

**BERNARDS TOWNSHIP PUBLIC SCHOOLS
BASKING RIDGE, NEW JERSEY**

ACADEMIC SUPPORT

Grades 6-8

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DISTRICT GOALS 2006-2008

- To promote active and relevant student learning.
- To promote the improvement of instruction through relevant assessment.
- To promote the improvement of instruction through differentiation.

DISTRICT PHILOSOPHY

- Education is our first priority.
- Intellectual, social, physical and emotional development is essential to a student's education.
- Children learn in different ways; we have a responsibility to help all students maximize their potential.
- Students will benefit from a challenging curriculum with high standards.
- Individual student achievement is maximized by high expectations.
- Co-curricular and community service activities are important components of effective education.
- Education provides a foundation for life-long learning, critical and analytical thinking, problem solving, decision-making and respect for the individual.

USING THE ACADEMIC SUPPORT GUIDE

The following guide should be used in conjunction with academic support instruction planning. The objectives are designed to reflect the skills, behaviors, and proficiencies necessary for mastery of the course content.

Activities contained in the guide are suggested and can be added to or altered. The guide is divided into grade levels. Activities are suggested by grade level; however, it is not exclusive for the grade level. There are many additional resources and activities that you may explore.

PHILOSOPHY

Middle school students find themselves in a time of transition, both physically and developmentally. The middle school student must embrace these times of transition and prepare themselves for the rigors of middle school as it prepares them for high school. Today students must be competent in managing their academic careers. Each grade will focus on particular skills. As the years progress these skills will be reinforced and more skills will be added to their skill base. Skills needed that will enhance this development include recording assignments in an organized fashion, note taking, organization of materials as well as time management for tests, quizzes and long term projects.

Instructional strategies incorporated into daily academic support classes will allow students to make connections between their academic disciplines and becoming an independent student. These daily reinforcements and strategies will engage students in their learning environment and help to promote academic independency.

Academic Support is a stepping-stone that prepares students as they continue to prepare for higher levels of education.

COURSE DESCRIPTION

Academic Support is a class designed for students with special needs. This is a forty-minute class that meets daily with a certified special education teacher. This class provides academic support to math, science, social studies, English and reading/communication arts curriculums. This class will also fine-tune specific skills. This class period allows for reinforcement of materials that was presented throughout the day, reviewing study materials and study guides, completion of tests and quizzes. The particular skills reviewed on a daily basis include recording of assignments in the assignment pad, note taking, organization and time management.

In grade six, students will concentrate on recording homework assignments, tests and quizzes, as well as long term projects in their assignment pads. This pad is distributed to each student in the beginning of the school year. The assignment will be checked daily and incorporated into their marking period grade.

In grade seven, students will continue to master the recording of daily assignments in their assignment pad as well as tests, quizzes and long-term projects. They will be introduced to specific strategies in note taking methods as well as maintaining organized binders for each academic class. Recording of the assignment pad and organization of binders will be incorporated as part of their marking period grade.

In grade eight, students are required to maintain an independently recorded assignment pad and monthly calendar. Maintenance of notebooks and lockers will be checked and incorporated into their marking period grade. In addition, this class will reinforce test-taking strategies for the Grade Eight Proficiency Assessment administered in March of the eighth grade year.

OBJECTIVES

The specific objectives are dependent on each individual student’s IEP. Please refer to the document to meet the students’ goals and objectives.

NJCCCS	Content	Grade 6 – 8 Objectives: Students will be able to:
1.1 2.2	Organization	<ul style="list-style-type: none"> • use an agenda. • implement study skills strategies. • develop independent organizational strategies.
1.1	Time Management	<ul style="list-style-type: none"> • create a weekly agenda. • create a monthly calendar • evaluate how personal time is organized.
5.7 5.9	Note-taking	<ul style="list-style-type: none"> • recognize key words phrases. • identify pertinent information.
1.4 3.2 3.4	Test Taking	<ul style="list-style-type: none"> • interpret directions • identify strategies for various formats. • recognize use of time management. • implement efficient methods of review. • recognize inferences for essay response.

GRADE 6 – BINDER ORGANIZATION

- Suggested Materials to Share with Students

Creating a personal organization system is the key to success in sixth grade. Students coming from a single fifth grade classroom need to adjust to having a different teacher for each subject in the Middle School. In sixth grade, many teachers require up to 5 different sections for each academic subject. Students have the option of having an A.M. and P.M. binder, or they may purchase a separate binder for each subject. It is crucial that students get into the habit of creating a personal binder organization system in order to work more efficiently both in school and at home.

In academic support, the students will be taught to maintain a binder system in which subject material is placed with the appropriate subject section. They will be encouraged to discard papers periodically and “clean out” their binders weekly. Academic Support teachers can do a weekly binder check to ensure that the students can find everything they need in order to lessen anxiety and frustration that often comes with not being able to find the proper materials for a specific class.

1. Students should keep an organizational binder. They should carry it with them throughout the day. It should contain:
 - their assignment pad
 - loose leaf paper
 - a pouch for pencils, pens, erasers
 - important papers distributed in homeroom that needs to go home to parents
2. Students may have a separate binder for each academic subject or for the morning or afternoon. Each should contain separate sections according to each teacher’s requirements. The sections may include:
 - Tests/Quizzes
 - Homework
 - Class Notes
 - Handouts

3. Students can keep a checklist for things they continuously need to do in order to keep their binder organized. This may include:
 - On the tabs, write the name of each subject
 - Punch holes in all papers and put them in the proper sections
 - Buy reinforcements and put them over holes to prevent papers from falling out of the binder.

The following True/False checklist can be used to help students after a discussion regarding binder organization.

What I Have Learned about Organizing Materials (T/F)

Directions: Place a **T** if you agree with the statement and an **F** on the line if you disagree with the statement.

- _____ 1. Students with good memories don't need to worry about organization.
- _____ 2. Being organized takes too much time.
- _____ 3. Being organized will save you time in the long run.
- _____ 4. Putting dividers in your binder will help you locate papers more easily.
- _____ 5. It doesn't matter where you write down your assignments as long as you write them down somewhere.
- _____ 6. Using checklists to help you remember is dumb.
- _____ 7. You can always find the materials you need to do your homework even if you're not well-organized.
- _____ 8. If you forget to bring home something from school, you can always ask your parents to drive you back to school to get it.
- _____ 9. Once the necessary supplies checklists become a habit, you can run through the list in your mind.
- _____ 10. You don't need to organize your binder. Just stuff your papers in your backpack.
- _____ 11. You don't need to worry about getting organized until you are in 10th grade.
- _____ 12. There is no link between getting good grades and being organized.
- _____ 13. There's plenty of time to become organized when you become an adult.

GRADE 6 – ASSIGNMENT PAD

Keeping an accurate assignment pad is an important part of sixth grade. In academic support, students should develop a good system for recording assignments in order to ensure organization and to reduce stress. If students carefully fill in the important information, the assignment pad guarantees that they will know what the teacher expects and will prevent confusion about what to do once the student gets home.

1. As students fill in their assignment pads, it is important to include the following information:
 - Page numbers
 - Unit sections
 - Problem numbers
 - Special instructions
 - Due dates for long-term assignments
2. In academic support, students may be taught ways to abbreviate when writing down assignments. When using abbreviations, the student must be able to understand what they have written. The following abbreviations will not only save space when they write information on their assignment pad, they will also save time.

Common Abbreviations:

ans. = answer	hmwk. = homework	Rd. = read
ch. = chapter	p. = page	rvw. = review
comp. = complete	prac. = practice	r.w. = rewrite
crct. = correct	prob. = problems	sen. = sentence
d. = due	prfrd. = proofread	s.w. = show work
ex. = example	q. = quiz	t. = test
fin. = finish	ques. = question	wrkbk. = workbook

3. For those students still having difficulty keeping up with their assignment pads, the following strategies can be implemented by the academic support teacher:

- parent signature after the student has completed all assignments at home.
- initial by academic support teacher after student has written all assignments neatly and accurately.
- weekly stamp or sticker reward system if student has successfully written in assignment pad and has completed all assignments.

GRADE 7 – NOTE TAKING METHODS

- Suggested Materials to Share with Students

Why Take Notes

Much of what you need to learn to do well in any subject will be covered in class, in an assigned reading or nightly homework. However, just hearing something once in class doesn't mean you will learn it. Most people need to hear something several times or to write it down before they can really learn it.

One way to learn in class is to take brief notes about what you've heard. Taking brief notes will help you learn in three ways:

1. Taking notes will help you focus on what the main ideas and details of what's being said. It is important to write down the main ideas and important details.
2. Writing down the main ideas and important details as notes help you to learn them.
3. You can use the notes that you've taken at a later time to help you study for a test.

Remember, taking notes helps you to learn both when you first write the notes down and when you use them for studying.

TAKING NOTES FROM LECTURE/CLASS DISCUSSIONS

When taking notes from a written source, you can go back over the material to be sure you have all the important information and you can read and write notes at your own pace. However, taking notes from lecture, class discussion, movie or other nonwritten source is more difficult because you cannot control the rate at which the material is presented to take time to review the material.

Suggested Exercises:

There are three basic steps in the note-taking process.

1. Writing down the main ideas.
2. Writing down the details.
3. Record the point.

Many teachers write down their main ideas, details and the point on the board. Be sure to write down what is written on the board and expand the notes based on what is being said. Remember; use your own words so you can understand the meaning when you refer back to your notes to study for a test/quiz.

Getting to the Point – When Reviewing Your Class Notes

You should go home and review your class notes everyday for five to ten minutes. The main ideas and the details lead the student to the point being made by the teacher. Remember your class discussions and notes and be sure that there is a point for every main idea.

This third step in note taking is to summarize the main ideas. This summarization is the point. If you can express the point of the discussion in your own words, you will

be able to understand the information better, remember the information and perform better on tests and quizzes.

Write down the point of the material. The point represents the unifying idea or ideas that the teacher wants to communicate to you. The point ties all the facts and information together. Listen for words the signal the point.

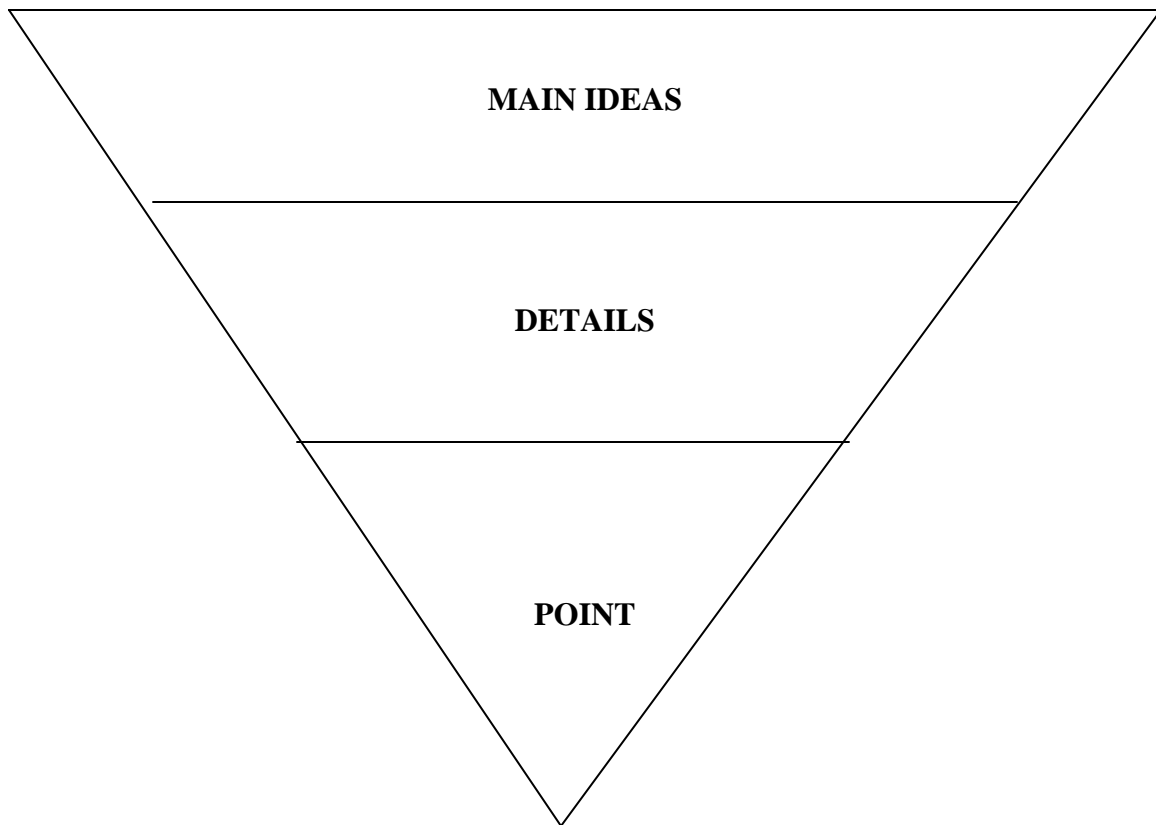
The formula for the **Three Steps in the Note Taking System**:

1. Main Ideas
2. Details
3. Point

Formula: **MI + D + P**

Picture an upside-down triangle that consists of three levels. Look at the picture below.

You will see an inverted triangle. The top level consists of the main ideas, the second level consists of the details, and the bottom section is called the point.



NOTE TAKING FROM WRITTEN SOURCES

Active Thinking Method

Students who use the Active Thinking Method do become involved in what they read or study. You will be able to understand and remember more.

The Active Thinking Method

1. Think about what you are learning as you read.
2. Look for main ideas.
3. After you are finished reading, review what you've learned so that you will remember important information.

Six Steps to Active Thinking

Step	Procedure	Why	Active Thinking
1 – T itle	Read the title of the article or chapter.	The title will usually tell you what the material is about.	Reading the title helps you focus on the general topic that is being presented.
2 – I ntroduction	Carefully read the introduction to the material. The introduction is generally the first sentence of the article or chapter. Long articles or chapters will have an introductory paragraph or paragraphs.	The introduction provides important information about the subject of the article.	Reading the introduction helps you decide if you know anything about the subject. If you do not know anything about the subject, then your purpose in reading is to learn about the subject. If you do know something about the subject, your purpose in reading is to expand your knowledge on the subject.

<p>3 – Question</p>	<p>Turn the main title into a question. Turn each subtitle into a question. Use the six question words below to help you turn the title and subtitles into questions. The six question words are:</p> <p>Who Where What Why When How</p>	<p>By asking yourself questions as you read, you are actively directing your attention to the key ideas in the material.</p>	<p>Involving yourself actively in what you are reading will help you understand and remember the material.</p>
<p>4 – Read</p>			<p>Being aware that you are looking for the answers to the questions you asked in Step 3 will help you to read more effectively.</p>
<p>5 – Definitions</p>	<p>As you read, find the meaning of words you do not know. Words are sometimes defined in the text of the material you are reading. You may also be able to figure out the meaning of some words by seeing how they are used in the sentence. If there is a glossary at the end of the book, use it. Use a dictionary to look up any other unfamiliar words.</p>	<p>You must know what important words mean in order to understand what you are reading. If you don't know these meanings, you may miss the main point or idea. The key to being a smart student understands what you are studying. Remembering information is much easier when you know what it means.</p>	<p>Looking up the meanings of unfamiliar words may slow you down, but in the long run you will actually save studying time.</p>
<p>6 – Answer</p>	<p>Answer the question about each subtitle after you have read that section. After you have read the entire piece, answer the question about the main title.</p>	<p>If you can answer the question, then you have understood what you read.</p>	<p>When you think about what you read, you will be able to remember important information more easily.</p>

Make up a mnemonic device to help you remember the steps:

T + I + Q + R + D + A

First example: **Thinking Is Questioning; Rules Do Aid**

Second Example: **The Impossible Queen Runs Down Alleys.**

GRADE 7 – BINDER ORGANIZATION

Students are required to independently complete their assignment pad for each academic subject and their electives. Assignments are to be written in detail for that evening's assignment. If there is not any homework, NONE should be written for that subject area.

Organization of binders is continued during the seventh grade. Each individual teacher has a requirement that must be followed for that class. However, the students will generally be required to have a separate binder for each academic subject as well as their electives. An organizational binder is found to be helpful to store extra materials such as pencils, paper, assignment pad, hole punch, etc.

Organizing Your Notebook

Organization is the key to doing well in school. The first step in getting organized is making sure you have what is needed in your binders. In seventh grade, many teachers require you to have a separate binder for each academic class. Steps in keeping an organized binder include:

1. Keep a copy of your schedule (or syllabus, weekly agenda) in the front of your notebook.
2. Attach a plastic pouch to your notebook to hold pens, pencils, a ruler, a hole punch, and any other materials you might need.
3. Punch holes in all assignments and work sheets that are passed out by the teacher, and insert them immediately into your notebook. Take the time now to file it correctly in the proper place.
4. Divide your notebook into sections if required by the teacher.

5. Put dates on all your notes. It will be much easier for you to find specific information when your notes are dated. With this system, you can tell which days' notes you missed by being absent from school.
6. Keep extra paper at the back of your notebook.

GRADE 8 - ACADEMIC SUPPORT SUGGESTED REFERENCES

Eighth grade students are required to continue the skills taught during the 6th grade and 7th grade academic support curriculums. They are required to independently maintain a daily assignment pad, binder organization, as well as be able to take effective notes from readings and class discussions. In eighth grade students will be introduced to test taking strategies for the Grade Eight Proficiency Assessment, they will be required to use a monthly calendar to organize time on tests/quizzes and long-term projects.

Students are required to independently complete their assignment pad for each academic subject and their electives. Assignments are to be written in detail for that evening's assignment. If there is not any homework, NONE should be written for that subject area.

Organization of binders is continued during the eighth grade. Each individual teacher has a requirement that must be followed for that class. However, the students will generally be required to have a separate binder for each academic subject as well as their electives. An organizational binder is found to be helpful to store extra materials such as pencils, paper, assignment pad, hole punch, etc.

Eighth grade students have previously been introduced to various methods of note taking. Refer to the Grade 7 – Note Taking Methods for suggested strategies. There are other note taking strategies available, please refer to the Appendix for more links to web sites.

The Grade Eight Proficiency Assessments (GEPA) is administered in March. In academic support students practice mathematic and language arts exercises relating to the GEPA on a weekly basis. During this time, test-taking strategies for the various types of

exercises are introduced. This is reinforced in academic support from their language arts and mathematic courses. The NJ Holistic Rubrics are reviewed with the students while they are completing open-ended and essay exercises. The various NJ Rubrics are available in the Appendix as well in the GEPA Preparation Curriculum. Detailed test taking strategies are available in the GEPA Preparation Curriculum. They provide a method for each type of question on the assessment.

Each student should keep a monthly calendar. Their academic support teacher should provide students with a copy of a monthly calendar or use the monthly calendar that is the assignment pad. Test, quiz and long term projects should be recorded in the appropriate date for each subject. This calendar will provide a method for the students to manage their longer projects and be able to visually see upcoming assignments. Some students find color-coding helpful. For example, all social studies assignments would be recorded in blue, where science would be recorded in black.

September 2005

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

ASSESSMENTS/EVALUATIONS

(Suggested)

The following few pages contain suggested focus sheets and grading rubrics for academic support classes by grade level. These may be copied or changed, as you deem necessary. This is only one method of grading.

6th Grade: Academic Support Focus Sheet

Day/Date	Focus
Monday _____	1. 2. 3.
Tuesday _____	1. 2. 3.
Wednesday _____	1. 2. 3.
Thursday _____	1. 2. 3.
Friday _____	1. 2. 3.

6th Grade: Academic Support Grading Rubric

Weekly Point Totals

	Monday	Tuesday	Wednesday	Thursday	Friday	Total
Assignment Pad (5 points)						
Appropriately behaved and focused (5 points)						
Coming to class prepared with all materials (5 points)						

- NOTE: Binder organization may be included in the marking period grade.

7th Grade: Academic Support Focus Sheet

Day/Date	Focus
Monday _____	1. 2. 3.
Tuesday _____	1. 2. 3.
Wednesday _____	1. 2. 3.
Thursday _____	1. 2. 3.
Friday _____	1. 2. 3.

7th Grade: Academic Support Grading Rubric

Weekly Point Totals

	Monday	Tuesday	Wednesday	Thursday	Friday	Total
Assignment Pad (5 points)						
Appropriately behaved and focused (5 points)						
Binder Organization/ Note taking (5 points)						
Coming to class prepared with all materials (5 points)						

8th Grade: Academic Support Focus Sheet

Day/Date	Focus
Monday _____	1. 2. 3.
Tuesday _____	1. 2. 3.
Wednesday _____	1. 2. 3.
Thursday _____	1. 2. 3.
Friday _____	1. 2. 3.

8th Grade: Academic Support Grading Rubric

Weekly Point Totals

	Monday	Tuesday	Wednesday	Thursday	Friday	Total
Assignment Pad (5 points)						
Appropriately behaved and focused (5 points)						
Binder Organization/ Note taking (5 points)						
Coming to class prepared with all materials (5 points)						

- NOTE: Monthly calendar point total to be included in marking period grade.

NJASK Test Construction Matrix

The following matrix demonstrates how the operational form for NJ ASK Grade 6 Language Arts Literacy was constructed.

Test Construction Map for Grade 6 Language Arts Literacy NJ ASK

Text types/Strand	Reading Selections	MC (Number of Items)	OE (Number of Items)	WT (Number of Items)	Total Points
Persuasive Prompt		0	0	1	6
Narrative	1				
AT		4-6	0-2	0	6-12
WT		4-6	0-2	0	6-12
Everyday Text	1				
AT		4-6	0-2	0	6-12
WT		4-6	0-2	0	6-12
Total Items		20	4	1	
Total Points		20	16	6	42

Actual Test Map for Grade 6 Language Arts Literacy NJ ASK

Text types/Strand	Reading Selections	MC (Number of Items)	OE (Number of Items)	WT (Number of Items)	Total Points
Persuasive Prompt		0	0	1	6
Narrative	1				
AT		5	1	0	9
WT		5	1	0	9
Everyday Text	1				
AT		4	2	0	12
WT		6	0	0	6
Total Items		20	4	1	
Total Points		20	16	5	42

Tips for Writing an Amazing Picture Prompt Response

TEACHER INSTRUCTIONS:

- Use the tips listed below as mini lessons when applicable
 - Share, discuss, and model these tips with the students using other picture prompts than provided
 - Use this list and the **NJ RUBRIC** (at the end of the section) as a means for students to “rate” each other papers to provide peer feedback
-

STUDENT INSTRUCTIONS:

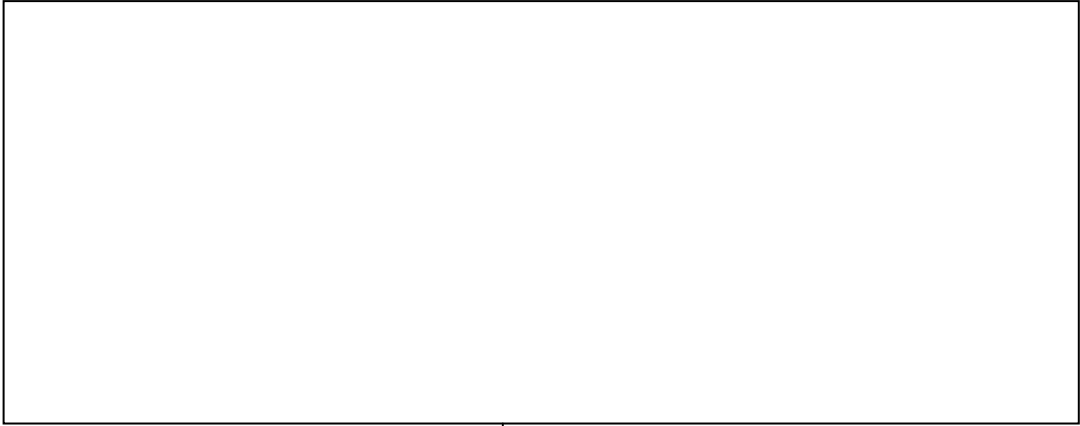
- Be sure to keep your story about the picture.
- Use the people in the picture as your characters. Describe them in terms of body appearance, names, age, movement, size, clothing, and feelings.
- Use the setting of the picture as the setting of your story. Describe the setting in terms of season, time, and location.
- The events and conflict in your story should match what is happening in the picture.
- Give very specific details. Use sensory vocabulary that focuses on seeing, feeling, tasting, touching, and smelling?
- Include dialogue. It is always impressive when your characters have a conversation. In addition, dialogue makes sure you are “showing” not “telling.”
- Try to have a theme. If you can, make your character learn a lesson or have a realization.
- **PREWRITE!** Organize your thoughts and ideas. Jot them down, make a web, and list your characters, setting, conflict, and theme. Students who prewrite do better on writing prompts than those who don't. Organization counts!
- Write, write, **WRITE!** If they give you 25 minutes. Use the first five minutes to prewrite and the last five minutes to revise and edit. The more you write and the more details you give, the better your score.
- Always revise and edit. If poor spelling and grammar get in the way of your fabulous story, you will not score high.

Story Map
(Not given during standardized testing)

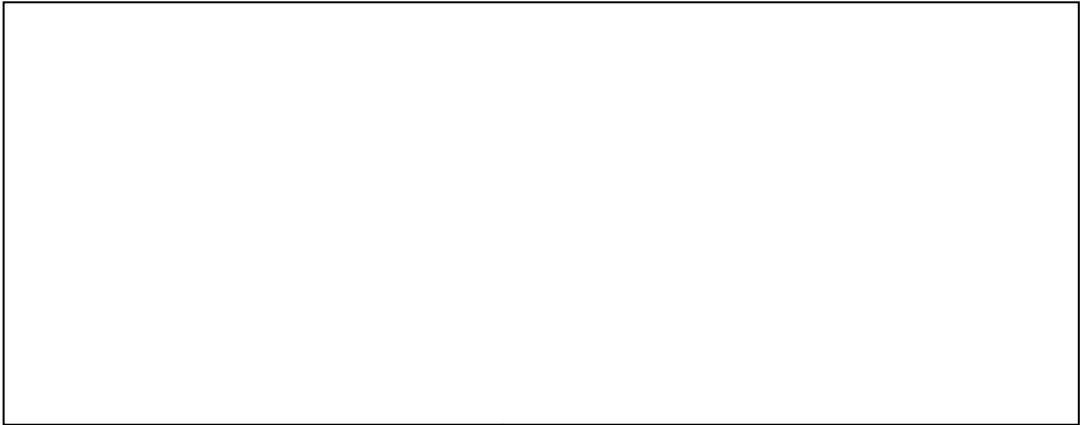
Title _____

Author _____

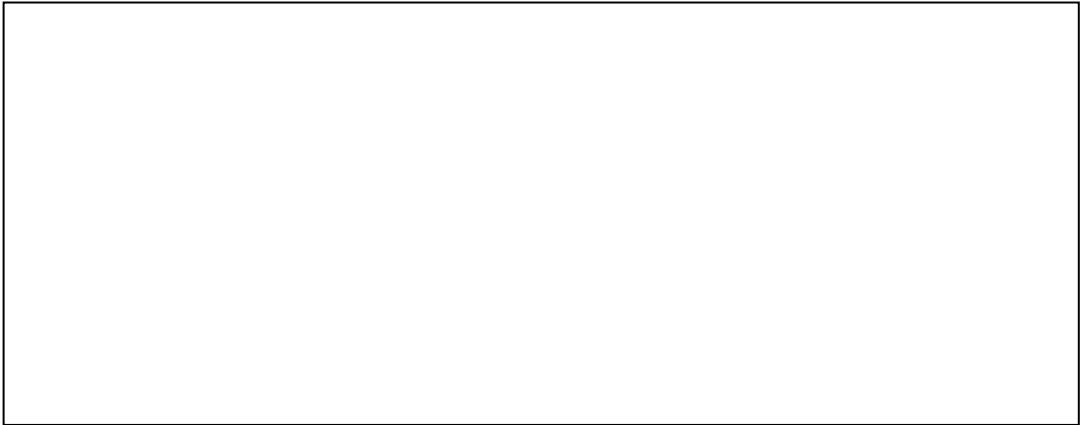
Beginning:
Who
Where
When



Middle:
Problem



Ending:
Solution



NJASK Grade 6 Picture Prompt #1



A picture can tell a story, but different people will see different stories in the same picture. Look at this picture. What story do you think it tells? Write what you think is happening in this picture. What is the story behind it?

HELPFUL HINTS FOR WRITING:

Remember to use figurative language such as metaphors, similes, and the five senses.

Look at the checklist. It shows what your writing must have to get the best score. Read the checklist to yourself and refer to it as often as necessary.

Use this space for prewriting

NJASK Grade 6 Picture Prompt #2



A picture can tell a story, but different people will see different stories in the same picture. Look at this picture. What story do you think it tells? Write what you think is happening in this picture. What is the story behind it?

HELPFUL HINTS FOR WRITING:

Remember to use figurative language such as metaphors, similes, and the five senses.

Look at the checklist. It shows what your writing must have to get the best score. Read the checklist to yourself and refer to it as often as necessary.

Use this space for prewriting

NJASK Grade 6 Picture Prompt #3



Will Yurman / Democrat and Chronicle

A picture can tell a story, but different people will see different stories in the same picture. Look at this picture. What story do you think it tells? Write what you think is happening in this picture. What is the story behind it?

HELPFUL HINTS FOR WRITING:

Remember to use figurative language such as metaphors, similes, and the five senses.

Look at the checklist. It shows what your writing must have to get the best score. Read the checklist to yourself and refer to it as often as necessary.

Use this space for prewriting



New Jersey
Assessment
of Skills and
Knowledge 2006

Writer's Checklist

Important Points to Remember as You Write

CONTENT/ORGANIZATION

- 1. Focus on your purpose for writing and your audience.
- 2. Develop a clear topic or central idea.
- 3. Support your ideas with details, explanations, and examples.
- 4. Put your ideas in the order that best communicates what you are trying to say.

SENTENCE CONSTRUCTION

- 5. Use clear and varied sentences.

USAGE

- 6. Use words correctly.
- 7. Use varied and vivid vocabulary.

MECHANICS

- 8. Capitalize, spell, and punctuate correctly.
- 9. Write neatly.

NEW JERSEY STATE DEPARTMENT OF EDUCATION



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Name _____

Date _____

Persuasive Essay Graphic Organizer
(not given during standardized testing)

This is your
introductory
paragraph

Main Idea: _____

Thesis statement: (Your opinion that either supports or opposes
the main idea) _____

Idea # 1 and details:

Idea # 2 and details:

Idea # 3 and details:

Conclusion:

Restate the main idea and leave your reader with something to
think about...

NJASK Grade 6 Persuasive Prompts:

Grade 6 Persuasive Writing Prompt # 1

WRITING SITUATION:

As a result of complaints by some students that the school lunch break is too short, the student council has proposed a new schedule to the principal that would add 10 minutes to lunchtime. This proposal would also result in a later dismissal time..

The principal is looking for student input in making this decision. Think about the effect this would have on you and students in your school. What are the advantages? What are the disadvantages? Given the advantages and disadvantages will you support or oppose the proposed new schedule?

DIRECTIONS FOR WRITING:

Write a letter to the principal in which you support or oppose the decision to add 10 minutes to the school day in order to lengthen the lunch break. Use examples and other evidence to support your opinion.

Look at the checklist. It shows what your writing must have to get the best score. Read the checklist to yourself and refer to it as often as necessary.

Use this space for prewriting

NJASK Grade 6 Persuasive Prompts:

Grade 6 Persuasive Writing Prompt # 2

WRITING SITUATION:

Some students have been coming to school dressed in clothing that teachers feel is inappropriate. Mr. Markarian has proposed a student dress code of school uniforms. The proposal has caused a lot of controversy in the community.

DIRECTIONS FOR WRITING:

Write a letter to the local newspaper expressing your support or opposition to the school uniforms. Use examples, facts and/or other evidence to support your point of view.

Look at the checklist. It shows what your writing must have to get the best score. Read the checklist to yourself and refer to it as often as necessary.

Use this space for prewriting

NJASK Grade 6 Persuasive Prompts:

Grade 6 Persuasive Writing Prompt # 3

WRITING SITUATION:

A litter problem has developed on your school's campus. Students are throwing trash on the ground, leaving empty soda cans and bottles outside on benches, and dropping napkins and other trash on the cafeteria floor rather than carrying them to the trashcan. Your principal has asked students to take more care, but the litter problem persists. The principal has reacted by canceling all after-school activities until the problem is taken care of. What is your position on the canceling of all after school activities?

DIRECTIONS FOR WRITING:

Write a letter to the editor of your local newspaper stating your position and supporting it with convincing reasons.

Look at the checklist. It shows what your writing must have to get the best score. Read the checklist to yourself and refer to it as often as necessary.

Use this space for prewriting



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Writer's Checklist

Important Points to Remember as You Write

CONTENT/ORGANIZATION

- _____ 1. Focus on your purpose for writing and your audience.
- _____ 2. Develop a clear topic or central idea.
- _____ 3. Support your ideas with details, explanations, and examples.
- _____ 4. Put your ideas in the order that best communicates what you are trying to say.

SENTENCE CONSTRUCTION

- _____ 5. Use clear and varied sentences.

USAGE

- _____ 6. Use words correctly.
- _____ 7. Use varied and vivid vocabulary.

MECHANICS

- _____ 8. Capitalize, spell, and punctuate correctly.
- _____ 9. Write neatly.

NEW JERSEY STATE DEPARTMENT OF EDUCATION



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Grade 6 Reading Selections

There are two reading selections available. There is a narrative reading selections and an everyday/work reading text. These reading selections will provide you additional practice that replicates the NJASK reading selections. These reading selections are available through the special education supervisor.

Teacher Mini Lessons for NJ ASK Reading Selections

READING SELECTIONS:

- Preview text
- Identify text type
- Preview all questions
- Note headings, italics, pictures, other graphic elements

MULTIPLE CHOICE QUESTIONS

- Identify:
 - Question level
 - Question type
 - Question focus
- Refer to specific sections noted

NJASK Test Construction Matrix

The following matrix demonstrates how the operational form for NJ ASK Grade 7 Language Arts Literacy was constructed.

Test Construction Map for Grade 7 Language Arts Literacy NJ ASK

Text types/Strand	Reading Selections	MC (Number of Items)	OE (Number of Items)	WT (Number of Items)	Total Points
Persuasive Prompt		0	0	1	6
Narrative	1				
AT		4-6	0-2	0	6-12
WT		4-6	0-2	0	6-12
Everyday Text	1				
AT		4-6	0-2	0	6-12
WT		4-6	0-2	0	6-12
Total Items		20	4	1	
Total Points		20	16	6	42

Actual Test Map for Grade 7 Language Arts Literacy NJ ASK

Text types/Strand	Reading Selections	MC (Number of Items)	OE (Number of Items)	WT (Number of Items)	Total Points
Persuasive Prompt		0	0	1	6
Narrative	1				
AT		5	1	0	9
WT		5	1	0	9
Everyday Text	1				
AT		4	2	0	12
WT		6	0	0	6
Total Items		20	4	1	
Total Points		20	16	5	42

Tips for Writing an Amazing Picture Prompt Response

TEACHER INSTRUCTIONS:

- Use the tips listed below as mini lessons when applicable
 - Share, discuss, and model these tips with the students using other picture prompts than provided
 - Use this list and the **NJ RUBRIC** (at the end of the section) as a means for students to “rate” each other papers to provide peer feedback
-

STUDENT INSTRUCTIONS

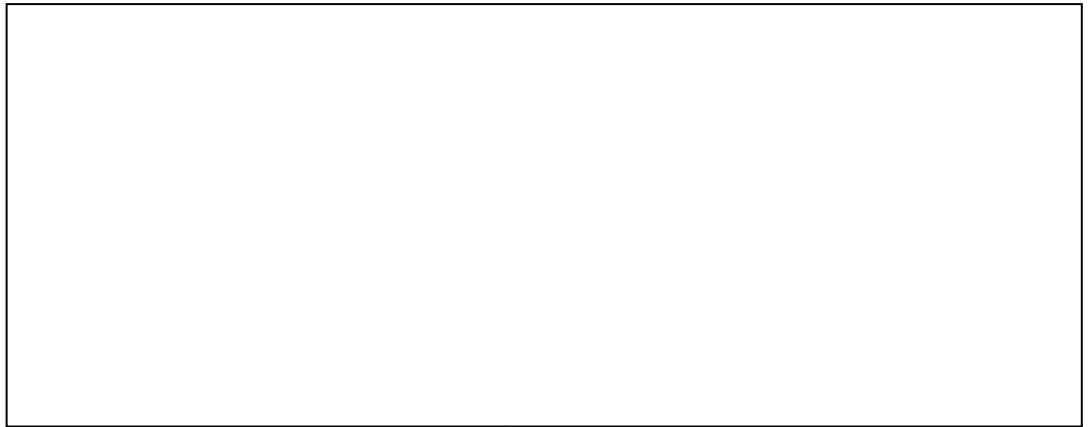
- Be sure to keep your story about the picture.
- Use the people in the picture as your characters. Describe them in terms of body appearance, names, age, movement, size, clothing, and feelings.
- Use the setting of the picture as the setting of your story. Describe the setting in terms of season, time, and location.
- The events and conflict in your story should match what is happening in the picture.
- Give very specific details. Use sensory vocabulary that focuses on seeing, feeling, tasting, touching, and smelling?
- Include dialogue. It is always impressive when your characters have a conversation. In addition, dialogue makes sure you are “showing” not “telling.”
- Try to have a theme. If you can, make your character learn a lesson or have a realization.
- **PREWRITE!** Organize your thoughts and ideas. Jot them down, make a web, and list your characters, setting, conflict, and theme. Students who prewrite do better on writing prompts than those who don't. Organization counts!
- Write, write, **WRITE!** If they give you 25 minutes. Use the first five minutes to prewrite and the last five minutes to revise and edit. The more you write and the more details you give, the better your score.
- Always revise and edit. If poor spelling and grammar get in the way of your fabulous story, you will not score high.

Story Map
(Not given during standardized testing)

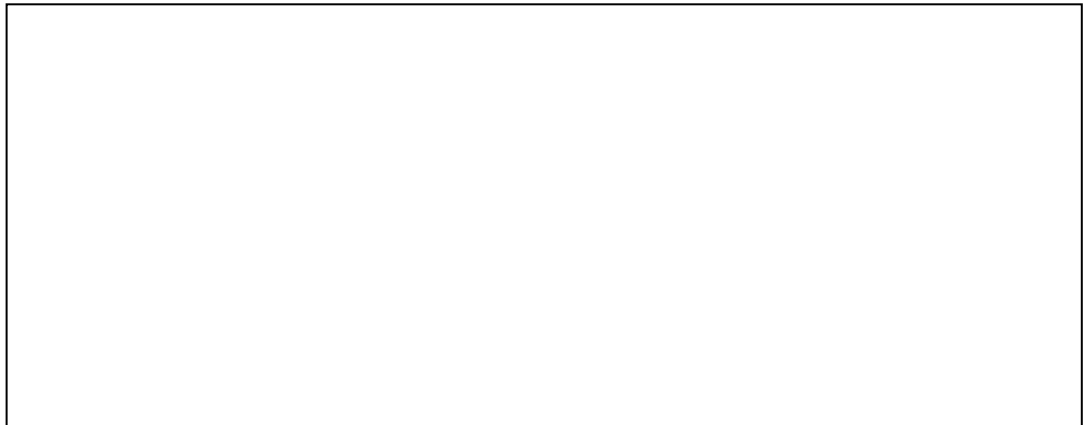
Title _____

Author _____

Beginning:
Who
Where
When



Middle:
Problem



Ending:
Solution



NJ ASK Grade 7 Picture Prompt #1



A picture can tell a story, but different people will see different stories in the same picture. Look at this picture. What story do you think it tells? Write what you think is happening in this picture. What is the story behind it?

HELPFUL HINTS FOR WRITING:

Remember to use figurative language such as metaphors, similes, and the five senses. Be sure to include dialogue and details in your story.

Look at the checklist. It shows what your writing must have to get the best score. Read the checklist to yourself and refer to it as often as necessary.

Use this space for prewriting

NJASK Grade 7 Picture Prompt #2



A picture can tell a story, but different people will see different stories in the same picture. Look at this picture. What story do you think it tells? Write what you think is happening in this picture. What is the story behind it?

HELPFUL HINTS FOR WRITING:

Remember to use figurative language such as metaphors, similes, and the five senses. Be sure to include dialogue and details in your story.

Look at the checklist. It shows what your writing must have to get the best score. Read the checklist to yourself and refer to it as often as necessary.

Use this space for prewriting

NJASK Grade 7 Picture Prompt #3



A picture can tell a story, but different people will see different stories in the same picture. Look at this picture. What story do you think it tells? Write what you think is happening in this picture. What is the story behind it?

HELPFUL HINTS FOR WRITING:

Remember to use figurative language such as metaphors, similes, and the five senses. Be sure to include dialogue and details in your story.

Look at the checklist. It shows what your writing must have to get the best score. Read the checklist to yourself and refer to it as often as necessary.

Use this space for prewriting



New Jersey
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Writer's Checklist

Important Points to
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CONTENT/ORGANIZATION

- 1. Focus on your purpose for writing and your audience.
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SENTENCE CONSTRUCTION

- 5. Use clear and varied sentences.

USAGE

- 6. Use words correctly.
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MECHANICS

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- 9. Write neatly.

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Name _____

Date _____

Persuasive Essay Graphic Organizer
(not given during standardized testing)

This is your
introductory
paragraph

Main Idea: _____

Thesis statement: (Your opinion that either supports or opposes
the main idea) _____

These are your
body
paragraphs.

Here is where
you provide
the examples
backing up
your opinion

Idea # 1 and details:

Idea # 2 and details:

Idea # 3 and details:

Your essay
should be a
total of five
paragraphs

...

Conclusion:

Restate the main idea and leave your reader with something to
think about...

NJASK Grade 7 Persuasive Prompts:

Grade 7 Persuasive Writing Prompt # 1

WRITING SITUATION:

In effort to limit the amount of littering on school grounds, the Bernards Township Board of Education is thinking about requiring all eighth graders to take a half-year course entitled, “Taking Care of Your Environment.” Some students believe this is a good idea, others oppose it. What is your point of view?

DIRECTIONS FOR WRITING:

Write a letter to your principal is preparing a report on the proposed requirement for the Bernards Township Board of Education and has asked each student to write a letter either supporting or opposing the requirement. Think about the effect this requirement would have on you and other students in the school. How would this requirement change the situation occurring in your school? Use facts examples and other evidence to support your opinion of the new course requirement.

Look at the checklist. It shows what your writing must have to get the best score. Read the checklist to yourself and refer to it as often as necessary.

Use this space for prewriting

Grade 7 Persuasive Writing Prompt # 2

WRITING SITUATION:

Many teens are in such a hurry most mornings and they don't eat breakfast. The lack of energy can be harmful to class activities as well as individual achievement scores. Your school board has thought about beginning a school breakfast program. This program will require school to start 15 minutes earlier or end fifteen minutes later each day. Your school principal is interested in the opinion of the students and has asked for letters from the student body supporting or opposing this issue.

DIRECTIONS FOR WRITING:

Write a letter to the principal of your school about your school having a possible school breakfast program. Would you agree that this is a good idea that could increase student achievement? Would you agree that the extra time added to the school day would be beneficial, or would you oppose having an extra 15 minutes added to the school day? Be specific with your opinion, and use facts and examples to express your opinion.

Look at the checklist. It shows what your writing must have to get the best score. Read the checklist to yourself and refer to it as often as necessary.

Use this space for prewriting

Grade 7 Persuasive Writing Prompt # 3

WRITING SITUATION:

The school board is considering adopting a policy that would require students to maintain at least a **B** grade in all classes in order to participate in sports or other after-school clubs and activities. Some students support this decision; others oppose it.

The principal is preparing to share this proposal with parents at Back to School Night. The principal wants to provide parents with the opinions of the students. Each student is asked to write an essay either supporting or opposing the proposal on requiring a certain grade to participate in extracurricular activities. Think about how you feel. What are the advantages of this policy? What are the disadvantages? Explain if you think this policy is fair or not. Do you think the policy should be adopted?

DIRECTIONS FOR WRITING:

Write an essay explaining your position on the policy. Use examples and other evidence to support your position.

Look at the checklist. It shows what your writing must have to get the best score. Read the checklist to yourself and refer to it as often as necessary.

Use this space for prewriting



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Writer's Checklist

Important Points to Remember as You Write

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- Preview text
- Identify text type
- Preview all questions
- Note headings, italics, pictures, other graphic elements

MULTIPLE CHOICE QUESTIONS

- Identify:
 - Question level
 - Question type
 - Question focus
- Refer to specific sections noted

Keyboarding Skills

This course is designed to teach keyboarding using a multi-sensory, alphabetic approach to people of varying reading abilities. The keys are introduced in alphabetic sequence and incorporate verbal cueing. There are exaggerated finger movements initially introduced to emphasize key location. The goal of this course is for the keyboarder to type without looking at the keys accurately. With continued practice, speed will increase.

When the student presses a key, they name the letter aloud. This establishes a conditioned reflex; eventually, naming the letter will cause the finger to move automatically,

The following points are important to the success of this method:

1. Once students have located a letter and practiced pressing it a few times, they should not look at their hands. The keyboard cover should be used after initial introduction of the letter. Their eyes should be fixed on the computer monitor.
2. Naming the letter aloud is vital to success.
3. Once a letter other than a home key has been pressed, students should quickly return to the home keys. Suggesting that all the other keys are “hot” and that the fingers must be removed quickly to avoid burning them will give students the right idea.
4. Suggestions as to correct posture, wrist, and finger position are best made as the need arises.
5. Keep saying to your students, “Don’t look; say the letter, and your brain will tell your fingers where to go.”
6. Once students have mastered the alphabet, they will ideally need daily practice to develop speed and accuracy. Practicing short words best develops accuracy. Students tend to want to correct their errors; however, it is best at first to encourage them to ignore mistakes and to keep practicing a sequence until they have done it correctly a number of times.

Materials Needed:

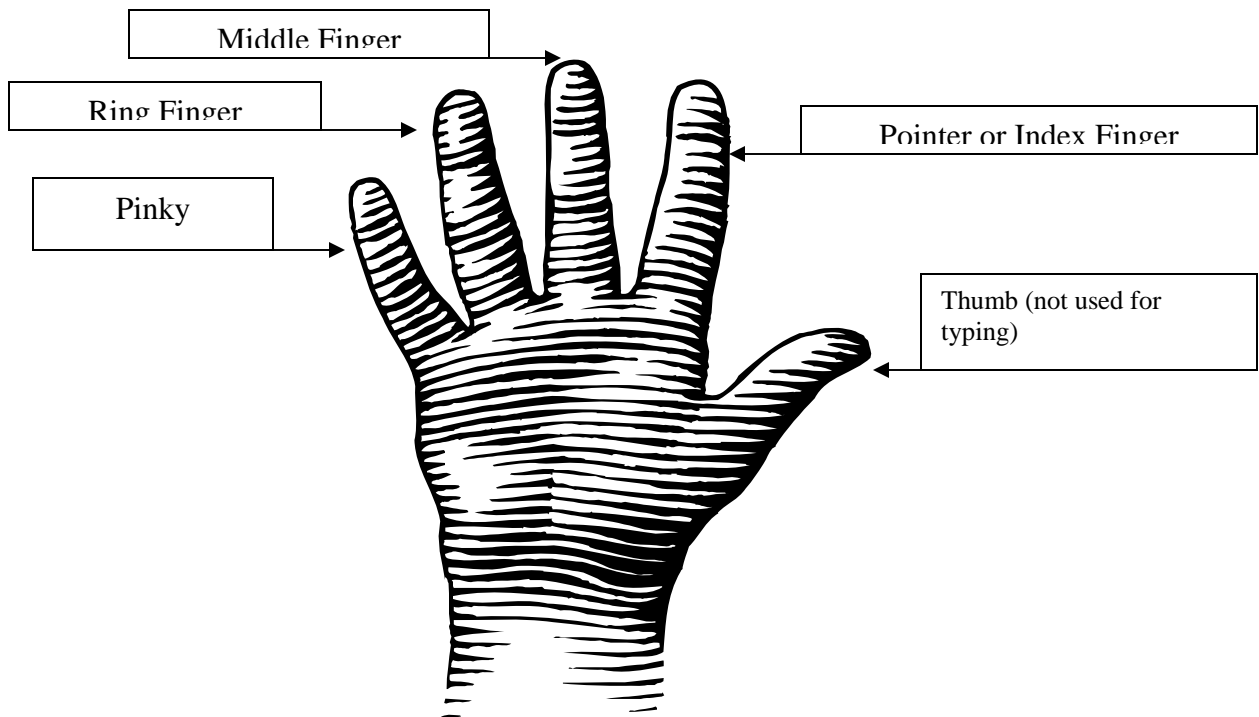
- Pre-test, Post-test
- Keyboarding Cover
- Practice Words
- Keyboard Checklist

Time Needed:

- You should allow at least 30 minutes a week to allow instruction and practice for the student. This could be accomplished through two fifteen-minute sessions per week. The more the student is allowed to practice, the sooner speed and accuracy will develop. Ideally, 10 minutes of daily practice is recommended.

Keyboarding skills are broken down into twelve lessons. There are practice words for each lesson. The practice words are designed to review letters that were previously taught, as well as cement the location of the newly introduced letters.

Prior Knowledge: Students must be able to name their fingers. For example:



Pre-test: To measure development of the new keyboarder, issue a three-minute typing test. Save the results to be able to compare with the Post-test.

Post-test: When all lessons have been delivered, administer the same test as a Post-Test.

Pre-Test
Timed Writing

3'

As you build your keyboarding skill, the number of errors you	4	45
make is not very important because most of the errors are	7	49
accidental. Realize, however, that documents are expected	11	52
to be without flaw. A letter, report, or table that has flaws is	15	57
not usable until it is corrected. So find and correct all errors.	20	62
The best time to detect and correct your errors is while	24	66
the copy is still on a monitor. Therefore, just before removing	29	70
the copy from the monitor, proofread it and correct any errors	33	74
you have made. Learn to proofread very carefully and to correct	37	78
all errors quickly. Improve your production skill in this way.	41	83

3' | 1 | 2 | 3 | 4 |

Lesson Format:

Each lesson is taught in a similar fashion.

1. Introduce the letter by having the student visually locate the key.
2. Have the students place both hands in the air – as if their hands are on the keyboard. They will exaggerate the movement of the key location and verbally use the cueing that you instruct them to use.
3. Place fingers on the keyboard. Have the students place both hands on the home row. Their fingers should be slightly curved with their index fingers on the f and j respectively. From that point on, each subsequent finger should be on the key adjacent. Middle finger on the d and k, ring fingers on the s and l and the pinky on the a and ; .
4. Have them practice the letter while looking at the keys.
5. Cover the keys with the keyboard cover and have them continue to practice until they are comfortable.
6. When all letters are introduced in the lesson, distribute the Practice Word List.
7. Students should continue to practice when time permits throughout the week.

Materials:

- Keyboard Cover
- Practice Lists
- 5 Minutes of Instruction Time, 15 Minutes of Practice time

Lesson 1: Letters A through G

Objective: The student will type words utilizing letters a through g without looking down at the keyboard for letter location.

Instructions:

At the completion of this lesson the student will learn the location of the letters a through g. These are letters used strictly with the left hand.

1. Place fingers on the keyboard. Have the students place both hands on the home row. Their fingers should be slightly curved with their index fingers on the f and j respectively. From that point on, each subsequent finger should be on the key adjacent. Middle finger on the d and k, ring fingers on the s and l and the pinky on the a and ;.
2. Have the students look at the letter a. It is on the home row and should be under their left pinky.
3. Have the students put both hands in the air. Have them exaggerate the pinky movement in the air. Then instruct the students to simultaneously depress the letter a and say aloud **A**. Have them do this a few times.
4. Place the keyboard cover over the keys and have the student repeat typing the letter a.
5. Now have the student locate the letter b. Say aloud, **“Down and over B.”** Have the student with exaggerated movement in the air demonstrate the location of the letter b with their pointer finger.
6. Place the keyboard cover over the keys and have the students practice without looking at the a and b. They should be saying, **“A, Down and over B.”** each time they are pressing the keys.
7. Introduce the letters c, d and e. The process is repeated by saying, **“Same finger c, d , e.”** You can also say, **“Downstairs, middle floor, upstairs.”** When the student feels comfortable with the location, have the students place the keyboard covers over the keys and type a, b, c, d and e.
8. Introduce the last two letters of the lesson. F and g. F is introduced by saying, **“Notch finger f and move it over g.”** These two keys are used with the left index finger. Repeat the process with the exaggerated movements in the air, practice without the keyboard cover and then practice all letters with the keyboard cover. When students are comfortable typing these letters without looking, have them practice the “Practice Words A through G”. See Practice Words.

Lesson 2: Letters H and I

Objective: The student will type words utilizing letters h through i without looking down at the keyboard for letter location.

Instructions:

At the completion of this lesson the student will learn the location of the letters h through i. These are letters used with the right hand.

Follow the lesson format and step-by-step instructions of lesson 1. The students should start out learning the letters by visually locating it on the keyboard. Use the exaggerated movement in the air with the verbal response, practice while looking at the keys and ultimately practicing the letters with the keyboard cover. The lesson ends with the student typing the words on the Practice Words A through I handout.

Verbal words for each letter:

Letter	Verbal Cues for the students to say aloud
h	Move it over H
i	(raise your voice while saying it) I

Lesson 3: Letters J, K, and L

Objective: The student will type words utilizing letters j, k and l without looking down at the keyboard for letter location.

Instructions:

At the completion of this lesson the student will learn the location of the letters j, k, and l. These are letters used with the right hand.

Follow the lesson format and step-by-step instructions of lesson 1. The students should start out learning the letters by visually locating it on the keyboard. Use the exaggerated movement in the air with the verbal response, practice while looking at the keys and ultimately practicing the letters with the keyboard cover. The lesson ends with the student typing the words on the Practice Words A through L handout.

Verbal words for each letter:

Letter	Verbal Cues for the students to say aloud	Finger Used
J, K, L	All in a row – J, K, and L	Right hand pointer, middle finger and ring finger

Lesson 4: Letters M and N

Objective: The student will type words utilizing letters m and n without looking down at the keyboard for letter location.

Instructions:

At the completion of this lesson the student will learn the location of the letters m and n. These are letters used with the right hand.

Follow the lesson format and step-by-step instructions of lesson 1. The students should start out learning the letters by visually locating it on the keyboard. Use the exaggerated movement in the air with the verbal response, practice while looking at the keys and ultimately practicing the letters with the keyboard cover. The lesson ends with the student typing the words on the Practice Words A through N handout.

Verbal words for each letter:

Letter	Verbal Cues for the students to say aloud	Finger Used
M	Inside m	Right pointer
N	Outside N	Right pointer

Lesson 5: Letters O, P and Q

Objective: The student will type words utilizing letters o, p, and q without looking down at the keyboard for letter location.

Instructions:

At the completion of this lesson the student will learn the location of the letters o, p, and q. These are letters used with the right hand and the left hand.

Follow the lesson format and step-by-step instructions of lesson 1. The students should start out learning the letters by visually locating it on the keyboard. Use the exaggerated movement in the air with the verbal response, practice while looking at the keys and ultimately practicing the letters with the keyboard cover. The lesson ends with the student typing the words on the Practice Words A through P handout.

Verbal words for each letter:

Letter	Verbal Cues for the students to say aloud	Finger Used
O	Ringer finger o	Right ring finger
P	Pinky P	Right pinky
Q	Pinky Q	Left pinky

Lesson 6: Letters R, S, and T

Objective: The student will type words utilizing letters r, s and t without looking down at the keyboard for letter location.

Instructions:

At the completion of this lesson the student will learn the location of the letters r, s, and t. These are letters used with the right hand.

Follow the lesson format and step-by-step instructions of lesson 1. The students should start out learning the letters by visually locating it on the keyboard. Use the exaggerated movement in the air with the verbal response, practice while looking at the keys and ultimately practicing the letters with the keyboard cover. The lesson ends with the student typing the words on the Practice Words A through T handout.

Verbal words for each letter:

Letter	Verbal Cues for the students to say aloud	Finger Used
R	Pointer finger up	Left pointer
S	Next to the a	Left ring finger
T	Triangle T – (next to the r)	Left pointer

Lesson 7: Letters U and V

Objective: The student will type words utilizing letters u and v without looking down at the keyboard for letter location.

Instructions:

At the completion of this lesson the student will learn the location of the letters u and v. These are letters used with the left and right hands.

Follow the lesson format and step-by-step instructions of lesson 1. The students should start out learning the letters by visually locating it on the keyboard. Use the exaggerated movement in the air with the verbal response, practice while looking at the keys and ultimately practicing the letters with the keyboard cover. The lesson ends with the student typing the words on the Practice Words A through V handout.

Verbal words for each letter:

Letter	Verbal Cues for the students to say aloud	Finger Used
U	U stands for Up – up with the pointer	Right pointer
V	V points down	Left pointer

Lesson 8: Letters W and X

Objective: The student will type words utilizing letters w and x without looking down at the keyboard for letter location.

Instructions:

At the completion of this lesson the student will learn the location of the letters w and x. These are letters used with the left hand.

Follow the lesson format and step-by-step instructions of lesson 1. The students should start out learning the letters by visually locating it on the keyboard. Use the exaggerated movement in the air with the verbal response, practice while looking at the keys and ultimately practicing the letters with the keyboard cover. The lesson ends with the student typing the words on the Practice Words A through X handout.

Verbal words for each letter:

Letter	Verbal Cues for the students to say aloud	Finger Used
W	This one's hard – ring finger	Left ring finger
X	I hate this letter – down stairs	Left ring finger

Lesson 9: Letters Y and Z

Objective: The student will type words utilizing letters y and z without looking down at the keyboard for letter location.

Instructions:

At the completion of this lesson the student will learn the location of the letters y and z. These are letters used with the left and right hands.

Follow the lesson format and step-by-step instructions of lesson 1. The students should start out learning the letters by visually locating it on the keyboard. Use the exaggerated movement in the air with the verbal response, practice while looking at the keys and ultimately practicing the letters with the keyboard cover. The lesson ends with the student typing the words on the Practice Words A through Y handout.

Verbal words for each letter:

Letter	Verbal Cues for the students to say aloud	Finger Used
Y	Reach for the Y	Right pointer
Z	Pinky Z	Left pinky

Lesson 10: Longer Words and Words with Multiple Syllables

Objective: The student will be able to type longer words with five or more letters. The student should be able to type words that have three or more syllables.

Instructions:

The students now should know the location of the alphabet. Before we move to punctuation and capital letters they should practice typing longer words. The words with three or more syllables can be difficult. It is easier to begin by breaking the word into syllables. Use Practice Longer Words and Practice Words with Multiple Syllables.

Lesson 11: Phrases

Objective: The students will be able to type phrases.

Instructions:

Words are used together. Having the students type phrases will help them increase their speed and accuracy. Have the students practice typing phrases; use Practice Typing Phrases.

Lesson 12: Capitals

Objective: The students will be able to type capital letters using the correct finger placements.

Instructions:

Capitals are relatively easy. If you use the left hand for the key than the right pinky is used to depress and hold down the shift key while typing the letter desired to be capitalized.

Have the students practice typing the alphabet using only capitals letters. Do not allow them to use the Caps Lock Key. They should use the opposite hand pinky to hold down the shift keys. Have the students practice typing phrases; use Practice Words with Uppercase Letters.

Lesson 13: The Period, and the Comma

Objective: The students will be able to type a period and comma without looking down at the keyboard.

Instructions:

Periods are used at the end of most abbreviations and sentences. There are always two spaces after a period at the end of a sentence and one space after the period at the end of an abbreviation.

Have the students locate the period on the keyboard (bottom row – right hand – ring finger).

Have the students type the alphabet a through z with a period and two spaces after each period. Have the students say, “**Period space space**” after they type each period.

For example,

a. b. c. d. e. f. g. h. i. j. k. l. m. n. o. p. q. r. s. t. u. v. w. x. y. z.

There is always one space after a comma except if it is used within numbers.

Have the students locate the comma on the keyboard (bottom row – right hand – middle finger).

Have the students type the alphabet a through z with a comma and one space after each comma. Have the students say, “**Comma space**” after they type each comma.

For example,

a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, q, r, s, t, u, v, w, x, y, z,

Now that they have completed lessons 10, 11 and 12, they can practice Capitals, Commas and Sentences.

Post – Test: You should administer the Post-Test when all lessons have been completed. This is a good measurement of student progress from their initial introduction to keyboarding.

Practice Words A through G

Type a row of each word. Use the font size of 16.

Do not back space any mistakes, just slow down and keep typing.

add

dad

fad

bad

dab

bag

gag

gab

fed

beg

bed

bead

ace

age

aged

face

cage

feed

fade

beef

deed

egg

bee

ebb

fee

cab

bad

ace

babe

deed

dead

deaf

babe

bead

fee

Practice Words A through I

Type a row of each word. Use the font size of 16.

Do not back space any mistakes, just slow down and keep typing.

did

dig

hid

id

bid

gag

bide

deaf

ice

big

high

fig

gig

dig

dice

gig

idea

each

die

beach

chef

Practice Words A through L

Type a row of each word. Use the font size of 16.

Do not back space any mistakes, just slow down and keep typing.

all	ill	bed
ball	fill	fed
call	hill	fled
fall	bill	did
hall	chill	lid
bag	lake	jack
lag	cake	back
flag	bike	lack
dad	like	black
glad	hike	kick
leaf	feed	hail
beak	glee	bail
each	deed	file
heal	eel	hide
deal	heel	face

Practice Words A through N

Type a row of each word. Use the font size of 16.

Do not back space any mistakes, just slow down and keep typing.

am	fine
ham	mine
dam	dime
him	line
dim	nine
an	name
and	game
hand	flame
land	blame
band	lime
in	mile
fin	mail
fan	main
fan	name
ban	nice
can	

Now try phrases. Type each phrase three times.

glad men	hand in hand	fine land	in a cabin
need a game	nine dimes		

Practice Words A through P

Type a row of each word. Use the font size of 16.

Do not back space any mistakes, just slow down and keep typing.

on	load	pool
off	long	pail
dot	gong	pod
not	add	pad
hot	odd	open
nod	clock	pen
log	dock	pin
bog	flock	ape
fog	block	poll
dog	knock	pole
one	food	pack
done	fool	packing
bone	cool	pop
cone	mood	pig
none	boom	pan

Now try phrases. Type each phrase three times.

a hot loaf	boil oil	got to go	go look
float a boat	a good mood	a long block	not locked

Practice Words A through T

Type a row of each word. Use the font size of 16.

Do not back space any mistakes, just slow down and keep typing.

rat	is	fast
ram	hiss	last
sat	miss	mast
sap	kiss	list
sip	bass	nest
rip	pass	pest
rap	less	rest
tip	mess	thirst
tap	press	first
are	late	stop
art	fate	step
cart	tame	stiff
part	same	stem
chart	ripe	still
arm	rope	stall
farm	ride	strike
harm	rode	stripe
barn	robe	strap

Now try phrases. Type each phrase three times.

a last sip

strike three

a star chart

tame a tiger

ride to the farm

late for a date

in fine shape

less mess

fast asleep

first place

miss the flight

striped flag

raise the bar

sit still

stop the press

a flat tire

climb aboard

rising tide

Practice Words A through V

Type a row of each word. Use the font size of 16.

Do not back space any mistakes, just slow down and keep typing.

run	van	quit
fun	vet	queen
pun	vest	quill
bun	have	quest
sun	give	quip
hum	live	aqua
gum	dive	equal
drum	save	squall
hut	dust	out
nut	must	shout
rut	gust	loud
cut	rust	mouth
put	just	ground
but	rut	sound
gut	fuss	trout
tug	bus	route

Now try phrases. Type each phrase three times.

five hives

a grape vine

save the trout

give a tug

a fur vest

drove a bus

Practice Words A through X

Type a row of each word. Use the font size of 16.

Do not back space any mistakes, just slow down and keep typing.

we	how	own
was	now	owl
were	cow	power
went	low	flower
wet	snow	shower
will	slow	tower
win	flow	awe
wind	grow	fawn
box	what	mixed
fox	when	mixing
fax	why	boxer
fix	where	taxes
six	who	oxen
wax	whale	exit
lax	while	exam
axle	white	toxin

Now try phrases. Type each phrase three times.

a fox in a box

a brown ox

fix the fax

win a mixer

very wet

a tough exam

Practice Words A through Z

Type a row of each word. Use the font size of 16.

Do not back space any mistakes, just slow down and keep typing.

yes	zip	yellow
yet	zoo	yarn
you	zoom	yearn
yam	zone	boy
yum	buzz	story
yip	fuzz	eye
yen	fizz	layer
your	jazz	lawyer
cry	young	doze
dry	very	zebra
try	happy	waltz
shy	lucky	size
spy	silly	amaze
why	hilly	ozone
fly	fuzzy	prize
sly	sunny	dozen

Practice Longer Words

Type a row of each word. Use the font size of 16.

Do not back space any mistakes, just slow down and keep typing.

shout	candy	question
speak	ghost	answer
where	lemons	reading
because	awake	writing
since	asleep	spelling
drive	straight	motion
green	relax	nation
yellow	orange	caption
empty	purple	fiction
silver	cover	action
apple	chalkboard	science
bright	fireplace	history
fright	matchbox	recess
quart	horseback	study
flower	motorbike	homework

Practice Words with Multiple Syllables

Type a row of each word. Use the font size of 16. Now when typing think of the words as syllables. Type the words without breaking it up in syllables. This is to help you with longer words.

Do not back space any mistakes, just slow down and keep typing.

com pu ter

math e mat ics

ad ven ture

re fresh ment

key board ing

af ter noon

e lec tric

in ves ti gate

beau ti ful

res tau rant

el e phant

cap i tal

im por tant

rhi noc er os

el ev a tor

his tor ic

al pha bet

mech an i cal

re la tion

tax a tion

mon u ment

in ven tion

un der stand

par a graph

hand some

in di cate

por cu pine

bi ol o gy

dic ta tion

sev en teen

Practice Typing Phrases

Type a row of each word phrase. Use the font size of 16.

Do not back space any mistakes, just slow down and keep typing.

one at a time

after dark

never too late

in the night

looking good

credit

look out

in the wild

in the way

look before you leap

over and out

take your time

up in arms

one if by land

down the pike

two if by sea

better than ever

if you can

two or three

full of hope

on target

down and out

more or less

fit to print

on the lookout

running out

paper or plastic

easy as pie

back and forth

over and over

Practice Words with Uppercase Letters

Type a row of each word. Use the font size of 16.

Do not back space any mistakes, just slow down and keep typing.

And	No
But	Out
Can	Put
Dog	Quit
Egg	Rest
Frog	So
Gum	To
Her	Up
If	Very
Jump	Went
Kiss	Xylem
Let	Yet
Me	Zebra
Monday	September
Tuesday	October
Wednesday	November
Thursday	December
Friday	January

Practice Capitals, Commas and Sentences

Type each sentence five times. Use the font size of 16.

Do not back space any mistakes, just slow down and keep typing.

Take this ship and sail around the world.

Many small animals lived in the woods beyond the field.

His father taught him how to fish for bass.

There it lay on the ground, shining in the sun.

She knew she could climb the mountain before the storm came.

I called a taxi, but it never came.

If we are lucky, we will see the comet.

This time I will do it and nobody can stop me.

Tomorrow we are going to Florida for our vacation.

They met early in the morning on the bridge that crosses the stream.

The quick brown fox jumps over the lazy dog.

**Post-Test
Timed Writing**

3'

As you build your keyboarding skill, the number of errors you	4	45
make is not very important because most of the errors are	7	49
accidental. Realize, however, that documents are expected	11	52
to be without flaw. A letter, report, or table that has flaws is	15	57
not usable until it is corrected. So find and correct all errors.	20	62
The best time to detect and correct your errors is while	24	66
the copy is still on a monitor. Therefore, just before removing	29	70
the copy from the monitor, proofread it and correct any errors	33	74
you have made. Learn to proofread very carefully and to correct	37	78
all errors quickly. Improve your production skill in this way.	41	83

3' | 1 | 2 | 3 | 4 |

Tracking Sheet of Student Progress

Name:	A – G	H – I	J – L	M – N	O – Q	R – T	U – V	W – X	Y – Z	Longer Words Mult. Syllables	Phrases	Capitals	Period and Comma

APPENDICES

Additional references for teachers.

TOPIC/SUBJECT	WEB ADDRESS
Graphic Organizers	<ul style="list-style-type: none"> • http://www.eduplace.com/graphicorganizer/index.html • http://www.edhelper.com • http://www.teachervision.com
Math	<ul style="list-style-type: none"> • http://www.mathpower.com/tip4.htm • http://www.euler.slu.edu/Dept/Successinmath.html#studyskills • http://www.math.com • http://www.webmath.com
Math flashcards	<ul style="list-style-type: none"> • http://www.aplusmath.com/flashcards/
NJASK Sample Test Questions	<ul style="list-style-type: none"> • http://www.state.nj.us/njded/njep/assessment/gepa/gepa_lal/cluster2_wtg_to_persuade/index.html • http://www.geocities.com/soho/atrium/1437/pers.html
Note Taking	<ul style="list-style-type: none"> • http://www.ucc.vt.edu/stdysk/cornell.html • http://extend.unb.ca/wss/notetext.htm • http://www.collegeboard.com/article/0,3868,2-8-0-955,00.html • http://blast.mbhs.edu/success/notestrat.html
Organization	<ul style="list-style-type: none"> • http://www.lifeorganizers.com/school-family/middle-school-organization.htm
Strategies for Success	<ul style="list-style-type: none"> • http://success.oregonstate.edu/study.htm • http://www.studygs.net/
Study Tips	<ul style="list-style-type: none"> • http://education.jlab.org/elementflashcards/ • http://www.how-to-study.com/ • http://www.studygs.net/ • http://www.ucc.vt.edu/stdysk/stdyhlp.html
Test Taking Tips	<ul style="list-style-type: none"> • http://www.angelfire.com/oh/gidi2/test.html • http://www.state.tn.us/education/tsteststrategies.htm • http://www.bucks.edu/~specpop/tests.htm • http://www.mtsu.edu/~studskl/teststrat.html • http://www.testtakingtips.com

New Jersey Registered Holistic Scoring Rubric

In Scoring, consider the grid of written language	Inadequate Command	Limited Command	Partial Command	Adequate Command	Strong Command	Superior Command
Score	1	2	3	4	5	6
Content & Organization (see below)	<ul style="list-style-type: none"> May lack opening and/or closing 	<ul style="list-style-type: none"> May lack opening and/or closing 	<ul style="list-style-type: none"> May lack opening and/or closing 	<ul style="list-style-type: none"> Generally has opening and/or closing 	<ul style="list-style-type: none"> Opening and closing 	<ul style="list-style-type: none"> Opening and closing
	<ul style="list-style-type: none"> Minimal response to topic; uncertain focus 	<ul style="list-style-type: none"> Attempts to focus May drift or shift focus 	<ul style="list-style-type: none"> Usually has single focus 	<ul style="list-style-type: none"> Single focus 	<ul style="list-style-type: none"> Single focus Sense of unity and coherence Key ideas developed 	<ul style="list-style-type: none"> Single, distinct focus Unified and coherent Well-developed
	<ul style="list-style-type: none"> No planning evident; disorganized 	<ul style="list-style-type: none"> Attempts organization Few, if any, transitions between ideas 	<ul style="list-style-type: none"> Some lapses or flaws in organization May lack some transitions between ideas 	<ul style="list-style-type: none"> Ideas loosely connected Transition evident 	<ul style="list-style-type: none"> Logical progression of ideas Moderately fluent Attempts compositional risks 	<ul style="list-style-type: none"> Logical progression of ideas Fluent, cohesive Compositional risks successful
	<ul style="list-style-type: none"> Details random, inappropriate, or barely apparent 	<ul style="list-style-type: none"> Details lack elaboration, i.e., highlight paper 	<ul style="list-style-type: none"> Repetitious details Several unelaborated details 	<ul style="list-style-type: none"> Uneven development of details 	<ul style="list-style-type: none"> Details appropriate and varied 	<ul style="list-style-type: none"> Details effective, vivid, explicit, and/or pertinent
Usage (see below)	<ul style="list-style-type: none"> No apparent control Severe/ numerous errors 	<ul style="list-style-type: none"> Numerous errors 	<ul style="list-style-type: none"> Errors/ patterns of errors may be evident 	<ul style="list-style-type: none"> Some errors that do not interfere with meaning 	<ul style="list-style-type: none"> Few errors 	<ul style="list-style-type: none"> Very few, if any, errors
Sentence Construction (see below)	<ul style="list-style-type: none"> Assortment of incomplete and/or incorrect sentences 	<ul style="list-style-type: none"> Excessive monotony/ same structure Numerous errors 	<ul style="list-style-type: none"> Little variety in syntax Some errors 	<ul style="list-style-type: none"> Some errors that do not interfere with meaning 	<ul style="list-style-type: none"> Few errors 	<ul style="list-style-type: none"> Very few, if any, errors
Mechanics (see below)	<ul style="list-style-type: none"> Errors so severe they detract from meaning 	<ul style="list-style-type: none"> Numerous serious errors 	<ul style="list-style-type: none"> Patterns of errors evident 	<ul style="list-style-type: none"> No consistent pattern of errors Some errors that do not interfere with meaning 	<ul style="list-style-type: none"> Few errors 	<ul style="list-style-type: none"> Very few, if any, errors
Non-Scorable Responses	NR = No Response	Student wrote too little to allow reliable judgment of his/her writing.				
	OT = Off Topic/ Off Task	Student did not write on the assigned topic/task, or the student attempted to copy the prompt.				
	NE = Not English	Student wrote in a language other than English.				
	WF = Wrong Format	Student refused to write on the topic, or the writing task folder was blank.				
Content & Organization		Usage		Sentence Construction		Mechanics
<ul style="list-style-type: none"> Communicates intended message to intended audience Relates to topic Opening and closing Focused Logical progression of ideas Transitions 		<ul style="list-style-type: none"> Tense formation Subject-verb agreement Pronouns usage/agreement Word choice/meaning Proper modifiers 		<ul style="list-style-type: none"> Variety of type, structure, and length Correct construction 		<ul style="list-style-type: none"> Spelling Capitalization Punctuation

Open-Ended Scoring Rubric

For Reading, Listening, and Viewing

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

Mathematics

GEPA

**Holistic Scoring Guide for Mathematics Open-Ended (OE) Items
(Generic Rubric)**

3-Point Response

The response shows complete understanding of the problem's essential mathematical concepts. The student executes procedures completely and gives relevant responses to all parts of the task. The response contains few minor errors, if any. The response contains a clear, effective explanation detailing how the problem was solved so that the reader does not need to infer how and why decisions were made.

2-Point Response

The response shows nearly complete understanding of the problem's essential mathematical concepts. The student executes nearly all procedures and gives relevant responses to most parts of the task. The response may have minor errors. The explanation detailing how the problem was solved may not be clear, causing the reader to make some inferences.

1-Point Response

The response shows limited understanding of the problem's essential mathematical concepts. The response and procedures may be incomplete and/or may contain major errors. An incomplete explanation of how the problem was solved may contribute to questions as to how and why decisions were made.

0-Point Response

The response shows insufficient understanding of the problem's essential mathematical concepts. The procedures, if any, contain major errors. There may be no explanation of the solution or the reader may not be able to understand the explanation. The reader may not be able to understand how and why decisions were made.

WORKS REFERENCED

Green, Lawrence J., and Leight Jones-Bamman. GETTING SMARTER, The Study Skills Improvement Program. Belmont, California: Fearon/Janus, 1985.

Green, Lawrence J. Winning the Study Game – Learning How to Succeed in School. Minnetonka, MN: Peytral Publications, Inc., 2002.

King, Diana Hanbury. Writing Skills. Cambridge and Toronto: Educators Publishing Service, 2005.

Swalm, Dr. James. E. and Dr. June I. Coultas. New Jersey Test Prep. Grade 6 Language Arts Literacy Second Edition. Shelton, CT: Queue, Inc., 2006.

Swalm, Dr. James. E. and Dr. June I. Coultas. pre-GEPA Prep, Language Arts Literacy. Bridgeport, CT: Queue, Inc., 2002.

Web addresses referenced for picture prompts and matrices:

<http://ettc.lrhdsd.org/pictureprompt/pp03.htm>

<http://ettc.lrhdsd.org/pictureprompt/pp09.htm>

<http://ettc.lrhdsd.org/pictureprompt/pp31.doc>

<http://ettc.lrhdsd.org/pictureprompt/pp10.htm>

<http://ettc.lrhdsd.org/pictureprompt/pp51.doc>

<http://www.state.nj.us/njded/assessment/ms/5-7/specs/lal567.htm>