute to the mood of a writing piece?</p> <p>How can an outline help organize a multi-paragraph composition?</p>	<p>Expository Writing as a process and a product</p> <p>Use Expository Writing Techniques:</p> <ul style="list-style-type: none"> • Inform and Explain • Describe • Content and Organization • thesis • Fact vs. Opinion • Purpose and audience • Evidence <p>Utilize the NJ Registered Holistic Scoring Rubric to evaluate work</p>
Skills	<p>Write stories with well-developed characters, setting, dialogue, conflict, resolution, and theme.</p> <p>Organize speculative writing through a story map: story pyramids, So List, Breaking Apart the Prompt...</p> <p>Use imagery, figurative language, literary devices and descriptive writing that show compositional risks.</p> <p>Evaluate and score writing using the NJ Holistic Scoring Rubric</p> <p>Revise and Edit for transition words and vivid verbs</p> <p>Vocabulary Development</p>	<p>Writing persuasively</p> <p>Establishing a tone</p> <p>Understanding an audience</p> <p>Selecting a topic, deciding a position, supporting a position, addressing alternative positions, ending with a strong conclusion</p> <p>Grammar Skills: vivid verbs</p> <p>Pro/Contra list to decide position</p> <p>Organizing a composition using an outline</p> <p>Evaluate and score writing using the NJ Holistic Scoring Rubric</p> <p>Revise and Edit for content and organization, vocabulary, and relative</p>	<p>Write biographies, autobiographies, research papers, newspaper articles, letters, how to essays, informational text.</p> <p>Organize writing according to criteria</p> <p>Paraphrase, illustrate, clarify and expand on a topic</p> <p>Fact and opinion, problem/solution, hypothesis/results</p> <p>Revise and Edit for content and organization, vocabulary, and relative information.</p> <p>Grammar skills: slang, combining sentences using conjunctions. verb tense</p> <p>Use a variety of reference materials</p>

	What Moves U Activities: Kinesthetic, nonverbal representations of language Cross-Curricular project with SS dept	information. Vocabulary Development What Moves U Activities: Kinesthetic, nonverbal representations of language	Vocabulary Development What Moves U Activities: Kinesthetic, nonverbal representations of language
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Assesments	Benchmark Writing Portfolios, Holistic Scoring, Grammar Tests, Vocabulary Tests, Journal Writing, Teacher Evaluation.	Benchmark Writing Portfolios, Holistic Scoring, Grammar Tests, Vocabulary Tests, Journal Writing, Teacher Evaluation.	Benchmark Writing Portfolios, Holistic Scoring, Grammar Tests, Vocabulary Tests, Journal Writing, Teacher Evaluation.
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May/June

Essential Questions	How does one identify and complete divergent and convergent thinking problems?
Content	Problem Solving and Critical Analysis.
Skills	Brainstorming rules and techniques Problem solving structures and methods Identifying Logical Fallacies
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