

NEPTUNE TOWNSHIP SCHOOL DISTRICT

Foundations in Literacy

Curriculum

Grade 9



NEPTUNE TOWNSHIP SCHOOL DISTRICT
Office of the Superintendent
60 Neptune Blvd.
Neptune, NJ 07753-4836

February 23, 2022

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NEPTUNE TOWNSHIP SCHOOL DISTRICT

FOUNDATIONS IN LITERACY GRADE 9

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NEPTUNE TOWNSHIP SCHOOL DISTRICT

Acknowledgements

Neptune Township School District is dedicated to preparing our students with the skills and knowledge necessary to be effective contributors and active participants of the 21st century.

The Foundations in Literacy course is designed to provide students opportunities to develop all language arts skills needed to be successful in careers, college, and life. The curriculum focuses on reading skills, writing skills, and language skills. The curriculum ensures that students are able to demonstrate independence, comprehend as well as critique, value evidence, respond to varying demands of audience, task, purpose and discipline, use technology and understand other perspectives and cultures.

It is with great pleasure that the NTSD acknowledges the professional experience and contributions of the curriculum developers, Amanda McCaffrey and Cindy Messina with the guidance of Lakeda Demery-Alston, Supervisor of Humanities and ESL/Bilingual and Sally A. Millaway, Ed.D, Director for Curriculum, Instruction, and Assessment.

NEPTUNE TOWNSHIP SCHOOL DISTRICT

DISTRICT MISSION STATEMENT

The primary mission of the Neptune Township School District is to prepare all of our students for a life-long learning process and to become confident, competent, socially, and culturally- conscious citizens in a complex and diverse world. It is with high expectations that our schools foster:

- A strong foundation in academic and modern technologies.
- A positive, equitable, and varied approach to teaching and learning.
- An emphasis on critical thinking skills and problem-solving techniques.
- A respect for and an appreciation of our world, its resources, and its diverse people.
- A sense of responsibility, good citizenship, and accountability.
- An involvement by the parents and the community in the learning process.

NEPTUNE TOWNSHIP SCHOOL DISTRICT

Educational Outcome Goals

The students in the Neptune Township schools will become lifelong learners and will:

- Become fluent and critical readers, writers, speakers, listeners, and viewers who can comprehend, respond to, and produce across multiple modalities.
- Develop mathematical skills, understandings, and attitudes to apply to the types of problem-solving and mathematical discourse that are needed to be successful in their careers and everyday life.
- Understand fundamental scientific principles, develop critical thinking skills, and demonstrate safe practices, skepticism, and open-mindedness when collecting, analyzing, and interpreting information.
- Demonstrate proficiency and responsibility in utilizing and producing technology in an ever-changing global society.
- Demonstrate proficiency in all New Jersey Student Learning Standards (NJSLS).
- Become globally responsible citizens with a high degree of literacy in civics, history, economics and geography.
- Develop a respect for their own and different cultures and demonstrate trustworthiness, responsibility, fairness, caring, and citizenship.
- Become culturally literate by being aware of the historical, societal, and multicultural aspects and implications of the arts.
- Demonstrate skills in decision-making, goal-setting, self-compassion, empathy, and effective communication, with a focus on character development.
- Understand and practice the skills of family living, health, wellness, and safety for their physical, mental, emotional, and social development.
- Develop consumer, family, and life skills necessary to be a functioning member of society.
- Develop the ability to be creative, inventive decision-makers with skills in communicating ideas, thoughts, and feelings.
- Develop career awareness and essential technical and workplace readiness skills, which are significant to many aspects of life and work.

FOUNDATIONS IN LITERACY

COURSE DESCRIPTION

(5 Credits)

This elective course will guide students through the close reading and critical analysis of literary, informational and argumentative texts. Students will improve their writing skills as they move through the writing process to plan, organize, draft, revise and edit their work. Students build upon their grammar, usage and mechanics skills with the in-depth study of sentence analysis and structure, agreement and punctuation. Vocabulary will be enhanced through the study of Greek and Latin root words, improving students' ability to decipher the meanings of new words. This foundational course will review essential skills and standards to prepare students for success in English I.

UNIT 1: CLOSE READING
SUGGESTED TIMEFRAME: 3 WEEKS

UNIT OVERVIEW

In this Unit, students explore the experiences of people of Southern Sudan during and after the Second Sudanese Civil War. They build proficiency in using textual evidence to support ideas in their writing. Students begin the novel *A Long Walk to Water* by Linda Sue Park. Students will read closely to practice citing evidence and drawing inferences from this compelling text as they begin to analyze and contrast the points of view of the two central characters, Salva and Nya. Students will also read informational text to gather evidence on the perspectives of the Dinka and Nuer tribes of Southern Sudan.

Students will then read the remainder of the novel, focusing on the commonalities between Salva and Nya in relation to the novel's theme: how individuals survive in challenging environments. (The main characters' journeys are fraught with challenges imposed by the environment, including the lack of safe drinking water, threats posed by animals, and the constant scarcity of food. They are also challenged by political and social environments.) Students will read this literature closely alongside complex informational texts (focusing on background on Sudan and factual accounts of the experiences of refugees from the Second Sudanese Civil War). The unit culminates with a literary analysis essay about the theme of survival.

STAGE 1 - DESIRED RESULTS

Established Goals:

New Jersey Student Learning Standards for English Language Arts (2016)

RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.

RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.

RI.9-10.7. Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

INTERDISCIPLINARY CONNECTIONS

New Jersey Student Learning Standards for History (2020)

6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Geography, People, and the Environment: Global Interconnections:

6.3.12.GeoGI.1: Collaborate with students from other countries to develop possible solutions to an issue of environmental justice, including climate change and water scarcity, and present those solutions to relevant national and international governmental and/or nongovernmental organizations.

COMPUTER SCIENCE AND DESIGN THINKING (2020)

8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.

8.2.12.ED.4: Design a product or system that addresses a global problem and document decisions made based on research, constraints, trade-offs, and aesthetic and ethical considerations and share this information with an appropriate audience.

8.2.12.ED.6: Analyze the effects of changing resources when designing a specific product or system (e.g., materials, energy, tools, capital, labor).

CAREER READINESS, LIFE LITERACIES, AND KEY SKILLS (2020)

9.1.12.CFR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.

9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.

9.1.12.A.3 Analyze the relationship between various careers and personal earning goals.

9.1.12.A.4 Identify a career goal and develop a plan and timetable for achievement.

9.2.12.C.1 Review career goals and determine steps necessary for attainment.

9.2.12.C.3 Identify transferable career skills and design alternate career plans.

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.

9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities.

MAKING CONNECTIONS TO CAREERS

Common List of Jobs that require some training beyond high school. Feel free to modify the list based on the needs of your students. Ask students what they think is involved in these jobs and supplement their answers with the descriptions below:

- Architect - a person who works in the construction industry designing new buildings, restoring old and conserving old buildings and creating new ways of using existing buildings
- Dietician - a person who advises others on food and nutritional needs
- Doctor- a qualified practitioner of medicine; a physician
- Lawyer - a person who advises, counsels or advocates for others in the context of legal rights and expectations
- Logistics Analyst - a person who coordinates and figures out how to get items and services from one place to another
- Medical Assistant - a person who works alongside physicians in medical facilities
- Military Police - a person who serves as a law enforcement officer for both the military and civilian population
- Nurse - a person trained to care for sick people, especially in a hospital
- Pediatrician - a person who treats children and their diseases

INTEGRATED SOCIAL AND EMOTIONAL LEARNING COMPETENCIES

The following social and emotional competencies are integrated in this curriculum document:

Self-Awareness

- X Recognize one's own feelings and thoughts
- X Recognize the impact of one's feelings and thoughts on one's own behavior
- X Recognize one's personal traits, strengths and limitations
- X Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- X Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- X Recognize the skills needed to establish and achieve personal and educational goals
- X Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

Social Awareness

- X Recognize and identify the thoughts, feelings, and perspectives of others
- X Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- X Demonstrate an understanding of the need for mutual respect when viewpoints differ
- X Demonstrate an awareness of the expectations for social interactions in a variety of setting

Responsible Decision Making

- X Develop, implement and model effective problem solving and critical thinking skills
- X Identify the consequences associated with one's action in order to make constructive choices
- X Evaluate personal, ethical, safety and civic impact of decisions

Relationship Skills

- X Establish and maintain healthy relationships
- X Utilize positive communication and social skills to interact effectively with others
- X Identify ways to resist inappropriate social pressure
- X Demonstrate the ability to present and resolve interpersonal conflicts in constructive ways
- X Identify who, when, where, or how to seek help for oneself or others when needed

ESSENTIAL QUESTIONS & ENDURING UNDERSTANDINGS

Essential Questions:

- How do individuals survive in challenging environments?
- How do culture, time, and place influence the development of identity?
- How does reading different texts about the same topic build our understanding?

Enduring Understandings

Students will be able to understand:

- Individuals survive challenging environments by relying on life learned skills.
- Culture, time and place influence the development of identity.
- Different text about the same topic enhances understanding of the topic.

KNOWLEDGE & SKILLS

Knowledge

Students will know:

- How to determine the theme or central idea of text.
- How to use context clues to figure out the meaning of words and phrases.
- Evidence is needed to support conclusions.

Skills

Students will be able to...

- Analyze the development of a theme or central idea throughout literary text.
- Determine the meaning of words and phrases in literary text.
- Cite several pieces of text-based evidence to support an analysis of literary text.

STUDENT RESOURCES

Park, Linda Sue. *A Long Walk to Water*. New York: Houghton Mifflin Harcourt, 2010.

Self-Selected Independent Reading Book- Students should choose genre specific books (historical fiction, nonfiction) to read during Independent Daily Reading time.

TEACHER RESOURCES

Park, Linda Sue. *A Long Walk to Water*. New York: Houghton Mifflin Harcourt, 2010.

Beers, G. Kylene. *Reading Nonfiction : Notice & Note Stances, Signposts, and Strategies*

Kylene Beers & Robert E. Probst: Notice & Note Stances, Signposts, and Strategies / Kylene Beers & Robert E. Probst. Portsmouth, NH: Heinemann, 2016.

Nonfiction Reading (Notice and Note, Stances, Signposts, and Strategies) by Kylene Beers & Robert E. Probst

Notice and Note Bookmarks

https://www.heinemann.com/shared/companionresources/e04693/noticenote_app5_bookmarks.pdf

Reading Closely and Writing to Learn (Reference Document Only)

<https://www.engageny.org/resource/grade-7-ela-module-1>

“Life and Death in Darfur: Sudan’s Refugee Crisis Continues,” Current Events, April 7, 2006,
Excerpted section: “Time Trip, Sudan’s Civil War.”

Karl Vick, “Sudanese Tribes Confront Modern War,” Washington Post Foreign Service, July 7, 1999, A1 (excerpts).

Stephen Buckley, “Loss of Culturally Vital Cattle Leaves Dinka Tribe Adrift in Refugee Camps,” Washington Post Foreign Service, August 24, 1997, A1 (excerpts).

Water for South Sudan, <http://www.waterforsouthsudan.org>.

Nonfiction Notice and Note Powerpoint

<https://achieve.lausd.net/cms/lib08/CA01000043/Centricity/Domain/593/Nonfiction%20Signpost%202.pdf>

Nonfiction Notice and Note Charts

<https://www.teh.k12.ca.us/cms/lib/CA02205882/Centricity/Domain/338/NoticeandNoteNonFictionAnchor%20IAN.pdf>

Notice and Note Nonfiction Signposts

<https://www.d47.org/cms/lib/IL01904560/Centricity/Domain/1011/Notice%20and%20Note%20Nonfiction%20Signposts%20and%20Definitions.pdf>

A Look Inside South Sudan's Refugee Crisis

<https://www.youtube.com/watch?v=o7GXDiA0gMQ>

Note: Students should choose genre specific books (historical fiction, nonfiction) to read during Independent Daily Reading time.

STAGE 2 - ASSESSMENT EVIDENCE

Formative Assessment:

Formative Mid-Unit Assessment-Identifying Perspective and Using Evidence from *A Long Walk to Water* (After Chapter 5) - Ask students to make inferences and cite textual evidence about the differences in perspective of Nya and Salva in *A Long Walk to Water*.

This is a reading assessment. The purpose is for students to demonstrate their ability to cite textual evidence that articulates a character's perspective in a text, specifically in regard to how the plot unfolds and how a character responds to change. This assessment is not meant to formally assess students' writing.

Summative Assessments:

Assessment-Literary Analysis—(Writing about the Theme of Survival)- Students respond to the following prompt: “What factors made survival possible for Salva in *A Long Walk to Water*? After reading the novel and accounts of the experiences of the people of Southern Sudan during the Second Sudanese Civil War, write an essay that addresses the theme of survival in the novel. Support your discussion with evidence from the text you have read.

End of Unit 1 Assessment- Identifying Perspective and Using Evidence from Informational Texts about the Dinka and Nuer Tribes- Students will make inferences from textual evidence about the differences in perspective of the Dinka and the Nuer in Sudan from informational text. This is a reading assessment: the purpose is for students to demonstrate their ability to cite textual evidence that articulates perspective in an informational text, specifically in regard to how history and culture affect social identity. Students will then respond to a short constructed response question, “What is one important way that place shapes the identity of the Dinka and/or Nuer tribes?” This is a writing assessment: the purpose is for students to demonstrate their growing ability to use textual evidence to support analysis.

STAGE 3 - LEARNING PLAN

Learning Activities:

Text: Park, Linda Sue. *A Long Walk to Water*. New York: Houghton Mifflin Harcourt, 2010.

Note: Students should choose genre specific books (historical fiction, nonfiction) to read during Independent Daily Reading time.

Instructional Strategies:

Use Notice and Note- Strategies for Close Reading by Kyleen Beers & Robert E. Probst
Notice and Note Signposts are particularly noticeable points in a text that stand out as a significant moment in the story. They provide insight into or raise questions about literary elements such as character, setting, conflict, and theme. Because these signposts are

consistently found in a majority of books, they support students as they read a wide range of literature—and even nonfiction texts.

Whole Class Instructional Strategy:

<https://www.louisianabelieves.com/docs/default-source/teacher-toolbox-resources/notice-and-note-post-signs.pdf>

Teacher Preparation and Planning:

- Develop one mini-lesson for each of the six Notice and Note signposts prior to applying the strategy to the text. Consider utilizing short videos to help students visualize the strategy.
- Download and print Notice and Note bookmarks.
https://www.heinemann.com/shared/companionresources/e04693/noticenote_app5_bookmarks.pdf
- Decide whether to divide students into small groups or have them work independently.
- Select text for students to read (i.e., chapters or specific parts of the novel).
- Decide whether to have students focus on one signpost at a time while reading or whether to have students focus on all signposts at once.

Note: Teaching Points may take 1-2 Days to teach.

Mid-Unit Assessment (After Chapter 5)-Identifying Perspective and Using Evidence from *A Long Walk to Water* - Ask students to make inferences and cite textual evidence about the differences in perspective of Nya and Salva in *A Long Walk to Water*. This is a reading assessment: the purpose is for students to demonstrate their ability to cite textual evidence that articulates a character's perspective in a text, specifically in regard to how the plot unfolds and how a character responds to change. This assessment is not meant to formally assess students' writing.

***A Long Walk to Water* by Linda Sue Park (Approximately 6-8 Days): Signpost Activities are Located in the Resources Folder for Unit 1**

RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.

RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Lesson 1- Teach students how to use the signpost *Contrasts and Contradictions*. When a character does something that contrasts with what you'd expect or contradicts his earlier acts or statements, STOP and ask, "Why is the character doing that?" The answer will help you make predictions and draw inferences about the plot and conflict.

Lesson 2- Teach students how to use the signpost *Words of the Wiser*. When a character (probably older and wiser) takes the main character aside and offers serious advice, STOP and ask, "What's the life lesson and how might it affect the character?" This lesson is probably the theme of the story.

Lesson 3- Teach students how to use the signpost *Aha Moment*. When a character realizes, understands, or finally figures out something, STOP and ask yourself, "How might this change things?" If it is about a problem, it tells you something about the conflict; if it is a life lesson it tells you something about the theme.

Lesson 4- Teach students how to use the signpost *Again and Again*. When you notice a word, phrase, or situation mentioned over and over, STOP and ask yourself, "Why does this keep happening again and again?" The answer will tell you about the theme and conflict, or will foreshadow what might happen later in the story.

RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

Lesson 5- Teach students how to use signpost *Memory Moment*. When the author interrupts the action to tell you about a memory, STOP and ask yourself, "Why might this memory be important?" The answer will tell you about the theme and conflict, or will foreshadow what might happen later in the story.

Lesson 6- Teach students how to use the signpost Tough Questions. When a character asks himself a very difficult question, STOP and ask yourself, “What does this question make me wonder about?” The answer will tell you about the conflict, and help you think about what might happen later in the story.

Lesson 7- Assessment-Literary Analysis—(Writing about the Theme of Survival) Students respond to the following prompt: “What factors made survival possible for Salva in A Long Walk to Water? After reading the novel and accounts of the experiences of the people of Southern Sudan during the Second Sudanese Civil War, write an essay that addresses the theme of survival in the novel. Support your discussion with evidence from the text you have read.

Nonfiction Short Text/Articles (Time Frame- Lessons Take Approximately 6-7 Days)

“Life and Death in Darfur: Sudan’s Refugee Crisis Continues,” Current Events, April 7, 2006, Excerpted section: “Time Trip, Sudan’s Civil War”.

Karl Vick, “Sudanese Tribes Confront Modern War,” Washington Post Foreign Service, July 7, 1999, A1 (excerpts).

Stephen Buckley, “Loss of Culturally Vital Cattle Leaves Dinka Tribe Adrift in Refugee Camps,” Washington Post Foreign Service, August 24, 1997, A1 (excerpts).

Water for South Sudan, <http://www.waterforsouthsudan.org>.

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Notice and Note Nonfiction Signposts

<https://www.d47.org/cms/lib/IL01904560/Centricity/Domain/1011/Notice%20and%20Note%20Nonfiction%20Signposts%20and%20Definitions.pdf>

Standards to Focus On in the Following Lessons:

RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.

Lesson 8- Teach students to ask 3 Questions.

What surprised me? What does the author think I already know? What challenged, changed, or confirmed what I already knew?

Lesson 9- Teach students how to use the signpost Contrasts and Contradictions.

Contrast and Contradictions- A difference between 2 or more things in a text (ideas, perspectives, events, situations, etc.).

Lesson 10- Teach students how to use the signpost Extreme or Absolute Language.

Extreme or Absolute Language- Use of language that leaves no doubt about a situation or event, perhaps exaggerates or overstates a case.

Lesson 11- Teach students how to use the signpost Numbers and Stats.

Numbers and Stats -Author uses numbers or words to show comparisons or create an image in the reader's mind.

Lesson 12- Teach students how to use the signpost Quoted Words.

Quoted Words -Quoting others directly as an expert or personal perspective.

Lesson 13- Teach students how to use the signpost Word Gaps.

Word Gaps- Author uses words or phrases that the reader does not recognize or know yet.

Lesson 14- Teach students how to analyze different points of view using the various text (i.e, Stephen Buckley, "Loss of Culturally Vital Cattle Leaves Dinka Tribe Adrift in Refugee Camps") and the video A Look Inside South Sudan's Refugee Crisis.

<https://www.youtube.com/watch?v=o7GXDIA0gMQ>

RI.9-10.7. Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

Lesson 15- Assessment- Identifying Perspective and Using Evidence from Informational Texts about the Dinka and Nuer Tribes-. Students will make inferences from textual evidence about the differences in perspective of the Dinka and the Nuer in Sudan from informational text. This is a reading assessment: the purpose is for students to demonstrate their ability to cite textual evidence that articulates perspective in an informational text, specifically in regard to how history and culture affect social identity. Students will then respond to a short constructed response question, "What is one important way that place shapes the identity of the Dinka and/or Nuer tribes?" This is also a writing assessment: the purpose is for students to demonstrate their growing ability to use textual evidence to support analysis.

ACCOMMODATIONS/MODIFICATIONS

Below please find a list of suggestions for accommodations and modifications to meet the diverse needs of our students. Teachers should consider this a resource and understand that they are not limited to the recommendations included below.

An **accommodation** *changes HOW a student learns*; the change needed does not alter the grade-level standard. A **modification** *changes WHAT a student learns*; the change alters the grade-level expectation.

Special Education and 504 Plans

All modifications and accommodations must be specific to each individual child's IEP (Individualized Educational Plan) or 504 Plan.

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments
- Repetition and time for additional practice
- Model skills/techniques to be mastered
- Extended time to complete task/assignment/work
- Provide a copy of class notes
- Strategic seating (with a purpose - eg. less distraction)
- Flexible seating
- Repetition and additional practice

- Use of manipulatives
- Use of assistive technology (as appropriate)
- Assign a peer buddy
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Provide oral reminders and check student work during independent practice
- Chunk the assignment - broken up into smaller units, work submitted in phases
- Encourage student to proofread assignments and tests
- Provide regular home/school communication
- Teacher checks student planner
- Provide students with clear expectations in writing and grading criteria for assignments (rubrics)

Testing Accommodations:

Students should receive all testing accommodations for Benchmark assessments that they receive for State testing.

English Language Learners:

All modifications and accommodations should be specific to each individual child's LEP level as determined by the WIDA screening or ACCESS, utilizing the WIDA Can Do Descriptors.

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Scaffold language based on their Can Do Descriptors
- Alter materials and requirements according to Can Do Descriptors
- Adjust number of paragraphs or length of writing according to their Can Do Descriptor
- TPR (Total Physical Response-Sheltered Instruction strategy) Demonstrate concepts through multi sensory forms such as with body language, intonation
- Pair visual prompts with verbal presentations
- Repetition and additional practice
- Model skills and techniques to be mastered
- Native Language translation (peer, assistive technology, bilingual dictionary)
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Use of self-assessment rubrics
- Increase one-on-one conferencing; frequent check ins
- Use study guide to organize materials
- Make vocabulary words available in a student created vocabulary notebook, vocabulary bank, Word Wall, or vocabulary ring

- Extended time
- Select text complexity and tiered vocabulary according to Can Do Descriptors
- Projects completed individually or with partners
- Use online dictionary that includes images for words:
<http://visual.merriamwebster.com/>.
- Use an online translator to assist students with pronunciation:
http://www.reverso.net/text_translation.aspx?lang=EN.

Students at Risk of Failure:

- Use of self-assessment rubrics for check-in
- Pair visual prompts with verbal presentations
- Ask students to restate information and/or directions
- Opportunity for repetition and additional practice
- Model skills/techniques to be mastered
- Extended time
- Provide copy of class notes
- Strategic seating with a purpose
- Provide student opportunity to make corrections and/or explain their answers
- Support organizational skills
- Check daily planner
- Encourage student to their proofread work
- Assign a peer buddy
- Build on students' strengths based on Multiple Intelligences: Linguistic (verbal); Logical (reasoning); Musical/Rhythmic; Intrapersonal Intelligence (understanding of self); Visual Spatial Intelligence; Interpersonal Intelligence (the ability to interact with others effectively); Kinesthetic (bodily); Naturalist Intelligence; and Learning Styles: Visual; Auditory; Tactile; Kinesthetic; Verbal

High Achieving:

Extension Activities

- Allow for student choice from a menu of differentiated outcomes; choices grouped by complexity of thinking skills; variety of options enable students to work in the mode that most interests them
- Allow students to pursue independent projects based on their individual interests
- Provide enrichment activities that include more complex material
- Allow opportunities for peer collaboration and team-teaching
- Set individual goals
- Conduct research and provide presentation of appropriate topics
- Provide student opportunity to design surveys to generate and analyze data to be used in discussion
- Allow students to move through the assignment at their own pace (as appropriate)

Strategies to Differentiate to Meet the Needs of a Diverse Learning Population

- Vocabulary Sorts-students engage with the vocabulary word by sorting into groups of similar/different rather than memorizing definitions
- Provide “Realia” (real life objects to relate to the five senses) and ask questions relating to the senses
- Role Play-students create or participate in role playing situations or Reader’s Theater
- Moving Circle-an inside and outside circle partner and discuss, circles moves to new partner (Refer to Kagan Differentiated Strategies)
- Brainstorm Carousel-Large Post Its around the room, group moves in a carousel to music. Group discusses the topic and responses on paper. Groups rotate twice to see comments of others. (Refer to Kagan Differentiated Strategies)
- Gallery Walk-Objects, books, or student work is displayed. Students examine artifacts and rotate.
- Chunking-chunk reading, tests, questions, homework, etc to focus on particular elements.
- Think Pair Share Write
- Think Talk Write
- Think Pair Share
- Note-taking -can be done through words, pictures, phrases, and sentences depending on level
- KWL (Know, Want to Know, Learned)/KWHL(Know, What to Know, How Will I Learn, learned)/KWLS (Know, Want to Know, Learned, Still Want to Know) /KWLQ (Know, What to Know, Learned, Questions I Still Have) Charts
- Corners Cooperative Learning Strategy:
<http://cooperativelearningstrategies.pbworks.com/w/page/28234420/Corners>.
- Circle Map strategy- place the main topic in a small circle and add student ideas in a bigger circle around the topic. Students may use their native language with peers to brainstorm.
- Flexible grouping -as a whole class, small group, or with a partner, temporary groups are created:
<http://www.teachhub.com/flexible-grouping-differentiated-instruction-strategy>.
- Jigsaw Activities -cooperative learning in a group, each group member is responsible for becoming an "expert" on one section of the assigned material and then "teaching" it to the other members of the team: <http://www.adlit.org/strategies/22371/>.

UNIT 2: TEACHING GRAMMAR IN CONTEXT
SUGGESTED TIMEFRAME: 3 WEEKS

UNIT OVERVIEW

In this unit, students learn that grammar is important in understanding how words can and should be joined together to make sentences that are both grammatically correct and readable. Students will use knowledge of grammar to write effective arguments, informative/explanatory, and narrative essays.

STAGE 1 - DESIRED RESULTS

Established Goals:

New Jersey Student Learning Standards for English Language Arts (2016)

L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

A. Use parallel structure.

B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

A. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

B. Use a colon to introduce a list or quotation.

C. Spell correctly.

Knowledge of Language

L.9-10.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.

W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

B. Develop claim(s) and counterclaims avoiding common logical fallacies, propaganda devices, and using sound reasoning, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

E. Provide a concluding paragraph or section that supports the argument presented.

W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.

E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences.

A. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

INTERDISCIPLINARY CONNECTIONS

New Jersey Student Learning Standards for History (2020)

6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

6.3.12.GeoGI.1: Collaborate with students from other countries to develop possible solutions to an issue of environmental justice, including climate change and water scarcity, and present those solutions to relevant national and international governmental and/or nongovernmental organizations.

COMPUTER SCIENCE AND DESIGN THINKING (2020)

8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.

8.2.12.ED.4: Design a product or system that addresses a global problem and document decisions made based on research, constraints, trade-offs, and aesthetic and ethical considerations and share this information with an appropriate audience.

8.2.12.ED.6: Analyze the effects of changing resources when designing a specific product or system (e.g., materials, energy, tools, capital, labor).

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| CAREER READINESS, LIFE LITERACIES, AND KEY SKILLS (2020) |
| 9.1.12.CFR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures. |
| MAKING CONNECTIONS TO CAREERS |
| <p>Common List of Jobs that require some training beyond high school. Feel free to modify the list based on the needs of your students. Ask students what they think is involved in these jobs and supplement their answers with the descriptions below:</p> <ul style="list-style-type: none"> ● Author- a writer of a book, article, or report ● Editor- a person who is in charge of and determines the final content of a text, particularly a newspaper or magazine ● Journalist- a person who writes for newspapers, magazines, or news websites or prepares news to be broadcast ● Communications Director-is responsible for managing and directing an organization's internal and external communications ● Public Relations Specialists- craft media releases and develop social media programs to shape public perception of their organization and increase awareness of its work and goals |
| INTEGRATED SOCIAL AND EMOTIONAL LEARNING COMPETENCIES |
| <i>The following social and emotional competencies are integrated in this curriculum document:</i> |
| <p>Self-Awareness</p> <ul style="list-style-type: none"> <u>X</u> Recognize one's own feelings and thoughts <u>X</u> Recognize the impact of one's feelings and thoughts on one's own behavior <u>X</u> Recognize one's personal traits, strengths and limitations <u>X</u> Recognize the importance of self-confidence in handling daily tasks and challenges <p>Self-Management</p> <ul style="list-style-type: none"> <u>X</u> Understand and practice strategies for managing one's own emotions, thoughts and behaviors <u>X</u> Recognize the skills needed to establish and achieve personal and educational goals <u>X</u> Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals <p>Social Awareness</p> <ul style="list-style-type: none"> <u>X</u> Recognize and identify the thoughts, feelings, and perspectives of others |

- X Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- X Demonstrate an understanding of the need for mutual respect when viewpoints differ
- X Demonstrate an awareness of the expectations for social interactions in a variety of setting

Responsible Decision Making

- X Develop, implement and model effective problem solving and critical thinking skills
- X Identify the consequences associated with one's action in order to make constructive choices
- X Evaluate personal, ethical, safety and civic impact of decisions

Relationship Skills

- X Establish and maintain healthy relationships
- X Utilize positive communication and social skills to interact effectively with others
- X Identify ways to resist inappropriate social pressure
- X Demonstrate the ability to present and resolve interpersonal conflicts in constructive way
- X Identify who, when, where, or how to seek help for oneself or others when needed

ESSENTIAL QUESTIONS & ENDURING UNDERSTANDINGS

Essential Questions:

- How do writers vary their writing when they write for different purposes and different audiences?
- What role do grammar and mechanics play in crafting a solid piece of writing?
- How does the absence of proper grammar detract from my audience's enjoyment and understanding of my piece?

Enduring Understandings

Students will be able to understand:

- Writers have a purpose for writing.
- Written communication and proper grammar mechanics promote fluency of communication.

KNOWLEDGE & SKILLS

Knowledge

Students will know:

- How to write an argument, informative/explanatory, narrative essay to convey information.
- Knowledge of grammar helps writers communicate effectively.

Skills

Students will be able to...

- Write an argument essay.
- Write an informative/explanatory essay.

- Write a narrative.
- Determine and use various elements of grammar.

STUDENT RESOURCES

Self-Selected Independent Reading Book

TEACHER RESOURCES

Jal, Emmanuel., and Megan Lloyd-Davies. *War Child: A Child Soldier's Story*. New York: St. Martin's Press, 2009. Print.

Burlingame, Jeff. *The Lost Boys of Sudan*. Marshall Cavendish Benchmark, 2012.

Park, Linda Sue. *A Long Walk to Water*. New York: Houghton Mifflin Harcourt, 2010.

Types of Phrases: <https://www.studyandexam.com/types-of-phrase.html>

Argument Writing Prompts <https://www.weareteachers.com/argumentative-writing-prompts/>

Independent vs. Dependent Clauses <https://rhs.jcsd.net/apps/video/watch.jsp?v=118775>

Semicolons

https://www.wisewire.com/wp-content/uploads/items/4537/Demo_pdf_WN_ELA_0220.pdf

Using a Colon to Introduce a List or Quotation

https://www.wisewire.com/wp-content/uploads/items/4992/Demo_pdf_WN_ELA_0190.pdf

Using Parallel Structure

https://www.wisewire.com/wp-content/uploads/items/4533/Demo_pdf_WN_ELA_0216.pdf

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STAGE 2 - ASSESSMENT EVIDENCE

Formative Assessments

- Quick Writes
- Quizzes
- Class Discussions
- Exit Tickets

Performance Task(s):

Teacher chooses a genre for students to write an essay. Teacher chooses what grammar and mechanics to add to their essays for evaluation. Students will identify the grammar and mechanics in their writing.

Summative Assessments

- Narrative Essay
- Argumentative Essay
- Informative/Explanatory Essay

STAGE 3 - LEARNING PLAN

Learning Activities:

Teacher Planning: Use Mentor Sentences to Teach Conventions of Standard English in Context.

Note: Students will be writing in a specific genre while the convention lessons are being taught.

1. Have students write down the mentor sentence. They can write it down in their notebooks or on a sheet of paper. Students can keep a section in their notebooks titled "Mentor Sentences." We begin with these almost every class period as a "Do Now," so students know to come into class and open their notebooks for mentor sentence time.
2. Have students make observations about the sentence. Students should share what they observe about the sentence either with a small group or the entire class. These observations can range from the structure of the sentence to the word choice and more!
3. Identify the specific skill in the sentence you want them to learn, and have students write down this grammar rule, literary device, etc. Students should add this information to their notes.
4. After students write down the targeted skill, instruct students to craft a sentence of their own using the same structure as the mentor sentence. They can either select a topic of their choice, or

you can give them a specific topic. The purpose of this part in the process is to experiment with the new skill.

5. Have students share some of their sentences with the class. They can either write them on the board, project them using a document camera, or share with a partner sitting near them. Students should check to make sure that their partners have crafted a sentence in the same structure as the original, mentor sentence. You can go around the room and check some of their sentences while they share. You can even have them turn them in if you feel that you need to check understanding for a specific skill.

6. ***This step is very important!*** After students practice the new skill from the mentor sentence, they should go back to a piece of writing and revise a sentence in the same structure as the mentor sentence. Mentor sentences need to be connected to the writing process because this is how students will learn to vary their style and also gain new options for grammatical structures and devices.

7. After students revise a piece of writing using the mentor sentence model, it's time to reflect! Students will write a sentence or two explaining what they learned, where they added the modeled sentence, and why. This step in the process encourages students to think conscientiously about purposeful revision and editing. These changes should be made on purpose for a desired effect or outcome. Students can share these reflections in class as time permits.

Adapted from:

<https://www.bespokeclassroom.com/blog/2018/7/12/how-to-get-started-with-mentor-sentences-in-the-ela-classroom>

Week 1- Narrative Writing- Students write Narrative Text- Use mentor sentences from *A Long to Walk to Water* by Linda Sue Park

L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

Sample Narrative Prompts:

Think about a time when you faced a challenge. Write a story about that time, including how you dealt with the challenge and what its outcome was. Be sure to narrate an event or a series of events and to include specific details so that the reader can follow your story.

Write a story about a time when you taught something to someone. What you taught could be a song, an activity, a game, a way of figuring out a homework problem, or something else. Be sure to narrate an event or a series of events and to include specific details so that the reader can follow your story.

Write a narrative about a person or character who overcomes an obstacle or a difficult situation. The character must be a person from history or from literature, movies, or television.

Use Types of Phrases: <https://www.studyandexam.com/types-of-phrase.html> for Lessons 1-5

Lesson 1 *Noun and Verb Phrases*

Lesson 2- *Adjectival and Adverbial Phrases*

Lesson 3- *Participial Phrases*

Lesson 4- *Prepositional Phrases*

Lesson 5- *Absolute Phrases*

Week 2- Students Write an Argument Essay- Use mentor sentences from the genre-related books/texts.

Sample Prompt: What is something in our country that you feel must change now?

Take a stand on a national issue (gun violence, immigration, environmental control, civil rights, school funding, etc.) and write a letter to the editor of The New York Times, explaining why you believe what you believe. Give evidence from your own life and the lives of others you have known to support your argument.

<https://www.weareteachers.com/argumentative-writing-prompts/>

Lesson 6- *Clauses- Independent/Dependent Clauses*

L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

Independent vs. Dependent Clauses <https://rhs.jcsd.net/apps/video/watch.jsp?v=118775>

Lesson 7-8- *Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.*

L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

A. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

Semicolons

https://www.wisewire.com/wp-content/uploads/items/4537/Demo_pdf_WN_ELA_0220.pdf

Lesson 9- *Use a colon to introduce a list or quotation.*

L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

B. Use a colon to introduce a list or quotation.

Using a Colon to Introduce a List or Quotation

https://www.wisewire.com/wp-content/uploads/items/4992/Demo_pdf_WN_ELA_0190.pdf

Lesson 10- *Use parallel structure.*

L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Use parallel structure.

Using Parallel Structure

https://www.wisewire.com/wp-content/uploads/items/4533/Demo_pdf_WN_ELA_0216.pdf

Week 3- *Students Write Informative/Explanatory Text- Use mentor sentences from the genre related to the theme.*

Sample Prompt: Consider a moral dilemma that a character in a novel or other piece of literature must face. It could be an issue you yourself have faced or one that is new to you. Explain what you would do if you were caught in the same situation. Then explain why you would handle it that way.

Sample Text Available:

- War Child: A Child's Soldier's Story Emmanuel Jal (author) Autobiography 950
- The Lost Boys of Sudan* Jeff Burlingame (author) Informational/Literature 1100

Lesson 11- *Clauses- Independent/Dependent Clauses*

L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

Independent vs. Dependent Clauses <https://rhs.jcsd.net/apps/video/watch.jsp?v=118775>

Lesson 12- *Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.*

L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

A. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

Semicolons

https://www.wisewire.com/wp-content/uploads/items/4537/Demo_pdf_WN_ELA_0220.pdf

Lesson 13- *Use a colon to introduce a list or quotation.*

L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

B. Use a colon to introduce a list or quotation.

Using a Colon to Introduce a List or Quotation

https://www.wisewire.com/wp-content/uploads/items/4992/Demo_pdf_WN_ELA_0190.pdf

Lesson 14- *Use parallel structure.*

L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Use parallel structure.

Using Parallel Structure

https://www.wisewire.com/wp-content/uploads/items/4533/Demo_pdf_WN_ELA_0216.pdf

Lesson 15- Assessment

Teacher chooses a genre for students to write an essay. Teacher chooses what grammar and mechanics to add to their essays for evaluation. Students will identify the grammar and mechanics in their writing.

ACCOMMODATIONS/MODIFICATIONS

Below please find a list of suggestions for accommodations and modifications to meet the diverse needs of our students. Teachers should consider this a resource and understand that they are not limited to the recommendations included below.

An **accommodation** *changes HOW a student learns*; the change needed does not alter the grade-level standard. A **modification** *changes WHAT a student learns*; the change alters the grade-level expectation.

Special Education and 504 Plans

All modifications and accommodations must be specific to each individual child's IEP (Individualized Educational Plan) or 504 Plan.

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments
- Repetition and time for additional practice
- Model skills/techniques to be mastered
- Extended time to complete task/assignment/work
- Provide a copy of class notes
- Strategic seating (with a purpose - eg. less distraction)
- Flexible seating
- Repetition and additional practice
- Use of manipulatives
- Use of assistive technology (as appropriate)
- Assign a peer buddy
- Emphasize key words or critical information by highlighting
- Use of graphic organizers

- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Provide oral reminders and check student work during independent practice
- Chunk the assignment - broken up into smaller units, work submitted in phases
- Encourage student to proofread assignments and tests
- Provide regular home/school communication
- Teacher checks student planner
- Provide students with clear expectations in writing and grading criteria for assignments (rubrics)

Testing Accommodations:

Students should receive all testing accommodations for Benchmark assessments that they receive for State testing.

English Language Learners:

All modifications and accommodations should be specific to each individual child's LEP level as determined by the WIDA screening or ACCESS, utilizing the WIDA Can Do Descriptors.

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Scaffold language based on their Can Do Descriptors
- Alter materials and requirements according to Can Do Descriptors
- Adjust number of paragraphs or length of writing according to their Can Do Descriptor
- TPR (Total Physical Response-Sheltered Instruction strategy) Demonstrate concepts through multi sensory forms such as with body language, intonation
- Pair visual prompts with verbal presentations
- Repetition and additional practice
- Model skills and techniques to be mastered
- Native Language translation (peer, assistive technology, bilingual dictionary)
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Use of self-assessment rubrics
- Increase one-on-one conferencing; frequent check ins
- Use study guide to organize materials
- Make vocabulary words available in a student created vocabulary notebook, vocabulary bank, Word Wall, or vocabulary ring
- Extended time
- Select text complexity and tiered vocabulary according to Can Do Descriptors
- Projects completed individually or with partners
- Use online dictionary that includes images for words:

<http://visual.merriamwebster.com/>.

- Use an online translator to assist students with pronunciation:
http://www.reverso.net/text_translation.aspx?lang=EN.

Students at Risk of Failure:

- Use of self-assessment rubrics for check-in
- Pair visual prompts with verbal presentations
- Ask students to restate information and/or directions
- Opportunity for repetition and additional practice
- Model skills/techniques to be mastered
- Extended time
- Provide copy of class notes
- Strategic seating with a purpose
- Provide student opportunity to make corrections and/or explain their answers
- Support organizational skills
- Check daily planner
- Encourage student to their proofread work
- Assign a peer buddy
- Build on students' strengths based on Multiple Intelligences: Linguistic (verbal); Logical (reasoning); Musical/Rhythmic; Intrapersonal Intelligence (understanding of self); Visual Spatial Intelligence; Interpersonal Intelligence (the ability to interact with others effectively); Kinesthetic (bodily); Naturalist Intelligence; and Learning Styles: Visual; Auditory; Tactile; Kinesthetic; Verbal

High Achieving:

Extension Activities

- Allow for student choice from a menu of differentiated outcomes; choices grouped by complexity of thinking skills; variety of options enable students to work in the mode that most interests them
- Allow students to pursue independent projects based on their individual interests
- Provide enrichment activities that include more complex material
- Allow opportunities for peer collaboration and team-teaching
- Set individual goals
- Conduct research and provide presentation of appropriate topics
- Provide student opportunity to design surveys to generate and analyze data to be used in discussion
- Allow students to move through the assignment at their own pace (as appropriate)

Strategies to Differentiate to Meet the Needs of a Diverse Learning Population

- Vocabulary Sorts-students engage with the vocabulary word by sorting into groups of similar/different rather than memorizing definitions

- Provide “Realia” (real life objects to relate to the five senses) and ask questions relating to the senses
- Role Play-students create or participate in role playing situations or Reader’s Theater
- Moving Circle-an inside and outside circle partner and discuss, circles moves to new partner (Refer to Kagan Differentiated Strategies)
- Brainstorm Carousel-Large Post Its around the room, group moves in a carousel to music. Group discusses the topic and responses on paper. Groups rotate twice to see comments of others. (Refer to Kagan Differentiated Strategies)
- Gallery Walk-Objects, books, or student work is displayed. Students examine artifacts and rotate.
- Chunking-chunk reading, tests, questions, homework, etc to focus on particular elements.
- Think Pair Share Write
- Think Talk Write
- Think Pair Share
- Note-taking -can be done through words, pictures, phrases, and sentences depending on level
- KWL (Know, Want to Know, Learned)/KWLH(Know, What to Know, How Will I Learn, learned)/KWLS (Know, Want to Know, Learned, Still Want to Know) /KWLQ (Know, What to Know, Learned, Questions I Still Have) Charts
- Corners Cooperative Learning Strategy:
<http://cooperativelearningstrategies.pbworks.com/w/page/28234420/Corners>.
- Circle Map strategy- place the main topic in a small circle and add student ideas in a bigger circle around the topic. Students may use their native language with peers to brainstorm.
- Flexible grouping -as a whole class, small group, or with a partner, temporary groups are created: <http://www.teachhub.com/flexible-grouping-differentiated-instruction-strategy>.
- Jigsaw Activities -cooperative learning in a group, each group member is responsible for becoming an "expert" on one section of the assigned material and then "teaching" it to the other members of the team: <http://www.adlit.org/strategies/22371/>.

UNIT 3: INFORMATIONAL READING/WRITING
SUGGESTED TIMEFRAME: 5 WEEKS

UNIT OVERVIEW

This unit empowers students with a critical reading and writing skill at the heart of the New Jersey Student Learning Standards for English Language Arts: Reading complex texts closely to analyze textual details and deepen understanding.

The unit integrates the development of explanatory communication skills into the close reading process. Students learn to explain their thinking and link it with textual evidence both in discussion and writing. The unit culminates in a structured text-centered discussion in which students examine discoveries they have made about an important topic, by explaining and comparing their textual analyses with their peers.

STAGE 1 - DESIRED RESULTS

Established Goals:

New Jersey Student Learning Standards for English Language Arts (2016)

RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.

RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

RI.9-10.6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.

RI.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance, (e.g., Washington's Farewell Address the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail", Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of

Human Rights, etc.), including how they relate in terms of themes and significant concepts.
RI.9-10.10. By the end of grade 9, read and comprehend literary nonfiction at grade level text-complexity above with scaffolding as needed.

W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.

E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.9-10.9. Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.

W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

INTERDISCIPLINARY CONNECTIONS

New Jersey Student Learning Standards for History (2020)

6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

6.2.12.GeoPP.5.a: Use a variety of sources to explain the impact of migration on the way of life in the country of origin and the new country (e.g., social, economic, political structures).

COMPUTER SCIENCE AND DESIGN THINKING (2020)

8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.

8.2.12.ED.4: Design a product or system that addresses a global problem and document decisions made based on research, constraints, trade-offs, and aesthetic and ethical considerations and share this information with an appropriate audience.

8.2.12.ED.6: Analyze the effects of changing resources when designing a specific product or system (e.g., materials, energy, tools, capital, labor).

CAREER, READINESS, LIFE LITERACIES, AND KEY SKILLS

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.

9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.

MAKING CONNECTIONS TO CAREERS

Common List of Jobs that require some training beyond high school. Feel free to modify the list based on the needs of your students. Ask students what they think is involved in these jobs and supplement their answers with the descriptions below:

- Lawyer - a person who advises, counsels or advocates for others in the context of legal rights and expectations
- Military Police - a person who serves as a law enforcement officer for both the military and civilian population
- Nurse - a person trained to care for sick people, especially in a hospital
- Pediatrician - a person who treats children and their diseases

- Policeman/Policewoman - a person who is expected to enforce the law by arresting criminals and detecting and preventing crimes
- Immigration Services Officer- they gather information from interviews, statements, credibility checks and adjudicative decisions to either grant or deny immigration benefits
- Immigration Case Manager- they are responsible for coordinating immigration services and maintaining compliance with established state and federal regulations

INTEGRATED SOCIAL AND EMOTIONAL LEARNING COMPETENCIES

The following social and emotional competencies are integrated in this curriculum document:

Self-Awareness

- X Recognize one's own feelings and thoughts
- X Recognize the impact of one's feelings and thoughts on one's own behavior
- X Recognize one's personal traits, strengths and limitations
- X Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- X Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- X Recognize the skills needed to establish and achieve personal and educational goals
- X Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

Social Awareness

- X Recognize and identify the thoughts, feelings, and perspectives of others
- X Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- X Demonstrate an understanding of the need for mutual respect when viewpoints differ
- X Demonstrate an awareness of the expectations for social interactions in a variety of setting

Responsible Decision Making

- X Develop, implement and model effective problem solving and critical thinking skills
- X Identify the consequences associated with one's action in order to make constructive choices
- X Evaluate personal, ethical, safety and civic impact of decisions

Relationship Skills

- X Establish and maintain healthy relationships
- X Utilize positive communication and social skills to interact effectively with others
- X Identify ways to resist inappropriate social pressure
- X Demonstrate the ability to present and resolve interpersonal conflicts in constructive ways

| |
|---|
| <p><u>X</u> Identify who, when, where, or how to seek help for oneself or others when needed</p> |
| <p>ESSENTIAL QUESTIONS & ENDURING UNDERSTANDINGS</p> |
| <p>Essential Questions:</p> <ul style="list-style-type: none"> • How has American culture/identity been shaped by immigrant cultures? • What challenges did (do) immigrants face when attempting to assimilate into a new culture? • What are the different perspectives people have about immigration? <p>Enduring Understandings</p> <p><i>Students will be able to understand:</i></p> <ul style="list-style-type: none"> • Different cultural groups have influenced the American identity over time. • Many immigrants experienced great challenges upon arrival in the United States (language, exploitation, discrimination). • People in the United States held different perspectives about immigration. |
| <p>KNOWLEDGE & SKILLS</p> |
| <p>Knowledge</p> <p><i>Students will know:</i></p> <ul style="list-style-type: none"> • How to read text closely. • How to write an analysis of text citing textual details. <p>Skills</p> <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Analyze text. • Develop questions regarding the topic. • Write a detail-based explanation of a text read in class. |
| <p>STUDENT RESOURCES</p> |
| <p>Self-Selected Independent Reading Book Guiding Questions Handout Read Closely Checklist Text-Centered Discussions Checklist</p> <p>Student Text:</p> <p>Text #1- Photos from Ellis Island Text #2- Description of Immigration Leaving Ellis Island Text #3- Ellis Island: Deconstructed (The History Channel- https://www.youtube.com/watch?v=M3wJpIRRaxk) Text #4- Interactive Tour of Ellis Island Text #5- On the Trail of the Immigrant, Ch. V Text #6- The Future in America, Ch. III</p> |

Text #7- The Promised Land, Ch. IX

Text #8- Rebels into Anarchy, Ch I

Text # 9- Narrative of the Life of Frederick Douglas, Ch. XI

TEACHER RESOURCES

We had to Learn English

<https://www.engageny.org/resource/grade-8-ela-reading-closely-textual-details-we-had-learn-english>

Famous Ellis Island Immigrants

<https://www.exp1.com/blog/8-famous-ellis-island-immigrants/>

Meet Young Immigrants

http://teacher.scholastic.com/activities/immigration/young_immigrants/

Immigrant Story from 16 Year Old Point of View

<https://vinceparrillo.com/2013/09/24/true-immigrant-stories-a-teenager-at-ellis-island/>

STAGE 2 - ASSESSMENT EVIDENCE

Formative Assessments

Students' captions and paraphrases for Texts #1 & 2 are reviewed to see if they are able to generalize from details.

Student conversations in small groups, particularly in relation to Text #3 (the video) provides evidence of their emerging thinking, and of the skills related to Text-Centered Discussions that they bring into the unit.

Students use their analysis to independently write a detail-based explanation of one of the texts. Students write a multi-paragraph explanation, using textual evidence that explains:

- A central idea of the text and how it is developed across it.
- What the central idea demonstrates about the author's perspective on the topic.
- What they have come to understand about the topic from the text.

Summative Assessment:

Performance Task(s):

Students develop a presentation for other teachers, community members and parents to share what they have learned about the topic, drawing on their analysis and fielding questions from the audience.

STAGE 3 - LEARNING PLAN

Learning Activities:

Note: Review and print the text sets and all handouts prior to teaching the lessons.

Week 1- Understanding Close Reading

Lesson 1- Understanding Close Reading

RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

Materials: Texts #1-4, Guiding Questions Handout, Reading Closely Checklist
Students learn what it means to read a text closely by attending to and analyzing textual details. Students analyze visual-based texts.

The teacher presents an overview of the unit, discussing the purposes and elements of close reading.

Lesson 2- Looking Closely for Details

RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

Students are oriented to the idea of attending to details through examining images.

1. In small groups students view two photos and answer the following question: What stands out to me as I examine this image?"
2. Share answers with the whole group (GQ handout for more questions).
3. Guiding Question(s): 1-What is this text (photo) mainly about? 2- What stands out to me as I first examine this text? Text-specific Question(s): 1-Why are the two men standing at the rail above the great hall and looking down at the people? 2- Why do the people all have sheets of paper attached to their clothes?

4. Students write a caption for the photo that summarizes what the image is about. Share.

Lesson 3- *Reading Closely for Details*

RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

Students use guiding questions to look closely for details in a text.

1. Reading Text # 2 aloud.
2. As you read the passage aloud, students think about the question: “What information or ideas does this text present?”
3. Students record/share their responses to the question, making sure that students refer to the text to support their responses.
4. Independent Reading-Before students re-read the passage independently, direct students to the questions listed under “Language” in the Questioning Texts row of the GQ Handout. Students think about the question: “What words or phrases stand out to me as I read?” While reading independently, students mark details they notice .
5. Class Review and Paraphrasing - As a class, students: Compare the details they have noticed and marked. Discuss what the details suggest to them. Identify any new questions they have after examining and discussing the details. Introduce the concept of a “paraphrase,” and model paraphrasing a sentence from the passage. Individually, students draft a paraphrase of one of the details that stood out to them.
6. Guiding Question(s): 1-What information does the text present? 2- What is described in detail? 3- What do the author’s words cause me to see or feel? Text-specific Question(s): 1-What is the “many-hued procession” that Riis describes in lines 3-7? 2-What details about the “newcomers” do I notice as I read this sentence?

Lesson 4- *Attending to Details in Mult-Media*

RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

Students use guiding questions to look closely for details in a multimedia text and write a few sentences explaining something they have learned -Ellis Island: Deconstructed” - History Channel (2 ½ minutes).

Lesson 5- Independent Reading/Researching Activity

W.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Students use guiding questions to independently explore a multimedia website.

Lesson 6-Assessment

Students’ captions and paraphrases for Texts #1 & 2 can be reviewed to see if they are able to generalize from details, and might provide a pre-assessment of skills before students read and analyze more challenging passages in Parts 2-5. These short, informal writing samples should also be reviewed for evidence that students are able to clearly explain their thinking about the texts they are reading. The reflective conversation using the Reading Closely Checklist is an opportunity for students to self-assess.

Student conversations in small groups, particularly in relation to Text #3 (the video), also can provide rich initial evidence of their emerging thinking, and of the skills related to Text-Centered Discussions that they bring into the unit, since they will be demonstrating those discussion skills in Part 5.

Week 2 Questioning Text

Lesson 7-How Skillful Readers Approach Texts

RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

The teacher models how to use the Questioning Texts Tool to guide a process for close reading, and then pairs practice on a text they have read.

1. Model the Tool- Begin by modeling the Questioning Texts Tool, using Text #2:
2. Think-aloud and talk through what you record in each Approaching the Text box.

3. Select one or two questions to focus on from the Guiding Questions Handout.
4. Re-read through the text, searching for details related to your guiding question. Model marking and annotating the text.
5. Frame a new, text-specific question that the guiding question draws out of the passage.
6. Student pairs continue examining Text #2 with the Questioning Text Tool.
7. Have student pairs use a different guiding question as a lens for examination and come up with related text-specific questions.
8. The key skill to work on is having students frame a good, text-specific question that
9. emerges after students have used the guiding question to identify important information in the text.

Lesson 8-Approaching a New Text

RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.

Students listen to a new text and use the Questioning Texts Tool to guide their reading.

Introduce and read Text #5 aloud. Text #5 is a related but more challenging text. Provide minimal context about the passage before students encounter it. First have them listen to a reading of the text, asking them to concentrate on the author's message, tone, and use of language.

Textual Notes- Text #5 is by Edward Steiner, a Grinnell (Iowa) college professor who researched the experiences of immigrants coming to and moving through America; he even traveled with immigrants in steerage to better understand and describe their experiences (as depicted in this text excerpt). The passage is from Chapter 5 of his 1906 book *On the Trail of the Immigrant*. Because of its longer sentences, it measures above grade level (at 1550L), but its rich description and narration should be accessible to most students with some scaffolding. For this activity, have students read and analyze descriptive details in the first four paragraphs.

1. Students use the Questioning Text Tool- Students independently complete a Questioning Texts Tool – but do not yet record a text-specific question in the last row.

2. Provide the guiding questions students will use, or have them select questions from the handout.
3. Emphasize questions related to language use and meaning, having students pay attention to and highlight words and phrases that are critical for understanding the passage and may also be less familiar to them.
4. Focus on academic vocabulary – and its relationship to textual meaning.
5. Reading Text #5 in Pairs- Students look for details related to their guiding question.
6. Students work in pairs to come up with text-specific questions to put in the final row of the Questioning Texts. Students share their text-specific questions with the class, discussing and refining them as a class.
7. Guiding Question(s): 1-What words or phrases are powerful or unique? 2-What do the author's words cause me to see or feel? 3- What words do I need to know to better understand the text?

Lesson 9- *Analyzing Text with Text Specific Questions*

RI.9-10.5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

The teacher guides the class through an analysis of the text using the Analyzing Details Tool.

Textual Notes: Have students re-read the entire Steiner text, focusing on the last two paragraphs, noting descriptive and narrative details, and making connections among them.

Model the Tool

1. Guide the class through the tool identifying your reading purpose and using a text-specific question that emerged from class discussion. The tool can also be used with guiding questions or with text specific questions you provide to students.
2. Read and annotate the text actively, marking, highlighting, or flagging details that are related to the reading purpose and question.
3. Review the details you have marked, looking for "key" details, words, and phrases that relate to your reading purpose and question, and that convey or support a central idea.
4. Record 3 of these key details/phrases from the text in the "Selecting Details" section of the tool, indicating the source/location in the "reference" section.
5. Analyze each detail and record your thinking.
6. Connect the details by writing a sentence based on your analysis.

7. Have students all fill in their own tool with the information developed as a class. This allows students to get a feel for using the tool and provides them with analysis and models in their personal notebooks.
8. Guiding Question(s): 1-What words or phrases are powerful or unique? 2- What do the author's words cause me to see or feel? Text-specific Question(s): 1-In paragraph 5, what specific details, words and images does Steiner use to describe the "shifting process" that "has taken place"? 2-In paragraph 6, what details does Steiner provide about the Polish woman he encounters, and how do those details evoke feelings in us as readers?

Lesson 10-Posing Text-Dependent Questions

RI.9-10.5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

1. Students develop their own text-specific questions with which to analyze the text.
2. Students Use the Analyzing Details Tool
3. Students begin by confirming or revising their text-specific question at the bottom of the Questioning Texts Tool for Text #5. (This might be done in small groups.)
4. Some questions may be literal -scaffold students' efforts to pose a question that causes them to re-examine textual details and discover something new about the text.
5. Students transfer their question to the Analyzing Details Tool.
6. Students annotate their texts by highlighting/marking all the details they feel are relevant to their question.
7. Students select three details to analyze, copying them and referencing them in their Tool.
8. Students analyze the details, recording their thinking.
9. Students connect the details, writing a sentence or two explaining their thinking.
10. Students share their findings in a group discussion, using their Tool to guide their conversations, and reflect as a group on their process of reading closely, using the Reading Closely Checklist as a framework for reflection.

For the Steiner passage, students might be coached to try to frame a question that looks into the passage as a whole, and that causes them to identify and connect details from across the six paragraphs.

For students who are having trouble framing their own questions, text-dependent question models such as the following might be used as a starter: Text-specific Question(s): 1- What

does the passage overall depict about the process of entering Ellis Island? 2- What textual details seem most important in helping us visualize what the immigrants and Steiner experienced?

Lesson 11- Independent Reading Activity

RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

Students write 1-3 sentences explaining their analysis of the text and list supporting textual details.

In this activity, introduce the idea of what a text-based explanation entails, possibly modeling one for Text #2. Ask students to work from their Analyzing Details Tool to write several clear, coherent, and complete sentences that explain something from their analysis of Text #5, making sure to reference key details they have identified. Connect this writing activity to skills students have been working on with their earlier paraphrasing activities.

The primary focus of evaluation at this stage should be on student ability to use questioning to focus their annotation and selection of details. Examine student Questioning Texts Tool to evaluate the formation of their text-specific questions and their relationship to the guiding questions. Examine their annotated texts and Analyzing Details Tool to evaluate the relevance of their selected details and their recorded thinking and connections. Evaluate the Tool for evidence of students' reading and thinking; examine the short written explanations for their developing writing skills, paying attention to use of evidence and to word choice, punctuation, and grammar.

Week 3- Analyzing Details

Lesson 12- Analyzing Textual Detail

RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

Students listen to and then closely read and analyze a new text.

Introduce and read Text #6 aloud.

Students now engage in a new text that presents a different point of view on the topic. As before, students listen to the text with no initial context provided other than what they have already learned from their study of previous, related texts.

Text #6 is from H. G. Wells ' 1906 book "The Future in America", which presents his musings about America during an extended stay. The passage is from Chapter III on what Wells observed in New York, and, in this case, Ellis Island. The passage is challenging because of its complex sentence structure and rich descriptive language (causing it to measure at 1410L). It therefore presents an opportunity to slow down in reading, work with individual phrases and sentences, note how language is used for effect, and finally how that language expresses a strong perspective about what Wells observes at Ellis Island. Class discussion might focus on descriptive phrases and images that indicate Wells' jaundiced point of view (i.e. choked, gravid, replete, crude Americans, loafing about, tragic and evil-looking crowd, large dirty spectacle of hopeless failure, squalid, etc.). Because of the difficulty of the passage, it may be helpful to begin with teacher-provided Guiding Questions and then model text-specific questions before students develop their own.

1. Guiding Question(s): 1- What words or phrases are powerful or unique? 2- What do the author's words cause me to see or feel? 3- What words do I need to know to better understand the text?
2. Independent Reading- Students complete the first parts of the Questioning Texts Tool, selecting Guiding Questions that relate to the author's perspective. Students read the text using their Guiding Questions to focus them on relevant details they can question further.
3. Class Discussion- Lead a discussion of the text focusing on difficult sections and key academic vocabulary. Students should draw on details they found related to their Guiding Questions in discussion. Have students develop text-specific questions about key details that emerge in discussion.
4. Re-Reading to Analyze Details-Students work in groups to hone text-specific questions. Students use their question to analyze the text with the Analyzing Details Tool.
5. Text-specific Question(s): Paragraph #1 How does Wells' description of the liners that bear the immigrants to Ellis island as "gravid," "lying uncomfortably" and "replete" present an opening scene that sets the tone for his description throughout the passage? Paragraph #2: What picture of the immigrants in the waiting room does Wells present?

What key details and words contribute to this picture? Paragraph #3: How does Wells describe and characterize the “procession” in the central hall? What does the use of the word “cordon” in the last sentence of the paragraph suggest? Paragraph #4: What details and words does Wells use to describe the “gate of America”? Why does he describe the immigrants as a “human stream of beads”? Paragraphs #5-6: What words and images that Wells presents in the last two paragraphs seem to be in contrast with the rest of his description?

6. Class Discussion- Discuss the connections students have made in a final class discussion of Text #6.

Lesson 13- *Analyzing Details Across Texts*

RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

The teacher guides and supports students in a comparative discussion of the text.

1. Class Discussion- Students use their notes and tools from Texts #5 and #6 to discuss how each author’s use of language reflects his or her perspective on the subject.
2. Ask students to present evidence from the text to support their assertions, and to connect their comments to the ideas that others have shared.
3. Have students take notes and annotate their text during the conversation, capturing what peers say, how their ideas are changing, or connections/ differences between texts.

Text Notes: The Steiner and Wells excerpts provide an interesting contrast in their perspective and point of view, with both passages published in 1906. Travelling in steerage with a group of immigrants, and thus seeing things from their perspective, Steiner is a researcher who recounts the first moments of the “sifting process” as immigrants enter Ellis Island. In contrast, Wells is an outside observer describing what he (a visitor himself from Britain) sees and thinks as he watches a “procession” of immigrants pass through the Ellis Island “intricate series of metal pens.” A comparative analysis of perspective in the two texts might thus begin with a questioning sequence.

Guiding Question(s): 1- What is the author’s personal relationship to the topic? 2- How is the author’s use of language and detail related to his/her perspective and point of view?

Text-specific Question(s): 1- Steiner describes the immigrants moving through “passages made by iron railings” while Wells describes the same entry maze as an “intricate series of metal pens.” How are these descriptions similar, while the perspectives from which they are viewed are different? 2- While Steiner personalizes his description by focusing at the end on the plight of the Polish woman, Wells refers more broadly to the “immigration stream” that “drips” through an entry gate in his last two paragraphs. How are the two authors’ characterizations of the immigrants they observe different? How do these differences show their perspective?

Lesson 14- *Explaining and Comparing Texts (cont’d)*

RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

Student groups develop a comparative question and individually write a paragraph using their question.

Small Group Discussions- Students work in groups using their analyses of Texts #5 and #6 to come up with a comparative question.

Support student groups as they develop their questions.

1. Writing Comparative Analyses- Students draw from their notes, annotated texts, and sentences from earlier activities to construct a paragraph answering their comparative question. Paragraphs should include: The comparative question 1-2 sentences explaining their analysis of Text #5 and key supporting details 1-2 sentences explaining their analysis of Text #6 and key supporting details 1-2 sentences explaining a connection they have made between the two texts that answers their comparative question.
2. Students construct the paragraph by: Introducing the topic, in this case the comparison made between the texts.
3. Organizing their information to clearly and logically express their ideas.
4. Developing the topic with appropriate supporting details.

5. Linking sentences with appropriate transitional words and phrases to clarify relationships and establish coherence.
6. Using precise language and an academic (formal) style of writing.
7. In small groups, students read and peer-review their comparative paragraphs.
8. Prior to submission, an optional revision may be asked of the students based on peer feedback. Students submit paragraphs and their supporting materials.

This reading, which sets up the following parts of the unit, can be done as homework or in class, with more or less scaffolding depending on how students have been doing in previous reading experiences. On their own, students read Texts # 7, 8, & 9 - topic-related texts all written in a similar genre/mode, using Guiding Questions to set up a Questioning TextsTool. At this point, students do not need to study any of the three texts, rather simply be familiar with them, so they can prepare themselves for analyzing one of the texts through close reading and for leading a comparative discussion.

Lesson 15- Reading and Discussing Related Texts

RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

Reading and Discussing Related Texts- Students listen to three related texts and discuss them as a class.

Teacher Notes: The final parts of the unit are a two-stage culminating activity in which students first analyze and write about one of three related texts, then lead a comparative discussion about the three texts. In the first stage, students are introduced to the texts and choose one to read closely with a small, “expert” group. Building on their collaborative close reading, students independently analyze and write about their text.

In the second stage of the culminating activity, students return to their small groups to discuss their writing and draft a question that compares their text to the other texts in the unit. Students then “jigsaw” to a new group and use their analysis, writing, and comparative question to

facilitate and participate in a structured text-centered discussion with students who have analyzed the other two texts. The culminating text-centered discussions could be given in an “academic panel” format. In this format, student groups have their discussions in front of the class (and invited community members) to simulate real-world and college panel discussions.

1. Read aloud the Texts #7, #8, and #9.
2. Lead a discussion of the students’ first impressions of the texts, using the Guiding Questions to help facilitate discussion.

Textual Notes: The three texts are all personal narratives written by individuals who either migrated to the United States (Mary Antin and Marie Ganz) or within the United States (Frederick Douglass). The texts are all rich with details and descriptive language, providing a fitting culmination to the unit’s focus and topic. However, they present varying degrees of reading challenges for students, ranging from: 1) the more straightforward (and lower difficulty level) Antin narrative (900L); 2) to the Ganz narrative, with its use of contrast and antithesis and more difficult language and sentence structure (1240L); 3) to the sophisticated, in terms of both ideas and language, Douglass piece (1300L).

Lesson 16- *Questioning and Analyzing Texts Independently*

RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

Students select (or are assigned) one of the texts to discuss with a small group and then analyze independently.

Students may be assigned a text based on their reading comprehension levels, interests, or developing skills (as demonstrated earlier in the unit), or they may be allowed to choose a text following their initial reading and small group discussion of the three. Either way, each student will be responsible for doing a close reading, questioning, analysis, and summary of one of the three related texts.

1. Small Group Close Reading Using the Questioning Texts Tools- Small “expert” groups read one of the texts collaboratively using the Questioning Texts Tool.
2. Each group member fills in his/her own Questioning Texts Tool for their assigned text, and each develops a separate text-specific question through their discussion.
3. Independent Analysis using the Analyzing Details Tools- Students independently complete an Analyzing Texts Tool using a text-specific question (his/her own or one from another group member).
4. Students might optionally return to their expert groups to discuss their analysis.

Guiding Question(s):

- What is the author’s personal relationship to the topic?
- What information/ideas are described in detail?
- What do the author’s words cause me to see or feel?
- How do details, information or ideas change across the text?

Text-specific Question(s):

“The Promised Land” (Text #7):

- Which details in the first three paragraphs suggest “newness” to Mary Antin, while being much more familiar to us as readers?
- In paragraph 4, Antin says, “I was thrilled with what this freedom of education meant,” then in the next paragraph tells the story of her first day in school. How do the details of this story help explain Antin’s “thrill”?
- In paragraph 6, what types of things does Antin tell us she had to learn? How does this string of details suggest what it meant for her to become an American?

Guiding Question(s):

- What is the author’s personal relationship to the topic?
- What information/ideas are described in detail?
- What do the author’s words cause me to see or feel?
- How do details, information or ideas change across the text?

Text-specific Question(s):

“Rebels into Anarchy” (Text #8):

- In the first three paragraphs, what details does Ganz present to describe her mixed impressions of her father as she is reunited with him in America?
- When Ganz goes “groping into the past to see how far memory will carry me” in paragraphs 4 and 5, what details does she recall?

- How is Ganz’s mother’s “disgust” and anguish, expressed at the start of paragraph 8, a reflection of the description that precedes it?
- How does her reaction contrast with how she is described by Ganz, and with the author’s characterization of her father? What is the impact of this juxtaposition and use of antithesis at the end of the passage?
- What details, as they add up across the Ganz passage, likely cause the experience she narrates to have been such a “distinct memory” for her?

Narrative of the Life of Frederick Douglass (Text #9):

- In the first paragraph, Douglass contrasts his “trouble... within” and how things were going “smoothly... without.” What does he mean when he uses the words “within” and “without”? What details about his thoughts and feelings does Douglass present to explain why his impending escape so troubled him “within”?
- What details – and comparative images – does Douglass use at the start of paragraph 2 to explain his statement: “There I was in the midst of thousands, and yet a perfect stranger”?
- In lines 37-8, Douglass says, “It was a most painful situation; and, to understand it, one must needs experience it, or imagine himself in similar circumstances.” In the very long sentence that follows this statement, what vivid details does he present to help a reader understand or imagine how he felt?
- At the end of the passage, Douglass suggests that he wants his readers to “know how to sympathize with, the toil-worn and whip-scarred fugitive slave.” How do details, and connections among details that describe his mental state before and after his escape, evoke a sense of sympathy in a reader?

Lesson 17- *Assessment*

Students use their analysis to independently write a detail-based explanation of one of the texts.

Students write a multi-paragraph explanation, using textual evidence that explains:

- A central idea of the text and how it is developed across it.
- What the central idea demonstrates about the author’s perspective on the topic.
- What they have come to understand about the topic from the text.

Weeks 4/5- *Discussing Ideas*

Lesson 18- *Understanding Text-Centered Discussions*

SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

The teacher leads students in a reflective conversation about productive, text-centered discussions.

Throughout the unit, students have informally practiced the skills and behaviors used in text centered discussions. Now present students with the TCD Checklist, a framework that outlines those skills.

1. Read through the Checklist asking students to reflect on their performance for each criterion in the small group discussions throughout the unit.
2. Have students refer to specific moments (or evidence) from previous small group discussions as examples of when they demonstrated – or didn't demonstrate – the criteria.
3. Students fill out the checklist, indicating which skills they have demonstrated in small-group and class activities, noting specific examples in the “Comments” section.
4. Students identify skills/behaviors they want to work on in this last part of the unit, as they prepare for and participate in their culminating text-centered discussions.

Lessons 19 and 20- *Identifying and Organizing Ideas*

RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

Students discuss their analysis in groups and independently prepare for leading a text-centered discussion by crafting a comparative text-dependent question.

Students prepare for their culminating demonstration of the unit where they will explain a central idea of their text, identify something they have learned from reading their text (in the context of the other texts of the unit), and pose a comparative text-dependent question to facilitate a text-based discussion. The key to this activity is that each student is encouraged to

come up with an individual insight or observation that has sprung from reading and studying texts throughout the unit. For some students, this could be a more literal discovery or comparison, for others an inference supported by the texts, and for others still, an evidence-based claim. Students' discoveries need to be text-based and connected to a text-dependent question, but do not need to be too carefully structured around a particular theme, idea, or detail.

Expert Group Discussions- Students review each other's explanations in text-based expert groups for accuracy and use of details and compare the observations/ discoveries they have made about their common text.

1. Students discuss their text in relationship to Texts #5 & #6, and to the other texts of the unit.
2. Use the Text-Centered Discussion Checklist to help guide their discussion.
3. Develop a Comparative Question Independently- Students independently develop a text dependent question that is based in their text but connects it to other texts.
4. This question will be used to set up discussion when they join a new group in Activity 3.
5. Depending on student ability, teachers might choose to model a comparative question and/or work individually with some students to help them develop their own.

Lesson 21- *Leading A Text-Centered Discussion*

RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Students lead and participate in text-centered discussions with other students who have analyzed different texts.

In this activity, students “jigsaw” to groups of three (or alternately six depending on class size) so that each of the final three texts is represented in the group by at least one text “expert”. In the discussion, each student (or student pair):

1. Share their explanations of a central idea of the text: Pointing out key details to the other students in their group Explaining their analysis of the author's perspective pointing out keywords that indicate the author's perspective.
2. Once each student has shared his/her analysis, they each take turns posing their comparative question and facilitating the discussion. As they facilitate, they should: Ask the other participants to reference the texts in their comments. Share the understanding that has emerged for them, connecting it to and deepening it with comments from the others. Direct the group to re-read key portions of the texts to support discussion.
3. Finally, each triad group summarizes its discussion for the class, sharing questions, observations, and key textual details that they have identified and discussed.

Lessons Adapted from- See Unit Plan and Texts

<https://www.engageny.org/resource/grade-8-ela-reading-closely-textual-details-we-had-learn-english>

ACCOMMODATIONS/MODIFICATIONS

Below please find a list of suggestions for accommodations and modifications to meet the diverse needs of our students. Teachers should consider this a resource and understand that they are not limited to the recommendations included below.

An **accommodation** *changes HOW a student learns*; the change needed does not alter the grade-level standard. A **modification** *changes WHAT a student learns*; the change alters the grade-level expectation.

Special Education and 504 Plans

All modifications and accommodations must be specific to each individual child's IEP (Individualized Educational Plan) or 504 Plan.

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments
- Repetition and time for additional practice
- Model skills/techniques to be mastered
- Extended time to complete task/assignment/work
- Provide a copy of class notes
- Strategic seating (with a purpose - eg. less distraction)
- Flexible seating

- Repetition and additional practice
- Use of manipulatives
- Use of assistive technology (as appropriate)
- Assign a peer buddy
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Provide oral reminders and check student work during independent practice
- Chunk the assignment - broken up into smaller units, work submitted in phases
- Encourage student to proofread assignments and tests
- Provide regular home/school communication
- Teacher checks student planner
- Provide students with clear expectations in writing and grading criteria for assignments (rubrics)

Testing Accommodations:

Students should receive all testing accommodations for Benchmark assessments that they receive for State testing.

English Language Learners:

All modifications and accommodations should be specific to each individual child's LEP level as determined by the WIDA screening or ACCESS, utilizing the WIDA Can Do Descriptors.

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Scaffold language based on their Can Do Descriptors
- Alter materials and requirements according to Can Do Descriptors
- Adjust number of paragraphs or length of writing according to their Can Do Descriptor
- TPR (Total Physical Response-Sheltered Instruction strategy) Demonstrate concepts through multi sensory forms such as with body language, intonation
- Pair visual prompts with verbal presentations
- Repetition and additional practice
- Model skills and techniques to be mastered
- Native Language translation (peer, assistive technology, bilingual dictionary)
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Use of self-assessment rubrics
- Increase one-on-one conferencing; frequent check ins
- Use study guide to organize materials

- Make vocabulary words available in a student created vocabulary notebook, vocabulary bank, Word Wall, or vocabulary ring
- Extended time
- Select text complexity and tiered vocabulary according to Can Do Descriptors
- Projects completed individually or with partners
- Use online dictionary that includes images for words:
<http://visual.merriamwebster.com/>.
- Use an online translator to assist students with pronunciation:
http://www.reverso.net/text_translation.aspx?lang=EN.

Students at Risk of Failure:

- Use of self-assessment rubrics for check-in
- Pair visual prompts with verbal presentations
- Ask students to restate information and/or directions
- Opportunity for repetition and additional practice
- Model skills/techniques to be mastered
- Extended time
- Provide copy of class notes
- Strategic seating with a purpose
- Provide student opportunity to make corrections and/or explain their answers
- Support organizational skills
- Check daily planner
- Encourage student to proofread work
- Assign a peer buddy
- Build on students' strengths based on Multiple Intelligences: Linguistic (verbal); Logical (reasoning); Musical/Rhythmic; Intrapersonal Intelligence (understanding of self); Visual Spatial Intelligence; Interpersonal Intelligence (the ability to interact with others effectively); Kinesthetic (bodily); Naturalist Intelligence; and Learning Styles: Visual; Auditory; Tactile; Kinesthetic; Verbal

High Achieving:

Extension Activities

- Allow for student choice from a menu of differentiated outcomes; choices grouped by complexity of thinking skills; variety of options enable students to work in the mode that most interests them
- Allow students to pursue independent projects based on their individual interests
- Provide enrichment activities that include more complex material
- Allow opportunities for peer collaboration and team-teaching
- Set individual goals
- Conduct research and provide presentation of appropriate topics

- Provide student opportunity to design surveys to generate and analyze data to be used in discussion
- Allow students to move through the assignment at their own pace (as appropriate)

Strategies to Differentiate to Meet the Needs of a Diverse Learning Population

- Vocabulary Sorts-students engage with the vocabulary word by sorting into groups of similar/different rather than memorizing definitions
- Provide “Realia” (real life objects to relate to the five senses) and ask questions relating to the senses
- Role Play-students create or participate in role playing situations or Reader’s Theater
- Moving Circle-an inside and outside circle partner and discuss, circles moves to new partner (Refer to Kagan Differentiated Strategies)
- Brainstorm Carousel-Large Post Its around the room, group moves in a carousel to music. Group discusses the topic and responses on paper. Groups rotate twice to see comments of others. (Refer to Kagan Differentiated Strategies)
- Gallery Walk-Objects, books, or student work is displayed. Students examine artifacts and rotate.
- Chunking-chunk reading, tests, questions, homework, etc to focus on particular elements.
- Think Pair Share Write
- Think Talk Write
- Think Pair Share
- Note-taking -can be done through words, pictures, phrases, and sentences depending on level
- KWL (Know, Want to Know, Learned)/KWHL(Know, What to Know, How Will I Learn, learned)/KWLS (Know, Want to Know, Learned, Still Want to Know) /KWLQ (Know, What to Know, Learned, Questions I Still Have) Charts
- Corners Cooperative Learning Strategy:
<http://cooperativelearningstrategies.pbworks.com/w/page/28234420/Corners>.
- Circle Map strategy- place the main topic in a small circle and add student ideas in a bigger circle around the topic. Students may use their native language with peers to brainstorm.
- Flexible grouping -as a whole class, small group, or with a partner, temporary groups are created:
<http://www.teachhub.com/flexible-grouping-differentiated-instruction-strategy>.
- Jigsaw Activities -cooperative learning in a group, each group member is responsible for becoming an "expert" on one section of the assigned material and then "teaching" it to the other members of the team: <http://www.adlit.org/strategies/22371/>.

UNIT 4: ARGUMENT READING AND WRITING
SUGGESTED TIMEFRAME: 4 WEEKS

UNIT OVERVIEW

This unit focuses on aspects of argumentation involving evidence, reasoning, and logic. Students are expected to objectively understand a complex issue through exploratory inquiry and close reading of information on the topic, then study multiple perspectives on the issue before they establish their own position.

From their reading and research, they are asked to craft an argumentative plan that explains and supports their position, acknowledges the perspectives and positions of others, and uses evidence gleaned through close reading and analysis to support their claims. Having developed a logical and well supported chain of reasoning, they use an iterative process to develop an argumentative “essay.”

STAGE 1 - DESIRED RESULTS

Established Goals:

New Jersey Student Learning Standards for English Language Arts (2016)

RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.

RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

RI.9-10.5. Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

RI.9-10.6. Determine an author’s point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.

RI.9-10.7. Analyze various perspectives as presented in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.

RI.9-10.8. Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and

reasoning.

W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

B. Develop claim(s) and counterclaims avoiding common logical fallacies, propaganda devices, and using sound reasoning, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

E. Provide a concluding paragraph or section that supports the argument presented.

W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

INTERDISCIPLINARY CONNECTIONS

New Jersey Student Learning Standards for Science (2020)

HS-PS1-3 Gather and make sense of information to describe that synthetic materials come from natural resources and impact society.

COMPUTER SCIENCE AND DESIGN THINKING (2020)

8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.

8.2.12.ED.4: Design a product or system that addresses a global problem and document decisions made based on research, constraints, trade-offs, and aesthetic and ethical considerations and share this information with an appropriate audience.

8.2.12.ED.6: Analyze the effects of changing resources when designing a specific product or system (e.g., materials, energy, tools, capital, labor).

CAREER READINESS, LIFE LITERACIES, AND KEY SKILLS (2020)

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.

MAKING CONNECTIONS TO CAREERS

Common List of Jobs that require some training beyond high school. Feel free to modify the list based on the needs of your students. Ask students what they think is involved in these jobs and supplement their answers with the descriptions below:

- Author- a writer of a book, article, or report
- Editor- a person who is in charge of and determines the final content of a text, particularly a newspaper or magazine
- Journalist- a person who writes for newspapers, magazines, or news websites or prepares news to be broadcast
- Communications Director-is responsible for managing and directing an organization's internal and external communications
- Public Relations Specialists- craft media releases and develop social media programs to shape public perception of their organization and increase awareness of its work and goals

INTEGRATED SOCIAL AND EMOTIONAL LEARNING COMPETENCIES

The following social and emotional competencies are integrated in this curriculum document:

Self-Awareness

- X Recognize one's own feelings and thoughts
- X Recognize the impact of one's feelings and thoughts on one's own behavior
- X Recognize one's personal traits, strengths and limitations
- X Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- X Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- X Recognize the skills needed to establish and achieve personal and educational goals
- X Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

Social Awareness

- X Recognize and identify the thoughts, feelings, and perspectives of others
- X Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- X Demonstrate an understanding of the need for mutual respect when viewpoints differ
- X Demonstrate an awareness of the expectations for social interactions in a variety of setting

Responsible Decision Making

- X Develop, implement and model effective problem solving and critical thinking skills
- X Identify the consequences associated with one's action in order to make constructive choices
- X Evaluate personal, ethical, safety and civic impact of decisions

Relationship Skills

- X Establish and maintain healthy relationships
- X Utilize positive communication and social skills to interact effectively with others
- X Identify ways to resist inappropriate social pressure
- X Demonstrate the ability to present and resolve interpersonal conflicts in constructive ways
- X Identify who, when, where, or how to seek help for oneself or others when needed

ESSENTIAL QUESTIONS & ENDURING UNDERSTANDINGS**Essential Questions:**

- What makes an argument effective?
- How can arguments affect change?
- What role can we personally play in using arguments to affect change?

Enduring Understandings*Students will be able to understand:*

- How to write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant sufficient evidence.
- Supporting arguments will have the potential to bring about change.

KNOWLEDGE & SKILLS**Knowledge***Students will know:*

- Perspectives should be examined carefully.
- Conclusions are drawn after analyzing texts/situations carefully.
- How to make a claim with supporting evidence.

Skills

Students will be able to...

- Evaluate Arguments.
- Write informative/explanatory text.
- Write arguments to support claims.

STUDENT RESOURCES

Self-Selected Independent Reading Book

Delineating Argument Tool- 3C

Delineating Argument Tool-4C

Forming EBC Tool

Guiding Questions Handout-Responses

Guiding Questions- Responses

Text Set #1:

1.1-What is a Performance-Enhancing Drug?

1.2-Historical Timeline: History of Performance Enhancing Drugs in Sports

1.3-Steroids

Text Set #2:

2.1-How To Get Doping Out Of Sports

2.2-Performance enhancing drugs outside of pro sports

2.3-Performance Enhancing Drugs: A Cheat Sheet

The Future of Cheating in Sports

Athlete Guide to the 2013 Prohibited List

The Beam in Your Eye

Text Set #3:

3.1- Why the Use of Performance-Enhancing Drugs by Great Athletes Still Bothers Us

3.2- Cartoonists on Baseball and Steroids

Text Set #4:

4.1- Congressman Elijah E. Cummings Urges the National Basketball Association to adopt a Zero-Tolerance Drug Policy

| TEACHER RESOURCES |
|---|
| <p>Argumentation Unit https://www.engageny.org/resource/grades-7-ela-building-evidence-based-arguments-unit-doping-can-be-last-2-percent Modify accordingly.</p> |
| STAGE 2 - ASSESSMENT EVIDENCE |
| <p>Formative Assessments:</p> <ul style="list-style-type: none"> • Delineating Argument Tool- 3C • Delineating Argument Tool-4C • Forming EBC Tool • Guiding Questions Handout-Responses • Guiding Questions- Responses |
| STAGE 3 - LEARNING PLAN |
| <p>Learning Activities:</p> <p><i>Note: Review and print the text sets and all handouts prior to teaching the lessons.</i></p> <p>Week 1</p> <p>Lesson 1- <i>Introducing the Unit</i></p> <p>RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p> <p>RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.</p> <p>RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p> <p>The teacher presents an overview of the unit and its societal issues.</p> |

Introduce Argumentation -Introduce the central purpose of the unit: to develop, practice, and apply the skills of argumentation in the context of a societal issue by:

1. Understanding the nature of a challenging issue for which there are various perspectives and positions.
2. Understanding and comparing perspectives and arguments on the issue.
3. Developing an evidence-based position on the issue.
4. Developing, sequencing and linking claims as premises in an evidence-based argument for one's position.
5. Supporting one's premises with logical reasoning and relevant evidence.
6. Developing an argumentative essay through a series of guided editorial processes.

Emphasize that in this unit, students will learn and think about a complex societal issue for which there are many explanations, perspectives, and opinions, not simply two sides of an argument to be debated. Let them know that they will read and research to better understand the issue and various perspectives on it before they form a position of their own and develop an argument in support of that position. Explain that the unit will culminate in a collaborative process for developing and strengthening an argumentative essay that each student will write on the unit's societal issue.

Instructional Notes: The video on Mark McGwire also provides an opportunity for close analysis, using a text-based question set such as: What do the changes in McGwire's body suggest about the influence and effects of performance-enhancing drugs (PEDs) in sports? Let students know that they will be returning to these questions often as they read texts related to performance-enhancing drugs. Emphasize that their task in this argumentation unit is not simply to answer them, but rather to use them as a stimulus for reading and discussion. Thinking about these questions as they read, analyze, and discuss will eventually lead them to a perspective on the use of PEDs, and finally to a position about the use of PEDs from which they can build an evidence-based argument.

Lesson 2- Exploring the Issue

RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.

RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

Students read and analyze a background text to develop an initial understanding of the issue.

1. Reading -Students read the text independently, annotating and making notes on how it relates to the unit's problem-based question.
2. The teacher introduces one or more text-based questions to drive a closer reading of the text. Students then follow along as the text is presented to them.
3. In reading teams, students discuss the text-based questions and search for relevant details, highlighting and annotating them in their text (and might use a Forming EBC tool to record their thinking).
4. Writing Claims- The teacher models the development and writing of an explanatory claim that addresses something the text has presented about the unit's issue. The claim is explanatory not argumentative at this point.
5. Students individually develop explanatory claims about the text's presentation of the issue (a Forming EBC tool can be used).
6. In reading teams, students compare claims and the evidence they have found to derive and support them. Students write a short claim-based synopsis of the text and the information it presents about the nature of the issue or problem, citing specific details and evidence to support their explanatory claim.

NOTE: Emphasize that at this point in the process, student claims should focus on interpreting what the text says about the nature of the issue, not on the validity of the text's perspective or position and not on articulating the student's own, still developing position. Those sorts of claims will come later.

Lesson 3- Deepening the Understanding of the Issue

RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.

RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

Students read and analyze a second background text to expand and deepen their understanding of the issue.

1. Reading-Students read the text independently, annotating and making notes on how it relates to the unit's problem-based question.
2. The teacher introduces one or more text-based questions to drive a closer reading of the text. Students then follow along as the text is presented to them.
3. In reading teams, students discuss the text-based questions and search for relevant details, highlighting and annotating them in their text (and might use a Forming EBC tool to record their thinking).
4. Writing Claims -The teacher models the development and writing of an explanatory claim that addresses something the text has presented about the unit's issue. The claim is explanatory not argumentative at this point.
5. Students individually develop explanatory claims about the text's presentation of the issue (a Forming EBC tool can be used).
6. In reading teams, students compare claims and the evidence they have found to derive and support them. Students write a short claim-based synopsis of the text and the information it presents about the nature of the issue or problem, citing specific details and evidence to support their explanatory claim.

NOTE: Emphasize that at this point in the process, student claims should focus on interpreting what the text says about the nature of the issue, not on the validity of the text's perspective or position and not on articulating the student's own, still developing position. Those sorts of claims will come later.

Text Set #2 includes three texts that can be used to provide additional background information about performance-enhancing drugs in sports and why athletes and non-athletes choose to use them.

TEXT 2.1: "How to Get Doping Out of Sports" Author: Jonathan Vaughters; Source/Publisher: The New York Times; Date: August 11, 2012 Complexity Level: This article, from The New York Times, measures 1010L and is very accessible for students in middle school.

Text Notes: This article is written by a former professional cyclist who chose to use performance-enhancing drugs. He describes the pressure he felt to “keep up” and how doping would allow him to become an elite cyclist. His remorse is now fueled by his desire to help keep sports clean and prevent a culture that legitimizes drugs.

Sample Text-Dependent Questions (to drive closer reading and discussion):

- What textual details support Vaughters claim that, “Achieving childhood dreams is a hard road.”?
- What is the “2%” that Vaughters describes?
- What does Vaughters mean by, “The answer is not to teach young athletes that giving up lifelong dreams is better than giving in to cheating. The answer is to never give them the option.”?
- What evidence does this text provide that influences your understanding of the issue/problem of performance-enhancing drugs in the US?

TEXT 2.2: “PERFORMANCE-ENHANCING DRUGS OUTSIDE OF PRO SPORTS”

Author: Kyung Lah; Source/Publisher: Anderson Cooper 360: CNN; Date: August 5, 2013

Complexity Level: NA. Text Notes: This is a video blog from Anderson Cooper 360. It details how other athletes, besides those in professional sports, are using performance-enhancing drugs. Specifically, some older adults are using them to keep themselves in top form, despite aging.

Sample Text-Dependent Questions (to drive closer reading and discussion):

- What evidence from the video helps explain Je"rey Life's statement, “I'm not against aging. I'm against getting old.”?
- What are the long term costs to using Human Growth Hormone described by Dr. Tom Perls from Boston University?

TEXT 2.3: “Performance Enhancing Drugs: A Cheatsheet” Author: Katie Moisse;

Source/Publisher: ABC News; Date: August 5, 2013 Complexity Level: This text measures 1380L, however, it is chunked into twelve small sections, which make it relatively easy for students to access.

Text Notes: This ABC News report provides background information on the names and descriptions of many banned substances/drugs that are used by athletes. This basic information will help students become familiar with their names, how they work, and how often they are used. One goal of the background readings is for students to recognize the names of drugs when they encounter them in further reading so they can identify quickly and continue reading.

Sample Text-Dependent Questions (to drive closer reading and discussion):

- For any of the drugs detailed in the sections of this article, how do they work, what are the health risks, and how often are they used by athletes?
- What evidence is presented in this article that deepens your understanding of the issue surrounding performance-enhancing drugs in sports?
- What evidence does this text provide that influences your understanding of the issue/problem of performance-enhancing drugs in the US?

Lesson 4- *Questioning to Refine Understanding*

RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.

RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

Students develop text-dependent questions and use them to refine their analysis.

1. Questioning Texts- Students now apply skills they have developed in a Reading Closely for Textual Details unit to frame their own, more focused questions about the issue and texts. They use these questions to drive a deeper reading of the previous texts, or of additional texts providing background and perspectives on the topic.
2. Starting from the unit's problem-based question, students work in reading teams to develop a set of more focused, text-based questions to drive further inquiry into the issue. (Students can use the Reading Closely for Details: Guiding Questions handout to help them develop their questions.)
3. Individually, students use these new questions to re-read one of the two background texts, additional details, and further refine their explanatory claim.
4. If additional background information is necessary or desired, students then use their question sets to drive close reading and analysis of one or more additional texts. (Note: Suggested texts are listed in the Instructional Notes or may be identified by the teacher)

or found by the students. Students might work in teams to become “experts” and develop explanatory claims about one or more of these additional texts, then “jigsaw” into new groups and share what they have learned. In this way, all students can become familiar with a wider range of background texts.)

5. Students write or revise one or more explanatory claim(s) based on additional evidence they have found through further or deeper reading.

ADDITIONAL BACKGROUND TEXTS To expand their understanding of the topic, students might be assigned any of the texts from Text Sets #1 and #2 that have not been read by the class. They might also access other sources found by the teacher (or by students themselves) or the additional source texts listed in the unit plan. The three listed source texts provide additional, and different, information about performance-enhancing drugs in sports, and can be used to expand students’ understanding and/or as independent reading/ research assignments. “The Future of Cheating in Sports” is an article about genetically changing your body so it naturally produces performance-enhancing substances. “Athlete Guide to the 2013 Prohibited List” is basically organized like a rulebook and explains all of the banned substances that athletes are not legally allowed to take. Finally, “The Beam in your Eye” compares surgery like Lasik vision correction and Tommy John Elbow to performance-enhancing drugs and asks why one is legal and the other is not.

Lesson 5- Writing an Evidence-Based Claim about the Nature of the Issue

RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.

RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

Students develop and write an evidence-based claim about the nature of the issue.

Students develop a synthesis claim about the nature of the issue that they will expand and revise when drafting their final argument. Before they can take a position and make their case for a response, they must be able to use evidence to explain their understanding of the issue or problem.

The teacher models the development of an evidence-based claim that synthesizes information from multiple sources and presents the writer's understanding of the unit's issue.

1. In reading teams, students go back to the background texts and additional evidence/details that support this synthesis claim. (An Organizing EBC tool can be used).
2. In reading teams, students review the explanatory claims they wrote about each text.
3. In reading teams, students brainstorm alternative ways of viewing or understanding the problem, based on evidence from the background texts.
4. Individually, students develop a multi-part claim that synthesizes how they have come (so far) to view and understand the nature of the issue and its components. (An Organizing EBC tool can be used).
5. In reading teams, students compare their synthesis claims and the evidence that supports them.
6. If teachers and students are familiar with the Evidence-Based Claims Criteria Checklist and the TextCentered Discussion Checklist from work in previous units, students can use them as criteria for evaluating their claims and reflecting on their discussions and participation in their reading teams.
7. As a class, return to the unit's problem-based question to consider revising it based on the emerging understanding of the issue.

Week 2-Analyzing Arguments

Lesson 6- Understanding Argumentative Position

RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.

RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

1. Class Brainstorm- As a class, brainstorm a list of questions that highlight various points of controversy or debate within the issue. If applicable, this can be related to the initial prior-knowledge/KWL activity.
2. If performance-enhancing drugs have been used for thousands of years, why are we suddenly caring so much about their usage in sports?
3. The questions might address the current realm for debate related to performance-enhancing drugs, e.g.:
4. How should the world of sports deal with performance-enhancing drugs? They can also examine aspects of the topic that are more peripheral to the central debate, but may still be very relevant.
5. What policies should be in place for high school students and those even younger?
6. Introduce the Concept of Position- All questions, however, should be framed in a manner that suggests multiple ways of responding, that prepares students to examine various perspectives from which an answer could come as well as various positions that might be taken in response to the topic and question.
7. Discuss with students how each of these questions can be responded to in various ways. Introduce the term position, which can be defined as someone's stance on what to do or think about a clearly defined issue based on their perspective and understanding of it. When writing argumentative essays, one's position may be expressed as a thesis.
8. Discuss how the term relates to points of controversy in the issue.
9. Cartoon Analysis- Distribute Text Set #3, a set of political cartoons related to the unit's issue. Use one example to model how the cartoon can be seen as expressing a position on the issue.
10. As a class, discuss the various "positions" expressed in the cartoons. Discuss how argumentative essays develop arguments to support positions. Ask if students see the beginnings of any basic arguments to support the position in the visual details of the cartoons, and discuss the evidence they identify.

TEXT 3.1: "WHY THE USE OF PERFORMANCE-ENHANCING DRUGS BY GREAT ATHLETES STILL BOTHERS US" Author: J. Gordon Hylton; Source/Publisher: Marquette University Law School Blog; Date: NA TEXT

3.2: "CARTOONISTS ON BASEBALL AND STEROIDS" Authors: Several cartoonists' work are shown; Source/Publisher: Newsday; Date: August 6, 2013

Text Notes: The first site provided is a political cartoon from the Marquette University Law School Blog. The second is a site from Newsday that contains 19 political cartoons mostly related to baseball. The teacher (and/or students) can browse either or both of these sources and cartoons that relate to the unit's focus, the problem-based question, and the set of debatable questions generated in Activity 1. Teachers are encouraged to conduct their own web searches in order to include the most current political cartoons, or cartoons appropriate for the specific classroom context.

Once cartoons are selected, students should “read” them closely by visually scanning for key details and presentation techniques, considering also any text that may be presented with the cartoon. Ideally a cartoon set will provide examples that come from several different perspectives and take several different positions as they communicate political commentary through their imagery and words. Model how one can “read” a cartoon and its details to determine the point or commentary communicated by the cartoon, and thus determine its position (which may or may not be stated). Finally, model how a cartoon artist presents visual details as evidence that establishes and supports the cartoon's position. Following this modeling and some guided practice, students might then work in teams with a cartoon set. The questioning and analysis sequence might begin with a general text question(s) from the Reading Closely for Details: Guiding Questions handout, such as: Which key details stand out to me as I scan the cartoon/text? How are these details keys to understanding the cartoonist's/author's perspective? What does the cartoon/text seem to be saying about the topic – what is its commentary or position?

Lesson 7- Identifying Elements of Argumentation

RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.

RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

The teacher introduces and the class explores the elements of argumentation in a familiar context.

Introduce Argument Terms- Once students have a good understanding of the concept of a position on an issue and the idea that positions are supported with argumentation, instruction can shift to the specific augmentative elements authors use to explain and defend their positions. The objective of this activity is for students to have a solid conceptual understanding of the elements of an argument and to be able to use a set of terms to identify and analyze them. The terms for elements of argumentation used in this unit are issue, relationship to issue, perspective, position, implications, premise, reasoning, evidence, and chain of reasoning.

Teachers may have already worked with students using different nomenclature and might elect to use that terminology instead. For instance, some might call a position a thesis or a premise a supporting claim. This unit is based on a view that claims used in the context of argumentation are called premises. Whatever nomenclature a teacher chooses, it should be used consistently so students develop an understanding and facility with the terminology. Introduce and describe how authors explain and defend their positions with a series of linked premises (claims), developed through a chain of reasoning, and supported by evidence. When introducing these concepts, it is best to model and practice their use with topics from students' personal experiences and everyday life that do not require background information.

1. **Practice Using Argumentation Terms-** A Delineating Arguments tool can be used as an instructional strategy. For this activity focus on the terms position, premise, evidence and reasoning.
2. Begin by showing students a basic model of the Delineating Arguments tool. NOTE: If using the Delineating Arguments tool, teachers can use one of the included models or develop their own that would work better with their students. Talk about each element and its relationship to the other elements as you read the model aloud.
3. Have students identify alternative premises and evidence to defend the same position and the reasoning that would connect them.
4. In reading teams have students work with blank tools to develop a different position and argument on the "issue."
5. Have reading teams present their positions and arguments explaining each element. As a class, discuss the way the reading teams applied each element.
6. Encourage the students to use the vocabulary terms they have learned. Write the new vocabulary on the board so they can use the words as references for discussion.

7. Once students have some facility with the elements, explain to students that they will be using the terminology to analyze and compare various arguments related to the unit's issue.

Lesson 8- *Delineating Arguments*

RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.

RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

Student teams read and delineate arguments.

1. Students next read and analyze Text 4.1, an accessible, foundational argument related to the unit's issue. Use text-dependent questions to help students attend to key details related to the argument's position, premises/claims, structure and reasoning, and supporting evidence. Emphasize that at this point students are reading to delineate and not yet evaluate the argument.
2. Students first read the argument independently, considering general guiding questions such as: "What is the author thinking and saying about the issue or problem?" [Guiding Questions Handout]
3. Introduce a set of text-based questions to drive a closer reading and analysis of the text's argument; then have students follow along as the text is read aloud/presented to them.
4. In reading teams, students discuss the text-based questions and search for relevant details, highlighting and labeling their text where they identify the various elements of argumentation.
5. Teachers/students might also choose to use a blank Delineating Arguments tool to structure and capture their delineation.

6. Assign each team one or more of the elements of the argument (position, premises, reasoning, evidence) and have them prepare a short presentation for the class about what they have discovered through their analysis of the argument. Emphasize that each team will need to cite specific evidence from the text that supports their analysis.
7. As a class, delineate the article's argument by identifying its position, premises, reasoning, and evidence.
8. Model the writing of a claim about how the author has presented and developed one element of the argument (e.g., its position). Then have students individually write a claim about the author's use of the element their team studied.

Lesson 9- *Understanding Perspective*

RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.

RI.9-10.5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

RI.9-10.6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.

The teacher leads an exploration of the concept of perspective.

Introduce the terms relationship to issue and perspective to the class. Relationship to issue can be defined in this context as a person's particular personal involvement with an issue, given his or her experience, education, occupation, socio-economic, geographical status, interests, or other characteristics. Perspective can be defined as how someone understands and views an issue based on his/her current relationship to it and analysis of the issue. Spend some time to explore the various meanings of perspective and how they might relate to how the term is used here.

Compare the author's perspective to an iceberg, where the author's particular argument or position is clearly seen, but his or her personal relationship and perspective on the issue may or may not be explicitly revealed in the text. Without this perspective, however, the author's

position would not be possible; the author's perspective influences how he or she approaches and ultimately defines an issue and eventually a particular position on it.

1. Activity 5- Comparing Perspectives- Students revisit Text #4.1 after developing an understanding of how perspective helps shape an author's position and argument.
2. The teacher models a claim that analyzes how an author's position on the issue is directly influenced by his or her relationship to it.
3. In reading teams, students write their own claims on how the perspective of Text #4.1's author influences his or her position on the issue. The remaining texts in Text Set 4 present students with different perspectives, positions, and arguments for students to read and analyze. Students will use these texts to move from guided to independent practice of the close reading skills associated with analyzing an argument.
4. Students read the argument independently, considering general guiding questions such as: "What is the author thinking and saying about the issue or problem?" "What do the author's language and approach suggest about his/her relationship to and perspective on the issue or problem?" "How does the author's relationship to the issue help shape his/ her position?" [Guiding Questions Handout]
5. Introduce a set of text-based questions to drive a closer reading and analysis of the text's argument; then have students follow along as the text is read aloud/presented to them.
6. In reading teams, students discuss the text-based questions and search for relevant details, highlighting and annotating them.
7. Students might use a Delineating Arguments tool to delineate the author's argument.
8. Discuss as a class the author's position, argument, and perspective.
9. Model developing an evidence-based claim comparing how the authors have used one of the elements of argumentation differently, as influenced by their perspectives. Then have students individually develop their own comparative EBCs. Note: These evidence-based claims can be developed orally, on paper, or using an Organizing EBC tool.
10. Teachers may also choose to discuss the various ways authors structure the logical reasoning of arguments. Students analyze and compare perspectives in argumentative texts.

Day 10- *Comparing Perspectives*

RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says

explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.

RI.9-10.5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

RI.9-10.6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.

Students analyze and compare perspectives in argumentative texts.

1. Students revisit Text #4.1 after developing an understanding of how perspective helps shape an author's position and argument.
2. The teacher models a claim that analyzes how an author's position on the issue is directly influenced by his or her relationship to it.
3. In reading teams, students write their own claims on how the perspective of Text #4.1's author influences his or her position on the issue. The remaining texts in Text Set 4 present students with different perspectives, positions, and arguments for students to read and analyze. Students will use these texts to move from guided to independent practice of the close reading skills associated with analyzing an argument.
4. Students first read the argument independently, considering general guiding questions such as: "What is the author thinking and saying about the issue or problem?" "What do the author's language and approach suggest about his/her relationship to and perspective on the issue or problem?" "How does the author's relationship to the issue help shape his/ her position?" [Guiding Questions Handout]
5. Introduce a set of text-based questions to drive a closer reading and analysis of the text's argument; then have students follow along as the text is read aloud/presented to them.
6. In reading teams, students discuss the text-based questions and search for relevant details, highlighting and annotating them.
7. Students might use a Delineating Arguments tool to delineate the author's argument.
8. Discuss as a class the author's position, argument, and perspective.
9. Model developing an evidence-based claim comparing how the authors have used one of the elements of argumentation differently, as influenced by their perspectives. Then have students individually develop their own comparative EBCs.

10. Note: These evidence-based claims can be developed orally, on paper, or using an Organizing EBC tool.
11. Teachers may also choose to discuss the various ways authors structure the logical reasoning of arguments.

Week 3- Evaluating Arguments

Day 11- Evaluating Arguments

RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.

RI.9-10.5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

RI.9-10.6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.

Students review and evaluate arguments using objective criteria and their own developing perspective of the issue.

Having analyzed and compared the perspectives, positions, premises, and evidence for various arguments related to the unit's issue, students are ready to evaluate the logic and quality of various positions and arguments in order to determine which ones make sense to them.

1. Model Evaluation- Introduce the Evidence-Based Arguments Checklist as a set of criteria for evaluating arguments. Focus on Sections I and II of the checklist for this activity ("Content and Analysis" and "Evidence and Reasoning").
2. Model how to use the checklist to review and evaluate an argument, using an example from other parts of the unit. Think aloud as you explain each of the seven criteria and how it applies to the argument. Model the use of textual evidence in your evaluation.
3. In reading teams, have students use Sections I and II of the checklist to evaluate another argument they have read thus far in the unit. Have each group share and discuss their evaluation with the class. Ask students to support their evaluations with

textual evidence. The teacher may need to model how to lead a text-based discussion where students base their opinions on the readings to either support or challenge a position.

4. Explain to students that evaluating an argument involves both an objective, criteria-based assessment of its strengths and weaknesses, and the consideration of one's own developing position about the issue. Discuss ways in which readers can determine if an argument is compelling.
5. In reading teams, students review and evaluate another argument previously read in the unit. Students use the criteria from the Evidence-Based Arguments Checklist to objectively rate (as a team) the argument. Students then discuss and compare their opinions about whether the argument is compelling and makes sense to them.
6. Individually, students review the arguments they have read in the unit and determine which are most compelling. For these arguments, they also use the Evidence-Based Arguments Checklist to be certain that the arguments they favor are ones that meet the criteria for "Content and Analysis" and "Evidence and Reasoning." A graphical representation strategy might be useful for reviewing, evaluating, and determining compelling arguments. Such strategies could be done at the student level, where graphs might arrange and represent the various arguments based on students' perspectives and positions. The class could do this as a whole, posting arguments on the board or around the room, to represent the range of positions.

Day 12- Developing A Perspective and Position

RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.

RI.9-10.5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

RI.9-10.6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.

Students synthesize what they have learned about the issue and related arguments to clarify their own level.

1. Return to the unit's problem-based question and the set of debatable questions that students have previously brainstormed and discussed (This could be part of the class KWL). Have students suggest and discuss various ways of responding to those questions, given what they now know about the unit's issue. Ask students to indicate to which perspective they are currently leaning, and how their thinking is leading them to a position.
2. Have students review the evidence-based claims they wrote. Have them revise their initial claims based on their current understanding of the issue. They should include new evidence from arguments they encountered.
3. In reading teams, students review and discuss their EBCs.
4. Once students have discussed their EBCs about the nature of the problem with their reading teams, have each student independently write a short paragraph stating a position they want to take on the issue and for which they want to develop a supporting argument.
5. Students return to their reading teams to review each other's positions using the Clarity and Relevance criteria from section 1 (Content and Analysis) from the Evidence-Based Arguments Criteria Checklist.

Day 13- *Using Others' Arguments to Support A Position*

RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.

RI.9-10.5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

RI.9-10.6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.

Students identify an argument that supports their position and write an evidence-based claim about why the argument is compelling and makes sense to them.

In developing and supporting their chosen positions, students will need to reference others' arguments related to the unit's issue, and to use those arguments as evidence to support their own. Here students will write a claim that establishes a supporting argument's position and also explains its relevance to their own position.

1. Students individually select one or more arguments to use as “building blocks” for their own argument. This is likely to be an argument(s) that they have previously evaluated and found to be sound as well as compelling for them.
2. Students write a multi-part evidence-based claim – or adapt a previously written claim about the argument – that establishes what the argument's position is and why that argument makes sense and is relevant to their own position, citing specific evidence from the argument that they will use to support their own argument. Students should be encouraged to incorporate the perspective and position they drafted in previous lessons.

Weeks 4/5- Organizing an Evidence-Based Argument

Lesson 14- Identifying Supporting Evidence

W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Students review their notes, tools, and previously written claims to determine what they will use as evidence to develop and support their position.

Having established their perspectives and positions related to the issue, students now inventory what they have learned and what they can use to establish, develop, and support their positions.

1. Students gather all their previous reading notes, tools, and short writing pieces for review (NOTE: If students have previously maintained a working file or portfolio, this will be much easier.)
2. Students review their notes and materials, sorting out what is relevant to their position and what is not.
3. Students determine if what they have is sufficient, or if they need to do any additional reading or research.

Lesson 15- *Determining Logical Approach*

W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

The teacher reviews various logical models for building an argument, and students determine which approach best fits their position and the argument they intend to write.

1. Present to students, through explanation and examples, an overview of the various ways that arguments can be constructed and organized, referring back to texts read in the unit and/or bringing in additional examples. (NOTE: The range and sophistication of models presented will depend on the age and readiness of students.)
2. Teachers might use the Delineating Arguments tool to help explain the various argumentative models and structures authors employ to strengthen their arguments.
3. Students have discussed and written claims and paragraphs comparing the perspectives and elements of two or more arguments they have analyzed. Students might return to these samples to see how the arguments might serve as a model for their own writing.
4. Based on what they now understand about logical approaches and lines of reasoning, students initially determine how they want to approach the organization of their own argument, based both on its nature and their own processes of thinking and writing.

Lesson 16- *Developing and Sequencing Claims As Premises of the Argument*

W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Students review the claims they have previously written (and potentially develop new claims) to determine how they will use them as premises to develop their position. Students determine a potential sequence for their premises and plan a chain of reasoning for their argument.

1. Review with students that premises are a series of claims that need to be backed up by evidence and that lead to the position. Claims become premises in the context of developing an argument, that defend/support/prove a position.
2. Students return to and review the claims they have written in the unit, thinking about their relationship to their emerging plan for their argument. Students determine what they can use and how they will adapt each written claim so that it fits coherently into their argument.
3. Through review and discussion in reading teams, students determine what they still need to establish in order to develop and prove their argument. Based on peer feedback, they identify additional claims they will need to write, and evidence they will use to support those claims.

4. Based on their logical approach and line of reasoning, students organize their claims into a tentative sequence of premises for their argument and record them on an Organizing Evidence-Based Argument tool or a Delineating Arguments tool.

Lesson 17- *Organizing Evidence to Support Claims*

W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Students list and sequence their claims/premises and then organize and cite sources for the evidence they will use to explain and support each of their premises.

1. Model the use of an Organizing Evidence-Based Argument tool or a Delineating Arguments tool for a teacher-developed argument related to the unit's issue or problem.
2. In reading teams, have students identify evidence that might be used to support the teacher-developed argument and its claims.
3. Students individually organize evidence and cite sources on an Organizing Evidence-Based Argument tool or a Delineating Arguments tool for each of the premises (claims) they will use in their argument.
4. Students determine patterns in their evidence and categorize them under their chosen premises, or create new premises to account for evidence.

Lesson 18- *Reviewing a Plan for Writing an Argument*

W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Students review and revise their plans to ensure that they are clear, relevant, coherent, strategically sequenced, well-reasoned, and sufficiently supported by evidence.

In reading teams, students individually “talk through” their organizational plans, using specific vocabulary and their Organizing Evidence-Based Argument tool or Delineating Arguments tool to explain:

- Their statement of the issue;
- Their chosen perspective and position;
- Their logical approach and line of reasoning;
- Each of their premises (by reading their claim statements); and
- The evidence they will use to support their claims and substantiate their argument.

Students use the Evidence-Based Arguments Checklist to discuss and peer review each other's organizational plans. Students should focus on the following criteria:

- “Clarity and Relevance” under section I (Content and Analysis)
- “Reasoning” and “Use of Evidence” under section II (Evidence and Reasoning)
- “Relationships Among Parts” criteria under section III (Coherence and Organization).

- Students adjust, revise, or further develop their plans based on criterion-based peer feedback and self-reflection.

Assessment: Students submit their Organizing Evidence-Based Argument tools or Delineating Arguments tools to the teacher for formative assessment and criterion-based review and feedback.

Lessons Modified from

<https://www.engageny.org/resource/grades-7-ela-building-evidence-based-arguments-unit-doping-can-be-last-2-percent>

ACCOMMODATIONS/MODIFICATIONS

Below please find a list of suggestions for accommodations and modifications to meet the diverse needs of our students. Teachers should consider this a resource and understand that they are not limited to the recommendations included below.

An **accommodation** *changes HOW a student learns*; the change needed does not alter the grade-level standard. A **modification** *changes WHAT a student learns*; the change alters the grade-level expectation.

Special Education and 504 Plans

All modifications and accommodations must be specific to each individual child's IEP (Individualized Educational Plan) or 504 Plan.

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments
- Repetition and time for additional practice
- Model skills/techniques to be mastered
- Extended time to complete task/assignment/work
- Provide a copy of class notes
- Strategic seating (with a purpose - eg. less distraction)
- Flexible seating
- Repetition and additional practice
- Use of manipulatives
- Use of assistive technology (as appropriate)
- Assign a peer buddy
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Provide oral reminders and check student work during independent practice

- Chunk the assignment - broken up into smaller units, work submitted in phases
- Encourage student to proofread assignments and tests
- Provide regular home/school communication
- Teacher checks student planner
- Provide students with clear expectations in writing and grading criteria for assignments (rubrics)

Testing Accommodations:

Students should receive all testing accommodations for Benchmark assessments that they receive for State testing.

English Language Learners:

All modifications and accommodations should be specific to each individual child's LEP level as determined by the WIDA screening or ACCESS, utilizing the WIDA Can Do Descriptors.

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Scaffold language based on their Can Do Descriptors
- Alter materials and requirements according to Can Do Descriptors
- Adjust number of paragraphs or length of writing according to their Can Do Descriptor
- TPR (Total Physical Response-Sheltered Instruction strategy) Demonstrate concepts through multi sensory forms such as with body language, intonation
- Pair visual prompts with verbal presentations
- Repetition and additional practice
- Model skills and techniques to be mastered
- Native Language translation (peer, assistive technology, bilingual dictionary)
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Use of self-assessment rubrics
- Increase one-on-one conferencing; frequent check ins
- Use study guide to organize materials
- Make vocabulary words available in a student created vocabulary notebook, vocabulary bank, Word Wall, or vocabulary ring
- Extended time
- Select text complexity and tiered vocabulary according to Can Do Descriptors
- Projects completed individually or with partners
- Use online dictionary that includes images for words:
<http://visual.merriamwebster.com/>.
- Use an online translator to assist students with pronunciation:
http://www.reverso.net/text_translation.aspx?lang=EN.

Students at Risk of Failure:

- Use of self-assessment rubrics for check-in
- Pair visual prompts with verbal presentations
- Ask students to restate information and/or directions
- Opportunity for repetition and additional practice
- Model skills/techniques to be mastered
- Extended time
- Provide copy of class notes
- Strategic seating with a purpose
- Provide student opportunity to make corrections and/or explain their answers
- Support organizational skills
- Check daily planner
- Encourage student to their proofread work
- Assign a peer buddy
- Build on students' strengths based on Multiple Intelligences: Linguistic (verbal); Logical (reasoning); Musical/Rhythmic; Intrapersonal Intelligence (understanding of self); Visual Spatial Intelligence; Interpersonal Intelligence (the ability to interact with others effectively); Kinesthetic (bodily); Naturalist Intelligence; and Learning Styles: Visual; Auditory; Tactile; Kinesthetic; Verbal

High Achieving:

Extension Activities

- Allow for student choice from a menu of differentiated outcomes; choices grouped by complexity of thinking skills; variety of options enable students to work in the mode that most interests them
- Allow students to pursue independent projects based on their individual interests
- Provide enrichment activities that include more complex material
- Allow opportunities for peer collaboration and team-teaching
- Set individual goals
- Conduct research and provide presentation of appropriate topics
- Provide student opportunity to design surveys to generate and analyze data to be used in discussion
- Allow students to move through the assignment at their own pace (as appropriate)

Strategies to Differentiate to Meet the Needs of a Diverse Learning Population

- Vocabulary Sorts-students engage with the vocabulary word by sorting into groups of similar/different rather than memorizing definitions
- Provide “Realia” (real life objects to relate to the five senses) and ask questions relating to the senses
- Role Play-students create or participate in role playing situations or Reader’s Theater
- Moving Circle-an inside and outside circle partner and discuss, circles moves to new partner (Refer to Kagan Differentiated Strategies)
- Brainstorm Carousel-Large Post Its around the room, the group moves in a carousel to music. Group discusses topics and responses on paper. Groups rotate twice to see comments of others. (Refer to Kagan Differentiated Strategies)

- Gallery Walk-Objects, books, or student work is displayed. Students examine artifacts and rotate.
- Chunking-chunk reading, tests, questions, homework, etc to focus on particular elements.
- Think Pair Share Write
- Think Talk Write
- Think Pair Share
- Note-taking -can be done through words, pictures, phrases, and sentences depending on level
- KWL (Know, Want to Know, Learned)/KWHL(Know, What to Know, How Will I Learn, learned)/KWLS (Know, Want to Know, Learned, Still Want to Know) /KWLQ (Know, What to Know, Learned, Questions I Still Have) Charts
- Corners Cooperative Learning Strategy:
<http://cooperativelearningstrategies.pbworks.com/w/page/28234420/Corners>.
- Circle Map strategy- place the main topic in a small circle and add student ideas in a bigger circle around the topic. Students may use their native language with peers to brainstorm.
- Flexible grouping -as a whole class, small group, or with a partner, temporary groups are created: <http://www.teachhub.com/flexible-grouping-differentiated-instruction-strategy>.
- Jigsaw Activities -cooperative learning in a group, each group member is responsible for becoming an "expert" on one section of the assigned material and then "teaching" it to the other members of the team: <http://www.adlit.org/strategies/22371/>.

UNIT 5: NARRATIVE READING AND WRITING
SUGGESTED TIMEFRAME: 4 WEEKS

UNIT OVERVIEW

In this unit, students are introduced to the skills, practices, and routines of narrative writing by working collaboratively with their peers to examine narrative writing models and plan for their writing. Students independently practice writing and revising and also engage in peer review to revise their work. By the end of the unit, students will have produced fully developed narratives.

STAGE 1- DESIRED RESULTS

Established Goals:

New Jersey Student Learning Standards for English Language Arts (2016)

RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.

W.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences.

A. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

COMPUTER SCIENCE AND DESIGN THINKING (2020)

8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.

8.2.12.ED.4: Design a product or system that addresses a global problem and document decisions made based on research, constraints, trade-offs, and aesthetic and ethical considerations and share this information with an appropriate audience.

8.2.12.ED.6: Analyze the effects of changing resources when designing a specific product or system (e.g., materials, energy, tools, capital, labor).

CAREER READINESS, LIFE LITERACIES, AND KEY SKILLS (2020)

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.

MAKING CONNECTIONS TO CAREERS

Common List of Jobs that require some training beyond high school. Feel free to modify the list based on the needs of your students. Ask students what they think is involved in these jobs and supplement their answers with the descriptions below:

- Author- a writer of a book, article, or report
- Editor- a person who is in charge of and determines the final content of a text, particularly a newspaper or magazine
- Journalist- a person who writes for newspapers, magazines, or news websites or prepares news to be broadcast
- Communications Director-is responsible for managing and directing an organization's internal and external communications
- Public Relations Specialists- craft media releases and develop social media programs to shape public perception of their organization and increase awareness of its work and goals

INTEGRATED SOCIAL AND EMOTIONAL LEARNING COMPETENCIES

The following social and emotional competencies are integrated in this curriculum document:

Self-Awareness

- X Recognize one's own feelings and thoughts
- X Recognize the impact of one's feelings and thoughts on one's own behavior
- X Recognize one's personal traits, strengths and limitations
- X Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- X Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- X Recognize the skills needed to establish and achieve personal and educational goals

| |
|--|
| <p><u>X</u> Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals</p> <p>Social Awareness</p> <p><u>X</u> Recognize and identify the thoughts, feelings, and perspectives of others</p> <p><u>X</u> Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds</p> <p><u>X</u> Demonstrate an understanding of the need for mutual respect when viewpoints differ</p> <p><u>X</u> Demonstrate an awareness of the expectations for social interactions in a variety of setting</p> <p>Responsible Decision Making</p> <p><u>X</u> Develop, implement and model effective problem solving and critical thinking skills</p> <p><u>X</u> Identify the consequences associated with one's action in order to make constructive choices</p> <p><u>X</u> Evaluate personal, ethical, safety and civic impact of decisions</p> <p>Relationship Skills</p> <p><u>X</u> Establish and maintain healthy relationships</p> <p><u>X</u> Utilize positive communication and social skills to interact effectively with others</p> <p><u>X</u> Identify ways to resist inappropriate social pressure</p> <p><u>X</u> Demonstrate the ability to present and resolve interpersonal conflicts in constructive ways</p> <p><u>X</u> Identify who, when, where, or how to seek help for oneself or others when needed</p> |
| ESSENTIAL QUESTIONS & ENDURING UNDERSTANDINGS |
| <p>Essential Questions:</p> <ul style="list-style-type: none"> • How and why do we write about our personal experiences? • What makes a narrative engaging? • How do writers craft engaging and vivid narratives? <p>Enduring Understandings (<i>Students will be able to understand</i>):</p> <ul style="list-style-type: none"> • Narratives are carefully structured depictions of diverse human experiences. • Narrative writing conveys meaning through deliberate use of literary elements and narrative techniques. • Writing should be purposely focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader. |
| KNOWLEDGE & SKILLS |
| <p>Knowledge</p> <p><i>Students will know:</i></p> <ul style="list-style-type: none"> • Writers use narrative techniques to engage readers. • Writing is a process. |

Skills

Students will be able to...

- Use narrative techniques to develop experiences and events.
- Distinguish the process of revising versus editing and use the process to write a narrative.

STUDENT RESOURCES

Self-Selected Independent Reading Book

TEACHER RESOURCES

Narrative Writing Unit- Modified

<https://teach.albion.edu/mcd12/files/2014/04/Narrative-Writing-Unit-Grade-8-ELA.pdf>

STAGE 2 - ASSESSMENT EVIDENCE

Formative Assessments:

- Quick Writes
- Quizzes
- Class Discussions
- Exit Tickets

Summative Assessment:

Performance Task(s):

Narrative Essay

STAGE 3 - LEARNING PLAN

Learning Activities:

Note: Review and print all handouts prior to teaching the lessons. Teachers will need to provide narrative writing samples as exemplars for students to review and evaluate.

Lesson 1- Annotate article and answer questions, citing textual evidence.

RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

1. Introduce the Unit- Ask students to think of one technique that an author used to make his or her story interesting. Share responses.

2. Discuss freewriting- a prewriting exercise in which students write continuously for a set period of time. Students will freewrite.
3. Distribute the handout- “Hunting is Not Those Heads on the Wall.”
4. Students read and annotate text. Students then answer questions 1-3 on a separate handout. See Resource Folder. After answering the questions, they go back and read their free writes from the beginning of the class, reflect on their “watchers,” and then respond to question 4.

Lesson 2- *Use the characteristics of a personal narrative to brainstorm topics.*

W.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences.

W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

1. Students review their responses from “Hunting is Not Those Heads on the Wall.” Emphasize that students should silence their “watchers” as they begin prewriting their personal narratives.
2. Review notes on Personal Narratives.
3. Students create a list of ten life events on which they may like to write a personal narrative.

Lesson 3- *Importance of Focus*

W.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences.

W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

1. Students review their lists from yesterday. Students share their topics with other students in the class.
2. Review “The Importance of Focus” notes.
3. Read a sample paragraph for the Maggy activity. Students complete the activity.
4. Students write for a set amount of time. Students may share with a peer of choice if time allows.

Lesson 4- *Importance of an Effective Lead*

W.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences.

A. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

1. Ask “Why is it important to begin a narrative in an interesting way?” Discuss.
2. Discuss/Review Notes on “The Importance of an Effective Lead.”
3. Students try two different types of leads.

Lesson 5 -*Effective use of Dialogue*

W.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences.

B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

1. Students take out leads from yesterday. Students choose one lead to discuss with a partner.
2. Review/Discuss “Effective Use of Dialogue” notes.
3. Review examples of dialogue tags.

Lesson 6 -*Show, Don't Tell*

W.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences.

D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

1. Students vote on two different leads.
2. “I had a bad morning.”
3. “First the cat knocked over my coffee, then my car wouldn’t start, and to top it all off, a traffic jam almost made me late for school.”
4. Review/Discuss “ Show Don’t Tell” notes.

5. Students respond to a writing prompt.

Lesson 7- *Evaluating Model Essays*

W.9-10.9. Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.

1. Review/Discuss the narrative example packets.
2. Students read the first example “ My Memoir” and score it using the rubric.
3. Show students the teacher version of the rubric. Read through the scores, explaining the rationale for each one. Students compare their scores.
4. Students read the second example, “Brownie the Horse” and complete the rubric, providing evidence for the scores and comparing it to the teacher rubric.
5. Exit Ticket- What characteristics does a quality personal narrative possess?

Lessons 8 and 9- *Drafting the Narrative*

W.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences.

- A. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
1. Discuss the importance of focus for the personal narrative along with leads.
 2. Review/Discuss “Tips for Drafting the Personal Narrative. Modify accordingly.
 3. Students work on their drafts. Teachers conduct conferences with students and small groups if needed to review strategies taught thus far (leads, context, chronological sequence of events, conclusion).

Lesson 10- *Improve the personal narrative rough draft through peer revision and conferences*

W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

1. Review/Discuss “Peer Check” notes.
2. Students exchange papers, read and respond in writing by completing the handout.
3. If time allows, students should repeat the process with another student.
4. Students fill out a post it note with a “What Stuck” theme, naming at least one change that they need to make in order to improve their personal narrative.

Lessons 11 and 12- *Complete Final Draft*

W.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences.

W.9-10.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

1. Students complete their personal narrative.

Lesson 13- *Revisions- Sensory Details*

W.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences.

D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

1. Ask students what is the difference between revising and editing. Revisions are changes to the content and organization of a paper, while editing involves proofreading for errors.
2. Teach students the ARMS acronym for revising: adding, removing, moving around, and starting over.
3. Review/Discuss the handout, “Revising Your Narrative: Adding Sensory Details.”
4. Share model paragraph and discuss sensory details. Modify accordingly.
5. Students then observe the classroom for one minute and write about it using sensory details.
6. Students revise their paper, adding sensory details.

Lesson 14- *Revisions- Rock Activity*

W.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences.

D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

1. Students share their sensory details from yesterday.
2. Divide students into groups of four and give a set of three similar rocks to each group.
3. Students choose a rock, designate a recorder, and then give them five minutes to write a descriptive paragraph describing the rock they chose.
4. Teacher numbers the rock 1,2, and 3. Teacher secretly chooses one and models a descriptive paragraph including details about the shape, color, texture, and other pertinent details. Students vote on which one was described by holding up one, two, or three fingers.
5. Students revise their original descriptive paragraph with careful detail that another group could guess which of the three was described.
6. Students trade paragraphs and rocks with a neighboring group. They should guess which rock was described, underline the details that helped them identify it, and then share quesses.
7. Students apply this technique to their personal narratives. Students choose a specific object in the paper, and expand the object's description.

Lesson 15 -Revisions- Precise Language and Transition Words

W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

1. Students share their sensory detail revisions with partners.
2. Review/Discuss “A Trio of Revising Activities” handout.
3. Complete the “Curing Gottitus” section.
4. Complete the vivid adjectives revision activities.
5. Students continue to revise their narrative.

Lessons 16 and 17- *Making a Final Copy of Your Personal Narrative*

W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.9-10.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

1. Review the rubric and grading requirements.
2. Students finalize their narrative and submit with rubric.

Lessons Modified from

<https://teach.albion.edu/mcd12/files/2014/04/Narrative-Writing-Unit-Grade-8-ELA.pdf>

*Note: Resources begin on pg. 18 of the document. Modify accordingly.

ACCOMMODATIONS/MODIFICATIONS

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- Have students repeat directions

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- Ask students to restate information, directions, and assignments
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- Model skills/techniques to be mastered
- Extended time to complete task/assignment/work
- Provide a copy of class notes
- Strategic seating (with a purpose - eg. less distraction)
- Flexible seating
- Repetition and additional practice
- Use of manipulatives
- Use of assistive technology (as appropriate)
- Assign a peer buddy
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Provide oral reminders and check student work during independent practice
- Chunk the assignment - broken up into smaller units, work submitted in phases
- Encourage student to proofread assignments and tests
- Provide regular home/school communication
- Teacher checks student planner
- Provide students with clear expectations in writing and grading criteria for assignments (rubrics)

Testing Accommodations:

Students should receive all testing accommodations for Benchmark assessments that they receive for State testing.

English Language Learners:

All modifications and accommodations should be specific to each individual child's LEP level as determined by the WIDA screening or ACCESS, utilizing the WIDA Can Do Descriptors.

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Scaffold language based on their Can Do Descriptors
- Alter materials and requirements according to Can Do Descriptors
- Adjust number of paragraphs or length of writing according to their Can Do Descriptor
- TPR (Total Physical Response-Sheltered Instruction strategy) Demonstrate concepts through multi sensory forms such as with body language, intonation
- Pair visual prompts with verbal presentations
- Repetition and additional practice
- Model skills and techniques to be mastered

- Native Language translation (peer, assistive technology, bilingual dictionary)
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Use of self-assessment rubrics
- Increase one-on-one conferencing; frequent check ins
- Use study guide to organize materials
- Make vocabulary words available in a student created vocabulary notebook, vocabulary bank, Word Wall, or vocabulary ring
- Extended time
- Select text complexity and tiered vocabulary according to Can Do Descriptors
- Projects completed individually or with partners
- Use online dictionary that includes images for words:
<http://visual.merriamwebster.com/>.
- Use an online translator to assist students with pronunciation:
http://www.reverso.net/text_translation.aspx?lang=EN.

Students at Risk of Failure:

- Use of self-assessment rubrics for check-in
- Pair visual prompts with verbal presentations
- Ask students to restate information and/or directions
- Opportunity for repetition and additional practice
- Model skills/techniques to be mastered
- Extended time
- Provide copy of class notes
- Strategic seating with a purpose
- Provide student opportunity to make corrections and/or explain their answers
- Support organizational skills
- Check daily planner
- Encourage student to their proofread work
- Assign a peer buddy
- Build on students' strengths based on Multiple Intelligences: Linguistic (verbal); Logical (reasoning); Musical/Rhythmic; Intrapersonal Intelligence (understanding of self); Visual Spatial Intelligence; Interpersonal Intelligence (the ability to interact with others effectively); Kinesthetic (bodily); Naturalist Intelligence; and Learning Styles: Visual; Auditory; Tactile; Kinesthetic; Verbal

High Achieving:

Extension Activities

- Allow for student choice from a menu of differentiated outcomes; choices grouped by complexity of thinking skills; variety of options enable students to work in the mode that most interests them
- Allow students to pursue independent projects based on their individual interests
- Provide enrichment activities that include more complex material
- Allow opportunities for peer collaboration and team-teaching
- Set individual goals
- Conduct research and provide presentation of appropriate topics
- Provide student opportunity to design surveys to generate and analyze data to be used in discussion
- Allow students to move through the assignment at their own pace (as appropriate)

Strategies to Differentiate to Meet the Needs of a Diverse Learning Population

- Vocabulary Sorts-students engage with the vocabulary word by sorting into groups of similar/different rather than memorizing definitions
- Provide “Realia” (real life objects to relate to the five senses) and ask questions relating to the senses
- Role Play-students create or participate in role playing situations or Reader’s Theater
- Moving Circle-an inside and outside circle partner and discuss, circles moves to new partner (Refer to Kagan Differentiated Strategies)
- Brainstorm Carousel-Large Post Its around the room, group moves in a carousel to music. Group discusses the topic and responses on paper. Groups rotate twice to see comments of others. (Refer to Kagan Differentiated Strategies)
- Gallery Walk-Objects, books, or student work is displayed. Students examine artifacts and rotate.
- Chunking-chunk reading, tests, questions, homework, etc to focus on particular elements.
- Think Pair Share Write
- Think Talk Write
- Think Pair Share
- Note-taking -can be done through words, pictures, phrases, and sentences depending on level
- KWL (Know, Want to Know, Learned)/KWLH(Know, What to Know, How Will I Learn, learned)/KWLS (Know, Want to Know, Learned, Still Want to Know) /KWLQ (Know, What to Know, Learned, Questions I Still Have) Charts
- Corners Cooperative Learning Strategy:
<http://cooperativelearningstrategies.pbworks.com/w/page/28234420/Corners>.
- Circle Map strategy- place the main topic in a small circle and add student ideas in a bigger circle around the topic. Students may use their native language with peers to brainstorm.
- Flexible grouping -as a whole class, small group, or with a partner, temporary groups are created: <http://www.teachhub.com/flexible-grouping-differentiated-instruction-strategy>.
- Jigsaw Activities -cooperative learning in a group, each group member is responsible for becoming an "expert" on one section of the assigned material and then "teaching" it to the other members of the team: <http://www.adlit.org/strategies/22371/>.

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