

<b>Subject Area:</b> English Language Arts	<b>Grade Level:</b> 5	<b>2024</b>
<b>Unit Name:</b> Exploring Identities & How They Affect Understanding*	<b>Dates:</b> September	<b>Time Frame:</b> 2-3 Weeks

**Lessons & Writing Activities:**

*This unit focuses on students getting to know themselves better and use that understanding to analyze how they “see” texts. It includes discussion of how their personal backgrounds and biases can affect their comprehension of stories or poems. It is also a time to set up expectations for literary learning for the upcoming school year.*

**Lesson 1: Getting to Know You**

**Rationale:** In the beginning of a school year, it is important for students and teachers to participate in various “getting to know you” activities in order to build relationships as well as collect data about children’s reading lives. Students will complete an initial self-assessment regarding the types of books they like to read, where they go for information about new books, etc. The teacher will then read and lead a discussion using the text, All are Welcome by Alexandra Penfold.

**New Jersey Student Learning Standards:** SL.PE.5.1, SL.II.5.2, SL.AS.5.6

**Skills & Strategies:** Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

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**Lesson 2: Reflecting on Our Identities I**

**Rationale:** In order to build a strong classroom community, it is important to celebrate differences related to our identities. This lesson will give students a chance to reflect on who they are and what makes them unique. They will discuss the definition of “identity” and create an identity web. Guiding questions include: *What is identity? What can we see about a person’s identity? What can we not see?*

**Resources:** Creating a Learning Environment Where All Kids Feel Valued; Being the Change by Sara K. Ahmed

**New Jersey Student Learning Standards:** SL.PE.5.1, SL.AS.5.6

**Skills & Strategies:** Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

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**Lesson 3: Reflecting on Our Identities II**

**Rationale:** This lesson continues the work begun previously and incorporates the use of The Day You Begin by Jacqueline Woodson. Students will discuss the text and relate it to their own experiences with identity. They will then complete a written response relating their lives to the characters’ experiences. Guiding questions include: *How does a person’s identity affect their relationships and the ability to build relationships with others? How can our assumptions lead to miscategorizing one’s identity?*

**New Jersey Student Learning Standards:** RL.CI.5.2, RL.MF.5.6, W.AW.5.1, W.RW.5.7, SL.PE.5.1, SL.II.5.2, SL.AS.5.6

**Skills & Strategies:** Using Schema, Determining Importance, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating, Literary Response/Opinion Writing

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**Lesson 4: Creating a Vision Statement & Class Mission Statement**

**Rationale:** Creating class vision and mission statements can help bring about community and encourage students to embrace their peers and their strengths/weaknesses. While connecting to personal identity, students will work together to create a vision of who they would like to become during the school year -- specifically, characteristics of model students and community members. They then will use this to write a mission statement for the class. Discussion will include personal goals, strengths, weaknesses, and ways to achieve as an academic and peer.

**New Jersey Student Learning Standards:** SL.PE.5.1, SL.AS.5.6, W.RW.5.7

**Skills & Strategies:** Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

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**Lesson 5: Our Name Stories - Researching the History**

**Rationale:** Students will participate in a research project focusing on the history of their names that begins with a reading and discussion of The Name Jar by Yangsook Choi. The project includes using web-based resources to discover information about origin, variants, popularity in various countries, etc. They then will produce a final product incorporating their findings. Guiding questions include: *How do our names connect with our identities? Why is it important to honor each other's names by pronouncing them correctly?* Note: To remain sensitive to the backgrounds of all learners, parent/guardian interviews may be an option, but should not be required or the only option as not all children have a nuclear family. Students could select from several tasks in order to gather information, for example, with interviews as one of them; others could include more extensive research on name origins.

**New Jersey Student Learning Standards:** RL.CI.5.2, RL.PP.5.5, W.IW.5.2, SL.PE.5.1, SL.II.5.2, SL.PI.5.4, SL.AS.5.6

**Skills & Strategies:** Using Schema, Visualizing, Making Inferences, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaboration, Writing About Text, Research

**Lesson 6: Identity & Stories I**

**Rationale:** Students will read and discuss Fauja Singh Keeps Going: The True Story of the Oldest Person to Ever Run a Marathon by Simran Jeet Singh. Students will discuss the text and relate it to their own experiences with identity. They will then use the theme and plot of the story to identify personal goals for the school year related to academics as well as personal growth. Guiding questions include: *How do our identities affect our understanding of a story?*

**New Jersey Student Learning Standards:** RL.CI.5.2, RL.MF.5.6, W.AW.5.1, W.RW.5.7, SL.PE.5.1, SL.AS.5.6

**Skills & Strategies:** Using Schema, Questioning, Making Inferences, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

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**Lesson 7: Identity & Stories II**

**Rationale:** Students will read and discuss The Proudest Blue: A Story of Hijab and Family by Ibtihaj Muhammad and S.K. Ali. Students will discuss the text and relate it to their own experiences with identity. Connections between previous texts will be explored. They then complete a quote analysis task focusing on the words of former First Lady Michelle Obama; extension activities may also be completed using sample personal narratives from Facing History and Ourselves (see link). Guiding questions include: *What does the author want me to know about them, their life, and the world? How is this influenced by my identity?*

**Resources:** Facing History and Ourselves

**New Jersey Student Learning Standards:** RL.CI.5.2, RL.MF.5.6, W.AW.5.1, W.RW.5.7, SL.PE.5.1, SL.AS.5.6

**Skills & Strategies:** Using Schema, Determining Importance, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating, Literary Response/Opinion, Writing

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**Lesson 8: Identity & Affirming Our Beliefs**

**Rationale:** Students will create "I Am" poems after reading and discussing I Am Every Good Thing by Derrick Barnes. In doing so, they will affirm their beliefs regarding their identities, goals and dreams.

**New Jersey Student Learning Standards:** RL.CI.5.2, RL.MF.5.6, W.AW.5.1, W.RW.5.7, SL.PE.5.1, SL.AS.5.6

**Skills & Strategies:** Analyzing Poetry, Synthesizing, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating, Poetry Writing

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**Assessment:**

Observations, Teacher-Student Conferences, Student-Student Conferences, Turn-and-Talks, Written Reading Responses, Reading Notebook Checklists, Self-Assessment Tools, Formative Assessment Note Sheets, Student Performance Checklists, Sticky Notes, Reflection Sheets, Goal Sheets, Reading Strategies Checklists

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**Differentiate Instruction (For 504s, MLLs, IEPs, Students at Risk, Gifted Students):**

**Will vary according to student readiness/interest/learning profile:**

**Presentation Accommodations (504, MLL, IEP, Students at Risk, G & T Students)**

- Listen to audio recordings instead of reading text
- Learn content from audio books, movies, videos and **visual and multimedia** instead of reading print versions
  - Use alternate texts at lower readability level
  - Work with fewer items per page or line and/or materials in a larger print size
  - Use magnification device, screen reader, or Braille / Nemeth Code
  - Use audio amplification device (e.g., hearing aid(s), auditory trainer, sound-field system (which may require teacher use of microphone)

- Be given a written list of instructions
- Record a lesson, instead of taking notes
- Have another student share class notes with one another
- Be given an outline of a lesson
- Be given a copy of teacher's lecture notes
- Be given a study guide to assist in preparing for assessments
- Use visual presentations of verbal material, such as word webs and visual organizers
- Use manipulatives to teach or demonstrate concepts
- Have curriculum materials translated into native language

**Presentation Accommodations (504)**

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**Response Accommodations (504, MLL, IEP, Students at Risk, G & T Students)**

- Use sign language, a communication device, Braille, other technology, or native language other than English
- Dictate answers to a scribe
- Capture responses on an audio recorder
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**Setting Accommodations (504, MLL, IEP, Students at Risk, G & T Students)**

- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where he learns best (for example, near the teacher, away from distractions)
- Use special lighting or acoustics
- Take a test in small group setting
- Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out)
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- Take more time to complete a task or a test
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing a task

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#### **Scheduling Accommodations (504, MLL, IEP)**

- Take more time to complete a project
- Take a test in several timed sessions or over several days
- Take sections of a test in a different order
- Take a test at a specific time of day

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#### **Organization Skills Accommodations (504, MLL, IEP, Students at Risk)**

- Use an alarm to help with time management
- Mark texts with a highlighter
- Have help coordinating assignments in a book or planner
- Receive study skills instruction

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**Assignment Modifications (504, MLL, IEP, G & T Students)**

- Complete fewer or different homework problems than peers
- Write shorter or longer papers
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**Curriculum Modifications (504, MLL, IEP, G & T Students)**

- Learn different material (such as moving ahead to an extension concept/skill while classmates continue to work on a core skill)
- Get graded or assessed using a different standard than the one for classmate
- Modified content based on ability level (reading level, higher-level thinking questions, etc.)

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**9.1, 9.2, 9.4 Career Readiness, Life Literacies, and Key Skills:**

- Throughout the unit, discussions pertaining to writing careers (authors, publishers, illustrators, etc.) are infused to bring about awareness. This includes roles, required education/training, how passion and skill can lead to selecting a desirable/fruitful career in the field, etc. Possible activities:
  - Author visits (virtual or in-person)
  - Author studies
  - Writing to authors, illustrators, or publishers
  - Class discussions of career responsibilities related to writing
    - Financial aspects of writing or illustrating (i.e. what is an advance? common misconceptions about earnings, balancing personal finances and passion for the field, etc.)
    - Authors giving back to their communities (volunteering, book signings at local independent bookstores, etc.)
- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2)
- 9.4.5.DC.1: Explain the need for and use of copyrights. • 9.4.5.DC.2: Provide attribution according to intellectual property rights guidelines using public domain or creative commons media. • 9.4.5.DC.3: Distinguish between digital images that can be reused freely and those that have copyright restrictions.

**Additional Interdisciplinary Activities: Social Studies/History:**

6.1.5.HistoryCC.4: Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.

6.1.5.HistoryCC.6: Use multiple sources to make evidence-based inferences on the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey

6.1.8.HistoryCC.3.c: Use geographic tools and resources to investigate how conflicts and alliances among European countries and Native American groups impacted the expansion of American territory.

- Examining the “Real” Thanksgiving Lesson - Infusion of non-fiction and concepts from this unit to take place as a spiral review in November using Kate Messner’s *History Smashers: The Mayflower* and other supporting resources. Connections between identity unit should also be made during this time.

\* - Throughout the school year, students will recognize, read about, discuss, and research diverse celebrations such as Hispanic Heritage Month, American Indian Heritage Month, Black History Month, women’s History Month, Asian Pacific Islander Month, Holi, PRIDE Month, Juneteenth, Ramadan, etc. Both fiction and non-fiction texts will be used along with visual media (pictures, illustrations, videos). Discussions will connect back to the identity unit as well.

<b>Subject Area:</b> English Language Arts	<b>Grade Level:</b> 5	<b>2024</b>
<b>Unit Name:</b> Reading - Launching	<b>Dates:</b> September-Early October	<b>Time Frame:</b> 2-3 Weeks

**Lessons & Writing Activities:**

**Interactive Read Aloud Lessons**

**Lesson 1: What is a Reading Workshop?**

**Rationale:** Reading workshop is the time of day to nurture and support readers while learning the power of reading. Students will learn about the structure, expectations, and routines.

**New Jersey Student Learning Standards:** RL.CR.5.1, RL.CI.5.2, SL.PE.5.1, SL.II.5.2, SL.UM.5.5, SL.AS.5.6, L.WF.5.2, L.KL.5.1, L.VL.5.2, W.RW.5.7

**Skills & Strategies:** Text and Genre Features/Structure, Using Schema, Making Inferences, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

**Lesson 2: Considering Our Reading Identities**

**Rationale:** Readers develop an understanding of their unique identities. Students will reflect on their interests and histories as readers. Discussions connecting identity unit should be woven within the lesson.

**New Jersey Student Learning Standards:** RL.CR.5.1, RL.CI.5.2, SL.PE.5.1, SL.II.5.2, SL.UM.5.5, SL.AS.5.6, L.WF.5.2, L.KL.5.1, W.RW.5.7

**Skills & Strategies:** Text and Genre Features/Structures, Using Schema, Determining Importance, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

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**Lesson 3: Crafting a Reading Life**

**Rationale:** Readers are individuals with different strengths, challenges, and interests. Students will use their own identities to self-select texts across genres and grow their thinking in different ways.

**New Jersey Student Learning Standards:** RL.CR.5.1, RL.CI.5.2, SL.PE.5.1, SL.PI.5.4, SL.UM.5.5, SL.AS.5.6, L.WF.5.2, L.KL.5.1, W.RW.5.7

**Skills & Strategies:** Text and Genre Features/Structure, Using Schema, Determining Importance, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

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**Lesson 4: Understanding Means Thinking**

**Rationale:** Readers pay attention to their thinking to know that they understand what they read and to clear up confusion. Students will learn that when meaning breaks down, they have to do reading work to clear up confusion, including rereading and slowing down.

**New Jersey Student Learning Standards:** RL.CR.5.1, RI.TS.5.4, SL.PE.5.1, SL.PI.5.4, SL.UM.5.5, SL.AS.5.6, L.WF.5.2, L.KL.5.1, L.VL.5.2, W.RW.5.7

**Skills & Strategies:** Questioning, Making Inferences, Monitoring and Repairing Comprehension, Finding Word Meaning (Vocabulary), Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

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**Lesson 5: Activating Schema**

**Rationale:** Readers use a variety of strategies to understand their reading, find meaning in texts, and build stamina as readers. Students will activate schema, or prior knowledge, before reading to help them make connections and build understanding. Discussions should include how one's background and life experiences can affect schema **and how that may influence the reader's interpretation of the text.**

**New Jersey Student Learning Standards:** RL.CR.5.1, RL.CI.5.2, RL.PP.5.5, SL.PE.5.1, SL.II.5.2, SL.PI.5.4, SL.UM.5.5, SL.AS.5.6, L.WF.5.2, L.KL.5.1, L.VL.5.2, W.RW.5.7

**Skills & Strategies:** Text and Genre Features/Structure, Using Schema, Visualizing, Making Inferences, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaboration, Writing About Text

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**Lesson 6: The Power of Conversation**

**Rationale:** Readers come together to have conversations in order to both share thinking and grow ideas together. Students will learn how to follow a clear protocol during conversations. Attention should be paid to wording and how language can have both a positive and negative effect on others in terms of bias, gender-identity, ableism, ethnicity, etc.



**New Jersey Student Learning Standards:** RL.CR.5.1, RL.CI.5.2, SL.PE.5.1, SL.II.5.2, SL.ES.5.3, SL.PI.5.4, SL.UM.5.5, SL.AS.5.6, L.WF.5.2, L.KL.5.1, W.RW.5.7

**Skills & Strategies:** Text and Genre Features/Structure, Using Schema, Visualizing, Making Inferences, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

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**Lesson 7: Getting Ready to Begin**

**Rationale:** When readers know they will be discussing a text, they prepare for conversation by collecting their thinking and questions. Students will learn how to use a repertoire of strategies to begin conversations.

**New Jersey Student Learning Standards:** RL.CR.5.1, RL.CI.5.2, SL.PE.5.1, SL.II.5.2, SL.ES.5.3, SL.PI.5.4, SL.UM.5.5, SL.AS.5.6, L.WF.5.2, L.KL.5.1, W.RW.5.7

**Skills & Strategies:** Using Schema, Questioning, Making Inferences, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

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**Lesson 8: Growing Ideas Through Conversation**

**Rationale:** Readers grow ideas about their reading by talking to other readers. Students will use different conversational moves, like asking questions and using textual evidence, to develop, support, and defend an idea about a text.

**New Jersey Student Learning Standards:** RL.CR.5.1, RL.CI.5.2, SL.PE.5.1, SL.II.5.2, SL.ES.5.3, SL.PI.5.4, SL.UM.5.5, SL.AS.5.6, L.WF.5.2, L.KL.5.1, W.RW.5.7

**Skills & Strategies:** Making Inferences, Determining Importance, Synthesizing, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

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**Mini-Lessons**

**Lesson 1: Studying Ourselves as Readers**

**Rationale:** Readers need to have an understanding of their pace and stamina when reading in order to develop a clearer sense of themselves as readers. Students will track the time and amount they read to gather data for their own reflection.

**New Jersey Student Learning Standards:** SL.PE.5.1, SL.UM.5.5, SL.AS.5.6, L.WF.5.2, L.KL.5.1, W.RW.5.7

**Skills & Strategies:** Text and Genre Features/Structure, Monitoring and Repairing Comprehension

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**Lesson 2: Making a Plan for Ourselves as Readers**

**Rationale:** Readers have both short-term and long-term plans for their reading lives. Students will keep a running list of books to read in order to develop their reading identities and build independence as readers.

**New Jersey Student Learning Standards:** RL.IT.5.3, SL.PE.5.1, SL.UM.5.5, SL.AS.5.6, L.WF.5.2,

L.KL.5.1, W.RW.5.7

**Skills & Strategies:** Determining Importance, Synthesizing, Using Schema

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**Lesson 3: Book Talks**

**Rationale:** Readers share books with each other and get recommendations from other readers. Students will understand the importance of book recommendations, begin a procedure for keeping track of interesting titles, and identify a book that would warrant a “book talk.”

**New Jersey Student Learning Standards:** RL.CR.5.1, RL.CI.5.2, RL.IT.5.3, RL.PP.5.5, SL.PE.5.1, SL.II.5.2, SL.ES.5.3, SL.PI.5.4, SL.UM.5.5, SL.AS.5.6, L.WF.5.2, L.KL.5.1, W.RW.5.7

**Skills & Strategies:** Determining Importance, Synthesizing, Speaking to Communicate, Listening and Responding, Writing About Reading

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**Lesson 4: Partner Talk**

**Rationale:** Readers talk with partners about their thinking regarding their reading in order to support comprehension. Students will jot down ideas and share with a partner using conversation protocol.

**New Jersey Student Learning Standards:** RL.CR.5.1, SL.PE.5.1, SL.II.5.2, SL.ES.5.3, SL.PI.5.4, SL.UM.5.5, SL.AS.5.6, L.WF.5.2, L.KL.5.1, W.RW.5.7

**Skills & Strategies:** Questioning, Making Inferences, Determining Importance, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

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**Lesson 5: Elements of a Story**

**Rationale:** Readers of fiction pay attention to story elements to monitor understanding and help build the world of the story. Students will identify the elements of a story as a strategy for supporting comprehension.

**New Jersey Student Learning Standards:** RL.CR.5.1, RL.CI.5.2, RL.IT.5.3, RL.TS.5.4, SL.PE.5.1, SL.II.5.2, SL.ES.5.3, SL.PI.5.4, SL.UM.5.5, SL.AS.5.6, L.WF.5.2, L.KL.5.1, L.VL.5.2, W.RW.5.7

**Skills & Strategies:** Text and Genre Features/Structure, Making Inferences, Monitoring and Repairing Comprehension

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**Lesson 6: Examining Characters**

**Rationale:** Readers of fiction examine and analyze characters. Students will compare and contrast characters and plot events to develop a deeper understanding of the text.

**New Jersey Student Learning Standards:** RL.CR.5.1, RL.CI.5.2, RL.IT.5.3, SL.PE.5.1, SL.II.5.2, SL.ES.5.3, SL.PI.5.4, SL.UM.5.5, SL.AS.5.6, L.WF.5.2, L.KL.5.1, L.VL.5.2, W.RW.5.7

**Skills & Strategies:** Making Inferences, Determining Importance, Synthesizing

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**Lesson 7: Reviewing Reading Data**

**Rationale:** Readers reflect on their notes and reading logs to gain insight into their habits and behaviors as readers. Students will reflect on their reading logs to better understand their own stamina and pacing and the circumstances that best support their reading.

**New Jersey Student Learning Standards:** SL.PE.5.1, SL.UM.5.5, SL.AS.5.6, L.WF.5.2, L.KL.5.1, W.RW.5.7

**Skills & Strategies:** Making Inferences, Synthesizing

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**Lesson 8: Uncovering the Meaning of a Poem**

**Rationale:** Readers of poetry build their understanding by using a variety of strategies for inferring. Students will do a close reading of a poem to determine what the poet is really saying.

**New Jersey Student Learning Standards:** RL.CR.5.1, RL.CI.5.2, RL.IT.5.3, RL.TS.5.4, RL.PP.5.5, SL.PE.5.1, SL.II.5.2, SL.UM.5.5, SL.AS.5.6, L.WF.5.2, L.KL.5.1, L.VL.5.2, L.VI.5.3, W.RW.5.7

**Skills & Strategies:** Making Inferences, Synthesizing, Monitoring and Repairing Comprehension, Writing About Reading

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**Lesson 9: Finding the Main Idea in Non-Fiction**

**Rationale:** Readers of non-fiction have an understanding of the features and structures of non-fiction texts. Students will determine the main idea of a text by using their knowledge of features and structures.

**New Jersey Student Learning Standards:** RL.CR.5.1, RL.CI.5.2, RL.IT.5.3, SL.PE.5.1, SL.II.5.2, SL.ES.5.3, SL.UM.5.5, SL.AS.5.6, L.WF.5.2, L.KL.5.1, W.RW.5.7

**Skills & Strategies:** Making Inferences, Determining Importance, Synthesizing

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**Lesson 10: Setting Goals and Making Plans**

**Rationale:** Readers consistently set goals and make plans. Students will reflect on themselves as readers and set goals for their future reading work. Individual goal making will take place on a monthly basis throughout the school year and offer students opportunities to reflect on their progress, adjust or create new goals, and set plans for ways to achieve such goals.

**New Jersey Student Learning Standards:** SL.PE.5.1, SL.UM.5.5, SL.AS.5.6, L.WF.5.2, L.KL.5.1, W.RW.5.7

**Skills & Strategies:** Making Inferences, Synthesize

**Assessment:**

Observations, Teacher-Student Conferences, Student-Student Conferences, Turn-and-Talks, Written Reading Responses, Reading Notebook Checklists, Self-Assessment Tools, Formative Assessment Note Sheets, Student Performance Checklists, Sticky Notes, Reading Logs, Reflection Sheets, Goal Sheets, Reading Strategies Checklists, Summative Assessment, District Benchmark

## Rubric:

Student Performance Checklist

Where are My Students in the Reading Process? (Formative Assessment Note Sheet)

My Reading Life: Reflection and Goals

## Differentiate Instruction (For 504s, MLLs, IEPs, Students at Risk, Gifted Students):

Will vary according to student readiness/interest/learning profile:

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### Presentation Accommodations (504)

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- Learn content from audio books, movies, videos and **visual and multimedia** instead of reading print versions
- Use alternate texts at lower readability level
- Work with fewer items per page or line and/or materials in a larger print size
- Use magnification device, screen reader, or Braille / Nemeth Code
- Use audio amplification device (e.g., hearing aid(s), auditory trainer, sound-field system (which may require teacher use of microphone)
- Be given a written list of instructions
- Record a lesson, instead of taking notes
- Have another student share class notes with one another
- Be given an outline of a lesson
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- Use visual presentations of verbal material, such as word webs and visual organizers
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**Response Accommodations (504, MLL, IEP, Students at Risk, G & T Students)**

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- Take more time to complete a project
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### 8.1 Computer Science & Design Thinking Technology:

8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.

### 9.1, 9.2, 9.4 Career Readiness, Life Literacies, and Key Skills:

- Throughout the unit, discussions pertaining to writing careers (authors, publishers, illustrators, etc.) are infused to bring about awareness. This includes roles, required education/training, how passion and skill can lead to selecting a desirable/fruitful career in the field, etc. Possible activities:
  - Author visits (virtual or in-person)
  - Author studies
  - Writing to authors, illustrators, or publishers
  - Class discussions of career responsibilities related to writing
    - Financial aspects of writing or illustrating (i.e. what is an advance? common misconceptions about earnings, balancing personal finances and passion for the field, etc.)
    - Authors giving back to their communities (volunteering, book signings at local independent bookstores, etc.)

### Additional Interdisciplinary Activities:

- Vocabulary Instruction: Non-Fiction Articles Related to the Sciences and Social Studies - Zaner-Bloser Word Wisdom, 2017.

<b>Subject Area:</b> English Language Arts (ELA)	<b>Grade Level:</b> 5	<b>2024</b>
<b>Unit Name:</b> Reading - Fiction	<b>Dates:</b> October - January	<b>Time Frame:</b> 12-14 Weeks

### Lessons & Writing Activities:

#### Interactive Read Aloud Lessons

#### Lesson 1: What is Fiction?

**Rationale:** Readers understand that there are many types of fiction that share similar characteristics. Students will learn that the purpose of all types of fiction is to entertain readers.

**New Jersey Student Learning Standards:** RL.CR.5.1, SL.PE.5.1, SL.II.5.2, SL.AS.5.6, L.KL.5.1, L.VL.5.2

**Skills & Strategies:** Text and Genre Features/Structure, Questioning, Monitoring and Repairing Comprehension, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

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**Lesson 2: The Structure of Fiction**

**Rationale:** Readers understand that fiction is often structured chronologically. Students will pay attention to the overall structure and how scene changes signal chronological movement.

**New Jersey Student Learning Standards:** RL.CR.5.1, SL.PE.5.1, SL.II.5.2, SL.AS.5.6, **L.RF.5.3**

**Skills & Strategies:** Text and Genre Features/Structures, Using Schema, Making Inferences, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

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**Lesson 3: Elements of a Story**

**Rationale:** Readers pay attention to the elements of a story to build their understanding. Students will identify elements as they read and develop their thinking about them.

**New Jersey Student Learning Standards:** RL.CR.5.1, RL.IT.5.3, SL.PE.5.1, SL.ES.5.3, SL.AS.5.6, L.KL.5.1, L.VL.5.2, **L.RF.5.3**

**Skills & Strategies:** Text and Genre Features/Structure, Making Inferences, Determining Importance, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

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**Lesson 4: Analyzing Characters**

**Rationale:** Readers analyze characters by paying attention to their actions, thoughts, and dialogue. Students will identify details that reveal the characters' traits.

**New Jersey Student Learning Standards:** RL.CR.5.1, RL.IT.5.3, SL.PE.5.1, SL.ES.5.3, SL.AS.5.6, **L.RF.5.3**

**Skills & Strategies:** Using Schema, Visualizing, Making Inferences, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

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**Lesson 5: Exploring Point of View**

**Rationale:** Readers pay attention to who is narrating the story and consider how the narrator influences how the story is told **and how that may influence the reader's interpretation of the text.** Students will consider how who is telling the story affects what story is told.

**New Jersey Student Learning Standards:** RL.CR.5.1, RL.IT.5.3, SL.PE.5.1, SL.ES.5.3, SL.AS.5.6, L.KL.5.1, L.VL.5.2, **L.RF.5.3**

**Skills & Strategies:** Text and Genre Features/Structure, Questioning, Visualizing, Making Inferences, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating, Writing About Text

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### **Lesson 6: Identifying Theme**

**Rationale:** Readers of fiction recognize that stories address particular themes. Students will consider which themes are addressed in a variety of text types and support their reasonings with evidence.

**New Jersey Student Learning Standards:** RL.CR.5.1, RL.CI.5.2, RL.IT.5.3, SL.PE.5.1, SL.II.5.2, SL.ES.5.3, SL.PI.5.4, SL.AS.5.6, L.KL.5.1, L.VL.5.2, **L.RF.5.3**

**Skills & Strategies:** Determining Importance, Synthesizing, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

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### **Mini-Lessons**

#### **Lesson 1: Building the World of the Story**

**Rationale:** Readers actively construct understanding at the beginning of a story. Students will pay attention to the elements of a story and ask questions to check for understanding as they begin a story.

**New Jersey Student Learning Standards:** RL.CR.5.1, RL.CI.5.2, RL.IT.5.3, SL.PE.5.1, SL.II.5.2, SL.ES.5.3, SL.PI.5.4, SL.AS.5.6, L.KL.5.1, L.VL.5.2, L.VI.5.3

**Skills & Strategies:** Text and Genre Features/Structure, Using Schema, Questioning, Making Inferences, Monitoring and Repairing Comprehension

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#### **Lesson 2: Passing of Time**

**Rationale:** Readers of fiction understand that there are a variety of ways that writers show the passage of time. Students will identify a variety of ways that writers signal time passing to build their understanding of a story.

**New Jersey Student Learning Standards:** RL.CR.5.1, SL.PE.5.1, SL.AS.5.6

**Skills & Strategies:** Text and Genre Features/Structure, Making Inferences, Synthesizing

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#### **Lesson 3: Words Can Make Time Pass**

**Rationale:** Readers of fiction understand that there are a variety of ways that writers show the passage of time. Students will identify temporal words, phrases, and sentences that show the passage of time.

**New Jersey Student Learning Standards:** RL.CR.5.1, RL.IT.5.3, SL.PE.5.1, SL.AS.5.6, **L.RF.5.3**

**Skills & Strategies:** Text and Genre Features/Structure, Finding Word Meaning (Vocabulary)

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#### **Lesson 4: Characters Come in All Shapes and Sizes**

**Rationale:** Readers understand that there are different types of characters that play different roles in stories. Students will identify different types of characters (round, flat, dynamic, static, sympathetic, minor, major, protagonist, antagonist) and discuss character development based on actions, thoughts, and dialogue used within various texts. Include perspective-taking by attending to how characters might

think and feel to support understanding emotions and thoughts.

**New Jersey Student Learning Standards:** RL.CR.5.1, RL.IT.5.3, SL.PE.5.1, SL.ES.5.3, SL.AS.5.6, L.KL.5.1, L.VL.5.2, **L.RF.5.3**

**Skills & Strategies:** Making Inferences, Synthesizing

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**Lesson 5: Examining Conflict**

**Rationale:** Readers of fiction understand that there are different types of conflict present in fiction. Students will analyze fiction stories to identify the type of conflict present in order to understand how it affects the plot and characters.

**New Jersey Student Learning Standards:** RL.CR.5.1, RL.CI.5.2, RL.IT.5.3, SL.PE.5.1, SL.ES.5.3, SL.AS.5.6, L.KL.5.1, L.VL.5.2, **L.RF.5.3**

**Skills & Strategies:** Text and Genre Features/Structure, Making Inferences, Determining Importance, Synthesizing

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**Lesson 6: Examining Plot Structure**

**Rationale:** Readers of fiction need to understand plot structure in order to comprehend the text. Students will create and use a visual representation of a plot diagram to understand plot development and to monitor and deepen their understanding.

**New Jersey Student Learning Standards:** RL.CI.5.2, RL.IT.5.3, SL.PE.5.1, SL.II.5.2, SL.PI.5.4, SL.AS.5.6, L.RF.5.4, L.KL.5.1, L.VL.5.2, **L.RF.5.3**

**Skills & Strategies:** Text and Genre Features/Structure, Determining Importance, Synthesizing

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**Lesson 7: Navigating a Play**

**Rationale:** Readers encounter a variety of types of fiction, including plays. Readers of drama understand how the elements of a story are incorporated differently in plays. Students will determine how the elements of drama and the elements of a story are portrayed in a play.

**New Jersey Student Learning Standards:** RL.CR.5.1, SL.PE.5.1, SL.II.5.2, SL.UM.5.5, SL.AS.5.6, L.KL.5.1, L.VL.5.2

**Skills & Strategies:** Text and Genre Features/Structure, Synthesizing

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**Lesson 8: Dealing with Difficulty**

**Rationale:** Readers of fiction expect to meet challenges. Readers confront unfamiliar vocabulary words and use a range of strategies to uncover meaning. Students will determine the meaning of unfamiliar words and **multiple-meaning words**.

**New Jersey Student Learning Standards:** RL.CR.5.1, SL.PE.5.1, SL.II.5.2, SL.AS.5.6, L.KL.5.1, L.VL.5.2, L.VI.5.3, **L.RF.5.3**

**Skills & Strategies:** Using Schema, Questioning, Monitoring and Repairing Comprehension, Finding Word Meaning (Vocabulary)

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**Lesson 9: Uncovering Theme**

**Rationale:** Readers uncover themes of a story in order to build a deeper understanding of the story and the world. Students will determine a theme of a fiction story by analyzing details of the text.

**New Jersey Student Learning Standards:** RL.CR.5.1, RL.CI.5.2, SL.PE.5.1, SL.II.5.2, SL.ES.5.3, SL.PI.5.4, SL.AS.5.6

**Skills & Strategies:** Making Inferences, Determining Importance, Synthesizing

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**Lesson 10: Comparing Themes Across Texts**

**Rationale:** Readers connect stories by determining common themes. Students will compare stories and plot events as well as their connection to a shared theme.

**New Jersey Student Learning Standards:** RL.CR.5.1, RL.CI.5.2, RL.II.5.3, SL.PE.5.1, SL.II.5.2, SL.ES.5.3, SL.PI.5.4, SL.AS.5.6

**Skills & Strategies:** Determining Importance, Synthesizing

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**Assessment:**

Observations, Teacher-Student Conferences, Student-Student Conferences, Turn-and-Talks, Written Reading Responses, Reading Notebook Checklists, Self-Assessment Tools, Formative Assessment Note Sheets, Student Performance Checklists, Sticky Notes, Reading Logs, Reflection Sheets, Goal Sheets, Reading Strategies Checklists, Summative Assessment, District Benchmark, Writing: Text Dependent Questions, Book Clubs

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**Rubric:**

Grade 5 Text Dependent Question Rubric  
Grade 5 Essay Writing Rubric  
Summative Assessment Item Analysis

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**Differentiate Instruction (For 504s, MLLs, IEPs, Students at Risk, Gifted Students):**

**Will vary according to student readiness/interest/learning profile:**

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  - Author visits (virtual or in-person)
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    - Authors giving back to their communities (volunteering, book signings at local independent bookstores, etc.)

## Additional Interdisciplinary Activities:

- Vocabulary Instruction: Non-Fiction Articles Related to the Sciences and Social Studies - Zaner-Bloser *Word Wisdom*, 2017.
- Book Clubs: Focus on Empathy & Acceptance of All
  - Students work in groups over a period of four weeks to read, discuss, analyze, and write about texts that include characters from different abilities (including the neurodiverse), backgrounds, and cultures.
    - Possible Texts\* to Use:
      - *Stanley Will Probably Be Fine* by Sally J. Pla - Neurodiverse Main Character (Anxiety & Autism), Social Diversity Awareness, Inclusion
      - *Finding Perfect* by Elly Swartz - Main Character with Mental Health Concern (OCD), Social Diversity Awareness, Inclusion
      - *Kat Greene Comes Clean* by Melissa Roske - Minor Character with Mental Health Concern (OCD), Social Diversity Awareness, Inclusion
      - *Ghost Boys* by Jewell Parker Rhodes - Prejudicism/Racism, Social Diversity Awareness, Historical Contexts of Bigotry in America, Inclusion
      - *Front Desk/Three Keys* by Kelly Yang - Immigrant Family & Main Character, Prejudicism/Racism, Poverty, Homelessness, Social Diversity Awareness, Historical Contexts of Bigotry in America, Inclusion
      - *Wishtree* by Katherine Applegate - Immigrant Characters, Environmental Concerns, Prejudicism/Racism, Social Diversity Awareness, Historical Contexts of Bigotry in America, Inclusion
      - *Kiki & Jacques: A Refugee Story* by Susan Ross - Immigrant Characters, Prejudicism/Racism, Poverty, Social Diversity Awareness, Historical Contexts of Bigotry in America, Inclusion
      - *Wonder* by R. J. Palacio - Main Character with Treacher-Collins Syndrome, Social Diversity Awareness, Inclusion
      - *Fish in a Tree* by Lynda Mullaly Hunt - Main Character with Dyslexia, Social Diversity Awareness, Inclusion
      - *All Are Welcome Here* by Alexandra Penfold - Prejudicism/Racism, Social Diversity Awareness, Inclusion
      - *Benji, the Bad Day, and Me* by Sally J. Pla - Neurodiverse Main Character (Anxiety & Autism), Social Diversity Awareness, Inclusion
      - *The Day You Begin* by Jacqueline Woodson - Prejudicism/Racism, Social Diversity Awareness
      - *Dreamers* by Yuyi Morales - Prejudicism/Racism, Social Diversity Awareness
      - *Let the Children March* by Monica Clark-Robinson - Prejudicism/Racism, Social Diversity Awareness
      - *Forget Me Not* by Ellie Terry - Main Character with Tourettes, Diversity and Inclusion
      - *The Goldfish Boy* by Lisa Thompson - Main Character with Mental Health Concern (OCD & Anxiety), Social Diversity Awareness, Inclusion
      - *The Benefits of Being an Octopus* by Ann Braden - Social Diversity Awareness, Food Insecurity, Inclusion
      - *When Stars are Scattered* by Victoria Jamieson and Omar Mohamed - Social Diversity Awareness, Inclusion, Food/Home Insecurity, Refugees

\* These texts may also be used for interactive read aloud activities.

<b>Subject Area:</b> English Language Arts (ELA)	<b>Grade Level:</b> 5	
<b>Unit Name:</b> Reading - Non-Fiction	<b>Dates:</b> January - May	<b>Time Frame:</b> 12-14 Weeks

**Lessons & Writing Activities:**

**Interactive Read Aloud Lessons**

**Lesson 1: Introduction to Non-Fiction**

**Rationale:** Readers need to understand the significance of non-fiction and how the genre is different from fiction. Students will learn about the different types of non-fiction and the unique elements within various texts.

**New Jersey Student Learning Standards:** RI.TS.5.4, RI.MF.5.6, RI.CT.5.8, SL.PE.5.1, L.VL.5.2

**Skills & Strategies:** Text and Genre Features/Structure, Using Schema, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

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**Lesson 2: The Look of Reference Non-Fiction**

**Rationale:** Readers of reference non-fiction identify textual features and use them to locate and sort information. Students will pay attention to common features to help them navigate and make meaning of texts.

**New Jersey Student Learning Standards:** RI.TS.5.4, RI.MF.5.6, SL.PE.5.1, L.VL.5.2, **L.RF.5.3**

**Skills & Strategies:** Text and Genre Features/Structures, Determining Importance, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

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**Lesson 3: Structures of Non-Fiction**

**Rationale:** Readers of non-fiction read with an awareness of text structures that assist them in deepening their understanding. Students will identify and understand different text structures to comprehend non-fiction texts. **They will 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.**

**New Jersey Student Learning Standards:** RI.CR.5.1, RI.TS.5.4, RI.MF.5.6, RI.CT.5.8, SL.PE.5.1, L.VL.5.2

**Skills & Strategies:** Text and Genre Features/Structure, Visualizing, Determining Importance, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

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**Lesson 4: How Do We Read Non-Fiction?**

**Rationale:** Readers of non-fiction ask themselves questions before, during, and after reading. Students will ask questions to activate prior knowledge, build understanding, and monitor comprehension.

**New Jersey Student Learning Standards:** RI.CR.5.1, RI.IT.5.3, RI.MF.5.6, SL.PE.5.1

**Skills & Strategies:** Using Schema, Questioning, Making Inferences, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating, Writing About Text

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**Lesson 5: Unlocking Unfamiliar Vocabulary**

**Rationale:** Readers of non-fiction regularly come across unfamiliar words and phrases. Students will use context clues and background information to determine the meaning of unfamiliar words.

**New Jersey Student Learning Standards:** RI.CR.5.1, SL.PE.5.1, L.VL.5.2, L.RF.5.3

**Skills & Strategies:** Using Schema, Making Inferences, Monitoring and Repairing Comprehension, Finding Word Meaning (Vocabulary), Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

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**Lesson 6: Determining Author's Purpose**

**Rationale:** Readers of non-fiction determine the writer's purpose for writing a text. Students will consider how identifying an author's purpose helps them learn about a topic.

**New Jersey Student Learning Standards:** RI.CR.5.1, RI.CI.5.2, RI.IT.5.3, RI.PP.5.5, RI.MF.5.6, SL.PE.5.1

**Skills & Strategies:** Questioning, Making Inferences, Determining Importance, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating, Writing About Text

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**Lesson 7: Identifying the Main Idea**

**Rationale:** Readers of non-fiction determine the main idea of a text and explain how it is supported by key details. Students will identify the main idea and supporting details in a non-fiction text.

**New Jersey Student Learning Standards:** RI.CI.5.2, RI.IT.5.3, RI.AA.5.7, SL.PE.5.1

**Skills & Strategies:** Making Inferences, Determining Importance, Synthesizing, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

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**Lesson 8: How We Check for Understanding**

**Rationale:** Readers of non-fiction know how to monitor their understanding of a text. Students will demonstrate their understanding of a text by summarizing key ideas.

**New Jersey Student Learning Standards:** RI.CR.5.1, RI.CI.5.2, RI.IT.5.3, RI.PP.5.5, RI.AA.5.7, SL.PE.5.1, L.RF.5.3

**Skills & Strategies:** Visualizing, Determining Importance, Monitoring and Repairing Comprehension,

Finding Word Meaning (Vocabulary), Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating, Writing About Text

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### **Mini-Lessons**

#### **Lesson 1: The Process of Reading Non-Fiction**

**Rationale:** Readers approach non-fiction texts with a consistent process to build understanding. Students will use questioning to activate background knowledge and build understanding during and after the read.

**New Jersey Student Learning Standards:** RI.CR.5.1, SL.PE.5.1

**Skills & Strategies:** Text and Genre Features/Structure, Using Schema, Making Inferences, Determining Importance

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#### **Lesson 2: Navigating Non-Fiction**

**Rationale:** Readers of non-fiction use the features on the page to familiarize themselves with a topic and build schema prior to reading a text. Students will use text features to build their understanding and deepen their comprehension.

**New Jersey Student Learning Standards:** RI.CR.5.1, RI.TS.5.4, RI.MF.5.6, RI.CT.5.8, SL.PE.5.1, L.RF.5.3

**Skills & Strategies:** Text and Genre Features/Structure, Using Schema, Making Inferences, Determining Importance

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#### **Lesson 3: Determining the Main Idea**

**Rationale:** Readers of non-fiction must be able to distinguish between ordinate and subordinate information. Students will identify the main idea and supporting details in a selected text.

**New Jersey Student Learning Standards:** RI.CR.5.1, RI.CI.5.2, RI.IT.5.3, RI.TS.5.4, RI.MF.5.6, RI.AA.5.7, SL.PE.5.1, L.VL.5.2

**Skills & Strategies:** Text and Genre Features/Structure, Making Inferences, Determining Importance, Synthesizing

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#### **Lesson 4: Problem and Solution Text Structure**

**Rationale:** Readers of non-fiction understand that facts and information are organized in different structures. Students will use text clues, or signal words, to identify the problem and solution structure and support comprehension.

**New Jersey Student Learning Standards:** RI.CR.5.1, RI.CI.5.2, RI.IT.5.3, RI.TS.5.4, RI.MF.5.6, RI.AA.5.7, SL.PE.5.1, L.VL.5.2

**Skills & Strategies:** Text and Genre Features/Structure, Making Inferences, Determining Importance, Synthesizing

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**Lesson 5: Cause and Effect Text Structure**

**Rationale:** Readers of non-fiction understand that facts and information are organized in different structures. Students will use text clues, or signal words, to identify the cause and effect structure and support comprehension.

**New Jersey Student Learning Standards:** RI.CI.5.2, RI.IT.5.3, RI.TS.5.4, RI.MF.5.6, RI.AA.5.7, SL.PE.5.1, L.VL.5.2

**Skills & Strategies:** Text and Genre Features/Structure, Making Inferences, Determining Importance

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**Lesson 6: Chronological Structure**

**Rationale:** Readers of non-fiction read biographies with the understanding that they are usually organized chronologically. Students will identify key events that illustrate the significance of a featured person's life.

**New Jersey Student Learning Standards:** RI.CR.5.1, RI.CI.5.2, RI.IT.5.3, RI.TS.5.4, RI.MF.5.6, RI.AA.5.7, SL.PE.5.1, L.VL.5.2

**Skills & Strategies:** Text and Genre Features/Structure, Making Inferences, Determining Importance

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**Lesson 7: Sifting Through Literary Non-Fiction**

**Rationale:** Literary non-fiction entertains and teaches readers. When reading literary non-fiction, readers enjoy a well-crafted story and learn about the topic or subject. Students will extract factual information from a story.

**New Jersey Student Learning Standards:** RI.CR.5.1, RI.CI.5.2, RI.TS.5.4, RI.PP.5.5, RI.CT.5.8, SL.PE.5.1, L.VL.5.2

**Skills & Strategies:** Text and Genre Features/Structure, Making Inferences, Determining Importance

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**Lesson 8: Building Vocabulary**

**Rationale:** Readers of non-fiction need to build their academic and content-specific vocabulary. Students will use strategies to figure out unknown words.

**New Jersey Student Learning Standards:** RI.CR.5.1, SL.PE.5.1, L.VL.5.2, **L.RF.5.3**

**Skills & Strategies:** Using Schema, Questioning, Monitoring and Repairing Comprehension, Finding Word Meaning (Vocabulary)

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**Lesson 9: Dealing with Difficulty**

**Rationale:** Readers of non-fiction monitor for understanding and use fix-up strategies to clear up confusion. Students will focus on identifying confusion and using fix-up strategies in order to repair comprehension.

**New Jersey Student Learning Standards:** RI.CI.5.2, RI.MF.5.6, SL.PE.5.1, L.VL.5.2, **L.RF.5.3**

**Skills & Strategies:** Making Inferences, Monitoring and Repairing Comprehension

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**Lesson 10: Growing Our Thinking**

**Rationale:** Readers of non-fiction expand their knowledge of a topic by reading a variety of texts about the same topic, integrating key information from those texts, **and noting important similarities/differences in the point of view they represent and how that may influence the reader's interpretation.** Students will visit two texts about a shared topic and sort through similarities and differences to develop big ideas about the topic.

**New Jersey Student Learning Standards:** RI.CI.5.2, RI.PP.5.5, RI.AA.5.7, RI.CT.5.8, SL.PE.5.1, L.VL.5.2

**Skills & Strategies:** Synthesizing, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating, Writing About Text

**Assessment:**

Observations, Teacher-Student Conferences, Student-Student Conferences, Turn-and-Talks, Written Reading Responses, Reading Notebook Checklists, Self-Assessment Tools, Formative Assessment Note Sheets, Student Performance Checklists, Sticky Notes, Reading Logs, Reflection Sheets, Goal Sheets, Reading Strategies Checklists, Summative Assessment, District Benchmark, Writing: Text Dependent Questions

**Rubric:**

[Grade 5 Text Dependent Question Rubric](#)  
[Grade 5 Essay Writing Rubric](#)  
Summative Assessment Item Analysis

**Differentiate Instruction (For 504s, MLLs, IEPs, Students at Risk, Gifted Students):**

**Will vary according to student readiness/interest/learning profile:**

**Presentation Accommodations (504, MLL, IEP, Students at Risk, G & T Students)**

- Listen to audio recordings instead of reading text
- Learn content from audio books, movies, videos and **visual and multimedia** instead of reading print versions
- Use alternate texts at lower readability level
- Work with fewer items per page or line and/or materials in a larger print size
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**8.1 Computer Science & Design Thinking Technology:**

8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.

**9.1, 9.2, 9.4 Career Readiness, Life Literacies, and Key Skills:**

- Throughout the unit, discussions pertaining to writing careers (authors, publishers, illustrators, etc.) are infused to bring about awareness. This includes roles, required education/training, how passion and skill can lead to selecting a desirable/fruitful career in the field, etc. Possible activities.
  - Author visits (virtual or in-person)
  - Author studies
  - Writing to authors, illustrators, or publishers
  - Class discussions of career responsibilities related to writing
    - Financial aspects of writing or illustrating (i.e. what is an advance? common misconceptions about earnings, balancing personal finances and passion for the field, etc.)
    - Authors giving back to their communities (volunteering, book signings at local independent bookstores, etc.)

**Additional Interdisciplinary Activities:**

- Vocabulary Instruction: Non-Fiction Articles Related to the Sciences and Social Studies - Zaner-Bloser *Word Wisdom*, 2017.
- Examining Historical Events: Use of Kate Messner's *History Smashers: Women's Right to Vote*; Research Activities
- Addressing Climate Change: Use of non-fiction articles to analyze, discuss, and research issues related to climate change and how **individuals in your area** can improve the environment. Students could research issues related to the changing climate and propose solutions.

<b>Subject Area:</b> English Language Arts (ELA)	<b>Grade Level:</b> 5	<b>2024</b>
<b>Unit Name:</b> Writing - Narrative	<b>Dates:</b> October - January	<b>Time Frame:</b> 12 - 14 Weeks

**Lessons & Writing Activities:**

**Lesson 1: What is a Narrative?**

**Rationale:** Build excitement for this unit and for the journey of learning about narrative writing. Students will begin to explore and understand the purposes and features of this writing mode as they preview the mentor texts and closely read fiction pieces from the corresponding reading unit. Resources can include listed texts as well as short stories from *Scholastic Storyworks Magazine*.

**New Jersey Student Learning Standards:** W.NW.5.3, W.RW.5.7, SL.PE.5.1, SL.AS.5.6, L.WF.4.2, L.KL.5.1

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**Lesson 2: Generating Ideas I: Storytelling**

**Rationale:** Storytelling is often how writers gather ideas and support finding their voice. Students will understand how telling stories can help authors recall experiences and develop a clear sequence of events in written pieces.

**New Jersey Student Learning Standards:** W.NW.5.3, W.RW.5.7, SL.PE.5.1, SL.AS.5.6, L.WF.4.2, L.KL.5.1

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**Lesson 3: Generating Ideas II: Making Connections to Published Narratives**

**Rationale:** Published narratives are great resources to help generate ideas and writing. Students will engage effectively in collaborative discussions about the mentor text(s) in order to generate ideas for writing their own pieces.

**New Jersey Student Learning Standards:** W.NW.5.3, W.RW.5.7, SL.PE.5.1, SL.AS.5.6, L.WF.4.2, L.KL.5.1

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**Lesson 4: Collecting III: Purpose and Audience**



**Rationale:** There are many different reasons for writing a narrative. Before drafting, it is helpful to think about intention and audience. Students will consider their purpose and begin thinking about how to develop and organize a coherent piece of writing for an audience.

**New Jersey Student Learning Standards:** W.NW.5.3, W.RW.5.7, SL.PE.5.1, SL.AS.5.6, L.WF.4.2, L.KL.5.1

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**Lesson 5: Freewriting/Organizing**

**Rationale:** Freewriting can open up new angles and unexplored ideas. Students will use this strategy to develop their stories and reflect on their focus and purpose. Alternatively, they may use a graphic organizer to solidify ideas before drafting.

**New Jersey Student Learning Standards:** W.NW.5.3, W.RW.5.7, SL.PE.5.1, SL.AS.5.6, L.WF.4.2, L.KL.5.1

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**Lesson 6: Drafting I**

**Rationale:** Writers dedicate time to telling their stories. Students will engage in several drafting sessions and rely on their notes to support progression through their pieces.

**New Jersey Student Learning Standards:** W.NW.5.3, W.RW.5.7, SL.PE.5.1, SL.AS.5.6, L.WF.4.2, L.KL.5.1

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**Lesson 7: Drafting II: Describing a Setting**

**Rationale:** Writers of narratives often include detailed descriptions of when and where their story takes place. Students will use narrative techniques such as dialogue, concrete words, and sensory details to describe the main setting(s) in their narratives.

**New Jersey Student Learning Standards:** W.NW.5.3, W.RW.5.7, SL.PE.5.1, SL.AS.5.6, L.WF.4.2, L.KL.5.1

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**Lesson 8: Drafting III: The People in Your Story**

**Rationale:** Characters play a key role in narratives. Students will examine character relationships and further develop characters based on plot elements, actions, and dialogue.

**New Jersey Student Learning Standards:** W.NW.5.3, W.RW.5.7, SL.PE.5.1, SL.AS.5.6, L.WF.4.2, L.KL.5.1

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**Lesson 9: Drafting IV: Using Transition Words and Phrases**

**Rationale:** Writers consider the sequence and organization of their stories when deciding how to tell them. Students will observe a mentor text and how the author uses transition words and phrases to manage the sequence of events. They then will go into their own writing to add words and phrases that help bring movement and continuity to the plot.

**New Jersey Student Learning Standards:** W.NW.5.3, W.RW.5.7, SL.PE.5.1, SL.AS.5.6, L.WF.4.2,

L.KL.5.1

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**Lesson 10: Editing: Capitalization & Punctuation Cleanup**

**Rationale:** Checking for correct capitalization and punctuation is one of many things writers can do in the editing phase. Students will focus on capitalization (sentence start, proper nouns, etc.) and punctuation rules while editing errors. Special attention should be made to punctuating dialogue. Editing sessions should take place both independently as well as with a peer or teacher.

**New Jersey Student Learning Standards:** W.NW.5.3, W.WP.5.4, W.RW.5.7, SL.PE.5.1, SL.AS.5.6, L.WF.4.2, L.KL.5.1

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**Lesson 11: Revising I: It's All in the Details**

**Rationale:** Revision involves looking at the draft from the perspective of readers. Sometimes details that we have in our heads or mind's eye do not make it into the draft. Conversely, sometimes we get so bogged down in the details that we miss telling the story. Revision offers every writer a chance to rethink what he or she has done to ensure that readers will understand what is written.

**New Jersey Student Learning Standards:** W.NW.5.3, W.WP.5.4, W.RW.5.7, SL.PE.5.1, SL.AS.5.6, L.WF.4.2, L.KL.5.1, L.VL.5.2, L.VI.5.3

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**Lesson 12: Revising II: Sentence Fluency**

**Rationale:** Revision also includes analyzing sentence fluency. Good writers know that a variety of sentence types and lengths bring about a strong narrative. Students will look at their use of sentences (declarative, interrogative, etc.) and their lengths (small, medium, and large) to ensure variety.

**New Jersey Student Learning Standards:** W.NW.5.3, W.WP.5.4, W.RW.5.7, SL.PE.5.1, SL.AS.5.6, L.WF.4.2, L.KL.5.1

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**Lesson 13: Publishing, Sharing, & Reflection**

**Rationale:** Stories are meant to entertain and inspire. Students will engage in a sharing session offering opportunities to discuss their writing with peers. Students will then reflect on their writing experiences to understand how they have grown as writers over time.

**New Jersey Student Learning Standards:** W.NW.5.3, W.WP.5.4, SL.PE.5.1, SL.AS.5.6, L.WF.4.2, L.KL.5.1

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**Assessment:**

Observations, Teacher-Student Conferences, Student-Student Conferences, Turn-and-Talks, Written Responses, Writer's Checklists, Self-Assessment Tools, Student Performance Checklists, Sticky Notes, Reflection Sheets, Goal Sheets, Written Pieces (Prompts), Summative Assessment, District Benchmark, Writing: Text Dependent Questions

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**Rubric:**

Grade 5 Narrative Writing Rubric

**Differentiate Instruction (For 504s, MLLs, IEPs, Students at Risk, Gifted Students):**

**Will vary according to student readiness/interest/learning profile:**

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**Response Accommodations (504, MLL, IEP, Students at Risk, G & T Students)**

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**8.1 Computer Science & Design Thinking Technology:**

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    - Financial aspects of writing or illustrating (i.e. what is an advance? common misconceptions about earnings, balancing personal finances and passion for the field, etc.)
    - Authors giving back to their communities (volunteering, book signings at local independent bookstores, etc.)

<b>Subject Area: English Language Arts (ELA)</b>	<b>Grade Level: 5</b>	<b>2024</b>
<b>Unit Name: Writing - Essay</b>	<b>Dates: February - May</b>	<b>Time Frame: 12 - 16 Weeks</b>

**Lessons & Writing Activities:**

**Interactive Read Aloud Lessons**

**Lesson 1: Defining the Genre: Introduction and Thesis Statement**

**Rationale:** Students will begin to develop an understanding of the essay genre and the purpose behind the introduction and thesis statement.

**New Jersey Student Learning Standards:** W.IW.5.2, W.RW.5.7, SL.PE.5.1, SL.AS.5.6, L.WF.5.2, L.KL.5.1

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**Lesson 2: Defining the Genre: Implied Thesis Statement and Function of a Closing**

**Rationale:** Use *The Table Where Rich People Sit* by Byrd Baylor or other mentor text to help students notice how an author’s point of view or opinion is sometimes implied and how the closing of an essay reinforces the thesis.

**New Jersey Student Learning Standards:** W.IW.5.2, W.RW.5.7, SL.PE.5.1, SL.AS.5.6, L.WF.5.2, L.KL.5.1

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**Lesson 3: Defining the Genre: The Body**

**Rationale:** Use *A Quiet Place* by Douglas Wood or other mentor text to highlight the body of the essay

and how it provides readers with the information that supports the author's thesis.

**New Jersey Student Learning Standards:** W.IW.5.2, W.RW.5.7, SL.PE.5.1, SL.AS.5.6, L.WF.5.2, L.KL.5.1

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**Lesson 4: Defining the Genre: Making Connections to Topics and Themes**

**Rationale:** Students will explore how authors of the genre are very passionate about their topics and how they connect with their readers.

**New Jersey Student Learning Standards:** W.IW.5.2, W.RW.5.7, SL.PE.5.1, SL.AS.5.6, L.WF.5.2, L.KL.5.1

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**Lesson 5: Defining the Genre: Internal Features**

**Rationale:** Use the essay "Homework: Enough is Enough!" by Michelle Peterson or other mentor text to review what students have learned about the genre and how authors use language techniques to engage their readers and support their thesis statements.

**New Jersey Student Learning Standards:** W.IW.5.2, W.RW.5.7, SL.PE.5.1, SL.AS.5.6, L.WF.5.2, L.KL.5.1

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**Mini-Lessons**

**Lesson 1: Generating Ideas I: Writer's Stance**

**Rationale:** Essays are often written to explore, explain, or argue ideas on a single topic. Students will consider these purposes as they generate ideas for topics about which they are passionate and on which they want to argue a particular stance or opinion.

**New Jersey Student Learning Standards:** W.IW.5.2, W.RW.5.7, SL.PE.5.1, SL.AS.5.6, L.WF.5.2, L.KL.5.1

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**Lesson 2: Generating Ideas II: Journey of Thought**

**Rationale:** Essays can be written to impart life lessons and share personal opinions. Students will consider these purposes as they look to their personal stories to uncover meaningful moments in order to generate a clear focus for their essays.

**New Jersey Student Learning Standards:** W.IW.5.2, W.RW.5.7, SL.PE.5.1, SL.AS.5.6, L.WF.5.2, L.KL.5.1

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**Lesson 3: Generating Ideas III: The Art of Persuasion**

**Rationale:** Essays are often written to convince the public to support social issues. Students will consider this purpose as they identify and examine social issues that they are passionate about and have knowledge of in order to generate strong arguments for their essays.

**New Jersey Student Learning Standards:** W.IW.5.2, W.RW.5.7, SL.PE.5.1, SL.AS.5.6, L.WF.5.2,

L.KL.5.1

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**Lesson 4: Selecting: Finding a Focus**

**Rationale:** Before selecting a topic for their essays, writers must first consider their purpose and the audience for whom they are writing. Students will review their ideas to determine which idea best reflects their intention and chosen audience.

**New Jersey Student Learning Standards:** W.IW.5.2, W.RW.5.7, SL.PE.5.1, SL.AS.5.6, L.WF.5.2, L.KL.5.1

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**Lesson 5: Collecting I: Brainstorming**

**Rationale:** Writers utilize a variety of strategies to collect information about their topics. Students will free write about their selected topics as a way to recall and gather relevant information.

**New Jersey Student Learning Standards:** W.IW.5.2, W.RW.5.7, SL.PE.5.1, SL.AS.5.6, L.WF.5.2, L.KL.5.1

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**Lesson 6: Collecting II: The Thesis**

**Rationale:** All essays include thesis statements. Developing a thesis is an important part of the collecting process. Students will finalize their thesis statements in order to move forward with their writing.

**New Jersey Student Learning Standards:** W.IW.5.2, W.RW.5.7, SL.PE.5.1, SL.AS.5.6, L.WF.5.2, L.KL.5.1

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**Lesson 7: Collecting III: Facts and Details to Support the Thesis**

**Rationale:** Writers gather relevant facts and details to develop their topics. Students will use brainstorming strategies and graphic organizers to collect information that will support their thesis statements.

**New Jersey Student Learning Standards:** W.IW.5.2, W.WR.5.5, W.RW.5.7, SL.PE.5.1, SL.AS.5.6, L.WF.5.2, L.KL.5.1

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**Lesson 8: Collecting IV: Research: Primary and Secondary Sources**

**Rationale:** Essay writers research their ideas for facts and details that support their thesis statements. Students will determine what needs to be researched and how.

**New Jersey Student Learning Standards:** W.IW.5.2, W.WR.5.5, W.SE.5.6, W.RW.5.7, SL.PE.5.1, SL.AS.5.6, L.WF.5.2, L.KL.5.1

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**Lesson 9: Collecting V: Outlining**

**Rationale:** Essays are organized around a thesis. Outlining is one way to organize information that will



support a thesis.

**New Jersey Student Learning Standards:** W.IW.5.2, W.RW.5.7, SL.PE.5.1, SL.AS.5.6, L.WF.5.2, L.KL.5.1

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**Lesson 10: Drafting I: Introduction**

**Rationale:** An introduction that clearly states the writer's opinion and supports his or her purpose is an integral component of any effective essay. Students will use an organizational structure to help them craft an effective introduction for their essays that captures their readers' attention.

**New Jersey Student Learning Standards:** W.IW.5.2, W.WR.5.5, W.RW.5.7, SL.PE.5.1, SL.AS.5.6, L.WF.5.2, L.KL.5.1

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**Lesson 11: Drafting II: The Body of the Essay: Creating Topic Sentences**

**Rationale:** Essays are organized around a specific structure. Breaking down each element of that structure will support students in understanding and developing an effective essay. Students will write a strong topic sentence for each paragraph.

**New Jersey Student Learning Standards:** W.IW.5.2, W.WR.5.5, W.RW.5.7, SL.PE.5.1, SL.AS.5.6, L.WF.5.2, L.KL.5.1

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**Lesson 12: Drafting III: Developing Paragraphs**

**Rationale:** Writers must provide logically ordered reasons that are supported by facts and details to make their arguments or opinions stronger and more convincing. Students will continue to connect the main point of each paragraph with facts and details that support it.

**New Jersey Student Learning Standards:** W.IW.5.2, W.WR.5.5, W.RW.5.7, SL.PE.5.1, SL.AS.5.6, L.WF.5.2, L.KL.5.1

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**Lesson 13: Drafting IV: The Conclusion**

**Rationale:** A conclusion is an essential component of all effective essays. Writers must provide a concluding statement or section that directly relates to the opinion stated throughout the piece. Students will create conclusions that support their initial arguments.

**New Jersey Student Learning Standards:** W.IW.5.2, W.WR.5.5, W.RW.5.7, SL.PE.5.1, SL.AS.5.6, L.WF.5.2, L.KL.5.1

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**Lesson 14: Revising I: Paragraph Transitions**

**Rationale:** Transitions link opinions and supporting details using key words and phrases. Focusing on transitions is an effective revision practice. Students will learn an array of transition words and phrases and apply them effectively throughout their essays.

**New Jersey Student Learning Standards:** W.IW.5.2, W.WP.5.4, W.RW.5.7, SL.PE.5.1, SL.AS.5.6, L.WF.5.2, L.KL.5.1

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**Lesson 15: Revising II: Powerful Words and Phrases**

**Rationale:** Word choice is an important part of writing and the revision process. One way writers revise is by focusing on the power and preciseness of their words by including powerful words that capture and hold their readers' attention.

**New Jersey Student Learning Standards:** W.IW.5.2, W.WP.5.4, W.RW.5.7, SL.PE.5.1, SL.AS.5.6, L.WF.5.2, L.KL.5.1, L.VL.5.2, L.VI.5.3

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**Lesson 16: Editing I: Citations**

**Rationale:** To avoid plagiarism and instill proper use of references and resources, it is important for students to understand and use citations. Editing sessions should take place both independently as well as with a peer or teacher.

**New Jersey Student Learning Standards:** W.IW.5.2, W.WP.5.4, W.WR.5.5, W.SE.5.6, W.RW.5.7, SL.PE.5.1, SL.AS.5.6, L.WF.5.2, L.KL.5.1

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**Lesson 17: Editing II: Proofreading**

**Rationale:** It is important for students to proofread their final pieces for mechanical and grammatical errors prior to publishing. Editing sessions should take place both independently as well as with a peer or teacher.

**New Jersey Student Learning Standards:** W.IW.5.2, W.WP.5.4, W.RW.5.7, SL.PE.5.1, SL.AS.5.6, L.WF.5.2, L.KL.5.1

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**Lesson 18: Publishing: Presentation**

**Rationale:** It is important for students to have a variety of strategies for publishing and evaluating their work.

**New Jersey Student Learning Standards:** W.IW.5.2, W.RW.5.7, SL.PE.5.1, SL.PI.5.4, SL.AS.5.6, L.WF.5.2, L.KL.5.1

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**Lesson 19: Student Self-Reflection**

**Rationale:** It is important for students to evaluate their own work and to reflect on their growth and learning as writers.

**New Jersey Student Learning Standards:** W.IW.5.2, SL.PE.5.1, SL.AS.5.6, L.WF.5.2

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**Assessment:**

Observations, Teacher-Student Conferences, Student-Student Conferences, Turn-and-Talks, Written Responses, Writer's Notebook Checklists, Self-Assessment Tools, Student Performance Checklists, Sticky Notes, Reflection Sheets, Goal Sheets, Written Pieces (Prompts), Summative Assessment,

**Rubric:**

Grade 5 Essay Writing Rubric

**Differentiate Instruction (For 504s, MLLs, IEPs, Students at Risk, Gifted Students):**

**Will vary according to student readiness/interest/learning profile:**

**Presentation Accommodations (504, MLL, IEP, Students at Risk, G & T Students)**

- Listen to audio recordings instead of reading text
- Learn content from audio books, movies, videos and **visual and multimedia** instead of reading print versions
- Use alternate texts at lower readability level
- Work with fewer items per page or line and/or materials in a larger print size
- Use magnification device, screen reader, or Braille / Nemeth Code
- Use audio amplification device (e.g., hearing aid(s), auditory trainer, sound-field system (which may require teacher use of microphone)
- Be given a written list of instructions
- Record a lesson, instead of taking notes
- Have another student share class notes with one another
- Be given an outline of a lesson
- Be given a copy of teacher's lecture notes
- Be given a study guide to assist in preparing for assessments
- Use visual presentations of verbal material, such as word webs and visual organizers
- Use manipulatives to teach or demonstrate concepts
- Have curriculum materials translated into native language

**Presentation Accommodations (504)**

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- Use manipulatives to teach or demonstrate concepts
- Have curriculum materials translated into native language

**Response Accommodations (504, MLL, IEP, Students at Risk, G & T Students)**

- Use sign language, a communication device, Braille, other technology, or native language other than English
- Dictate answers to a scribe
- Capture responses on an audio recorder
- Use a spelling dictionary or electronic spell-checker
- Use a word processor to type notes or give responses in class
- Respond directly in the test booklet rather than on an answer sheet.

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**Setting Accommodations (504, MLL, IEP, Students at Risk, G & T Students)**

- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where he learns best (for example, near the teacher, away from distractions)
- Use special lighting or acoustics
- Take a test in small group setting
- Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out)
- Use noise buffers such as headphones, earphones, or earplugs

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**Timing Accommodations (504, MLL, IEP, Students at Risk)**

- Take more time to complete a task or a test
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing a task

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**Scheduling Accommodations (504, MLL, IEP)**

- Take more time to complete a project
- Take a test in several timed sessions or over several days
- Take sections of a test in a different order
- Take a test at a specific time of day

**Scheduling Accommodations (504)**

- Take more time to complete a project
- Take a test in several timed sessions or over several days
- Take sections of a test in a different order
- Take a test at a specific time of day

**Organization Skills Accommodations (504, MLL, IEP, Students at Risk)**

- Use an alarm to help with time management
- Mark texts with a highlighter
- Have help coordinating assignments in a book or planner
- Receive study skills instruction

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**Assignment Modifications (504, MLL, IEP, C & T Students)**

- Complete fewer or different homework problems than peers
- Write shorter or longer papers
- Answer fewer or different test questions
- Create alternate projects or assignments

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**Curriculum Modifications (504, MLL, IEP, G & T Students)**

- Learn different material (such as moving ahead to an extension concept/skill while classmates continue to work on a core skill)
- Get graded or assessed using a different standard than the one for classmate
- Modified content based on ability level (reading level, higher-level thinking questions, etc.)

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## 8.1 Computer Science & Design Thinking Technology:

8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.

### **9.1, 9.2, 9.4 Career Readiness, Life Literacies, and Key Skills:**

- Throughout the unit, discussions pertaining to writing careers (authors, publishers, illustrators, etc.) are infused to bring about awareness. This includes roles, required education/training, how passion and skill can lead to selecting a desirable/fruitful career in the field, etc. Possible activities:
  - Author visits (virtual or in-person)
  - Author studies
  - Writing to authors, illustrators, or publishers
  - Class discussions of career responsibilities related to writing
    - Financial aspects of writing or illustrating (i.e. what is an advance? common misconceptions about earnings, balancing personal finances and passion for the field, etc.)
    - Authors giving back to their communities (volunteering, book signings at local independent bookstores, etc.)

<b>Subject Area:</b> English Language Arts	<b>Grade Level:</b> 6	
<b>Unit Name:</b> Reading-Launching	<b>Dates:</b> September-Early October	<b>Time Frame:</b> 4-5 Weeks
<b>Lessons &amp; Writing Activities:</b>		
<b><u>Interactive Read Aloud Lessons</u></b>		
<b><u>Lesson 1: What is a Reading Workshop?</u></b>		
<b>Rationale:</b> Reading workshop is the time of day to focus on developing reading. Students will learn about the structure, expectations, and routines in the reading workshop and make plans for themselves as readers.		
<b>New Jersey Student Learning Standards:</b> RL.CI.6.2; SL.PE.6.1		
<b>New Jersey Social and Emotional Learning Competencies:</b> Self-Management, Social Awareness, Responsible Decision-Making, Relationship Skills		

**Skills and Strategies:** Use Schema, Make Inferences, Determine Themes in Literary Texts, Participate Effectively, Listen and Respond, Engage in Discussion/Collaborate

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**Lesson 2: Considering Our Reading Identities**

**Rationale:** Readers understand that all readers have unique identities and histories. Students will develop an understanding of their own identities and reflect on their interests and histories as readers.

**New Jersey Student Learning Standards:** RL.CR.6.1; RL.CI.6.2; SL.PE.6.1

**New Jersey Social and Emotional Learning Competencies:** Self-Management, Social Awareness, Responsible Decision-Making, Relationship Skills

**Skills and Strategies:** Close Reading of Literary Texts, Use Schema, Determine Themes in Literary Texts, Determine Importance, Participate Effectively, Listen and Respond, Engage in Discussion/Collaborate

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**Lesson 3: Crafting a Reading Life**

**Rationale:** Readers are individuals with different strengths, challenges, and interests. Students will use their own identities to self-select texts across genres. Students will be able to cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly, as well as inferences drawn from the text.

**New Jersey Student Learning Standards:** RI.CR.6.1; RI.O.6.3; SL.PE.6.1

**New Jersey Social and Emotional Learning Competencies:** Self-Management, Social Awareness, Responsible Decision-Making, Relationship Skills

**Skills and Strategies:** Close Reading of Informational Texts, Use Schema, Visualize, Analyze Interactions Among Informational Text Elements, Participate Effectively, Listen and Respond, Engage in Conversation

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**Lesson 4: Understanding Feels Like**

**Rationale:** Readers know what it feels like to understand what they read. Having thoughts and asking questions reflects understanding. Students will pay attention to when meaning breaks down and they do work to clear up confusion.

**New Jersey Student Learning Standards:** RL.CI.6.2; SL.PE.6.1

**New Jersey Social and Emotional Learning Competencies:** Self-Management, Social Awareness, Responsible Decision-Making, Relationship Skills

**Skills and Strategies:** Question, Make Inferences, Monitor and Repair Comprehension, Determine Themes in Literary Texts, Participate Effectively, Listen and Respond, Engage in Discussion/Collaborate

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**Lesson 5: Tapping Into What You Know**

**Rationale:** Readers bring what they know or have experienced to their reading. Students will learn that they understand their reading more deeply when they activate prior knowledge about the genre, author and topic.

**New Jersey Student Learning Standards:** RL.CR.6.1; RL.CI.6.2; SL.PE.6.1

**New Jersey Social and Emotional Learning Competencies:** Self-Management, Social Awareness, Responsible Decision-Making, Relationship Skills

**Skills and Strategies:** Close Reading of Literary Texts, Use Schema, Visualize, Make Inferences, Determine Themes in Literary Texts, Participate Effectively, Listen and Respond, Engage in Discussion/Collaborate, Write About Text

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### **Lesson 6: Building Ideas Through Conversation**

**Rationale:** Readers come together to have conversations in order to both share thinking and grow ideas together. Students will learn how to follow a clear protocol during conversations.

**New Jersey Student Learning Standards:** RL.CI.6.2; SL.PE.6.1

**New Jersey Social and Emotional Learning Competencies:** Self-Management, Social Awareness, Responsible Decision-Making, Relationship Skills

**Skills and Strategies:** Question, Make Inferences, Determine Importance, Determine Themes in Literary Texts, Participate Effectively, Listen and Respond, Engage in Discussion/Collaborate

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### **Lesson 7: Starting a Conversation**

**Rationale:** When readers know they will be speaking about a text, they prepare for conversation by collecting their thinking and ideas. Readers pay attention to characters, conflicts, and elements of the genre to gather ideas for discussion.

Students will use their collected thinking to start a conversation in a variety of ways.

**New Jersey Student Learning Standards:** RL.CR.6.1; RL.CI.6.2; SL.PE.6.1

**New Jersey Social and Emotional Learning Competencies:** Self-Management, Social Awareness, Responsible Decision-Making, Relationship Skills

**Skills and Strategies:** Close Reading of Literary Texts, Make Inferences, Determine Themes in Literary Texts, Synthesize, Speak to Communicate, Participate Effectively, Listen and Respond, Engage in Discussion/Collaborate

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### **Lesson 8: Growing Ideas Through Conversation**

**Rationale:** Readers grow ideas about their reading by talking to other readers. Students will grow ideas about their reading and use evidence to support their ideas.

**New Jersey Student Learning Standards:** RL.CR.6.1; RL.CI.6.2; SL.PE.6.1

**New Jersey Social and Emotional Learning Competencies:** Self-Management, Social Awareness, Responsible Decision-Making, Relationship Skills

**Skills and Strategies:** Close Reading of Literary Texts, Make Inferences, Determine Themes in Literary Texts, Synthesize, Speak to Communicate, Participate Effectively, Listen and Respond, Engage in Discussion/Collaborate

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## **Mini-Lessons**

### **Lesson 1: Studying Ourselves as Readers**

**Rationale:** Readers make both short-term and long-term plans to help drive their reading lives. Students will consider what they read and when they will read it.

**New Jersey Student Learning Standards:** RL.6.10

**New Jersey Social and Emotional Learning Competencies:** Self-Awareness, Self-Management, Responsible Decision-Making



**Skills and Strategies:** Text and Genre Features/Structure, Monitor and Repair Comprehension

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**Lesson 2: Making a Plan for Ourselves as Readers**

**Rationale:** Readers have both short-term and long-term plans for their reading lives. Students will keep a running list of books to read in order to develop their reading identities and build independence as readers.

**New Jersey Student Learning Standards:** SL.PE.6.1

**New Jersey Social and Emotional Learning Competencies:** Self-Awareness, Self-Management, Social Awareness, Responsible Decision-Making, Relationship Skills

**Skills and Strategies:** Determine Importance, Synthesize, Listen and Respond, Engage in Discussion/Collaborate, Participate Effectively

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**Lesson 3: Book Talks**

**Rationale:** Readers share books that they love and expect to get recommendations from other readers. Students will understand the importance of book recommendations and identify a book that would warrant a “book talk.”

**New Jersey Student Learning Standards:** RL.CR.6.1; RL.MF.6.3; SL.PI.6.4

**New Jersey Social and Emotional Learning Competencies:** Social Awareness, Responsible Decision-Making, Relationship Skills

**Skills and Strategies:** Close Reading of Literary Texts, Compare and Contrast using Diverse Media and Formats in Literature, Determine Importance, Synthesize, Speak to Communicate, Listen and Respond, Engage in Discussion/Collaborate, Present Information

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**Lesson 4: Partner Talk**

**Rationale:** Readers discuss their thinking about their reading with partners in order to support comprehension. Students will jot down ideas and share with a partner using conversation protocol.

**New Jersey Student Learning Standards:** RL.CR.6.1; SL.PE.6.1; SL.PI.6.4

**New Jersey Social and Emotional Learning Competencies:** Self-Management, Social Awareness, Responsible Decision-Making, Relationship Skills

**Skills and Strategies:** Close Reading of Literary Texts, Question, Make Inferences, Determine Importance, Participate Effectively, Present Information

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**Lesson 5: What to Consider When Reading Fiction**

**Rationale:** Readers of fiction pay attention to story elements to monitor understanding and help build the world of the story. Students will identify the elements of a story as a strategy for building comprehension. Students will analyze how a particular text’s structure unfolds in a series of episodes and use textual evidence to describe how the characters respond or change as the plot moves toward a resolution. Students will Analyze how a particular piece (e.g., chapter, scene, stanza, sentence, paragraph, chapter, or section) fits into the overall structure of a text and contributes to the development of the ideas, plot, setting, or theme.

**New Jersey Student Learning Standards:** RL.CR.6.1; RL.CI.6.2; RL.IT.6.3; RL.TS.6.4; L.KL.6.2

**New Jersey Social and Emotional Learning Competencies:** Self-Management, Responsible Decision-Making

**Skills and Strategies:** Close Reading of Literary Texts, Make Inferences, Determine Themes in Literary Texts, Determine Importance, Interactions Among Text Elements in Literature, Analyze Text Structures of Literary Texts, Monitor and Repair Comprehension, Use Knowledge of Language

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**Lesson 6: Examining Characters**

**Rationale:** Readers of fiction examine and analyze characters. Students will compare and contrast characters to develop a deeper understanding of the text, citing how the characters respond or change as the plot moves toward a resolution.

**New Jersey Student Learning Standards:** RL.CR.6.1; RL.CI.6.2; RL.IT.6.3; RL.TS.6.4; L.KL.6.2

**New Jersey Social and Emotional Learning Competencies:** Self-Management, Responsible Decision-Making

**Skills and Strategies:** Close Reading of Literary Texts, Make Inferences, Determine Themes in Literary Texts, Determine Importance, Interactions Among Text Elements in Literature, Analyze Text Structures of Literary Texts, Synthesize, Use Knowledge of Language

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**Lesson 7: Reviewing Reading Data**

**Rationale:** Readers reflect on their notes and reading records to gain insight into their habits and behaviors as readers. Students will reflect on their reading logs to better understand their own stamina and pacing and the circumstances that best support their reading.

**New Jersey Student Learning Standards:** RL.6.10, RI.6.10

**New Jersey Social and Emotional Learning Competencies:** Self-Awareness, Self-Management, Responsible Decision-Making

**Skills and Strategies:** Make Inferences, Synthesize

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**Lesson 8: Key Questions When Reading Poetry**

**Rationale:** Readers of poetry respond and react to poems while also building an overall understanding of the genre. Students will ask questions to notice elements of poetry and determine the meaning of the poems.

**New Jersey Student Learning Standards:** RL.CR.6.1; RL.CI.6.2; L.KL.6.2; L.VI.6.4

**New Jersey Social and Emotional Learning Competencies:** Self-Management, Responsible Decision-Making

**Skills and Strategies:** Close Reading of Literary Texts, Make Inferences, Determine Themes in Literary Texts, Synthesize, Monitor and Repair Comprehension, Use Knowledge of Language, Vocabulary, Acquisition and Use: Interpretive Meaning

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**Lesson 9: Finding the Main Idea in Nonfiction**

**Rationale:** Readers of nonfiction understand that they will learn new information from their reading. Students will cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly, as well as inferences drawn from the text. Students will analyze how a particular text's structure unfolds by using textual evidence to describe how a key individual, event, or idea is introduced, illustrated, and elaborated in a text. Students will use text features and the text to determine the main idea of a section and the central idea of a nonfiction text and explain how it is supported by key details.

**New Jersey Student Learning Standards:** RI.CR.6.1; RI.CI.6.2; RI.IT.6.3; L.KL.6.2

**New Jersey Social and Emotional Learning Competencies:** Self-Management, Responsible Decision-Making

**Skills and Strategies:** Close Reading of Informational Texts, Make Inferences, Determine Central Ideas in Informational Texts, Determine Importance, Analyze Interactions Among Informational Text Elements, Synthesize, Use Knowledge of Language

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**Lesson 10: Setting Goals and Making Plans**

**Rationale:** Readers set goals to support their individual growth. Students will reflect on their learning in order to set goals and make plans for themselves in order to grow as readers.

**New Jersey Student Learning Standards:** RL.6.10 RI. 6.10

**New Jersey Social and Emotional Learning Competencies:** Self-Management, Responsible Decision-Making

**Skills and Strategies:** Synthesize

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**Assessment:**

**Benchmark:** District Benchmark Assessment  
Reading Assessments

**Formative:** Observations, Teacher-Student Conferences, Student-Student Conferences, Turn-and-Talks, Written Reading Responses, Reading Notebook Checklists, Self-Assessment Tools, Formative Assessment Note Sheets, Student Performance Checklists, Sticky Notes, Reading Logs, Reflection Sheets, Goal Sheets, Reading Strategies Checklists, IXL

**Summative:** Reading Assessments  
IXL

**Supplemental Materials:**

Student Performance Checklist  
Where are My Students in the Reading Process? (Formative Assessment Note Sheet)  
Reading Notebook Checklist  
My Reading Life: Reflection and Goals

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**Differentiate Instruction:**

**Instruction will vary according to student readiness/interest/learning profile, IEP, ELL, and/or G&T:**

**Presentation Accommodations**

- Listen to audio recordings instead of reading text
- Learn content from audio books, movies, videos and digital media instead of reading print versions
- Use alternate texts at lower readability level
- Work with fewer items per page or line and/or materials in a larger print size
- Use magnification device, screen reader, or Braille / Nemeth Code
- Use audio amplification device (e.g., hearing aid(s), auditory trainer, sound-field system (which may require teacher use of microphone)
- Be given a written list of instructions
- Record a lesson, instead of taking notes

- Have another student share class notes with one another
- Be given an outline of a lesson
- Be given a copy of teacher's lecture notes
- Be given a study guide to assist in preparing for assessments
- Use visual presentations of verbal material, such as word webs and visual organizers
- Use manipulatives to teach or demonstrate concepts
- Have curriculum materials translated into native language

#### **Response Accommodations**

- Use sign language, a communication device, Braille, other technology, or native language other than English
- Dictate answers to a scribe
- Capture responses on an audio recorder
- Use a spelling dictionary or electronic spell-checker
- Use a word processor to type notes or give responses in class
- Use a calculator or table of "math facts"
- Respond directly in the test booklet rather than on an answer sheet.

#### **Setting Accommodations**

- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where he learns best (for example, near the teacher, away from distractions)
- Use special lighting or acoustics
- Take a test in small group setting
- Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out)
- Use noise buffers such as headphones, earphones, or earplugs

#### **Timing Accommodations**

- Take more time to complete a task or a test
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing a task

#### **Scheduling Accommodations**

- Take more time to complete a project
- Take a test in several timed sessions or over several days
- Take sections of a test in a different order
- Take a test at a specific time of day

#### **Organization Skills Accommodations**

- Use an alarm to help with time management
- Mark texts with a highlighter
- Have help coordinating assignments in a book or planner
- Receive study skills instruction

#### **Assignment Modifications**

- Complete fewer or different homework problems than peers
- Write shorter papers
- Answer fewer or different test questions
- Create alternate projects or assignments

#### **Curriculum Modifications**

- Learn different material (such as continuing to work on multiplication while classmates move on to fractions, or moving ahead to an extension concept/skill while classmates continue to work on a core skill)

- Get graded or assessed using a different standard than the one for classmate

## **Differentiate Instruction:**

**Instruction will vary according to student readiness/interest/learning profile and 504:**

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- Learn content from audio books, movies, videos and digital media instead of reading print versions
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#### **Curriculum Modifications**

- Learn different material (such as continuing to work on multiplication while classmates move on to fractions, or moving ahead to an extension concept/skill while classmates continue to work on a core skill)
- Get graded or assessed using a different standard than the one for classmates

### **8.1 Computer Science & Design Thinking Technology:**

8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.

## **Standard 9 -**

### **9.1 Personal Financial Literacy**

### **9.2 Career Awareness, Exploration, Preparation, and Training**

### **9.4 Life Literacies and Key Skills**

#### **9.1 Personal Financial Literacy Standard:**

- Characters in read alouds and independent reading texts learn money management skills.
- The plot or theme in read alouds and independent reading texts revolves around money management skills and financial independence.
- 9.1.8.CP.2: Analyze how spending habits affect one's ability to save
- 9.1.8.FP.1: Describe the impact of personal values on various financial scenarios.
- 9.1.8.FP.2: Evaluate the role of emotions, attitudes, and behavior (rational and irrational) in making financial decisions.
- 9.1.8.FP.3: Explain how self-regulation is important to managing money (e.g., delayed gratification, impulse buying, peer pressure, etc.).
- 9.1.8.FP.4: Analyze how familial and cultural values influence savings rates, spending, and other financial decisions.
- 9.1.8.FP.5: Determine how spending, investing, and using credit wisely contributes to financial well-being

#### **9.2 Career Awareness, Exploration, Preparation, and Training:**

- In read alouds and independent reading texts, students are introduced to a variety of careers that characters have.

9.2.8.CAP.11: Analyze potential career opportunities by considering different types of resources, including occupation databases, and state and national labor market statistics.

### **9.4 Life Literacies and Key Skills**

• 9.4.8.DC.1: Analyze the resource citations in online materials for proper use. • 9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).

**Science - MS-ESS3-D Global Climate Change, LS2.C Ecosystem Dynamics, Functioning, and Resilience:**

- Nonfiction texts used as read aloud and for independent reading raises awareness on global climate change.
- Fiction texts used as read alouds and for independent reading revolve around protecting our environment and ecosystem, whether it's specific characters or the plot.

**LGBTQ Awareness Infusion:**

- Fiction texts used as read alouds and for independent reading will feature LGBTQ characters and/or written by prominent LGBTQ authors.
- Non-fiction texts used as read alouds and for independent reading are based on prominent LGBTQ figures and/or about the history and progression of the LGBTQ movement.

<b>Subject Area:</b> English Language Arts	<b>Grade Level:</b> 6	
<b>Unit Name:</b> Reading-Fiction	<b>Dates:</b> October-December/January	<b>Time Frame:</b> 8-12 Weeks

**Lessons & Reading Activities:**

**Interactive Read Aloud Lessons**

**Lesson 1: Building the World of the Story**

**Rationale:** Readers understand that there are different types of fiction, they all share the same purpose of entertaining the audience. Students will build the world of the story by asking questions and gathering information to understand the elements of the story.

**New Jersey Student Learning Standards:** RL.CR.6.1; RL.MF.6.6; SL.PE.6.1; L.KL.6.2

**New Jersey Social and Emotional Learning Competencies:** Self-Management, Social Awareness, Responsible Decision-Making, Relationship Skills

**Skills and Strategies:** Close Reading of Literary Texts, Text and Genre Features/Structure, Compare and Contrast using Diverse Media and Formats in Literature, Question, Monitor and Repair Comprehension, Speak to Communicate, Listen and Respond, Engage in Discussion/Collaborate, Participate Effectively, Use Knowledge of Language

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### **Lesson 2: The Big Picture**

**Rationale:** Readers understand that fiction is often organized chronologically. Students will pay attention to time shift signals and the way the chapters fit together to create the overall structure of the narrative. Students will analyze how a particular text's structure unfolds in a series of episodes and use textual evidence to describe how the characters respond or change as the plot moves toward a resolution. Students will analyze how a particular piece (e.g., chapter, scene, stanza, sentence, paragraph, chapter, or section) fits into the overall structure of a text and contributes to the development of the ideas, plot, setting, or theme.

**New Jersey Student Learning Standards:** RL.CR.6.1; RL.IT.6.3; RL.TS.6.4; RL.PP.6.5; SL.PE.6.1; L.KL.6.2

**New Jersey Social and Emotional Learning Competencies:** Self-Management, Social Awareness, Responsible Decision-Making, Relationship Skills

**Skills and Strategies:** Close Reading of Literary Texts, Analyze Interactions Among Literary Text Elements, Analyze Text Structures in Literature, Make Inferences, Determine Perspective(s), Speak to Communicate, Listen and Respond, Engage in Discussion/Collaborate, Participate Effectively, Use Knowledge of Language

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### **Lesson 3: Who's Telling the Story?**

**Rationale:** Readers recognize a narrator's point of view and how it is developed across a text. Students will learn about the influence that a writer's point of view has on a story.

**New Jersey Student Learning Standards:** RL.CR.6.1; RL.PP.6.5; SL.PE.6.1

**New Jersey Social and Emotional Learning Competencies:** Self-Management, Social Awareness, Responsible Decision-Making, Relationship Skills

**Skills and Strategies:** Close Reading of Literary Texts, Text and Genre Features/Structure, Visualize, Make Inferences, Determine Perspective(s), Speak to Communicate, Listen and Respond, Engage in Discussion/Collaborate, Participate Effectively

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### **Lesson 4: Character Change**

**Rationale:** Readers understand characters and consider how and why they change. Students will examine characters and their growth or change across a story citing how the characters respond or change as the plot moves toward a resolution.

**New Jersey Student Learning Standards:** RL.CR.6.1; RL.IT.6.3; SL.PE.6.1

**New Jersey Social and Emotional Learning Competencies:** Self-Management, Social Awareness, Responsible Decision-Making, Relationship Skills

**Skills and Strategies:** Close Reading of Literary Texts, Use Schema, Visualize, Make Inferences, Analyze Text Structures in Informational Texts, Speak to Communicate, Listen and Respond, Engage in Discussion/Collaborate, Participate Effectively

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### **Lesson 5: Stories are Fiction**

**Rationale:** Readers of fiction pay attention to clues that reveal the conflict, the nature of the conflict, and how the conflict gets resolved. Students will learn to differentiate between internal and external conflicts.

**New Jersey Student Learning Standards:** RL.CR.6.1; RL.CI.6.2; RL.IT.6.3; SL.PE.6.1; L.KL.6.2

**New Jersey Social and Emotional Learning Competencies:** Self-Management, Social Awareness, Responsible Decision-Making, Relationship Skills

**Skills and Strategies:** Close Reading of Literary Texts, Determine Themes in Literary Texts, Analyze Interactions Among Literary Text Elements, Make Inferences, Determine Importance, Synthesize, Speak to Communicate, Listen and Respond, Engage in Discussion/Collaborate, Participate Effectively, Use Knowledge of Language

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### **Lesson 6: The Power of Setting in Historical Fiction**

**Rationale:** Readers of historical fiction pay attention to the setting's influence on the characters and conflict. Students will analyze the relationship between conflict and setting, citing how a particular text's structure unfolds in a series of episodes. Students will compare and contrast literary texts in different forms, by different authors, or from different genres in terms of their approaches to similar themes and topics. Students will compare and contrast information or texts to develop a coherent understanding of a theme, topic, or issue when reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text.

**New Jersey Student Learning Standards:** RL.IT.6.3; RL.MF.6.6; RL.CT.6.8; SL.PE.6.1; L.VL.6.3

**New Jersey Social and Emotional Learning Competencies:** Self-Management, Social Awareness, Responsible Decision-Making, Relationship Skills

**Skills and Strategies:** Text and Genre Features/Structure, Analyze Interactions Among Literary Text Elements, Use Schema, Compare and Contrast using Diverse Media and Formats in Literature, Compare and Contrast Different Forms' Approaches, Monitor and Repair Comprehension, Speak to Communicate, Listen and Respond, Engage in Discussion/Collaborate, Participate Effectively, Vocabulary, Acquisition and Use: Literal Meaning

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### **Lesson 7: Uncovering Theme and Big Ideas**

**Rationale:** Readers recognize that stories address larger themes. Students will identify the theme of a story and articulate big ideas that address the theme. Students will analyze how a particular piece (e.g., chapter, scene, stanza, sentence, paragraph, chapter, or section) fits into the overall structure of a text and contributes to the development of the ideas, plot, setting, or theme.

**New Jersey Student Learning Standards:** RL.CR.6.1; RL.CI.6.2; RL.TS.6.4; RL.MF.6.6; SL.PE.6.1; L.VL.6.3

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**Skills and Strategies:** Close Reading of Literary Texts, Determine Themes in Literary Texts, Analyze Text Structures in Literature, Make Inferences, Compare and Contrast using Diverse Media and Formats in Literature, Determine Importance, Synthesize, Speak to Communicate, Listen and Respond, Engage in Discussion/Collaborate, Participate Effectively, Vocabulary, Acquisition and Use: Literal Meaning

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## **Lesson 8: Under a Thematic Umbrella**

**Rationale:** Readers understand that many stories are connected by common themes. Students will identify these themes and consider how each text addresses them differently. Students will compare and contrast literary texts in different forms, by different authors, or from different genres in terms of their approaches to similar themes and topics. Students will compare and contrast information or texts to develop a coherent understanding of a theme, topic, or issue when reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text.

**New Jersey Student Learning Standards:** RL.CR.6.1; RL.CI.6.2; RL.MF.6.6; RL.CT.6.8; SL.PE.6.1; L.KL.6.2

**New Jersey Social and Emotional Learning Competencies:** Self-Management, Social Awareness, Responsible Decision-Making, Relationship Skills

**Skills and Strategies:** Close Reading of Literary Texts, Determine Themes in Literary Texts, Make Inferences, Compare and Contrast using Diverse Media and Formats in Literature, Compare and Contrast Different Forms' Approaches, Determine Importance, Synthesize, Speak to Communicate, Listen and Respond, Engage in Discussion/Collaborating, Participate Effectively, Use Knowledge of Language

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## **Mini-Lessons**

### **Lesson 1: A Reader's Work**

**Rationale:** Readers have different jobs at the beginning, middle, and end of a fiction story. Students will focus on building their understanding of the elements of a story at the beginning of the text and developing thinking throughout the text.

**New Jersey Student Learning Standards:** RL.CR.6.1; SL.PE.6.1

**New Jersey Social and Emotional Learning Competencies:** Self-Management, Responsible Decision-Making

**Skills and Strategies:** Close Reading of Literary Texts, Text and Genre Features/Structure, Make Inferences, Monitor and Repair Comprehension, Participate Effectively

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### **Lesson 2: Characters React, Respond, and Change**

**Rationale:** Readers of fiction analyze character change. Students will describe how characters respond or change as the plot moves toward a resolution.

**New Jersey Student Learning Standards:** RL.CR.6.1; RL.CI.6.2; RL.IT.6.3; SL.PE.6.1

**New Jersey Social and Emotional Learning Competencies:** Self-Management, Responsible Decision-Making

**Skills and Strategies:** Close Reading of Literary Texts, Determine Themes in Literary Texts, Analyze Interactions Among Literary Text Elements, Make Inferences, Synthesize, Participate Effectively

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### **Lesson 3: The Shape of a Story**

**Rationale:** Readers of fiction understand how the plot builds around the conflict. Students will identify key points in the plot structure and identify how much time passes between events, analyzing how a

particular text's structure unfolds in a series of episodes. Students will analyze how a particular piece (e.g., chapter, scene, stanza, sentence, paragraph, chapter, or section) fits into the overall structure of a text and contributes to the development of the ideas, plot, setting, or theme.

**New Jersey Student Learning Standards:** RL.IT.6.3; RL.TS.6.4; SL.PE.6.1

**New Jersey Social and Emotional Learning Competencies:** Self-Management, Responsible Decision-Making

**Skills and Strategies:** Analyze Interactions Among Literary Text Elements, Analyze Text Structures in Literature, Make Inferences, Determine Importance, Participate Effectively

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#### **Lesson 4: The Power of Rereading**

**Rationale:** Effective readers reread texts to deepen their understanding and thinking. Students will do close readings to examine symbols. Students will analyze how a particular piece (e.g., chapter, scene, stanza, sentence, paragraph, chapter, or section) fits into the overall structure of a text and contributes to the development of the ideas, plot, setting, or theme.

**New Jersey Student Learning Standards:** RL.CR.6.1; RL.TS.6.4; SL.PE.6.1

**New Jersey Social and Emotional Learning Competencies:** Self-Management, Responsible Decision-Making

**Skills and Strategies:** Close Reading of Literary Texts, Analyze Text Structures in Literature, Make Inferences, Synthesize, Monitor and Repair Comprehension, Participate Effectively

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#### **Lesson 5: Understanding Characters in Historical Fiction**

**Rationale:** Readers of historical fiction understand character development and character's impact on the story. Students will identify the main character as a hero or bystander. Students will analyze how a particular text's structure unfolds in a series of episodes and use textual evidence to describe how the characters respond or change as the plot moves toward a resolution.

**New Jersey Student Learning Standards:** RL.CR.6.1; RL.IT.6.3; SL.PE.6.1

**New Jersey Social and Emotional Learning Competencies:** Self-Management, Responsible Decision-Making

**Skills and Strategies:** Close Reading of Literary Texts, Analyze Interactions Among Literary Text Elements, Make Inferences, Synthesize, Participate Effectively

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#### **Lesson 6: Dealing With Difficulty**

**Rationale:** Readers of fiction anticipate different challenges in text. Students will identify challenges within a text and use strategies to tackle confusion.

**New Jersey Student Learning Standards:** RL.TS.6.4; SL.PE.6.1; L.VL.6.3; L.VI.6.4

**New Jersey Social and Emotional Learning Competencies:** Self-Awareness, Self-Management, Responsible Decision-Making

**Skills and Strategies:** Analyze Text Structures in Literature, Text and Genre Features/Structure, Use Schema, Monitor and Repair Comprehension, Participate Effectively, Vocabulary, Acquisition and Use: Literal Meaning, Vocabulary, Acquisition and Use: Interpretive Meaning

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### **Lesson 7: Capturing Mood and Tone**

**Rationale:** Readers of fiction consider point of view and how it affects the story. Students will identify the author's point of view, analyze the impact of a specific word choice on meaning and determine how it affects the tone and mood of the story. Students will determine how an author conveys or develops perspective in a text (through the narrator or speaker when appropriate).

**New Jersey Student Learning Standards:** RL.CI.6.2; RL.PP.6.5; SL.PE.6.1; L.KL.6.2; L.VL.6.3; L.VI.6.4

**New Jersey Social and Emotional Learning Competencies:** Self-Management, Responsible Decision-Making

**Skills and Strategies:** Determine Themes in Literary Texts, Determine Perspective(s), Make Inferences, Synthesize, Participate Effectively, Use Knowledge of Language, Vocabulary, Acquisition and Use: Literal Meaning, Vocabulary, Acquisition and Use: Interpretive Meaning

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### **Lesson 8: Dramatic Reading**

**Rationale:** Readers have knowledge and strategies to enjoy stories in a variety of forms. Students will understand the elements of a drama to experience and understand a play. Readers will acquire academic and domain specific words and phrases important to comprehension or expression. Students will compare and contrast literary texts in different forms, by different authors, or from different genres in terms of their approaches to similar themes and topics. Students will analyze how a particular piece (e.g., chapter, scene, stanza, sentence, paragraph, chapter, or section) fits into the overall structure of a text and contributes to the development of the ideas, plot, setting, or theme.

**New Jersey Student Learning Standards:** RL.II.6.3; RL.TS.6.4; RL.PP.6.5; RL.MF.6.6; RL.CT.6.8; SL.PE.6.1; SL.PI.6.4; SL.UM.6.5; SL.AS.6.6; L.KL.6.2; W.RW.6.7

**New Jersey Social and Emotional Learning Competencies:** Self-Management, Responsible Decision-Making

**Skills and Strategies:** Text and Genre Features/Structure, Analyze Interactions Among Literary Text Elements, Analyze Text Structures in Literature, Determine Perspective(s), Make Inferences, Determine Importance, Compare and Contrast using Diverse Media and Formats in Literature, Compare and Contrast Different Forms/Approaches, Participate Effectively, Present Information, Include Multimedia Components, Adapt Speech Accordingly, Use Knowledge of Language, Write Routinely Based on Time, Task, Purpose, and Audience

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### **Lesson 9: Comparing Two Forms**

**Rationale:** Readers of fiction analyze and compare different forms of fiction. Students will compare and contrast literary texts in different forms, by different authors, or from different genres in terms of their approaches to similar themes and topics. Students will analyze how a particular piece (e.g., chapter, scene, stanza, sentence, paragraph, chapter, or section) fits into the overall structure of a text and contributes to the development of the ideas, plot, setting, or theme.

**New Jersey Student Learning Standards:** RL.CR.6.1; RL.CI.6.2; RL.TS.6.4; RL.MF.6.6; RL.CT.6.8; SL.PE.6.1; SL.ES.6.3; L.KL.6.2

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**Skills and Strategies:** Close Reading of Literary Texts, Determine Themes in Literary Texts, Analyze Text Structures in Literature, Compare and Contrast using Diverse Media and Formats in Literature, Compare and Contrast Different Forms' Approaches, Synthesize, Participate Effectively, Evaluate Speakers, Use Knowledge of Language

### **Lesson 10: Asking Critical Questions**

**Rationale:** Readers ask critical questions to help them think deeply about texts. Students will reflect on a powerful mentor text and consider how it affects their thinking.

**New Jersey Student Learning Standards:** RL.CR.6.1; RL.CI.6.2; SL.PE.6.1; SL.ES.6.3

**New Jersey Social and Emotional Learning Competencies:** Self-Management, Responsible Decision-Making

**Skills and Strategies:** Close Reading of Literary Texts, Determine Themes in Literary Texts, Make Inferences, Determine Importance, Synthesize, Participate Effectively, Evaluate Speakers

### **Assessment:**

**Benchmark:** District Benchmark Assessment  
Reading Assessments

**Formative:** Observations, Teacher-Student Conferences, Student-Student Conferences, Turn-and-Talks, Written Reading Responses, Reading Notebook Checklists, Self-Assessment Tools, Formative Assessment Note Sheets, Student Performance Checklists, Sticky Notes, Reading Logs, Reflection Sheets, Goal Sheets, Reading Strategies Checklists, IXL

**Summative:** Fiction Assessment  
IXL

**Supplemental Materials:**  
Student Performance Checklist  
Summative Assessment

### **Differentiate Instruction:**

**Instruction will vary according to student readiness/interest/learning profile, IEP, ELL, and/or G&T:**

#### **Presentation Accommodations**

- Listen to audio recordings instead of reading text
- Learn content from audio books, movies, videos and digital media instead of reading print versions
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- Work with fewer items per page or line and/or materials in a larger print size
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- Be given a study guide to assist in preparing for assessments
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- Work or take a test in a different setting, such as a quiet room with few distractions
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- Use noise buffers such as headphones, earphones, or earplugs

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- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing a task

#### **Scheduling Accommodations**

- Take more time to complete a project
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- Take sections of a test in a different order
- Take a test at a specific time of day

#### **Organization Skills Accommodations**

- Use an alarm to help with time management
- Mark texts with a highlighter
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#### **Assignment Modifications**

- Complete fewer or different homework problems than peers
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#### **Curriculum Modifications**

- Learn different material (such as continuing to work on multiplication while classmates move on to fractions, or moving ahead to an extension concept/skill while classmates continue to work on a core skill)
- Get graded or assessed using a different standard than the one for classmate

### **Differentiate Instruction:**

**Instruction will vary according to student readiness/interest/learning profile and 504:**

**Presentation Accommodations**

- Listen to audio recordings instead of reading text
- Learn content from audio books, movies, videos and digital media instead of reading print versions
- Use alternate texts at lower readability level
- Work with fewer items per page or line and/or materials in a larger print size
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- Take a test at a specific time of day

**Organization Skills Accommodations**

- Use an alarm to help with time management
- Mark texts with a highlighter

- Have help coordinating assignments in a book or planner
- Receive study skills instruction

#### **Assignment Modifications**

- Complete fewer or different homework problems than peers
- Write shorter papers
- Answer fewer or different test questions
- Create alternate projects or assignments

#### **Curriculum Modifications**

- Learn different material (such as continuing to work on multiplication while classmates move on to fractions, or moving ahead to an extension concept/skill while classmates continue to work on a core skill)
- Get graded or assessed using a different standard than the one for classmates

### **8.1 Computer Science & Design Thinking Technology:**

- 8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.

### **9.1 Personal Financial Literacy Standard:**

- Characters in read alouds and independent reading texts learn money management skills.
- The plot or theme in read alouds and independent reading texts revolves around money management skills and financial independence.
- 9.1.8.CP.2: Analyze how spending habits affect one's ability to save
- 9.1.8.FP.1: Describe the impact of personal values on various financial scenarios.
- 9.1.8.FP.2: Evaluate the role of emotions, attitudes, and behavior (rational and irrational) in making financial decisions.
- 9.1.8.FP.3: Explain how self-regulation is important to managing money (e.g., delayed gratification, impulse buying, peer pressure, etc.).
- 9.1.8.FP.4: Analyze how familial and cultural values influence savings rates, spending, and other financial decisions.
- 9.1.8.FP.5: Determine how spending, investing, and using credit wisely contributes to financial well-being

### **9.2 Career Awareness, Exploration, Preparation, and Training:**

- In read alouds and independent reading texts, students are introduced to a variety of careers that characters have.

9.2.8.CAP.11: Analyze potential career opportunities by considering different types of resources, including occupation databases, and state and national labor market statistics.

### **9.4 Life Literacies and Key Skills**

- 9.4.8.DC.1: Analyze the resource citations in online materials for proper use.
- 9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).

### **Science - MS-ESS3-D Global Climate Change, LS2.C Ecosystem Dynamics, Functioning, and Resilience Infusion:**

- Texts used as read alouds and for independent reading revolve around protecting our environment and ecosystem, whether it's specific characters or the plot.

### **LGBTQ Awareness Infusion:**

- Texts used as read alouds and for independent reading will feature LGBTQ characters and/or



written by prominent LGBTQ authors.

<b>Subject Area:</b> English Language Arts	<b>Grade Level:</b> 6	
<b>Unit Name:</b> Reading-Nonfiction	<b>Dates:</b> January-March	<b>Time Frame:</b> 8-10 Weeks

### **Lessons & Reading Activities:**

#### **Interactive Read Aloud Lessons**

##### **Lesson 1: Introduction to Nonfiction**

**Rationale:** Readers of nonfiction need an overall understanding of this vast genre. Students will build schema for different types and features of nonfiction, including reference nonfiction, literary nonfiction, and biographies. Students will identify author's purpose, perspective or potential bias and explain the impact on the reader's interpretation.

**New Jersey Student Learning Standards:** RI.PP.6.5

**New Jersey Social and Emotional Learning Competencies:** Self-Awareness, Self-Management, Responsible Decision-Making

**Skills and Strategies:** Text and Genre Features/Structure, Determine Perspective(s), Use Schema

##### **Lesson 2: The Look of Reference Nonfiction**

**Rationale:** Nonfiction text features help readers read reference nonfiction books. Students will identify common nonfiction text features to negotiate the text. Students will use text structures (e.g. cause-effect, problem-solution), search tools, and genre features (e.g., graphics, captions, indexes) to locate and integrate information. Students will integrate information when presented in different media or formats (e.g., visually, quantitatively) to develop a coherent understanding of a topic or issue.

**New Jersey Student Learning Standards:** RI.TS.6.4; RI.MF.6.6

**New Jersey Social and Emotional Learning Competencies:** Self-Management, Social Awareness, Responsible Decision-Making, Relationship Skills

**Skills and Strategies:** Use Text Structures in Informational Texts, Determine Importance, Integrate Information Presented in Different Media or Formats, Speak to Communicate, Listen and Respond, Engage in Discussion/Collaborating

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### **Lesson 3: Structures of Nonfiction**

**Rationale:** Readers understand that text structures are tools that nonfiction writers use to explain their subject matter. Students will pay attention to text structures to support their comprehension of nonfiction texts. Students will use text structures (e.g. cause-effect, problem-solution), search tools, and genre features (e.g., graphics, captions, indexes) to locate and integrate information.

**New Jersey Student Learning Standards:** RI.TS.6.4, L.KL.6.2

**New Jersey Social and Emotional Learning Competencies:** Self-Management, Social Awareness, Responsible Decision-Making, Relationship Skills

**Skills and Strategies:** Use Text Structures in Informational Texts, Visualize, Determine Importance, Speak to Communicate, Listen and Respond, Engage in Discussion/Collaborate, Use Knowledge of Language

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### **Lesson 4: How Do We Read Nonfiction?**

**Rationale:** Readers of nonfiction must constantly ask themselves questions to monitor comprehension. Students will approach nonfiction by asking questions before, during and after the read. Students will be able to cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly, as well as inferences drawn from the text.

**New Jersey Student Learning Standards:** RI.CR.6.1; RI.CI.6.2; SL.PE.6.1

**New Jersey Social and Emotional Learning Competencies:** Self-Management, Social Awareness, Responsible Decision-Making, Relationship Skills

**Skills and Strategies:** Close Reading of Informational Texts, Text and Genre Features/Structure, Determine Central Ideas in Informational Texts, Use Schema, Question, Make Inferences, Determine Importance, Speak to Communicate, Listen and Respond, Engage in Discussion/Collaborate, Participate Effectively

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### **Lesson 5: Unlocking Unfamiliar Vocabulary**

**Rationale:** Readers of nonfiction regularly come across unfamiliar words. Students will use a variety of strategies to determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meanings, when considering words and phrases important to comprehension or expression.

**New Jersey Student Learning Standards:** L.KL.6.2; L.VL.6.3

**New Jersey Social and Emotional Learning Competencies:** Self-Management, Social Awareness, Responsible Decision-Making, Relationship Skills

**Skills and Strategies:** Make Inferences, Monitor and Repair Comprehension, Use Knowledge of Language, Vocabulary, Acquisition and Use: Literal Meaning, Speak to Communicate, Listen and Respond, Engage in Discussion/Collaborate

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## **Lesson 6: Determining Author's Purpose**

**Rationale:** Readers of nonfiction determine the writer's point of view and explain how it is conveyed in the text to support the writer's purpose. Students will identify an author's point of view and purpose in a nonfiction text. Students will identify author's purpose, perspective or potential bias and explain the impact on the reader's interpretation. Students will cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly, as well as inferences drawn from the text.

**New Jersey Student Learning Standards:** RI.CR.6.1; RI.PP.6.5; SL.PE.6.1; SL.II.6.2

**New Jersey Social and Emotional Learning Competencies:** Self-Management, Social Awareness, Responsible Decision-Making, Relationship Skills

**Skills and Strategies:** Close Reading of Informational Texts, Question, Make Inferences, Determine Importance, Determine Perspective(s), Speak to Communicate, Listen and Respond, Engage in Discussion/Collaborate, Participate Effectively, Interpret and Integrate Information Presented in Diverse Media and Formats

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## **Lesson 7: Identifying the Central Idea**

**Rationale:** Readers of nonfiction determine the central idea of a text and explain how it is supported by key textual details. Students will identify the central idea and supporting details in a nonfiction text. Students will analyze how a particular text's structure unfolds by using textual evidence to describe how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.

**New Jersey Student Learning Standards:** RI.CI.6.2; RI.IT.6.3; SL.PE.6.1

**New Jersey Social and Emotional Learning Competencies:** Self-Management, Social Awareness, Responsible Decision-Making, Relationship Skills

**Skills and Strategies:** Determine Central Ideas in Informational Texts, Determine Importance, Synthesize, Analyze Interactions Among Informational Text Elements, Speak to Communicate, Listen and Respond, Engage in Discussion/Collaborate, Participate Effectively

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## **Lesson 8: How We Check for Understanding**

**Rationale:** Readers of nonfiction need to consistently check for understanding. Students will monitor their understanding of a text and use fix-up strategies when meaning breaks down. Students will determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meanings.

**New Jersey Student Learning Standards:** RI.CI.6.2; L.VL.6.3

**New Jersey Social and Emotional Learning Competencies:** Self-Management, Social Awareness, Responsible Decision-Making, Relationship Skills

**Skills and Strategies:** Determine Central Ideas in Informational Texts, Visualize, Monitor and Repair Comprehension, Vocabulary, Acquisition and Use: Literal Meaning, Speak to Communicate, Listen and Respond, Engage in Discussion/Collaborate

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## **Mini-Lessons**

### **Lesson 1: Building Nonfiction Muscles**

**Rationale:** Readers of nonfiction need to read closely and carefully to be able to paraphrase dense, complex texts. Students will read a text closely and paraphrase it in order to build understanding.

**New Jersey Student Learning Standards:** RI.CR.6.1; RI.TS.6.4; L.VL.6.3

**New Jersey Social and Emotional Learning Competencies:** Self-Management, Responsible Decision-Making

**Skills and Strategies:** Close Reading of Informational Texts, Use Text Structures in Informational Texts, Visualize, Determine Importance, Vocabulary, Acquisition and Use: Literal Meaning

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### **Lesson 2: The Richness of Narrative Nonfiction**

**Rationale:** Readers of literary nonfiction pay attention to both well-crafted story and information in the text. Students will do a close reading to identify factual information embedded in the story. Students will cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly, as well as inferences drawn from the text. Students will analyze how a particular text's structure unfolds by using textual evidence to describe how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.

**New Jersey Student Learning Standards:** RI.CR.6.1; RI.IT.6.3

**New Jersey Social and Emotional Learning Competencies:** Self-Management, Responsible Decision-Making

**Skills and Strategies:** Close Reading of Informational Texts, Analyze Interactions Among Informational Text Elements, Make Inferences, Determine Importance

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### **Lesson 3: Compare and Contrast Text Structure**

**Rationale:** Readers of nonfiction understand and pay attention to text structures to help them comprehend main ideas. Students will use text structures (e.g. cause-effect, problem-solution), search tools, and genre features (e.g., graphics, captions, indexes) to locate and integrate information. Students will identify elements of the compare and contrast structure in a text. Students will compare and contrast informational texts in different forms, by different authors, or from different genres in terms of their approaches to similar themes and topics.

**New Jersey Student Learning Standards:** RI.CI.6.2; RI.TS.6.4; RI.CT.6.8; L.KL.6.2

**New Jersey Social and Emotional Learning Competencies:** Self-Management, Responsible Decision-Making

**Skills and Strategies:** Determine Central Ideas in Informational Texts, Use Text Structures in Informational Texts, Make Inferences, Determine Importance, Compare and Contrast Different Forms' Approaches, Use Knowledge of Language

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### **Lesson 4: Problem and Solution Text Structure**

**Rationale:** Readers of nonfiction understand and pay attention to text structures to comprehend central ideas. Students will use text structures (e.g. cause-effect, problem-solution), search tools, and genre features (e.g., graphics, captions, indexes) to locate and integrate information. Students will identify signal words in order to support comprehension of a text.

**New Jersey Social and Emotional Learning Competencies:** Self-Management, Responsible Decision-Making

**New Jersey Student Learning Standards:** RI.CI.6.2; RI.TS.6.4

**Skills and Strategies:** Determine Central Ideas in Informational Texts, Use Text Structures in Informational Texts, Make Inferences, Determine Importance

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**Lesson 5: Description Text Structure**

**Rationale:** Readers of nonfiction understand and pay attention to text structures to help them comprehend texts. Students will examine the description text structure and identify signal words for structure. Students will use text structures (e.g. cause-effect, problem-solution), search tools, and genre features (e.g., graphics, captions, indexes) to locate and integrate information.

**New Jersey Student Learning Standards:** RI.CI.6.2; RI.TS.6.4

**New Jersey Social and Emotional Learning Competencies:** Self-Management, Responsible Decision-Making

**Skills and Strategies:** Determine Central Ideas in Informational Texts, Use Text Structures in Informational Texts, Visualize, Make Inferences, Determine Importance

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**Lesson 6: Figuring out Unfamiliar Words**

**Rationale:** Readers of nonfiction regularly encounter unfamiliar vocabulary. Students will use a variety of strategies to determine the meanings of words and phrases as they are used, including figurative, connotative, and technical meanings, when considering words and phrases important to comprehension or expression.

**New Jersey Student Learning Standards:** L.KL.6.2; L.VL.6.3

**New Jersey Social and Emotional Learning Competencies:** Self-Management, Responsible Decision-Making

**Skills and Strategies:** Use Schema, Make Inferences, Monitor and Repair Comprehension, Use Knowledge of Language, Vocabulary, Acquisition and Use: Literal Meaning

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**Lesson 7: Fix-Up Strategies**

**Rationale:** Readers of nonfiction should expect to meet challenges and confusion. Students will monitor their comprehension and then use a variety of strategies to repair their confusion. Students will cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly, as well as inferences drawn from the text.

**New Jersey Student Learning Standards:** RI.CR.6.1; L.VL.6.3

**New Jersey Social and Emotional Learning Competencies:** Self-Awareness, Self-Management, Responsible Decision-Making

**Skills and Strategies:** Close Reading of Informational Texts, Monitor and Repair Comprehension, Vocabulary, Acquisition and Use: Literal Meaning

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**Lesson 8: Uncovering Big Ideas**

**Rationale:** Readers of nonfiction determine the author's purpose and identify how it is conveyed through the text. Students will identify author's purpose, perspective or potential bias and explain the

impact on the reader's interpretation. Readers then identify big ideas within texts. Students will identify the author's purpose and big ideas in a nonfiction text.

**New Jersey Student Learning Standards:** RI.CI.6.2; RI.PP.6.5

**New Jersey Social and Emotional Learning Competencies:** Self-Management, Responsible Decision-Making

**Skills and Strategies:** Determine Central Ideas in Informational Texts, Determine Perspective(s), Determine Importance, Synthesize

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**Lesson 9: Analyzing the Argument**

**Rationale:** Readers of nonfiction, trace the development of, identify and evaluate an argument and then follow specific claims that support the central idea. Students will trace the development of the argument and evaluate the merits of the claims.

**New Jersey Student Learning Standards:** RI.CI.6.2; RI.TS.6.4; RI.AA.6.7, SL.E.S.6.3

**New Jersey Social and Emotional Learning Competencies:** Self-Management, Responsible Decision-Making

**Skills and Strategies:** Determine Central Ideas in Informational Texts, Use Text Structures in Informational Texts, Analysis of an Argument, Evaluate Speakers, Determine Importance, Synthesize

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**Lesson 10: Expanding Content Knowledge**

**Rationale:** Readers of nonfiction expand their knowledge of a topic by reading multiple texts on the same topic. Students will synthesize ideas across multiple texts on the same topic to develop new questions and ideas from their reading. Students will analyze how a particular text's structure unfolds by using textual evidence to describe how a key individual, event, or idea is introduced, illustrated, and elaborated in a text. Students will compare and contrast informational texts in different forms, by different authors, or from different genres in terms of their approaches to similar themes and topics.

**New Jersey Student Learning Standards:** RI.IT.6.3; RI.PP.6.5; RI.CT.6.8

**New Jersey Social and Emotional Learning Competencies:** Self-Management, Responsible Decision-Making

**Skills and Strategies:** Synthesizing, Analyze Interactions Among Informational Text Elements, Determine Perspective(s), Compare and Contrast Different Forms' Approaches

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**Assessment:**

**Benchmark:** District Benchmark Assessment  
Reading Assessments

**Formative:** Observations, Teacher-Student Conferences, Student-Student Conferences, Turn-and-Talks, Written Reading Responses, Reading Notebook Checklists, Self-Assessment Tools, Formative Assessment Note Sheets, Student Performance Checklists, Sticky Notes, Reading Logs, Reflection Sheets, Goal Sheets, Reading Strategies Checklists, IXL

**Summative:** Nonfiction Assessment  
IXL

**Supplemental Materials:**

**Differentiate Instruction:**

**Instruction will vary according to student readiness/interest/learning profile, IEP, ELL, and/or G&T:**

**Presentation Accommodations**

- Listen to audio recordings instead of reading text
- Learn content from audio books, movies, videos and digital media instead of reading print versions
- Use alternate texts at lower readability level
- Work with fewer items per page or line and/or materials in a larger print size
- Use magnification device, screen reader, or Braille / Nemeth Code
- Use audio amplification device (e.g., hearing aid(s), auditory trainer, sound-field system (which may require teacher use of microphone)
- Be given a written list of instructions
- Record a lesson, instead of taking notes
- Have another student share class notes with one another
- Be given an outline of a lesson
- Be given a copy of teacher's lecture notes
- Be given a study guide to assist in preparing for assessments
- Use visual presentations of verbal material, such as word webs and visual organizers
- Use manipulatives to teach or demonstrate concepts
- Have curriculum materials translated into native language

**Response Accommodations**

- Use sign language, a communication device, Braille, other technology, or native language other than English
- Dictate answers to a scribe
- Capture responses on an audio recorder
- Use a spelling dictionary or electronic spell-checker
- Use a word processor to type notes or give responses in class
- Use a calculator or table of "math facts"
- Respond directly in the test booklet rather than on an answer sheet.

**Setting Accommodations**

- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where he learns best (for example, near the teacher, away from distractions)
- Use special lighting or acoustics
- Take a test in small group setting
- Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out)
- Use noise buffers such as headphones, earphones, or earplugs

**Timing Accommodations**

- Take more time to complete a task or a test
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing a task

**Scheduling Accommodations**

- Take more time to complete a project

- Take a test in several timed sessions or over several days
- Take sections of a test in a different order
- Take a test at a specific time of day

#### **Organization Skills Accommodations**

- Use an alarm to help with time management
- Mark texts with a highlighter
- Have help coordinating assignments in a book or planner
- Receive study skills instruction

#### **Assignment Modifications**

- Complete fewer or different homework problems than peers
- Write shorter papers
- Answer fewer or different test questions
- Create alternate projects or assignments

#### **Curriculum Modifications**

- Learn different material (such as continuing to work on multiplication while classmates move on to fractions, or moving ahead to an extension concept/skill while classmates continue to work on a core skill)
- Get graded or assessed using a different standard than the one for classmate

### **Differentiate Instruction:**

**Instruction will vary according to student readiness/interest/learning profile and 504:**

#### **Presentation Accommodations**

- Listen to audio recordings instead of reading text
- Learn content from audio books, movies, videos and digital media instead of reading print versions
- Use alternate texts at lower readability level
- Work with fewer items per page or line and/or materials in a larger print size
- Use magnification device, screen reader, or Braille / Nemeth Code
- Use audio amplification device (e.g., hearing aid(s), auditory trainer, sound-field system (which may require teacher use of microphone)
- Be given a written list of instructions
- Record a lesson instead of taking notes
- Have another student share class notes with one another
- Be given an outline of a lesson
- Be given a copy of teacher's lecture notes
- Be given a study guide to assist in preparing for assessments
- Use visual presentations of verbal material, such as word webs and visual organizers
- Use manipulatives to teach or demonstrate concepts
- Have curriculum materials translated into native language

#### **Response Accommodations**

- Use sign language, a communication device, Braille, other technology, or native language other than English
- Dictate answers to a scribe
- Capture responses on an audio recorder
- Use a spelling dictionary or electronic spell-checker
- Use a word processor to type notes or give responses in class
- Use a calculator or table of "math facts"



- Respond directly in the test booklet rather than on an answer sheet.

#### **Setting Accommodations**

- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where he learns best (for example, near the teacher, away from distractions)
- Use special lighting or acoustics
- Take a test in small group setting
- Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out)
- Use noise buffers such as headphones, earphones, or earplugs

#### **Timing Accommodations**

- Take more time to complete a task or a test
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing a task

#### **Scheduling Accommodations**

- Take more time to complete a project
- Take a test in several timed sessions or over several days
- Take sections of a test in a different order
- Take a test at a specific time of day

#### **Organization Skills Accommodations**

- Use an alarm to help with time management
- Mark texts with a highlighter
- Have help coordinating assignments in a book or planner
- Receive study skills instruction

#### **Assignment Modifications**

- Complete fewer or different homework problems than peers
- Write shorter papers
- Answer fewer or different test questions
- Create alternate projects or assignments

#### **Curriculum Modifications**

- Learn different material (such as continuing to work on multiplication while classmates move on to fractions, or moving ahead to an extension concept/skill while classmates continue to work on a core skill)
- Get graded or assessed using a different standard than the one for classmate

### **8.1 Computer Science & Design Thinking Technology:**

- 8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.

### **9.1 Personal Financial Literacy Standard:**

- Characters in read alouds and independent reading texts learn money management skills.
- The plot or theme in read alouds and independent reading texts revolves around money management skills and financial independence.
- 9.1.8.CP.2: Analyze how spending habits affect one's ability to save
- 9.1.8.FP.1: Describe the impact of personal values on various financial scenarios.
- 9.1.8.FP.2: Evaluate the role of emotions, attitudes, and behavior (rational and irrational) in making financial decisions.
- 9.1.8.FP.3: Explain how self-regulation is important to managing money (e.g., delayed gratification, impulse buying, peer pressure, etc.).
- 9.1.8.FP.4: Analyze how familial and cultural values influence savings rates, spending, and other

financial decisions.

- 9.1.8.FP.5: Determine how spending, investing, and using credit wisely contributes to financial well-being

## 9.2 Career Awareness, Exploration, Preparation, and Training:

- In read alouds and independent reading texts, students are introduced to a variety of careers that characters have.

9.2.8.CAP.11: Analyze potential career opportunities by considering different types of resources, including occupation databases, and state and national labor market statistics.

## 9.4 Life Literacies and Key Skills

- 9.4.8.DC.1: Analyze the resource citations in online materials for proper use. • 9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).

## Social Studies - Holocaust Holocaust Law: N.J.S.A. 18A:35-28

- 6.1.12.HistoryCC.11.d: Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust
  - Whole Group Novel Study: Prisoner B-3087
    - [Holocaust resources for Prisoner B-3087](#)
  - <https://www.nj.gov/education/holocaust/>
  - <https://www.nj.gov/education/amistad/>

## Science - MS-ESS3-D Global Climate Change, LS2.C Ecosystem Dynamics, Functioning, and Resilience:

- Nonfiction texts used as read aloud and for independent reading raises awareness on global climate change.

## LGBTQ Awareness Infusion:

- Non-fiction texts used as read alouds and for independent reading are based on prominent LGBTQ figures and/or about the history and progression of the LGBTQ movement.

**Subject Area:** English  
Language Arts

**Grade Level:** 6

<b>Unit Name:</b> Writing-Personal Narrative	<b>Dates:</b> November-January	<b>Time Frame:</b> 8-12 Weeks
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## Lessons & Writing Activities:

### Mentor Texts & Supplemental Resources Can Include:

- *Boy: Tales of Childhood* by Roald Dahl
- *Guys Write for Guys Read* by Jon Scieszka
- *Looking Back* by Lois Lowry
- *My Freedom Trip* by Frances and Ginger Park
- *Sister Anne's Hands* by Mary Beth Lorbiecki
- *Skin Deep and Other Teenage Reflections* by Angela Shelf Medearis
- *When I Was Your Age, Vol. 1* by Amy Ehrlich

### Interactive Read Aloud Lessons

#### Lesson 1: Exploring Personal Narratives

**Rationale:** Personal narratives often have common purposes, features, and structures. Students will begin to define, discuss, and identify narrative writing and some common elements of personal narratives as they think about their own experiences and preview the mentor texts.

**New Jersey Student Learning Standards:** W.NW.6.3; W.WP.5.4; W.RW.6.7; SL.PE.6.1; SL.II.6.2; SL.ES.6.3; SL.PI.6.4; SL.AS.6.6; L.SS.6.1; L.KL.6.2; L.VL.6.3; L.VI.6.4

**New Jersey Social and Emotional Learning Competencies:** Self-Management, Social Awareness, Responsible Decision-Making, Relationship Skills

**Skills and Strategies:** Write Narratives, Write Over Extended Time Frames, Edit and Revise Accordingly, Text and Genre Features/Structure, Listen and Respond, Engage in Discussion/Collaborate, Participate Effectively, Interpret and Integrate Information Presented in Diverse Media and Formats, Evaluate Speakers, Present Information, Adapt Speech Accordingly, System and Structure of English Language, Use Knowledge of Language, Vocabulary, Acquisition and Use: Literal Meaning, Vocabulary, Acquisition and Use: Interpretive Meaning

#### Lesson 2: Personal Experiences

**Rationale:** Writers recall specific incidents or events from their childhood as narrative topics. Students will examine how pacing is an important narrative technique when writers tell their stories.

**New Jersey Student Learning Standards:** W.NW.6.3; W.WP.6.4; W.RW.6.7; SL.PE.6.1; SL.II.6.2; SL.ES.6.3; SL.PI.6.4; SL.AS.6.6; L.SS.6.1; L.KL.6.2; L.VL.6.3; L.VI.6.4

**New Jersey Social and Emotional Learning Competencies:** Self-Awareness, Self-Management, Social Awareness, Responsible Decision-Making, Relationship Skills

**Skills and Strategies:** Generate Ideas, Write Narratives, Write Over Extended Time Frames, Text and Genre Features/Structure, Edit and Revise Accordingly, Listen and Respond, Engage in Discussion/Collaborate, Participate Effectively, Interpret and Integrate Information Presented in Diverse Media and Formats, Evaluate Speakers, Present Information, Adapt Speech Accordingly, System and Structure of English Language, Use Knowledge of Language, Vocabulary, Acquisition and Use: Literal Meaning, Vocabulary, Acquisition and Use: Interpretive Meaning

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### **Lesson 3: Writers Learn About Themselves From Their Stories**

**Rationale:** Writers often write about important lessons or realizations they've had from past experiences. Students will analyze a mentor text, thinking closely about the author's purpose and how he gets that message across.

**New Jersey Student Learning Standards:** W.NW.6.3; W.WP.6.4; W.RW.6.7; SL.PE.6.1; SL.II.6.2; SL.ES.6.3; SL.PI.6.4; SL.AS.6.6; L.SS.6.1; L.KL.6.2; L.VL.6.3; L.VI.6.4

**New Jersey Social and Emotional Learning Competencies:** Self-Awareness, Self-Management, Social Awareness, Responsible Decision-Making, Relationship Skills

**Skills and Strategies:** Generate Ideas, Write Narratives, Write Over Extended Time Frames, Text and Genre Features/Structure, Edit and Revise Accordingly, Listen and Respond, Engage in Discussion/Collaborate, Participate Effectively, Interpret and Integrate Information Presented in Diverse Media and Formats, Evaluate Speakers, Present Information, Adapt Speech Accordingly, System and Structure of English Language, Use Knowledge of Language, Vocabulary, Acquisition and Use: Literal Meaning, Vocabulary, Acquisition and Use: Interpretive Meaning

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### **Lesson 4: Family Stories**

**Rationale:** Sometimes personal narratives are written through the eyes of someone close to the writer. Students will continue to identify common features of personal narratives as they also discuss how a narrative can tell an inspirational story about someone the writer knows well.

**New Jersey Student Learning Standards:** W.NW.6.3; W.WP.6.4; W.RW.6.7; SL.PE.6.1; SL.II.6.2; SL.ES.6.3; SL.PI.6.4; SL.AS.6.6; L.SS.6.1; L.KL.6.2; L.VL.6.3; L.VI.6.4

**New Jersey Social and Emotional Learning Competencies:** Self-Awareness, Self-Management, Social Awareness, Responsible Decision-Making, Relationship Skills

**Skills and Strategies:** Generate Ideas, Write Narratives, Write Over Extended Time Frames, Text and Genre Features/Structure, Edit and Revise Accordingly, Listen and Respond, Engage in Discussion/Collaborate, Participate Effectively, Interpret and Integrate Information Presented in Diverse Media and Formats, Evaluate Speakers, Present Information, Adapt Speech Accordingly, System and Structure of English Language, Use Knowledge of Language, Vocabulary, Acquisition and Use: Literal Meaning, Vocabulary, Acquisition and Use: Interpretive Meaning

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### **Lesson 5: Personal Connections**

**Rationale:** Personal narratives often deal with universal themes that prompt readers to react and/or connect with them. Students will identify themes in Mary Beth Lorbiecki's *Sister Anne's Hands*, such as prejudice, guilt, friendship, and love, and then compare and contrast themes and other features from the mentor texts.

**New Jersey Student Learning Standards:** W.NW.6.3; W.WP.6.4; W.RW.6.7; SL.PE.6.1; SL.II.6.2; SL.ES.6.3; SL.PI.6.4; SL.AS.6.6; L.SS.6.1; L.KL.6.2; L.VL.6.3; L.VI.6.4

**New Jersey Social and Emotional Learning Competencies:** Self-Awareness, Self-Management, Social Awareness, Responsible Decision-Making, Relationship Skills

**Skills and Strategies:** Generate Ideas, Write Narratives, Write Over Extended Time Frames, Text and Genre Features/Structure, Edit and Revise Accordingly, Make Connections, Listen and Respond,

Engage in Discussion/Collaborate, Participate Effectively, Interpret and Integrate Information Presented in Diverse Media and Formats, Evaluate Speakers, Present Information, Adapt Speech Accordingly, System and Structure of English Language, Use Knowledge of Language, Vocabulary, Acquisition and Use: Literal Meaning, Vocabulary, Acquisition and Use: Interpretive Meaning

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## **Mini-Lessons**

### **Lesson 1: Generating Ideas I: Mapping Memories**

**Rationale:** Writers sometimes use visual prompts for stories to help them to reflect on what happened, where it happened, and why it happened. Students will use sketching as a tool to map meaningful memories and to inspire narrative writing.

**New Jersey Student Learning Standards:** W.NW.6.3; W.WP.6.4; W.RW.6.7; SL.PE.6.1; SL.II.6.2; SL.ES.6.3; SL.PI.6.4; SL.AS.6.6; L.SS.6.1; L.KL.6.2; L.VL.6.3

**New Jersey Social and Emotional Learning Competencies:** Self-Awareness, Self-Management, Social Awareness, Responsible Decision-Making, Relationship Skills

**Skills and Strategies:** Generate Ideas, Write Narratives, Write Over Extended Time Frames, Text and Genre Features/Structure, Edit and Revise Accordingly, Recall, Listen and Respond, Engage in Discussion/Collaborate, Participate Effectively, Interpret and Integrate Information Presented in Diverse Media and Formats, Evaluate Speakers, Present Information, Adapt Speech Accordingly, System and Structure of English Language, Use Knowledge of Language, Vocabulary, Acquisition and Use: Literal Meaning

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### **Lesson 2: Generating Ideas II - Photographs Inspire Stories**

**Rationale:** Photographs are still-life memories that help writers recall and reflect on stories from their past. Students will use photographs to trigger memories and the details in those photographs to aid writing descriptively.

**New Jersey Student Learning Standards:** W.NW.6.3; W.WP.6.4; W.RW.6.7; SL.PE.6.1; SL.II.6.2; SL.ES.6.3; SL.PI.6.4; SL.AS.6.6; L.SS.6.1; L.KL.6.2

**New Jersey Social and Emotional Learning Competencies:** Self-Awareness, Self-Management, Social Awareness, Responsible Decision-Making, Relationship Skills

**Skills and Strategies:** Generate Ideas, Write Narratives, Write Over Extended Time Frames, Text and Genre Features/Structure, Edit and Revise Accordingly, Recall, Listen and Respond, Engage in Discussion/Collaborate, Participate Effectively, Interpret and Integrate Information Presented in Diverse Media and Formats, Evaluate Speakers, Present Information, Adapt Speech Accordingly, System and Structure of English Language, Use Knowledge of Language

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### **Lesson 3: Generating Ideas III - Meaningful Relationships and Events**

**Rationale:** Writers often write about memories that revolve around or include people close to them. Students will examine close relationships in their lives and recall events that have built, strengthened, or even weakened the relationships.

**New Jersey Student Learning Standards:** W.NW.6.3; W.WP.6.4; W.RW.6.7; SL.PE.6.1; SL.II.6.2; SL.ES.6.3; SL.PI.6.4; SL.AS.6.6; L.SS.6.1; L.KL.6.2

**New Jersey Social and Emotional Learning Competencies:** Self-Awareness, Self-Management,

Social Awareness, Responsible Decision-Making, Relationship Skills

**Skills and Strategies:** Generate Ideas, Write Narratives, Write Over Extended Time Frames, Text and Genre Features/Structure, Edit and Revise Accordingly, Recall, Listen and Respond, Engage in Discussion/Collaborate, Participate Effectively, Interpret and Integrate Information Presented in Diverse Media and Formats, Evaluate Speakers, Present Information, Adapt Speech Accordingly, System and Structure of English Language, Use Knowledge of Language

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#### **Lesson 4: Generating Ideas IV - Connecting To What We Read**

**Rationale:** Writers get ideas from other writers. Students will make connections to memories, events, and themes of published personal narratives as a way to generate their own narrative ideas.

**New Jersey Student Learning Standards:** W.NW.6.3; W.WP.6.4; W.RW.6.7; SL.PE.6.1; SL.II.6.2; SL.ES.6.3; SL.PI.6.4; SL.AS.6.6; L.SS.6.1; L.KL.6.2

**New Jersey Social and Emotional Learning Competencies:** Self-Awareness, Self-Management, Social Awareness, Responsible Decision-Making, Relationship Skills

**Skills and Strategies:** Generate Ideas, Write Narratives, Write Over Extended Time Frames, Text and Genre Features/Structure, Edit and Revise Accordingly, Recall, Listen and Respond, Engage in Discussion/Collaborating, Participate Effectively, Interpret and Integrate Information Presented in Diverse Media and Formats, Evaluate Speakers, Present Information, Adapt Speech Accordingly, System and Structure of English Language, Use Knowledge of Language

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#### **Lesson 5: Selecting: What's Important to the Writer**

**Rationale:** Many times personal narratives focus on events that are important to the writer. Students will be guided through the process of selecting an idea that is important and meaningful to them and reveals some insight they gained upon reflection.

**New Jersey Student Learning Standards:** W.NW.6.3; W.WP.6.4; W.RW.6.7; SL.PE.6.1; SL.II.6.2; SL.ES.6.3; SL.PI.6.4; SL.AS.6.6; L.SS.6.1; L.KL.6.2

**New Jersey Social and Emotional Learning Competencies:** Self-Awareness, Self-Management, Social Awareness, Responsible Decision-Making, Relationship Skills

**Skills and Strategies:** Generate Ideas, Write Narratives, Write Over Extended Time Frames, Text and Genre Features/Structure, Edit and Revise Accordingly, Recall, Listen and Respond, Engage in Discussion/Collaborate, Participate Effectively, Interpret and Integrate Information Presented in Diverse Media and Formats, Evaluate Speakers, Present Information, Adapt Speech Accordingly, System and Structure of English Language, Use Knowledge of Language

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#### **Lesson 6: Collecting I: Gathering the Details**

**Rationale:** Interviewing others about their memories of a shared event, creating a timeline, and/or creating sketches can help a writer recall important details. Students will consider using one or all of these skills to further develop their narratives.

**New Jersey Student Learning Standards:** W.NW.6.3; W.WP.6.4; W.RW.6.7; SL.PE.6.1; SL.II.6.2; SL.ES.6.3; SL.PI.6.4; SL.AS.6.6; L.SS.6.1; L.KL.6.2

**New Jersey Social and Emotional Learning Competencies:** Self-Awareness, Self-Management, Social Awareness, Responsible Decision-Making, Relationship Skills

**Skills and Strategies:** Generate Ideas, Write Narratives, Write Over Extended Time Frames, Text and Genre Features/Structure, Edit and Revise Accordingly, Recall, Listen and Respond, Engage in Discussion/Collaborate, Participate Effectively, Interpret and Integrate Information Presented in Diverse Media and Formats, Evaluate Speakers, Present Information, Adapt Speech Accordingly, System and Structure of English Language, Use Knowledge of Language

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### **Lesson 7: Collecting II - Examining Relationships**

**Rationale:** Writers can examine the relationships with characters in their narratives to learn more about themselves and others. Students will look closely at the relationships that evolve from their story ideas and analyze the dynamics of those relationships.

**New Jersey Student Learning Standards:** W.NW.6.3; W.WP.6.4; W.RW.6.7; SL.PE.6.1; SL.II.6.2; SL.ES.6.3; SL.PI.6.4; SL.AS.6.6; L.SS.6.1; L.KL.6.2

**New Jersey Social and Emotional Learning Competencies:** Self-Awareness, Self-Management, Social Awareness, Responsible Decision-Making, Relationship Skills

**Skills and Strategies:** Generate Ideas, Write Narratives, Write Over Extended Time Frames, Text and Genre Features/Structure, Edit and Revise Accordingly, Recall, Listen and Respond, Engage in Discussion/Collaborate, Participate Effectively, Interpret and Integrate information Presented in Diverse Media and Formats, Evaluate Speakers, Present Information, Adapt Speech Accordingly, System and Structure of English Language, Use Knowledge of Language

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### **Lesson 8: Collecting III - A Different Perspective**

**Rationale:** Looking at an event from someone else's perspective can help writers arrive at different conclusions and see their stories in a different light. Students will develop their narratives by considering the perspective of another character in their stories and elaborate on it.

**New Jersey Student Learning Standards:** W.NW.6.3; W.WP.6.4; W.RW.6.7; SL.PE.6.1; SL.II.6.2; SL.ES.6.3; SL.PI.6.4; SL.AS.6.6; L.SS.6.1; L.KL.6.2

**New Jersey Social and Emotional Learning Competencies:** Self-Awareness, Self-Management, Social Awareness, Responsible Decision-Making, Relationship Skills

**Skills and Strategies:** Generate Ideas, Write Narratives, Write Over Extended Time Frames, Text and Genre Features/Structure, Edit and Revise Accordingly, Recall, Listen and Respond, Engage in Discussion/Collaborating, Participate Effectively, Interpret and Integrate Information Presented in Diverse Media and Formats, Evaluate Speakers, Present Information, Adapt Speech Accordingly, System and Structure of English Language, Use Knowledge of Language

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### **Lesson 9: Drafting I - Developing a Writing Plan**

**Rationale:** Mapping out a writing plan before drafting can help a writer stay focused and organized. Students will consider the event, purpose, voice, and structure their narratives will take as they begin to draft.

**New Jersey Student Learning Standards:** W.NW.6.3; W.WP.6.4; W.RW.6.7; SL.PE.6.1; SL.II.6.2; SL.ES.6.3; SL.PI.6.4; SL.AS.6.6; L.SS.6.1; L.KL.6.2

**New Jersey Social and Emotional Learning Competencies:** Self-Awareness, Self-Management, Social Awareness, Responsible Decision-Making, Relationship Skills

**Skills and Strategies:** Generate Ideas, Write Narratives, Write Over Extended Time Frames, Text and Genre Features/Structure, Edit and Revise Accordingly, Recall, Listen and Respond, Engage in Discussion/Collaborate, Participate Effectively, Interpret and Integrate Information Presented in Diverse Media and Formats, Evaluate Speakers, Present Information, Adapt Speech Accordingly, System and Structure of English Language, Use Knowledge of Language

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### **Lesson 10: Drafting II - Moving the Story Along - Transition Words and Phrases**

**Rationale:** Writers control the pacing and movement across time in their stories by using transition words and phrases. Students will incorporate transition words and phrases to convey event sequence as they continue to draft their narratives.

**New Jersey Student Learning Standards:** W.NW.6.3; W.WP.6.4; W.RW.6.7; SL.PE.6.1; SL.II.6.2; SL.ES.6.3; SL.PI.6.4; SL.AS.6.6; L.SS.6.1; L.KL.6.2

**New Jersey Social and Emotional Learning Competencies:** Self-Awareness, Self-Management, Social Awareness, Responsible Decision-Making, Relationship Skills

**Skills and Strategies:** Generate Ideas, Write Narratives, Write Over Extended Time Frames, Text and Genre Features/Structure, Edit and Revise Accordingly, Recall, Listen and Respond, Engage in Discussion/Collaborate, Participate Effectively, Interpret and Integrate information Presented in Diverse Media and Formats, Evaluate Speakers, Present Information, Adapt Speech Accordingly, System and Structure of English Language, Use Knowledge of Language

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### **Lesson 11: Drafting III - Concluding With Reflection**

**Rationale:** Reflection is one way to conclude a piece of writing. Students will craft their endings to include this narrative technique.

**New Jersey Student Learning Standards:** W.NW.6.3; W.WP.6.4; W.RW.6.7; SL.PE.6.1; SL.II.6.2; SL.ES.6.3; SL.PI.6.4; SL.AS.6.6; L.SS.6.1; L.KL.6.2

**New Jersey Social and Emotional Learning Competencies:** Self-Awareness, Self-Management, Social Awareness, Responsible Decision-Making, Relationship Skills

**Skills and Strategies:** Generate Ideas, Write Narratives, Write Over Extended Time Frames, Text and Genre Features/Structure, Edit and Revise Accordingly, Recall, Listen and Respond, Engage in Discussion/Collaborate, Participate Effectively, Interpret and Integrate Information Presented in Diverse Media and Formats, Evaluate Speakers, Present Information, Adapt Speech Accordingly, System and Structure of English Language, Use Knowledge of Language

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### **Lesson 12: Revising I: Precise Words and Descriptive Details**

**Rationale:** Revision is an integral part of the writing process because it allows writers to see their writing in a new light. Students will revise their drafts using relevant descriptive details, including precise words and sensory language. Students will recognize and integrate academic and domain specific words and phrases important to comprehension or expression. With some guidance and support from peers and adults, students will develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.

**New Jersey Student Learning Standards:** W.NW.6.3; W.WP.6.4; W.RW.6.7; SL.PE.6.1; SL.II.6.2; SL.ES.6.3; SL.PI.6.4; SL.AS.6.6; L.SS.6.1; L.KL.6.2



**New Jersey Social and Emotional Learning Competencies:** Self-Awareness, Self-Management, Social Awareness, Responsible Decision-Making, Relationship Skills

**Skills and Strategies:** Write Narratives, Write Over Extended Time Frames, Edit and Revise Accordingly, Determine Importance, Strengthen Word Choice (Vocabulary), Listen and Respond, Engage in Discussion/Collaborate, Participate Effectively, Interpret and Integrate Information Presented in Diverse Media and Formats, Evaluate Speakers, Present Information, Adapt Speech Accordingly, System and Structure of English Language, Use Knowledge of Language

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### **Lesson 13: Revising II: Narrative Technique - Thought Shots**

**Rationale:** Thought shots is a narrative technique used by writers to reveal more about themselves or their characters at a particular time. Students will add thought shots to their writing as a strategy to further develop their character(s) or events in their narratives. With some guidance and support from peers and adults, students will develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.

**New Jersey Student Learning Standards:** W.NW.6.3; W.WP.6.4; W.FW.6.7; SL.PE.6.1; SL.II.6.2; SL.ES.6.3; SL.PI.6.4; SL.AS.6.6; L.SS.6.1; L.KL.6.2

**New Jersey Social and Emotional Learning Competencies:** Self-Awareness, Self-Management, Social Awareness, Responsible Decision-Making, Relationship Skills

**Skills and Strategies:** Write Narratives, Write Over Extended Time Frames, Edit and Revise Accordingly, Determine Importance, Listen and Respond, Engage in Discussion/Collaborate, Participate Effectively, Interpret and Integrate Information Presented in Diverse Media and Formats, Evaluate Speakers, Present Information, Adapt Speech Accordingly, System and Structure of English Language, Use Knowledge of Language

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### **Lesson 14: Revising III - Playing With Time - Slow Motion**

**Rationale:** Writers can slow down time in a story to let the readers fully experience and live the details of the scene. Students will consider the pacing of their narratives and determine where slowing down the moment would be an effective narrative technique for their stories. Students will integrate academic and domain specific words and phrases important to comprehension or expression. With some guidance and support from peers and adults, students will develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.

**New Jersey Student Learning Standards:** W.NW.6.3; W.WP.6.4; W.RW.6.7; SL.PE.6.1; SL.II.6.2; SL.ES.6.3; SL.PI.6.4; SL.UM.6.5; SL.AS.6.6; L.SS.6.1; L.KL.6.2

**New Jersey Social and Emotional Learning Competencies:** Self-Awareness, Self-Management, Social Awareness, Responsible Decision-Making, Relationship Skills

**Skills and Strategies:** Write Narratives, Write Over Extended Time Frames, Edit and Revise Accordingly, Determine Importance, Listen and Respond, Engage in Discussion/Collaborate, Participate Effectively, Interpret and Integrate Information Presented in Diverse Media and Formats, Evaluate Speakers, Present Information, Include Multimedia Components, Adapt Speech Accordingly, System and Structure of English Language, Use Knowledge of Language

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### **Lesson 15: Editing I: Writing Dialogue**

**Rationale:** Dialogue is often part of writing a personal narrative. Many students have difficulties punctuating dialogue, which can result in confusion throughout the story for the readers. Students will recognize spelling conventions and practice punctuating dialogue to demonstrate their command of this convention. With some guidance and support from peers and adults, students will develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.

**New Jersey Student Learning Standards:** W.NW.6.3; W.WP.6.4; W.RW.6.7; SL.PE.6.1; SL.II.6.2; SL.ES.6.3; SL.PI.6.4; SL.AS.6.6; L.SS.6.1; L.KL.6.2

**New Jersey Social and Emotional Learning Competencies:** Self-Management, Social Awareness, Responsible Decision-Making, Relationship Skills

**Skills and Strategies:** Write Narratives, Write Over Extended Time Frames, Edit and Revise Accordingly, Listen and Respond, Engage in Discussion/Collaborate, Participate Effectively, Interpret and Integrate Information Presented in Diverse Media and Formats, Evaluate Speakers, Present Information, Adapt Speech Accordingly, System and Structure of English Language, Use Knowledge of Language

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### **Lesson 16: Editing II - Using Ellipses**

**Rationale:** Ellipses are often misused or infrequently used punctuation mark that can improve writing and eliminate unnecessary details. Students will determine why and where they can use ellipses in their narratives.

**New Jersey Student Learning Standards:** W.NW.6.3; W.WP.6.4; W.RW.6.7; SL.PE.6.1; SL.II.6.2; SL.ES.6.3; SL.PI.6.4; SL.AS.6.6; L.SS.6.1; L.KL.6.2

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**Skills and Strategies:** Write Narratives, Write Over Extended Time Frames, Edit and Revise Accordingly, Listen and Respond, Engage in Discussion/Collaborate, Participate Effectively, Interpret and Integrate Information Presented in Diverse Media and Formats, Evaluate Speakers, Present Information, Adapt Speech Accordingly, System and Structure of English Language, Use Knowledge of Language

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### **Lesson 17: Editing III - The Final Edit**

**Rationale:** The last edit before publication is crucial. A thoroughly edited piece makes the writing more intelligible and clear to the readers. Students will use an editing checklist and give their writing a final look. With some guidance and support from peers and adults, students will develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.

**New Jersey Student Learning Standards:** W.NW.6.3; W.WP.6.4; W.RW.6.7; SL.PE.6.1; SL.II.6.2; SL.ES.6.3; SL.PI.6.4; SL.AS.6.6; L.SS.6.1; L.KL.6.2

**New Jersey Social and Emotional Learning Competencies:** Self-Management, Social Awareness, Responsible Decision-Making, Relationship Skills

**Skills and Strategies:** Write Narratives, Write Over Extended Time Frames, Edit and Revise Accordingly, Listen and Respond, Engage in Discussion/Collaborate, Participate Effectively, Interpret

and Integrate Information Presented in Diverse Media and Formats, Evaluate Speakers, Present Information, Adapt Speech Accordingly, System and Structure of English Language, Use Knowledge of Language

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### **Lesson 18: Publishing I - Publish Presentation**

**Rationale:** Students proceed through the writing process to learn and grow as writers. Before they publish their work, they will carefully create a title and think about the presentation of their narratives.

**New Jersey Student Learning Standards:** W.NW.6.3; W.WP.6.4; W.RW.6.7; SL.PE.6.1; SL.II.6.2; SL.ES.6.3; SL.PI.6.4; SL.UM.6.5; SL.AS.6.6; L.SS.6.1; L.KL.6.2

**New Jersey Social and Emotional Learning Competencies:** Self-Management, Social Awareness, Responsible Decision-Making, Relationship Skills

**Skills and Strategies:** Write Narratives, Write Over Extended Time Frames, Edit and Revise Accordingly, Listen and Respond, Engage in Discussion/Collaborate, Participate Effectively, Interpret and Integrate Information Presented in Diverse Media and Formats, Evaluate Speakers, Present Information, Include Multimedia Components, Adapt Speech Accordingly, System and Structure of English Language, Use Knowledge of Language

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### **Lesson 19: Publishing II - The Celebration**

**Rationale:** Students need to feel and be a part of the writing community. Their work needs to be valued, and their voices need to be heard. This is the life of a writer. Students will learn how presentation embraces a more formal tone for sharing and celebrating their writing.

**New Jersey Student Learning Standards:** W.NW.6.3; W.WP.6.4; W.RW.6.7; SL.PE.6.1; SL.II.6.2; SL.ES.6.3; SL.PI.6.4; SL.UM.6.5; SL.AS.6.6; L.SS.6.1; L.KL.6.2

**New Jersey Social and Emotional Learning Competencies:** Self-Management, Social Awareness, Responsible Decision-Making, Relationship Skills

**Skills and Strategies:** Write Narratives, Write Over Extended Time Frames, Edit and Revise Accordingly, Public Speaking, Listen and Respond, Participate Effectively, Interpret and Integrate Information Presented in Diverse Media and Formats, Evaluate Speakers, Present Information, Include Multimedia Components, Adapt Speech Accordingly, System and Structure of English Language, Use Knowledge of Language

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### **Lesson 20: Student Self-Reflection**

**Rationale:** Student reflection is necessary in order to grow as a writer. Reflection enables students to discover their strengths and weaknesses and set goals for the future. It also allows students to learn about themselves.

**New Jersey Social and Emotional Learning Competencies:** Self-Awareness, Self-Management

**Skills and Strategies:** Reflection, Set Goals

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### **Assessment:**

**Benchmark:** Narrative Writing  
IXL

**Formative:** Observations, Teacher-Student Conferences, Student-Student Conferences, Turn-and-Talks, Written Responses, Writer's Notebook Checklists, Self-Assessment Tools, Student Performance Checklists, Sticky Notes, Reflection Sheets, Goal Sheets, IXL

**Summative:** Personal Narrative

**Supplemental Materials:**

Student Performance Checklist  
Student Friendly Rubrics

**Differentiate Instruction:**

Instruction will vary according to student readiness/interest/learning profile, IEP, ELL, and/or G&T:

**Presentation Accommodations**

- Listen to audio recordings instead of reading text
- Learn content from audio books, movies, videos and digital media instead of reading print versions
- Use alternate texts at lower readability level
- Work with fewer items per page or line and/or materials in a larger print size
- Use magnification device, screen reader, or Braille / Nemeth Code
- Use audio amplification device (e.g., hearing aid(s), auditory trainer, sound-field system (which may require teacher use of microphone)
- Be given a written list of instructions
- Record a lesson, instead of taking notes
- Have another student share class notes with one another
- Be given an outline of a lesson
- Be given a copy of teacher's lecture notes
- Be given a study guide to assist in preparing for assessments
- Use visual presentations of verbal material, such as word webs and visual organizers
- Use manipulatives to teach or demonstrate concepts
- Have curriculum materials translated into native language

**Response Accommodations**

- Use sign language, a communication device, Braille, other technology, or native language other than English
- Dictate answers to a scribe
- Capture responses on an audio recorder
- Use a spelling dictionary or electronic spell-checker
- Use a word processor to type notes or give responses in class
- Use a calculator or table of "math facts"
- Respond directly in the test booklet rather than on an answer sheet.

**Setting Accommodations**

- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where he learns best (for example, near the teacher, away from distractions)
- Use special lighting or acoustics
- Take a test in small group setting
- Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out)
- Use noise buffers such as headphones, earphones, or earplugs

**Timing Accommodations**

- Take more time to complete a task or a test
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing a task

**Scheduling Accommodations**

- Take more time to complete a project
- Take a test in several timed sessions or over several days
- Take sections of a test in a different order
- Take a test at a specific time of day

**Organization Skills Accommodations**

- Use an alarm to help with time management
- Mark texts with a highlighter
- Have help coordinating assignments in a book or planner
- Receive study skills instruction

**Assignment Modifications**

- Complete fewer or different homework problems than peers
- Write shorter papers
- Answer fewer or different test questions
- Create alternate projects or assignments

**Curriculum Modifications**

- Learn different material (such as continuing to work on multiplication while classmates move on to fractions, or moving ahead to an extension concept/skill while classmates continue to work on a core skill)
- Get graded or assessed using a different standard than the one for classmate

**Differentiate Instruction:**

**Instruction will vary according to student readiness/interest/learning profile and 504:**

**Presentation Accommodations**

- Listen to audio recordings instead of reading text
- Learn content from audio books, movies, videos and digital media instead of reading print versions
- Use alternate texts at lower readability level
- Work with fewer items per page or line and/or materials in a larger print size
- Use magnification device, screen reader, or Braille / Nemeth Code
- Use audio amplification device (e.g., hearing aid(s), auditory trainer, sound-field system (which may require teacher use of microphone))
- Be given a written list of instructions
- Record a lesson, instead of taking notes
- Have another student share class notes with one another
- Be given an outline of a lesson
- Be given a copy of teacher's lecture notes
- Be given a study guide to assist in preparing for assessments
- Use visual presentations of verbal material, such as word webs and visual organizers
- Use manipulatives to teach or demonstrate concepts
- Have curriculum materials translated into native language

**Response Accommodations**

- Use sign language, a communication device, Braille, other technology, or native language other than English
- Dictate answers to a scribe
- Capture responses on an audio recorder
- Use a spelling dictionary or electronic spell-checker
- Use a word processor to type notes or give responses in class
- Use a calculator or table of “math facts”
- Respond directly in the test booklet rather than on an answer sheet.

#### **Setting Accommodations**

- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where he learns best (for example, near the teacher, away from distractions)
- Use special lighting or acoustics
- Take a test in small group setting
- Use sensory tools such as an exercise band that can be looped around a chair’s legs (so fidgety kids can kick it and quietly get their energy out)
- Use noise buffers such as headphones, earphones, or earplugs

#### **Timing Accommodations**

- Take more time to complete a task or a test
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing a task

#### **Scheduling Accommodations**

- Take more time to complete a project
- Take a test in several timed sessions or over several days
- Take sections of a test in a different order
- Take a test at a specific time of day

#### **Organization Skills Accommodations**

- Use an alarm to help with time management
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#### **Assignment Modifications**

- Complete fewer or different homework problems than peers
- Write shorter papers
- Answer fewer or different test questions
- Create alternate projects or assignments

#### **Curriculum Modifications**

- Learn different material (such as continuing to work on multiplication while classmates move on to fractions, or moving ahead to an extension concept/skill while classmates continue to work on a core skill)
- Get graded or assessed using a different standard than the one for classmate

### **8.1 Computer Science & Design Thinking Technology:**

- 8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.

### **9.1 Personal Financial Literacy Standard Infusion:**

- As an idea for a topic, students can connect memoirs to having and maintaining an allowance.
- 9.1.8.PB.2: Explain how different circumstances can affect one’s personal budget

**9.2 Career Awareness Infusion:**

- Students can connect their memoirs to career choices or decisions made by themselves or others.
- 9.2.8.CAP.12: Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.

**Science - MS-ESS3-D Global Climate Change, LS2.C Ecosystem Dynamics, Functioning, and Resilience:**

- Texts used as read alouds have a plot or theme related to protecting our environment and ecosystem.
- When brainstorming topics, students can connect their memoirs to a time they did something positive for the environment.

**LGBTQ Awareness Infusion:**

- Texts used as read alouds written by prominent LGBTQ authors.
- Texts used as read alouds have a plot or theme related to diversity and acceptance.
- Students' personal narrative could have a plot or theme related to diversity and acceptance.

**Subject Area:** English  
Language Arts

**Grade Level:** 6

**Unit Name:** Argument Writing

**Dates:** February-April

**Time Frame:** 9-10 Weeks

## **Lessons & Reading/Writing Activities:**

### **Interactive Read Aloud Lessons**

#### **Lesson 1: Exploring Argument Writing**

**Rationale:** Argumentative texts support claims with clear reasons and relevant evidence. Moreover, argumentative essays also address opposite viewpoints and use the evidence gathered to demonstrate why these opposing views are not effective. Students will examine and discuss all of the unit texts and mentor essays as they begin to explore the purpose and structure of argumentative writing.

**New Jersey Student Learning Standards:** W.AW.6.1; W.IW.6.2; W.WP.6.4; W.WR.6.5; W.SE.6.6; W.RW.6.7; SL.PE.6.1; SL.II.6.2; SL.ES.6.3; SL.PI.6.4; SL.AS.6.6; L.SS.6.1; L.KL.6.2; L.VL.6.3; L.VI.6.4

**New Jersey Social and Emotional Learning Competencies:** Self-Management, Social Awareness, Responsible Decision-Making, Relationship Skills

**Skills and Strategies:** Write Arguments, Write Informative/Explanatory Texts, Write Over Extended Time Frames, Conduct Research Projects, Gather Print and Digital Sources, Interpret and Integrate Information Presented in Diverse Media and Formats, Evaluate Speakers, Text and Genre Features/Structure, Edit and Revise Accordingly, Speak to Communicate, Listen and Respond, Engage in Discussion/Collaborate, Participate Effectively, Present Information, Adapt Speech Accordingly, System and Structure of English Language, Use Knowledge of Language, Vocabulary, Acquisition and Use: Literal Meaning, Vocabulary, Acquisition and Use: Interpretive Meaning

#### **Lesson 2: The Writer's Point of View!**

**Rationale:** A thesis statement explicitly summarizes the main point or claim of an essay. However, in literature this main point is often implied. Students will use the story *Feathers and Fox* by Mem Fox and the Essay Exemplar "Go Outside and Play" by Tom Dawson to identify the thesis statements and supportive evidence that is provided to support the claims.

**New Jersey Student Learning Standards:** W.AW.6.1; W.WP.6.4; W.WR.6.5; W.SE.6.6; W.RW.6.7; SL.PE.6.1; SL.II.6.2; SL.ES.6.3; SL.PI.6.4; SL.AS.6.6; L.SS.6.1; L.KL.6.2; L.VL.6.3; L.VI.6.4

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#### **Lesson 3: Writer's Technique**

**Rationale:** Writers use various techniques to develop and support their claims. Students will use an essay by S. Beth Atkin in the book *Voices from the Fields* to discuss how various writing techniques are used to clearly and effectively present the claim and argument.

**New Jersey Student Learning Standards:** W.AW.6.1; W.WP.6.4; W.WR.6.5; W.SE.6.6; W.RW.6.7; SL.PE.6.1; SL.II.6.2; SL.ES.6.3; SL.PI.6.4; SL.AS.6.6; L.SS.6.1; L.KL.6.2; L.VL.6.3; L.VI.6.4



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#### **Lesson 4: Wait to Formulate!**

**Rationale:** To understand the writer's position and form an opinion of his or her own, readers must first read the text in its entirety. Students will listen to the Foreword and "Running the River" in *Father Water, Mother Woods* by Garl Paulsen. They will analyze the credibility of sources and how a writer's personal experience with a topic or issue can provide relevant evidence that validates the author's claims and sways readers.

**New Jersey Student Learning Standards:** W.AW.6.1; W.WP.6.4; W.WR.6.5; W.SE.6.6; W.RW.6.7; SL.PE.6.1; SL.II.6.2; SL.ES.6.3; SL.PI.6.4; SL.AS.6.6; L.SS.6.1; L.KL.6.2; L.VL.6.3; L.VI.6.4

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#### **Lesson 5: Strengthen Your Argument!**

**Rationale:** Essay writers want to engage readers as they build a strong argument. Students will explore how an argumentative essay can use various techniques, such as quotes and descriptive language, to "hook" readers and strengthen the argument. Students will integrate academic and domain specific words and phrases important to comprehension or expression.

**New Jersey Student Learning Standards:** W.AW.6.1; W.IW.6.2; W.WP.6.4; W.WR.6.5; W.SE.6.6; W.RW.6.7; SL.PE.6.1; SL.II.6.2; SL.ES.6.3; SL.PI.6.4; SL.AS.6.6; L.SS.6.1; L.KL.6.2; L.VL.6.3; L.VI.6.4

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#### **Mini-Lessons**

##### **Generating Ideas I: Global and Current Events**

**Rationale:** Essayists explain, explore, and argue ideas on topics that are current and often debatable. Students will

begin to generate their own ideas on discipline-specific content (e.g., social studies, science, math, technical subjects, English/Language Arts).

**New Jersey Student Learning Standards:** W.AW.6.1; W.IW.6.2; W.WP.6.4; W.WR.6.5; W.SE.6.6; W.RW.6.7; SL.PE.6.1; SL.II.6.2; SL.ES.6.3; SL.PI.6.4; SL.AS.6.6; L.SS.6.1; L.KL.6.2; L.VL.6.3

**New Jersey Social and Emotional Learning Competencies:** Self-Awareness, Self-Management, Social Awareness, Responsible Decision-Making, Relationship Skills

**Skills and Strategies:** Generate Ideas, Write Arguments, Write Informative/Explanatory Texts, Write Over Extended Time Frames, Conduct Research Projects, Gather Print and Digital Sources, Interpret and Integrate Information Presented in Diverse Media and Formats, Evaluate Speakers, Analyzing Author's Craft, Text and Genre Features/Structure, Edit and Revise Accordingly, Speak to Communicate, Listen and Respond, Engage in Discussion/Collaborate, Participate Effectively, Present Information, Adapt Speech Accordingly, System and Structure of English Language, Use Knowledge of Language, Vocabulary, Acquisition and Use: Literal Meaning

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### **Generating Ideas II: Local and School Issues**

**Rationale:** Responding to local and school issues enables students to write argumentative essays. Students will examine topics and convey ideas about issues that have a direct impact on them, specifically discipline-specific content (e.g., social studies, science, math, technical subjects, English/Language Arts).

**New Jersey Student Learning Standards:** W.AW.6.1; W.IW.6.2; W.WP.6.4; W.WR.6.5; W.SE.6.6; W.RW.6.7; SL.PE.6.1; SL.II.6.2; SL.ES.6.3; SL.PI.6.4; SL.AS.6.6; L.SS.6.1; L.KL.6.2

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**Skills and Strategies:** Generate Ideas, Write Arguments, Write Informative/Explanatory Texts, Write Over Extended Time Frames, Conduct Research Projects, Gather Print and Digital Sources, Interpret and Integrate Information Presented in Diverse Media and Formats, Evaluate Speakers, Analyzing Author's Craft, Text and Genre Features/Structure, Edit and Revise Accordingly, Speak to Communicate, Listen and Respond, Engage in Discussion/Collaborate, Participate Effectively, Present Information, Adapt Speech Accordingly, System and Structure of English Language, Use Knowledge of Language

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### **Generating Ideas III: Debate and Interests**

**Rationale:** Writing about an area of interest or hobby allows writers to express their expertise and opinions about topics they care about. Students will consider topics that are both interesting and debatable as they generate ideas for their essays, specifically discipline-specific content (e.g., social studies, science, math, technical subjects, English/Language Arts).

**New Jersey Student Learning Standards:** W.AW.6.1; W.IW.6.2; W.WP.6.4; W.WR.6.5; W.SE.6.6; W.RW.6.7; SL.PE.6.1; SL.II.6.2; SL.ES.6.3; SL.PI.6.4; SL.AS.6.6; L.SS.6.1; L.KL.6.2

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### **Selecting: Deciding on an Essay Topic**

**Rationale:** Writers often take time to explore different ideas before they select the one they will develop further. Now

that your students have explored different ideas for their argumentative essays, it is time for them to select a topic, specific to discipline-specific content (e.g., social studies, science, math, technical subjects, English/Language Arts), that is important and has an angle or focus that is debatable.

**New Jersey Student Learning Standards:** W.AW.6.1; W.IW.6.2; W.WP.6.4; W.WR.6.5; W.SE.6.6; W.RW.6.7; SL.PE.6.1; SL.II.6.2; SL.ES.6.3; SL.PI.6.4; SL.AS.6.6; L.SS.6.1; L.KL.6.2

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### **Collecting I: Gathering Ideas**

**Rationale:** Writers must use research and gather relevant information to craft effective argumentative essays. They must develop and produce content, often using the internet, and become experts on a topic before writing an argumentative essay about it. Students will consider various sources and organization tools as they begin to gather research for their argumentative essay topics. Students will support claim(s) with logical reasoning and relevant, accurate data and evidence, that demonstrate an understanding of the topic or text, using credible sources.

**New Jersey Student Learning Standards:** W.AW.6.1; W.IW.6.2; W.WP.6.4; W.WR.6.5; W.SE.6.6; W.RW.6.7; SL.PE.6.1; SL.II.6.2; SL.ES.6.3; SL.PI.6.4; SL.AS.6.6; L.SS.6.1; L.KL.6.2

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**Skills and Strategies:** Write Arguments, Write Informative/Explanatory Texts, Write Over Extended Time Frames, Conduct Research Projects, Gather Print and Digital Sources, Evaluate Sources, Determine Importance, Summarize, Interpret and Integrate Information Presented in Diverse Media and Formats, Evaluate Speakers, Analyzing Author's Craft, Edit and Revise Accordingly, Speak to Communicate, Listen and Respond, Engage in Discussion/Collaborate, Participate Effectively, Present Information, Adapt Speech Accordingly, System and Structure of English Language, Use Knowledge of Language

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### **Collecting II: Both Sides of the Story**

**Rationale:** Writers must understand and weigh the pros and cons of opposing and similar viewpoints before formulating and arguing their point or claim. Students will use resources and information they have gathered to explore both sides of their claim. Students will support claim(s) with logical reasoning and relevant, accurate data and evidence, that demonstrate an understanding of the topic or text, using credible sources.

**New Jersey Student Learning Standards:** W.AW.6.1; W.IW.6.2; W.WP.6.4; W.WR.6.5; W.SE.6.6; W.RW.6.7; SL.PE.6.1; SL.II.6.2; SL.ES.6.3; SL.PI.6.4; SL.AS.6.6; L.SS.6.1; L.KL.6.2

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### **Collecting III: The Power of Anecdotes**

**Rationale:** Argumentative essay writers use precise academic and domain specific words and phrases important to comprehension or expression, relevant descriptive details, and sensory language to convey experiences and events. Students will connect current events and issues to their own personal experiences. Students will use words, phrases, and clauses to link and clarify the relationships among claim(s), reasons and evidence. Students will establish and maintain a formal/academic style, approach, and form.

**New Jersey Student Learning Standards:** W.AW.6.1; W.WP.6.4; W.WR.6.5; W.SE.6.6; W.RW.6.7; SL.PE.6.1; SL.II.6.2; SL.ES.6.3; SL.PI.6.4; SL.AS.6.6; L.SS.6.1; L.KL.6.2

**New Jersey Social and Emotional Learning Competencies:** Self-Management, Social Awareness, Responsible Decision-Making, Relationship Skills

**Skills and Strategies:** Write Arguments, Use Sensory Details, Write Over Extended Time Frames, Conduct Research Projects, Gather Print and Digital Sources, Evaluate Sources, Determine Importance, Summarize, Interpret and Integrate Information Presented in Diverse Media and Formats, Evaluate Speakers, Analyzing Author's Craft, Edit and Revise Accordingly, Speak to Communicate, Listen and Respond, Engage in Discussion/Collaborate, Participate Effectively, Present Information, Adapt Speech Accordingly, System and Structure of English Language, Use Knowledge of Language

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### **Drafting I: The Introduction**

**Rationale:** Argumentative essays are developed and organized for clarity. Students will begin drafting by composing an introduction that engages their readers and clearly states the thesis or claim of their essay. Students will introduce claim(s) about a topic or issue and organize the reasons and evidence logically.

**New Jersey Student Learning Standards:** W.AW.6.1; W.IW.6.2; W.WP.6.4; W.WR.6.5; W.SE.6.6; W.RW.6.7; SL.PE.6.1; SL.II.6.2; SL.ES.6.3; SL.PI.6.4; SL.AS.6.6; L.SS.6.1; L.KL.6.2

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### **Drafting II: The Body**

**Rationale:** The body of an argumentative essay contains clear and cohort evidence in which the development, organization, and writing style support the thesis statement. Students will explore how to prioritize and organize their research to formulate a strong argument within the body of their essays. Students will support claim(s) with logical reasoning and relevant, accurate data and evidence, that demonstrate an understanding of the topic or text, using credible sources.

**New Jersey Student Learning Standards:** W.AW.6.1; W.WP.6.4; W.WR.6.5; W.SE.6.6; W.RW.6.7; SL.PE.6.1; SL.II.6.2; SL.ES.6.3; SL.PI.6.4; SL.AS.6.6; L.SS.6.1; L.KL.6.2

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Adapt Speech Accordingly, System and Structure of English Language, Use Knowledge of Language

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**Drafting III: Counterarguments**

**Rationale:** Argumentative essays include an opposing view. Students will develop their counterarguments as they continue to draft the body paragraphs of their essays. Students will support claim(s) with logical reasoning and relevant, accurate data and evidence, that demonstrate an understanding of the topic or text, using credible sources.

**New Jersey Student Learning Standards:** W.AW.6.1; W.WP.6.4; W.WR.6.5; W.SE.6.6; W.RW.6.7; SL.PE.6.1; SL.II.6.2; SL.ES.6.3; SL.PI.6.4; SL.AS.6.6; L.SS.6.1; L.KL.6.2

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**Drafting IV: The Conclusion - A Call to Action!**

**Rationale:** The conclusion is the final opportunity for the essayist to convey his or her opinions to the audience and to do it with conviction. Students will work on creating a powerful conclusion that is clear and concise and that reemphasizes their claim.

**New Jersey Student Learning Standards:** W.AW.6.1; W.IW.6.2; W.WP.6.4; W.WR.6.5; W.SE.6.6; W.RW.6.7; SL.PE.6.1; SL.II.6.2; SL.ES.6.3; SL.PI.6.4; SL.AS.6.6; L.SS.6.1; L.KL.6.2

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**Revising: Thinking About Your Audience**

**Rationale:** Writers think about their intended audience when revising. Students will use precise words and phrases to convey relevant information and experiences in order to persuade their intended audience. Students will integrate academic and domain specific words and phrases important to comprehension or expression. Students will use words, phrases, and clauses to link and clarify the relationships among claim(s), reasons and evidence. Students will establish and maintain a formal/academic style, approach, and form.

**New Jersey Student Learning Standards:** W.AW.6.1; W.IW.6.2; W.WP.6.4; W.WR.6.5; W.SE.6.6; W.RW.6.7; SL.PE.6.1; SL.II.6.2; SL.ES.6.3; SL.PI.6.4; SL.AS.6.6; L.SS.6.1; L.KL.6.2

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## Language

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### **Editing I: Citing Sources**

**Rationale:** Editors need to ensure that their references used to support the author's claim and develop the argument have been cited. Students will learn how to cite their references and sources accurately.

**New Jersey Student Learning Standards:** W.AW.6.1; W.IW.6.2; W.WP.6.4; W.SE.6.6; W.RW.6.7; SL.PE.6.1; SL.AS.6.6; L.SS.6.1; L.KL.6.2

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### **Editing II: Punctuating Quotations**

**Rationale:** In an argumentative essay, writers often quote information from articles and people that help support their views. Students will demonstrate command of the conventions of standard English by using punctuation correctly when quoting information. Students will establish and maintain a formal/academic style, approach, and form.

**New Jersey Student Learning Standards:** W.AW.6.1; W.WP.6.4; W.SE.6.6; W.RW.6.7; SL.PE.6.1; SL.AS.6.6; L.SS.6.1; L.KL.6.2

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### **Editing III: The Final Edit**

**Rationale:** Writers edit their work to prepare for publication. Students will utilize editing practices and tools such as peer editing, an editing checklist, and a proofreading guide. With some guidance and support from peers and adults, students will develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience. Students will establish and maintain a formal/academic style, approach, and form.

**New Jersey Student Learning Standards:** W.AW.6.1; W.WP.6.4; W.SE.6.6; W.RW.6.7; SL.PE.6.1; SL.AS.6.6; L.SS.6.1; L.KL.6.2

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### **Publishing I: The Final Touches**

**Rationale:** Crafting a powerful title is part of publishing a piece that will be presented to an audience of readers. Students will craft an enticing title, considering their purpose and audience.

**New Jersey Student Learning Standards:** W.AW.6.1; W.WP.6.4; W.SE.6.6; W.RW.6.7; SL.PE.6.1; SL.UM.6.5; SL.AS.6.6; L.SS.6.1; L.KL.6.2

**New Jersey Social and Emotional Learning Competencies:** Self-Management, Social Awareness, Responsible Decision-Making, Relationship Skills

**Skills and Strategies:** Write Arguments, Write Over Extended Time Frames, Gather Print and Digital Sources, Edit and Revise Accordingly, Listen and Respond, Engage in Discussion/Collaborate, Participate Effectively, Present Information, Include Multimedia Components, Adapt Speech Accordingly, System and Structure of English Language, Use Knowledge of Language

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**Publishing II: The Celebration**

**Rationale:** Celebrating students' published essays is an important final step in the writing process. Students will present argumentative essays as part of a writing community and so that their listeners can follow the line of reasoning and the organization of their ideas.

**New Jersey Student Learning Standards:** W.AW.6.1; W.IW.6.2; W.WP.6.4; W.SE.6.6; W.RW.6.7; SL.PE.6.1; SL.UM.6.5; SL.AS.6.6; L.SS.6.1; L.KL.6.2

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**Student Self-Reflection**

**Rationale:** Reflection is necessary in order for students to grow as writers. Students will reflect on their strengths and weaknesses and set goals for future writing projects.

**New Jersey Social and Emotional Learning Competencies:** Self-Awareness, Self-Management

**Skills and Strategies:** Reflecting, Setting Goals

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**Assessment:**

**Benchmark:** Argument Writing

**Formative:** Observations, Teacher-Student Conferences, Student-Student Conferences, Turn-and-Talks, Written Responses, Writer's Notebook Checklists, Self-Assessment Tools, Student Performance Checklists, Sticky Notes, Reflection Sheets, Goal Sheets, IXL

**Summative:** Argument Writing

**Supplemental Materials:**

Student Performance Checklist  
Student Friendly Rubrics

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**Differentiate Instruction:**

**Instruction will vary according to student readiness/interest/learning profile, IEP, ELL, and/or G&T:**

**Presentation Accommodations**

- Listen to audio recordings instead of reading text
- Learn content from audio books, movies, videos and digital media instead of reading print versions

- Use alternate texts at lower readability level
- Work with fewer items per page or line and/or materials in a larger print size
- Use magnification device, screen reader, or Braille / Nemeth Code
- Use audio amplification device (e.g., hearing aid(s), auditory trainer, sound-field system (which may require teacher use of microphone)
- Be given a written list of instructions
- Record a lesson, instead of taking notes
- Have another student share class notes with one another
- Be given an outline of a lesson
- Be given a copy of teacher's lecture notes
- Be given a study guide to assist in preparing for assessments
- Use visual presentations of verbal material, such as word webs and visual organizers
- Use manipulatives to teach or demonstrate concepts
- Have curriculum materials translated into native language

#### **Response Accommodations**

- Use sign language, a communication device, Braille, other technology, or native language other than English
- Dictate answers to a scribe
- Capture responses on an audio recorder
- Use a spelling dictionary or electronic spell-checker
- Use a word processor to type notes or give responses in class
- Use a calculator or table of "math facts"
- Respond directly in the test booklet rather than on an answer sheet.

#### **Setting Accommodations**

- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where he learns best (for example, near the teacher, away from distractions)
- Use special lighting or acoustics
- Take a test in small group setting
- Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out)
- Use noise buffers such as headphones, earphones, or earplugs

#### **Timing Accommodations**

- Take more time to complete a task or a test
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing a task

#### **Scheduling Accommodations**

- Take more time to complete a project
- Take a test in several timed sessions or over several days
- Take sections of a test in a different order
- Take a test at a specific time of day

#### **Organization Skills Accommodations**

- Use an alarm to help with time management
- Mark texts with a highlighter
- Have help coordinating assignments in a book or planner
- Receive study skills instruction

#### **Assignment Modifications**

- Complete fewer or different homework problems than peers
- Write shorter papers



- Answer fewer or different test questions
- Create alternate projects or assignments

#### **Curriculum Modifications**

- Learn different material (such as continuing to work on multiplication while classmates move on to fractions, or moving ahead to an extension concept/skill while classmates continue to work on a core skill)
- Get graded or assessed using a different standard than the one for classmate

#### **Differentiate Instruction:**

**Instruction will vary according to student readiness/interest/learning profile and 504:**

#### **Presentation Accommodations**

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- Complete fewer or different homework problems than peers
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**Curriculum Modifications**

- Learn different material (such as continuing to work on multiplication, while classmates move on to fractions, or moving ahead to an extension concept/skill while classmates continue to work on a core skill)
- Get graded or assessed using a different standard than the one for classmate

**8.1 Computer Science & Design Thinking Technology:**

- 8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.

**9.1 Personal Financial Literacy Standard Infusion:**

- Students can research topics related to financial literacy and financial literacy management.
- 9.1.8.PB.2: Explain how different circumstances can affect one's personal budget

**9.2 Career Awareness Infusion:**

- Students can research and select topics based on particular careers.

**Science - MS-ESS3-D Global Climate Change, LS2.C Ecosystem Dynamics, Functioning, and Resilience Infusion:**

- Students can research and select topics based around environmental issues.
- Students can generate an argument in support of increased efforts for environmental conservation.

**LGBTQ Awareness Infusion:**

- Students can research and select topics based around LGBTQ inclusion, awareness, and legislation.

<b>Subject Area:</b> English Language Arts	<b>Grade Level:</b> 6	
<b>Unit Name:</b> Poetry	<b>Dates:</b> May-June	<b>Time Frame:</b> 9 - 10 Weeks

**Lessons & Reading/Writing Activities:**

**Interactive Read Aloud Lessons**

**Lesson 1: Exploring the World of Poetry**

**Rationale:** Readers of poetry need to have an overall understanding of the richness of the genre. Students will be introduced to the study of poetry and notice the range of structural elements and topics of poems.

**New Jersey Student Learning Standards:** RL.CR.6.1; RL.TS.6.4; SL.PE.6.1

**New Jersey Social and Emotional Learning Competencies:** Self-Management, Social Awareness, Responsible Decision-Making, Relationship Skills

**Skills and Strategies:** Close Reading of Literary Texts, Analyze Text Structures of Literary Texts, Make Inferences, Speak to Communicate, Listen and Respond, Engage in Discussion/Collaborate, Participate Effectively

**Lesson 2: Reading With Your Ears!**

**Rationale:** Readers pay attention to the sound devices used in poetry to create mood and meaning. Students will identify these techniques and their effects on poetry.

**New Jersey Student Learning Standards:** RL.CR.6.1; SL.PE.6.1; L.KL.6.2

**New Jersey Social and Emotional Learning Competencies:** Self-Management, Social Awareness, Responsible Decision-Making, Relationship Skills

**Skills and Strategies:** Close Reading of Literary Texts, Text and Genre Features/Structure, Visualize, Make Inferences, Finding Word Meaning, (Vocabulary), Use Knowledge of Language, Speak to Communicate, Listen and Respond, Engage in Discussion/Collaborate, Participate Effectively

**Lesson 3: Paint Me a Picture**

**Rationale:** Visualizing helps readers connect what they know to what they read. Students will use their senses to create images as they read poetry to help deepen their understanding and build meaning.

**New Jersey Social and Emotional Learning Competencies:** Self-Management, Social Awareness, Responsible Decision-Making, Relationship Skills

**New Jersey Student Learning Standards:** SL.PE.6.1; L.VL.6.3; L.VI.6.4

**Skills and Strategies:** Use Schema, Visualize, Make Inferences, Speak to Communicate, Listen and Respond, Engage in Discussion/Collaborate, Participate Effectively, Vocabulary, Acquisition and Use: Literal Meaning, Vocabulary, Acquisition and Use: Interpretive Meaning

#### **Lesson 4: Thinking Big Thoughts**

**Rationale:** Readers of poetry build meaning both while reading and after reading. Students will build meaning of what is said explicitly and by making inferences that help them determine meaning of words and phrases as they are used, including figurative, connotative, and technical meanings.

**New Jersey Student Learning Standards:** RL.CR.6.1; RL.CI.6.2; SL.PE.6.1; L.VL.6.3

**New Jersey Social and Emotional Learning Competencies:** Self-Management, Social Awareness, Responsible Decision-Making, Relationship Skills

**Skills and Strategies:** Close Reading of Literary Texts, Making Inferences, Determining Importance, Determine Themes in Literary Texts, Synthesizing, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating, Participate Effectively, Vocabulary, Acquisition and Use: Literal Meaning

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#### **Lesson 5: Means of Connection**

**Rationale:** Readers' understanding of the text is based on unique connections they make while reading. Students will ask questions and make connections and inferences to discover and deepen their understanding of poems.

**New Jersey Student Learning Standards:** RL.CR.6.1; RL.CI.6.2; SL.PE.6.1; L.VL.6.3

**New Jersey Social and Emotional Learning Competencies:** Self-Management, Social Awareness, Responsible Decision-Making, Relationship Skills

**Skills and Strategies:** Close Reading of Literary Texts, Use Schema, Questioning, Determine Themes in Literary Texts, Speak to Communicate, Listen and Respond, Engage in Discussion/Collaborate, Participate Effectively, Vocabulary, Acquisition and Use: Literal Meaning

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#### **Lesson 6: Working With Words**

**Rationale:** Readers of poetry use background knowledge and the context of a poem to figure out unfamiliar vocabulary. Students will uncover the meanings of unfamiliar and multiple-meaning words and phrases as they are used, including figurative, connotative, and technical meanings, by using schema and context clues.

**New Jersey Student Learning Standards:** RL.CR.6.1; SL.PE.6.1; L.VL.6.3

**New Jersey Social and Emotional Learning Competencies:** Self-Management, Social Awareness, Responsible Decision-Making, Relationship Skills

**Skills and Strategies:** Close Reading of Literary Texts, Use Schema, Make Inferences, Monitor and Repair Comprehension, Speak to Communicate, Listen and Respond, Engage in Discussion/Collaborate, Participate Effectively, Vocabulary, Acquisition and Use: Literal Meaning

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#### **Mini-Lessons**

##### **Lesson 1: Close Reading of Poetry**

**Rationale:** Readers of poetry need to build a literal understanding of each line by paying attention to words and phrases. Students will determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meanings. Students will learn to paraphrase by paying close attention to the details they read.

**New Jersey Student Learning Standards:** RL.CR.6.1; L.VL.6.3; L.VI.6.4

**New Jersey Social and Emotional Learning Competencies:** Self-Management, Responsible Decision-Making

**Skills and Strategies:** Close Reading of Literary Texts, Make Inferences, Monitor and Repair Comprehension, Vocabulary, Acquisition and Use: Literal Meaning, Vocabulary, Acquisition and Use: Interpretive Meaning

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### **Lesson 2: What Does That Really Mean?**

**Rationale:** Readers understand that poets use figurative language to capture a specific meaning. Students will determine the meaning of words and phrases through gathering vocabulary knowledge, including figurative language, to deepen their understanding of poems

**New Jersey Student Learning Standards:** L.VI.6.4

**New Jersey Social and Emotional Learning Competencies:** Self-Management, Responsible Decision-Making

**Skills and Strategies:** Use Schema, Visualize, Monitor and Repair Comprehension, vocabulary, Acquisition and Use: Interpretive Meaning

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### **Lesson 3: Analyzing Structure**

**Rationale:** Readers of poetry need to analyze the role of each stanza and how they build on one another to create the overall meaning of the poem. Students will pay attention to how stanzas fit together to develop the overall meaning of the text. Students will analyze how a particular piece (e.g., chapter, scene, stanza, sentence, paragraph, chapter, or section) fits into the overall structure of a text and contributes to the development of the ideas, plot, setting, or theme.

**New Jersey Student Learning Standards:** RL.CI.6.2; RL.IT.6.3; RL.TS.6.4

**New Jersey Social and Emotional Learning Competencies:** Self-Management, Responsible Decision-Making

**Skills and Strategies:** Make Inferences, Determine Importance, Determine Themes in Literary Texts, Interactions Among Text Elements in Literature, Analyze Text Structures of Literary Texts

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### **Lesson 4: Selecting: Examining Narrative Poetry**

**Rationale:** Readers of poetry have an understanding of how a narrative can be written in the form of poetry. Students will build understanding across narrative. Students will analyze how a particular piece (e.g., chapter, scene, stanza, sentence, paragraph, chapter, or section) fits into the overall structure of a text and contributes to the development of the ideas, plot, setting, or theme.

**New Jersey Student Learning Standards:** RL.TS.6.4

**New Jersey Social and Emotional Learning Competencies:** Self-Management, Responsible Decision-Making

**Skills and Strategies:** Make Inferences, Determine Importance, Analyze Text Structures of Literary Texts

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### **Lesson 5: Collecting What's This Really About?**

**Rationale:** Readers know that being able to connect to a writer's message is vital to comprehending poetry. Students will make inferences to determine the big idea of a poem.

**New Jersey Student Learning Standards:** RL.CI.6.2

**New Jersey Social and Emotional Learning Competencies:** Self-Management, Responsible Decision-Making

**Skills and Strategies:** Determine Importance, Synthesize, Determine Themes in Literary Texts

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### **Lesson 6: Where's the Evidence?**

**Rationale:** Readers need to be able to support their thinking with textual evidence from the poems they read. Students will support their interpretation of a poem's central idea by citing evidence.

**New Jersey Student Learning Standards:** RL.CR.6.1; RL.CI.6.2

**New Jersey Social and Emotional Learning Competencies:** Self-Management, Responsible Decision-Making

**Skills and Strategies:** Close Reading of Literary Texts, Make Inferences, Determine Importance, Determine Themes in Literary Texts

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### **Lesson 7: That Doesn't Seem Right!**

**Rationale:** Readers need to monitor their understanding as they are reading. Students will use a variety of fix-up strategies to clear up confusion.

**New Jersey Student Learning Standards:** RL.6.4, RL.6.5, RL.6.10, SL.5.1, L.6.5

**New Jersey Social and Emotional Learning Competencies:** Self-awareness, Self-Management, Responsible Decision-Making

**Skills and Strategies:** Use Schema, Visualize, Monitor and Repair Comprehension, Find Word Meaning (Vocabulary)

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### **Lesson 8: Why Does This Fit?**

**Rationale:** Readers uncover a poem's theme in order to have a deeper understanding of the poem and of the world. Students will determine possible themes of the poems after reading them.

**New Jersey Student Learning Standards:** RL.CR.6.1; RL.CI.6.2

**New Jersey Social and Emotional Learning Competencies:** Self-Management, Responsible Decision-Making

**Skills and Strategies:** Close Reading of Literary Texts, Determine Importance, Synthesize, Determine Themes in Literary Texts

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### **Lesson 9: Grand Connections**

**Rationale:** Readers connect poems by determining common themes. Students will make connections across poems by identifying common theme and how each poem connects to the theme. Students will determine how an author conveys or develops perspective in a text (through the narrator or speaker when appropriate).

**New Jersey Student Learning Standards:** RL.CI.6.2; RL.PP.6.5

**New Jersey Social and Emotional Learning Competencies:** Self-Management, Responsible Decision-Making

**Skills and Strategies:** Determine Importance, Synthesize, Determine Themes in Literary Texts, Determine Perspective(s)

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### **Lesson 10: The Power of Performance**

**Rationale:** Readers of poetry compare what they understand and experience when reading a poem to what they understand and experience when hearing the poem performed. Students will perform a self-selected poem and will compare the reading and performance of the poem. Students will compare and contrast information or texts to develop

a coherent understanding of a theme, topic, or issue when reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text.

**New Jersey Student Learning Standards:** RL.MF.6.6

**New Jersey Social and Emotional Learning Competencies:** Self-Management, Social Awareness, Responsible Decision-Making, Relationship Skills

**Skills and Strategies:** Make Inferences, Synthesize, Compare and Contrast using Diverse Media and Formats in Literature

**Assessment:**

**Formative:** Observations, Teacher-Student Conferences, Student-Student Conferences, Turn-and-Talks, Written Responses, Writer's Notebook Checklists, Self-Assessment Tools, Student Performance Checklists, Sticky Notes, Reflection Sheets, Goal Sheets, Written Pieces (Prompts), IXL

**Summative:** Students will read "Nesterenko" and "Fixer" by Paul B. Janeczko in order to answer selected and constructed response questions  
Poetry

**Supplemental Materials:**

Student Performance Checklist  
Student Friendly Rubrics

**Differentiate Instruction:**

**Instruction will vary according to student readiness/interest/learning profile, IEP, ELL, and/or G&T:**

**Presentation Accommodations**

- Listen to audio recordings instead of reading text
- Learn content from audio books, movies, videos and digital media instead of reading print versions
- Use alternate texts at lower readability level
- Work with fewer items per page or line and/or materials in a larger print size
- Use magnification device, screen reader, or Braille / Nemeth Code
- Use audio amplification device (e.g., hearing aid(s), auditory trainer, sound-field system (which may require teacher use of microphone))
- Be given a written list of instructions
- Record a lesson, instead of taking notes
- Have another student share class notes with one another
- Be given an outline of a lesson
- Be given a copy of teacher's lecture notes
- Be given a study guide to assist in preparing for assessments
- Use visual presentations of verbal material, such as word webs and visual organizers
- Use manipulatives to teach or demonstrate concepts
- Have curriculum materials translated into native language

**Response Accommodations**

- Use sign language, a communication device, Braille, other technology, or native language other than English
- Dictate answers to a scribe
- Capture responses on an audio recorder
- Use a spelling dictionary or electronic spell-checker
- Use a word processor to type notes or give responses in class
- Use a calculator or table of "math facts"

- Respond directly in the test booklet rather than on an answer sheet.

#### **Setting Accommodations**

- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where he learns best (for example, near the teacher, away from distractions)
- Use special lighting or acoustics
- Take a test in small group setting
- Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out)
- Use noise buffers such as headphones, earphones, or earplugs

#### **Timing Accommodations**

- Take more time to complete a task or a test
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing a task

#### **Scheduling Accommodations**

- Take more time to complete a project
- Take a test in several timed sessions or over several days
- Take sections of a test in a different order
- Take a test at a specific time of day

#### **Organization Skills Accommodations**

- Use an alarm to help with time management
- Mark texts with a highlighter
- Have help coordinating assignments in a book or planner
- Receive study skills instruction

#### **Assignment Modifications**

- Complete fewer or different homework problems than peers
- Write shorter papers
- Answer fewer or different test questions
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#### **Curriculum Modifications**

- Learn different material (such as continuing to work on multiplication while classmates move on to fractions, or moving ahead to an earlier lesson concept/skill while classmates continue to work on a core skill)
- Get graded or assessed using a different standard than the one for classmate

### **Differentiate Instruction:**

**Instruction will vary according to student readiness/interest/learning profile and 504:**

#### **Presentation Accommodations**

- Listen to audio recordings instead of reading text
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- Learn different material (such as continuing to work on multiplication while classmates move on to fractions, or moving ahead to an extension concept/skill while classmates continue to work on a core skill)
- Get graded or assessed using a different standard than the one for classmate

### **8.1 Computer Science & Design Thinking Technology:**

- 8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.

**9.1 Personal Financial Literacy Standard Infusion:**

- Students can research topics related to financial literacy and financial literacy management for their biographies.
- 9.1.8.PB.2: Explain how different circumstances can affect one's personal budget

**9.2 Career Awareness Infusion:**

- Students can write about the careers of the people they are focusing on in their biographies.
- 9.2.8.CAP.2: Develop a plan that includes information about career areas of interest

**Science - MS-ESS3-D Global Climate Change, LS2.C Ecosystem Dynamics, Functioning, and Resilience Infusion:**

- Students can select and write about pursuing an environmental-friendly initiative.

**LGBTQ Awareness Infusion:**

- During immersion, students will study prominent LGBTQ poets.
- Poems used as read alouds will feature LGBTQ characters and/or written by prominent LGBTQ authors.
- Independent reading poems will feature LGBTQ characters and/or written by prominent LGBTQ authors.

<b>Subject Area:</b> English Language Arts	<b>Grade Level:</b> 7	
<b>Unit Name:</b> Reading - Launching	<b>Dates:</b> September - Early October	<b>Time Frame:</b> 4-5 weeks
<p><b>Lessons &amp; Writing Activities:</b></p> <p><b>Mentor Texts &amp; Supplemental Resources Can Include:</b></p> <ul style="list-style-type: none"> <li>• <i>First Crossing: Stories About Teen Immigrants</i></li> <li>• <i>Phineas Gage</i> by John Fleischman</li> <li>• <i>When Was Your Age: Original Stories About Growing Up</i></li> <li>• <i>If You Kiss A Boy</i> by Alex Sanchez</li> </ul> <p>*See Schoolwide Unit for Additional Options</p> <p><b><u>Interactive Read Aloud Lessons</u></b></p> <p><b><u>Lesson 1: What Is Reading Workshop?</u></b></p> <p><b>Rationale:</b> Reading workshop is a time to learn and grow as readers. Reading workshop is a time to learn and grow as readers. Students will reflect on their own reading histories to understand their reading identities and begin to build a reading community.</p> <p><b>New Jersey Student Learning Standards:</b> SL.PE.7.1</p>		

**Skills and Strategies:** Use Schema, Make Inferences, Participate Effectively, Listen and Respond, Engage in Discussion/Collaborate

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**Lesson 2: Readers Are Active Thinkers**

**Rationale:** Readers are active thinkers as they read, using a variety of comprehension strategies to support understanding. Students will learn to synthesize their thinking in order to make inferences and comprehend texts as they read.

**New Jersey Student Learning Standards:** RL.CR.7.1

**Skills and Strategies:** Close Reading of Literary Texts, Monitor and Repair Comprehension, Use Schema, Question, Make Inferences, Synthesize, Engage in Discussion/Collaborate

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**Lesson 3: Crafting a Reading Life**

**Rationale:** Readers are individuals with various strengths, challenges, and interests, and they choose books at different times for different purposes. Students will begin crafting their reading lives by using their own identities as readers to select well-matched texts across genres.

**New Jersey Student Learning Standards:** RL.CR.7.1

**Skills and Strategies:** Close Reading of Literary Texts, Text and Genre Features/Structure, Monitor and Repair Comprehension, Use Schema, Make Inferences, Determine Importance, Synthesize, Find Word Meaning (Vocabulary)

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**Lesson 4: Building Reading Stamina**

**Rationale:** Readers cultivate habits that help them overcome obstacles as they are reading. Students will notice and react to new information as they read to help them understand their reading more deeply and stay focused.

**New Jersey Student Learning Standards:** RI.CR.7.1; RI.IT.7.3

**Skills and Strategies:** Close Reading of Informational Texts, Analyze Interactions Among Informational Text Elements, Monitor and Repair Comprehension, Use Schema, Question, Make Inferences, Visualize, Text and Genre Features/Structure

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**Lesson 5: Using Strategies to Understand Complex Text**

**Rationale:** Readers know what it feels like to understand what they read. Students will pay attention when meaning breaks down and use strategies to help clarify their understanding, especially with complex text.

**New Jersey Student Learning Standards:** RI.CR.7.1; RI.CI.7.2; L.VL.7.3

**Skills and Strategies:** Close Reading of Informational Texts, Determine Central Ideas in Informational Texts, Monitor and Repair Comprehension, Use Schema, Visualize, Make Inferences, Vocabulary, Acquisition and Use: Literal Meaning

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**Lesson 6: Combining What You Know With the Text**

**Rationale:** Readers bring what they know or have experienced to their reading. Students will activate their prior knowledge about the genre, author, and topic before reading and combine their prior

knowledge with the clues in the text to infer meaning as they read.

**New Jersey Student Learning Standards:** RL.CR.7.1; SL.PE.7.1

**Skills and Strategies:** Close Reading of Literary Texts, Use Schema, Make Inferences, Text and Genre Features/Structure, Engage in Discussion/Collaborate, Participate Effectively

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### **Lesson 7: Growing Ideas Through Conversation**

**Rationale:** Readers synthesize how their thinking develops from the beginning to the end of a text to infer themes or big ideas. Students will grow ideas by talking with other readers and using evidence from the text.

**New Jersey Student Learning Standards:** RL.CR.7.1; RI.CI.7.2; SL.PE.7.1; SL.II.7.2

**Skills and Strategies:** Close Reading of Literary Texts, Determine Central Ideas in Informational Texts, Make Inferences, Determine Importance, Interpret and Integrate Information Presented in Diverse Media and Formats, Synthesize, Text and Genre Features/Structure, Speak to Communicate, Listen and Respond, Engage in Discussion/Collaborate, Participate Effectively

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### **Lesson 8: Engaging With Complex Text Through Conversation**

**Rationale:** Readers read complex texts closely, inferring meaning from the writer's language choices and analyzing ideas across texts. Students will benefit from building on each other's thinking to take meaning to a deeper level.

**New Jersey Student Learning Standards:** RL.CR.7.1, RI.CI.7.2; SL.PE.7.1; SL.II.7.2; L.VI.7.4

**Skills and Strategies:** Close Reading of Literary Texts, Determine Themes in Literary Texts, Make Inferences, Analyze and Integrate Information Presented in Diverse Media and Formats, Synthesize, Use Schema, Engage in Discussion/Collaborate, Participate Effectively, Vocabulary, Acquisition and Use: Interpretive Meaning

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## **Mini-Lessons**

### **Lesson 1: Setting Goals for Ourselves as Readers**

**Rationale:** Readers set goals to support their individual growth. Students will reflect on their learning in order to set goals and make plans for themselves.

**New Jersey Student Learning Standards:** RL.7.10, RI.7.10, SL.7.1

**Skills and Strategies:** Monitoring and Repairing Comprehension

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### **Lesson 2: Making Reading Plans**

**Rationale:** Readers are always prepared with books to read next; they have a plan for keeping new reading ideas at hand. Students will consider how to generate ideas for reading.

**New Jersey Student Learning Standards:** RL.7.10, RI.7.10

**Skills and Strategies:** Text and Genre Features/Structure

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### **Lesson 3: Expanding Our Reading Worlds**

**Rationale:** Readers share books they love and expect to get recommendations from other readers. Students will understand the importance of book recommendations and create meaningful book talks.

**New Jersey Student Learning Standards:** RL.CI.7.2; SL.PE.7.1; SL.II.7.2; SL.UM.7.5; W.RW.7.7

**Skills and Strategies:** Determine Themes in Literary Texts, Determine Importance, Synthesize, Analyze and Integrate Information Presented in Diverse Media and Formats, Text and Genre Features/Structure, Write Over Extended Time Frames, Speak to Communicate, Listen and Respond, Participate Effectively, Include Multimedia Components

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#### **Lesson 4: Using Plot Structure to Understand Fiction**

**Rationale:** Readers of fiction recognize how plots are structured and use their understanding to navigate through the text. Students will create a plot diagram to visually represent the structure of a story.

**New Jersey Student Learning Standards:** RL.CR.7.1; RL.CI.7.2; RL.IT.7.3; RL.TS.7.4; L.KL.7.2

**Skills and Strategies:** Close Reading of Literary Texts, Determine Themes in Literary Texts, Interactions Among Text Elements in Literature, Analyze Text Structures of Literary Texts, Make Inferences, Determine Importance, Synthesize, Text and Genre Features/Structure, Use Knowledge of Language

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#### **Lesson 5: Talking About Fiction**

**Rationale:** Readers of fiction notice characters, setting, plot, and themes as they read. Students will deepen their understanding of fiction by sharing their thinking about these elements through discussions with each other. Students will analyze how particular elements of a text interact including how particular lines or dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

**New Jersey Student Learning Standards:** RL.CR.7.1; RL.CI.7.2; RL.IT.7.3; RL.TS.7.4; SL.PE.7.1; L.KL.7.2; L.VI.7.4

**Skills and Strategies:** Close Reading of Literary Texts, Determine Themes in Literary Texts, Interactions Among Text Elements in Literature, Analyze Text Structures of Literary Texts, Monitor and Repair Comprehension, Use Schema, Question, Make Inferences, Determine Importance, Listen and Respond, Engage in Discussion/Collaborate, Participate Effectively, Use Knowledge of Language, Vocabulary, Acquisition and Use: Interpretive Meaning

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#### **Lesson 6: Meeting Challenges in Reading Nonfiction**

**Rationale:** Readers expect challenges when reading in order to learn new information. Students will carefully examine all the clues that writers provide to help them gain knowledge.

**New Jersey Student Learning Standards:** RI.CR.7.1; RI.CI.7.2; RI.TS.7.4; L.KL.7.2

**Skills and Strategies:** Close Reading of Informational Texts, Determine Central Ideas in Informational Texts, Use Text Structures in Informational Texts, Monitor and Repair Comprehension, Use Schema, Visualize, Make Inferences, Find Word Meaning (Vocabulary), Use Knowledge of Language

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#### **Lesson 7: Determining What's Important in Nonfiction**

**Rationale:** Readers sift and sort through the information in nonfiction texts to understand how important ideas are developed. Students will determine important ideas and details that support major concepts. Students will cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences.

**New Jersey Student Learning Standards:** RI.CR.7.1; RI.CI.7.2; RI.TS.7.4; L.KL.7.2

**Skills and Strategies:** Close Reading of Informational Texts, Determine Central Ideas in Informational Texts, Use Text Structures in Informational Texts, Determine Importance, Question, Make Inferences, Use Schema, Visualize, Use Knowledge of Language

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### **Lesson 8: Expanding Content Knowledge Using Other Media**

**Rationale:** Readers gain information from multiple sources, including visual texts. Students will identify additional information needed and use multimedia sources to supplement understanding derived from written texts. Students will use knowledge of text structures (e.g., cause-effect, proposition-support) and genre features (e.g., graphics, captions, indexes) to organize and analyze important information.

**New Jersey Student Learning Standards:** RI.CR.7.1; RI.CI.7.2; RI.TS.7.4; RI.MF.7.6; L.KL.7.2

**Skills and Strategies:** Close Reading of Informational Texts, Visualize, Use Schema, Question, Determine Central Ideas in Informational Texts, Analyze Text Structures in Informational Texts, Compare and Contrast Information Presented in Different Media or Formats

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### **Lesson 9: Relating Form and Content in Poetry**

**Rationale:** Readers of poetry recognize how poets use different structures to convey their thoughts and emotions. Students will notice how the structure of a poem impacts the feelings and ideas that are conveyed.

**New Jersey Student Learning Standards:** RL.CR.7.1; RL.CI.7.2; RL.TS.7.4; L.KL.7.2; L.VI.7.4

**Skills and Strategies:** Close Reading of Literary Texts, Make Inferences, Visualize, Determine Themes in Literary Texts, Analyze Text Structures in Literature, Use Knowledge of Language, Vocabulary, Acquisition and Use, Interpretive Meaning

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### **Lesson 10: Reflecting on Reading Goals and Habits**

**Rationale:** Readers reflect on their goals in order to gain insight into their habits and behaviors as readers. Students will present evidence to support their reflections and then set new goals.

**New Jersey Student Learning Standards:** RL.7.10, RI.7.10

**Skills and Strategies:** Monitor and Repair Comprehension, Synthesize

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### **Assessment:**

**Benchmark:** District Benchmark Assessment  
Reading Assessments

**Formative:** Observations, Teacher-Student Conferences, Student-Student Conferences, Turn-and-Talks, Written Reading Responses, Reading Notebook Checklists, Self-Assessment Tools, Student Performance Checklists, Sticky Notes, Reading Logs, Reflection Sheets, Goal Sheets and Reading Strategies Checklists, IXL

**Summative:** Reading Assessments  
IXL

**Supplemental Materials:**

Student Performance Checklist  
Where are My Students in the Reading Process? (Formative Assessment Note Sheet)  
Reading Notebook Checklist  
My Reading Life: Reflection and Goals  
Reading Response Rubric  
Fiction Writing Rubric

**Differentiate Instruction:**

Instruction will vary according to student readiness/interest/learning profile, IEP, ELL, and/or G&T:

**Presentation Accommodations**

- Listen to audio recordings instead of reading text
- Learn content from audio books, movies, videos and digital media instead of reading print versions
- Use alternate texts at lower readability level
- Work with fewer items per page or line and/or materials in a larger print size
- Use magnification device, screen reader, or Braille / Nemeth Code
- Use audio amplification device (e.g., hearing aid(s), auditory trainer, sound-field system (which may require teacher use of microphone)
- Be given a written list of instructions
- Record a lesson, instead of taking notes
- Have another student share class notes with one another
- Be given an outline of a lesson
- Be given a copy of teacher's lecture notes
- Be given a study guide to assist in preparing for assessments
- Use visual presentations of verbal material, such as word webs and visual organizers
- Use manipulatives to teach or demonstrate concepts
- Have curriculum materials translated into native language

**Response Accommodations**

- Use sign language, a communication device, Braille, other technology, or native language other than English
- Dictate answers to a scribe
- Capture responses on an audio recorder
- Use a spelling dictionary or electronic spell-checker
- Use a word processor to type notes or give responses in class
- Use a calculator or table of "math facts"
- Respond directly in the test booklet rather than on an answer sheet.

**Setting Accommodations**

- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where he learns best (for example, near the teacher, away from distractions)
- Use special lighting or acoustics
- Take a test in small group setting
- Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out)

- Use noise buffers such as headphones, earphones, or earplugs

#### **Timing Accommodations**

- Take more time to complete a task or a test
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing a task

#### **Scheduling Accommodations**

- Take more time to complete a project
- Take a test in several timed sessions or over several days
- Take sections of a test in a different order
- Take a test at a specific time of day

#### **Organization Skills Accommodations**

- Use an alarm to help with time management
- Mark texts with a highlighter
- Have help coordinating assignments in a book or planner
- Receive study skills instruction

#### **Assignment Modifications**

- Complete fewer or different homework problems than peers
- Write shorter papers
- Answer fewer or different test questions
- Create alternate projects or assignments

#### **Curriculum Modifications**

- Learn different material (such as continuing to work on multiplication while classmates move on to fractions, or moving ahead to an extension concept/skill while classmates continue to work on a core skill)
- Get graded or assessed using a different standard than the one for classmate

### **Differentiate Instruction:**

**Instruction will vary according to student readiness/interest/learning profile and 504:**

#### **Presentation Accommodations**

- Listen to audio recordings instead of reading text
- Learn content from audio books, movies, videos and digital media instead of reading print versions
- Use alternate texts at lower readability level
- Work with fewer items per page or line and/or materials in a larger print size
- Use magnification device, screen reader, or Braille / Nemeth Code
- Use audio amplification device (e.g., hearing aid(s), auditory trainer, sound-field system (which may require teacher use of microphone))
- Be given a written list of instructions
- Record a lesson, instead of taking notes
- Have another student share class notes with one another
- Be given an outline of a lesson
- Be given a copy of teacher's lecture notes
- Be given a study guide to assist in preparing for assessments
- Use visual presentations of verbal material, such as word webs and visual organizers
- Use manipulatives to teach or demonstrate concepts
- Have curriculum materials translated into native language

#### **Response Accommodations**



- Use sign language, a communication device, Braille, other technology, or native language other than English
- Dictate answers to a scribe
- Capture responses on an audio recorder
- Use a spelling dictionary or electronic spell-checker
- Use a word processor to type notes or give responses in class
- Use a calculator or table of “math facts”
- Respond directly in the test booklet rather than on an answer sheet.

**Setting Accommodations**

- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where he learns best (for example, near the teacher, away from distractions)
- Use special lighting or acoustics
- Take a test in small group setting
- Use sensory tools such as an exercise band that can be looped around a chair’s legs (so fidgety kids can kick it and quietly get their energy out)
- Use noise buffers such as headphones, earphones, or earplugs

**Timing Accommodations**

- Take more time to complete a task or a test
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing a task

**Scheduling Accommodations**

- Take more time to complete a project
- Take a test in several timed sessions or over several days
- Take sections of a test in a different order
- Take a test at a specific time of day

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- Use an alarm to help with time management
- Mark texts with a highlighter
- Have help coordinating assignments in a book or planner
- Receive study skills instruction

**Assignment Modifications**

- Complete fewer or different homework problems than peers
- Write shorter papers
- Answer fewer or different test questions
- Create alternate projects or assignments

**Curriculum Modifications**

- Learn different material (such as continuing to work on multiplication while classmates move on to fractions, or moving ahead to an extension concept/skill while classmates continue to work on a core skill)
- Get graded or assessed using a different standard than the one for classmate

**8.1 Computer Science & Design Thinking Technology:**

- 8.1.8.CS.1: Recommend improvements to computing devices in order to improve the ways users interact with the devices.
- 8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.

**9.1 Personal Financial Literacy Standard:**

- Characters in read alouds and independent reading texts learn money management skills.
- The plot or theme in read alouds and independent reading texts revolves around money management skills and financial independence.

• 9.1.5.FP.4: Explain the role of spending money and how it affects wellbeing and happiness (e.g., "happy money," experiences over things, donating to causes, anticipation, etc.).

**9.2 Career Awareness:** Integrated throughout the unit, including but not limited to:

- NewsELA current event texts highlighting various careers
- Scope magazine texts highlighting various careers
- Career Day presentations highlighting and explaining a variety of professions
- Presentation skills through summative assessment forms

• 9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.

• 9.2.8.CAP.4: Explain how an individual's online behavior (e.g., social networking photo exchanges, video postings) may impact opportunities for employment or advancement

### 9.4 Life Literacies and Key Skills

• 9.4.8.CI.4: Explore the role of creativity and innovation in career paths and industries

### Social Emotional Learning:

- Self-Awareness
  - Recognize one's feelings and thoughts
  - Recognize the importance of self-confidence in handling daily tasks and challenges
- Self-Management
  - Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
  - Recognize the skills needed to establish and achieve personal and educational goals
- Social Awareness
  - Recognize and identify the thoughts, feelings, and perspectives of others
  - Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
  - Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Responsible Decision Making
  - Develop, implement, and model effective problem-solving and critical thinking skills
  - Identify the consequences associated with one's actions in order to make constructive choices
  - Evaluate personal, ethical, safety, and civic impact of decisions
- Relationship Skills
  - Utilize positive communication and social skills to interact effectively with others
  - Identify who, when, where, or how to seek help for oneself or others when needed

### Science - MS-ESS3-D Global Climate Change, LS2.C Ecosystem Dynamics, Functioning, and Resilience Infusion:

- Nonfiction texts used as read aloud and for independent reading raises awareness on global climate change.
- Fiction texts used as read alouds and for independent reading revolve around protecting our environment and ecosystem, whether it's specific characters or the plot.

### LGBTQ Awareness Infusion:

- Fiction texts used as read alouds and for independent reading will feature LGBTQ characters and/or written by prominent LGBTQ authors.

- Non-fiction texts used as read alouds and for independent reading are based on prominent LGBTQ figures and/or about the history and progression of the LGBTQ movement.

<b>Subject Area:</b> English Language Arts	<b>Grade Level:</b> 7	
<b>Unit Name:</b> Reading-Fiction	<b>Dates:</b> October-December/January	<b>Time Frame:</b> 8-12 Weeks

### **Lessons & Writing Activities:**

#### **Mentor Texts & Supplemental Resources Can Include:**

- *Ghost* by Jason Reynolds
- *Among the Hidden* by Margaret Haddix
- *A Christmas Carol* adapted by Israel Horovitz
- *First Crossing: Stories About Teen Immigrants*
- *Junkyard Wonders* by Patricia Polacco
- *Nightjohn* by Gary Paulsen

\*See Schoolwide Unit for Additional Options

#### **Interactive Read Aloud Lessons**

##### **Lesson 1: The Life of the Story**

**Rationale:** Readers understand that there are different types of fiction texts that share the same purpose of enlightening, entertaining, and involving the audience in the life of the story. Students will build their understanding by asking questions and gathering information about the subgenres of fiction.

**New Jersey Student Learning Standards:** RL.CR.7.1; RL.IT.7.3; RL.TS.7.4; SL.PE.7.1; L.KL.7.2; L.VL.7.3

**Skills and Strategies:** Close Reading of Literary Texts, Interactions Among Text Elements in Literature, Analyze Text Structures of Literary Texts, Use Schema, Question, Monitor and Repair Comprehension, Speak to Communicate, Listen and Respond, Engage in Discussion/Collaborate, Participate Effectively, Use Knowledge of Language, Vocabulary, Acquisition and Use: Literal Meaning

##### **Lesson 2: Structuring the World of Fiction**

**Rationale:** Readers understand that fiction texts have particular elements and chronological structures. Students will explore fiction texts, paying particular attention to the story elements and how scenes or chapters fit together to create an overall narrative structure. Students will analyze how particular elements of a text interact including how particular lines or dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

**New Jersey Student Learning Standards:** RL.CR.7.1; RL.IT.7.3; RL.TS.7.4; SL.PE.7.1; L.KL.7.2;

L.VL.7.3

**Skills and Strategies:** Close Reading of Literary Texts, Interactions Among Text Elements in Literature, Analyze Text Structures of Literary Texts, Use Schema, Question, Determine Importance, Monitor and Repair Comprehension, Speak to Communicate, Listen and Respond, Engage in Discussion/Collaborate, Participate Effectively, Use Knowledge of Language, Vocabulary, Acquisition and Use: Literal Meaning

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### **Lesson 3: Analyzing the Elements of Drama**

**Rationale:** Readers recognize that different fiction subgenres, such as drama, contain various elements that are necessary to shape the story. Students will analyze the structure of a play and how the elements of drama contribute to the development of the play and the ideas it conveys. Students will analyze how particular elements of a text interact including how particular lines or dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

**New Jersey Student Learning Standards:** RL.CR.7.1; RL.IT.7.3; RL.TS.7.4; SL.PE.7.1; SL.PI.7.4; SL.UM.7.5; SL.AS.7.6; L.KL.7.2; L.VL.7.3

**Skills and Strategies:** Close Reading of Literary Texts, Interactions Among Text Elements in Literature, Analyze Text Structures of Literary Texts, Question, Visualize, Make Inferences, Determine Importance, Monitor and Repair Comprehension, Speak to Communicate, Listen and Respond, Engage in Discussion/Collaborate, Participate Effectively, Present Information, Include Multimedia Components, Adapt Speech Accordingly, Use Knowledge of Language, Vocabulary, Acquisition and Use: Literal Meaning

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### **Lesson 4: Exploring Conflicts**

**Rationale:** Readers understand that there are different types of conflicts present in fiction. Students will analyze fiction stories to identify the type, nature, and resolution of conflicts in order to understand how they affect the plot and characters. Students will determine how an author conveys or develops perspective or purpose in a text through contrasting the points of view of different characters or narrators in a text.

**New Jersey Student Learning Standards:** RL.CR.7.1; RL.IT.7.3; RL.PP.7.5; SL.PE.7.1; L.KL.7.2; L.VL.7.3

**Skills and Strategies:** Close Reading of Literary Texts, Interactions Among Text Elements in Literature, Determine Perspective(s), Use Schema, Visualize, Make Inferences, Determine Importance, Speak to Communicate, Listen and Respond, Engage in Discussion/Collaborate, Participate Effectively, Use Knowledge of Language, Vocabulary, Acquisition and Use: Literal Meaning

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### **Lesson 5: Exploring Characters and Points of View**

**Rationale:** Readers pay close attention to who is narrating a story and consider how the narrator influences how the story is told. Students will explore how the author of the historical fiction text *The Mostly True Adventures of Homer P. Figg* develops and contrasts the points of view of two different narrators. Students will determine how an author conveys or develops perspective or purpose in a text through contrasting the points of view of different characters or narrators in a text.

**New Jersey Student Learning Standards:** RL.CR.7.1; RL.TS.7.4; RL.PP.7.5; SL.PE.7.1; L.KL.7.2; L.VL.7.3

**Skills and Strategies:** Close Reading of Literary Texts, Analyze Text Structures of Literary Texts,

Determine Perspective(s), Use Schema, Make Inferences, Determine Importance, Synthesize, Speak to Communicate, Listen and Respond, Engage in Discussion/ Collaborate, Participate Effectively, Use Knowledge of Language, Vocabulary, Acquisition and Use: Literal Meaning

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### **Lesson 6: The Power of Historical Settings**

**Rationale:** Readers recognize the power of historical settings and how fiction writers use history in their stories to shape characters and plot development. Students will analyze the relationships among historical settings, characters, and plot development. Students will compare and contrast a fictional portrayal of an event, time, place, or character and a historical or scientific account of the same period or event as a means of understanding how authors of fiction use or alter history and/or events.

**New Jersey Student Learning Standards:** RL.IT.7.3; RL.TS.7.4; RL.PP.7.5; RL.CT.7.8; SL.PE.7.1; L.VL.7.3; L.VI.7.4

**Skills and Strategies:** Interactions Among Text Elements in Literature, Analyze Text Structures of Literary Texts, Determine Perspective(s), Use Schema, Make Inferences, Determine Importance, Synthesize, Speak to Communicate, Listen and Respond, Engage in Discussion/ Collaborate, Participate Effectively, Use Knowledge of Language, Vocabulary, Acquisition and Use: Literal Meaning, Use Knowledge of Language, Vocabulary, Acquisition and Use: Interpretive Meaning

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### **Lesson 7: Identifying the Theme or Central Idea**

**Rationale:** Readers of fiction recognize that many stories address and are connected by particular themes and central ideas. Students will identify the themes and consider the central idea(s) in terms of morals, lessons, and themes across a text.

**New Jersey Student Learning Standards:** RL.CR.7.1; RL.CI.7.2; RL.TS.7.4; SL.PE.7.1; L.KL.7.2; L.VL.7.3

**Skills and Strategies:** Close Reading of Literary Texts, Determine Themes in Literary Texts, Analyze Text Structures of Literary Texts, Use Schema, Make Inferences, Determine Importance, Synthesize, Speak to Communicate, Listen and Respond, Engage in Discussion/ Collaborate, Participate Effectively, Use Knowledge of Language, Vocabulary, Acquisition and Use: Literal Meaning

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### **Lesson 8: Asking Critical Questions**

**Rationale:** Reading with critical questions in mind is an important part of analytical and close reading. Students will analyze fiction stories to identify the critical questions that emerge from characters' actions and dialogue.

**New Jersey Student Learning Standards:** RL.CR.7.1; RL.CI.7.2; SL.PE.7.1; SL.II.7.2; SL.ES.7.3; SL.PI.7.4; SL.AS.7.6

**Skills and Strategies:** Close Reading of Literary Texts, Determine Themes in Literary Texts, Question, Make Inferences, Determine Importance, Monitor and Repair Comprehension, Interpret and Integrate Information Presented in Diverse Media and Formats, Evaluate Speakers, Speak to Communicate, Listen and Respond, Participate Effectively, Present Information, Adapt Speech Accordingly

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## **Mini-Lessons**

### **Lesson 1: Constructing Our Reading Knowledge**

**Rationale:** Readers actively construct their understanding about a text by utilizing their background

knowledge. Students will focus on actively drawing upon their schema of fiction texts prior to reading.

**New Jersey Student Learning Standards:** RL.CR.7.1; SL.PE.7.1

**Skills and Strategies:** Close Reading of Literary Texts, Text and Genre Features/Structure, Use Schema, Make Inferences, Monitor and Repair Comprehension, Speak to Communicate, Engage in Discussion/Collaborate, Participate Effectively

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### **Lesson 2: Active Reading**

**Rationale:** Readers actively monitor their comprehension by keeping track of the events in a story, raising questions as they read, and articulating their understanding. Students will focus on actively monitoring their reading.

**New Jersey Student Learning Standards:** RL.CR.7.1; RL.CI.7.2; RL.IT.7.3; SL.PE.7.1

**Skills and Strategies:** Close Reading of Literary Texts, Determine Themes in Literary Texts, Interactions Among Text Elements in Literature, Text and Genre Features/Structure, Use Schema, Question, Visualize, Make Inferences, Determine Importance, Synthesize, Monitor and Repair Comprehension, Speak to Communicate, Engage in Discussion/Collaborate, Participate Effectively

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### **Lesson 3: Comprehension Challenges**

**Rationale:** Readers expect comprehension challenges when reading fiction. Students will identify and use a range of strategies, such as predicting, visualizing, and clarifying in order to determine meaning and enhance their comprehension. Students will acquire and use accurately grade-appropriate general academic and domain-specific words and phrases and will gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**New Jersey Student Learning Standards:** RL.CR.7.1; RL.TS.7.4; RL.PP.7.5; SL.PE.7.1; L.KL.7.2; L.VL.7.3; L.VI.7.4

**Skills and Strategies:** Close Reading of Literary Texts, Analyze Text Structures of Literary Texts, Use Schema, Visualize, Make Inferences, Determine Perspective(s), Determine Importance, Find Word Meaning (Vocabulary), Monitor and Repair Comprehension, Participate Effectively, Use Knowledge of Language, Vocabulary, Acquisition and Use: Literal Meaning, Vocabulary, Acquisition and Use: Interpretive Meaning

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### **Lesson 4: Vocabulary Challenges**

**Rationale:** Readers expect vocabulary or word-level challenges when reading fiction. Students will acquire and use accurately grade-appropriate general academic and domain-specific words and phrases and will gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**New Jersey Student Learning Standards:** RL.CR.7.1; RL.TS.7.4; SL.PE.7.1; L.KL.7.2; L.VL.7.3; L.VI.7.4

**Skills and Strategies:** Close Reading of Literary Texts, Analyze Text Structures of Literary Texts, Use Schema, Make Inferences, Synthesize, Monitor and Repair Comprehension, Find Word Meaning (Vocabulary), Participate Effectively, Use Knowledge of Language, Vocabulary, Acquisition and Use: Literal Meaning, Vocabulary, Acquisition and Use: Interpretive Meaning

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### **Lesson 5: Examining Multiple Points of View**

**Rationale:** Readers of fiction evaluate multiple characters' points of view and examine how the different perspectives influence the mood and tone of the story. Students will analyze how writers develop contrasting points of view over the course of the text, which leads the readers to begin to infer the writers' message or purpose. Students will determine how an author conveys or develops perspective or purpose in a text through contrasting the points of view of different characters or narrators in a text.

**New Jersey Student Learning Standards:** RL.CR.7.1; RL.IT.7.3; RL.TS.7.4; RL.PP.7.5; SL.PE.7.1; L.KL.7.2; L.VL.7.3

**Skills and Strategies:** Close Reading of Literary Texts, Interactions Among Text Elements in Literature, Analyze Text Structures of Literary Texts, Determine Perspective(s), Make Inferences, Determine Importance, Synthesize, Speak to Communicate, Engage in Discussion/Collaborate, Participate Effectively, Use Knowledge of Language, Vocabulary, Acquisition and Use: Literal Meaning

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### **Lesson 6: Effects of Literary Techniques**

**Rationale:** Readers interpret and analyze literature by paying attention to specific words and phrases in order to determine the mood and tone and how they shape the author's meaning in a text. Students will discover how to determine a text's tone and mood by analyzing how an author uses figurative language, word choice, and imagery across a text. Students will acquire and use accurately grade-appropriate general academic and domain-specific words and phrases and will gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**New Jersey Student Learning Standards:** RL.CR.7.1; RL.CI.7.2; RL.IT.7.3; RL.TS.7.4; RL.PP.7.5; SL.PE.7.1; L.KL.7.2; L.VL.7.3; L.VI.7.4

**Skills and Strategies:** Close Reading of Literary Texts, Determine Themes in Literary Texts, Interactions Among Text Elements in Literature, Analyze Text Structures of Literary Texts, Determine Perspective(s), Use Schema, Determine Importance, Synthesize, Find Word Meaning (Vocabulary), Speak to Communicate, Engage in Discussion/Collaborate, Participate Effectively, Use Knowledge of Language, Vocabulary, Acquisition and Use: Literal Meaning, Vocabulary, Acquisition and Use: Interpretive Meaning

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### **Lesson 7: Analyzing Theme for Deeper Understanding**

**Rationale:** Readers of fiction recognize that many stories are connected by particular themes or central ideas. Students will identify themes or central ideas across a variety of texts.

**New Jersey Student Learning Standards:** RL.CR.7.1; RL.CI.7.2; RL.TS.7.4; SL.PE.7.1; L.VL.7.3

**Skills and Strategies:** Close Reading of Literary Texts, Determine Themes in Literary Texts, Analyze Text Structures of Literary Texts, Use Schema, Make Inferences, Determine Importance, Synthesize, Find Word Meaning (Vocabulary), Speak to Communicate, Engage in Discussion/Collaborate, Participate Effectively, Vocabulary, Acquisition and Use: Literal Meaning

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### **Lesson 8: Collaborative Conversations**

**Rationale:** Readers engage in collaborative discussions on a range of texts, topics, and issues. Students will consider critical questions as they write about their reading in preparation for conversations with peers, building on others' ideas and expressing their own clearly.

**New Jersey Student Learning Standards:** RL.CR.7.1; RL.TS.7.4; SL.PE.7.1; SL.II.7.2; SL.PI.7.4;

SL.AS.7.6; L.KL.7.2; W.RW.7.7

**Skills and Strategies:** Close Reading of Literary Texts, Analyze Text Structures of Literary Texts, Question, Visualize, Synthesize, Interpret and Integrate Information Presented in Diverse Media and Formats, Write Over Extended Time Frames, Speak to Communicate, Listen and Respond, Engage in Discussion/Collaborate, Participate Effectively, Present Information, Adapt Speech Accordingly, Use Knowledge of Language

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### **Lesson 9: Reading With Expression**

**Rationale:** Readers consider pacing, tone, and fluency when reading performative fiction. Students will analyze the structure of a play and understand how reading this type of fiction with expression enhances their engagement and comprehension.

**New Jersey Student Learning Standards:** RL.TS.7.4; RL.MF.7.6; SL.PE.7.1; SL.PI.7.4, SL.AS.7.6; L.KL.7.2; L.VL.7.3

**Skills and Strategies:** Analyze Text Structures of Literary Texts, Compare and Contrast using Diverse Media and Formats in Literature, Make Inferences, Determine Importance, Monitor and Repair Comprehension, Speak to Communicate, Engage in Discussion/Collaborate, Participate Effectively, Present Information, Adapt Speech Accordingly, Use Knowledge of Language, Vocabulary, Acquisition and Use: Literal Meaning

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### **Lesson 10: Comparing Fiction Texts to Other Media Versions**

**Rationale:** Readers of fiction compare and contrast texts with movie, staged, audio, or multimedia versions that address similar stories and themes. Students will identify and analyze distinct ways various media address a familiar story through discussion and writing. Students will compare and contrast texts (e.g., a written story, drama, or poem) to its audio, filmed, staged, or multimedia version and analyze qualities of different mediums, including the effects of techniques unique to each medium e.g., lighting, sound, color, or camera focus and angles in a film).

**New Jersey Student Learning Standards:** RL.CR.7.1; RL.TS.7.4; RL.MF.7.6; SL.PE.7.1; SL.PI.7.4; SL.AS.7.6; L.KL.7.2; L.VL.7.3

**Skills and Strategies:** Close Reading of Literary Texts, Analyze Text Structures of Literary Texts, Compare and Contrast using Diverse Media and Formats in Literature, Use Schema, Visualize, Synthesize, Speak to Communicate, Engage in Discussion/Collaborate, Participate Effectively, Present Information, Adapt Speech Accordingly, Use Knowledge of Language, Vocabulary, Acquisition and Use: Literal Meaning

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### **Extension of Instruction Through Optional Book Clubs:**

*How Can Fiction Books Bring Real Societal Issues to Light?*

#### **Possible Text Options:**

- *After Zero* by Christina Collins
- *Anything But Typical* by Nora Raleigh Baskin
- *Bystander* by James Preller
- *Counting by 7s* by Holly Goldberg Sloan
- *Drums, Girls, & Dangerous Pie* by Jordan Sonnenblick
- *Game Changer* by Tommy Greenwald
- *Nothing But The Truth* by Avi
- *The Giver* by Lois Lowry
- *Whatever Happened to Janine?* by Caroline B. Cooney



**Assessment:**

**Benchmark:** District Benchmark Assessment  
Reading Assessments

**Formative:** Observations, Teacher-Student Conferences, Student-Student Conferences, Turn-and-Talks, Written Reading Responses, Reading Notebook Checklists, Self-Assessment Tools, Formative Assessment Note Sheets, Student Performance Checklists, Sticky Notes, Reading Logs, Reflection Sheets, Goal Sheets, Reading Strategies Checklists, IXL

**Summative:** Fiction Reading Skills/Strategies Assessment  
IXL

**Supplemental Materials:**

Student Performance Checklist  
Essay Writing Rubric  
Summative Assessment Scoring Rubric  
Summative Assessment Item Analysis  
Reading Response Rubric

**Differentiate Instruction:**

Instruction will vary according to student readiness/interest/learning profile, IEP, ELL, and/or G&T:

**Presentation Accommodations**

- Listen to audio recordings instead of reading text
- Learn content from audio books, movies, videos and digital media instead of reading print versions
- Use alternate texts at lower readability level
- Work with fewer items per page or line and/or materials in a larger print size
- Use magnification device, screen reader, or Braille / Nemeth Code
- Use audio amplification device (e.g., hearing aid(s), auditory trainer, sound-field system (which may require teacher use of microphone)
- Be given a written list of instructions
- Record a lesson, instead of taking notes
- Have another student share class notes with one another
- Be given an outline of a lesson
- Be given a copy of teacher's lecture notes
- Be given a study guide to assist in preparing for assessments
- Use visual presentations of verbal material, such as word webs and visual organizers
- Use manipulatives to teach or demonstrate concepts
- Have curriculum materials translated into native language

**Response Accommodations**

- Use sign language, a communication device, Braille, other technology, or native language other than English
- Dictate answers to a scribe
- Capture responses on an audio recorder
- Use a spelling dictionary or electronic spell-checker
- Use a word processor to type notes or give responses in class
- Use a calculator or table of "math facts"
- Respond directly in the test booklet rather than on an answer sheet.

**Setting Accommodations**

- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where he learns best (for example, near the teacher, away from distractions)
- Use special lighting or acoustics
- Take a test in small group setting
- Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out)
- Use noise buffers such as headphones, earphones, or earplugs

**Timing Accommodations**

- Take more time to complete a task or a test
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing a task

**Scheduling Accommodations**

- Take more time to complete a project
- Take a test in several timed sessions or over several days
- Take sections of a test in a different order
- Take a test at a specific time of day

**Organization Skills Accommodations**

- Use an alarm to help with time management
- Mark texts with a highlighter
- Have help coordinating assignments in a book or planner
- Receive study skills instruction

**Assignment Modifications**

- Complete fewer or different homework problems than peers
- Write shorter papers
- Answer fewer or different test questions
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**Curriculum Modifications**

- Learn different material (such as continuing to work on multiplication while classmates move on to fractions, or moving ahead to an extension concept/skill while classmates continue to work on a core skill)
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**8.1 Computer Science & Design Thinking Technology:**

- 8.1.8.CS.1: Recommend improvements to computing devices in order to improve the ways users interact with the devices.
- 8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.

**9.1 Personal Financial Literacy Standard:**

- 9.1.8.B.4 Relate the concept of deferred gratification to [investment,] meeting financial goals, and building wealth.
- 9.1.8.B.5 Explain the effect of the economy on personal income, individual and family security, and consumer decisions.
- 9.1.8.B.6 Evaluate the relationship of cultural traditions and historical influences on financial practice.
- 9.1.8.B.7 Construct a budget to save for long-term, short-term, and charitable goals.

**9.2 Career Awareness:** Integrated throughout the unit, including but not limited to:

- NewsELA current event texts highlighting various careers
- Scope magazine texts highlighting various careers
- Students' independent reading book involving characters with specific careers, based on student interest

**Science - MS-ESS3-D Global Climate Change, LS2.C Ecosystem Dynamics, Functioning, and Resilience Infusion:**

- Texts used as read alouds and for independent reading revolve around protecting our environment and ecosystem, whether it's specific characters or the plot.

**LGBTQ Awareness Infusion:**

- Texts used as read alouds and for independent reading will feature LGBTQ characters and/or written by prominent LGBTQ authors

**Social Emotional Learning:**

- Self-Awareness
  - Recognize one's feelings and thoughts
- Self-Management
  - Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
- Social Awareness
  - Recognize and identify the thoughts, feelings, and perspectives of others
  - Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
  - Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Responsible Decision Making
  - Develop, implement, and model effective problem-solving and critical thinking skills
- Relationship Skills
  - Utilize positive communication and social skills to interact effectively with others

<b>Subject Area:</b> English Language Arts	<b>Grade Level:</b> 7	
<b>Unit Name:</b> Reading-Nonfiction	<b>Dates:</b> January-March	<b>Time Frame:</b> 8-10 Weeks

## Lessons & Writing Activities:

### Mentor Texts & Supplemental Resources Can Include:

- *In the Shadow of Liberty* by Kenneth C. Davis
- *Nightjohn* by Gary Paulsen
- *Immigration and Migration: The Story of America*

\*See Schoolwide Unit for Additional Options

### Interactive Read Aloud Lessons

#### Lesson 1: Introduction to Nonfiction

**Rationale:** Readers of nonfiction have endless opportunities to learn information about the real world. Students will recognize the characteristics of different types of nonfiction, including reference nonfiction and various forms of literary nonfiction. Students will use knowledge of text structures (e.g., cause-effect, proposition-support) and genre features (e.g., graphics, captions, indexes) to organize and analyze important information.

**New Jersey Student Learning Standards:** RI.CR.7.1; RI.TS.7.4

**Skills and Strategies:** Close Reading of Informational Texts, Use Text Structures in Informational Texts, Use Schema, Make Inferences, Find Word Meaning (Vocabulary), Listen and Respond

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#### Lesson 2: How Do We Read Nonfiction?

**Rationale:** Readers understand the challenges of nonfiction text. They monitor their comprehension and take action if they are losing meaning. Students will use reading comprehension strategies before, during, and after reading to support their learning.

**New Jersey Student Learning Standards:** RI.CR.7.1; L.VL.7.3

**Skills and Strategies:** Close Reading of Informational Texts, Use Schema, Question, Visualize, Make Inferences, Determine Importance, Synthesize, Monitor and Repair Comprehension, Listen and Respond, Engage in Discussion/Collaborate, Vocabulary, Acquisition and Use: Literal Meaning

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#### Lesson 3: Nonfiction Text Features

**Rationale:** Readers of nonfiction use text features to help them more fully understand information they encounter. Students will identify text features and their purposes and will analyze how the features support comprehension.

**New Jersey Student Learning Standards:** RI.CR.7.1; L.VL.7.3

**Skills and Strategies:** Close Reading of Informational Texts, Text and Genre Features/Structure, Use Schema, Question, Visualize, Make Inferences, Determine Importance, Monitor and Repair Comprehension, Listen and Respond, Engage in Discussion/Collaborate, Vocabulary, Acquisition and Use: Literal Meaning

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#### Lesson 4: Structures of Nonfiction

**Rationale:** Readers of nonfiction pay attention to text structures to support their understanding.

Students will identify various text structures and how they support a writer's intentions in a text. Students will use knowledge of text structures (e.g., cause-effect, proposition-support) and genre features (e.g., graphics, captions, indexes) to organize and analyze important information.

**New Jersey Student Learning Standards:** RI.TS.7.4

**Skills and Strategies:** Use Text Structures in Informational Texts, Use Schema, Make Inferences, Monitor and Repair Comprehension, Listen and Respond, Engage in Discussion/Collaborate

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**Lesson 5: Vocabulary in Nonfiction Texts**

**Rationale:** Readers of nonfiction encounter particular challenges with vocabulary. Students will use a variety of approaches to handle these challenges.

**New Jersey Student Learning Standards:** L.VL.7.3; L.VI.7.4

**Skills and Strategies:** Use Schema, Visualize, Make Inferences, Monitor and Repair Comprehension, Listen and Respond, Engage in Discussion/Collaborate, Vocabulary, Acquisition, and Use: Literal Meaning, Vocabulary, Acquisition and Use: Interpretive Meaning

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**Lesson 6: Learning From and About Biographies**

**Rationale:** Literary nonfiction takes many forms, including biography. Students will note characteristics of this genre to support their understanding as they read biographies. Students will analyze how particular elements of a text interact including how a text makes connections and distinctions among individuals, events, and ideas.

**New Jersey Student Learning Standards:** RI.IT.7.3, RI.PP.7.5

**Skills and Strategies:** Analyze Interactions Among Informational Text Elements, Determine Perspective(s), Use Schema, Make Inferences, Listen and Respond, Engage in Discussion/Collaborate

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**Lesson 7: Author's Point of View**

**Rationale:** Writers of nonfiction often have perspectives that determine how they present their topics. Students will infer authors' points of view to gain deeper insights into texts. Students will determine how an author conveys or develops perspective or purpose in a text through distinguishing their position from that of others using evidence.

**New Jersey Student Learning Standards:** RI.CI.7.2; RI.PP.7.5; L.VL.7.3

**Skills and Strategies:** Determine Central Ideas in Informational Texts, Determine Perspective(s), Question, Visualize, Make Inferences, Determine Importance, Synthesize, Listen and Respond, Engage in Discussion/Collaborate, Vocabulary, Acquisition and Use: Literal Meaning

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**Lesson 8: Understanding Authors' Messages in Nonfiction**

**Rationale:** Readers develop their understanding of a writer's central messages as they continue reading a nonfiction text. Students will think, write, and talk as they gather evidence to support, expand, and revise their interpretations of an author's messages. Students will analyze how particular elements of a text interact including how a text makes connections and distinctions among individuals, events, and ideas. Students will determine how an author conveys or develops perspective or purpose in a text through distinguishing their position from that of others using evidence.

**New Jersey Student Learning Standards:** RI.CI.7.2; RI.IT.7.3; RI.PP.7.5

**Skills and Strategies:** Determine Central Ideas in Informational Texts, Analyze Interactions Among Informational Text Elements, Determine Perspective(s), Make Inferences, Determine Importance, Synthesize, Speak to Communicate, Listen and Respond, Engage in Discussion/Collaborate

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### **Lesson 9: Exploring Authors' Use of Language**

**Rationale:** Readers of nonfiction notice the style and tone created by writers' use of language. Students will examine the effects of writers' language choices in literary nonfiction. Students will analyze and reflect on how two or more authors writing informational texts about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

**New Jersey Student Learning Standards:** RI.CT.7.8; L.VL.7.3

**Skills and Strategies:** Compare and Contrast Different Forms' Approaches, Use Schema, Visualize, Make Inferences, Synthesize, Listen and Respond, Engage in Discussion/Collaborate, Vocabulary, Acquisition and Use: Literal Meaning

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### **Lesson 10: Understanding the Power of a Speech**

**Rationale:** Speeches can be powerful forms of literary nonfiction. Students will examine the characteristics of a speech and note their reactions to reading and listening to one. Students will also build background knowledge by watching and listening to video clips about the speaker. Students will compare and contrast to analyze the unique qualities of different mediums, including the integration of information from multiple formats and sources to develop deeper understanding of the concept, topic or subject and resolve conflicting information.

**New Jersey Student Learning Standards:** RI.MF.7.6; L.VL.7.3; L.VI.7.4

**Skills and Strategies:** Compare and Contrast Information Presented in Different Media or Formats, Text and Genre Features/Structure, Using Schema, Determining Importance, Synthesizing, Listening and Responding, Engaging in Discussion/Collaborating, Vocabulary, Acquisition and Use: Literal Meaning, Vocabulary, Acquisition and Use: Interpretive Meaning

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## **Mini-Lessons**

### **Lesson 1: Analyzing a Speech**

**Rationale:** Readers of literary nonfiction notice how a speech is structured to support their understanding of its central points. Students will summarize each part of a speech, note its main lesson or message, and make connections to the author's ideas. Students will analyze how particular elements of a text interact including how a text makes connections and distinctions among individuals, events, and ideas.

**New Jersey Student Learning Standards:** RI.CR.7.1; RI.CI.7.2; RI.IT.7.3; RI.TS.7.4; L.VL.7.3; L.VI.7.4

**Skills and Strategies:** Close Reading of Informational Texts, Determine Central Ideas in Informational Texts, Analyze Interactions Among Informational Text Elements, Use Text Structures in Informational Texts, Use Schema, Question, Make Inferences, Determine Importance, Synthesize, Listen and Respond, Engage in Discussion/Collaborate, Vocabulary, Acquisition and Use: Literal Meaning, Vocabulary, Acquisition and Use: Interpretive Meaning

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## **Lesson 2: Analyzing Rhetorical Devices in a Speech**

**Rationale:** Speeches are designed to hold the audience's interest and clearly make their points. Students will analyze a speech to discover how speakers make use of rhetorical devices.

**New Jersey Student Learning Standards:** L.VL.7.3; L.VI.7.4

**Skills and Strategies:** Text and Genre Features/Structure, Use Schema, Visualize, Make Inferences, Listen and Respond, Engage in Discussion/Collaborate, Vocabulary, Acquisition and Use: Literal Meaning, Vocabulary, Acquisition and Use: Interpretive Meaning

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## **Lesson 3: Understanding an Essay**

**Rationale:** Essays are another powerful form of literary nonfiction. Students will examine the characteristics of an essay and summarize the main parts of an essay.

**New Jersey Student Learning Standards:** RI.CR.7.1; RI.CI.7.2

**Skills and Strategies:** Close Reading of Informational Texts, Determine Central Ideas in Informational Texts, Text and Genre Features/Structure, Determine Importance, Synthesize, Listen and Respond, Engage in Discussion/Collaborate

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## **Lesson 4: Analyzing an Essay**

**Rationale:** Readers use their knowledge of the structure of an essay to help them understand a writer's big ideas. Students will analyze an essay to determine how the introduction, thesis, body, and conclusion present and support the author's message.

**New Jersey Student Learning Standards:** RI.CI.7.2; RI.TS.7.4

**Skills and Strategies:** Determine Central Ideas in Informational Texts, Use Text Structures in Informational Texts, Question, Make Inferences, Determine Importance, Synthesize, Listen and Respond, Engage in Discussion/Collaborate

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## **Lesson 5: Discussing Essays**

**Rationale:** Readers recognize that an essay can be understood more deeply through sharing ideas. Students will engage in group conversations about an essay to probe its meaning.

**New Jersey Student Learning Standards:** RI.CR.7.1; RI.CI.7.2; SL.PE.7.1; SL.II.7.2; SL.ES.7.3; SL.PI.7.4; SL.MM.7.5; SL.AS.7.6

**Skills and Strategies:** Close Reading of Informational Texts, Determine Central Ideas in Informational Texts, Use Schema, Question, Make Inferences, Determine Importance, Synthesize, Interpret and Integrate Information Presented in Diverse Media and Formats, Evaluate Speakers, Speak to Communicate, Listen and Respond, Engage in Discussion/Collaborating, Participate Effectively, Present Information, Include Multimedia Components, Adapt Speech Accordingly

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## **Lesson 6: Analyzing an Argument**

**Rationale:** Readers of persuasive essays are critical readers. Students will identify the claim, reasons, and evidence in a persuasive essay to discern how an author has supported his argument about a topic. Students will determine how an author conveys or develops perspective or purpose in a text



through distinguishing their position from that of others using evidence.

**New Jersey Student Learning Standards:** RI.CR.7.1; RI.TS.7.4; RI.PP.7.5; RI.AA.7.7

**Skills and Strategies:** Determine Central Ideas in Informational Texts, Use Text Structures in Informational Texts, Use Schema, Determine Importance, Synthesize, Determine Perspective(s), Analysis of an Argument, Listen and Respond, Engage in Discussion/Collaborate

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**Lesson 7: Evaluating an Argument**

**Rationale:** Readers of persuasive essays study both sides of the argument and analyze the validity of each writer's perspective. Students will compare the reasons and evidence writers provide and evaluate which better support the writers' claims. Students will analyze and reflect on how two or more authors writing informational texts about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

**New Jersey Student Learning Standards:** RI.CR.7.1; RI.TS.7.4; RI.PP.7.5; RI.AA.7.7; RI.CT.7.8

**Skills and Strategies:** Determine Central Ideas in Informational Texts, Use Text Structures in Informational Texts, Text and Genre Features/Structure, Question, Make Inferences, Synthesize, Determine Perspective(s), Analysis of an Argument, Compare and Contrast Different Forms' Approaches, Listen and Respond, Engage in Discussion/Collaborate

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**Lesson 8: Reexamining Nonfiction**

**Rationale:** Readers develop more sophisticated understandings of nonfiction as they read different types of texts included in this genre. Students will evaluate their goals for this unit and what they have learned about reading nonfiction.

**New Jersey Student Learning Standards:** SL.7.1, W.7.1, RI.7.10

**Skills and Strategies:** Synthesizing, Monitoring and Repairing Comprehension, Listening and Responding, Engaging in Discussion/Collaborating

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**Extension of Instruction Through Optional Book Clubs:**

*How Did This Event/Invention/Time Period Impact the World?*

*How Does This Event/Invention/Time Period Impact Me? My Future Decision-Making?*

Possible Text Options Based on Events/Inventions/Time Periods, for example:

WWII

- *The Complete Guide to WWII* by Richard Panchyk and Simon Adams (Informational Nonfiction) paired with
- *Grenade* by Alan Gratz (Historical Fiction) or *Invasion* (Historical Fiction) by Walter Dean Myers

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**Assessment:**

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Reading Assessments

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- Get graded or assessed using a different standard than the one for classmate

### **8.1 Computer Science & Design Thinking Technology:**

- 8.1.8.CS.1: Recommend improvements to computing devices in order to improve the ways users interact with the devices.
- 8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.

### **9.1 Personal Financial Literacy Standard:**

- Financial Literacy as Related to Careers
- Career Research Report
- Nonfiction texts and articles relating to particular careers or individuals relating to financial literacy

- 9.1.8.FP.1: Describe the impact of personal values on various financial scenarios.
- 9.1.8.FP.2: Evaluate the role of emotions, attitudes, and behavior (rational and irrational) in making financial decisions

### **9.2 Career Awareness:**

- 9.2.8.B.1 Research careers within the 16 Career Clusters® and determine attributes of career success.
- 9.2.8.B.2 Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.
- 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.

### **Science - MS-ESS3-D Global Climate Change, LS2.C Ecosystem Dynamics, Functioning, and Resilience:**

- Nonfiction texts used as read aloud and for independent reading raises awareness on global climate change.

### **LGBTQ Awareness Infusion:**

- Non-fiction texts used as read alouds and for independent reading are based on prominent LGBTQ figures and/or about the history and progression of the LGBTQ movement.

### **Social Emotional Learning:**

- Self-Awareness
  - Recognize one's feelings and thoughts
  - Recognize the importance of self-confidence in handling daily tasks and challenges
- Self-Management
  - Understand and practice strategies for managing one's own emotions, thoughts, and behaviors
  - Recognize the skills needed to establish and achieve personal and educational goals
- Social Awareness
  - Recognize and identify the thoughts, feelings, and perspectives of others
  - Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
  - Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Responsible Decision Making
  - Develop, implement, and model effective problem-solving and critical thinking skills
  - Identify the consequences associated with one's actions in order to make constructive choices
  - Evaluate personal, ethical, safety, and civic impact of decisions
- Relationship Skills
  - Utilize positive communication and social skills to interact effectively with others
  - Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways

<b>Subject Area:</b> English Language Arts	<b>Grade Level:</b> 7	
<b>Unit Name:</b> Writing-How Writers Work	<b>Dates:</b> September-October	<b>Time Frame:</b> 4-5 Weeks
<p><b>Lessons &amp; Writing Activities:</b></p> <p><b><u>Mentor Texts &amp; Supplemental Resources Can Include:</u></b></p> <ul style="list-style-type: none"> <li>• <i>Local News Stories</i> by Gary Soto</li> <li>• <i>Funny Business: Conversations With Writers Of Comedy</i> by Leonard S. Marcus</li> </ul> <p>*See Schoolwide Unit for Additional Options</p> <p><b><u>Interactive Read Aloud Lessons</u></b></p> <p><b><u>Lesson 1: Uncovering the Writing Process</u></b></p> <p><b>Rationale:</b> Students will listen to excerpts from the mentor texts and begin to discuss how writers work and the processes they use to generate and revise their ideas.</p> <p><b>New Jersey Student Learning Standards:</b> W.AW.7.1; W.NW.7.3; W.WP.7.4; W.WR.7.5; W.RW.7.7; SL.PE.7.1; SL.ES.7.3; SL.PI.7.4; SL.AS.7.6; L.SS.7.1; L.KL.7.2; L.VL.7.3; L.VI.7.4</p> <p><b>Skills and Strategies:</b> Write Arguments, Write Narratives, Edit and Revise Accordingly, Conduct Research Projects, Write Over Extended Time Frames, Participate Effectively, Evaluate Speakers, Present Information, Adapt Speech Accordingly, System and Structure of English Language, Use Knowledge of Language, Vocabulary, Acquisition and Use: Literal Meaning, Vocabulary, Acquisition and Use: Interpretive meaning</p> <hr/> <p><b><u>Lesson 2: The Place Where Writing Starts: Keeping a Writer's Notebook</u></b></p> <p><b>Rationale:</b> Students will question and reflect on what inspires and motivates authors as they listen to, discuss, and compare various texts, as well as understand the importance of keeping a Writer's Notebook.</p> <p><b>New Jersey Student Learning Standards:</b> W.IW.7.2; W.NW.7.3; W.WP.7.4; W.WR.7.5; W.RW.7.7; SL.PE.7.1; SL.ES.7.3; SL.PI.7.4; SL.AS.7.6; L.SS.7.1; L.KL.7.2; L.VL.7.3; L.VI.7.4</p> <p><b>Skills and Strategies:</b> Write Informative/Explanatory Texts, Write Narratives, Edit and Revise Accordingly, Conduct Research Projects, Write Over Extended Time Frames, Participate Effectively, Evaluate Speakers, Present Information, Adapt Speech Accordingly, System and Structure of English Language, Use Knowledge of Language, Vocabulary, Acquisition and Use: Literal Meaning,</p>		

## Vocabulary, Acquisition and Use: Interpretive Meaning

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### **Lesson 3: Nonfiction Possibilities**

**Rationale:** Students will analyze the mentor texts for writing forms and genres and reflect on the nonfiction topic contained in a piece of narrative fiction.

**New Jersey Student Learning Standards:** W.AW.7.1; W.IW.7.2; W.NW.7.3; W.WP.7.4; W.WR.7.5; W.RW.7.7; SL.PE.7.1; SL.ES.7.3; SL.PI.7.4; SL.AS.7.6; L.SS.7.1; L.KL.7.2; L.VL.7.3; L.VI.7.4

**Skills and Strategies:** Write Arguments, Write Informative/Explanatory Texts, Write Narratives, Edit and Revise Accordingly, Conduct Research Projects, Write Over Extended Time Frames, Participate Effectively, Evaluate Speakers, Present Information, Adapt Speech Accordingly, System and Structure of English Language, Use Knowledge of Language, Vocabulary, Acquisition and Use: Literal Meaning, Vocabulary, Acquisition and Use: Interpretive Meaning

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### **Lesson 4: Reflecting on Life's Conflicts**

**Rationale:** Students will examine the many life experiences that inspired the authors of the mentor texts in this unit, and they will analyze and understand the importance of conflict in narrative.

**New Jersey Student Learning Standards:** W.NW.7.3; W.WP.7.4; W.WR.7.5; W.RW.7.7; SL.PE.7.1; SL.II.7.2; SL.ES.7.3; SL.PI.7.4; SL.AS.7.6; L.SS.7.1; L.KL.7.2; L.VL.7.3; L.VI.7.4

**Skills and Strategies:** Write Narratives, Edit and Revise Accordingly, Conduct Research Projects, Write Over Extended Time Frames, Participate Effectively, Analyze and Integrate Information Presented in Diverse Media and Formats, Evaluate Speakers, Present Information, Adapt Speech Accordingly, System and Structure of English Language, Use Knowledge of Language, Vocabulary, Acquisition and Use: Literal Meaning, Vocabulary, Acquisition and Use: Interpretive Meaning

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### **Lesson 5: Turning Ordinary Into Poetry**

**Rationale:** Students will analyze poetry from A Fire in My Hands: Poems by Gary Soto to see how ordinary or common experiences and events have been transformed into beautiful verse through the use of author's craft.

**New Jersey Student Learning Standards:** W.NW.7.3; W.WP.7.4; W.WR.7.5; W.RW.7.7; SL.PE.7.1; SL.ES.7.3; SL.PI.7.4; SL.AS.7.6; L.SS.7.1; L.KL.7.2; L.VL.7.3; L.VI.7.4

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## **Mini-Lessons**

### **Lesson 1: Generating Ideas I - Using Objects to Spark Ideas**

**Rationale:** Writers find inspiration in meaningful objects. Students will generate ideas for writing as they focus on keepsakes in their own lives.

**New Jersey Student Learning Standards:** W.NW.7.3; W.WP.7.4; W.WR.7.5; W.RW.7.7; SL.PE.7.1; SL.II.7.2; SL.ES.7.3; SL.PI.7.4; SL.AS.7.6; L.SS.7.1; L.KL.7.2; L.VL.7.3; L.VI.7.4

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### **Lesson 2: Generating Ideas II - Quick Writes & Filling up the Notebook With Ideas**

**Rationale:** Writers often get writing ideas from other writers. Students will revisit mentor texts for the purpose of making connections to jump-start their writing and quickly get their ideas down in their notebooks.

**New Jersey Student Learning Standards:** W.NW.7.3; W.WP.7.4; W.WR.7.5; W.RW.7.7; SL.PE.7.1; SL.ES.7.3; SL.PI.7.4; SL.AS.7.6; L.SS.7.1; L.KL.7.2; L.VL.7.3; L.VI.7.4

**Skills and Strategies:** Write Narratives, Edit and Revise Accordingly, Conduct Research Projects, Write Over Extended Time Frames, Participate Effectively, Evaluate Speakers, Present Information, Adapt Speech Accordingly, System and Structure of English Language, Use Knowledge of Language, Vocabulary, Acquisition and Use: Literal Meaning, Vocabulary, Acquisition and Use: Interpretive Meaning

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### **Lesson 3: Generating Ideas III - Sketching Ideas – Storyboard Inspirations**

**Rationale:** Writers sometimes begin with illustrations as a way of prewriting and planning the flow of their stories. Students will create storyboards to use as inspiration for the development of possible narratives.

**New Jersey Student Learning Standards:** W.NW.7.3; W.WP.7.4; W.WR.7.5; W.RW.7.7; SL.PE.7.1; SL.II.7.2; SL.ES.7.3; SL.PI.7.4; SL.AS.7.6; L.SS.7.1; L.KL.7.2; L.VL.7.3; L.VI.7.4

**Skills and Strategies:** Write Narratives, Edit and Revise Accordingly, Conduct Research Projects, Write Over Extended Time Frames, Participate Effectively, Analyze and Integrate Information Presented in Diverse Media and Formats, Evaluate Speakers, Present Information, Adapt Speech Accordingly, System and Structure of English Language, Use Knowledge of Language, Vocabulary, Acquisition and Use: Literal Meaning, Vocabulary, Acquisition and Use: Interpretive Meaning

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### **Lesson 4: Selecting - Selecting Publishing Ideas**

**Rationale:** Writers use their notebooks as a tool to record their thinking, observations, and memories, and they revisit these ideas often to select one idea that they think is worthy of being developed and published. Students will look at the mentor texts, confer with peers, and thoughtfully reread their notebooks to select one of their ideas to stick with, develop, and publish.

**New Jersey Student Learning Standards:** W.AW.7.1; W.IW.7.2; W.NW.7.3; W.WP.7.4; W.WR.7.5; W.RW.7.7; SL.PE.7.1; SL.II.7.2; SL.ES.7.3; SL.PI.7.4; SL.AS.7.6; L.SS.7.1; L.KL.7.2; L.VI.7.4

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### **Lesson 5: Collecting - What Do I Need to Begin My Draft?**



**Rationale:** Writers collect details and relevant information needed before they begin their first draft. Students will discuss ways writers research their ideas in order to collect information to develop their writing.

**New Jersey Student Learning Standards:** W.AW.7.1; W.IW.7.2; W.NW.7.3; W.WP.7.4; W.WR.7.5; W.SE.7.6; W.RW.7.7; SL.PE.7.1; SL.ES.7.3; SL.PI.7.4; SL.AS.7.6; L.SS.7.1; L.KL.7.2

**Skills and Strategies:** Write Arguments, Write Informative/Explanatory Texts, Write Narratives, Edit and Revise Accordingly, Conduct Research Projects, Gather Print and Digital Sources, Write Over Extended Time Frames, Participate Effectively, Evaluate Speakers, Present Information, Adapt Speech Accordingly, System and Structure of English Language, Use Knowledge of Language

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### **Lesson 6: Drafting - Organizing According to Form**

**Rationale:** Writers begin to draft their pieces with a form and organization plan in mind. Students will examine how the different forms are organized, select the form they feel is appropriate for their writing, and begin their drafts. Students will recognize spelling conventions.

**New Jersey Student Learning Standards:** W.AW.7.1; W.IW.7.2; W.NW.7.3; W.WP.7.4; W.WR.7.5; W.RW.7.7; SL.PE.7.1; SL.ES.7.3; SL.PI.7.4; SL.AS.7.6; L.SS.7.1; L.KL.7.2; L.VL.7.3; L.VI.7.4

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### **Lesson 7: Revising I - Re-Seeing Your Writing for BIG Revisions**

**Rationale:** Writers use many effective revision techniques to ensure that their writing will develop into what they want it to sound like to their readers. Students will revise for a clear and coherent piece of writing that is focused, well developed, and organized. Students will recognize spelling conventions.

**New Jersey Student Learning Standards:** W.AW.7.1; W.IW.7.2; W.NW.7.3; W.WP.7.4; W.WR.7.5; W.RW.7.7; SL.PE.7.1; SL.ES.7.3; SL.PI.7.4; SL.AS.7.6; L.SS.7.1; L.KL.7.2; L.VL.7.3; L.VI.7.4

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### **Lesson 8: Revising II - Precise Words**

**Rationale:** Writers use precise words, phrases, and clauses to clearly convey ideas, experiences, and events. Students will replace vague language with specific nouns and vivid verbs. Students will recognize spelling conventions. Students will acquire and use accurately grade-appropriate general academic and domain-specific words and phrases and will gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**New Jersey Student Learning Standards:** W.AW.7.1; W.IW.7.2; W.NW.7.3; W.WP.7.4; W.WR.7.5; W.RW.7.7; SL.PE.7.1; SL.ES.7.3; SL.PI.7.4; SL.AS.7.6; L.SS.7.1; L.KL.7.2; L.VL.7.3; L.VI.7.4

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### **Lesson 9: Editing - Sound Sentences**

**Rationale:** At the end of the writing process, writers focus on grammar and conventions so their pieces can be easily read by all. Students will learn to identify and correct run-on sentences and sentence fragments. Students will recognize spelling conventions.

**New Jersey Student Learning Standards:** W.AW.7.1; W.IW.7.2; W.NW.7.3; W.WP.7.4; W.WR.7.5; W.RW.7.7; SL.PE.7.1; SL.ES.7.3; SL.PI.7.4; SL.AS.7.6; L.SS.7.1; L.KL.7.2; L.VL.7.3

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### **Lesson 10: Publishing - What Should My Piece Look Like?**

**Rationale:** Writers produce and publish a final piece with the hope and intention of appealing to their readers. Students will examine the choices made by the mentor text authors to be better able to decide on an approach for their pieces.

**New Jersey Student Learning Standards:** W.AW.7.1; W.IW.7.2; W.NW.7.3; W.WP.7.4; W.WR.7.5; W.SE.7.6; W.RW.7.7; SL.PE.7.1; SL.II.7.2; SL.ES.7.3; SL.PI.7.4; SL.UM.7.5; SL.AS.7.6; L.SS.7.1; L.KL.7.2

**Skills and Strategies:** Write Arguments, Write Informative/Explanatory Texts, Write Narratives, Edit and Revise Accordingly, Conduct Research Projects, Gather Print and Digital Sources, Write Over Extended Time Frames, Participate Effectively, Analyze and Integrate Information Presented in Diverse Media and Formats, Evaluate Speakers, Present Information, Include Multimedia Components, Adapt Speech Accordingly, System and Structure of English Language, Use Knowledge of Language

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### **Lesson 11: Student Self-Reflection**

**Rationale:** Students should feel a real sense of accomplishment now that they have completed their first piece of writing and taken it through the entire writing process. It is important that they now reflect on and evaluate this experience and the results of their efforts.

#### **Assessment:**

**Benchmark:** Benchmark Writing Sample  
IXL

**Formative:** Observations, Teacher-Student Conferences, Student-Student Conferences, Turn-and-Talks, Written Responses, Writer's Notebook, Checklists, Self-Assessment Tools, Student Performance Checklists, Sticky Notes, Reflection Sheets, Goal Sheets, IXL

**Summative:** Written Pieces (Prompts)

#### **Supplemental Materials:**

Student Performance Checklist

**Differentiate Instruction:**

**Instruction will vary according to student readiness/interest/learning profile, IEP, ELL, and/or G&T:**

**Presentation Accommodations**

- Listen to audio recordings instead of reading text
- Learn content from audio books, movies, videos and digital media instead of reading print versions
- Use alternate texts at lower readability level
- Work with fewer items per page or line and/or materials in a larger print size
- Use magnification device, screen reader, or Braille / Nemeth Code
- Use audio amplification device (e.g., hearing aid(s), auditory trainer, sound-field system (which may require teacher use of microphone)
- Be given a written list of instructions
- Record a lesson, instead of taking notes
- Have another student share class notes with one another
- Be given an outline of a lesson
- Be given a copy of teacher's lecture notes
- Be given a study guide to assist in preparing for assessments
- Use visual presentations of verbal material, such as word webs and visual organizers
- Use manipulatives to teach or demonstrate concepts
- Have curriculum materials translated into native language

**Response Accommodations**

- Use sign language, a communication device, Braille, other technology, or native language other than English
- Dictate answers to a scribe
- Capture responses on an audio recorder
- Use a spelling dictionary or electronic spell-checker
- Use a word processor to type notes or give responses in class
- Use a calculator or table of "math facts"
- Respond directly in the test booklet rather than on an answer sheet.

**Setting Accommodations**

- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where one learns best (for example, near the teacher, away from distractions)
- Use special lighting or acoustics
- Take a test in small group setting
- Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out)
- Use noise buffers such as headphones, earphones, or earplugs

**Timing Accommodations**

- Take more time to complete a task or a test
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing a task

**Scheduling Accommodations**

- Take more time to complete a project
- Take a test in several timed sessions or over several days

- Take sections of a test in a different order
- Take a test at a specific time of day

#### **Organization Skills Accommodations**

- Use an alarm to help with time management
- Mark texts with a highlighter
- Have help coordinating assignments in a book or planner
- Receive study skills instruction

#### **Assignment Modifications**

- Complete fewer or different homework problems than peers
- Write shorter papers
- Answer fewer or different test questions
- Create alternate projects or assignments

#### **Curriculum Modifications**

- Learn different material (such as continuing to work on multiplication while classmates move on to fractions, or moving ahead to an extension concept/skill while classmates continue to work on a core skill)
- Get graded or assessed using a different standard than the one for classmate

### **Differentiate Instruction:**

**Instruction will vary according to student readiness/interest/learning profile and 504:**

#### **Presentation Accommodations**

- Listen to audio recordings instead of reading text
- Learn content from audio books, movies, videos and digital media instead of reading print versions
- Use alternate texts at lower readability level
- Work with fewer items per page or line and/or materials in a larger print size
- Use magnification device, screen reader, or Braille / Nemeth Code
- Use audio amplification device (e.g., hearing aid(s), auditory trainer, sound-field system (which may require teacher use of microphone)
- Be given a written list of instructions
- Record a lesson, instead of taking notes
- Have another student share class notes with one another
- Be given an outline of a lesson
- Be given a copy of teacher's lecture notes
- Be given a study guide to assist in preparing for assessments
- Use visual presentations of verbal material, such as word webs and visual organizers
- Use manipulatives to teach or demonstrate concepts
- Have curriculum materials translated into native language

#### **Response Accommodations**

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- Dictate answers to a scribe
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- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where he learns best (for example, near the teacher, away from distractions)
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- Take more time to complete a task or a test
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- Take more time to complete a project
- Take a test in several timed sessions or over several days
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- Complete fewer or different homework problems than peers
- Write shorter papers
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**Curriculum Modifications**

- Learn different material (such as continuing to work on multiplication while classmates move on to fractions, or moving ahead to an extension concept/skill while classmates continue to work on a core skill)
- Get graded or assessed using a different standard than the one for classmate

**8.1 Computer Science & Design Thinking Technology:**

- 8.1.8.CS.1: Recommend improvements to computing devices in order to improve the ways users interact with the devices.
- 8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.

**9.1 Personal Financial Literacy Standard:**

- Writing prompts for all genres - narrative, informational, and argumentative - can be centered around financial literacy.
  - Any research conducted during the writing process can focus on a topic related to financial literacy.
- 9.1.8.FP.1: Describe the impact of personal values on various financial scenarios.
- 9.1.8.FP.2: Evaluate the role of emotions, attitudes, and behavior (rational and irrational) in making financial decisions

**9.2 Career Awareness:** Integrated throughout the unit, including but not limited to:

- Researching how writers brainstorm ideas and the entire process of publishing their writing.
- Learning about well-known writers and their craft.

9.2.8.CAP.1: Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.

- 9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.
- 9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.

## 9.4 Life Literacies and Key Skills

- 9.4.8.DC.1: Analyze the resource citations in online materials for proper use.
- 9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).

### Science - MS-ESS3-D Global Climate Change, LS2.C Ecosystem Dynamics, Functioning, and Resilience:

- Texts used as read alouds have a plot or theme related to protecting our environment and ecosystem.
- When brainstorming topics, students can connect their writing to a time they did something positive for the environment.
- Students can generate an argument in support of increased efforts for environmental conservation.

### LGBTQ Awareness Infusion:

- Texts used as read alouds written by prominent LGBTQ authors.
- Texts used as read alouds have a plot or theme related to diversity and acceptance.
- Students' narrative could have a plot or theme related to diversity and acceptance.
- Students can research and select topics based around LGBTQ inclusion, awareness, and legislation.
- Students can generate an argument in support of increased efforts for LGBTQ inclusion, awareness, and legislation.

### Social Emotional Learning:

- Self-Awareness
  - Recognize one's feelings and thoughts
  - Recognize one's personal traits, strengths, and limitations
  - Recognize the importance of self-confidence in handling daily tasks and challenges
- Self-Management
  - Recognize the skills needed to establish and achieve personal and educational goals
  - Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
- Social Awareness
  - Recognize and identify the thoughts, feelings, and perspectives of others
  - Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
  - Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Responsible Decision Making
  - Develop, implement, and model effective problem-solving and critical thinking skills
  - Identify the consequences associated with one's actions in order to make constructive choices
  - Evaluate personal, ethical, safety, and civic impact of decisions
- Relationship Skills

- Establish and maintain healthy relationships

<b>Subject Area:</b> English Language Arts	<b>Grade Level:</b> 7	
<b>Unit Name:</b> Writing-Book Review	<b>Dates:</b> October-November	<b>Time Frame:</b> 4-8 Weeks

### **Lessons & Writing Activities:**

#### **Mentor Texts & Supplemental Resources Can Include:**

- *Concussion* by Jeanne Marie Laskas

\*See Schoolwide Unit for Additional Options

#### **Interactive Read Aloud Lessons**

##### **Lesson 1: Book Review - Making a Claim**

**Rationale:** Book reviews are texts that examine or assess books with a critical eye. Students will examine a book review and parts of the reviewed text to determine if the reviewer states his claim clearly and successfully.

**New Jersey Student Learning Standards:** W.AW.7.1; W.WP.7.4; W.WR.7.5; W.SE.7.6; W.RW.7.7; SL.PE.7.1; SL.II.7.2; SL.ES.7.3; SL.PI.7.4; SL.AS.7.6; L.SS.7.1; L.KL.7.2; L.VL.7.3; L.VI.7.4

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##### **Lesson 2: Purpose of a Book Review**

**Rationale:** The book reviewers' purpose is to effectively argue their claims or opinions (enthusiastic or cautionary) about a book, using clear reasons and relevant evidence to prove their point and convince an audience or readers. Students will listen to *Pink and Say* by Patricia Polacco and a book review about the text to determine whether the review successfully argues the reviewer's claim.

**New Jersey Student Learning Standards:** W.AW.7.1; W.WP.7.4; W.WR.7.5; W.SE.7.6; W.RW.7.7; SL.PE.7.1; SL.II.7.2; SL.ES.7.3; SL.PI.7.4; SL.AS.7.6; L.SS.7.1; L.KL.7.2; L.VL.7.3; L.VI.7.4

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##### **Lesson 3: Identifying Theme**

**Rationale:** Writers have a general theme to their stories and often imply or state the theme via character and/or plot development throughout the course of the stories. Students will discuss how identifying the theme of a text is an important feature of book reviews.

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#### **Lesson 4: Structure of a Book Review**

**Rationale:** Book reviewers need to present clear and coherent reviews that are organized and appropriate to purpose and audience to be effective. Students will analyze the structure of book reviews and how it contributes to the overall effectiveness in getting the reviewer's point across.

**New Jersey Student Learning Standards:** W.AW.7.1; W.WP.7.4; W.WR.7.5; W.SE.7.6; W.RW.7.7; SL.PE.7.1; SL.II.7.2; SL.ES.7.3; SL.PI.7.4; SL.AS.7.6; L.SS.7.1; L.KL.7.2; L.VL.7.3; L.VI.7.4

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#### **Lesson 5: Audience Engagement**

**Rationale:** Book review writers have a strong awareness of audience and purpose when writing their book reviews. Conveying strong opinions, ideas, and details in an engaging manner will pique readers' interest and motivate them to read the entire review. Students will look closely at how a reviewer crafts his review using precise language and details to engage the readers.

**New Jersey Student Learning Standards:** W.AW.7.1; W.WP.7.4; W.WR.7.5; W.SE.7.6; W.RW.7.7; SL.PE.7.1; SL.II.7.2; SL.ES.7.3; SL.PI.7.4; SL.AS.7.6; L.SS.7.1; L.KL.7.2; L.VL.7.3; L.VI.7.4

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### **Mini-Lessons**

#### **Lesson 1: Generating Ideas I - Books That Made a Difference**

**Rationale:** Book reviewers write informative, explanatory reviews about meaningful texts they feel strongly about. Students will generate a list of meaningful and important books that have had a strong



effect on them.

**New Jersey Student Learning Standards:** W.AW.7.1; W.WP.7.4; W.WR.7.5; W.SE.7.6; W.RW.7.7; SL.PE.7.1; SL.II.7.2; SL.ES.7.3; SL.PI.7.4; SL.AS.7.6; L.SS.7.1; L.KL.7.2; L.VL.7.3; L.VI.7.4

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### **Lesson 2: Generating Ideas II - Claiming the Theme**

**Rationale:** Book reviewers make claims about the themes of the books being reviewed by arguing their points of view with clear reasons and relevant evidence. Students will make claims about the themes of the books they have selected by citing supporting evidence.

**New Jersey Student Learning Standards:** W.AW.7.1; W.WP.7.4; W.WR.7.5; W.SE.7.6; W.RW.7.7; SL.PE.7.1; SL.II.7.2; SL.ES.7.3; SL.PI.7.4; SL.AS.7.6; L.SS.7.1; L.KL.7.2; L.VL.7.3

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### **Lesson 3: Generating Ideas III - Genre Characteristics**

**Rationale:** When writing a book review, book reviewers think about the genre and the style of the text—how it is written. Students will examine the books they are considering reviewing to identify the genre and explore the authors' style and text structure.

**New Jersey Student Learning Standards:** W.AW.7.1; W.WP.7.4; W.WR.7.5; W.SE.7.6; W.RW.7.7; SL.PE.7.1; SL.II.7.2; SL.ES.7.3; SL.PI.7.4; SL.AS.7.6; L.SS.7.1; L.KL.7.2; L.VL.7.3

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### **Lesson 4: Selecting - Deciding on a Book to Review**

**Rationale:** Writers consider their purpose and audience when selecting the book they will review. Students will look over and discuss their choice of books and thoughtfully choose the one book they will review.

**New Jersey Student Learning Standards:** W.AW.7.1; W.WP.7.4; W.WR.7.5; W.SE.7.6; W.RW.7.7; SL.PE.7.1; SL.II.7.2; SL.ES.7.3; SL.PI.7.4; SL.AS.7.6; L.SS.7.1; L.KL.7.2

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### **Lesson 5: Collecting I - Discovering the Connection**

**Rationale:** Book reviewers oftentimes connect a book they're reviewing to other similar texts. Students will research and gather relevant information from multiple sources—digital and print—and quote or paraphrase the similarities or differences to their books to support their claims.

**New Jersey Student Learning Standards:** W.AW.7.1; W.WP.7.4; W.WR.7.5; W.SE.7.6; W.RW.7.7; SL.PE.7.1; SL.II.7.2; SL.ES.7.3; SL.PI.7.4; SL.UM.7.5; SL.AS.7.6; L.SS.7.1; L.KL.7.2; L.VL.7.3

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### **Lesson 6: Collecting II - Gathering the Information and Evidence**

**Rationale:** Book reviewers support their claims with logical reasoning and relevant evidence from the text itself and additional sources. Students will develop the content of their book reviews by gathering relevant evidence, including quotes, excerpts, and information from the books they are reviewing.

**New Jersey Student Learning Standards:** W.AW.7.1; W.WP.7.4; W.WR.7.5; W.SE.7.6; W.RW.7.7; SL.PE.7.1; SL.II.7.2; SL.ES.7.3; SL.PI.7.4; SL.AS.7.6; L.SS.7.1; L.KL.7.2; L.VL.7.3

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### **Lesson 7: Collecting III - Using Online Resources**

**Rationale:** Book reviewers gather relevant information to write rich and complete reviews from multiple print and digital sources. Students will use online resources to conduct additional research and collect credible and accurate information to include in their book reviews.

**New Jersey Student Learning Standards:** W.AW.7.1; W.WP.7.4; W.WR.7.5; W.SE.7.6; W.RW.7.7; SL.PE.7.1; SL.II.7.2; SL.ES.7.3; SL.PI.7.4; SL.AS.7.6; L.SS.7.1; L.KL.7.2; L.VL.7.3; L.VI.7.4

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### **Lesson 8: Drafting I - Organizing the Book Review**

**Rationale:** Book reviewers plan, organize, and craft clear and coherent writing to engage and inform their reading audience. Students will plan and organize their book review information to craft an engaging, informative, and argumentative review.

**New Jersey Student Learning Standards:** W.AW.7.1; W.WP.7.4; W.WR.7.5; W.SE.7.6; W.RW.7.7; SL.PE.7.1; SL.II.7.2; SL.ES.7.3; SL.PI.7.4; SL.AS.7.6; L.SS.7.1; L.KL.7.2

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### **Lesson 9: Drafting II - Connecting the Points**

**Rationale:** Book review writers connect and clarify their reviews to create a cohesive relationship among their ideas and concepts. Students will use words, phrases, and clauses to create cohesion and clarify the relationships among claims, reasons, and evidence.

**New Jersey Student Learning Standards:** W.AW.7.1; W.WP.7.4; W.WR.7.5; W.SE.7.6; W.RW.7.7; SL.PE.7.1; SL.II.7.2; SL.ES.7.3; SL.PI.7.4; SL.AS.7.6; L.SS.7.1; L.KL.7.2; L.VL.7.3

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### **Lesson 10: Revising I - Inserting Quotes**

**Rationale:** Book reviewers develop and strengthen their writing by planning and revising their reviews to include direct quotes from the reviewed text. Students will review the quotes and excerpts they plan on including in their reviews and embed the quotes correctly into their book reviews. Students will recognize spelling conventions.

**New Jersey Student Learning Standards:** W.AW.7.1; W.WP.7.4; W.WR.7.5; W.SE.7.6; W.RW.7.7; SL.PE.7.1; SL.II.7.2; SL.ES.7.3; SL.PI.7.4; SL.AS.7.6; L.SS.7.1; L.KL.7.2; L.VL.7.3

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### **Lesson 11: Revising II: A Formal Writing Style**

**Rationale:** A book reviewer maintains a formal writing style by using precise words, phrases, and clauses to introduce the claim, create cohesion, and clarify the relationship among the claim and reasons or evidence. Students will revise their book reviews to maintain a formal writing style by deliberately using precise words, phrases, and clauses to create cohesion and to strengthen their arguments. Students will recognize spelling conventions.

**New Jersey Student Learning Standards:** W.AW.7.1; W.WP.7.4; W.WR.7.5; W.SE.7.6; W.RW.7.7; SL.PE.7.1; SL.II.7.2; SL.ES.7.3; SL.PI.7.4; SL.UM.7.5; SL.AS.7.6; L.SS.7.1; L.KL.7.2; L.VL.7.3; L.VI.7.4

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### **Lesson 12: Editing - Peer Editing**

**Rationale:** Book reviewers strengthen their writing by seeking guidance and support from peers. Peer editing allows both the readers and the reviewers to focus on the mechanical decisions they have made. Students will work with a partner to use a peer editing checklist that establishes the rules for correct use of conventions and grammatical structures. Students will recognize spelling conventions.

**New Jersey Student Learning Standards:** W.AW.7.1; W.WP.7.4; W.WR.7.5; W.SE.7.6; W.RW.7.7; SL.PE.7.1; SL.II.7.2; SL.ES.7.3; SL.PI.7.4; SL.AS.7.6; L.SS.7.1; L.KL.7.2; L.VL.7.3

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### **Lesson 13: Publishing - Adding “About the Reviewer” Information**

**Rationale:** When a book reviewer’s work is published, it is often accompanied by information about the reviewer. Students will compose “About the Reviewer” text to accompany their reviews.

**New Jersey Student Learning Standards:** W.WP.7.4; W.WR.7.5; W.SE.7.6; W.RW.7.7; SL.PE.7.1; SL.II.7.2; SL.ES.7.3; SL.PI.7.4; SL.UM.7.5; SL.AS.7.6; L.SS.7.1; L.KL.7.2; L.VL.7.3

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### **Lesson 14: Student Self-Reflection**

**Rationale:** Students have worked diligently on crafting their book reviews. It is important for them to be reflective now that the process is complete. In this way they will become even better writers.

### **Assessment:**

**Benchmark:** Benchmark Book Review of Summer Reading Book  
Reading Assessments

**Formative:** Observations, Teacher-Student Conferences, Student-Student Conferences, Turn-and-Talks, Written Responses, Writer’s Notebook Checklists, Self-Assessment Tools, Student Performance Checklists, Sticky Notes, Reflection Sheets, Goal Sheets, IXL

**Summative:** Written Pieces (Prompts) and Published Book Review  
Reading Assessments  
IXL

**Supplemental Materials:**

**Differentiate Instruction:**

Instruction will vary according to student readiness/interest/learning profile, IEP, ELL, and/or G&T:

**Presentation Accommodations**

- Listen to audio recordings instead of reading text
- Learn content from audio books, movies, videos and digital media instead of reading print versions
- Use alternate texts at lower readability level
- Work with fewer items per page or line and/or materials in a larger print size
- Use magnification device, screen reader, or Braille / Nemeth Code
- Use audio amplification device (e.g., hearing aid(s), auditory trainer, sound-field system (which may require teacher use of microphone)
- Be given a written list of instructions
- Record a lesson, instead of taking notes
- Have another student share class notes with one another
- Be given an outline of a lesson
- Be given a copy of teacher's lecture notes
- Be given a study guide to assist in preparing for assessments
- Use visual presentations of verbal material, such as word webs and visual organizers
- Use manipulatives to teach or demonstrate concepts
- Have curriculum materials translated into native language

**Response Accommodations**

- Use sign language, a communication device, Braille, other technology, or native language other than English
- Dictate answers to a scribe
- Capture responses on an audio recorder
- Use a spelling dictionary or electronic spell-checker
- Use a word processor to type notes or give responses in class
- Use a calculator or table of "math facts"
- Respond directly in the test booklet rather than on an answer sheet.

**Setting Accommodations**

- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where he learns best (for example, near the teacher, away from distractions)
- Use special lighting or acoustics
- Take a test in small group setting
- Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out)
- Use noise buffers such as headphones, earphones, or earplugs

**Timing Accommodations**

- Take more time to complete a task or a test
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing a task

**Scheduling Accommodations**

- Take more time to complete a project

- Take a test in several timed sessions or over several days
- Take sections of a test in a different order
- Take a test at a specific time of day

#### **Organization Skills Accommodations**

- Use an alarm to help with time management
- Mark texts with a highlighter
- Have help coordinating assignments in a book or planner
- Receive study skills instruction

#### **Assignment Modifications**

- Complete fewer or different homework problems than peers
- Write shorter papers
- Answer fewer or different test questions
- Create alternate projects or assignments

#### **Curriculum Modifications**

- Learn different material (such as continuing to work on multiplication while classmates move on to fractions, or moving ahead to an extension concept/skill while classmates continue to work on a core skill)
- Get graded or assessed using a different standard than the one for classmate

### **Differentiate Instruction:**

**Instruction will vary according to student readiness/interest/learning profile and 504:**

#### **Presentation Accommodations**

- Listen to audio recordings instead of reading text
- Learn content from audio books, movies, videos and digital media instead of reading print versions
- Use alternate texts at lower readability level
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### **8.1 Computer Science & Design Thinking Technology:**

- 8.1.8.CS.1: Recommend improvements to computing devices in order to improve the ways users interact with the devices.
- 8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.

### **9.1 Personal Financial Literacy Standard:**

- In reviewing a book's plot or conflict, students can analyze the motives of characters' financial literacy.
  - Students can make connections to one's own financial literacy and decision-making to those characters in the books being analyzed.
- 9.1.8.FP.1: Describe the impact of personal values on various financial scenarios.
- 9.1.8.FP.2: Evaluate the role of emotions, attitudes, and behavior (rational and irrational) in making financial decisions

**9.2 Career Awareness:**

- In read alouds and independent reading texts, students are introduced to a variety of careers that characters have.
- In reviewing a book's plot of conflict, students can make connections or create career goals to specific characters in the text.

9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth

**Science - MS-ESS3-D Global Climate Change, LS2.C Ecosystem Dynamics, Functioning, and Resilience Infusion:**

- Texts used to review revolve around protecting our environment and ecosystem, whether it's specific characters or the plot.

**LGBTQ Awareness Infusion:**

- Texts used to review will feature LGBTQ characters and/or written by prominent LGBTQ authors.

**Social Emotional Learning:**

- Self-Awareness
  - Recognize one's feelings and thoughts
  - Recognize the importance of self-confidence in handling daily tasks and challenges
- Self-Management
  - Recognize the skills needed to establish and achieve personal and educational goals
  - Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
- Social Awareness
  - Recognize and identify the thoughts, feelings, and perspectives of others
  - Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
  - Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Responsible Decision Making
  - Develop, implement, and model effective problem-solving and critical thinking skills
  - Identify the consequences associated with one's actions in order to make constructive choices
- Relationship Skills
  - Utilize positive communication and social skills to interact effectively with others



<b>Subject Area:</b> English Language Arts	<b>Grade Level:</b> 7	
<b>Unit Name:</b> Writing-Memoir	<b>Dates:</b> December-February	<b>Time Frame:</b> 8-12 Weeks
<p><b>Lessons &amp; Writing Activities:</b></p> <p><b><u>Mentor Texts &amp; Supplemental Resources Can Include:</u></b></p> <ul style="list-style-type: none"> <li>• <i>When I Was Your Age: Original Stories About Growing Up</i></li> <li>• <i>Guys Write for Guys Read</i> by Jon Scieszka</li> <li>• <i>The Great Rat Hunt</i> by Laurence Yep</li> </ul> <p>*See Schoolwide Unit for Additional Options</p> <p><b><u>Interactive Read Aloud Lessons</u></b></p> <p><b><u>Lesson 1: Exploring Memoir</u></b></p> <p><b>Rationale:</b> Writers of memoirs usually focus on a period of time, reflecting on the implications of a major event in their lives or a specific historical period. Students will explore the purposes and features of memoir writing as they preview the mentor texts and closely read <i>The Other Side</i> by Jacqueline Woodson.</p> <p><b>New Jersey Student Learning Standards:</b> W.NW.7.3; W.WP.7.4; W.RW.7.7; SL.PE.7.1; SL.II.7.2; SL.EF.7.3; SL.PI.7.4; SL.AS.7.6; L.SS.7.1; L.KL.7.2; L.VL.7.3; L.VI.7.4</p> <p><b>Skills and Strategies:</b> Write Narratives, Edit and Revise Accordingly, Write Over Extended Time Frames, Participate Effectively, Interpret and Integrate Information Presented in Diverse Media and Formats, Evaluate Speakers, Present Information, Adapt Speech Accordingly, System and Structure of English Language, Use Knowledge of Language, Vocabulary, Acquisition and Use: Literal Meaning, Vocabulary, Acquisition and Use: Interpretive Meaning</p> <hr/> <p><b><u>Lesson 2: Strong Sense of Place</u></b></p>		

**Rationale:** Writers can make a place seem real and alive through the descriptive language they use in their memoirs. Students will notice how memoir writers include sensory details and descriptive details to convey an experience and reflect a strong sense of place.

**New Jersey Student Learning Standards:** W.NW.7.3; W.WP.7.4; W.RW.7.7; SL.PE.7.1; SL.II.7.2; SL.ES.7.3; SL.PI.7.4; SL.AS.7.6; L.SS.7.1; L.KL.7.2; L.VL.7.3; L.VI.7.4

**Skills and Strategies:** Write Narratives, Edit and Revise Accordingly, Write Over Extended Time Frames, Participate Effectively, Interpret and Integrate Information Presented in Diverse Media and Formats, Evaluate Speakers, Present Information, Adapt Speech Accordingly, System and Structure of English Language, Use Knowledge of Language, Vocabulary, Acquisition and Use: Literal Meaning, Vocabulary, Acquisition and Use: Interpretive Meaning

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### **Lesson 3: People Who Make a Difference**

**Rationale:** Memoir writers often write about the people in their lives who have made an impact on them. Students will consider how memoirs often include and/or focus on significant people in the writer's life.

**New Jersey Student Learning Standards:** W.NW.7.3; W.WP.7.4; W.RW.7.7; SL.PE.7.1; SL.II.7.2; SL.ES.7.3; SL.PI.7.4; SL.AS.7.6; L.SS.7.1; L.KL.7.2; L.VL.7.3; L.VI.7.4

**Skills and Strategies:** Write Narratives, Edit and Revise Accordingly, Write Over Extended Time Frames, Participate Effectively, Interpret and Integrate Information Presented in Diverse Media and Formats, Evaluate Speakers, Present Information, Adapt Speech Accordingly, System and Structure of English Language, Use Knowledge of Language, Vocabulary, Acquisition and Use: Literal Meaning, Vocabulary, Acquisition and Use: Interpretive Meaning

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### **Lesson 4: Forms of Memoir**

**Rationale:** Memoir writers need to decide on not just what to include in their stories, but how they will tell the stories of their lives. Students will explore how writers consider their audience and purpose when deciding on the form their writing will take.

**New Jersey Student Learning Standards:** W.NW.7.3; W.WP.7.4; W.RW.7.7; SL.PE.7.1; SL.II.7.2; SL.ES.7.3; SL.PI.7.4; SL.AS.7.6; L.SS.7.1; L.KL.7.2; L.VL.7.3; L.VI.7.4

**Skills and Strategies:** Write Narratives, Edit and Revise Accordingly, Write Over Extended Time Frames, Participate Effectively, Interpret and Integrate Information Presented in Diverse Media and Formats, Evaluate Speakers, Present Information, Adapt Speech Accordingly, System and Structure of English Language, Use Knowledge of Language, Vocabulary, Acquisition and Use: Literal Meaning, Vocabulary, Acquisition and Use: Interpretive Meaning

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### **Lesson 5: Revealing Reflections**

**Rationale:** Memoir writers reflect on the significance of the memories they write about. Students will think about why memoirs are written, what makes them so significant, and why the use of reflection enhances the memoirs that are being shared.

**New Jersey Student Learning Standards:** W.NW.7.3; W.WP.7.4; W.RW.7.7; SL.PE.7.1; SL.II.7.2; SL.ES.7.3; SL.PI.7.4; SL.AS.7.6; L.SS.7.1; L.KL.7.2; L.VL.7.3; L.VI.7.4

**Skills and Strategies:** Write Narratives, Edit and Revise Accordingly, Write Over Extended Time Frames, Participate Effectively, Interpret and Integrate Information Presented in Diverse Media and

Formats, Evaluate Speakers, Present Information, Adapt Speech Accordingly, System and Structure of English Language, Use Knowledge of Language, Vocabulary, Acquisition and Use: Literal Meaning, Vocabulary, Acquisition and Use: Interpretive Meaning

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## **Mini-Lessons**

### **Lesson 1: Generating Ideas I - Zoom in on Your Idea**

**Rationale:** Memoirists usually focus on a single period of time or on significant events, places, and ideas. Students will use a series of questions to help them focus on a writing idea and think about the inside and outside story.

**New Jersey Student Learning Standards:** W.NW.7.3; W.WP.7.4; W.RW.7.7; SL.PE.7.1; SL.II.7.2; SL.ES.7.3; SL.PI.7.4; SL.AS.7.6; L.SS.7.1; L.KL.7.2

**Skills and Strategies:** Write Narratives, Edit and Revise Accordingly, Write Over Extended Time Frames, Participate Effectively, Interpret and Integrate Information Presented in Diverse Media and Formats, Evaluate Speakers, Present Information, Adapt Speech Accordingly, System and Structure of English Language, Use Knowledge of Language

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### **Lesson 2: Generating Ideas II - Using Pictures to Spark Memories**

**Rationale:** Writers use photographs to help unlock memories and inspire them to generate ideas. Students will use photographic images to help inspire ideas for memoir writing.

**New Jersey Student Learning Standards:** W.NW.7.3; W.WP.7.4; W.RW.7.7; SL.PE.7.1; SL.II.7.2; SL.ES.7.3; SL.PI.7.4; SL.AS.7.6; L.SS.7.1; L.KL.7.2

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### **Lesson 3: Generating Ideas III - Defining Moments**

**Rationale:** Writers think about important events from their lives as a way to generate ideas for their memoirs. Students will identify defining moments in their own lives in order to record possible ideas for their memoirs.

**New Jersey Student Learning Standards:** W.NW.7.3; W.WP.7.4; W.RW.7.7; SL.PE.7.1; SL.II.7.2; SL.ES.7.3; SL.PI.7.4; SL.AS.7.6; L.SS.7.1; L.KL.7.2

**Skills and Strategies:** Write Narratives, Edit and Revise Accordingly, Write Over Extended Time Frames, Participate Effectively, Interpret and Integrate Information Presented in Diverse Media and Formats, Evaluate Speakers, Present Information, Adapt Speech Accordingly, System and Structure of English Language, Use Knowledge of Language

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### **Lesson 4: Generating Ideas IV - A Special Place**

**Rationale:** Writers write about places where they have spent time that hold a special place in their hearts. Students will recall important memories of special places to help them generate possible memoir writing ideas.

**New Jersey Student Learning Standards:** W.NW.7.3; W.WP.7.4; W.RW.7.7; SL.PE.7.1; SL.II.7.2;

SL.ES.7.3; SL.PI.7.4; SL.AS.7.6; L.SS.7.1; L.KL.7.2

**Skills and Strategies:** Write Narratives, Edit and Revise Accordingly, Write Over Extended Time Frames, Participate Effectively, Interpret and Integrate Information Presented in Diverse Media and Formats, Evaluate Speakers, Present Information, Adapt Speech Accordingly, System and Structure of English Language, Use Knowledge of Language

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### **Lesson 5: Generating Ideas V - Lasting Impressions**

**Rationale:** Writers think about the people in their lives who have made a lasting impression and the traditions they have experienced that have helped create memorable moments. Students will think about special people in their lives, along with the traditions they have grown to appreciate, to help generate ideas for their memoirs.

**New Jersey Student Learning Standards:** W.NW.7.3; W.WP.7.4; W.RW.7.7; SL.PE.7.1; SL.II.7.2; SL.ES.7.3; SL.PI.7.4; SL.AS.7.6; L.SS.7.1; L.KL.7.2

**Skills and Strategies:** Write Narratives, Edit and Revise Accordingly, Write Over Extended Time Frames, Participate Effectively, Interpret and Integrate Information Presented in Diverse Media and Formats, Evaluate Speakers, Present Information, Adapt Speech Accordingly, System and Structure of English Language, Use Knowledge of Language

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### **Lesson 6: Selecting - Rereading to Find a Focus**

**Rationale:** Memoir writers write about many topics. They often identify a theme or pattern in what they write about and focus their memoir around that theme or central idea. Students will thoughtfully select an idea from their Writers' Notebooks that they will develop and publish.

**New Jersey Student Learning Standards:** W.NW.7.3; W.WP.7.4; W.RW.7.7; SL.PE.7.1; SL.II.7.2; SL.ES.7.3; SL.PI.7.4; SL.AS.7.6; L.SS.7.1; L.KL.7.2

**Skills and Strategies:** Write Narratives, Edit and Revise Accordingly, Write Over Extended Time Frames, Participate Effectively, Interpret and Integrate Information Presented in Diverse Media and Formats, Evaluate Speakers, Present information, Adapt Speech Accordingly, System and Structure of English Language, Use Knowledge of Language

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### **Lesson 7: Collecting I - Slowing Down a Moment**

**Rationale:** Writers collect additional information about their memories to help them flesh out their ideas. Students will think about a significant part of their memories that they might want to slow down in order to provide emphasis and highlight the importance.

**New Jersey Student Learning Standards:** W.NW.7.3; W.WP.7.4; W.RW.7.7; SL.PE.7.1; SL.II.7.2; SL.ES.7.3; SL.PI.7.4; SL.AS.7.6; L.SS.7.1; L.KL.7.2

**Skills and Strategies:** Write Narratives, Edit and Revise Accordingly, Write Over Extended Time Frames, Participate Effectively, Interpret and Integrate Information Presented in Diverse Media and Formats, Evaluate Speakers, Present Information, Adapt Speech Accordingly, System and Structure of English Language, Use Knowledge of Language

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### **Lesson 8: Collecting II - The Art of Reflection**

**Rationale:** Writers recognize that reflection is an important part of memoir writing and that this will help readers understand and appreciate the meaning or significance behind their memories. Students will

discover how reflection impacts the strength of how their memories are presented.

**New Jersey Student Learning Standards:** W.NW.7.3; W.WP.7.4; W.RW.7.7; SL.PE.7.1; SL.II.7.2; SL.ES.7.3; SL.PI.7.4; SL.AS.7.6; L.SS.7.1; L.KL.7.2

**Skills and Strategies:** Write Narratives, Edit and Revise Accordingly, Write Over Extended Time Frames, Participate Effectively, Interpret and Integrate Information Presented in Diverse Media and Formats, Evaluate Speakers, Present Information, Adapt Speech Accordingly, System and Structure of English Language, Use Knowledge of Language

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### **Lesson 9: Collecting III - Filling in the Background Information**

**Rationale:** Writers include background information about the events and people in their memoirs to help the readers understand the meaning and significance of their memories. Students will gather relevant background information about the people and events connected to their memories for the purpose of giving their readers “the complete picture.”

**New Jersey Student Learning Standards:** W.NW.7.3; W.WP.7.4; W.RW.7.7; SL.PE.7.1; SL.II.7.2; SL.ES.7.3; SL.PI.7.4; SL.AS.7.6; L.SS.7.1; L.KL.7.2

**Skills and Strategies:** Write Narratives, Edit and Revise Accordingly, Write Over Extended Time Frames, Participate Effectively, Interpret and Integrate Information Presented in Diverse Media and Formats, Evaluate Speakers, Present Information, Adapt Speech Accordingly, System and Structure of English Language, Use Knowledge of Language

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### **Lesson 10: Drafting I - Narrative Text Structure**

**Rationale:** Memoir writers think about their purpose, audience, and the best way to organize their ideas when drafting. Students will think about the organization of narrative writing, explore different options for structuring their memoirs, and select a structure that matches their purpose and will connect well with their audience.

**New Jersey Student Learning Standards:** W.NW.7.3; W.WP.7.4; W.RW.7.7; SL.PE.7.1; SL.II.7.2; SL.ES.7.3; SL.PI.7.4; SL.AS.7.6; L.SS.7.1; L.KL.7.2

**Skills and Strategies:** Write Narratives, Edit and Revise Accordingly, Write Over Extended Time Frames, Participate Effectively, Interpret and Integrate Information Presented in Diverse Media and Formats, Evaluate Speakers, Present Information, Adapt Speech Accordingly, System and Structure of English Language, Use Knowledge of Language

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### **Lesson 11: Drafting II - Bold Beginnings**

**Rationale:** Memoir writers consider how to best introduce their memoirs because the beginning, or lead, sets the tone for their writing. Students will think about the best way to orient their readers by crafting an engaging and inviting lead.

**New Jersey Student Learning Standards:** W.NW.7.3; W.WP.7.4; W.RW.7.7; SL.PE.7.1; SL.II.7.2; SL.ES.7.3; SL.PI.7.4; SL.AS.7.6; L.SS.7.1; L.KL.7.2

**Skills and Strategies:** Write Narratives, Edit and Revise Accordingly, Write Over Extended Time Frames, Participate Effectively, Interpret and Integrate Information Presented in Diverse Media and Formats, Evaluate Speakers, Present Information, Adapt Speech Accordingly, System and Structure of English Language, Use Knowledge of Language

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### **Lesson 12: Drafting III - The Important Role of Transition Words**

**Rationale:** Writers use a variety of transition words and phrases to convey sequence and signal shifts from one time frame or setting to another. Students will determine the type of transition words, phrases, or clauses they will use as they continue to draft their memoirs. Students will recognize spelling conventions.

**New Jersey Student Learning Standards:** W.NW.7.3; W.WP.7.4; W.RW.7.7; SL.PE.7.1; SL.II.7.2; SL.ES.7.3; SL.PI.7.4; SL.AS.7.6; L.SS.7.1; L.KL.7.2

**Skills and Strategies:** Write Narratives, Edit and Revise Accordingly, Write Over Extended Time Frames, Participate Effectively, Interpret and Integrate Information Presented in Diverse Media and Formats, Evaluate Speakers, Present Information, Adapt Speech Accordingly, System and Structure of English Language, Use Knowledge of Language

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### **Lesson 13: Drafting IV - Reflective Endings**

**Rationale:** Writers often use a reflective stance in their memoirs to provide a deeper understanding of the person, place, event, or experience. Students will provide a conclusion that follows from narrated experiences or events and shows a reflective stance.

**New Jersey Student Learning Standards:** W.NW.7.3; W.WP.7.4; W.RW.7.7; SL.PE.7.1; SL.II.7.2; SL.ES.7.3; SL.PI.7.4; SL.AS.7.6; L.SS.7.1; L.KL.7.2

**Skills and Strategies:** Write Narratives, Edit and Revise Accordingly, Write Over Extended Time Frames, Participate Effectively, Interpret and Integrate Information Presented in Diverse Media and Formats, Evaluate Speakers, Present Information, Adapt Speech Accordingly, System and Structure of English Language, Use Knowledge of Language

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### **Lesson 14: Revising I - Details Make a Difference**

**Rationale:** Writers include relevant descriptive details in their memoirs to help readers picture what is written and make the writing interesting and unique. Students will look at their drafts to identify places that need more opportunities for readers to visualize what is happening, and then they will add details and specific examples of the events, experiences, memories, and people in their memoir. Students will flexibly make editing and revision choices and sustain effort to complete complex writing tasks; and focusing on how well purpose and audience have been addressed. Students will recognize spelling conventions.

**New Jersey Student Learning Standards:** W.NW.7.3; W.WP.7.4; W.RW.7.7; SL.PE.7.1; SL.II.7.2; SL.ES.7.3; SL.PI.7.4; SL.AS.7.6; L.SS.7.1; L.KL.7.2

**Skills and Strategies:** Write Narratives, Edit and Revise Accordingly, Write Over Extended Time Frames, Participate Effectively, Interpret and Integrate Information Presented in Diverse Media and Formats, Evaluate Speakers, Present Information, Adapt Speech Accordingly, System and Structure of English Language, Use Knowledge of Language

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### **Lesson 15: Revising II - Including Thoughts & Feelings**

**Rationale:** Writers include the use of internal dialogue to allow readers to better understand the characters and to make personal connections. Students will identify places where they can add internal dialogue—thoughts and feelings—for the purpose of making their memoirs relatable, engaging, and interesting to read.

**New Jersey Student Learning Standards:** W.NW.7.3; W.WP.7.4; W.RW.7.7; SL.PE.7.1; SL.II.7.2; SL.ES.7.3; SL.PI.7.4; SL.AS.7.6; L.SS.7.1; L.KL.7.2

**Skills and Strategies:** Write Narratives, Edit and Revise Accordingly, Write Over Extended Time Frames, Participate Effectively, Interpret and Integrate Information Presented in Diverse Media and Formats, Evaluate Speakers, Present Information, Adapt Speech Accordingly, System and Structure of English Language, Use Knowledge of Language

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#### **Lesson 16: Editing I - Correct Comma Use**

**Rationale:** Writers use pause punctuation, such as commas, for a variety of purposes. Students will edit their drafts to ensure proper usage of commas when separating adjectives or phrases or when listing things in a series. Students will recognize spelling conventions.

**New Jersey Student Learning Standards:** W.NW.7.3; W.WP.7.4; W.RW.7.7; SL.PE.7.1; SL.II.7.2; SL.ES.7.3; SL.PI.7.4; SL.AS.7.6; L.SS.7.1; L.KL.7.2

**Skills and Strategies:** Write Narratives, Edit and Revise Accordingly, Write Over Extended Time Frames, Participate Effectively, Interpret and Integrate Information Presented in Diverse Media and Formats, Evaluate Speakers, Present Information, Adapt Speech Accordingly, System and Structure of English Language, Use Knowledge of Language

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#### **Lesson 17: Editing II - You Can Quote Me**

**Rationale:** Memoir writers often include dialogue in their pieces to enhance the readers' experience. Students will flexibly make editing and revision choices and sustain effort to complete complex writing tasks; and focusing on how well purpose and audience have been addressed. Students will use the conventions of standard English to edit their drafts for correct punctuation of dialogue.

**New Jersey Student Learning Standards:** W.NW.7.3; W.WP.7.4; W.RW.7.7; SL.PE.7.1; SL.II.7.2; SL.ES.7.3; SL.PI.7.4; SL.AS.7.6; L.SS.7.1; L.KL.7.2

**Skills and Strategies:** Write Narratives, Edit and Revise Accordingly, Write Over Extended Time Frames, Participate Effectively, Interpret and Integrate Information Presented in Diverse Media and Formats, Evaluate Speakers, Present Information, Adapt Speech Accordingly, System and Structure of English Language, Use Knowledge of Language

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#### **Lesson 18: Publishing I - Grab Your Readers With a Memorable Title**

**Rationale:** Writers know that a title is the first thing readers read and that it needs to include intriguing and attention-grabbing words or phrases. Students will recognize the important role that titles play and decide on a title that will engage and encourage readers to want to read their memoirs.

**New Jersey Student Learning Standards:** W.NW.7.3; W.WP.7.4; W.RW.7.7; SL.PE.7.1; SL.II.7.2; SL.ES.7.3; SL.PI.7.4; SL.AS.7.6; L.SS.7.1; L.KL.7.2

**Skills and Strategies:** Write Narratives, Edit and Revise Accordingly, Write Over Extended Time Frames, Participate Effectively, Interpret and Integrate Information Presented in Diverse Media and Formats, Evaluate Speakers, Present Information, Adapt Speech Accordingly, System and Structure of English Language, Use Knowledge of Language

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#### **Lesson 19: Publishing II - Who Is the Author?**

**Rationale:** Writers base personal narrative stories on experiences from their lives and often include an

Author's Note to provide readers with information about where their story ideas came from. Students will write an Author's Note that best reflects where their idea or memory came from and that puts special finishing touches on their pieces.

**New Jersey Student Learning Standards:** W.NW.7.3; W.WP.7.4; W.RW.7.7; SL.PE.7.1; SL.II.7.2; SL.ES.7.3; SL.PI.7.4; SL.UM.7.5; SL.AS.7.6; L.SS.7.1; L.KL.7.2

**Skills and Strategies:** Write Narratives, Edit and Revise Accordingly, Write Over Extended Time Frames, Participate Effectively, Interpret and Integrate Information Presented in Diverse Media and Formats, Evaluate Speakers, Present Information, Include Multimedia Components, Adapt Speech Accordingly, System and Structure of English Language, Use Knowledge of Language

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### **Lesson 20: Student Self-Reflection**

**Rationale:** All writers use self-reflection to learn and grow as writers. Reflecting on the writing process as well as their published memoirs will help students understand how they have grown as writers over the course of the unit of study.

#### **Assessment:**

**Benchmark:** Narrative  
IXL

**Formative:** Observations, Teacher-Student Conferences, Student-Student Conferences, Turn-and-Talks, Written Responses, Writer's Notebook Checklists, Self-Assessment Tools, Student Performance Checklists, Sticky Notes, Reflection Sheets, Goal Sheets, IXL

**Summative:** Written Pieces (Prompts)  
Published Memoir  
IXL

**Supplemental Materials:**  
Student Performance Checklist  
Student Friendly Rubrics

#### **Differentiate Instruction:**

**Instruction will vary according to student readiness/interest/learning profile, IEP, ELL, and/or G&T:**

#### **Presentation Accommodations**

- Listen to audio recordings instead of reading text
- Learn content from audio books, movies, videos and digital media instead of reading print versions
- Use alternate texts at lower readability level
- Work with fewer items per page or line and/or materials in a larger print size
- Use magnification device, screen reader, or Braille / Nemeth Code
- Use audio amplification device (e.g., hearing aid(s), auditory trainer, sound-field system (which may require teacher use of microphone)
- Be given a written list of instructions
- Record a lesson, instead of taking notes
- Have another student share class notes with one another
- Be given an outline of a lesson
- Be given a copy of teacher's lecture notes



- Be given a study guide to assist in preparing for assessments
- Use visual presentations of verbal material, such as word webs and visual organizers
- Use manipulatives to teach or demonstrate concepts
- Have curriculum materials translated into native language

#### **Response Accommodations**

- Use sign language, a communication device, Braille, other technology, or native language other than English
- Dictate answers to a scribe
- Capture responses on an audio recorder
- Use a spelling dictionary or electronic spell-checker
- Use a word processor to type notes or give responses in class
- Use a calculator or table of “math facts”
- Respond directly in the test booklet rather than on an answer sheet.

#### **Setting Accommodations**

- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where he learns best (for example, near the teacher, away from distractions)
- Use special lighting or acoustics
- Take a test in small group setting
- Use sensory tools such as an exercise band that can be looped around a chair’s legs (so fidgety kids can kick it and quietly get their energy out)
- Use noise buffers such as headphones, earphones, or earplugs

#### **Timing Accommodations**

- Take more time to complete a task or a test
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing a task

#### **Scheduling Accommodations**

- Take more time to complete a project
- Take a test in several timed sessions or over several days
- Take sections of a test in a different order
- Take a test at a specific time of day

#### **Organization Skills Accommodations**

- Use an alarm to help with time management
- Mark texts with a highlighter
- Have help coordinating assignments in a book or planner
- Receive study skills instruction

#### **Assignment Modifications**

- Complete fewer or different homework problems than peers
- Write shorter papers
- Answer fewer or different test questions
- Create alternate projects or assignments

#### **Curriculum Modifications**

- Learn different material (such as continuing to work on multiplication while classmates move on to fractions, or moving ahead to an extension concept/skill while classmates continue to work on a core skill)
- Get graded or assessed using a different standard than the one for classmate

#### **Differentiate Instruction:**

**Instruction will vary according to student readiness/interest/learning profile and 504:**

### **Presentation Accommodations**

- Listen to audio recordings instead of reading text
- Learn content from audio books, movies, videos and digital media instead of reading print versions
- Use alternate texts at lower readability level
- Work with fewer items per page or line and/or materials in a larger print size
- Use magnification device, screen reader, or Braille / Nemeth Code
- Use audio amplification device (e.g., hearing aid(s), auditory trainer, sound-field system (which may require teacher use of microphone)
- Be given a written list of instructions
- Record a lesson, instead of taking notes
- Have another student share class notes with one another
- Be given an outline of a lesson
- Be given a copy of teacher's lecture notes
- Be given a study guide to assist in preparing for assessments
- Use visual presentations of verbal material, such as word webs and visual organizers
- Use manipulatives to teach or demonstrate concepts
- Have curriculum materials translated into native language

### **Response Accommodations**

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- Dictate answers to a scribe
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- Use a spelling dictionary or electronic spell-checker
- Use a word processor to type notes or give responses in class
- Use a calculator or table of "math facts"
- Respond directly in the test booklet rather than on an answer sheet.

### **Setting Accommodations**

- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where he learns best (for example, near the teacher, away from distractions)
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- Answer fewer or different test questions
- Create alternate projects or assignments

**Curriculum Modifications**

- Learn different material (such as continuing to work on multiplication while classmates move on to fractions, or moving ahead to an extension concept/skill while classmates continue to work on a core skill)
- Get graded or assessed using a different standard than the one for classmates

**8.1 Computer Science & Design Thinking Technology:**

- 8.1.8.CS.1: Recommend improvements to computing devices in order to improve the ways users interact with the devices.
- 8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.

**9.1 Personal Financial Literacy Standard:**

- Students can connect memoirs to having and maintaining an allowance or demonstrating responsibility with one's money.
- 9.1.8.CP.2: Analyze how spending habits affect one's ability to save.

**9.2 Career Awareness:**

- Students can connect their memoirs to career choices or decisions made by themselves or others.
- 9.2.8.CAP.11: Analyze potential career opportunities by considering different types of resources, including occupation databases, and state and national labor market statistics.
- 9.2.8.CAP.12: Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential

**Science - MS-ESS3-1 Global Climate Change, LS2.C Ecosystem Dynamics, Functioning, and Resilience:**

- Texts used as read alouds have a plot or theme related to protecting our environment and ecosystem.
- When brainstorming topics, students can connect their memoirs to a time they did something positive for the environment.

**LGBTQ Awareness Infusion:**

- Texts used as read alouds written by prominent LGBTQ authors.
- Texts used as read alouds have a plot or theme related to diversity and acceptance.
- Students' personal narrative could have a plot or theme related to diversity and acceptance.

**Social Emotional Learning:**

- Self-Awareness
  - Recognize one's feelings and thoughts
  - Recognize one's personal traits, strengths, and limitations
  - Recognize the importance of self-confidence in handling daily tasks and challenges
- Self-Management
  - Recognize the skills needed to establish and achieve personal and educational goals

- Social Awareness
  - Recognize and identify the thoughts, feelings, and perspectives of others
  - Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- Responsible Decision Making
  - Develop, implement, and model effective problem-solving and critical thinking skills
  - Identify the consequences associated with one's actions in order to make constructive choices
- Relationship Skills
  - Establish and maintain healthy relationships
  - Utilize positive communication and social skills to interact effectively with others

<b>Subject Area:</b> English Language Arts	<b>Grade Level:</b> 7	
<b>Unit Name:</b> Writing-Photo Essay	<b>Dates:</b> February-May	<b>Time Frame:</b> 10-12 Weeks

### Lessons & Writing Activities:

#### Mentor Texts & Supplemental Resources Can Include:

- *Hungry Planet: What The World Eats* by Peter Menzel and Faith D'Aluisio
- *When The Wolves Returned: Restoring Nature's Balance In Yellowstone* by Dorothy Hinshaw Patent
- *Every Human Has Rights: A Photographic Declaration For Kids*
- *A Cool Drink Of Water* by Barbara Kerley
- *One World, One Day* by Barbara Kerley

\*See Schoolwide Unit for Additional Options

### Interactive Read Aloud Lessons

#### Lesson 1: What's a Photo Essay?

**Rationale.** Writers of photo essays create texts that examine a topic (including the narration of historical events, scientific procedures/ experiments, or technical processes) through a series or collection of photographs and writing—both of which are descriptive and informative. Students will begin to explore how this genre engages readers with fascinating facts, concrete details, quotes, and other relevant information through the use of stunning photographs and precise language.

**New Jersey Student Learning Standards:** W.IW.7.2; W.WP.7.4; W.SE.7.6; W.RW.7.7; SL.PE.7.1; SL.II.7.2; SL.ES.7.3; SL.PI.7.4; SL.AS.7.6; L.SS.7.1; L.KL.7.2; L.VL.7.3; L.VI.7.4

**Skills and Strategies:** Write Informative/Explanatory Texts, Edit and Revise Accordingly, Gather Print and Digital Sources, Write Over Extended Time Frames, Participate Effectively, Evaluate Speakers, Present Information, Adapt Speech Accordingly, System and Structure of English Language, Use Knowledge of Language, Vocabulary, Acquisition

and Use: Literal Meaning, Vocabulary, Acquisition and Use: Interpretive Meaning

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### **Lesson 2: Photo Essay Considerations**

**Rationale:** Writers of photo essays need to consider their purpose and audience when deciding how to present or organize their information. Students will compare and contrast two mentor texts, focusing on each author's topic, audience, purpose, photographs, and organization.

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### **Lesson 3: What Is a Photobiography?**

**Rationale:** Photo essayists can tell a story about a significant subject while taking readers through the chronology of events that reflect the subject's life. Students will discuss the purpose and structure of a photobiography as they learn about a fascinating and inspiring historical figure.

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### **Lesson 4: Organization and Structure**

**Rationale:** Writers of photo essays consider their topics (including the narration of historical events, scientific procedures/ experiments, or technical processes) when selecting the structure they will use in order to find the best way to organize their text and photos to increase readers' comprehension by helping them envision and understand the main point or purpose of the essay. Students will examine the organization and formatting of a photo essay and consider why certain structures work best for the author's topic.

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### **Lesson 5: Text Features Enhance Topics and Themes**

**Rationale:** Photo essays are a form of writing that often addresses contemporary issues or themes (including the narration of historical events, scientific procedures/ experiments, or technical processes) that evoke emotion in the readers. Students will explore how particular features of photo essays help inform readers and enhance their viewing experience about current issues that impact humanity and the planet.

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### **Mini-Lessons**

#### **Lesson 1: Generating Ideas I - Topics Close to Home**

**Rationale:** Writers get ideas for their writing by thinking about the people and things in their personal lives that are “close to home” and matter most to them. Students will consider the special people, their communities, and the things that are personally important to them as possible ideas for their photo essays.

**New Jersey Student Learning Standards:** W.IW.7.2; W.WP.7.4; W.SE.7.6; W.F.W.7.7; SL.PE.7.1; SL.II.7.2; SL.ES.7.3; SL.PI.7.4; SL.AS.7.6; L.SS.7.1; L.KL.7.2

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#### **Lesson 2: Generating Ideas II - Contemporary and Global Issues**

**Rationale:** Writers write about recurring themes that are contemporary, personal, or universal. Students will discuss and share contemporary or global issues (including the narration of historical events, scientific procedures/ experiments, or technical processes) that matter to them and think about how to best communicate how these issues have a significant impact on individuals and society at large.

**New Jersey Student Learning Standards:** W.IW.7.2; W.WP.7.4; W.SE.7.6; W.RW.7.7; SL.PE.7.1; SL.II.7.2; SL.ES.7.3; SL.PI.7.4; SL.AS.7.6; L.SS.7.1; L.KL.7.2

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#### **Lesson 3: Generating Ideas III - History and Human Interest**

**Rationale:** Writers sometimes use different historical events and pieces of information when thinking about ideas for their photo essays. Students will think about how interesting images and relatable words help bring historical events to life and consider them as possible topics or ideas to use in a photo essay. During topic selection, students have a choice to select their own (including the narration of historical events, scientific procedures/ experiments, or technical processes). These topics could include, but are not limited to: environmental awareness, The Holocaust and the experience of those imprisoned, Civil Rights Movement, Gender Equality, slavery/Amistad, and/or the evolution of a particular trend in sports.

**New Jersey Student Learning Standards:** W.IW.7.2; W.WP.7.4; W.SE.7.6; W.RW.7.7; SL.PE.7.1; SL.II.7.2; SL.ES.7.3; SL.PI.7.4; SL.AS.7.6; L.SS.7.1; L.KL.7.2

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6.1.8.CivicsHR.3.b, 6.1.8.CivicsHR.4.a, • 6.1.8.HistoryCC.4.b

Amistad Law: N.J.S.A. 18A 52:16A-88

Every board of education shall incorporate the information regarding the history and contributions of African Americans to our country in an appropriate place in the curriculum of elementary and secondary school students. This law was updated via N.J.S.A. 18A:35-4.43 to include: Every board of education shall include, in the curriculum of all elementary and secondary school students, instruction that infuses into all courses on the United States, the centuries of accomplishments by African Americans in the building and development of America including, but not limited to, the areas of industry, military, government, and the professions; local communities; math, science, medicine, and space; architecture and the arts; social institutions and culture; and other aspects of life in America.

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#### **Lesson 4: Generating Ideas IV - Using Photos to Spark Ideas**

**Rationale:** Writers are often inspired by looking at photographs for possible topics or ideas. Students will view photos from mentor texts and digital sources to generate possible ideas for their photo essays

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#### **Lesson 5: Selecting - Deciding on Your Photo Essay Topic**

**Rationale:** Writers analyze their ideas and topics in order to decide on the one that matches their intended purpose, audience, and interests. Students will look over the ideas they generated and select the one that evokes a passion and a spark within them and that will best create a meaningful and informative photo essay.

**New Jersey Student Learning Standards:** W.IW.7.2; W.WP.7.4; W.SE.7.6; W.RW.7.7; SL.PE.7.1; SL.II.7.2; SL.ES.7.3; SL.PI.7.4; SL.UM.7.5; SL.AC.7.3; L.SS.7.1; L.KL.7.2

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#### **Lesson 6: Collecting I - Gathering Engaging Photos**

**Rationale:** Writers identify the types of photos they need in order to communicate their topics effectively and powerfully. Students will begin to develop criteria for selecting photos for their photo essays.

**New Jersey Student Learning Standards:** W.IW.7.2; W.WP.7.4; W.SE.7.6; W.RW.7.7; SL.PE.7.1; SL.II.7.2; SL.ES.7.3; SL.PI.7.4; SL.UM.7.5; SL.AS.7.6; L.SS.7.1; L.KL.7.2; L.VL.7.3

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#### **Lesson 7: Collecting II - Finding the Facts**

**Rationale:** Writers research multiple sources in order to locate pertinent facts and information to develop their topics

and record their notes to help them organize their thoughts, facts, and ideas. Students will conduct research and take notes from multiple sources in order to investigate their topics, generate and answer questions, and locate and record relevant information.

**New Jersey Student Learning Standards:** W.IW.7.2; W.WP.7.4; W.SE.7.6; W.RW.7.7; SL.PE.7.1; SL.II.7.2; SL.ES.7.3; SL.PI.7.4; SL.UM.7.5; SL.AS.7.6; L.SS.7.1; L.KL.7.2; L.VL.7.3

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### **Lesson 8: Collecting III - Relevant Details Add Depth**

**Rationale:** Writers look for relevant details to enrich their research and add “flavor” to their essays. Students will continue to gather information that supports their topics by identifying relevant details from the sources they are using.

**New Jersey Student Learning Standards:** W.IW.7.2; W.WP.7.4; W.SE.7.6; W.RW.7.7; SL.PE.7.1; SL.II.7.2; SL.ES.7.3; SL.PI.7.4; SL.UM.7.5; SL.AS.7.6; L.SS.7.1; L.KL.7.2; L.VL.7.3

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### **Lesson 9: Drafting I - Organization and Structure**

**Rationale:** Writers organize their photos carefully and think about the structure of their essays in order to clearly convey the central topic or idea of their photo essays. Students will think about the structure of their essays and the organization of their photos to ensure that they match the intended purpose, audience, and meaning.

**New Jersey Student Learning Standards:** W.IW.7.2; W.WP.7.4; W.RW.7.7; SL.PE.7.1; SL.II.7.2; SL.ES.7.3; SL.PI.7.4; SL.UM.7.5; SL.AS.7.6; L.SS.7.1; L.KL.7.2

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### **Lesson 10: Drafting II - Introducing Your Photo Essay**

**Rationale:** Photo essays begin with an introduction, or lead, that grabs readers’ attention and introduces them to the topic. Students will try out different ways to craft an engaging lead while also being mindful of introducing their topics in a clear and informative way.

**New Jersey Student Learning Standards:** W.IW.7.2; W.WP.7.4; W.RW.7.7; SL.PE.7.1; SL.II.7.2; SL.ES.7.3; SL.PI.7.4; SL.UM.7.5; SL.AS.7.6; L.SS.7.1; L.KL.7.2

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### **Lesson 11: Drafting III - Transitions Connect Ideas and Concepts**

**Rationale:** Writers use appropriate transitions to create cohesion and clarify the relationships among ideas,



information, and concepts. Students will incorporate transition words and phrases into their writing for the purpose of conveying information clearly and providing a smooth flow to the piece.

**New Jersey Student Learning Standards:** W.IW.7.2; W.WP.7.4; W.RW.7.7; SL.PE.7.1; SL.II.7.2; SL.ES.7.3; SL.PI.7.4; SL.AS.7.6; L.SS.7.1; L.KL.7.2

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### **Lesson 12: Drafting IV - The Importance of the Wrap-Up**

**Rationale:** Photo essayists think about how to conclude their essays by providing their readers with a conclusion that makes them think, evokes an emotion, encourages additional research, entertains, and/or instills a call to action. Students will determine the best way to conclude their photo essays and draft a conclusion that wraps up their central topic or idea in a way that generates a strong reaction from readers.

**New Jersey Student Learning Standards:** W.IW.7.2; W.WP.7.4; W.RW.7.7; SL.PE.7.1; SL.II.7.2; SL.ES.7.3; SL.PI.7.4; SL.UM.7.5; SL.AS.7.6; L.SS.7.1; L.KL.7.2

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### **Lesson 13: Revising I - Precise Language and Domain-Specific**

**Rationale:** Writers use precise language and domain-specific vocabulary to inform readers about or explain their topics. Students will acquire and accurately use precise and domain-specific words and phrases to convey clear meaning and aid in the deeper understanding of their photo essays. Students will recognize spelling conventions.

**New Jersey Student Learning Standards:** W.IW.7.2; W.WP.7.4; W.SE.7.6; W.RW.7.7; SL.PE.7.1; SL.II.7.2; SL.ES.7.3; SL.PI.7.4; SL.UM.7.5; SL.AC.7.3; L.SS.7.1; L.KL.7.2; L.VL.7.3

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### **Lesson 14: Revising II - Peer Review**

**Rationale:** When writers revise their drafts, they keep in mind the central topic or idea of their photo essays by making sure they are conveying it clearly to their readers in an engaging and informative manner. Students will share their photo essays with a partner using a peer review checklist for the purpose of listening to and providing constructive feedback.

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### **Lesson 15: Editing I - Creating Tone With Pause Punctuation**

**Rationale:** Writers use punctuation creatively to add meaning and voice to their writing. Students will recognize how the em dash and ellipses are used for the purpose of creating tone and crafting more meaningful, interesting, and rhythmic sentences. Students will recognize spelling conventions.

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### **Lesson 16: Editing II - Peer Editing**

**Rationale:** Writers recognize the importance of having editors or peers listen to or review their writing to ensure the application of the correct standards of English grammar, spelling, and conventions. Students will use an editing checklist to guide them as they work in partnerships to look over their work and prepare to publish their photo essays. Students will recognize spelling conventions.

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### **Lesson 17: Publishing I - Creating a Mock-Up**

**Rationale:** Writers visualize their final product before finalizing the placement of photos and text when creating a photo essay. Students will create a mock-up of their photo essays for the purpose of seeing variations of how photographs and text could be formatted or laid out in order to reflect a clear representation of their information and topics.

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### **Lesson 18: Publishing II - One Last Look**

**Rationale:** Writers know that in a successful photo essay, the photographs can explain or inform the readers about their topics if they are placed carefully with the text. Students will take one last look at their photo essays and decide if the visual impression of their topics matches their purpose, intent, and central ideas; make sure that they introduced their topics clearly by organizing ideas, concepts, and information into categories; and review their layouts to make sure they are useful in aiding comprehension.

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**Assessment:**

**Benchmark:** Benchmark Informational Essay

**Formative:** Observations, Teacher-Student Conferences, Student-Student Conferences, Turn-and-Talks, Written Responses, Writer's Notebook Checklists, Self-Assessment Tools, Student Performance Checklists, Sticky Notes, Reflection Sheets, Goal Sheets, IXL

**Summative:** Written Pieces (Prompts) and Published Photo Essay

**Supplemental Materials:**

Student Performance Checklist

Student Friendly Rubrics

**Differentiate Instruction:**

Instruction will vary according to student readiness/interest/learning profile, IEP, ELL, and/or G&T:

**Presentation Accommodations**

- Listen to audio recordings instead of reading text
- Learn content from audio books, movies, videos and digital media instead of reading print versions
- Use alternate texts at lower readability level
- Work with fewer items per page or line and/or materials in a larger print size
- Use magnification device, screen reader, or Braille / Nemeth Code
- Use audio amplification device (e.g., hearing aid(s), auditory trainer, sound-field system (which may require teacher use of microphone)
- Be given a written list of instructions
- Record a lesson, instead of taking notes
- Have another student share class notes with one another
- Be given an outline of a lesson
- Be given a copy of teacher's lecture notes
- Be given a study guide to assist in preparing for assessments
- Use visual presentations of verbal material, such as word webs and visual organizers
- Use manipulatives to teach or demonstrate concepts
- Have curriculum materials translated into native language

**Response Accommodations**

- Use sign language, a communication device, Braille, other technology, or native language other than English
- Dictate answers to a scribe
- Capture responses on an audio recorder
- Use a spelling dictionary or electronic spell-checker
- Use a word processor to type notes or give responses in class
- Use a calculator or table of "math facts"
- Respond directly in the test booklet rather than on an answer sheet.

**Setting Accommodations**

- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where he learns best (for example, near the teacher, away from distractions)
- Use special lighting or acoustics
- Take a test in small group setting
- Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out)
- Use noise buffers such as headphones, earphones, or earplugs

**Timing Accommodations**

- Take more time to complete a task or a test
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing a task

#### **Scheduling Accommodations**

- Take more time to complete a project
- Take a test in several timed sessions or over several days
- Take sections of a test in a different order
- Take a test at a specific time of day

#### **Organization Skills Accommodations**

- Use an alarm to help with time management
- Mark texts with a highlighter
- Have help coordinating assignments in a book or planner
- Receive study skills instruction

#### **Assignment Modifications**

- Complete fewer or different homework problems than peers
- Write shorter papers
- Answer fewer or different test questions
- Create alternate projects or assignments

#### **Curriculum Modifications**

- Learn different material (such as continuing to work on multiplication while classmates move on to fractions, or moving ahead to an extension concept/skill while classmates continue to work on a core skill)
- Get graded or assessed using a different standard than the one for classmate

### **Differentiate Instruction:**

**Instruction will vary according to student readiness/interest/learning profile and 504:**

#### **Presentation Accommodations**

- Listen to audio recordings instead of reading text
- Learn content from audio books, movies, videos and digital media instead of reading print versions
- Use alternate texts at lower readability level
- Work with fewer items per page or line and/or materials in a larger print size
- Use magnification device, screen reader, or Braille / Nemeth Code
- Use audio amplification device (e.g., hearing aid(s), auditory trainer, sound-field system (which may require teacher use of microphone))
- Be given a written list of instructions
- Record a lesson, instead of taking notes
- Have another student share class notes with one another
- Be given an outline of a lesson
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- Be given a study guide to assist in preparing for assessments
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- Use manipulatives to teach or demonstrate concepts
- Have curriculum materials translated into native language

#### **Response Accommodations**

- Use sign language, a communication device, Braille, other technology, or native language other than English
- Dictate answers to a scribe
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- Use a word processor to type notes or give responses in class
- Use a calculator or table of “math facts”
- Respond directly in the test booklet rather than on an answer sheet.

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- Take more time to complete a task or a test
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing a task

#### **Scheduling Accommodations**

- Take more time to complete a project
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- Take sections of a test in a different order
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- Get graded or assessed using a different standard than the one for classmate

### **8.1 Computer Science & Design Thinking Technology:**

- 8.1.8 CS.1: Recommend improvements to computing devices in order to improve the ways users interact with the devices.
- 8.1.8 DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.

### **9.1 Personal Financial Literacy Standard:**

- Students can research topics related to financial literacy and financial literacy management.
- 9.1.8.FP.1: Describe the impact of personal values on various financial scenarios.
- 9.1.8.FP.2: Evaluate the role of emotions, attitudes, and behavior (rational and irrational) in making financial decisions

### **9.2 Career Awareness:** Integrated throughout the unit, including but not limited to:

- Students selecting a photo essay topic based around a career they are interested in.
- Students conducting research on a career they are interested in.

- 9.2.8.CAP.1: Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.
- 9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.

**Science - MS-ESS3-D Global Climate Change, LS2.C Ecosystem Dynamics, Functioning, and Resilience Infusion:**

- Students can research and select topics based around environmental issues.
- Students can present their informational writing to raise awareness for increased efforts of environmental conservation.

**LGBTQ Awareness Infusion:**

- Students can research and select topics based around LGBTQ inclusion, awareness, and legislation.
- Students can present their informational writing to raise awareness for increased efforts on LGBTQ inclusion and/or legislation.

**Social Emotional Learning:**

- Self-Awareness
  - Recognize one's personal traits, strengths, and limitations
  - Recognize the importance of self-confidence in handling daily tasks and challenges
- Self-Management
  - Recognize the skills needed to establish and achieve personal and educational goals
  - Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
- Social Awareness
  - Recognize and identify the thoughts, feelings, and perspectives of others
  - Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- Responsible Decision Making
  - Develop, implement, and model effective problem-solving and critical thinking skills
  - Identify the consequences associated with one's actions in order to make constructive choices
- Relationship Skills
  - Establish and maintain healthy relationships
  - Utilize positive communication and social skills to interact effectively with others

<b>Subject Area:</b> English Language Arts	<b>Grade Level:</b> 8	
<b>Unit Name/Theme:</b> Reading- Launching	<b>Dates:</b> September-Early October	<b>Time Frame:</b> 4-5 weeks
<b>Lessons &amp; Writing Activities</b>		
<b>Mentor Texts &amp; Supplemental Resources Can Include:</b>		
<ul style="list-style-type: none"> <li>• "Companion" by Manjush Dasgupta</li> <li>• <i>This Same Sky</i> by Naomi Shihab Nye (Ed.)</li> </ul>		

- *How Reading Changed My Life* by Anna Quindlen
- *145th Street: Short Stories* by Walter Dean Myers
- *Cars on Mars: Roving the Red Planet* by Alexandra Siy
- "Your Question for Author Here" by Kate DiCamillo
- *Guys Read: Funny Business* by Jon Scieszka (Ed.)
- *Knock at a Star* by X.J. Kennedy and Dorothy M. Kennedy (Eds.)

\*See Schoolwide Unit for Additional Options

## **Interactive Read Aloud Lessons**

### **Lesson 1: What is Reading Workshop?**

**Rationale:** Reading workshop is a time to learn and grow as readers. Students will reflect on their own reading histories to understand their reading identities and begin to build a reading community.

**New Jersey Student Learning Standards:** SL.PE.8.1

**Skills and Strategies:** Participate Effectively

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### **Lesson 2: Readers Are Active Thinkers**

**Rationale:** Readers are active thinkers as they read, using a variety of comprehension strategies to support understanding. Students will learn about the tools and expectations of the reading workshop. Students will cite a range of textual evidence and make clear and relevant connections that strongly support an analysis of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text.

**New Jersey Student Learning Standards:** RL.CR.8.1; RI.CR.8.1

**Skills and Strategies:** Close Reading of Literary Texts, Close Reading of Informational Texts

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### **Lesson 3: Crafting a Reading Life**

**Rationale:** Readers choose different books for different purposes. Readers are individuals with various strengths, challenges, and interests. Students will use their own identities to select well-matched texts across genres.

**New Jersey Student Learning Standards:** RL.CR.8.1; SL.PE.8.1

**Skills and Strategies:** Close Reading of Literary Texts, Participate Effectively

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### **Lesson 4: Building Reading Stamina**

**Rationale:** Readers cultivate habits that help them overcome obstacles as they are reading. Students will notice and react to new information as they read to help them understand their reading more deeply. Students will cite a range of textual evidence and make clear and relevant connections that strongly support an analysis of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text.

**New Jersey Student Learning Standards:** RI.CR.8.1; RI.IT.8.3

**Skills and Strategies:** Close Reading of Informational Texts, Analyze Interactions Among Text Elements

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**Lesson 5: Using Strategies to Understand Complex Text**

**Rationale:** Readers know what it feels like to understand what they read. Students will pay attention when meaning breaks down and use strategies to help clarify their understanding, especially with complex text. Students will cite a range of textual evidence and make clear and relevant connections that strongly support an analysis of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text. Students will determine or clarify the meaning of unknown and multiple-meaning words or phrases—including technical meanings. Students will analyze the impact or specific word choices on meaning and tone.

**New Jersey Student Learning Standards:** RI.CR.8.1; RI.CI.8.2; L.VL.8.3

**Skills and Strategies:** Close Reading of Informational Texts, Determine Central Ideas in Informational Texts, Vocabulary, Acquisition and Use: Literal Meaning

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**Lesson 6: Combining What You Know With the Text**

**Rationale:** Readers bring what they know or have experienced to their reading. Students will activate their prior knowledge about the genre, author, and topic before reading and combine their prior knowledge with the clues in the text to infer meaning as they read.

**New Jersey Student Learning Standards:** RL.CR.8.1; SL.PE.8.1

**Skills and Strategies:** Close Reading of Literary Texts, Participate Effectively

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**Lesson 7: Growing Ideas Through Conversation**

**Rationale:** Readers synthesize how their thinking develops from the beginning to the end of a text to infer themes or big ideas. Students will grow ideas by talking with other readers and using evidence from the text.

**New Jersey Student Learning Standards:** RL.CR.8.1; RL.CI.8.2; SL.PE.8.1

**Skills and Strategies:** Close Reading of Literary Texts, Determine Themes in Literary Texts, Participate Effectively

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**Lesson 8: Engaging With Complex Text Through Conversation**

**Rationale:** Readers read complex texts closely. They infer meaning from the writer's language choices and analyze ideas across texts. Students will benefit from building on each other's thinking to take meaning to a deeper level.

**New Jersey Student Learning Standards:** RL.CR.8.1; RL.CI.8.2; RL.TS.8.4; SL.PE.8.1; L.VI.8.4

**Skills and Strategies:** Close Reading of Literary Texts, Determine Themes in Literary Texts, Compare and Contrast Text Structures of Literary Texts, Participate Effectively, Vocabulary, Acquisition and Use: Interpretive Meaning



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## **Mini-Lessons**

### **Lesson 1: Setting Goals for Ourselves as Readers**

**Rationale:** Readers set goals to support their individual growth. Students will reflect on their learning in order to set goals and make plans for themselves.

**New Jersey Student Learning Standards:** RL.8.10, RI.8.10, SL.8.1

**Skills and Strategies:**

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### **Lesson 2: Making Reading Plans**

**Rationale:** Readers are always prepared with books to read next; they have a plan for keeping new reading ideas at hand. Students will consider how to generate ideas for reading.

**New Jersey Student Learning Standards:** RL.8.10, RI.8.10

**Skills and Strategies:**

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### **Lesson 3: Expanding Our Reading Worlds**

**Rationale:** Readers share books that they love and expect to get recommendations from other readers. Students will understand the importance of book recommendations and create meaningful book talks.

**New Jersey Student Learning Standards:** RL.CR.8.1; RL.CI.8.2; RL.IT.8.3; SL.PE.8.1

**Skills and Strategies:** Close Reading of Literary Texts, Determine Themes in Literary Texts, Interactions Among Text Elements, Participate Effectively

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### **Lesson 4: Exploring Conflict in the World of Fiction**

**Rationale:** Readers of fiction consider the types of conflict that are developed in a text. Readers pay attention to the character's actions and thoughts as well as how the character deals with events and other characters. Students will analyze internal and external conflicts in fiction.

**New Jersey Student Learning Standards:** RL.CR.8.1; RL.CI.8.2; RL.IT.8.3; RL.TS.8.4; L.KL.8.2

**Skills and Strategies:** Close Reading of Literary Texts, Determine Themes in Literary Texts, Interactions Among Text Elements, Compare and Contrast Text Structures of Literary Texts, Use Knowledge of Language

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### **Lesson 5: Talking About Fiction**

**Rationale:** Readers of fiction notice characters, setting, plot, and themes as they read. They deepen their understanding of fiction by sharing their thinking about these elements through discussions with each other. Students will formulate topics for conversation and discuss with partners to further their

comprehension of stories.

**New Jersey Student Learning Standards:** RL.CR.8.1; RL.CI.8.2; RL.IT.8.3; RL.TS.8.4; SL.PE.8.1; L.KL.8.2; L.VI.8.4

**Skills and Strategies:** Close Reading of Literary Texts, Determine Themes in Literary Texts, Interactions Among Text Elements, Compare and Contrast Text Structures of Literary Texts, Participate Effectively, Use Knowledge of Language, Vocabulary, Acquisition and Use: Interpretive Meaning

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### **Lesson 6: Meeting Challenges in Reading Nonfiction**

**Rationale:** Readers expect challenges in reading to learn new information. They carefully examine all the clues that writers provide to help them gain knowledge. Students will examine how writers' language choices convey their messages. Students will acquire and use grade-appropriate general academic and domain-specific words and phrases.

**New Jersey Student Learning Standards:** RI.CR.8.1; L.KL.8.2; L.VL.8.3

**Skills and Strategies:** Close Reading of Informational Texts, Use Knowledge of Language, Vocabulary, Acquisition and Use: Literal Meaning

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### **Lesson 7: Determining What's Important in Nonfiction**

**Rationale:** Readers sift and sort through the information in nonfiction texts to understand how important ideas are developed. Students will determine important ideas and details that support major concepts. Students will cite a range of textual evidence and make clear and relevant connections that strongly support an analysis of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text.

**New Jersey Student Learning Standards:** RI.CR.8.1; RI.CI.8.2; L.VL.8.3

**Skills and Strategies:** Close Reading of Informational Texts, Determine Central Ideas in Informational Texts, Vocabulary, Acquisition and Use: Literal Meaning

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### **Lesson 8: Expanding Content Knowledge Using Other Media**

**Rationale:** Readers gain information from multiple sources, including visual texts. Students will identify additional information they need and use multimedia sources to supplement the understanding derived from written texts. Students will cite a range of textual evidence and make clear and relevant connections that strongly support an analysis of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text. Students will evaluate the choices made when presenting an idea in different mediums, including the representation/s or various perspectives of a subject or a key scene in two different artistic mediums.

**New Jersey Student Learning Standards:** RI.CR.8.1; RL.MF.8.6; SL.II.8.2

**Skills and Strategies:** Close Reading of Informational Texts, Evaluate Diverse Media and Formats in Literature, Analyze and Evaluate Information Presented in Diverse Media and Formats

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### **Lesson 9: Relating Form and Content in Poetry**

**Rationale:** Readers of poetry recognize how poets use different structures to convey their thoughts and emotions. Students will notice how the structure of a poem impacts the feelings and ideas that are conveyed.

**New Jersey Student Learning Standards:** RL.CR.8.1; RL.CI.8.2; L.KL.8.2; L.VI.8.4

**Skills and Strategies:** Close Reading of Literary Texts, Determine Themes in Literary Texts, Use Knowledge of Language, Vocabulary, Acquisition and Use: Interpretive Meaning

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**Lesson 10: Reflecting on Reading Goals**

**Rationale:** Readers reflect on their goals in order to gain insight into their habits and behaviors as readers. Students will present evidence to support their reflections on their goals and set new goals.

**New Jersey Student Learning Standards:** RL.8.10, RI.8.10

**Skills and Strategies:**

**Assessment:**

**Benchmark:** District Benchmark Assessment  
Reading Assessments

**Formative:** Observations, Teacher-Student Conferences, Student-Student Conferences, Turn-and-Talks, Written Reading Responses, Reading Notebook Checklists, Self-Assessment Tools, Formative Assessment Note Sheets, Student Performance Checklists, Sticky Notes, Reading Logs, Reflection Sheets, Goal Sheets, Reading Strategies Checklists, IXL

**Summative:** Literary Terms Definitions Test  
Fiction Writing Rubric  
Short Story Assessment on Story Elements  
Open-Ended Responses  
Reading Assessments  
IXL

**Supplemental Materials:**

Fiction Writing Rubric  
Open-Ended Response Rubric  
Essay/Extended Response Rubric

**Differentiate Instruction:**

**Instruction will vary according to student readiness/interest/learning profile, IEP, ELL, and/or G&T:**

**Presentation Accommodations**

- Listen to audio recordings instead of reading text
- Learn content from audio books, movies, videos and digital media instead of reading print versions
- Use alternate texts at lower readability level
- Work with fewer items per page or line and/or materials in a larger print size
- Use magnification device, screen reader, or Braille / Nemeth Code
- Use audio amplification device (e.g., hearing aid(s), auditory trainer, sound-field system (which may require teacher use of microphone)

- Be given a written list of instructions
- Record a lesson, instead of taking notes
- Have another student share class notes with one another
- Be given an outline of a lesson
- Be given a copy of teacher's lecture notes
- Be given a study guide to assist in preparing for assessments
- Use visual presentations of verbal material, such as word webs and visual organizers
- Use manipulatives to teach or demonstrate concepts
- Have curriculum materials translated into native language

#### **Response Accommodations**

- Use sign language, a communication device, Braille, other technology, or native language other than English
- Dictate answers to a scribe
- Capture responses on an audio recorder
- Use a spelling dictionary or electronic spell-checker
- Use a word processor to type notes or give responses in class
- Use a calculator or table of "math facts"
- Respond directly in the test booklet rather than on an answer sheet.

#### **Setting Accommodations**

- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where he learns best (for example, near the teacher, away from distractions)
- Use special lighting or acoustics
- Take a test in small group setting
- Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out)
- Use noise buffers such as headphones, earphones, or earplugs

#### **Timing Accommodations**

- Take more time to complete a task or a test
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing a task

#### **Scheduling Accommodations**

- Take more time to complete a project
- Take a test in several timed sessions or over several days
- Take sections of a test in a different order
- Take a test at a specific time of day

#### **Organization Skills Accommodations**

- Use an alarm to help with time management
- Mark texts with a highlighter
- Have help coordinating assignments in a book or planner
- Receive study skills instruction

#### **Assignment Modifications**

- Complete fewer or different homework problems than peers
- Write shorter papers
- Answer fewer or different test questions
- Create alternate projects or assignments

#### **Curriculum Modifications**

- Learn different material (such as continuing to work on multiplication while classmates move on to fractions, or moving ahead to an extension concept/skill while classmates continue to work on a core skill)
- Get graded or assessed using a different standard than the one for classmate

### **Differentiate Instruction:**

**Instruction will vary according to student readiness/interest/learning profile and 504:**

#### **Presentation Accommodations**

- Listen to audio recordings instead of reading text
- Learn content from audio books, movies, videos and digital media instead of reading print versions
- Use alternate texts at lower readability level
- Work with fewer items per page or line and/or materials in a larger print size
- Use magnification device, screen reader, or Braille / Nemeth Code
- Use audio amplification device (e.g., hearing aid(s), auditory trainer, sound-field system (which may require teacher use of microphone))
- Be given a written list of instructions
- Record a lesson, instead of taking notes
- Have another student share class notes with one another
- Be given an outline of a lesson
- Be given a copy of teacher's lecture notes
- Be given a study guide to assist in preparing for assessments
- Use visual presentations of verbal material, such as word webs and visual organizers
- Use manipulatives to teach or demonstrate concepts
- Have curriculum materials translated into native language

#### **Response Accommodations**

- Use sign language, a communication device, Braille, other technology, or native language other than English
- Dictate answers to a scribe
- Capture responses on an audio recorder
- Use a spelling dictionary or electronic spell-checker
- Use a word processor to type notes or give responses in class
- Use a calculator or table of "math facts"
- Respond directly in the test booklet rather than on an answer sheet.

#### **Setting Accommodations**

- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where he learns best (for example, near the teacher, away from distractions)
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- Take a test in small group setting
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#### **Timing Accommodations**

- Take more time to complete a task or a test
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing a task

#### **Scheduling Accommodations**

- Take more time to complete a project
- Take a test in several timed sessions or over several days
- Take sections of a test in a different order
- Take a test at a specific time of day

**Organization Skills Accommodations**

- Use an alarm to help with time management
- Mark texts with a highlighter
- Have help coordinating assignments in a book or planner
- Receive study skills instruction

**Assignment Modifications**

- Complete fewer or different homework problems than peers
- Write shorter papers
- Answer fewer or different test questions
- Create alternate projects or assignments

**Curriculum Modifications**

- Learn different material (such as continuing to work on multiplication while classmates move on to fractions, or moving ahead to an extension concept/skill while classmates continue to work on a core skill)
- Get graded or assessed using a different standard than the one for classmate

**8.1 Computer Science & Design Thinking Technology:**

- 8.1.8.CS.1: Recommend improvements to computing devices in order to improve the ways users interact with the devices.
- 8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.

**Standard 9 -**

**9.1 Personal Financial Literacy**

**9.2 Career Awareness, Exploration, Preparation, and Training**

**9.4 Life Literacies and Key Skills**

**9.1 Personal Financial Literacy Standard:**

- Characters in read alouds and independent reading texts learn money management skills.
- The plot or theme in read alouds and independent reading texts revolves around money management skills and financial independence.
- 9.1.8.CP.2: Analyze how spending habits affect one's ability to save
- 9.1.8.FP.1: Describe the impact of personal values on various financial scenarios.
- 9.1.8.FP.2: Evaluate the role of emotions, attitudes, and behavior (rational and irrational) in making financial decisions.
- 9.1.8.FP.3: Explain how self-regulation is important to managing money (e.g., delayed gratification, impulse buying, peer pressure, etc.).
- 9.1.8.FP.4: Analyze how familial and cultural values influence savings rates, spending, and other financial decisions.
- 9.1.8.FP.5: Determine how spending, investing, and using credit wisely contributes to financial well-being

**9.2 Career Awareness, Exploration, Preparation, and Training:**

- In read alouds and independent reading texts, students are introduced to a variety of careers that characters have.

9.2.8.CAP.11: Analyze potential career opportunities by considering different types of resources, including occupation databases, and state and national labor market statistics.

#### 9.4 Life Literacies and Key Skills

- 9.4.8.DC.1: Analyze the resource citations in online materials for proper use.
- 9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).

#### Science - MS-ESS3-D Global Climate Change, LS2.C Ecosystem Dynamics, Functioning, and Resilience Infusion:

- Nonfiction texts used as read aloud and for independent reading raises awareness on global climate change.
- Fiction texts used as read alouds and for independent reading revolve around protecting our environment and ecosystem, whether it's specific characters or the plot.

#### LGBTQ Awareness Infusion:

- Fiction texts used as read alouds and for independent reading will feature LGBTQ characters and/or written by prominent LGBTQ authors.
- Non-fiction texts used as read alouds and for independent reading are based on prominent LGBTQ figures and/or about the history and progression of the LGBTQ movement.

#### Social Emotional Learning:

- Self-Awareness
  - Recognize one's feelings and thoughts
  - Recognize the importance of self-confidence in handling daily tasks and challenges
- Self-Management
  - Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
  - Recognize the skills needed to establish and achieve personal and educational goals
- Social Awareness
  - Recognize and identify the thoughts, feelings, and perspectives of others
  - Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
  - Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Responsible Decision Making
  - Develop, implement, and model effective problem-solving and critical thinking skills
  - Identify the consequences associated with one's actions in order to make constructive choices
  - Evaluate personal, ethical, safety, and civic impact of decisions
- Relationship Skills
  - Utilize positive communication and social skills to interact effectively with others
  - Identify who, when, where, or how to seek help for oneself or others when needed

<b>Subject Area:</b> English Language Arts	<b>Grade Level:</b> 8	
<b>Unit Name:</b> Reading-Fiction	<b>Dates:</b> October - December/January	<b>Time Frame:</b> Approximately 8-12 Weeks

## Lessons & Writing Activities

### Mentor Texts & Supplemental Resources Can Include:

- *Patrol: An American Soldier in Vietnam* by Walter Dean Myers
- *13* by James Howe (Ed.)
- "Life Changing" by Mark Hamilton, "Invincible" by Mark Hamilton
- *A Sound of Thunder & Other Stories* by Ray Bradbury
- *Along the River: A Chinese Cinderella Novel* by Adeline Yen Mah
- *The Tell-Tale Heart and Other Stories* by Edgar Allan Poe
- "Sarah's Triumph" by Lisa Trow
- "Cinderella" by Charles Perrault

\*See Schoolwide Unit for Additional Options

### Interactive Read Aloud Lessons

#### Lesson 1: The World of Fiction

**Rationale:** Readers understand that there are subgenres of fiction texts that share the same purpose of enlightening, entertaining, and involving the audience in the life of the story. Students will expand their understanding of fiction by asking questions and gathering information about fiction subgenres.

**New Jersey Student Learning Standards:** RL.CR.8.1; RL.IT.8.3; RL.TS.8.4; SL.PE.8.1; SL.AS.8.6

**Skills and Strategies:** Close Reading of Literary Texts, Interactions Among Text Elements, Compare and Contrast Text Structures of Literary Texts, Participate Effectively, Adapt Speech Accordingly

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#### Lesson 2: Story Elements and Structure

**Rationale:** Readers understand that fiction texts have particular elements and chronological structures. Students will explore a realistic fiction text, paying particular attention to the story elements, as well as how scenes or chapters fit together to create an overall narrative structure.

**New Jersey Student Learning Standards:** RL.CR.8.1; RL.IT.8.3; RL.TS.8.4; SL.PE.8.1; SL.AS.8.6; L.KL.8.2

**Skills and Strategies:** Close Reading of Literary Texts, Interactions Among Text Elements, Compare and Contrast Text Structures of Literary Texts, Participate Effectively, Adapt Speech Accordingly, Use Knowledge of Language

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#### Lesson 3: Exploring Conflicts and Resolutions

**Rationale:** Readers understand that there are different types of conflicts present in fiction. Students will analyze fiction stories to identify the type, nature, and resolution of conflicts in order to understand how they move the stories along and reveal aspects of the characters. Students will compare and contrast the structure of texts, analyzing how the differing structure of each text contributes to its meaning, tone and style.

**New Jersey Student Learning Standards:** RL.CR.8.1; RL.IT.8.3; RL.TS.8.4; SL.PE.8.1; SL.AS.8.6; L.KL.8.2

**Skills and Strategies:** Close Reading of Literary Texts, Interactions Among Text Elements, Compare and Contrast Text Structures of Literary Texts, Participate Effectively, Adapt Speech Accordingly, Use



**Lesson 4: The Power of Settings in a Historical Fantasy Text**

**Rationale:** Readers recognize the power of historical settings and how fiction writers use history in their stories to shape characters and plot development. Students will analyze the relationship among historical settings, characters, and plot development. Students will analyze and reflect on how the author's idea in fiction and literary nonfiction texts is shaped by the author's emphasis on different evidence, advancing different interpretations of facts, or fictional portrayal of a time, place, or character and a historical account of the same period.

**New Jersey Student Learning Standards:** RL.CR.8.1; RL.IT.8.3; RL.TS.8.4; RL.CT.8.8; SL.PE.8.1; SL.AS.8.6; L.KL.8.2

**Skills and Strategies:** Close Reading of Literary Texts, Interactions Among Text Elements, Compare and Contrast Text Structures of Literary Texts, Comparison of Texts, Participate Effectively, Adapt Speech Accordingly, Use Knowledge of Language

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**Lesson 5: Exploring Characters and Their Points of View**

**Rationale:** Readers of fiction explore and evaluate characters' points of view and the effects differing points of view or perspective have on a story. Students will explore, evaluate, and analyze characters and their points of view, citing implicit and explicit textual evidence. Students will analyze how an author conveys or develops their perspective or purpose in a text through the use of different perspectives of the characters and that of the audience or reader. Students will analyze the impact or specific word choices on meaning and tone.

**New Jersey Student Learning Standards:** RL.CR.8.1; RL.IT.8.3; RL.PP.8.5; SL.PE.8.1; SL.AS.8.6; L.VL.8.3; W.RW.8.7

**Skills and Strategies:** Close Reading of Literary Texts, Interactions Among Text Elements, Determine Perspective(s) and Purpose(s), Participate Effectively, Adapt Speech Accordingly, Vocabulary, Acquisition and Use: Literal Meaning, Write Over Extended Time Frames

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**Lesson 6: Identifying the Theme or Central Idea of a Fiction Text**

**Rationale:** Readers of fiction understand that the theme of a text is often a repeated idea that is extracted by the readers as they explore and analyze a text. Students will determine the theme or the central idea of a text and analyze its development and relationship to the characters, setting, and plot over the course of the story. Students will analyze and reflect on how the author's idea in fiction and literary nonfiction texts is shaped by the author's emphasis on different evidence, advancing different interpretations of facts, or fictional portrayal of a time, place, or character and a historical account of the same period.

**New Jersey Student Learning Standards:** RL.CR.8.1; RL.CI.8.2; RL.IT.8.3; RL.TS.8.4; RL.PP.8.5; RL.CT.8.8; SL.PE.8.1; SL.II.8.2; SL.ES.8.3; SL.PI.8.4; SL.AS.8.6

**Skills and Strategies:** Close Reading of Literary Texts, Determine Themes in Literary Texts, Interactions Among Text Elements, Compare and Contrast Text Structures of Literary Texts, Determine Perspective(s) and Purpose(s), Comparison of Texts, Participate Effectively, Analyze and Evaluate Information Presented in Diverse Media and Formats, Evaluate Speakers, Present Information, Adapt Speech Accordingly

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### **Lesson 7: Asking Critical Questions**

**Rationale:** Readers question what they read with the goal of developing a deep understanding of the text and the author's purpose. Students will analyze what they read to identify the critical questions that emerge from characters' actions.

**New Jersey Student Learning Standards:** RL.CR.8.1; RL.CI.8.2; SL.PE.8.1; SL.AS.8.6

**Skills and Strategies:** Close Reading of Literary Texts, Determine Themes in Literary Texts, Participate Effectively, Adapt Speech Accordingly

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### **Lesson 8: Active Reading**

**Rationale:** Readers actively read by keeping track of key events in a story and articulating their understanding by summarizing, posing questions, and seeking answers. Students will focus on reading actively and critically, paying attention to what they are thinking as they read and annotate a text.

**New Jersey Student Learning Standards:** RL.CR.8.1; RL.CI.8.2; SL.PE.8.1; L.VL.8.3

**Skills and Strategies:** Close Reading of Literary Texts, Determine Themes in Literary Texts, Participate Effectively, Vocabulary, Acquisition and Use: Literal Meaning

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### **Lesson 9: Dialogue Develops Characters and Propels the Action**

**Rationale:** Readers recognize that fictional stories contain dialogue that propels the action, reveals aspects of the characters, and/or provokes a decision. Students will analyze the dialogue in a drama and how it builds characterization and moves the story forward. Students will analyze the impact or specific word choices on meaning and tone.

**New Jersey Student Learning Standards:** RL.CR.8.1; RL.IT.8.3; RL.PP.8.5; SL.PE.8.1; SL.II.8.2; SL.AS.8.6; L.VL.8.3

**Skills and Strategies:** Close Reading of Literary Texts, Interactions Among Text Elements, Determine Perspective(s) and Purpose(s), Participate Effectively, Analyze and Evaluate Information Presented in Diverse Media and Formats, Adapt Speech Accordingly, Vocabulary, Acquisition and Use: Literal Meaning

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## **Mini-Lessons**

### **Lesson 1: Tone, Mood, and Meaning**

**Rationale:** Readers interpret and analyze literature by paying attention to specific words and phrases in order to determine the effect these words have in creating the mood and tone. Students will analyze the impact of specific word choices on meaning and tone by exploring how an author uses literary language and devices across a text.

**New Jersey Student Learning Standards:** RL.CR.8.1; RL.IT.8.3; SL.PE.8.1; L.VL.8.3; L.VI.8.4

**Skills and Strategies:** Close Reading of Literary Texts, Interactions Among Text Elements, Participate Effectively, Vocabulary, Acquisition and Use: Literal Meaning, Vocabulary, Acquisition and Use: Interpretive Meaning

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### **Lesson 2: Monitoring Comprehension**

**Rationale:** Effective readers expect comprehension challenges when reading fiction texts. Students will identify textual challenges and flexibly use a range of strategies in order to determine meaning and enhance their comprehension.

**New Jersey Student Learning Standards:** RL.CR.8.1; SL.PE.8.1; L.VL.8.3; L.VI.8.4

**Skills and Strategies:** Close Reading of Literary Texts, Participate Effectively, Vocabulary, Acquisition and Use: Literal Meaning, Vocabulary, Acquisition and Use: Interpretive Meaning

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### **Lesson 3: Examining Points of View**

**Rationale:** Readers of fiction consider who is telling the story and from what perspective it is being told as they read critically. Students will analyze how writers develop reliable and unreliable points of view over the course of a text, which leads the readers to begin to infer the writers' message or purpose.

**New Jersey Student Learning Standards:** RL.CR.8.1; RL.TS.8.3; RL.TS.8.4; SL.PE.8.1; W.RW.8.7

**Skills and Strategies:** Close Reading of Literary Texts, Interactions Among Text Elements, Compare and Contrast Text Structures of Literary Texts, Participate Effectively, Write Over Extended Time Frames

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### **Lesson 4: Motif and Theme**

**Rationale:** Readers of fiction recognize that stories have particular themes illustrated by motifs or the repetition of images and phrases. Students will identify the repetition of images, words, and/or phrases that illustrate the motif, which sheds light on the theme.

**New Jersey Student Learning Standards:** RL.CR.8.1; RL.CI.8.2; RL.TS.8.4; SL.PE.8.1

**Skills and Strategies:** Close Reading of Literary Texts, Determine Themes in Literary Texts, Compare and Contrast Text Structures of Literary Texts, Participate Effectively

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### **Lesson 5: Analyzing Structure and Meaning**

**Rationale:** Readers of fiction compare and contrast the structure of texts and analyze how the different structures contribute to the texts' meaning, tone and style. Students will analyze the impact or specific word choices on meaning and tone.

**New Jersey Student Learning Standards:** RL.CR.8.1; RL.CI.8.2; RL.TS.8.4; SL.PE.8.1; L.VL.8.3

**Skills and Strategies:** Close Reading of Literary Texts, Determine Themes in Literary Texts, Compare and Contrast Text Structures of Literary Texts, Participate Effectively, Vocabulary, Acquisition and Use: Literal Meaning

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### **Lesson 6: A Modern Take on a Traditional Tale**

**Rationale:** Readers take notice of modern-day literature that draws on the themes, characters, and patterns of traditional tales. Students will reflect on, analyze, and discuss how archetypal elements can be found in both traditional and modern-day fiction. Students will analyze and reflect on how the author's idea in fiction and literary nonfiction texts is shaped by the author's emphasis on different evidence, advancing different interpretations of facts, or fictional portrayal of a time, place, or character and a historical account of the same period. Students will evaluate the choices made when presenting an idea in different mediums, including the representation/s or various perspectives of a subject or a key scene in two different artistic mediums.

**New Jersey Student Learning Standards:** RL.CR.8.1; RL.TS.8.4; RL.PP.8.5; RL.MF.8.6; RL.CT.8.8; SL.PE.8.1; SL.PI.8.4; L.VL.8.3

**Skills and Strategies:** Close Reading of Literary Texts, Compare and Contrast Text Structures of Literary Texts, Determine Perspective(s) and Purpose(s), Evaluate Diverse Media and Formats in Literature, Comparison of Texts, Participate Effectively, Present Information, Vocabulary, Acquisition and Use: Literal Meaning

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### **Lesson 7: Reflect, Write, Discuss**

**Rationale:** Readers engage in collaborative discussions on a range of texts, topics, and issues. Students will consider critical questions, record their ideas, and participate in conversations with peers, building on others' ideas and expressing their own clearly.

**New Jersey Student Learning Standards:** RL.CR.8.1, RL.CI.8.2; RL.IT.8.3; RL.TS.8.4; SL.PE.8.1; SL.PI.8.4; L.VL.8.3; L.VI.8.4

**Skills and Strategies:** Close Reading of Literary Texts, Determine Themes in Literary Texts, Interactions Among Text Elements, Compare and Contrast Text Structures of Literary Texts, Participate Effectively, Present Information, Vocabulary, Acquisition and Use: Literal Meaning, Vocabulary, Acquisition and Use: Interpretive Meaning

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### **Lesson 8: Comparing Fiction Texts to Other Media Versions**

**Rationale:** Readers of fiction compare and contrast texts with movie, stage, audio, or multimedia versions that address similar stories and themes. Students will identify and analyze distinct ways various media address a familiar story through discussion and writing. Students will evaluate the choices made when presenting an idea in different mediums, including the representation/s or various perspectives of a subject or a key scene in two different artistic mediums.

**New Jersey Student Learning Standards:** RL.CR.8.1; RL.CI.8.2; RL.IT.8.3; RL.TS.8.4; RL.PP.8.5; RL.MF.8.6; SL.PE.8.1; SL.II.8.2; L.VI.8.4; W.RW.8.7

**Skills and Strategies:** Close Reading of Literary Texts, Determine Themes in Literary Texts, Interactions Among Text Elements, Compare and Contrast Text Structures of Literary Texts, Determine Perspective(s) and Purpose(s), Evaluate Diverse Media and Formats in Literature, Participate Effectively, Analyze and Evaluate Information Presented in Diverse Media and Formats, Vocabulary, Acquisition and Use: Interpretive Meaning

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### **Lesson 9: Synthesizing-An Extended Written Response**

**Rationale:** Readers use writing as a tool to reflect upon, synthesize, and communicate ideas they have drawn from analyzing and making connections across texts. Students will interpret, analyze, and make connections across two mentor texts and synthesize the new information in a written response. Students will analyze how particular elements of a text interact across multiple text types, including across literary and informational texts. Students will compare and contrast the structure of texts, analyzing how the differing structure of each text contributes to its meaning, tone and style.

**New Jersey Student Learning Standards:** RL.CR.8.1; RL.CI.8.2; RL.IT.8.3; RL.TS.8.4; RL.MF.8.6; SL.PE.8.1; SL.II.8.2; SL.PI.8.4; SL.UM.8.5; L.KL.8.2; L.VI.8.4; W.RW.8.7

**Skills and Strategies:** Close Reading of Literary Texts, Determine Themes in Literary Texts, Interactions Among Text Elements, Compare and Contrast Text Structures of Literary Texts, Evaluate Diverse Media and Formats in Literature, Participate Effectively, Analyze and Evaluate Information Presented in Diverse Media and Formats, Present Information, Include Multimedia Components, Use Knowledge of Language, Vocabulary, Acquisition and Use: Interpretive Meaning, Write Over Extended Time Frames

**Assessment:**

**Benchmark:** District Benchmark Assessment  
Reading Assessments

**Formative:** Observations, Teacher-Student Conferences, Student-Student Conferences, Turn-and-Talks, Written Reading Responses, Reading Notebook Checklists, Self-Assessment Tools, Formative Assessment Note Sheets, Student Performance Checklists, Sticky Notes, Reading Logs, Reflection Sheets, Goal Sheets, Reading Strategies Checklists, IXL

**Summative:** Fiction Reading Skills/Strategies Assessment  
IXL

**Supplemental Materials:**

Fiction Reading Skills/Strategies Assessment

**Differentiate Instruction:**

Instruction will vary according to student readiness/interest/learning profile, IEP, ELL, and/or G&T:

**Presentation Accommodations**

- Listen to audio recordings instead of reading text
- Learn content from audio books, movies, videos and digital media instead of reading print versions
- Use alternate texts at lower readability level
- Work with fewer items per page or line and/or materials in a larger print size
- Use magnification device, screen reader, or Braille / Nemeth Code
- Use audio amplification device (e.g., hearing aid(s), auditory trainer, sound-field system (which may require teacher use of microphone)
- Be given a written list of instructions
- Record a lesson, instead of taking notes
- Have another student share class notes with one another
- Be given an outline of a lesson
- Be given a copy of teacher's lecture notes
- Be given a study guide to assist in preparing for assessments

- Use visual presentations of verbal material, such as word webs and visual organizers
- Use manipulatives to teach or demonstrate concepts
- Have curriculum materials translated into native language

#### **Response Accommodations**

- Use sign language, a communication device, Braille, other technology, or native language other than English
- Dictate answers to a scribe
- Capture responses on an audio recorder
- Use a spelling dictionary or electronic spell-checker
- Use a word processor to type notes or give responses in class
- Use a calculator or table of “math facts”
- Respond directly in the test booklet rather than on an answer sheet.

#### **Setting Accommodations**

- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where he learns best (for example, near the teacher, away from distractions)
- Use special lighting or acoustics
- Take a test in small group setting
- Use sensory tools such as an exercise band that can be looped around a chair’s legs (so fidgety kids can kick it and quietly get their energy out)
- Use noise buffers such as headphones, earphones, or earplugs

#### **Timing Accommodations**

- Take more time to complete a task or a test
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing a task

#### **Scheduling Accommodations**

- Take more time to complete a project
- Take a test in several timed sessions or over several days
- Take sections of a test in a different order
- Take a test at a specific time of day

#### **Organization Skills Accommodations**

- Use an alarm to help with time management
- Mark texts with a highlighter
- Have help coordinating assignments in a book or planner
- Receive study skills instruction

#### **Assignment Modifications**

- Complete fewer or different homework problems than peers
- Write shorter papers
- Answer fewer or different test questions
- Create alternate projects or assignments

#### **Curriculum Modifications**

- Learn different material (such as continuing to work on multiplication while classmates move on to fractions, or moving ahead to an extension concept/skill while classmates continue to work on a core skill)
- Get graded or assessed using a different standard than the one for classmate

#### **Differentiate Instruction:**

**Instruction will vary according to student readiness/interest/learning profile and 504:**

**Presentation Accommodations**

- Listen to audio recordings instead of reading text
- Learn content from audio books, movies, videos and digital media instead of reading print versions
- Use alternate texts at lower readability level
- Work with fewer items per page or line and/or materials in a larger print size
- Use magnification device, screen reader, or Braille / Nemeth Code
- Use audio amplification device (e.g., hearing aid(s), auditory trainer, sound-field system (which may require teacher use of microphone)
- Be given a written list of instructions
- Record a lesson, instead of taking notes
- Have another student share class notes with one another
- Be given an outline of a lesson
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- Use manipulatives to teach or demonstrate concepts
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#### **Curriculum Modifications**

- Learn different material (such as continuing to work on multiplication while classmates move on to fractions, or moving ahead to an extension concept/skill while classmates continue to work on a core skill)
- Get graded or assessed using a different standard than the one for classmates

### **8.1 Computer Science & Design Thinking Technology:**

- 8.1.8.CS.1: Recommend improvements to computing devices in order to improve the ways users interact with the devices.

## **Standard 9 -**

### **9.1 Personal Financial Literacy**

### **9.2 Career Awareness, Exploration, Preparation, and Training**

### **9.4 Life Literacies and Key Skills**

#### **9.1 Personal Financial Literacy Standard.**

- Characters in read alouds and independent reading texts learn money management skills.
- The plot or theme in read alouds and independent reading texts revolves around money management skills and financial independence.

- 9.1.8.A.6 Explain how income affects spending decisions.
- 9.1.8.CP.2: Analyze how spending habits affect one's ability to save
- 9.1.8.FP.1: Describe the impact of personal values on various financial scenarios.
- 9.1.8.FP.2: Evaluate the role of emotions, attitudes, and behavior (rational and irrational) in making financial decisions.
- 9.1.8.FP.3: Explain how self-regulation is important to managing money (e.g., delayed gratification, impulse buying, peer pressure, etc.).
- 9.1.8.FP.4: Analyze how familial and cultural values influence savings rates, spending, and other financial decisions.
- 9.1.8.FP.5: Determine how spending, investing, and using credit wisely contributes to financial well-being

#### **9.2 Career Awareness, Exploration, Preparation, and Training:**

- In read alouds and independent reading texts, students are introduced to a variety of careers that characters have.

9.2.8.CAP.11: Analyze potential career opportunities by considering different types of resources, including occupation databases, and state and national labor market statistics.

### **9.4 Life Literacies and Key Skills**

- 9.4.8.DC.1: Analyze the resource citations in online materials for proper use.



- 9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).

**Science - MS-ESS3-D Global Climate Change, LS2.C Ecosystem Dynamics, Functioning, and Resilience Infusion:**

- Texts used as read alouds and for independent reading revolve around protecting our environment and ecosystem, whether it's specific characters or the plot.

**LGBTQ Awareness Infusion:**

- Texts used as read alouds and for independent reading will feature LGBTQ characters and/or written by prominent LGBTQ authors.

**Social Emotional Learning:**

- Self-Awareness
  - Recognize one's feelings and thoughts
- Self-Management
  - Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
- Social Awareness
  - Recognize and identify the thoughts, feelings, and perspectives of others
  - Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
  - Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Responsible Decision Making
  - Develop, implement, and model effective problem-solving and critical thinking skills
- Relationship Skills
  - Utilize positive communication and social skills to interact effectively with others

**Subject Area:** English

**Grade Level:** 8

Language Arts		
<b>Unit Name:</b> Reading-Nonfiction	<b>Dates:</b> January-March	<b>Time Frame:</b> 6 - 8 weeks

## Lessons & Writing Activities

### Mentor Texts & Supplemental Resources Can Include:

- *Don't Sweat It!: Regulating Body Temperature* by Mary Kay Carson
- *Shipwreck at the Bottom of the World* by Jennifer Armstrong
- *Roughing It* by Mark Twain
- "Queasy?" by Ruth Tenzer Feldman from *ODYSSEY Magazine*, "Stay Hungry, Stay Foolish" by Susan Barnes from *ODYSSEY Magazine*
- *The Trouble Begins at 8* by Sid Fleischman
- "Steve Jobs's 2005 Stanford Commencement Address"
- "Troubled Daughter Grows Up" by Mary Schmich from the *Chicago Tribune*
- "Violence in Video Games Causes Desensitization to Violence in Reality" by Hannah Garry from the *South High Southerner*
- "Op-Ed: In Defense of Gaming" by Trevor Butterworth from *The Daily*

\*See Schoolwide Unit for Additional Options

### Interactive Read Aloud Lessons

#### Lesson 1: Introduction to Nonfiction

**Rationale:** Readers of nonfiction have opportunities to learn about every imaginable topic. Students will recognize the characteristics of different types of nonfiction, including references nonfiction and various forms of literary nonfiction.

**New Jersey Student Learning Standards:** RI.CR.8.1, RI.TS.8.4

**Skills and Strategies:** Close Reading of Informational Texts, Analyze and Explain Based on Text Structure

#### Lesson 2: How Do We Read Nonfiction?

**Rationale:** Readers understand the challenges of nonfiction text. They monitor their comprehension and take action if they are losing meaning. Students will use reading comprehension strategies before, during, and after reading to support their learning. Students will cite a range of textual evidence and make clear and relevant connections that strongly support an analysis of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text.

**New Jersey Student Learning Standards:** RI.CR.8.1; L.VL.8.3

**Skills and Strategies:** Close Reading of Informational Texts, Vocabulary, Acquisition and Use: Literal Meaning

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**Lesson 3: Nonfiction Text Features**

**Rationale:** Readers of nonfiction use text features to help them more fully understand information they encounter. Students will identify text features, their purposes, and how the features support comprehension. Students will evaluate the choices made when presenting an idea in different mediums and the advantages and disadvantages of using different mediums or formats to address a question or solve a problem.

**New Jersey Student Learning Standards:** RI.CR.8.1; RI.MF.8.6; L.VL.8.3

**Skills and Strategies:** Close Reading of Informational Texts, Analyze and Evaluate Information Presented in Diverse Media and Formats, Vocabulary, Acquisition and Use: Literal Meaning

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**Lesson 4: Structures of Nonfiction**

**Rationale:** Readers of nonfiction pay attention to text structures to support their understanding. Students will analyze and explain how an author organizes, develops and presents ideas, establishes a point of view or builds supporting arguments through text structure.

**New Jersey Student Learning Standards:** RI.TS.8.4

**Skills and Strategies:** Analyze and Explain Based on Text Structure

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**Lesson 5: Vocabulary in Nonfiction Texts**

**Rationale:** Readers of nonfiction encounter particular challenges with vocabulary. Students will use a variety of approaches to handle these challenges. Students will determine or clarify the meaning of unknown and multiple-meaning words or phrases—including technical meanings. Students will analyze the impact or specific word choices on meaning and tone.

**New Jersey Student Learning Standards:** RI.TS.8.4; L.VL.8.3; L.VI.8.4

**Skills and Strategies:** Analyze and Explain Based on Text Structure, Vocabulary, Acquisition and Use: Literal Meaning, Vocabulary, Acquisition and Use: Interpretive Meaning

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**Lesson 6: Learning From and About Biographies**

**Rationale:** Literary nonfiction takes many forms, including biography. Students will note characteristics of this genre to support their understanding as they read biographies. Students will analyze how particular elements of a text interact across multiple text types, including across literary and informational texts.

**New Jersey Student Learning Standards:** RI.IT.8.3

**Skills and Strategies:** Analyze Interactions Among Text Elements

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**Lesson 7: Author's Point of View**

**Rationale:** Authors of nonfiction often have perspectives that determine how they present their topics. Students will infer the author's point of view to gain deeper insights into the text. Students will analyze how an author conveys or develops their perspective or purpose in a text and by acknowledging and responding to conflicting evidence or viewpoints. Students will analyze the impact or specific word choices on meaning and tone.

**New Jersey Student Learning Standards:** RI.CI.8.2; RI.PP.8.5; L.VL.8.3

**Skills and Strategies:** Determine Central Ideas in Informational Texts, Determine Perspective(s) and Purpose(s), Vocabulary, Acquisition and Use: Literal Meaning

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**Lesson 8: Understanding Authors' Messages in Nonfiction**

**Rationale:** Readers develop their understanding of a writer's central messages as they continue reading a nonfiction text. Students will think, write, and talk as they gather evidence to support, expand, and revise their interpretations of an author's messages.

**New Jersey Student Learning Standards:** RI.CI.8.2; RI.TS.8.4; SL.PE.8.1

**Skills and Strategies:** Determine Central Ideas in Informational Texts, Analyze and Explain Based on Text Structure, Participate Effectively

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**Lesson 9: Exploring Authors' Use of Language**

**Rationale:** Readers of nonfiction notice the style and tone created by writers' use of language. Students will examine the effects of writers' language choices in literary nonfiction. Students will analyze the impact or specific word choices on meaning and tone.

**New Jersey Student Learning Standards:** RI.TS.8.4; RI.CT.8.8; L.VL.8.3

**Skills and Strategies:** Analyze and Explain Based on Text Structure, Compare Multiple Informational Texts, Vocabulary, Acquisition and Use: Literal Meaning

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**Lesson 10: Understanding the Power of a Speech**

**Rationale:** Speeches can be powerful forms of literary nonfiction. Students will examine the characteristics of a speech and note their reactions to watching and listening to a speech and to reading one. Students will evaluate the choices made when presenting an idea in different mediums and the advantages and disadvantages of using different mediums or formats to address a question or solve a problem.

**New Jersey Student Learning Standards:** RI.MF.8.6; L.VI.8.4

**Skills and Strategies:** Analyze and Evaluate Information Presented in Diverse Media and Formats, Vocabulary, Acquisition and Use: Interpretive Meaning

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### **Mini-Lessons**

#### **Lesson 1: Analyzing a Speech**

**Rationale:** Readers of literary nonfiction notice how a speech is structured to support their understanding of its central points. Students will summarize each part of a speech, note its main lesson or message, and make connections to the author's ideas. Students will analyze and explain how an author organizes, develops and presents ideas, establishes a point of view or builds supporting arguments through text structure. Students will analyze how particular elements of a text interact across multiple text types, including across literary and informational texts.

**New Jersey Student Learning Standards:** RI.CR.8.1; RI.CI.8.2; RI.IT.8.3; RI.TS.8.4; L.VI.8.4

**Skills and Strategies:** Close Reading of Informational Texts, Determine Central Ideas in Informational Texts, Analyze Interactions Among Text Elements, Analyze and Explain Based on Text Structure, Vocabulary, Acquisition and Use: Interpretive Meaning

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#### **Lesson 2: Analyzing Rhetorical Devices in a Speech**

**Rationale:** Speeches are designed to hold the audience's interest and clearly make their points. Students will analyze a speech to discover how speakers make use of rhetorical devices. Students will analyze the impact or specific word choices on meaning and tone.

**New Jersey Student Learning Standards:** RI.CR.8.1; RI.TS.8.4; L.VL.8.3; L.VI.8.4

**Skills and Strategies:** Close Reading of Informational Texts, Analyze and Explain Based on Text Structure, Vocabulary, Acquisition and Use: Literal Meaning, Vocabulary, Acquisition and Use: Interpretive Meaning

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#### **Lesson 3: Understanding an Essay**

**Rationale:** Essays are another powerful form of literary nonfiction. Students will examine the characteristics of an essay and summarize the main parts of an essay.

**New Jersey Student Learning Standards:** RI.CR.8.1; RI.CI.8.2

**Skills and Strategies:** Close Reading of Informational Texts, Determine Central Ideas in Informational Texts

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#### **Lesson 4: Analyzing an Essay**

**Rationale:** Readers use their knowledge of the structure of an essay to help them understand a writer's big ideas. Students will analyze and explain an essay to determine how the introduction, thesis, body, and conclusion present and support the author's message.

**New Jersey Student Learning Standards:** RI.CI.8.2; RI.TS.8.4

**Skills and Strategies:** Determine Central Ideas in Informational Texts, Analyze and Explain Based on Text Structure

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**Lesson 5: Discussing Essays**

**Rationale:** Readers recognize that an essay can be understood more deeply through sharing ideas. Students will engage in group conversations about an essay to probe its meaning. Students will analyze how particular elements of a text interact across multiple text types, including across literary and informational texts.

**New Jersey Student Learning Standards:** RI.CR.8.1; RI.IT.8.3; SL.PE.8.1; SL.ES.8.3; SL.PI.8.4; SL.UM.8.5; SL.AS.8.6

**Skills and Strategies:** Close Reading of Informational Texts, Analyze Interactions Among Text Elements, Participate Effectively, Evaluate Speakers, Present Information, Include Multimedia Components, Adapt Speech Accordingly

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**Lesson 6: Analyzing an Argument**

**Rationale:** Readers of persuasive essays are critical readers. Students will identify the claim, reasons, and evidence in a persuasive essay to discern how an author has supported his or her argument about a topic. Students will analyze and explain how an author organizes, develops and presents ideas, establishes a point of view or builds supporting arguments through text structure. Students will analyze and reflect on two or more informational texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

**New Jersey Student Learning Standards:** RI.CR.8.1; RI.TS.8.4; RI.AA.8.7; RI.CT.8.8

**Skills and Strategies:** Close Reading of Informational Texts, Analyze and Explain Based on Text Structure, Analysis of an Argument

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**Lesson 7: Evaluating an Argument**

**Rationale:** Readers of persuasive essays study both sides of the argument and analyze the validity of each writer's perspective. Students will compare the reasons and evidence writers provide and evaluate which better support the writers' claims. Students will analyze how an author conveys or develops their perspective or purpose in a text and by acknowledging and responding to conflicting evidence or viewpoints. Students will analyze and reflect on two or more informational texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

**New Jersey Student Learning Standards:** RI.CR.8.1; RI.TS.8.4; RI.PP.8.5; RI.AA.8.7; RI.CT.8.8

**Skills and Strategies:** Close Reading of Informational Texts, Analyze and Explain Based on Text Structure, Determine Perspective(s) and Purpose(s), Analysis of an Argument

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**Lesson 8: Reexamining Nonfiction**

**Rationale:** Readers develop more sophisticated understandings of nonfiction as they read different

types of texts included in this genre. Students will evaluate their goals for this unit and what they have learned about reading nonfiction.

**New Jersey Student Learning Standards:** SL.PE.8.1; W.RW.8.7

**Skills and Strategies:** Participate Effectively, Write Over Extended Time Frames

**Assessment:**

**Benchmark:** District Benchmark Assessment  
Reading Assessments

**Formative:** Observations, Teacher-Student Conferences, Student-Student Conferences, Turn-and-Talks, Written Reading Responses, Reading Notebook Checklists, Self-Assessment Tools, Formative Assessment Note Sheets, Student Performance Checklists, Sticky Notes, Reading Logs, Reflection Sheets, Goal Sheets, Reading Strategies Checklists, IXL

**Summative:** Nonfiction Summative Assessment  
Book Review  
Group Project Presentation  
IXL

**Supplemental Materials:**

Nonfiction Summative Assessment  
Book Review Rubric  
Group Presentation Rubric

**Differentiate Instruction:**

**Instruction will vary according to student readiness/interest/learning profile, IEP, ELL, and/or G&T:**

**Presentation Accommodations**

- Listen to audio recordings instead of reading text
- Learn content from audio books, movies, videos and digital media instead of reading print versions
- Use alternate texts at lower readability level
- Work with fewer items per page or line and/or materials in a larger print size
- Use magnification device, screen reader, or Braille / Nemeth Code
- Use audio amplification device (e.g., hearing aid(s), auditory trainer, sound-field system (which may require teacher use of microphone))
- Be given a written list of instructions
- Record a lesson, instead of taking notes
- Have another student share class notes with one another
- Be given an outline of a lesson
- Be given a copy of teacher's lecture notes
- Be given a study guide to assist in preparing for assessments
- Use visual presentations of verbal material, such as word webs and visual organizers
- Use manipulatives to teach or demonstrate concepts
- Have curriculum materials translated into native language

**Response Accommodations**

- Use sign language, a communication device, Braille, other technology, or native language other than English
- Dictate answers to a scribe
- Capture responses on an audio recorder
- Use a spelling dictionary or electronic spell-checker
- Use a word processor to type notes or give responses in class
- Use a calculator or table of “math facts”
- Respond directly in the test booklet rather than on an answer sheet.

#### **Setting Accommodations**

- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where he learns best (for example, near the teacher, away from distractions)
- Use special lighting or acoustics
- Take a test in small group setting
- Use sensory tools such as an exercise band that can be looped around a chair’s legs (so fidgety kids can kick it and quietly get their energy out)
- Use noise buffers such as headphones, earphones, or earplugs

#### **Timing Accommodations**

- Take more time to complete a task or a test
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing a task

#### **Scheduling Accommodations**

- Take more time to complete a project
- Take a test in several timed sessions or over several days
- Take sections of a test in a different order
- Take a test at a specific time of day

#### **Organization Skills Accommodations**

- Use an alarm to help with time management
- Mark texts with a highlighter
- Have help coordinating assignments in a book or planner
- Receive study skills instruction

#### **Assignment Modifications**

- Complete fewer or different homework problems than peers
- Write shorter papers
- Answer fewer or different test questions
- Create alternate projects or assignments

#### **Curriculum Modifications**

- Learn different material (such as continuing to work on multiplication while classmates move on to fractions, or moving ahead to an extension concept/skill while classmates continue to work on a core skill)
- Get graded or assessed using a different standard than the one for classmate

### **Differentiate Instruction:**

**Instruction will vary according to student readiness/interest/learning profile and 504:**

#### **Presentation Accommodations**

- Listen to audio recordings instead of reading text
- Learn content from audio books, movies, videos and digital media instead of reading print versions



- Use alternate texts at lower readability level
- Work with fewer items per page or line and/or materials in a larger print size
- Use magnification device, screen reader, or Braille / Nemeth Code
- Use audio amplification device (e.g., hearing aid(s), auditory trainer, sound-field system (which may require teacher use of microphone)
- Be given a written list of instructions
- Record a lesson, instead of taking notes
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**8.1 Computer Science & Design Thinking Technology:**

- 8.1.8.CS.1: Recommend improvements to computing devices in order to improve the ways users interact with the devices.
- 8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.

**9.1 Personal Financial Literacy Standard Infusion:**

- 9.1.8.E.3 Compare and contrast product facts versus advertising claims.
- 9.1.8.E.4 Prioritize personal wants and needs when making purchases.
- 9.1.8.E.6 Compare the value of goods or services from different sellers when purchasing large quantities and small quantities.
- 9.1.8.E.7 Evaluate how fraudulent activities impact consumers, and justify the creation of consumer protection laws.
- 9.1.8.E.8 Recognize the techniques and effects of deceptive advertising.
- 9.1.8.F.1 Explain how the economic system of production and consumption may be a means to achieve significant societal goals.
- 9.1.8.F.2 Examine the implications of legal and ethical behaviors when making financial decisions.
- 9.1.8.F.3 Relate the impact of business, government, and consumer fiscal responsibility to the economy and to personal finance.

**9.2 Career Awareness Infusion:**

- 9.2.8.B.1 Research careers within the 16 Career Clusters® and determine attributes of career success.
- 9.2.8.B.2 Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.
- 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.

**Science - MS-ESS3-D Global Climate Change, LS2.C Ecosystem Dynamics, Functioning, and Resilience:**

- Non-fiction texts used as read aloud and for independent reading raises awareness on global climate change.

**LGBTQ Awareness Infusion:**

- Non-fiction texts used as read alouds and for independent reading are based on prominent LGBTQ figures and/or about the history and progression of the LGBTQ movement.

**Social Emotional Learning:**

- Self-Awareness
  - Recognize one's feelings and thoughts
  - Recognize the importance of self-confidence in handling daily tasks and challenges
- Self-Management

- Understand and practice strategies for managing one's own emotions, thoughts, and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Social Awareness
  - Recognize and identify the thoughts, feelings, and perspectives of others
  - Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
  - Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Responsible Decision Making
  - Develop, implement, and model effective problem-solving and critical thinking skills
  - Identify the consequences associated with one's actions in order to make constructive choices
  - Evaluate personal, ethical, safety, and civic impact of decisions
- Relationship Skills
  - Utilize positive communication and social skills to interact effectively with others
  - Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways

<b>Subject Area:</b> English Language Arts	<b>Grade Level:</b> 8th	
<b>Unit Name:</b> How Writers Work	<b>Dates:</b> September - October	<b>Time Frame:</b> 6 - 8 weeks
<b>Lessons &amp; Writing Activities:</b>		
<b><u>Mentor Texts &amp; Supplemental Resources Can Include:</u></b>		
<ul style="list-style-type: none"> <li>● <i>Writing Down the Bones</i> by Natalie Goldberg</li> <li>● <i>Crow Call</i> by Lois Lowry</li> <li>● <i>Chicken Soup for the Soul Inspiration for Writers</i> by Jack Canfield, Mark Victor Hansen, Amy Newmark, and Susan M. Heim (Eds.)</li> </ul>		

- *Jackie's Nine: Jackie Robinson's Values to Live By* by Sharon Robinson
- *Walking on the Boundaries of Change: Poems of Transition* by Sara Holbrook

\*See Schoolwide Unit for Additional Options

## **Interactive Read Aloud Lessons**

### **Day 1: Why Do Writers Write?**

**Rationale:** There are many reasons why writers write. Students will listen to excerpts from some of the mentor texts, think about the reasons the authors wrote them, and then draw evidence from the texts to support and reflect on the reasons for their own writing.

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**Skills and Strategies:** Write Narratives, Edit and Revise Accordingly, Conduct Research Projects, Gather Print and Digital Sources, Write Over Extended Time Frames, Participate Effectively, Analyze and Evaluate Information Presented in Diverse Media and Formats, Evaluate Speakers, Present Information, System and Structure of English Language, Vocabulary, Acquisition and Use: Literal Meaning, Vocabulary, Acquisition and Use: Interpretive Meaning

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### **Day 2: Keeping a Writer's Notebook and Filling It With Possibilities**

**Rationale:** Writers use their notebooks to gather and record ideas, or "seeds," to consider developing into a published piece of writing. Students will discover the purpose of keeping a Writer's Notebook and begin using it for quick writes to record their ideas in a short amount of time.

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### **Day 3: Discovering the Many Forms of Writing**

**Rationale:** Students will listen to different genres/forms of writing from a few of the mentor texts, draw evidence from them to identify how they are different, and also explore how form, features, and purpose are all connected.

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### **Day 4: Writing as Inspiration – Looking at Authors' Messages**

**Rationale:** Students will listen to inspirational stories and think about the authors' messages, as well as draw evidence from the text to support their thoughts and ideas. They will also reflect on values they

think are important and explore how best to relate those values in their own writing.

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### **Day 5: Finding Your Everyday Voice**

**Rationale:** Poets find inspiration from everyday experiences and emotions. Students will discover how poets use emotive language as well as poetic devices in their writing. They will also learn how to find and use their own voice in their writing. Students will analyze the impact or specific word choices on meaning and tone.

**New Jersey Student Learning Standards:** W.NW.8.3; W.WP.8.4; W.WR.8.5; W.RW.8.7; SL.PE.8.1; SL.II.8.2; SL.ES.8.3; SL.PI.8.4; L.SS.8.1; L.VL.8.3; L.VI.8.4

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### **Mini-Lessons**

#### **Generating Ideas I: Using Lists to Spark Writing Ideas**

**Rationale:** Writers fill their notebooks with lists of ideas and possible topics that they can take through the writing process and develop into published pieces. Students will create lists of possible topics or ideas to write about and then create an idea web or entry using one of these ideas.

**New Jersey Student Learning Standards:** W.IW.8.2; W.NW.8.3; W.WP.8.4; W.WR.8.5; W.RW.8.7; SL.PE.8.1; SL.II.8.2; SL.ES.8.3; SL.PI.8.4; L.SS.8.1; L.VL.8.3; L.VI.8.4

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#### **Generating Ideas II: Writing Ideas From a Photograph**

**Rationale:** Another way writers can generate ideas is by using photographs as a springboard for writing since each one holds so many stories and memories. Students will generate ideas for their writing by using photographs to reflect on an experience that they have had.

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**Skills and Strategies:** Write Informative/Explanatory Texts, Write Narratives, Edit and Revise Accordingly, Conduct Research Projects, Gather Print and Digital Sources, Write Over Extended Time

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### **Generating Ideas III: Writing From Personal Experiences**

**Rationale:** Every successful writer will tell you that the best writing comes from within. Students will explore how writing about everyday experiences, challenges, and emotions creates a connection between writers and readers.

**New Jersey Student Learning Standards:** W.AW.8.2; W.NW.8.3; W.WP.8.4; W.WR.8.5; W.SE.9.6; W.RW.8.7; SL.PE.8.1; SL.II.8.2; SL.ES.8.3; SL.PI.8.4; L.SS.8.1; L.VL.8.3; L.VI.8.4

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### **Selecting: Narrowing Down a Topic**

**Rationale:** Writers select ideas that are full of possibilities and purpose when deciding what to publish. Students will reread their Writers' Notebooks to reflect on their writing and select an idea they want to publish.

**New Jersey Student Learning Standards:** W.AW.8.2; W.IW.8.2; W.NW.8.3; W.WP.8.4; W.WR.8.5; W.RW.8.7; SL.PE.8.1; SL.II.8.2; SL.ES.8.3; SL.PI.8.4; L.SS.8.1; L.VL.8.3; L.VI.8.4

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### **Collecting: Descriptive Details**

**Rationale:** Writers use the collecting stage of the writing process to elaborate, research, and develop their piece. Students will "collect" descriptive details to further develop their selected topic/idea.

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### **Drafting: Organizing According to Form**

**Rationale:** Drafting is the stage of the writing process where writers must consider the structure and

form that best suits the ideas they have chosen to publish. Students will choose a strategy to first help them organize their draft into a structure that is meaningful to their purpose and audience.

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### **Revising I: BIG Revision – Making Purposeful Changes**

**Rationale:** Revision is the stage of the writing process where writers reread and reread their writing to ensure their message or meaning is clear. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.

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### **Revising II: Show, Don't Tell**

**Rationale:** Revision often has many layers to it. Writers understand that there are many different strategies to “resee” their writing. In this second revision lesson, students will focus on adding relevant descriptive details to their pieces, using precise words and phrases, through a strategy called “show, don't tell.”

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### **Editing: Commas With Purpose**

**Rationale:** During the editing stage of the writing process, writers consider the conventions of standard English grammar and usage. Punctuation, and particularly the comma, greatly contributes to the sound and meaning of text. Students will understand the usage of commas correctly and purposefully.

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**Publishing: Crafting the Perfect Title**

**Rationale:** The publishing process is the final stage of the writing process, where writers make decisions about how they want to display and share their finished work. The first thing readers see is the title of a piece, so it is very important for young writers to learn how to craft the “perfect title.” As students once again “read like writers” by analyzing the titles of the mentor texts, they will be able to think of possible titles for their own pieces of writing.

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**Student Self-Reflection:**

**Rationale:** The students should feel a real sense of accomplishment now that they have successfully taken their drafts through the entire writing process to create a published piece. Students will reflect on and evaluate this experience and their resulting products. How Writers

**Assessment:**

**Benchmark:** Benchmark Writing Sample  
IXL

**Formative:** Observations, Teacher-Student Conferences, Student-Student Conferences, Turn-and-Talks, Written Responses, Writer’s Notebook, Checklists, Self-Assessment Tools, Student Performance Checklists, Sticky Notes, Reflection Sheets, Goal Sheets, IXL

**Summative:** Written Pieces (Prompts)  
Group Project Presentation

**Supplemental Materials:**

Book review rubric  
Group presentation rubric

**Differentiate Instruction:**

**Instruction will vary according to student readiness/interest/learning profile, IEP, ELL, and/or G&T:**

**Presentation Accommodations**

- Listen to audio recordings instead of reading text
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- Use alternate texts at lower readability level
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- Use special lighting or acoustics
- Take a test in small group setting
- Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out)
- Use noise buffers such as headphones, earphones, or earplugs

#### **Timing Accommodations**

- Take more time to complete a task or a test

- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing a task

#### **Scheduling Accommodations**

- Take more time to complete a project
- Take a test in several timed sessions or over several days
- Take sections of a test in a different order
- Take a test at a specific time of day

#### **Organization Skills Accommodations**

- Use an alarm to help with time management
- Mark texts with a highlighter
- Have help coordinating assignments in a book or planner
- Receive study skills instruction

#### **Assignment Modifications**

- Complete fewer or different homework problems than peers
- Write shorter papers
- Answer fewer or different test questions
- Create alternate projects or assignments

#### **Curriculum Modifications**

- Learn different material (such as continuing to work on multiplication while classmates move on to fractions, or moving ahead to an extension concept/skill while classmates continue to work on a core skill)
- Get graded or assessed using a different standard than the one for classmate

### **8.1 Computer Science & Design Thinking Technology:**

- 8.1.8.CS.1: Recommend improvements to computing devices in order to improve the ways users interact with the devices.

## **Standard 9 -**

### **9.1 Personal Financial Literacy**

### **9.2 Career Awareness, Exploration, Preparation, and Training**

### **9.4 Life Literacies and Key Skills**

#### **9.1 Personal Financial Literacy Standard:**

- Characters in read alouds and independent reading texts learn money management skills.
- The plot or theme in read alouds and independent reading texts revolves around money management skills and financial independence.
- 9.1.8.CP.2: Analyze how spending habits affect one's ability to save
- 9.1.8.FP.1: Describe the impact of personal values on various financial scenarios.
- 9.1.8.FP.2: Evaluate the role of emotions, attitudes, and behavior (rational and irrational) in making financial decisions.
- 9.1.8.FP.3: Explain how self-regulation is important to managing money (e.g., delayed gratification, impulse buying, peer pressure, etc.).
- 9.1.8.FP.4: Analyze how familial and cultural values influence savings rates, spending, and other financial decisions.
- 9.1.8.FP.5: Determine how spending, investing, and using credit wisely contributes to financial well-being

#### **9.2 Career Awareness, Exploration, Preparation, and Training:**

- In read alouds and independent reading texts, students are introduced to a variety of careers that characters have.

9.2.8.CAP.11: Analyze potential career opportunities by considering different types of resources, including occupation databases, and state and national labor market statistics.

#### **9.4 Life Literacies and Key Skills**

- 9.4.8.DC.1: Analyze the resource citations in online materials for proper use.
- 9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).

#### **Science - MS-ESS3-D Global Climate Change, LS2.C Ecosystem Dynamics, Functioning, and Resilience:**

- Texts used as read alouds have a plot or theme related to protecting our environment and ecosystem.
- When brainstorming topics, students can connect their writing to a time they did something positive for the environment.
- Students can generate an argument in support of increased efforts for environmental conservation.

#### **LGBTQ Awareness Infusion:**

- Texts used as read alouds written by prominent LGBTQ authors.
- Texts used as read alouds have a plot or theme related to diversity and acceptance.
- Students' narrative could have a plot or theme related to diversity and acceptance.
- Students can research and select topics based around LGBTQ inclusion, awareness, and legislation.
- Students can generate an argument in support of increased efforts for LGBTQ inclusion, awareness, and legislation.

#### **Social Emotional Learning:**

- Self-Awareness
  - Recognize one's feelings and thoughts
  - Recognize one's personal traits, strengths, and limitations
  - Recognize the importance of self-confidence in handling daily tasks and challenges
- Self-Management
  - Recognize the skills needed to establish and achieve personal and educational goals
  - Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
- Social Awareness
  - Recognize and identify the thoughts, feelings, and perspectives of others
  - Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
  - Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Responsible Decision Making
  - Develop, implement, and model effective problem-solving and critical thinking skills
  - Identify the consequences associated with one's actions in order to make constructive choices
  - Evaluate personal, ethical, safety, and civic impact of decisions
- Relationship Skills
  - Establish and maintain healthy relationships

<b>Subject Area:</b> English Language Arts	<b>Grade Level:</b> 8 <sup>th</sup>	
<b>Unit Name:</b> Multi-Genre Memoir	<b>Dates:</b> November - December	<b>Time Frame:</b> 6 - 8 weeks
<p><b>Lessons &amp; Writing Activities:</b></p> <p><b><u>Mentor Texts &amp; Supplemental Resources Can Include:</u></b></p> <ul style="list-style-type: none"> <li>• <i>So Far from the Sea</i> by Eve Bunting</li> <li>• <i>Lives Turned Upside Down</i> by Jim Hubbard</li> <li>• <i>Bad Boy</i> by Walter Dean Myers</li> <li>• <i>Little White Duck</i> by Na Liu</li> <li>• <i>Guys Read: The Sports Pages</i> edited by Jon Scieszka</li> <li>• <i>The Bat Boy &amp; His Violin</i> by Gavin Curtis</li> <li>• <i>Erika's Story</i> by Ruth Vander Zee</li> </ul> <p>*See Schoolwide Unit for Additional Options</p> <p><b><u>Interactive Read Aloud Lessons</u></b></p> <p><b><u>Immersion: Interactive Read-Aloud Lessons Day 1: Studying Memoir in Multiple Forms</u></b></p> <p><b>Rationale:</b> Memoir writers think about the best form or genre they can use to share their thoughts, memories, and ideas. Students will define memoir and listen to and view various forms of memoirs, specifically picture books.</p> <p><b>New Jersey Student Learning Standards:</b> W.AW.8.2; W.IW.8.2; W.WP.8.4; W.WR.8.5; W.RW.8.7; SL.PE.8.1; SL.II.8.2; SL.ES.8.3; SL.PI.8.4; SL.AS.8.6; L.SS.8.1; L.KL.8.2; L.VL.8.3; L.VI.8.4</p>		

**Skills and Strategies:** Write Arguments, Write Informative/Explanatory Texts, Edit and Revise Accordingly, Conduct Research Projects, Write Over Extended Time Frames, Participate Effectively, Analyze and Evaluate Information Presented in Diverse Media and Formats, Evaluate Speakers, Present Information, Adapt Speech Accordingly, System and Structure of English Language, Use Knowledge of Language, Vocabulary, Acquisition and Use: Literal Meaning, Vocabulary, Acquisition and Use: Interpretive Meaning

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### **Day 2: Photographs in Memoir**

**Rationale:** Memoir writers use visual images or photographs to capture their thoughts and memories. Students will listen to and observe how the photo essay genre is a viable option for them to share their memoirs.

**New Jersey Student Learning Standards:** W.AW.8.2; W.IW.8.2; W.NW.8.3; W.WP.8.4; W.WR.8.5; W.RW.8.7; SL.PE.8.1; SL.II.8.2; SL.ES.8.3; SL.PI.8.4; SL.AS.8.6; L.SS.8.1; L.KL.8.2; L.VL.8.3; L.VI.8.4

**Skills and Strategies:** Write Arguments, Write Informative/Explanatory Texts, Write Narratives, Edit and Revise Accordingly, Conduct Research Projects, Write Over Extended Time Frames, Participate Effectively, Analyze and Evaluate Information Presented in Diverse Media and Formats, Evaluate Speakers, Present Information, Adapt Speech Accordingly, System and Structure of English Language, Use Knowledge of Language, Vocabulary, Acquisition and Use: Literal Meaning, Vocabulary, Acquisition and Use: Interpretive Meaning

### **Day 3: Portraying a Strong Sense of Place**

**Rationale:** Memoir writers use precise vocabulary and relevant details in order to portray a strong sense of place in their narratives. Students will listen to a memoir novel that incorporates descriptive and precise language in order to attend to an important feature of memoir writing—a strong sense of place.

**New Jersey Student Learning Standards:** W.NW.8.3; W.WP.8.4; W.RW.8.7; SL.PE.8.1; SL.II.8.2; SL.ES.8.3; SL.PI.8.4; SL.AS.8.6; L.SS.8.1; L.KL.8.2; L.VL.8.3; L.VI.8.4

**Skills and Strategies:** Write Narratives, Edit and Revise Accordingly, Write Over Extended Time Frames, Participate Effectively, Analyze and Evaluate Information Presented in Diverse Media and Formats, Evaluate Speakers, Present Information, Adapt Speech Accordingly, System and Structure of English Language, Use Knowledge of Language, Vocabulary, Acquisition and Use: Literal Meaning, Vocabulary, Acquisition and Use: Interpretive Meaning

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### **Day 4: Graphic Novel Memoir**

**Rationale:** Memoir writers think about their audience and look for engaging genres or forms to present their stories that best reflect their thoughts and ideas. Students will learn about the features of the graphic novel and notice the importance of both the text and pictures in telling the entire story.

**New Jersey Student Learning Standards:** W.AW.8.2; W.IW.8.2; W.WP.8.4; W.WR.8.5; W.RW.8.7; SL.PE.8.1; SL.II.8.2; SL.ES.8.3; SL.PI.8.4; SL.AS.8.6; L.SS.8.1; L.KL.8.2; L.VL.8.3; L.VI.8.4

**Skills and Strategies:** Write Arguments, Write Informative/Explanatory Texts, Edit and Revise Accordingly, Conduct Research Projects, Write Over Extended Time Frames, Participate Effectively, Analyze and Evaluate Information Presented in Diverse Media and Formats, Evaluate Speakers, Present Information, Adapt Speech Accordingly, System and Structure of English Language, Use

Knowledge of Language, Vocabulary, Acquisition and Use: Literal Meaning, Vocabulary, Acquisition and Use: Interpretive Meaning

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### **Day 5: People Who Made a Difference**

**Rationale:** Memoir writers think about the people who have made a significant impact on their lives. Students will listen to a memoir presented in the form of a short story in order to learn about a person who made a difference in the life of an athlete.

**New Jersey Student Learning Standards:** W.IW.8.2; W.WP.8.4; W.RW.8.7; SL.PE.8.1; SL.II.5.2; SL.ES.8.3; SL.PI.8.4; SL.AS.8.6; L.SS.8.1; L.KL.8.2; L.VL.8.3; L.VI.8.4

**Skills and Strategies:** Write Informative/Explanatory Texts, Edit and Revise Accordingly, Write Over Extended Time Frames, Participate Effectively, Analyze and Evaluate Information Presented in Diverse Media and Formats, Evaluate Speakers, Present Information, Adapt Speech Accordingly, System and Structure of English Language, Use Knowledge of Language, Vocabulary, Acquisition and Use: Literal Meaning, Vocabulary, Acquisition and Use: Interpretive Meaning

### **Mini-Lessons**

#### **Generating Ideas I: Special People**

**Rationale:** Writers think about the people in their lives who have left a special imprint on their thoughts and memories and who have helped create memorable moments. Students will think about the people in their lives they have grown to appreciate to help generate ideas for their memoirs.

**New Jersey Student Learning Standards:** W.IW.8.2; W.WP.8.4; W.RW.8.7; SL.PE.8.1; SL.II.8.2; SL.ES.8.3; SL.PI.8.4; SL.AS.8.6; L.SS.8.1; L.KL.3.2

**Skills and Strategies:** Write Informative/Explanatory Texts, Edit and Revise Accordingly, Write Over Extended Time Frames, Participate Effectively, Analyze and Evaluate Information Presented in Diverse Media and Formats, Evaluate Speakers, Present Information, Adapt Speech Accordingly, System and Structure of English Language, Use Knowledge of Language

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#### **Generating Ideas II: Visual Images Unlock Memories**

**Rationale:** Writers use illustrations or photos to unlock memories and help inspire them to generate ideas. Students will use photographs and/or illustrations as sources of inspiration while generating possible memoir ideas.

**New Jersey Student Learning Standards:** W.NW.8.2; W.WP.8.4; W.RW.8.7; SL.PE.8.1; SL.II.8.2; SL.ES.8.3; SL.PI.8.4; SL.UM.8.5; SL.AS.8.6; L.SS.8.1; L.KL.8.2

**Skills and Strategies:** Write Narratives, Edit and Revise Accordingly, Write Over Extended Time Frames, Participate Effectively, Analyze and Evaluate Information Presented in Diverse Media and Formats, Evaluate Speakers, Present Information, Include Multimedia Components, Adapt Speech Accordingly, System and Structure of English Language, Use Knowledge of Language

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#### **Generating Ideas III: Tapping Into Someone Else's Memory**

**Rationale:** Writers are often inspired to write about the events and experiences that happened to them when they were too young to remember because of the poignant way a family member or relative has

shared the memory with them. Students will consider some of the stories that have been shared with them about themselves as possible memoir ideas.

**New Jersey Student Learning Standards:** W.IW.8.2; W.NW.8.2; W.WP.8.4; W.RW.8.7; SL.PE.8.1; SL.II.8.2; SL.ES.8.3; SL.PI.8.4; SL.AS.8.6; L.SS.8.1; L.KL.8.2

**Skills and Strategies:** Write Informative/Explanatory Texts, Write Narratives, Edit and Revise Accordingly, Write Over Extended Time Frames, Participate Effectively, Analyze and Evaluate Information Presented in Diverse Media and Formats, Evaluate Speakers, Present Information, Adapt Speech Accordingly, System and Structure of English Language, Use Knowledge of Language

#### **Generating Ideas IV: Memorable Events and Experiences**

**Rationale:** Writers reflect on important events in their lives to help them generate ideas. Students will think about memorable events and experiences from their lives to help generate possible memoir ideas.

**New Jersey Student Learning Standards:** W.NW.8.2; W.WP.8.4; W.RW.8.7; SL.PE.8.1; SL.II.8.2; SL.ES.8.3; SL.PI.8.4; SL.AS.8.6; L.SS.8.1; L.KL.8.2

**Skills and Strategies:** Write Narratives, Edit and Revise Accordingly, Write Over Extended Time Frames, Participate Effectively, Analyze and Evaluate Information Presented in Diverse Media and Formats, Evaluate Speakers, Present Information, Adapt Speech Accordingly, System and Structure of English Language, Use Knowledge of Language

#### **Selecting I: Will This Be the One?**

**Rationale:** Writers have many wonderful memories and recognize that not all of these memories would make successful memoirs. Students will select an idea that will best reflect the important elements of memoir writing: reflection, relationships, emotion, passage of time, strong significance, and/or a meaningful event.

**New Jersey Student Learning Standards:** W.AW.8.1; W.IW.8.2; W.NW.8.2; W.WP.8.4; W.RW.8.7; SL.PE.8.1; SL.II.8.2; SL.ES.8.3; SL.PI.8.4; SL.UM.8.5; SL.AS.8.6; L.SS.8.1; L.KL.8.2

**Skills and Strategies:** Write Arguments, Write Informative/Explanatory Texts, Write Narratives, Edit and Revise Accordingly, Write Over Extended Time Frames, Participate Effectively, Analyze and Evaluate Information Presented in Diverse Media and Formats, Evaluate Speakers, Present Information, Include Multimedia Components, Adapt Speech Accordingly, System and Structure of English Language, Use Knowledge of Language

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#### **Selecting II: Deciding on a Form**

**Rationale:** Writers have a variety of forms or genres to select from for sharing their memoirs. Students will select the most appropriate form or genre for telling their stories in an engaging and memorable way.

**New Jersey Student Learning Standards:** W.AW.8.1; W.IW.8.2; W.NW.8.2; W.WP.8.4; W.RW.8.7; SL.PE.8.1; SL.II.8.2; SL.ES.8.3; SL.PI.8.4; SL.UM.8.5; SL.AS.8.6; L.SS.8.1; L.KL.8.2

**Skills and Strategies:** Write Arguments, Write Informative/Explanatory Texts, Write Narratives, Edit



and Revise Accordingly, Write Over Extended Time Frames, Participate Effectively, Analyze and Evaluate Information Presented in Diverse Media and Formats, Evaluate Speakers, Present Information, Include Multimedia Components, Adapt Speech Accordingly, System and Structure of English Language, Use Knowledge of Language

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### **Collecting I: Characters – The People in Your Memoir**

**Rationale:** Writers collect information about the special people in their memoirs in order to represent them with clarity and authenticity. Students will incorporate personality traits, descriptions, and experiences that best reflect their characters. Students will acquire and use grade-appropriate general academic and domain-specific words and phrases.

**New Jersey Student Learning Standards:** W.AW.8.1; W.IW.8.2; W.NW.8.2; W.WP.8.4; W.RW.8.7; SL.PE.8.1; SL.II.8.2; SL.ES.8.3; SL.PI.8.4; SL.UM.8.5; SL.AS.8.6; L.SS.8.1; L.KL.8.2

**Skills and Strategies:** Write Arguments, Write Informative/Explanatory Texts, Write Narratives, Edit and Revise Accordingly, Write Over Extended Time Frames, Participate Effectively, Analyze and Evaluate Information Presented in Diverse Media and Formats, Evaluate Speakers, Present Information, Include Multimedia Components, Adapt Speech Accordingly, System and Structure of English Language, Use Knowledge of Language

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### **Collecting II: Setting – Details of Time and Place**

**Rationale:** Writers can make a place seem real and alive through descriptive, precise language and/or visual images. Students will think about the best way to describe their settings as they visualize the places where their selected memory took place. Students will acquire and use grade-appropriate general academic and domain-specific words and phrases.

**New Jersey Student Learning Standards:** W.NW.8.2; W.WP.8.4; W.RW.8.7; SL.PE.8.1; SL.II.8.2; SL.ES.8.3; SL.PI.8.4; SL.UM.8.5; SL.AC.8.3; L.SS.8.1; L.KL.8.2

**Skills and Strategies:** Write Narratives, Edit and Revise Accordingly, Write Over Extended Time Frames, Participate Effectively, Analyze and Evaluate Information Presented in Diverse Media and Formats, Evaluate Speakers, Present Information, Include Multimedia Components, Adapt Speech Accordingly, System and Structure of English Language, Use Knowledge of Language

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### **Collecting III: Interviewing Others**

**Rationale:** Writers conduct research for their memoirs by interviewing family members and friends. Students will think about the kinds of questions they need to generate in order to interview family members or friends for the purpose of collecting additional pieces of relevant information to include in their memoirs.

**New Jersey Student Learning Standards:** W.IW.8.2; W.NW.8.2; W.WP.8.4; W.RW.8.7; SL.PE.8.1; SL.II.8.2; SL.ES.8.3; SL.PI.8.4; SL.AS.8.6; L.SS.8.1; L.KL.8.2

**Skills and Strategies:** Write Informative/Explanatory Texts, Write Narratives, Edit and Revise Accordingly, Write Over Extended Time Frames, Participate Effectively, Analyze and Evaluate Information Presented in Diverse Media and Formats, Evaluate Speakers, Present Information, Adapt Speech Accordingly, System and Structure of English Language, Use Knowledge of Language

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### **Drafting I: Creating a Narrative Outline**

**Rationale:** Writers think about the organization of their stories in order to present their memoirs clearly and logically. Students will use narrative elements to organize their story ideas.

**New Jersey Student Learning Standards:** W.NW.8.2; W.WP.8.4; W.RW.8.7; SL.PE.8.1; SL.II.8.2; SL.ES.8.3; SL.PI.8.4; SL.AS.8.6; L.SS.8.1; L.KL.8.2

**Skills and Strategies:** Write Narratives, Edit and Revise Accordingly, Write Over Extended Time Frames, Participate Effectively, Analyze and Evaluate Information Presented in Diverse Media and Formats, Evaluate Speakers, Present Information, Adapt Speech Accordingly, System and Structure of English Language, Use Knowledge of Language

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### **Drafting II: Inviting Introductions**

**Rationale:** Writers think about the best way to introduce their pieces to their readers because the beginning, or lead, sets the tone for their writing. Students will think about the best way to orient their readers by crafting an engaging and inviting introduction.

**New Jersey Student Learning Standards:** W.NW.8.2; W.WP.8.4; W.RW.8.7; SL.PE.8.1; SL.II.8.2; SL.ES.8.3; SL.PI.8.4; SL.AS.8.6; L.SS.8.1; L.KL.8.2

**Skills and Strategies:** Write Narratives, Edit and Revise Accordingly, Write Over Extended Time Frames, Participate Effectively, Analyze and Evaluate Information Presented in Diverse Media and Formats, Evaluate Speakers, Present Information, Adapt Speech Accordingly, System and Structure of English Language, Use Knowledge of Language

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### **Drafting III: The Important Role of Transition Words and Phrases**

**Rationale:** Writers use a variety of transition words and phrases to convey sequence, signal shifts from one time frame or setting to another, and show relationships among experiences and events. Students will determine the type of transition words, phrases, or clauses they will use as they continue to draft their memoirs.

**New Jersey Student Learning Standards:** W.NW.8.2; W.WP.8.4; W.RW.8.7; SL.PE.8.1; SL.II.8.2; SL.ES.8.3; SL.PI.8.4; SL.AS.8.6; L.SS.8.1; L.KL.8.2

**Skills and Strategies:** Write Narratives, Edit and Revise Accordingly, Write Over Extended Time Frames, Participate Effectively, Analyze and Evaluate Information Presented in Diverse Media and Formats, Evaluate Speakers, Present Information, Adapt Speech Accordingly, System and Structure of English Language, Use Knowledge of Language

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### **Revising I: Relevant Details and Sensory Language**

**Rationale:** Writers include relevant details and sensory language in their memoirs to make their writing interesting and unique while helping readers picture what is written. Students will look at their drafts to identify places where they can add details and sensory language to reflect events, experiences, and memories in order to help their readers visualize what is taking place. Students will acquire and use grade-appropriate general academic and domain-specific words and phrases.

**New Jersey Student Learning Standards:** W.NW.8.2; W.WP.8.4; W.RW.8.7; SL.PE.8.1; SL.II.8.2; SL.ES.8.3; SL.PI.8.4; SL.AS.8.6; L.SS.8.1; L.KL.8.2

**Skills and Strategies:** Write Narratives, Edit and Revise Accordingly, Write Over Extended Time Frames, Participate Effectively, Analyze and Evaluate Information Presented in Diverse Media and Formats, Evaluate Speakers, Present Information, Adapt Speech Accordingly, System and Structure of English Language, Use Knowledge of Language

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### **Revising II: Writing With Style**

**Rationale:** Writers vary their style in order to demonstrate their awareness of their purpose and audience. Students will examine examples of different writers' styles as they relate to the forms they have chosen for their memoirs and notice how the word choices contribute to the overall feel and tone of the writing. Students will acquire and use grade-appropriate general academic and domain-specific words and phrases.

**New Jersey Student Learning Standards:** W.NW.8.2; W.WP.8.4; W.RW.8.7; SL.PE.8.1; SL.II.8.2; SL.ES.8.3; SL.PI.8.4; SL.AS.8.6; L.SS.8.1; L.KL.8.2

**Skills and Strategies:** Write Narratives, Edit and Revise Accordingly, Write Over Extended Time Frames, Participate Effectively, Analyze and Evaluate Information Presented in Diverse Media and Formats, Evaluate Speakers, Present Information, Adapt Speech Accordingly, System and Structure of English Language, Use Knowledge of Language

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### **Revising III: Poignant Reflections**

**Rationale:** Writers reread and revise in order to make sure they include reflections that reveal and represent their memorable experiences, events, people, or ideas. Students will look over their drafts to make sure their writing includes elements of reflection and use these elements to conclude their memoirs.

**New Jersey Student Learning Standards:** W.NW.8.2; W.WP.8.4; W.RW.8.7; SL.PE.8.1; SL.II.8.2; SL.ES.8.3; SL.PI.8.4; SL.AS.8.6; L.SS.8.1; L.KL.8.2

**Skills and Strategies:** Write Narratives, Edit and Revise Accordingly, Write Over Extended Time Frames, Participate Effectively, Analyze and Evaluate Information Presented in Diverse Media and Formats, Evaluate Speakers, Present Information, Adapt Speech Accordingly, System and Structure of English Language, Use Knowledge of Language

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### **Editing I: Capitalization and Punctuation: Conventional and Unconventional Choices**

**Rationale:** Writers, with the help of editors, use precise capitalization and punctuation in their writing. But while the rules are fairly straightforward for narrative prose writing, there are many exceptions for the multiple genres that have been studied in this unit. Students will notice and apply the rules that are specific to each genre in order to edit their own texts, as well as recognize when it is acceptable to include unconventional choices for effect. Students will also recognize and apply spelling conventions.

**New Jersey Student Learning Standards:** W.NW.8.2; W.WP.8.4; W.RW.8.7; SL.PE.8.1; SL.II.8.2; SL.ES.8.3; SL.PI.8.4; SL.AS.8.6; L.SS.8.1; L.KL.8.2

**Skills and Strategies:** Write Narratives, Edit and Revise Accordingly, Write Over Extended Time

Frames, Participate Effectively, Analyze and Evaluate Information Presented in Diverse Media and Formats, Evaluate Speakers, Present Information, Adapt Speech Accordingly, System and Structure of English Language, Use Knowledge of Language

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### **Editing II: Peer Editing**

**Rationale:** Writers can learn a lot about the conventional decisions they make by working with a peer editor and using a checklist to notice and discuss their use of grammar and conventions. Students will work with a partner to review their conventional choices and use a checklist to help inform the changes they may need to make.

**New Jersey Student Learning Standards:** W.AW.8.1; W.IW.8.2; W.NW.8.2; W.WP.8.4; W.RW.8.7; SL.PE.8.1; SL.II.8.2; SL.ES.8.3; SL.PI.8.4; SL.AS.8.6; L.SS.8.1; L.KL.8.2

**Skills and Strategies:** Write Arguments; Write Informative/Explanatory Texts, Write Narratives, Edit and Revise Accordingly, Write Over Extended Time Frames, Participate Effectively, Analyze and Evaluate Information Presented in Diverse Media and Formats, Evaluate Speakers, Present Information, Adapt Speech Accordingly, System and Structure of English Language, Use Knowledge of Language

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### **Publishing: Adding Genre Features**

**Rationale:** Writers know that the final step in publishing their memoirs is to consider genre features that will give their writing a polished look. Students will analyze how each genre or form of writing is published and add these features to their memoirs.

**New Jersey Student Learning Standards:** W.IW.8.2; W.WP.8.4; W.RW.8.7; SL.PE.8.1; SL.II.8.2; SL.ES.8.3; SL.PI.8.4; SL.UM.8.5; SL.AS.8.6; L.SS.8.1; L.KL.8.2

**Skills and Strategies:** Write Narratives, Edit and Revise Accordingly, Write Over Extended Time Frames, Participate Effectively, Analyze and Evaluate Information Presented in Diverse Media and Formats, Evaluate Speakers, Present Information, Include Multimedia Components, Adapt Speech Accordingly, System and Structure of English Language, Use Knowledge of Language

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### **Student Self-Reflection**

**Rationale:** Writers work hard to publish their pieces and reflect on the decisions they made and the process they used while crafting their piece. Students will reflect and self-assess their memoirs while thinking about their process and how it relates to publishing their pieces.

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### **Assessment:**

**Benchmark:** Narrative  
IXL

**Formative:** Observations, Teacher-Student Conferences, Student-Student Conferences, Turn-and-Talks, Written Responses, Writer's Notebook Checklists, Self-Assessment Tools, Student Performance Checklists, Sticky Notes, Reflection Sheets, Goal Sheets, IXL

**Summative:** Written Pieces (Prompts)  
Published Memoir/10,000 essay [www.nanowrimo.org](http://www.nanowrimo.org)

**Supplemental Materials:**

Book Review Rubric  
Group Presentation Rubric  
Memoir Rubric

**Differentiate Instruction:**

Instruction will vary according to student readiness/interest/learning profile, IEP, ELL, and/or G&T:

**Presentation Accommodations**

- Listen to audio recordings instead of reading text
- Learn content from audio books, movies, videos and digital media instead of reading print versions
- Use alternate texts at lower readability level
- Work with fewer items per page or line and/or materials in a larger print size
- Use magnification device, screen reader, or Braille / Nemeth Code
- Use audio amplification device (e.g., hearing aid(s), auditory trainer, sound-field system (which may require teacher use of microphone)
- Be given a written list of instructions
- Record a lesson, instead of taking notes
- Have another student share class notes with one another
- Be given an outline of a lesson
- Be given a copy of teacher's lecture notes
- Be given a study guide to assist in preparing for assessments
- Use visual presentations of verbal material, such as word webs and visual organizers
- Use manipulatives to teach or demonstrate concepts
- Have curriculum materials translated into native language

**Response Accommodations**

- Use sign language, a communication device, Braille, other technology, or native language other than English
- Dictate answers to a scribe
- Capture responses on an audio recorder
- Use a spelling dictionary or electronic spell-checker
- Use a word processor to type notes or give responses in class
- Use a calculator or table of "math facts"
- Respond directly in the test booklet rather than on an answer sheet.

**Setting Accommodations**

- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where he learns best (for example, near the teacher, away from distractions)
- Use special lighting or acoustics
- Take a test in small group setting
- Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out)
- Use noise buffers such as headphones, earphones, or earplugs

**Timing Accommodations**

- Take more time to complete a task or a test
- Have extra time to process oral information and directions

- Take frequent breaks, such as after completing a task

#### **Scheduling Accommodations**

- Take more time to complete a project
- Take a test in several timed sessions or over several days
- Take sections of a test in a different order
- Take a test at a specific time of day

#### **Organization Skills Accommodations**

- Use an alarm to help with time management
- Mark texts with a highlighter
- Have help coordinating assignments in a book or planner
- Receive study skills instruction

#### **Assignment Modifications**

- Complete fewer or different homework problems than peers
- Write shorter papers
- Answer fewer or different test questions
- Create alternate projects or assignments

#### **Curriculum Modifications**

- Learn different material (such as continuing to work on multiplication while classmates move on to fractions, or moving ahead to an extension concept/skill while classmates continue to work on a core skill)
- Get graded or assessed using a different standard than the one for classmate

### **Differentiate Instruction:**

**Instruction will vary according to student readiness/interest/learning profile and 504:**

#### **Presentation Accommodations**

- Listen to audio recordings instead of reading text
- Learn content from audio books, movies, videos and digital media instead of reading print versions
- Use alternate texts at lower readability level
- Work with fewer items per page or line and/or materials in a larger print size
- Use magnification device, screen reader, or Braille / Nemeth Code
- Use audio amplification device (e.g., hearing aid(s), auditory trainer, sound-field system (which may require teacher use of microphone))
- Be given a written list of instructions
- Record a lesson, instead of taking notes
- Have another student share class notes with one another
- Be given an outline of a lesson
- Be given a copy of teacher's lecture notes
- Be given a study guide to assist in preparing for assessments
- Use visual presentations of verbal material, such as word webs and visual organizers
- Use manipulatives to teach or demonstrate concepts
- Have curriculum materials translated into native language

#### **Response Accommodations**

- Use sign language, a communication device, Braille, other technology, or native language other than English
- Dictate answers to a scribe
- Capture responses on an audio recorder

- Use a spelling dictionary or electronic spell-checker
- Use a word processor to type notes or give responses in class
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**8.1 Computer Science & Design Thinking Technology:**

- 8.1.8.CS.1: Recommend improvements to computing devices in order to improve the ways users interact with the devices.
- 8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.

**9.1 Personal Financial Literacy Standard Infusion:**

- Students can connect memoirs to having and maintaining an allowance or demonstrating responsibility with one’s money.

**9.2 Career Awareness Infusion:**

- Students can connect their memoirs to career choices or decisions made by themselves or

others.

9.2.8.CAP.11: Analyze potential career opportunities by considering different types of resources, including occupation databases, and state and national labor market statistics.

• 9.2.8.CAP.12: Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential

**Science - MS-ESS3-D Global Climate Change, LS2.C Ecosystem Dynamics, Functioning, and Resilience:**

- Texts used as read alouds have a plot or theme related to protecting our environment and ecosystem.
- When brainstorming topics, students can connect their memoirs to a time they did something positive for the environment.

**LGBTQ Awareness Infusion:**

- Texts used as read alouds written by prominent LGBTQ authors.
- Texts used as read alouds have a plot or theme related to diversity and acceptance.
- Students' personal narrative could have a plot or theme related to diversity and acceptance.

**Social Emotional Learning:**

- Self-Awareness
  - Recognize one's feelings and thoughts
  - Recognize one's personal traits, strengths, and limitations
  - Recognize the importance of self-confidence in handling daily tasks and challenges
- Self-Management
  - Recognize the skills needed to establish and achieve personal and educational goals
- Social Awareness
  - Recognize and identify the thoughts, feelings, and perspectives of others
  - Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- Responsible Decision Making
  - Develop, implement, and model effective problem-solving and critical thinking skills
  - Identify the consequences associated with one's actions in order to make constructive choices
- Relationship Skills
  - Establish and maintain healthy relationships
  - Utilize positive communication and social skills to interact effectively with others



<b>Subject Area:</b> English Language Arts	<b>Grade Level:</b> 8	
<b>Unit Name:</b> Research	<b>Dates:</b> January - March	<b>Time Frame:</b> 6-8 weeks

### Lessons & Writing Activities:

#### Mentor Texts & Supplemental Resources Can Include:

- *Gorilla Doctors* by Pamela S. Turner
- *A Street Through Time* by Anne Millard
- "The Harlem Renaissance: A Cultural Revolution" by Lisa Thomas
- "The Environmental Impacts of Pollution" by Sara Williams
- *Harlem Stomp!* by Laban Carrick Hill
- *Girls Think of Everything* by Catherine Thimmesh
- *Inventing the Future* by Marfé Ferguson Delano
- *Voices From the Moon* by Andrew Chaikin
- *Hand in Hand* by Andrea and Brian Pinkney

\*See Schoolwide Unit for Additional Options

#### Interactive Read Aloud Lessons

##### Day 1: What Is a Research Report?

**Rationale:** Writers of research reports (including the narration of historical events, scientific procedures/experiments, or technical processes) examine topics and convey information, concepts, and ideas in a focused and coherent manner. Students will explore and recognize the primary purpose of writing research reports: to engage in the systematic investigation of materials and resources in order to establish facts, report or evaluate research findings, reach conclusions, and inspire further research and exploration.

**New Jersey Student Learning Standards:** W.IW.8.2; W.WP.8.4; W.WR.8.5; W.SE.8.6; W.RW.8.7; SL.PE.8.1; SL.ES.8.3; SL.PI.8.4; SL.AS.8.6; L.SS.8.1; L.KL.8.2; L.VL.8.3; L.VI.8.4

**Skills and Strategies:** Write Informative/Explanatory Texts, Edit and Revise Accordingly, Conduct Research Projects, Gather Print and Digital Sources, Write Over Extended Time Frames, Participate Effectively, Evaluate Speakers, Present Information, Adapt Speech Accordingly, System and Structure

of English Language, Use Knowledge of Language, Vocabulary, Acquisition and Use: Literal Meaning, Vocabulary, Acquisition and Use: Interpretive Meaning

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### **Day 2: Why Writers Write About Research**

**Rationale:** Research report writers collect reputable information from a variety of sources in order to synthesize and study facts, concepts, and ideas and present their findings to an audience. Students will explore the reasons why writers write about their research and begin to determine what their own purpose would be for writing a research report.

**New Jersey Student Learning Standards:** W.IW.8.2; W.WP.8.4; W.WR.8.5; W.SE.8.6; W.RW.8.7; SL.PE.8.1; SL.ES.8.3; SL.PI.8.4; SL.AS.8.6; L.SS.8.1; L.KL.8.2; L.VL.8.3; L.VI.8.4

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### **Day 3: The Features of a Research Report**

**Rationale:** Research report (including the narration of historical events, scientific procedures/experiments, or technical processes) writers use a variety of features in order to produce a report that examines a topic and conveys ideas, concepts, and information clearly. Students will learn about the features of research report writing and determine their important uses and contributions to an informative or explanatory text.

**New Jersey Student Learning Standards:** W.IW.8.2; W.WP.8.4; W.WR.8.5; W.SE.8.6; W.RW.8.7; SL.PE.8.1; SL.ES.8.3; SL.PI.8.4; SL.AS.8.6; L.SS.8.1; L.KL.8.2; L.VL.8.3; L.VI.8.4

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### **Day 4: Organization and Structure**

**Rationale:** Research report writers use a variety of text structures to organize concepts, ideas, and information. Identifying these structures will help students recognize when the text changes to provide new information and enhance their understanding of the content. Students will examine two mentor texts for the purpose of recognizing how text structures contribute to the presentation of clear and informative writing and how they can apply these organizational techniques to their own research reports.

**New Jersey Student Learning Standards:** W.IW.8.2; W.WP.8.4; W.WR.8.5; W.SE.8.6; W.RW.8.7; SL.PE.8.1; SL.ES.8.3; SL.PI.8.4; SL.AS.8.6; L.SS.8.1; L.KL.8.2; L.VL.8.3; L.VI.8.4

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### **Day 5: Compelling Questions**

**Rationale:** Research report writers form compelling questions in order to research and discover facts and information about a selected topic or subject. Students will learn about the importance of generating important questions to assist them in their research process.

**New Jersey Student Learning Standards:** W.IW.8.2; W.WP.8.4; W.WR.8.5; W.SE.8.6; W.RW.8.7; SL.PE.8.1; SL.ES.8.3; SL.PI.8.4; SL.AS.8.6; L.SS.8.1; L.KL.8.2; L.VL.8.3; L.VI.8.4

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### **Mini-Lessons**

#### **Generating Ideas I: Contemporary Issues**

**Rationale:** Research report writers observe their world in order to generate possible ideas and notice interesting information, attributes, and/or themes. Students will begin to list possible research topics about contemporary or environmental issues and discuss them with peers in order to build on each other's ideas.

**New Jersey Student Learning Standards:** W.IW.8.2; W.WP.8.4; W.WR.8.5; W.SE.8.6; W.RW.8.7; SL.PE.8.1; SL.ES.8.3; SL.PI.8.4; SL.AS.8.6; L.SS.8.1; L.KL.8.2

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#### **Generating Ideas II: Questions About History Can Lead to Research**

**Rationale:** Research report writers generate personal questions that encourage exploration and investigation. Students will generate possible topics through self-questioning about how history has impacted the progress of civilizations past and present.

**New Jersey Student Learning Standards:** W.IW.8.2; W.WP.8.4; W.WR.8.5; W.SE.8.6; W.RW.8.7; SL.PE.8.1; SL.ES.8.3; SL.PI.8.4; SL.AS.8.6; L.SS.8.1; L.KL.8.2

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### **Generating Ideas III: Inspirational Subjects**

**Rationale:** Research report writers consider notable, fascinating, and dynamic people as possible subjects for research reports. Students will listen to and learn about inspiring, motivational people who have left strong legacies through their actions, tenacity, or accomplishments.

**New Jersey Student Learning Standards:** W.IW.8.2; W.WP.8.4; W.WR.8.5; W.SE.8.6; W.RW.8.7; SL.PE.8.1; SL.ES.8.3; SL.PI.8.4; SL.AS.8.6; L.SS.8.1; L.KL.8.2

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### **Selecting: Deciding on a Research Topic**

**Rationale:** Research report writers select a topic (including the narration of historical events, scientific procedures/experiments, or technical processes) by considering their interest and knowledge, as well as their audience, their purpose, and the availability of various sources to conduct research about these topics. Students will reread their notes, lists, and entries and will consider personal interest and resource availability in order to help them select and narrow the focus of their research topics.

**New Jersey Student Learning Standards:** W.IW.8.2; W.WP.8.4; W.WR.8.5; W.SE.8.6; W.RW.8.7; SL.PE.8.1; SL.ES.8.3; SL.PI.8.4; SL.AS.8.6; L.SS.8.1; L.KL.8.2

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### **Collecting I: Steps in the Research Process**

**Rationale:** Research report writers follow a series of steps in order to ensure that their purpose is clear and that the gathering and organization of the information is cohesive and reflects multiple sources. Students will learn about the important steps they will need to follow in order to develop a research report that presents knowledge clearly and accurately.

**New Jersey Student Learning Standards:** W.IW.8.2; W.WP.8.4; W.WR.8.5; W.SE.8.6; W.RW.8.7; SL.PE.8.1; SL.ES.8.3; SL.PI.8.4; SL.UM.8.5; SL.AS.8.6; L.SS.8.1; L.KL.8.2; L.VL.8.3

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### **Collecting II: Evaluating Resources**

**Rationale:** Writers collect accurate and relevant information to support their research. Students will learn criteria to select reliable sources of information for their topics, including primary, secondary, and online sources.

**New Jersey Student Learning Standards:** W.IW.8.2; W.WP.8.4; W.WR.8.5; W.SE.8.6; W.RW.8.7; SL.PE.8.1; SL.ES.8.3; SL.PI.8.4; SL.UM.8.5; SL.AS.8.6; L.SS.8.1; L.KL.8.2; L.VL.8.3

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### **Collecting III: Taking Notes and Summarizing**

**Rationale:** Research report writers take notes to help organize and keep track of their information and resources. They also use their own words when recording the most essential information needed for their research. Students will select relevant facts from informational texts and Internet sites and take notes using their own words in order to support analysis, reflection, and research. Students will acquire and use grade-appropriate general academic and domain-specific words and phrases.

**New Jersey Student Learning Standards:** W.IW.8.2; W.WP.8.4; W.WR.8.5; W.SE.8.6; W.RW.8.7; SL.PE.8.1; SL.ES.8.3; SL.PI.8.4; SL.UM.8.5; SL.AS.8.6; L.SS.8.1; L.KL.8.2

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### **Collecting IV: And the Survey Says . . .**

**Rationale:** Research report writers use surveys or interviews to gain additional information about their research topics. Students will develop a list of questions in order to employ the primary research strategy of surveying or interviewing others to help them gather additional relevant information. Students will also learn how to use online survey tools (when available) in order to collect pertinent research.

**New Jersey Student Learning Standards:** W.IW.8.2; W.WP.8.4; W.WR.8.5; W.SE.8.6; W.RW.8.7; SL.PE.8.1; SL.ES.8.3; SL.PI.8.4; SL.UM.8.5; SL.AS.8.6; L.SS.8.1; L.KL.8.2

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### **Collecting V: The Importance of the Outline**

**Rationale:** Research report writers need to think about the organization of their information and ideas and whether they have sufficient evidence and documentation to support their ideas. Students will learn how to create and effectively use an outline as an organizational tool that will guide them through organizing and presenting their reports.

**New Jersey Student Learning Standards:** W.IW.8.2; W.WP.8.4; W.WR.8.5; W.SE.8.6; W.RV.8.7; SL.PE.8.1; SL.ES.8.3; SL.PI.8.4; SL.AS.8.6; L.SS.8.1; L.KL.8.2

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### **Drafting I: Let's Start at the Beginning**

**Rationale:** Research report writers know that the introduction plays an important role in a research report. Students will learn what to include in the introduction of their reports so that it establishes the context of the research and summarizes the current understandings and background information about their topics.

**New Jersey Student Learning Standards:** W.IW.8.2; W.WP.8.4; W.WR.8.5; W.SE.8.6; W.RW.8.7; SL.PE.8.1; SL.ES.8.3; SL.PI.8.4; SL.AS.8.6; L.SS.8.1; L.KL.8.2

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### **Drafting II: The Body of a Research Report**

**Rationale:** Research report writers include important information in the body of their reports by synthesizing their data, facts, statistics, and information. Students will learn how to use their notecards and outlines to select and organize the information presented in the body of their reports.

**New Jersey Student Learning Standards:** W.IW.8.2; W.WP.8.4; W.WR.8.5; W.SE.8.6; W.RW.8.7; SL.PE.8.1; SL.ES.8.3; SL.PI.8.4; SL.AS.8.6; L.SS.8.1; L.KL.8.2

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### **Drafting III: Effective Conclusions**

**Rationale:** Research report writers recognize the importance of a strong conclusion or concluding statement because it gives their readers something to take away that will help them internalize and interpret the presented information. Students will learn how to write an effective concluding statement or section that follows from and supports the information presented.

**New Jersey Student Learning Standards:** W.IW.8.2; W.WP.8.4; W.WR.8.5; W.SE.8.6; W.RW.8.7; SL.PE.8.1; SL.ES.8.3; SL.PI.8.4; SL.AS.8.6; L.SS.8.1; L.KL.8.2

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### **Revising: Maintaining a Formal Writing Style**

**Rationale:** Research report writers establish and maintain a formal style when reporting their information and sharing their findings. Students will acknowledge their audience by using cohesive transitions, appropriate structure, and technical, precise language to inform readers or explain their topics. Students will acquire and use grade-appropriate general academic and domain-specific words and phrases. Students will gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.

**New Jersey Student Learning Standards:** W.IW.8.2; W.WP.8.4; W.WR.8.5; W.SE.8.6; W.RW.8.7; SL.PE.8.1; SL.ES.8.3; SL.PI.8.4; SL.AS.8.6; L.SS.8.1; L.KL.8.2

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### **Editing I: Citations of Research**

**Rationale:** Research report writers look for quotes from experts in order to develop their topics and demonstrate their credibility. Students will follow the standard format for citations when including quotes and the research of others in their reports.

**New Jersey Student Learning Standards:** W.IW.8.2; W.WP.8.4; W.RW.8.7; SL.PE.8.1; SL.ES.8.3; SL.PI.8.4; SL.AS.8.6; L.SS.8.1; L.KL.8.2

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### **Editing II: Tense Matters**

**Rationale:** Research report writers are aware of the tense they use when presenting their reports. They know when and where to use the past and present tenses and know not to use first person or

second person. Students will edit their reports to ensure proper tense use in order to convey clear meaning.

**New Jersey Student Learning Standards:** W.IW.8.2; W.WP.8.4; W.RW.8.7; SL.PE.8.1; SL.ES.8.3; SL.PI.8.4; SL.AS.8.6; L.SS.8.1; L.KL.8.2

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### **Publishing I: The Look and Style of Your Report**

**Rationale:** Research report writers use precise style guidelines when publishing their work, and they use technology in order to enhance the presentation of their reports. Students will learn to apply MLA style guidelines to their reports while also considering some other features of published research.

**New Jersey Student Learning Standards:** W.IW.8.2; W.WP.8.4; W.WR.8.5; W.SE.8.6; W.RW.8.7; SL.PE.8.1; SL.ES.8.3; SL.PI.8.4; SL.UM.8.5; SL.AS.8.6; L.SS.8.1; L.KL.8.2

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### **Publishing II: Works Cited and Bibliographies**

**Rationale:** Research report writers use publishing features that honor and reflect all of the effort that other writers, reporters, and researchers have put into their work. Students will learn the important roles that a Works Cited page and a Bibliography play in a research report.

**New Jersey Student Learning Standards:** W.IW.8.2; W.WP.8.4; W.WR.8.5; W.SE.8.6; W.RW.8.7; SL.PE.8.1; SL.ES.8.3; SL.PI.8.4; SL.AS.8.6; L.SS.8.1; L.KL.8.2

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### **Student Self Reflection**

**Rationale:** Writers reflect upon their effort as report writers after publishing their pieces. Students will reflect on the process of writing reports about their research and will identify methods of research, data collection, and determining the accuracy of sources. At their research and begin to determine what their own purpose would be for writing a research report.

**New Jersey Student Learning Standards:** W.8.1, W.8.2, W.8.4, W.8.5, W.8.7, W.8.8, W.8.9, W.8.10, SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.6, L.8.1, L.8.2, L.8.3, L.8.4, L.8.5, L.8.6



**Skills and Strategies:****Assessment:**

**Benchmark:** Benchmark Informational Essay

**Formative:** Observations, Teacher-Student Conferences, Student-Student Conferences, Turn-and-Talks, Written Responses, Writer's Notebook Checklists, Self-Assessment Tools, Student Performance Checklists, Sticky Notes, Reflection Sheets, Goal Sheets, IXL

**Summative:** Written Pieces (Prompts) and Published Research Report

**Supplemental Materials:**

Research Report Rubric  
Research Presentation Rubric

**Differentiate Instruction:**

**Instruction will vary according to student readiness/interest/learning profile, LEP, ELL, and/or G&T:**

**Presentation Accommodations**

- Listen to audio recordings instead of reading text
- Learn content from audio books, movies, videos and digital media instead of reading print versions
- Use alternate texts at lower readability level
- Work with fewer items per page or line and/or materials in a larger print size
- Use magnification device, screen reader, or Braille / Nemeth Code
- Use audio amplification device (e.g., hearing aid(s), auditory trainer, sound-field system (which may require teacher use of microphone))
- Be given a written list of instructions
- Record a lesson, instead of taking notes
- Have another student share class notes with one another
- Be given an outline of a lesson
- Be given a copy of teacher's lecture notes
- Be given a study guide to assist in preparing for assessments
- Use visual presentations of verbal material, such as word webs and visual organizers
- Use manipulatives to teach or demonstrate concepts
- Have curriculum materials translated into native language

**Response Accommodations**

- Use sign language, a communication device, Braille, other technology, or native language other than English
- Dictate answers to a scribe
- Capture responses on an audio recorder
- Use a spelling dictionary or electronic spell-checker
- Use a word processor to type notes or give responses in class
- Use a calculator or table of "math facts"
- Respond directly in the test booklet rather than on an answer sheet.

**Setting Accommodations**

- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where he learns best (for example, near the teacher, away from distractions)

- Use special lighting or acoustics
- Take a test in small group setting
- Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out)
- Use noise buffers such as headphones, earphones, or earplugs

#### **Timing Accommodations**

- Take more time to complete a task or a test
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing a task

#### **Scheduling Accommodations**

- Take more time to complete a project
- Take a test in several timed sessions or over several days
- Take sections of a test in a different order
- Take a test at a specific time of day

#### **Organization Skills Accommodations**

- Use an alarm to help with time management
- Mark texts with a highlighter
- Have help coordinating assignments in a book or planner
- Receive study skills instruction

#### **Assignment Modifications**

- Complete fewer or different homework problems than peers
- Write shorter papers
- Answer fewer or different test questions
- Create alternate projects or assignments

#### **Curriculum Modifications**

- Learn different material (such as continuing to work on multiplication while classmates move on to fractions, or moving ahead to an extension concept/skill while classmates continue to work on a core skill)
- Get graded or assessed using a different standard than the one for classmate

### **Differentiate Instruction:**

**Instruction will vary according to student readiness/interest/learning profile and 504:**

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- Learn content from audio books, movies, videos and digital media instead of reading print versions
- Use alternate texts at lower readability level
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### **8.1 Computer Science & Design Thinking Technology:**

- 8.1.8.CS.1: Recommend improvements to computing devices in order to improve the ways users interact with the devices.

### **9.1 Personal Financial Literacy Standard Infusion:**

The unit mentor text provides a number of opportunities to address the following standards:

- 9.1.8.E.3 Compare and contrast product facts versus advertising claims.
- 9.1.8.E.4 Prioritize personal wants and needs when making purchases.
- 9.1.8.E.6 Compare the value of goods or services from different sellers when purchasing large quantities and small quantities.
- 9.1.8.E.7 Evaluate how fraudulent activities impact consumers, and justify the creation of consumer protection laws.
- 9.1.8.E.8 Recognize the techniques and effects of deceptive advertising.
- 9.1.8.F.1 Explain how the economic system of production and consumption may be a means to achieve significant societal goals.
- 9.1.8.F.2 Examine the implications of legal and ethical behaviors when making financial decisions.
- 9.1.8.F.3 Relate the impact of business, government, and consumer fiscal responsibility to the economy and to personal finance.

### **9.2 Career Awareness Infusion:**

- 9.2.8.B.1-7 through Research Essays and/or Career Research Essays

### **Science - MS-ESS3-D Global Climate Change, LS2.C Ecosystem Dynamics, Functioning, and Resilience Infusion:**

- Students can research and select topics based around environmental issues.
- Students can present their informational writing to raise awareness for increased efforts of environmental conservation.

### **LGBTQ Awareness Infusion:**

- Students can research and select topics based around LGBTQ inclusion, awareness, and legislation.
- Students can present their informational writing to raise awareness for increased efforts on LGBTQ inclusion and/or legislation.

### **Social Emotional Learning:**

- Self-Awareness
  - Recognize one's personal traits, strengths, and limitations
  - Recognize the importance of self-confidence in handling daily tasks and challenges
- Self-Management
  - Recognize the skills needed to establish and achieve personal and educational goals
  - Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
- Social Awareness
  - Recognize and identify the thoughts, feelings, and perspectives of others
  - Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- Responsible Decision Making
  - Develop, implement, and model effective problem-solving and critical thinking skills
  - Identify the consequences associated with one's actions in order to make constructive choices
- Relationship Skills
  - Establish and maintain healthy relationships
  - Utilize positive communication and social skills to interact effectively with others

<b>Subject Area:</b> English Language Arts	<b>Grade Level:</b> 8	
<b>Unit Name:</b> Argumentative Essay	<b>Dates:</b> April - June	<b>Time Frame:</b> 8 weeks

**Lessons & Writing Activities:**

**Mentor Texts & Supplemental Resources Can Include:**

- *Faithful Elephants* by Yukio Tsuchiya
- *Kakapo Rescue* by Sy Montgomery
- *The Yellow Star* by Carmen Agra Deedy
- *Remember* by Toni Morrison
- *Smoky Night* by Eve Bunting and Virginia Silverstein
- “The Voting Rights Act: Do We Still Need It?”, “Americans Need to Learn Foreign Languages”, “Is Technology Making Us Stupid?” and “Is Recycling Worth the Effort?” from the Argumentative Essay Exemplars Packet
- *The Shallows* by Nicholas Carr
- *Life in a Bucket of Soil* by Alvin Silverstein and Virginia Silverstein

\*See Schoolwide Unit for Additional Options

**Interactive Read Aloud Lessons**

**Day 1. What Are Argumentative Essays?**

**Rationale:** Argumentative essays in the content areas focus on presenting an argument with clear reasons and relevant evidence on content-specific topics or issues that are meaningful to the writer. Students will examine and explore all mentor texts and essay exemplars and begin to brainstorm possible content area-specific topics they feel strongly about and may want to pursue for their argumentative essays.

**New Jersey Student Learning Standards:** W.AW.8.1; W.IW.8.2; W.WP.8.4; W.WR.8.5; W.SE.8.6; W.RW.8.7; SL.PE.8.1; SL.II.8.2; SL.ES.8.3; SL.PI.8.4; SL.AS.8.6; L.SS.8.1; L.KL.8.2; L.VL.8.3; L.VI.8.4

**Skills and Strategies:** Write Arguments, Write Informative/Explanatory Texts, Edit and Revise Accordingly, Conduct Research Projects, Gather Print and Digital Sources, Write Over Extended Time Frames, Participate Effectively, Analyze and Evaluate Information Presented in Diverse Media and Formats, Evaluate Speakers, Present Information, Adapt Speech Accordingly, System and Structure of English Language, Use Knowledge of Language, Vocabulary, Acquisition and Use: Literal Meaning, Vocabulary, Acquisition and Use: Interpretive Meaning

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### **Day 2: Author's Purpose**

**Rationale:** The primary purpose of an argumentative essay is to persuade or convince readers to adopt new beliefs or behaviors by presenting a strong argument with supporting ideas, evidence, and opposing views. Students will listen to excerpts from Kakapo Rescue and Faithful Elephants to determine the authors' purposes and passions for their subjects.

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### **Day 3: Develop the Argument**

**Rationale:** Writers of argumentative content area essays support their claims with clear reasons and relevant evidence. Students will listen to two mentor texts and write notes about the facts and evidence provided by the authors.

**New Jersey Student Learning Standards:** W.AW.8.1; W.WP.8.4; W.WR.8.5; W.SE.8.6; W.RW.8.7; SL.PE.8.1; SL.II.8.2; SL.ES.8.3; SL.PI.8.4; SL.AS.8.6; L.SS.8.1; L.KL.8.2; L.VL.8.3; L.VI.8.4

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### **Day 4: Author's Craft in Content Area Argumentative Essays**

**Rationale:** Writers of argumentative essays establish and maintain a formal style and use narrative techniques such as dialogue, pacing, description, and reflection to engage and inform their readers and convince them to support their opinions. Students will learn how writers determine the style and techniques that will best engage their readers, convey their opinions, and help readers understand and

agree with their claims. Students will acquire and use grade-appropriate general academic and domain-specific words and phrases.

**New Jersey Student Learning Standards:** W.AW.8.1; W.IW.8.2; W.WP.8.4; W.WR.8.5; W.SE.8.6; W.RW.8.7; SL.PE.8.1; SL.II.8.2; SL.ES.8.3; SL.PI.8.4; SL.UM.8.5; L.SS.8.1; L.KL.8.2; L.VL.8.3; L.VI.8.4

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### **Day 5: A Close Look at Structure**

**Rationale:** Writers of argumentative content area essays have a specific structure—introduce their thesis or claim, include body paragraphs that support the claim using relevant evidence, acknowledge and distinguish alternative or opposing claims, and, finally, conclude with support of the argument presented. Students will use mentor essays to examine the structure and various components that make up a discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) argumentative essay.

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### **Mini-Lessons**

#### **Generating Ideas I: Topics That Matter**

**Rationale:** Argumentative essayists write about discipline-specific topics (e.g., social studies, science, technical subjects, English/Language Arts) that are important to them in hopes of educating and persuading an audience of readers to take their side. Students will begin to generate ideas about injustices they are passionate about and will explore the difference between an injustice and an inconvenience.

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### **Generating Ideas II: Around Our World**

**Rationale:** Argumentative essayists write about current and newsworthy discipline-specific topics (e.g., social studies, science, technical subjects, English/Language Arts) they are passionate about, state their opinion or claim, and develop an argument that will persuade their readers to take action for their cause. Students will brainstorm environmental issues they feel strongly about and on which they would want their readers to take action.

**New Jersey Student Learning Standards:** W.AW.8.1; W.IW.8.2; W.WP.8.4; W.WR.8.5; W.SE.8.6; W.RW.8.7; SL.PE.8.1; SL.II.8.2; SL.ES.8.3; SL.PI.8.4; SL.UM.8.5; L.SS.8.1; L.KL.8.2, L.VL.8.3

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### **Generating Ideas III: Our Controversial World**

**Rationale:** Argumentative essayists choose controversial topics that can be argued one way or another. Students will brainstorm discipline-specific topics (e.g., social studies, science, technical subjects, English/Language Arts) they feel strongly about and on which they would want their readers to take action.

**New Jersey Student Learning Standards:** W.AW.8.1; W.IW.8.2; W.WP.8.4; W.WR.8.5; W.SE.8.6; W.RW.8.7; SL.PE.8.1; SL.II.8.2; SL.ES.8.3; SL.PI.8.4; SL.AS.8.6; L.SS.8.1; L.KL.8.2; L.VL.8.3

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### **Selecting the Most Important Issue**

**Rationale:** Selecting a topic and presenting a claim that one is passionate about and can support with facts and evidence is the first step in writing effective argumentative essays. Students will consider the passion they have for their discipline-specific topics (e.g., social studies, science, technical subjects, English/Language Arts) and the amount of evidence they feel they can research for each one, and then they will select one of the ideas as the topic for their essays.

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### **Collecting I: Stating Your Claim by Crafting a Thesis**

**Rationale:** Once argumentative essayists state their claim or thesis, they are able to focus their research-gathering to address their claim with clear reasons and relevant evidence. Students will craft a thesis statement for their essays and begin to plan the kind of research they will need to do to gather relevant evidence and develop their argument.

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### **Collecting II: Research My Position**

**Rationale:** Argumentative essay writers gather relevant information from multiple print and digital sources. Students will discuss and plan how they can gather research to develop their argument and persuade their readers. Students will support claim(s) with logical reasoning and relevant evidence, using relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

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### **Collecting III: Using Secondary Sources**

**Rationale:** A well-written, focused argumentative essay requires factual support. Students will use secondary sources to collect relevant research and effectively support their views or claims. Students will support claim(s) with logical reasoning and relevant evidence, using relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

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#### **Collecting IV: Anticipating Counterarguments**

**Rationale:** When writing an argumentative essay, writers must anticipate counterarguments that readers may be familiar with when defending their positions. Students will develop a list of anticipated arguments against their positions, evaluate the arguments, assess whether the reasoning is sound and the evidence is relevant, and refute those arguments that are ineffective in order to solidify their positions.

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#### **Collecting V: Interviewing “Experts”**

**Rationale:** When collecting evidence for a powerful argumentative essay, writers often use quotes and other information collected by interviewing “experts” connected to their topics in order to help convince their readers. Students will consider who might be experts on their topics and formulate questions they can ask to gather factual, firsthand, and interesting information to support their claims. Students will support claim(s) with logical reasoning and relevant evidence, using relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

**New Jersey Student Learning Standards:** W.IW.8.2; W.WP.8.4; W.WR.8.5; W.SE.8.6; W.RW.8.7; SL.PE.8.1; SL.II.8.2; SL.ES.8.3; SL.PI.8.4; SL.AS.8.6; L.SS.8.1; L.KL.8.2

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#### **Drafting I: Organizing My Support**

**Rationale:** Once argumentative essayists collect their research, they need to organize their notes, establish a formal writing style, and follow an essay structure. Students will consider the components

and structure of argumentative essays and review the research they have collected as they prepare to draft.

**New Jersey Student Learning Standards:** W.AW.8.1; W.IW.8.2; W.WP.8.4; W.WR.8.5; W.SE.8.6; W.RW.8.7; SL.PE.8.1; SL.II.8.2; SL.ES.8.3; SL.PI.8.4; SL.AS.8.6; L.SS.8.1; L.KL.8.1

**Skills and Strategies:** Write Arguments, Write Informative/Explanatory Texts, Edit and Revise Accordingly, Conduct Research Projects, Gather Print and Digital Sources, Write Over Extended Time Frames, Participate Effectively, Analyze and Evaluate Information Presented in Diverse Media and Formats, Evaluate Speakers, Include Multimedia Components, Adapt Speech Accordingly, System and Structure of English Language, Use Knowledge of Language

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### **Drafting II: Introducing Your Claim**

**Rationale:** Writers of discipline-specific (e.g., social studies, science, technical subjects, English/Language Arts) argumentative essays need to engage and orient their readers and establish a context in their opening paragraph(s) to give readers background information about their topics. Students need to introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. Students will try various introductions to engage their readers and entice them to continue reading their essays.

**New Jersey Student Learning Standards:** W.AW.8.1; W.IW.8.2; W.WP.8.4; W.WR.8.5; W.SE.8.6; W.RW.8.7; SL.PE.8.1; SL.II.8.2; SL.ES.8.3; SL.PI.8.4; SL.AS.8.6; L.SS.8.1; L.KL.8.2; L.VL.8.3

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### **Drafting III: Parting Words**

**Rationale:** Argumentative essayists provide a conclusion that sums up the main points of their essays and drives their opinions home to the readers. Students will review the characteristics of a strong conclusion and craft their own.

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### **Revising I: Smooth and Steady—Using Transition Words and Phrases**

**Rationale:** Writers use appropriate and varied transition words and phrases to create cohesion and clarify relationships among claims, counterarguments, reasons, and evidence. Students will review and revise their drafts to include transition words and phrases for cohesion and fluency. Students will analyze the impact or specific word choices on meaning and tone. Students will establish and maintain a formal or academic style, approach, and form.

**New Jersey Student Learning Standards:** W.AW.8.1; W.IW.8.2; W.WP.8.4; W.WR.8.5; W.SE.8.6; W.RW.8.7; SL.PE.8.1; SL.II.8.2; SL.ES.8.3; SL.PI.8.4; SL.AS.8.6; L.SS.8.1; L.KL.8.2; L.VL.8.3

**Skills and Strategies:** Write Arguments, Write Informative/Explanatory Texts, Edit and Revise Accordingly, Conduct Research Projects, Gather Print and Digital Sources, Write Over Extended Time Frames, Participate Effectively, Analyze and Evaluate Information Presented in Diverse Media and Formats, Evaluate Speakers, Include Multimedia Components, Adapt Speech Accordingly, System and Structure of English Language, Use Knowledge of Language, Vocabulary, Acquisition and Use: Literal Meaning

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### **Revising II: Engage Your Readers**

**Rationale:** Argumentative essayists use precise words and phrases, relevant detail, and sensory language to engage and convince readers to agree with their argument. Students will look at the words they have chosen to ensure that their passion and commitment to their topics come through. Students will acquire and use grade-appropriate general academic and domain-specific words and phrases. Students will analyze the impact or specific word choices on meaning and tone. Students will establish and maintain a formal or academic style, approach, and form.

**New Jersey Student Learning Standards:** W.AW.8.1; W.IW.8.2; W.WP.8.4; W.WR.8.5; W.SE.8.6; W.RW.8.7; SL.PE.8.1; SL.II.8.2; SL.ES.8.3; SL.PI.8.4; SL.AS.8.6; L.SS.8.1; L.KL.8.2; L.VL.8.3

**Skills and Strategies:** Write Arguments, Write Informative/Explanatory Texts, Edit and Revise Accordingly, Conduct Research Projects, Gather Print and Digital Sources, Write Over Extended Time Frames, Participate Effectively, Analyze and Evaluate Information Presented in Diverse Media and Formats, Evaluate Speakers, Include Multimedia Components, Adapt Speech Accordingly, System and Structure of English Language, Use Knowledge of Language, Vocabulary, Acquisition and Use: Literal Meaning

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### **Editing I: You Can Quote Me**

**Rationale:** Writers of argumentative essays need to use text citations when they use specific quotes from research sources. Students will review the way in which quotes are properly cited from pieces of text in order to avoid plagiarism and to follow a standard format for citations.

**New Jersey Student Learning Standards:** W.AW.8.1; W.IW.8.2; W.WP.8.4; W.WR.8.5; W.SE.8.6; W.RW.8.7; SL.PE.8.1; SL.II.8.2; SL.ES.8.3; SL.PI.8.4; SL.AS.8.6; L.SS.8.1; L.KL.8.2; L.VL.8.3

**Skills and Strategies:** Write Arguments, Write Informative/Explanatory Texts, Edit and Revise Accordingly, Conduct Research Projects, Gather Print and Digital Sources, Write Over Extended Time Frames, Participate Effectively, Analyze and Evaluate Information Presented in Diverse Media and Formats, Evaluate Speakers, Include Multimedia Components, Adapt Speech Accordingly, System and

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### **Editing II: A Final Edit**

**Rationale:** Writers use various tools and resources when editing their writing. With some guidance from peers (and adults), students will strengthen their writing by using an editing checklist to ensure that their readers understand their purpose without being distracted by mechanical errors. Students will recognize and apply spelling conventions. Students will establish and maintain a formal or academic style, approach, and form.

**New Jersey Student Learning Standards:** W.AW.8.1; W.IW.8.2; W.WP.8.4; W.WR.8.5; W.SE.8.6; W.RW.8.7; SL.PE.8.1; SL.II.8.2; SL.ES.8.3; SL.PI.8.4; SL.AS.8.6; L.SS.8.1; L.KL.8.2

**Skills and Strategies:** Write Arguments, Write Informative/Explanatory Texts, Edit and Revise Accordingly, Conduct Research Projects, Gather Print and Digital Sources, Write Over Extended Time Frames, Participate Effectively, Analyze and Evaluate Information Presented in Diverse Media and Formats, Evaluate Speakers, Include Multimedia Components, Adapt Speech Accordingly, System and Structure of English Language, Use Knowledge of Language

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### **Publishing I: Extra, Extra! Adding Text Features**

**Rationale:** Many content area argumentative essays include text features either before or after the actual essays that enhance the presentation and help the readers have a deeper understanding of the topic. Students will consider various types of text features for their essays and where they might include them.

**New Jersey Student Learning Standards:** W.AW.8.1; W.IW.8.2; W.WP.8.4; W.WR.8.5; W.SE.8.6; W.RW.8.7; SL.PE.8.1; SL.II.8.2; SL.ES.8.3; SL.PI.8.4; SL.UM.8.5; SL.AS.8.6; L.SS.8.1; L.KL.8.2; L.VL.8.3

**Skills and Strategies:** Write Arguments, Write Informative/Explanatory Texts, Edit and Revise Accordingly, Conduct Research Projects, Gather Print and Digital Sources, Write Over Extended Time Frames, Participate Effectively, Analyze and Evaluate Information Presented in Diverse Media and Formats, Evaluate Speakers, Include Multimedia Components, Adapt Speech Accordingly, System and Structure of English Language, Use Knowledge of Language, Vocabulary, Acquisition and Use: Literal Meaning

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### **Publishing II: Author's Note**

**Rationale:** Writers use an Author's Note to provide information about themselves and their topics, which makes the readers feel more connected to the writer and helps convince them to agree with the stated position. Students will craft an Author's Note to include in their essays.

**New Jersey Student Learning Standards:** W.AW.8.1; W.IW.8.2; W.WP.8.4; W.WR.8.5; W.SE.8.6; W.RW.8.7; SL.PE.8.1; SL.II.8.2; SL.ES.8.3; SL.PI.8.4; SL.AS.8.6; L.SS.8.1; L.KL.8.2; L.VL.8.3

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### **Student Self-Reflection**

**Rationale:** Self-reflection is a critical stage of the writing process, and thinking about what has been achieved in the past can help writers improve their future writing. Students will read their essays as well as the essays of their classmates to review and reflect on what they have learned and accomplished.

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### **Assessment:**

**Benchmark:** Benchmark Argument Essay

**Formative:** Observations, Teacher-Student Conferences, Student-Student Conferences, Turn-and-Talks, Written Responses, Writer's Notebook Checklists, Self-Assessment Tools, Student Performance Checklists, Sticky Notes, Reflection Sheets, Goal Sheets, IXL

**Summative:** Written Pieces (Prompts) and Published Argument Essay

### **Supplemental Materials:**

Argument Rubric

### **Differentiate Instruction:**

**Instruction will vary according to student readiness/interest/learning profile, IEP, ELL, and/or G&T:**

#### **Presentation Accommodations**

- Listen to audio recordings instead of reading text
- Learn content from audio books, movies, videos and digital media instead of reading print versions
- Use alternate texts at lower readability level
- Work with fewer items per page or line and/or materials in a larger print size
- Use magnification device, screen reader, or Braille / Nemeth Code
- Use audio amplification device (e.g., hearing aid(s), auditory trainer, sound-field system (which may require teacher use of microphone))
- Be given a written list of instructions
- Record a lesson, instead of taking notes
- Have another student share class notes with one another
- Be given an outline of a lesson
- Be given a copy of teacher's lecture notes
- Be given a study guide to assist in preparing for assessments
- Use visual presentations of verbal material, such as word webs and visual organizers
- Use manipulatives to teach or demonstrate concepts
- Have curriculum materials translated into native language

#### **Response Accommodations**

- Use sign language, a communication device, Braille, other technology, or native language other than English
- Dictate answers to a scribe
- Capture responses on an audio recorder
- Use a spelling dictionary or electronic spell-checker
- Use a word processor to type notes or give responses in class
- Use a calculator or table of “math facts”
- Respond directly in the test booklet rather than on an answer sheet.

#### **Setting Accommodations**

- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where he learns best (for example, near the teacher, away from distractions)
- Use special lighting or acoustics
- Take a test in small group setting
- Use sensory tools such as an exercise band that can be looped around a chair’s legs (so fidgety kids can kick it and quietly get their energy out)
- Use noise buffers such as headphones, earphones, or earplugs

#### **Timing Accommodations**

- Take more time to complete a task or a test
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing a task

#### **Scheduling Accommodations**

- Take more time to complete a project
- Take a test in several timed sessions or over several days
- Take sections of a test in a different order
- Take a test at a specific time of day

#### **Organization Skills Accommodations**

- Use an alarm to help with time management
- Mark texts with a highlighter
- Have help coordinating assignments in a book or planner
- Receive study skills instruction

#### **Assignment Modifications**

- Complete fewer or different homework problems than peers
- Write shorter papers
- Answer fewer or different test questions
- Create alternate projects or assignments

#### **Curriculum Modifications**

- Learn different material (such as continuing to work on multiplication while classmates move on to fractions, or moving ahead to an extension concept/skill while classmates continue to work on a core skill)
- Get graded or assessed using a different standard than the one for classmate

### **Differentiate Instruction:**

**Instruction will vary according to student readiness/interest/learning profile and 504:**

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**8.1 Computer Science & Design Thinking Technology:**

- 8.1.8.CS.1: Recommend improvements to computing devices in order to improve the ways users interact with the devices.
- 8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.

**9.1 Personal Financial Literacy Standard Infusion:**

- Students can research topics related to financial literacy and financial literacy management.

**9.2 Career Awareness Infusion:**

The mentor texts deal with young adults facing adulthood and his/her options for the future.

- 9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.
- 9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.
- 9.2.8.B.6 Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce.

**Science - MS-ESS3-D Global Climate Change, LS2.C Ecosystem Dynamics, Functioning, and Resilience Infusion:**

- Students can research and select topics based around environmental issues.
- Students can generate an argument in support of increased efforts for environmental conservation.

**LGBTQ Awareness Infusion:**

- Students can research and select topics based around LGBTQ inclusion, awareness, and legislation.

**Social Emotional Learning:**

- Self-Awareness
  - Recognize one's feelings and thoughts
  - Recognize the importance of self-confidence in handling daily tasks and challenges
- Self-Management
  - Recognize the skills needed to establish and achieve personal and educational goals
  - Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
- Social Awareness
  - Recognize and identify the thoughts, feelings, and perspectives of others
  - Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
  - Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Responsible Decision Making
  - Develop, implement, and model effective problem-solving and critical thinking skills

- Identify the consequences associated with one's actions in order to make constructive choices
- Relationship Skills
  - Utilize positive communication and social skills to interact effectively with others

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