



English/Language Arts Department
Grade 9 - English I

Overarching Question: Who am I and what do I believe in?

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Effective Date: September 2022

Scope and Sequence

| Month | Reading Workshop | Writing Workshop |
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| September | Unit 0: Freshmen Seminar - How to actively read, discuss, and make inferences | |
| October | Unit 1: Multiple Perspectives in Literature (One Book, Multiple Lenses) | |
| early October to Nov 6 | | Unit 2: Literary Essay |
| November 7 to mid- Dec | Unit 3: Thinking and Writing Like a Historian: Researching to be a Critical Consumer of Text | |
| mid-Dec to January 23 | | Unit 4: Writing About Historical Events/Advancements (Informational/Expository) |
| January 24 to early March | Unit 5: Historical Fiction Book Clubs | |
| mid-March to April 9 | | Unit 6: Argument (Writing About Social Issues from Fiction or Real Life) |
| April 10 to Early May | Unit 7: Narrative Nonfiction Book Clubs | |
| mid-May to June 14 | | Unit 8: Narrative Nonfiction Essay |

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| If time allows | Mini Shakespeare Unit - Selected scenes from <i>Romeo and Juliet</i> 1 week | Student Choice for Genre of Writing 1 week |
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Grammar Standard Expectations: [K-5](#) and [6-12](#)

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| Unit 0 | |
| Freshman Seminar: How to Actively Read, Discuss, and Make Inferences | |
| Summary and Rationale | |
| <p>Reading for understanding and analysis requires foundational skills of active reading, annotating, active listening, and discussions. Readers make inferences about the world and themselves through multimodal texts as reading is everywhere in daily life (videos, short stories, poems, and longer texts). Finding meaning from texts requires us to analyze multiple perspectives, literary reading skills, and revised thinking processes. Skilled readers refine their perspectives through discussions to challenge ideas and build upon initial viewpoints. In doing so, this will help students to develop their ideas in literature to better understand themselves, the world, and ultimately, what it means to be a human.</p> | |
| Recommended Pacing | |
| 2-3 Weeks | |
| Standards | |
| Reading: Literature | |
| 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. |
| Writing | |
| 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. |

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| Speaking and Listening | |
| 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. |
| Social Justice | |
| DI.9-12.6 | I interact comfortably and respectfully with all people, whether they are similar to or different from me. |
| Instructional Focus | |
| Enduring Understandings: | Essential Questions: |
| <ul style="list-style-type: none"> • Readers expand their definition of reading texts and why we read them to understand the world. • Readers actively read to understand the text and make meaning of it through annotations to track their thinking and avoid plagiarism. • Readers engage in meaningful discussions about the text by asking effective discussion questions, supporting ideas with evidence, and providing multiple perspectives. | <ul style="list-style-type: none"> • How are readers surrounded by texts on a daily basis and how does it affect our understanding of the world? • How can readers actively read and engage with the text to understand its meaning and avoid plagiarism? • How can readers discuss the text to share and learn multiple perspectives by asking questions and supporting with evidence? |
| Evidence of Learning (Assessments) | |
| Pre-Assessment (Summer Reading) | |
| Post Assessment - Student selects a Pixar Short or Short Story | |
| Objectives (SLO) | |
| <p>Students will know:</p> <ul style="list-style-type: none"> • Readers become aware and reflect that the act of reading is around us every day which shapes how we see the world (people, articles, images, stories, books, television shows, and films). | <p>Students will be able to:</p> <ul style="list-style-type: none"> • Expand the definition of “reading” and “texts” to address that reading is multi-modal and around us every day which shapes our thinking. <ul style="list-style-type: none"> ○ “Anything that must be read to be understood counts as a text.” <ul style="list-style-type: none"> ■ Print ■ Visual ■ Comics ■ Film ■ People |

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| | <ul style="list-style-type: none"> ● Considering each type of text, the features of each text, and why we read it or hope to gain from that text. <ul style="list-style-type: none"> ○ Example: Text - Email from band teacher; Description of Feature - Five sentences with bullet points and links to a calendar. It was sent to the whole class; Why You Read It - To know upcoming performances ○ Looking at these texts, consider which are required for you to read, how to categorize them, which ones to skim or actively read, and consider the various purposes of them. |
| <ul style="list-style-type: none"> ● Readers learn to actively read through annotating, asking questions, make predictions, to read for understanding and make inferences. | <ul style="list-style-type: none"> ● Differentiate the purpose of reading for understanding/comprehension or interpretation/analysis. <ul style="list-style-type: none"> ○ Understanding/Comprehension: What is the text literally (explicitly) stating? What information is it communicating? Students can identify the main idea of the text and summarize the most significant ideas. ○ Interpretation/Analysis: What ideas give the text significance? What perspectives are present in the text? What is the theme, meaning, and purpose? ● Students actively read and interact with the text by annotating to understand and analyze the text. <ul style="list-style-type: none"> ○ Active reading is engaging with the text to understand the overall meaning and various perspectives in a text. ○ Active readers ask questions: when confused, noting patterns, making previous connections ○ Reader reactions: text to text, text to self, text to world connections. Make predictions. ○ Mark moments that seem important to understanding the text's main idea. ● When actively reading, it isn't highlighting each line of the text, readers: <ul style="list-style-type: none"> ○ Consider the type of text, its features, and why we are reading it (purpose) ○ Find a note-taking strategy to organize your thoughts (tables, color-coding, headers/subheaders, symbols) ○ In the strategy - expand your thinking to explain why it was highlighted or marked as important. |

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| | <ul style="list-style-type: none"> ■ what information does this moment glean about meaning/ purpose? (Inferences) |
| <ul style="list-style-type: none"> ● Readers discuss with fellow readers to learn new perspectives through listening for challenging ideas and built upon ideas to revise their initial idea of the text and themselves. | <ul style="list-style-type: none"> ● Readers will identify the elements of a thought-provoking discussion: <ul style="list-style-type: none"> ○ After finding the element - what does this look like? What does this sound like? ● Readers will be able to identify effective or ineffective discussion questions. ● Readers will be able to write effective discussion questions to propel the conversation to better understand the text, the world, and themselves. ● Readers will learn how to challenge ideas and build upon ideas with evidence and revised thinking. ● Readers will self-reflect on their discussion to find ways to actively improve on how to revise their initial ideas of the text, the world, and themselves. |
| <ul style="list-style-type: none"> ● Readers understand the differences between intentional and unintentional plagiarism and how to avoid it. | <ul style="list-style-type: none"> ● Plagiarism is passing anyone’s work (words, ideas, research) as your own, even if it wasn’t formally published. ● Unintentional plagiarism includes: <ul style="list-style-type: none"> ○ Direct quote from the text missing the quotation marks ○ Paraphrased text that is too close to the original text ● Readers can avoid plagiarism by acknowledging the source any time you use actual words, ideas, examples, or evidence from someone else. This includes: <ul style="list-style-type: none"> ○ Direct quotations ○ Facts through research ○ Judgment or opinions made by others ○ Statistics or data ○ Visual images like charts, graphs, or tables from a source |
| <p>Please note: The teaching points above may be taught to the whole class, small groups, or individual students. They do not have to be taught in order. Teachers should utilize the pre-assessment and formative assessments in class to inform their instructional planning. They should be taught in Minilessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, or Shared Writing.</p> <p>NOTES FOR DIFFERENTIATION: These suggestions can be used to support students who need accommodations, modifications, and/or extensions.</p> | |

If these objectives are utilized as whole class lessons, students do not have to all be in the same place as readers. The teacher should provide a whole class, mini-lesson, and then invite students to continue working on reading at their own pace. Some students might apply this lesson to their reading work on the same day, but the others may be in different places in their instruction so they should work on what they need. If need be, the teacher may have to pull small groups and/or confer with readers depending on where they are in the process. These lessons can be recycled or provided for a second time to support students in small groups that might need additional practice or guidance. Additionally, readers who are ready for challenges, should be provided with additional instruction in small groups

Suggested Resources/Technology Tools

Context/Test Resources:

Disney Plus:

- Loop
- Float
- Out
- Bao
- Wind
- LOU

Other Short Films:

- [In a Heartbeat](#)
- [Hair Love](#)
- [Let's Eat](#)

Short Stories:

- [Two Drops of Oil by Paulo Coelho](#)
- ["Mouse" by Saki](#)

Excerpts:

- Foundations of Language Textbook (pg. 79-87)

Pedagogical Resources:

- [How to Annotate Sticky Notes with Bookmark \(Handout\)](#)
- [Introduction to Annotation Mini Lesson \(Google Slides\)](#)
- [Annotation - Specific Handout and Rubric](#)
- [Effective Discussions \(What it Looks Like and Sounds Like\)](#)
- [How to make effective discussions Mini Lesson \(Google Slides\)](#)
- [Discussion Stems](#)
- [Discussion Rubric](#)
- [Post Discussion Self-Reflection](#)

Modifications

*A **modification** is an adjustment to an assignment or a test that changes the standard or what the test or assignment is supposed to **measure**.*

Universal classroom strategies to support all students (many overlap as Special Education/504 modifications):

- Give written directions to supplement verbal directions
- Provide due date on written assignments
- Provide clear, concise directions and concrete examples for assignments
- Make class notes, slides, and materials available to all on Schoology

- Provide opportunities for movement/activity change
- Use checklists/agendas to help the students get organized
- Reinforce students for appropriate behaviors
- Allow students to make corrections on returned tests for additional credit (as appropriate - modify as per individual IEP, 504, etc.)
- Allow student to edit a 'first draft' on essay questions and grade final edited copy
- Modify the content of the test (as appropriate - modify as per individual IEP, 504, etc.)
- Improve font/spatial organization of formative and summative assessments
- Use cooperative learning techniques
- Provide graphic organizers and outlines for writing assignments (also show students how to make their own graphic organizers for future assignments based on task, prompt, etc.)
- Add extended time of test as needed (as appropriate - modify as per individual IEP, 504, etc.)
- Allow additional time to complete work (as appropriate - modify as per individual IEP, 504, etc.)

Assessments (incorporate additional modifications for Special Education and 504 students as per their individual documents):

- Students should be given the option to give answers to formative and summative assessments orally, visually, on paper, and/or typed (as appropriate).
 - **Oral** submissions: students may use Google Docs to record voice to text, Flipgrid to record a voice only recording, etc as appropriate. Submissions must be appropriate to the task and purpose of the assessment.
 - **Visual** submissions: students may use Flipgrid, Google Slides, Prezi, social media posts (Instagram, TikTok, etc.), and other visual creations/applications as appropriate. Submissions must be appropriate to the task and purpose of the assessment.
 - On **paper** (handwritten): students may use notebook entries, Post-Its, print outs, etc. Handwritten responses can be especially useful for formative assessments ([see this article](#) for more information about the scientific benefits of handwriting). Submissions must be appropriate to the task and purpose of the assessment.
 - **Typed**: students should be encouraged to use Google Docs (students may need additional instruction in Google Docs - formatting, tools, etc.), especially for summative writing assessments. Submissions must be appropriate to the task and purpose of the assessment.
- Students may be assessed on specific parts of the assignment rubric (e.g. choice columns), modified rubrics (e.g. one point rubrics), etc.

English Language Learners (ELL):

- [Sheltered instruction strategies](#):
 - Contextualize Key Vocabulary
 - Review the content—select key vocabulary terms that are critical to understanding the concept being taught.
 - Introduce and define terms simply and concretely.
 - Demonstrate how terms are used in context, and explain through the use of synonyms or cognates to clarify meaning.
 - Scaffolding
 - Verbal Scaffolding—restating a student response to model correct English usage and grammar.
 - Model critical thinking by using “Think Aloud” strategies.
 - Reinforce contextual definitions by restating a term and giving its context or definition.

- Procedural scaffolding—building a student’s independent knowledge of concepts and language to move a student from explicit teaching – to modeling – to practicing – to application.
- Such practices should include grouping of students to build skills and increase independence.
- Questioning
 - Use a variety of question types.
 - Ask open-ended questions that require true communication from and between students.
- Interaction
 - Allow student discussion and interaction to provide peer support and opportunities to practice language.
 - Vary student groupings day-to-day and even within a lesson (partners, teams, triads).
- Wait Time
 - Many English language learners need more time to formulate answers and should be given ample wait time (up to 20 seconds).
- Clarifying Key Concepts in First Language
 - English language learners need to be allowed to confer in their primary language about subject matter and their own thinking—with each other or with the teacher.
- Application of Content and Language Knowledge
 - “Discussing and doing” make abstract concepts more concrete to students and allow students to practice English in a safe environment.

Gifted and Talented:

- **Tiered Assignments:**
 - Assignments that are graduated or tiered by level of **difficulty** or **completeness**. Creating an assignment in this manner allows the teacher to present content at varying levels of **complexity** as well as allows students to present their knowledge in varying **ways** of complexity.
- **Open-Ended Assignments - Extended Thinking:**
 - Student choice as to **how far** they take their **own** learning-making them both **responsible** and **accountable** for their own education. Students can be given a choice of both assignment content and product delivery. The ability to present their knowledge in a unique way allows for the potential of the further depth and breadth needed for gifted learners. Students can also extend their thinking based on the open-ended prompts to incorporate other disciplines, interest areas, etc. (while still staying on task).
- **Enrichment** (Independent Study, Independent Research, Sophistication of Projects):
 - Adding disciplines or areas of learning not normally found in the regular curriculum. Focus on the upper levels of [Bloom’s Taxonomy](#): analysis, synthesis and evaluation-in their learning. Independent study falls under the category of enrichment along with **individually chosen projects** to match the interests of the gifted student. The introduction of research skills and critical thinking skills along with multidisciplinary connections are often taught as a way to enrich the program for gifted learners.
- **Acceleration** (Telescoping, Compacting, Ability or Need Grouping)
 - Educating the student at their level of ability rather than grade level expectations. They can also accelerate through the rate at which they are learning: commonly referred to as telescoping. There is extensive research that shows that gifted learners benefit greatly from interaction with their intellectual peers, which makes grouping by ability a viable accommodation from both an academic and social perspective.

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- Act as a responsible and contributing community members and employee.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Use technology to enhance productivity increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence

Unit 1

Multiple Thematic Topics in Literature (One Book, Multiple Literary Lenses)

Summary and Rationale

In this unit, students will learn how to prepare for reading a whole class novel by reviewing and understanding the five main literary elements - plot and conflict, setting, relationships, characterization, and point of view. They will understand that readers of literature notice how all five literary elements help to illustrate theme. Students will collaboratively work in small groups to analyze and discuss specific thematic topics and motifs in the text, how the author is utilizing various literary elements when addressing those thematic topics, and determine what the author is saying about how the topic exists in the world (theme). Students will acknowledge that effective readers of literature make observations and identify patterns of authors utilizing all five literary elements, and then draw conclusions regarding theme. Ultimately, students will explore how reading multiple perspectives in literature enhance their understanding of humanity.

Recommended Pacing

3-4 weeks

Standards

Reading: Literature

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.

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| 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.9-10.5 | Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. mystery, tension, or surprise). |
| RL.9-10.6 | Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. |
| RL.9-10.10. | By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed. |
| Writing | |
| W.9-10.9 | Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research |
| W.9-10.1 | 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. |
| Speaking and Listening | |
| 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 <i>grades 9–10 topics, texts, and issues</i> , building on others’ ideas and expressing their own clearly and persuasively. |
| SL.9-10.3. | Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence. |
| SL.9-10.4. | Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience. |
| W.9-10.9 | Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research |
| W.9-10.1 | 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. |
| Language | |

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| L.9-10.4 | <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).</p> <p>C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p> <p>D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> |
| L.9-10.5 | <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p> <p>B. Analyze nuances in the meaning of words with similar denotations.</p> |
| L.9-10.6 | <p>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> |

Interdisciplinary Connections

Learning for Justice

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| ID.9-12.3 | I know that all my group identities and the intersection of those identities create unique aspects of who I am and that this is true for other people too. |
| DI.9-12.10 | I understand that diversity includes the impact of unequal power relations on the development of group identities and cultures. |

Instructional Focus

| Enduring Understandings: | Essential Questions: |
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| <ul style="list-style-type: none"> • Readers analyze various literary element lenses to gain different perspectives and make larger thematic connections. • Readers compare multiple perspectives on various themes and ideas presented in a common text by questioning and debating ideas as they revise their thinking. • Readers make observations and identify patterns about thematic topics in literature to | <ul style="list-style-type: none"> • How do readers read closely with multiple literary elements as lenses to gain an understanding about a common thematic topic? • How do readers compare multiple perspectives on various literary elements that are presented in a common text to illustrate a theme? • How do readers track thematic topics in a text to draw a conclusion about what the author is saying about how that topic exists in the word (i.e. theme)? |

effectively draw a conclusion about the world and humanity.

Core Reading Enduring Understandings and Essential Questions

- Readers define words they do not know and uncover the author’s intent by using various strategies to record thinking and comprehension.
- Readers listen and collaborate to understand others’ thinking by participating in whole-class or small-group conversations to challenge and clarify their own thoughts.
- Readers use reading notebook entries and conversations to understand multiple perspectives and build empathy and understanding about the human experience.

- How do readers track their thinking to uncover lessons from text, words they do not know, and understand implicit meaning?
- How is my understanding of a text expanded, explained, or challenged by my conversation with others?
- How do readers use reading notebook entries and conversations to understand the author’s treatment of thematic topics and themes?

Evidence of Learning (Assessments)

Pre- Assessment: Teachers will use the summer reading and English I Seminar assessment.

During: Formative assessment on literary elements, devices, and stylistic choices assessed for the creation of small groups for further instruction based on individual needs.

Relationship Inference Tracking

Character and Conflict Reading Check

Post Assessment

Objectives (SLO)

Students will know: (Goals)

- Readers read closely from various literary element lenses to deepen understanding about a thematic topic.

Students will be able to: (Teaching Points)

- Readers create a baseline of understanding regarding literary and stylistic elements by drawing on relevant resources. (internet sources, videos, Google Tools, etc.)
 - Characterization, relationships, setting, conflicts, motifs, and theme.
 - If necessary, teachers can review vocabulary in an inquiry format, as necessary, according to their students’ skill sets.
- Readers uncover meaning in connection to;
 - Characters - direct and indirect characterization

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| | <ul style="list-style-type: none"> ○ Relationships - What are the roles in this relationship? Who holds the power? (DI.9-12.10) ○ Setting - when, when, and how does this impact other aspects of the text ○ Conflicts - internal and external and what these reveal about people and society ○ Motifs - major concepts presented in connection with thematic topics ● Readers make inferences about what is being implicitly said in a text. <ul style="list-style-type: none"> ○ Readers take notes on what is explicitly stated (factual), what it means (implicit), and why it matters (also, connections). ○ Teacher can use discretion on class need for formal lessons (mini or otherwise) regarding inference. ○ Readers track their thinking of various literary element lenses that are prevalent in each chapter that propels the thematic topic. <ul style="list-style-type: none"> ■ Readers provide relevant textual evidence and analyze the text to respond, analyze, and evaluate the thematic topic. ■ If necessary, the students can review the various (differentiated) formats that they can use to take notes. The students will ultimately choose their format for their notes. |
| <ul style="list-style-type: none"> ● Readers uncover various thematic topics presented in literature to draw conclusions about what the author is trying to say about how that thematic topic exists in the world (theme). | <ul style="list-style-type: none"> ● Readers make observations about thematic topics that show up as patterns in the text. <ul style="list-style-type: none"> ○ Readers choose thematic topics based on student interest to track the progression of the topic in the text ● Readers identify patterns regarding why that thematic topic might be recurring in the text. <ul style="list-style-type: none"> ○ Readers refine their observations about their thematic topics based on literary elements the author is utilizing in their writing. ● Readers utilize identity webs to get a clearer sense of their own personal identities as well as the identities of the characters in the texts they are reading, and are able to better articulate a shared experience. <ul style="list-style-type: none"> ○ How do these aspects of identity affect direct and indirect characterization, relationships, and conflicts? (ID.9-12.3) |

- Readers compare various literary elements on their thematic topic presented in a common text.

- Readers monitor overall meaning, important concepts and themes as they read, understanding that their thinking evolves in the process
 - If necessary, teachers can model how students can add and edit their notes over time.
 - Teachers can prompt students to add to their notes while they circulate during conversation to guide students to track their thinking.
- Readers consider how thematic topics are interconnected to understand the author’s message on society.
 - Example: How Cisneros explores the relationship between racism and respect to show that when people ____ they ____.

- Readers propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

- Readers collaborate through discussion to gather multiple viewpoints and perspectives from peers to expand my own thinking/ understanding.
 - Readers will discuss topics to consider other stances on the topic.
 - Strategy: Expand, explain, challenge...
 - Readers will discuss topics to uncover multiple perspectives and thematic topics.
 - If necessary, teachers can show the students videos (using resources like YouTube) of readers having effective book club conversations to model accountable talk.
 - If necessary, teachers can begin using Socratic Seminars and transition to model academic conversations.
 - If necessary, teachers can provide verbal prompts and post sentence stems to help students lead their own conversations.
 - If necessary, teachers can use alternative tools to promote conversation, including blogs and digital discussions using Google Docs.
- Readers will understand how to draw on a source(s) as evidence in support of an argument.
 - If necessary, the teachers can review the various (differentiated) formats that students can use to take notes to reference textual evidence in discussions. The students will ultimately choose their format for their notes.
 - If necessary, teachers can model how students can add and edit their notes over time.
 - Teachers can prompt students to add to their notes while they circulate during conversation to guide students to track their thinking.

Please note: The teaching points above may be taught to the whole class, small groups, or individual students. They do not have to be taught in order. Teachers should utilize the pre-assessment and formative assessments in class to inform their instructional planning. They should be taught in Minilessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, or Shared Writing.

NOTES FOR DIFFERENTIATION: These suggestions can be used to support students who need accommodations, modifications, and/or extensions.

If these objectives are utilized as whole class lessons, students do not have to all be in the same place as readers. The teacher should provide a whole class, mini-lesson, and then invite students to continue working on reading at their own pace. Some students might apply this lesson to their reading work on the same day, but the others may be in different places in their instruction so they should work on what they need. If need be, the teacher may have to pull small groups and/or confer with readers depending on where they are in the process. These lessons can be recycled or provided for a second time to support students in small groups that might need additional practice or guidance. Additionally, readers who are ready for challenges, should be provided with additional instruction in small groups.

Suggested Resources/Technology Tools

Advanced Language and Literature - Chapters 1 (Reading the World) & 2 (Thinking About Literature)

[Sample Reader's Notebook Entries - *Of Mice and Men*](#)

[Resources for teaching and planning](#)

Whole-Class Novel Suggestions:

- *Lord of the Flies*
- *Of Mice and Men*
- *The House on Mango Street*

*Note - the novel chosen must be a manageable length. Consider adapting for class personality/student interest. This may change year to year or even class to class. Teachers will also want to consider mirrors, windows, and sliding glass door opportunities when choosing a whole class novel.

[Inference Mini Lessons](#)

Modifications

*A **modification** is an adjustment to an assignment or a test that changes the standard or what the test or assignment is supposed to **measure**.*

Universal classroom strategies to support all students (many overlap as Special Education/504 modifications):

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- Improve font/spatial organization of formative and summative assessments
- Use cooperative learning techniques

- Provide graphic organizers and outlines for writing assignments (also show students how to make their own graphic organizers for future assignments based on task, prompt, etc.)
- Add extended time of test as needed (as appropriate - modify as per individual IEP, 504, etc.)
- Allow additional time to complete work (as appropriate - modify as per individual IEP, 504, etc.)

Assessments (incorporate additional modifications for Special Education and 504 students as per their individual documents):

- Students should be given the option to give answers to formative and summative assessments orally, visually, on paper, and/or typed (as appropriate).
 - **Oral** submissions: students may use Google Docs to record voice to text, Flipgrid to record a voice only recording, etc as appropriate. Submissions must be appropriate to the task and purpose of the assessment.
 - **Visual** submissions: students may use Flipgrid, Google Slides, Prezi, social media posts (Instagram, TikTok, etc.), and other visual creations/applications as appropriate. Submissions must be appropriate to the task and purpose of the assessment.
 - On **paper** (handwritten): students may use notebook entries, Post-Its, print outs, etc. Handwritten responses can be especially useful for formative assessments ([see this article](#) for more information about the scientific benefits of handwriting). Submissions must be appropriate to the task and purpose of the assessment.
 - **Typed**: students should be encouraged to use Google Docs (students may need additional instruction in Google Docs - formatting, tools, etc.), especially for summative writing assessments. Submissions must be appropriate to the task and purpose of the assessment.
- Students may be assessed on specific parts of the assignment rubric (e.g. choice columns), modified rubrics (e.g. one point rubrics), etc.

English Language Learners (ELL):

- [Sheltered instruction strategies](#):
 - Contextualize Key Vocabulary
 - Review the content—select key vocabulary terms that are critical to understanding the concept being taught.
 - Introduce and define terms simply and concretely.
 - Demonstrate how terms are used in context, and explain through the use of synonyms or cognates to clarify meaning.
 - Scaffolding
 - Verbal Scaffolding—restating a student response to model correct English usage and grammar.
 - Model critical thinking by using “Think Aloud” strategies.
 - Reinforce contextual definitions by restating a term and giving its context or definition.
 - Procedural scaffolding—building a student’s independent knowledge of concepts and language to move a student from explicit teaching – to modeling – to practicing – to application.
 - Such practices should include grouping of students to build skills and increase independence.
 - Questioning
 - Use a variety of question types.
 - Ask open-ended questions that require true communication from and between students.
 - Interaction
 - Allow student discussion and interaction to provide peer support and opportunities to practice language.

- Vary student groupings day-to-day and even within a lesson (partners, teams, triads).
 - Wait Time
 - Many English language learners need more time to formulate answers and should be given ample wait time (up to 20 seconds).
 - Clarifying Key Concepts in First Language
 - English language learners need to be allowed to confer in their primary language about subject matter and their own thinking—with each other or with the teacher.
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 - “Discussing and doing” make abstract concepts more concrete to students and allow students to practice English in a safe environment.

Gifted and Talented:

- **Tiered Assignments:**
 - Assignments that are graduated or tiered by level of **difficulty** or **completeness**. Creating an assignment in this manner allows the teacher to present content at varying levels of **complexity** as well as allows students to present their knowledge in varying **ways** of complexity.
- **Open-Ended Assignments - Extended Thinking:**
 - Student choice as to **how far** they take their **own** learning-making them both **responsible** and **accountable** for their own education. Students can be given a choice of both assignment content and product delivery. The ability to present their knowledge in a unique way allows for the potential of the further depth and breadth needed for gifted learners. Students can also extend their thinking based on the open-ended prompts to incorporate other disciplines, interest areas, etc. (while still staying on task).
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- **Acceleration** (Telescoping, Compacting, Ability or Need Grouping)
 - Educating the student at their level of ability rather than grade level expectations. They can also accelerate through the rate at which they are learning: commonly referred to as telescoping. There is extensive research that shows that gifted learners benefit greatly from interaction with their intellectual peers, which makes grouping by ability a viable accommodation from both an academic and social perspective.

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- Act as a responsible and contributing community members and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
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- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence

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| Unit 2 | |
| Literary Essay: How Literary Elements Impact Theme in Films | |
| Summary and Rationale | |
| <p>In this unit, students will analyze the theme and how it was developed throughout a film of their choice. Students will generate a claim that analyzes and evaluates how the author's usage of the literary element and how the visual lenses impacts theme. Students will provide specific and relevant textual evidence that best supports their claim. Students will effectively utilize transitions to show progression of the theme throughout the film. Students will also provide appropriate context to address and anticipate the audience's knowledge level and needs. Ultimately, students will effectively conclude the analysis by reiterating the lesson to be learned from this film in a larger context.</p> | |
| Recommended Pacing | |
| 2-3 weeks | |
| Standards | |
| Reading: Literature | |
| 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. |

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| 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.9-10.10. | By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed. |
| Reading: Informational 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.9-10.5. | 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.9-10.10. | By the end of grade 9, read and comprehend literary nonfiction at grade level text-complexity above with scaffolding as needed. |
| Writing | |
| W.9-10.2 | <p>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.</p> <ol style="list-style-type: none"> 1. 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. 2. 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. 3. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. 4. Use precise language and domain-specific vocabulary to manage the complexity of the topic. 5. 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. 6. 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.) |

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| 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. |
| W.9-10.8 | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals). |
| Speaking and Listening | |
| 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 <i>grades 9–10 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly and persuasively. |
| Language | |
| L.9-10.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking |
| 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. |
| 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. |
| Interdisciplinary Connections | |
| Social Studies | |
| 6.3 | 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. |

Instructional Focus

Enduring Understandings:

- Writers analyze the use of literary elements in a text to explain the connection to theme by studying mentor texts and applying different techniques exercised by many authors.
- Writers use relevant and appropriate evidence by choosing textual evidence that spans the entirety of the text which also directly relates to the claim.
- Writers effectively structure and organize their essay using transitions and providing context to meet the audience's needs.

Essential Questions:

- How do writers effectively present the author's use of literary elements in connection to thematic understanding?
- How do writers collect and connect evidence and use it to support their claim and create cohesion?
- How do writers structure and organize literary essays to best address the audience?

Core Writing Enduring Understandings and Essential Questions

- Writers understand that Standard English grammar and mechanics is essential to effective written and oral communication.
- Writers need to understand who their audience is so they can make specific stylistic choices.

- How does a writer's command of English grammar, mechanics, and usage contribute to effective written communication?
- How can specific awareness of an audience affect stylistic and mechanical choices?

Evidence of Learning (Assessments)

Pre-Assessment
Formative assessments
Quizzes/activities that have writers apply skills learned to varied texts
Writing "check ins" assessed using specific rubric elements
Film Note-Taking Assessment
Post Film Reflection (Pre-Writing)
Post Unit Assessment

Objectives (SLO)

Grammar/Language Focus:

- Writers use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
- Writers vary word choice and sentence structure to demonstrate an understanding of the influence of language.
- Writers use a colon to introduce a list or quotation.*

- Use various types of phrases (noun, verb, adjectival, adverbial) and clauses (independent, dependent) to convey specific meanings and add variety and interest to writing or presentations.*

The grade level language standards above should be integrated into your planning. You may want to teach grammar mini-lessons to the whole class, small groups, and/or individuals. In addition to the grade level expectations above, students may need additional grammar instruction based upon their individual progress. Please utilize student work to determine what a student knows and is able to do and what a student(s) might need next.

*These skills should have been introduced in a previous unit; however, your students may still need additional practice and support.

| Students will know: (Goals) | Students will be able to: (Teaching Points) |
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| <ul style="list-style-type: none"> ● Writers identify/analyze characteristics of literary analysis/ criticism and apply varied techniques to their own writing. | <ul style="list-style-type: none"> ● <u>IMMERSION</u> <ul style="list-style-type: none"> ○ Writers study mentor texts to determine the key characteristics of literary analysis. <ul style="list-style-type: none"> ■ If necessary, teachers can guide students to review mentor texts according to their reading levels and interests. ○ Writers best understand how to write literary analysis by collaborating with others as they explore this genre. <ul style="list-style-type: none"> ■ This teaching point might be best supported through shared reading and shared writing activities during immersion. ● Writers collect various types of literary analysis and look back over these to investigate writing techniques. ● Writers draft, refine, and understand the various elements of informative writing. |
| <ul style="list-style-type: none"> ● Writers will generate claims about a theme in a text and how it exists in our world to create a concluding statement that will be explored in their essay. | <ul style="list-style-type: none"> ● Readers find a topic/motif present in the text. <ul style="list-style-type: none"> ○ This exists... ● Readers determine meaning of the topic/motif to develop theme (Generating Claim): <ul style="list-style-type: none"> ○ This is how it looks in the world... ○ Formulating claims that can be proven through textual evidence. <ul style="list-style-type: none"> ■ Provide a rough draft of evidence that could be used in the essay. ● Readers determine the moral of the story (Generating Concluding Statement): <ul style="list-style-type: none"> ○ This is how it should look in the world... ○ Moral is the lesson learned from the story and determine the morality of actions. |

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| | <ul style="list-style-type: none"> ○ Concluding statement is located in the conclusion paragraph which answers the final “so what?” aspect of the claim. |
| <ul style="list-style-type: none"> ● Writers choose specific and relevant evidence throughout the text to explore and support their claim (the author’s lesson to be learned). | <ul style="list-style-type: none"> ● Question yourself: what point am I trying to make and how does this support my claim? <ul style="list-style-type: none"> ○ Sifting and sorting relevant evidence by evaluating how the quote best supports the claim. ○ Providing relevant evidence throughout the span of the entire text ○ Omit portions of a passage that are not relevant to the claim. ● Writers use both direct (quotes) and indirect (paraphrase) citations to support the claim. ● Writers study the analysis of mentor literary essays. |
| <ul style="list-style-type: none"> ● Writers provide appropriate and necessary context when introducing textual evidence in order to anticipate the needs and knowledge level of their audience. | <ul style="list-style-type: none"> ● Writers provide context of the quote and the connection to the claim. <ul style="list-style-type: none"> ○ What is happening in the text? ● Writers avoid summary of the text; instead anticipate what the audience/reader absolutely needs to know in order to understand the analysis. <ul style="list-style-type: none"> ○ If necessary, the teacher can conduct a mini-lesson about the difference between summary and analysis to help students to effectively analyze texts. ● Writers can utilize the TLQ strategy when introducing a quote (Transition, Lead-In, Quote). <ul style="list-style-type: none"> ○ No Floating Quotes |
| <ul style="list-style-type: none"> ● Writers analyze the evidence they utilize in their literary essay by explaining how the author’s use of literary elements relates to and helps illustrate the theme. | <ul style="list-style-type: none"> ● Writers effectively communicate what the author is trying to say about the topic at particular moment in the text. ● Writers articulate how the treatment of the theme changed/evolved from previous textual examples ● Writers demonstrate how the literary element helps illustrate the theme. |
| <ul style="list-style-type: none"> ● Writers effectively utilize transitions in order to create cohesion and organization in their writing | <ul style="list-style-type: none"> ● Writers effectively use transitional words, phrases, and sentences to link the progression of analysis. ● Writers explain the relationship between the topic and examples in the text. ● Writers conclude body paragraphs by connecting the paragraph’s ideas to the claim. <ul style="list-style-type: none"> ○ Effective writers never end a body paragraph with a quote. |

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| | <ul style="list-style-type: none"> ○ Effective writers never end a body paragraph with a question. ○ Effective writers never end a body paragraph with a preview of the next paragraph’s idea. ● Writers conclude an essay with a developed conclusion. <ul style="list-style-type: none"> ○ Effective writers revisit the claim presented in the introduction paragraph. ○ Effective writers briefly reiterate the main points of their essay ○ Effective writers conclude the essay with the “moral” of the text to answer the “so what?” connection to the bigger picture and our lives. ○ Effective writers never introduce new information in a conclusion paragraph. ○ Effective writers never use cliché transitional phrases, “in conclusion,” “to conclude,” etc. |
| <ul style="list-style-type: none"> ● Writers revise for focus and impact, thinking about what lasting message they want to leave readers with and taking out parts that don’t totally fit. | <ul style="list-style-type: none"> ● Writers self-reflect and receive specific feedback in order to strengthen writing. ● Writers choose revision strategies to help with cohesion: <ul style="list-style-type: none"> ○ Checklist/Rubric ○ Partner ○ Teacher conference ○ Stations ○ Passing notes activities ● Writers publish their work and share their writing. <ul style="list-style-type: none"> ○ If necessary, teachers can introduce various tools, including technology, to allow students to publish their work in a differentiated format. |
| <ul style="list-style-type: none"> ● Writers use grammar and conventions to convey ideas precisely and powerfully. | <ul style="list-style-type: none"> ● Writers edit their work before considering it finished. <ul style="list-style-type: none"> ○ “There are many methods to choose from. It is up to each writer to decide for himself what the most effective strategy is. I will remind you of a few editing strategies you have learned before and then send you off to do as many of them as you see fit.” ○ Edit drafts with focus on: <ul style="list-style-type: none"> ○ Spelling ○ Punctuation ○ Grammar ○ Diction |

Please note: The teaching points above may be taught to the whole class, small groups, or individual students. They do not have to be taught in order. Teachers should utilize the pre-assessment and formative assessments in class to inform

their instructional planning. They should be taught in Minilessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, or Shared Writing.

NOTES FOR DIFFERENTIATION: These suggestions can be used to support students who need accommodations, modifications, and/or extensions.

If these objectives are utilized as whole class lessons, students do not have to all be in the same place in the writing process. The teacher should provide a whole class, mini-lesson, and then invite students to continue working on writing at their own pace: some might be generating ideas, others might be drafting in different places, and some might be studying mentor texts. Some students might apply this lesson to their writing on the same day, but the others may be in different places in their instruction so they should work on what they need. If need be, the teacher may have to pull small groups and/or confer with writers depending on where they are in the process. These lessons can be recycled or provided for a second time to support students in small groups that might need additional practice or guidance. Additionally, writers who are ready for challenges, should be provided with additional instruction in small groups.

Suggested Resources/Technology Tools

Writing with Mentors by Allison Marchetti and Rebekah O'Dell
Beyond Literary Analysis by Allison Marchetti and Rebekah O'Dell
[Essay Rubrics: Narrative, Argument, & Informational](#)

[Modeling Thematic Topic/Motif, Theme, Moral](#)

[Mentor Texts on Analysis](#)

[Mentor Texts - Student Samples](#)

MENTOR TEXT DROPBOX

[Cycle 1 Notes](#)

Modifications

*A **modification** is an adjustment to an assignment or a test that changes the standard or what the test or assignment is supposed to **measure**.*

Universal classroom strategies to support all students (many overlap as Special Education/504 modifications):

- Give written directions to supplement verbal directions
- Provide due date on written assignments
- Provide clear, concise directions and concrete examples for assignments
- Make class notes, slides, and materials available to all on Schoology
- Provide opportunities for movement/activity change
- Use checklists/agendas to help the students get organized
- Reinforce students for appropriate behaviors
- Allow students to make corrections on returned tests for additional credit (as appropriate - modify as per individual IEP, 504, etc.)
- Allow student to edit a 'first draft' on essay questions and grade final edited copy
- Modify the content of the test (as appropriate - modify as per individual IEP, 504, etc.)
- Improve font/spatial organization of formative and summative assessments
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- Provide graphic organizers and outlines for writing assignments (also show students how to make their own graphic organizers for future assignments based on task, prompt, etc.)
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- Attend to financial well-being.
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- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence

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| Unit 3 |
| Reading: Thinking and Writing Like a Historian |
| Summary and Rationale |
| <p>Reading for understanding requires our focus and attention to detail. It is greatly different from reading for pleasure and a skill we need as consumers of information. It requires us to analyze and synthesize information, consult multiple sources, and corroborate facts. This unit supports students on their journey towards evaluating varied perspectives of information. Students will begin by studying a common historical topic or text together. Ultimately, students will then individually pick an innovation that has “advanced” our society or world. They will conduct research, gathering all they need to know from multiple sources. They will analyze and synthesize the research in multimodal texts and lenses in order to fully understand each source and present their findings. Finally, they will look at the research from three different lenses (social, political, environmental), collecting ideas on/ focusing on the positive and/or negative effects of the societal “advancement”. The skills students will develop during this unit support their future roles as students, active citizens, and critical consumers of information/news.</p> |
| Recommended Pacing |
| 3-4 weeks |
| Standards |

Reading: Informational Text

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| 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.9-10.5 | 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. |
| 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. |

Writing

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| 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. |

Speaking and Listening

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| 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 <i>grades 9–10 topics, texts, and issues</i> , building on others’ ideas and expressing their own clearly and persuasively |
| SL.9-10.3 | Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence. |

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| SL.9-10.2. | SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source. |
| Language | |
| L.9-10.4 | <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).</p> <p>C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p> <p>D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> |
| L.9-10.5 | <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p> <p>B. Analyze nuances in the meaning of words with similar denotations.</p> |
| L.9-10.6 | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| Interdisciplinary Connections | |
| Social Studies | |
| 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. |
| Learning for Justice | |
| DI.9-12.8 | I respectfully express curiosity about the history and lived experiences of others and exchange ideas and beliefs in an open-minded way. |
| DI.9-12.10 | I understand that diversity includes the impact of unequal power relations on the development of group identities and cultures. |
| Instructional Focus | |

| Enduring Understandings: | Essential Questions: |
|--|--|
| <ul style="list-style-type: none"> ● Researchers gather and consult relevant sources of information about innovations in the intent (purpose for creation). ● Researchers examine innovations by considering our individual experiences, groups of people, and who does not benefit/cannot access this advancement. ● Readers research to uncover different lenses to investigate how this advancement affects people on small and larger scales of life. | <ul style="list-style-type: none"> ● How do researchers examine texts to consider the intent and impact of a topic that advanced society? ● How does the innovation affect myself and other groups of people, while also missing some groups? ● How does this innovation affect us individually, nationally, and globally in social, environmental, and political lenses? |
| Core Reading Enduring Understandings and Essential Questions | |
| <ul style="list-style-type: none"> ● Readers uncover words they do not know and the author’s intent by using various strategies to record thinking and comprehension. ● Readers listen and collaborate to understand others’ thinking by participating in whole-class or small-group conversations to challenge and clarify their own thoughts. | <ul style="list-style-type: none"> ● How do readers track their thinking to uncover lessons from text, unknown words, and understand implicit meaning? ● How is my understanding of a text expanded, explained, or challenged by my conversation with others? |
| Evidence of Learning (Assessments) | |
| <p>During: Formative assessment on devices and stylistic choices assessed for the creation of small groups for further instruction based on individual needs. Collection of info and folders will be assessed. Readers will also be given checks for new information and how it impacts thinking.</p> <p>Mid Unit Reading Assessment</p> <p>End of Unit Writing Prompt</p> | |
| Objectives (SLO) | |
| <p>Students will know:</p> <ul style="list-style-type: none"> ● Researchers gather and consult relevant sources of information about innovations in the intent (purpose for creation). | <p>Students will be able to:</p> <ul style="list-style-type: none"> ● Researchers reflect upon the idea of societal advancements and reflect upon the following: <ul style="list-style-type: none"> ○ What are advancements? ○ What does that mean? ○ What are some events that are attributed to a society's advancement? Why was this innovation created? ○ Who/what groups of people were the advancements for? ● Researchers consider our own experiences as we determine a topic of interest. <ul style="list-style-type: none"> ○ As users of many historical advancements, we have our own ideas about some societal |

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| | <p>advancements that have changed our world. We can discuss in groups some of our own ideas, explore our own knowledge.</p> <ul style="list-style-type: none"> ● Researchers reflect upon the author's intent and evaluate the impact on varied groups of people and who benefits from this. ● Researchers look back at history to explore historical events that have changed our world. <ul style="list-style-type: none"> ○ Articles ○ Pictures ○ Videos |
| <ul style="list-style-type: none"> ● Researchers examine innovations by considering our individual experiences, groups of people, and who does not benefit/cannot access this advancement. | <ul style="list-style-type: none"> ● Researchers consider their own experiences with the innovation: <ul style="list-style-type: none"> ○ What experiences do we have with this advancement? ○ How has this advancement helped us in our lives? ○ How has it interfered with our lives? ○ How has it caused harm to us or our family? ○ What is my consciousness when choosing this frame and lens? Why did I pick this advancement based on my identity, interests, etc? (DI.9-12.8) ● Researchers consider other groups of people and how they are affected (also, evaluate accessibility). <ul style="list-style-type: none"> ○ Example: Scoreboards - how does it affect me as an athlete, professional level with affecting the game/event, and larger scale without technology (affects the fans, loss of profit/revenue) ○ Researchers consider how different groups benefit or cannot access this innovation which creates privileges and disadvantages in society depending on the group. (DI.9-12.10) ● Researchers consider the innovation and make connections through various note-taking strategies: <ul style="list-style-type: none"> ○ Stop and Jot to remember (important, interesting, surprising, contradicting info) ○ Synthesize to understand our ideas - put in our own words ○ Make connections: This makes me think... This could be...because... ○ Develop questions to clarify our thinking and further our research. ○ Make comparisons with other texts and our own thinking and write long about our comparisons and connections. |

- Readers research to uncover different lenses to investigate how this advancement affects people on small and larger scales of life.

- Researchers often begin by collecting a variety of resources, noting our materials and sources along the way.
 - We give credit where credit is due, noting our resources to reference them later (plagiarism teaching point).
- Researchers consider how the innovation affects people through various lenses (political, social, and environmental).
 - Reference the guiding questions in suggested resources.

Please note: The teaching points above may be taught to the whole class, small groups, or individual students. They do not have to be taught in order. Teachers should utilize the pre-assessment and formative assessments in class to inform their instructional planning. They should be taught in Minilessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, or Shared Writing.

NOTES FOR DIFFERENTIATION: These suggestions can be used to support students who need accommodations, modifications, and/or extensions.

If these objectives are utilized as whole class lessons, students do not have to all be in the same place as readers/researchers. The teacher should provide a whole class, mini-lesson, and then invite students to continue working on reading and researching at their own pace. Some students might apply this lesson to their reading work on the same day, but the others may be in different places in their instruction so they should work on what they need. If need be, the teacher may have to pull small groups and/or confer with readers depending on where they are in the process. These lessons can be recycled or provided for a second time to support students in small groups that might need additional practice or guidance. Additionally, readers who are ready for challenges, should be provided with additional instruction in small groups.

Suggested Resources/Technology Tools

- [How We Got to Now - S. Johnsons](#)
- [Link to some sources](#) for Research
- [New list of books about microhistory](#) (Unvetted)

Possible Text for Whole Class Exploration:

The Immortal Life of Henrietta Lack, by Rebecca Skloot

[How We Got to Now \(Video Clips\)](#)

[Political, Social, and Environmental Lenses Guiding Questions](#)

[Cycle 1](#)

[Cycle 2](#)

[Cycle 3](#)

[Cycle 4](#)

[Cycle 5](#)

(Consider condensing these cycles to only address teaching points)

Modifications

*A **modification** is an adjustment to an assignment or a test that changes the standard or what the test or assignment is supposed to **measure**.*

Universal classroom strategies to support all students (many overlap as Special Education/504 modifications):

- Give written directions to supplement verbal directions
- Provide due date on written assignments
- Provide clear, concise directions and concrete examples for assignments
- Make class notes, slides, and materials available to all on Schoology
- Provide opportunities for movement/activity change
- Use checklists/agendas to help the students get organized
- Reinforce students for appropriate behaviors
- Allow students to make corrections on returned tests for additional credit (as appropriate - modify as per individual IEP, 504, etc.)
- Allow student to edit a 'first draft' on essay questions and grade final edited copy
- Modify the content of the test (as appropriate - modify as per individual IEP, 504, etc.)
- Improve font/spatial organization of formative and summative assessments
- Use cooperative learning techniques
- Provide graphic organizers and outlines for writing assignments (also show students how to make their own graphic organizers for future assignments based on task, prompt, etc.)
- Add extended time of test as needed (as appropriate - modify as per individual IEP, 504, etc.)
- Allow additional time to complete work (as appropriate - modify as per individual IEP, 504, etc.)

Assessments (incorporate additional modifications for Special Education and 504 students as per their individual documents):

- Students should be given the option to give answers to formative and summative assessments orally, visually, on paper, and/or typed (as appropriate).
 - **Oral** submissions: students may use Google Docs to record voice to text, Flipgrid to record a voice only recording, etc as appropriate. Submissions must be appropriate to the task and purpose of the assessment.
 - **Visual** submissions: students may use Flipgrid, Google Slides, Prezi, social media posts (Instagram, TikTok, etc.), and other visual creations/applications as appropriate. Submissions must be appropriate to the task and purpose of the assessment.
 - On **paper** (handwritten): students may use notebook entries, Post-Its, print outs, etc. Handwritten responses can be especially useful for formative assessments ([see this article](#) for more information about the scientific benefits of handwriting). Submissions must be appropriate to the task and purpose of the assessment.
 - **Typed**: students should be encouraged to use Google Docs (students may need additional instruction in Google Docs - formatting, tools, etc.), especially for summative writing assessments. Submissions must be appropriate to the task and purpose of the assessment.
- Students may be assessed on specific parts of the assignment rubric (e.g. choice columns), modified rubrics (e.g. one point rubrics), etc.

English Language Learners (ELL):

- [Sheltered instruction strategies](#):
 - Contextualize Key Vocabulary
 - Review the content—select key vocabulary terms that are critical to understanding the concept being taught.
 - Introduce and define terms simply and concretely.
 - Demonstrate how terms are used in context, and explain through the use of synonyms or cognates to clarify meaning.
 - Scaffolding

peers, which makes grouping by ability a viable accommodation from both an academic and social perspective.

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- Act as a responsible and contributing community member and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence

Unit 4

Writing About Historical Events/Advancements (Informational/Expository)

Summary and Rationale

Building off of the previous reading unit, students will bring their research compiled from multiple sources about a historical event (innovation/advancement) and create an informational/expository text. In this unit, writers will study various informational writing structures, including but not limited to - description, sequence, problem/solution, cause/effect, and compare/contrast and make a determination about which type of structure would most effectively convey the information they have collected. Students will be required to use relevant data and facts collected through research to write about their historical topic, considering multiple perspectives from different time periods, places and people. Students will then select the medium (podcast, expository essay, etc.) that would most effectively communicate their ideas for an intended audience. Ultimately, students will understand how being informed in a meaningful way on historical events/advancements can have a lasting impact on the 21st century global citizen.

Recommended Pacing

3-4 weeks

Standards

Reading: Literature

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| 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.9-10.6 | Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. |
| RL.9-10.10. | By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed. |

Reading: Informational Text

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| 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. |
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Writing

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| 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. |
| W.9-10.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| 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.9-10.7 | 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.9-10.8 | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format |

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| | for citation (MLA or APA Style Manuals). |
| W.9-10.9 | Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research. |
| Speaking and Listening | |
| 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 <i>grades 9–10 topics, texts, and issues</i> , building on others’ ideas and expressing their own clearly and persuasively. |
| SL.9-10.2. | Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source. |
| Language | |
| L.9-10.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking |
| Interdisciplinary Connections | |
| Social Studies | |
| 6.3 | 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. |
| Instructional Focus | |
| Enduring Understandings: | Essential Questions: |
| <ul style="list-style-type: none"> Writers identify/analyze characteristics of informational writing and apply varied techniques to their own writing by studying mentor authors and learning from their choices/moves. Writers use credible and significant facts, definitions, concrete details and quotations to organize information and inform others on a subject by finding evidence, compiling details and quotations, drawing conclusions, analyzing/interpreting facts from texts to construct a cohesive overview of the topic, making connections, and evaluating the | <ul style="list-style-type: none"> How do writers identify/analyze characteristics of informational writing and apply varied techniques to their own writing? How do writers use credible and significant facts, definitions, concrete details and quotations to organize information and inform others on a subject? How do writers use information extracted from various texts to focus on a chosen topic? How do writers use grammar and conventions to convey ideas precisely and powerfully? |

evidence in order to link the information to broader themes relevant to other parts of humanity.

- Writers use information extracted from various texts to focus on a chosen topic by making choices inspired by mentor authors and drafting and revising with purpose in mind.
- Writers use grammar and conventions to convey ideas precisely and powerfully by revising and editing with purpose and intention as we learn from mentors, use our words in specific ways, and link our ideas intentionally.

Core Writing Enduring Understandings and Essential Questions

- Writers understand that Standard English grammar and mechanics is essential to effective written and oral communication.
- Writers need to understand who their audience is so they can make specific stylistic choices.

- .How does a writer’s command of English grammar, mechanics, and usage contribute to effective written communication?
- How can specific awareness of an audience affect stylistic and mechanical choices?

Evidence of Learning (Assessments)

Pre-Assessment

Essay Prompt

Quizzes/activities that have writers apply skills learned to varied texts

Writing “check ins” assessed using specific rubric elements

Objectives (SLO)

Grammar/Language Focus:

- Writers use a colon to introduce a list or quotation.
- Use various types of phrases (noun, verb, adjectival, adverbial) and clauses (independent, dependent) to convey specific meanings and add variety and interest to writing or presentations.

The grade level language standards above should be integrated into your planning. You may want to teach grammar mini-lessons to the whole class, small groups, and/or individuals. In addition to the grade level expectations above, students may need additional grammar instruction based upon their individual progress. Please utilize student work to determine what a student knows and is able to do and what a student(s) might need next.

| Students will know: (Goals) | Students will be able to: (Teaching Points) |
|---|---|
| <ul style="list-style-type: none"> Writers identify/analyze characteristics of informational writing and apply varied techniques to their own writing. | <ul style="list-style-type: none"> <u>IMMERSION</u> <ul style="list-style-type: none"> Writers study mentor texts to determine the key characteristics of informational writing. <ul style="list-style-type: none"> If necessary, teachers can guide students to review mentor texts according to their reading levels and interests. Writers best understand how to write informational texts by collaborating with others as they explore this genre. <ul style="list-style-type: none"> This teaching point might be best supported through shared reading and shared writing activities during immersion. Writers collect various types of informational essays (used in research) and look back over these to investigate the use of language and devices to inform an audience. |
| <p>Writers use credible and significant facts, definitions, concrete details and quotations to organize information and inform others on a subject.</p> | <ul style="list-style-type: none"> Writers navigate the following process when gathering and analyzing information: <ul style="list-style-type: none"> Finding evidence Compiling details and quotations <ul style="list-style-type: none"> If necessary, students can annotate and highlight copies of printed texts Drawing conclusions Analyzing/ interpreting facts from texts to construct a cohesive overview of the topic Making Connections Evaluating the evidence in order to link the information to broader themes relevant to other parts of humanity. |
| <p>Writers use information extracted from various texts to focus on a chosen topic,</p> | <ul style="list-style-type: none"> Writers can use the same internal structures (description, boxes/bullets, compare/contrast, problem/solution, cause/effect, etc.) we study in other authors' writings. We choose these structures, trying out different ones in our notebook to see which best convey the information. Writers create multiple leads. We study mentor texts and make choices about how to begin our informational text, aiming to capture our audience within the first few lines. We might use leads like: <ul style="list-style-type: none"> an anecdote a quote |

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| | <ul style="list-style-type: none"> ○ a definition ○ a shocking statement ● Writers draft and revise, considering multiple word choice options. We write and rewrite powerful sentences in multiple ways, asking, “Does this wording match the tone or feeling I want in this piece?” ● When we include a quote or detail about our topic, we explain why that quote/detail is important and how it supports our argument. |
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| <p>Writers use grammar and conventions to convey ideas precisely and powerfully.</p> | <ul style="list-style-type: none"> ● Writers use tools to help us revise and edit our writing. ● Writers use mentor texts to gather ideas about powerful language. ● Writers revise by trying out different sentence lengths, combining and shortening for just the right effect. We choose among simple, compound, and complex sentence types. We often choose short sentences when we want to make bold statements and longer sentences when explaining something in more detail. We turn to partners for advice on this. ● Writers review our word choices, considering if our words are powerful, precise and evoke feelings. ● Writers use appropriate and varied transitions to link sections of the text. <ul style="list-style-type: none"> ○ Transitional phrases ○ Varied syntax ○ Precise language ○ Topic specific vocabulary ○ Sentence variety ○ Tone ● When quoting a source, we give the credit to the source by setting up the quote with phrases such as <ul style="list-style-type: none"> ○ “According to _____, “_____.” ○ In the text _____ it states, “_____.” or other phrases we find in our mentor text. ● Writers look at the organization of our ideas, confirming that they flow in a logical way. We ask ourselves, “Does this make sense? Do my ideas transition smoothly?” ● We use transitional phrases (with commas) to change paragraphs and get our readers ready to hear a new idea. |
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Please note: The teaching points above may be taught to the whole class, small groups, or individual students. They do not have to be taught in order. Teachers should utilize the pre-assessment and formative assessments in class to inform their instructional planning. They should be taught in Minilessons, Conferences, Strategy Groups, Shared Reading,

Interactive Read Aloud, or Shared Writing.

NOTES FOR DIFFERENTIATION: These suggestions can be used to support students who need accommodations, modifications, and/or extensions.

If these objectives are utilized as whole class lessons, students do not have to all be in the same place in the writing process. The teacher should provide a whole class, mini-lesson, and then invite students to continue working on their writing at their own pace: some might be generating ideas, others might be drafting in different places, and some might be studying mentor texts. Some students might apply this lesson to their writing on the same day, but the others may be in different places in their instruction so they should work on what they need. If need be, the teacher may have to pull small groups and/or confer with writers depending on where they are in the process. These lessons can be recycled or provided for a second time to support students in small groups that might need additional practice or guidance. Additionally, writers who are ready for challenges, should be provided with additional instruction in small groups.

Suggested Resources/Technology Tools

[Informational Mentor Texts](#)

[Informational Writing: Lesson Plans and Pacing](#)

[Google Slides for Instruction](#)

[Cycle 1 Instruction](#)

[Cycle 2 Instruction](#)

[Cycle 3 Instruction](#)

[Cycle 4 Instruction](#)

MENTOR TEXT DROPBOX

Modifications

*A **modification** is an adjustment to an assignment or a test that changes the standard or what the test or assignment is supposed to **measure**.*

Universal classroom strategies to support all students (many overlap as Special Education/504 modifications):

- Give written directions to supplement verbal directions
- Provide due date on written assignments
- Provide clear, concise directions and concrete examples for assignments
- Make class notes, slides, and materials available to all on Schoology
- Provide opportunities for movement/activity change
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- Reinforce students for appropriate behaviors
- Allow students to make corrections on returned tests for additional credit (as appropriate - modify as per individual IEP, 504, etc.)
- Allow student to edit a 'first draft' on essay questions and grade final edited copy
- Modify the content of the test (as appropriate - modify as per individual IEP, 504, etc.)
- Improve font/spatial organization of formative and summative assessments
- Use cooperative learning techniques
- Provide graphic organizers and outlines for writing assignments (also show students how to make their own graphic organizers for future assignments based on task, prompt, etc.)
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Assessments (incorporate additional modifications for Special Education and 504 students as per their individual documents):

- Students should be given the option to give answers to formative and summative assessments orally, visually, on paper, and/or typed (as appropriate).
 - **Oral** submissions: students may use Google Docs to record voice to text, Flipgrid to record a voice only recording, etc as appropriate. Submissions must be appropriate to the task and purpose of the assessment.
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 - On **paper** (handwritten): students may use notebook entries, Post-Its, print outs, etc. Handwritten responses can be especially useful for formative assessments ([see this article](#) for more information about the scientific benefits of handwriting). Submissions must be appropriate to the task and purpose of the assessment.
 - **Typed**: students should be encouraged to use Google Docs (students may need additional instruction in Google Docs - formatting, tools, etc.), especially for summative writing assessments. Submissions must be appropriate to the task and purpose of the assessment.
- Students may be assessed on specific parts of the assignment rubric (e.g. choice columns), modified rubrics (e.g. one point rubrics), etc.

English Language Learners (ELL):

- [Sheltered instruction strategies](#):
 - Contextualize Key Vocabulary
 - Review the content—select key vocabulary terms that are critical to understanding the concept being taught.
 - Introduce and define terms simply and concretely.
 - Demonstrate how terms are used in context, and explain through the use of synonyms or cognates to clarify meaning.
 - Scaffolding
 - Verbal Scaffolding—restating a student response to model correct English usage and grammar.
 - Model critical thinking by using “Think Aloud” strategies.
 - Reinforce contextual definitions by restating a term and giving its context or definition.
 - Procedural scaffolding—building a student’s independent knowledge of concepts and language to move a student from explicit teaching – to modeling – to practicing – to application.
 - Such practices should include grouping of students to build skills and increase independence.
 - Questioning
 - Use a variety of question types.
 - Ask open-ended questions that require true communication from and between students.
 - Interaction
 - Allow student discussion and interaction to provide peer support and opportunities to practice language.
 - Vary student groupings day-to-day and even within a lesson (partners, teams, triads).
 - Wait Time
 - Many English language learners need more time to formulate answers and should be given ample wait time (up to 20 seconds).

- Clarifying Key Concepts in First Language
 - English language learners need to be allowed to confer in their primary language about subject matter and their own thinking—with each other or with the teacher.
- Application of Content and Language Knowledge
 - “Discussing and doing” make abstract concepts more concrete to students and allow students to practice English in a safe environment.

Gifted and Talented:

- **Tiered Assignments:**
 - Assignments that are graduated or tiered by level of **difficulty** or **completeness**. Creating an assignment in this manner allows the teacher to present content at varying levels of **complexity** as well as allows students to present their knowledge in varying **ways** of complexity.
- **Open-Ended Assignments - Extended Thinking:**
 - Student choice as to **how far** they take their **own** learning-making them both **responsible** and **accountable** for their own education. Students can be given a choice of both assignment content and product delivery. The ability to present their knowledge in a unique way allows for the potential of the further depth and breadth needed for gifted learners. Students can also extend their thinking based on the open-ended prompts to incorporate other disciplines, interest areas, etc. (while still staying on task).
- **Enrichment** (Independent Study, Independent Research, Sophistication of Projects):
 - Adding disciplines or areas of learning not normally found in the regular curriculum. Focus on the upper levels of [Bloom’s Taxonomy](#): analysis, synthesis and evaluation-in their learning. Independent study falls under the category of enrichment along with **individually chosen projects** to match the interests of the gifted student. The introduction of research skills and critical thinking skills along with multidisciplinary connections are often taught as a way to enrich the program for gifted learners.
- **Acceleration** (Telescoping, Compacting, Ability or Need Grouping)
 - Educating the student at their level of ability rather than grade level expectations. They can also accelerate through the rate at which they are learning: commonly referred to as telescoping. There is extensive research that shows that gifted learners benefit greatly from interaction with their intellectual peers, which makes grouping by ability a viable accommodation from both an academic and social perspective.

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- Act as a responsible and contributing community member and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence

Unit 5

Reading: Historical Fiction Book Clubs

Summary and Rationale

In this unit, students will learn how to prepare for reading the historical fiction genre by utilizing informational documents to gain understanding of a historical and cultural context. While reading their selected novels in this unit, readers will focus on the social issues presented and make connections to present day. They will understand that readers of this genre notice and explore how language evokes a sense of time and place and how it influences the mood and atmosphere to enhance social awareness. Students will collaboratively work with peers to discuss the historical and social significance of their common text and how it impacts their understanding of the genre. Ultimately, students will explore how the importance and significance of historical fiction help to retain the past and learn about humanity.

Recommended Pacing

4-5 weeks

Standards

Reading: Literature

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| 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.9-10.4 | 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). |
| RL.9-10.9 | Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare). |
| RL.9-10.10. | By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed. |

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| RL.9-10.7. | Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each work (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s <i>Landscape with the Fall of Icarus</i>). |
| Reading: Informational Text | |
| 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 |
| Writing | |
| 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. |
| Speaking and Listening | |
| 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 <i>grades 9–10 topics, texts, and issues</i> , building on others’ ideas and expressing their own clearly and persuasively. |
| SL.9-10.3. | Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence. |
| SL.9-10.4. | Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience. |
| Language | |
| L.9-10.4 | <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).</p> <p>C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p> <p>D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the</p> |

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| | inferred meaning in context or in a dictionary). |
| L.9-10.5 | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. B. Analyze nuances in the meaning of words with similar denotations. |
| L.9-10.6 | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| Interdisciplinary Connections | |
| 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 |
| 6.3 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. |
| Learning for Justice | |
| DI.9-12.8 | I respectfully express curiosity about the history and lived experiences of others and exchange ideas and beliefs in an open-minded way. |
| Instructional Focus | |
| Enduring Understandings: | Essential Questions: |
| <ul style="list-style-type: none"> • Readers anchor themselves in a historical period by utilizing informational documents to build historical/cultural context and background knowledge by questioning, researching, and anchoring in text evidence. • Readers explore how language evokes a sense of time and place and how it influences the mood/atmosphere. | <ul style="list-style-type: none"> • How do readers anchor themselves in a historical period by utilizing informational documents to build historical/cultural context and background knowledge? • How do readers explore how diction evokes a sense of time and place and how it influences the mood/atmosphere? • What can readers learn about society through reading historical fiction? |

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| <ul style="list-style-type: none"> • Readers identify and track social issues implicitly delivered to the audience in order to understand how that issue expresses the theme. • Readers independently, and in clubs, understand and discuss the importance, purpose, and social significance of the genre of historical fiction to deepen their experience and make connections. | <ul style="list-style-type: none"> • How do readers independently, and in clubs, understand and discuss the importance, purpose, and social significance of the genre of historical fiction? |
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Core Reading Enduring Understandings and Essential Questions

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| <ul style="list-style-type: none"> • Readers uncover words they do not know and the author’s intent by using various strategies to record thinking and comprehension. • Readers listen and collaborate to understand others’ thinking by participating in whole-class or small-group conversations to challenge and clarify their own thoughts. | <ul style="list-style-type: none"> • How do readers track their thinking to uncover lessons from text, unknown words, and understand implicit meaning? • How is my understanding of a text expanded, explained, or challenged by my conversation with others? |
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Evidence of Learning (Assessments)

Pre assessment

During: Formative assessment on literary elements, devices, and stylistic choices assessed for the creation of small groups for further instruction based on individual needs. Most will be in the form of analytical writing based on reading.

Historical Fiction Reading Log

Character Cycle 1 Assessment

Post assessment

Objectives (SLO)

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| <p>Students will know (Goals):</p> <ul style="list-style-type: none"> • Readers anchor themselves in a historical period by utilizing informational documents to build historical/cultural context and background knowledge. | <p>Students will be able to (Teaching Points):</p> <ul style="list-style-type: none"> • Readers discover the characteristics, beliefs, values, and social issues of the time period. <ul style="list-style-type: none"> ○ Throughout the unit, researchers jot down questions to research to understand the time period and how it is accurately or inaccurately represented in the novel. • Readers can identify various systems and power structures in society and analyze their impact on the people. • Readers determine how the character is a reflection of the society/time period from which they come. <ul style="list-style-type: none"> ○ If necessary, teachers can review direct/indirect characterization and how |
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| | <p>characters are impacted by their surroundings to help teachers make connections.</p> <ul style="list-style-type: none"> ● Readers wonder how people are impacted by the time period in which they live based on their identity factors. <ul style="list-style-type: none"> ○ Readers create an identity web for the characters to create inquiry research questions to understand history and how people lived. (DI.9-12.8) |
| <ul style="list-style-type: none"> ● Readers explore how language evokes a sense of time and place and how it influences the mood/atmosphere. | <ul style="list-style-type: none"> ● Readers explore connotative and denotative meanings of words and how those words create an impact. <ul style="list-style-type: none"> ○ analyze word choice and imagery ○ Make connections between atmosphere and characters ● Readers interpret dialogue and narration to understand the setting and its impact on characters/social groups. <ul style="list-style-type: none"> ○ Readers consider how word choice (diction of the time period) and how it is written (syntax) creates a bigger picture of groups of people, conflicts (between characters and societal). ○ Readers consider how word choice shows how the world was during that time period: <ul style="list-style-type: none"> ■ Mood - How the reader feels when reading the text and how it affects the reader's understanding of the time period. ■ Atmosphere - How the characters live, feel, and interact to show the reader what life was like during this time period. |
| <ul style="list-style-type: none"> ● Readers identify and track social issues implicitly delivered to the audience in order to understand how that issue expresses the theme. | <ul style="list-style-type: none"> ● Readers identify social issues in a text; <ul style="list-style-type: none"> ○ experienced, created, and spoken about by characters ○ Evaluate their relevance in the world ○ Choose issues of interest ● Readers track social issues while reading; <ul style="list-style-type: none"> ○ Extract evidence of social issues and analyze how it is being treated during this time period <ul style="list-style-type: none"> ■ Consider characters' identity factors that lead to this social issue (DI.9-12.8) ■ Consider how word choice leads to the mood and atmosphere to illustrate this social issue ■ Consider the accuracy of this social issue in the text by comparing with research of the time period ○ Make connections to present day ○ Analyze thematic significance based on author's message |

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| <ul style="list-style-type: none"> ● Readers independently, and in clubs, understand and discuss the importance, purpose, and social significance of the genre of historical fiction. | <ul style="list-style-type: none"> ● Readers collaborate by taking notes on researched material <ul style="list-style-type: none"> ○ If necessary, the students can review the various (differentiated) formats that they can use to take notes. The students will ultimately choose their format for their notes. ● Readers engage in conversations about the genre to uncover deeper connections <ul style="list-style-type: none"> ○ If necessary, teachers can show the students videos (using resources like YouTube) of readers having effective book club conversations to model accountable talk. ○ If necessary, teachers can begin using Socratic Seminars and transition to several book club conversations to model academic conversations. ○ If necessary, teachers can provide verbal prompts and post sentence stems to help students lead their own conversations. ○ If necessary, teachers can use alternative tools to promote conversation, including blogs and digital discussions using Google Docs. ● Readers of historical fiction analyze recognizable human characters within a specific set of circumstances so they can re-experience the social and human motives which lead men and women to think, feel and act as they did in historical reality ● Readers notice that historical fiction gives insight into the mind of a member of a past society and therefore induces empathy and a live connection between then and now. ● Readers understand that historical fiction helps us retain the past. ● Readers look for patterns and sequences, for causes and consequences, for agents and their motivations. <ul style="list-style-type: none"> ○ The past is a countless collection of people, places, and happenings, which we turn into history when we impose order onto it. ○ Others might find different patterns or meanings. look for alternative explanations or viewpoints. |
| <p>Readers independently, and in clubs, use note taking strategies and conversations to understand characters, define unknown words, and interpret themes.</p> | <ul style="list-style-type: none"> ● Book clubs decide on rules and expectations to be followed by all members during reading, assessment, and conversation days. ● Book clubs make plans for their reading. They discuss: <ul style="list-style-type: none"> ○ book choice ○ club guidelines ○ meeting agendas ○ reading focus ○ reading amounts ○ supplemental reading or research |

- Clubs come to their meetings prepared. They have original ideas in their notebooks with evidence from the text cited.
 - Club members don't just discuss their ideas. They return to their notebooks and jot down how their ideas have grown from having discussions with their club.
 - Jot - Discuss - Jot.
- Readers uncover the meaning of unknown words and record new vocabulary in notebooks.
 - Determine the part of speech
 - Look for word parts I understand (prefixes, suffixes, roots)
 - Search for context clues throughout the text (not just in the sentence with the word.
 - Check for multiple meanings - do I know the correct definition in this context?
- Readers notice details about people.
 - We jot our thinking in our notebooks and cite details from the text.
 - We share this thinking with our clubs.
- Readers use what they know about a character's journey to deeply understand a person's journey.
 - We jot about and have conversations about our characters.
- Readers notice when people circumvent the the societal norms.
 - We think about and jot about these moments and discuss with our clubs.
- Readers find multiple ways to analyze the quest structure:
 - through charting the external and internal journeys of the characters
 - plotting the physical ups and downs of the actual journey
 - other ways of visualizing and writing to interpret the physical and psychological elements of the quests in a text.
- When you're preparing for a book club, it's worth deciding if you each want to follow whatever ideas you find fascinating, and then share these for a short time each, or whether you want to trace an idea together, comparing and contrasting evidence and analysis.
- Clubs work to make their conversation flow by asking questions of each other and the text that can't be easily answered in one or two words.
- Club members pay attention to who says more in writing and in conversation, and they work to help each other strengthen both skills.
- Readers sometimes work together to improve their responses, by going back to the text to gather more evidence.

- Readers can go back to the pages in a story where they first felt the tickles of a thematic idea. Then they study it with a writer’s perspective:
 - looking for how exactly the author crafted those pages to denote the theme.
 - Was it structural choices?
 - Word usage?
 - Syntax?
 - Perhaps the way the scene was constructed?

Please note: The teaching points above may be taught to the whole class, small groups, or individual students. They do not have to be taught in order. Teachers should utilize the pre-assessment and formative assessments in class to inform their instructional planning. They should be taught in Minilessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, or Shared Writing.

NOTES FOR DIFFERENTIATION: These suggestions can be used to support students who need accommodations, modifications, and/or extensions.

If these objectives are utilized as whole class lessons, students do not have to all be in the same place as readers. The teacher should provide a whole class, mini-lesson, and then invite students to continue working on reading at their own pace. Some students might apply this lesson to their reading work on the same day, but the others may be in different places in their instruction so they should work on what they need. If need be, the teacher may have to pull small groups and/or confer with readers depending on where they are in the process. These lessons can be recycled or provided for a second time to support students in small groups that might need additional practice or guidance. Additionally, readers who are ready for challenges, should be provided with additional instruction in small groups.

Suggested Resources/Technology Tools

[Article to Support Teaching Historical Fiction](#)

[Google Slides for Lessons](#)

[Analytical Reading Skills Assessments](#)

Book Club Texts:

A Death Struck Year by Makiia Lucier
 Alex and Eliza: A Love Story by Melissa de la Cruz
 Berlin Boxing Club by Robert Sharenow
 Chains (#1 Seeds of America Trilogy) by Laurie Halse Anderson
 Persepolis by Marjane Satrapi (graphic novel)
 The Boy in the Striped Pajamas by John Boyne
 Maus by Arthur Spiegelman
 The Secret Life of Bees by Sue Monk Kidd
 To Kill a Mockingbird by Harper Lee
 Salt to the Sea by Ruta Sepetys
 Icy Sparks by Gwyn Hyman Rubio

Modifications

*A **modification** is an adjustment to an assignment or a test that changes the standard or what the test or assignment is supposed to **measure**.*

Universal classroom strategies to support all students (many overlap as Special Education/504 modifications):

- Give written directions to supplement verbal directions
- Provide due date on written assignments
- Provide clear, concise directions and concrete examples for assignments
- Make class notes, slides, and materials available to all on Schoology
- Provide opportunities for movement/activity change
- Use checklists/agendas to help the students get organized
- Reinforce students for appropriate behaviors
- Allow students to make corrections on returned tests for additional credit (as appropriate - modify as per individual IEP, 504, etc.)
- Allow student to edit a 'first draft' on essay questions and grade final edited copy
- Modify the content of the test (as appropriate - modify as per individual IEP, 504, etc.)
- Improve font/spatial organization of formative and summative assessments
- Use cooperative learning techniques
- Provide graphic organizers and outlines for writing assignments (also show students how to make their own graphic organizers for future assignments based on task, prompt, etc.)
- Add extended time of test as needed (as appropriate - modify as per individual IEP, 504, etc.)
- Allow additional time to complete work (as appropriate - modify as per individual IEP, 504, etc.)

Assessments (incorporate additional modifications for Special Education and 504 students as per their individual documents):

- Students should be given the option to give answers to formative and summative assessments orally, visually, on paper, and/or typed (as appropriate).
 - **Oral** submissions: students may use Google Docs to record voice to text, Flipgrid to record a voice only recording, etc as appropriate. Submissions must be appropriate to the task and purpose of the assessment.
 - **Visual** submissions: students may use Flipgrid, Google Slides, Prezi, social media posts (Instagram, TikTok, etc.), and other visual creations/applications as appropriate. Submissions must be appropriate to the task and purpose of the assessment.
 - On **paper** (handwritten): students may use notebook entries, Post-Its, print outs, etc. Handwritten responses can be especially useful for formative assessments ([see this article](#) for more information about the scientific benefits of handwriting). Submissions must be appropriate to the task and purpose of the assessment.
 - **Typed**: students should be encouraged to use Google Docs (students may need additional instruction in Google Docs - formatting, tools, etc.), especially for summative writing assessments. Submissions must be appropriate to the task and purpose of the assessment.
- Students may be assessed on specific parts of the assignment rubric (e.g. choice columns), modified rubrics (e.g. one point rubrics), etc.

English Language Learners (ELL):

- [Sheltered instruction strategies](#):
 - Contextualize Key Vocabulary
 - Review the content—select key vocabulary terms that are critical to understanding the concept being taught.
 - Introduce and define terms simply and concretely.
 - Demonstrate how terms are used in context, and explain through the use of synonyms or cognates to clarify meaning.
 - Scaffolding

- Verbal Scaffolding—restating a student response to model correct English usage and grammar.
 - Model critical thinking by using “Think Aloud” strategies.
 - Reinforce contextual definitions by restating a term and giving its context or definition.
 - Procedural scaffolding—building a student’s independent knowledge of concepts and language to move a student from explicit teaching – to modeling – to practicing – to application.
 - Such practices should include grouping of students to build skills and increase independence.
 - Questioning
 - Use a variety of question types.
 - Ask open-ended questions that require true communication from and between students.
 - Interaction
 - Allow student discussion and interaction to provide peer support and opportunities to practice language.
 - Vary student groupings day-to-day and even within a lesson (partners, teams, triads).
 - Wait Time
 - Many English language learners need more time to formulate answers and should be given ample wait time (up to 20 seconds).
 - Clarifying Key Concepts in First Language
 - English language learners need to be allowed to confer in their primary language about subject matter and their own thinking—with each other or with the teacher.
 - Application of Content and Language Knowledge
 - “Discussing and doing” make abstract concepts more concrete to students and allow students to practice English in a safe environment.

Gifted and Talented:

- **Tiered Assignments:**
 - Assignments that are graduated or tiered by level of **difficulty** or **completeness**. Creating an assignment in this manner allows the teacher to present content at varying levels of **complexity** as well as allows students to present their knowledge in varying **ways** of complexity.
- **Open-Ended Assignments - Extended Thinking:**
 - Student choice as to **how far** they take their **own** learning-making them both **responsible** and **accountable** for their own education. Students can be given a choice of both assignment content and product delivery. The ability to present their knowledge in a unique way allows for the potential of the further depth and breadth needed for gifted learners. Students can also extend their thinking based on the open-ended prompts to incorporate other disciplines, interest areas, etc. (while still staying on task).
- **Enrichment** (Independent Study, Independent Research, Sophistication of Projects):
 - Adding disciplines or areas of learning not normally found in the regular curriculum. Focus on the upper levels of [Bloom’s Taxonomy](#): analysis, synthesis and evaluation-in their learning. Independent study falls under the category of enrichment along with **individually chosen projects** to match the interests of the gifted student. The introduction of research skills and critical thinking skills along with multidisciplinary connections are often taught as a way to enrich the program for gifted learners.
- **Acceleration** (Telescoping, Compacting, Ability or Need Grouping)
 - Educating the student at their level of ability rather than grade level expectations. They can also accelerate through the rate at which they are learning: commonly referred to as telescoping. There is extensive research that shows that gifted learners benefit greatly from interaction with their intellectual

peers, which makes grouping by ability a viable accommodation from both an academic and social perspective.

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- Act as a responsible and contributing community member and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence

Unit 6

Writing: Arguments about Social Issues (PSAs)

Summary and Rationale

In this unit, students will apply knowledge of the characteristics and conventions of nonfiction argumentative texts to argue a call to action/solution as a PSA to a social issue. During this unit, students will also be given the opportunity to choose a social issue present in society to explore how it developed over time and what groups of people. Students will formulate a claim, utilize textual evidence, and make sure their viewpoint remains central to their writing and not let their stance get overshadowed by their sources. Students will also refine their positions by effectively structuring their piece to best suit the intended audience, and anticipate counterclaims to their proposed call to action. They will have the opportunity to speak on their topics and assert their claims and evidence to their peers. Ultimately, students will write multiple arguments in various, real-world modes to better society to make it more inclusive in order to learn how to effectively argue with relevant evidence.

Recommended Pacing

3-4 weeks

Standards

Reading: Informational Text

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| 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.9-10.3 | 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.9-10.5 | 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.9-10.8 | 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. |
| 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. |

Writing

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| W.9-10.1 | <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ul style="list-style-type: none"> 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.9-10.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |

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| 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. |
| 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.9-10.8 | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals). |
| Speaking and Listening | |
| SL.9-10.2. | Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source. |
| SL.9-10.4 | Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience. |
| Language | |
| L.9-10.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| 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. |
| 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. |
| L.9-10.6 | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate |

independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Interdisciplinary Connections

Social Studies

6.3 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.

Instructional Focus

Enduring Understandings:

- Writers construct an evidence-based claim as a solution to society that is arguable by using information from various texts in order to inform inquiry about a real world topic/ issue.
- Writers use statistics, points of evidence, and counterclaims to prove their own credibility and bridge the gap between the past and present/ fact and fiction.
- Writers present their arguments in a logical sequence utilizing organized structure to effectively address their audience.

Essential Questions:

- How do writers use evidence to support their position to enact change?
- How does a writer utilize various types of evidence to support an argument to become a trustworthy source?
- How do writers best present their arguments to persuade an audience with an intended purpose in mind?

Core Writing Enduring Understandings and Essential Questions

- Writers understand that Standard English grammar and mechanics is essential to effective written and oral communication.
- Writers need to understand who their audience is so they can make specific stylistic choices.
- Writers refine their work for the purpose of sharing with their intended audience, and determine the most appropriate technology to do so.

- How does a writer’s command of English grammar, mechanics, and usage contribute to effective written communication?
- How can specific awareness of an audience affect stylistic and mechanical choices?
- How can one most effectively utilize technology to produce, refine, publish and share writing?

Evidence of Learning (Assessments)

Argument Writing Rubric

Argument Writing Checklist

Pre-Assessment

Essay Prompt

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Formative assessments

Quizzes/activities that have writers apply skills learned to varied texts

Writing “check ins” assessed using specific rubric elements

Objectives (SLO)

Grammar/Language Focus:

- Writers use parallel structure to increase the readability of their writing.
- Writers use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.*
- Writers vary word choice and sentence structure to demonstrate an understanding of the influence of language.*
- Use various types of phrases (noun, verb, adjectival, adverbial) and clauses (independent, dependent) to convey specific meanings and add variety and interest to writing or presentations.*

The grade level language standards above should be integrated into your planning. You may want to teach grammar mini-lessons to the whole class, small groups, and/or individuals. In addition to the grade level expectations above, students may need additional grammar instruction based upon their individual progress. Please utilize student work to determine what a student knows and is able to do and what a student(s) might need next.

*These skills should have been introduced in a previous unit; however, your students may still need additional practice and support.

Students will know: (Goals)

- Writers identify/analyze characteristics of argumentative texts and apply varied techniques to their own writing.

Students will be able to: (Teaching Points)

- **IMMERSION**
 - Writers study mentor texts to determine the key characteristics of argument.
 - Writers best understand how to write argumentative texts by collaborating with others as they explore this genre.
 - This teaching point might be best supported through shared reading and shared writing activities during immersion.
 - Writers collect various types of argumentative texts and look back over these to investigate patterns and structure.
 - If necessary, teachers can review the ways in which students can make

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| | <p>annotations on their mentor texts to track patterns and themes.</p> <ul style="list-style-type: none"> ○ Writers evaluate the perspective of the author/speaker and how it impacts our understanding of their claim. <ul style="list-style-type: none"> ● Strategy: Three Column Chart: <ul style="list-style-type: none"> ○ 1- The author uses (Techniques) ○ 2- In order to (Writing Goal) ○ 3-This affects me as a reader because (Effect/Purpose) ● Detecting author bias ● Writers draft, refine, and understand the various elements of persuasive arguments. |
| <ul style="list-style-type: none"> ● Writers effectively write an evidence-based claim that is arguable with information from various texts. | <ul style="list-style-type: none"> ● Writers evaluate details from nonfiction and fiction texts to support the conclusions drawn from what they read by participating in group and individual work. <ul style="list-style-type: none"> ○ Select meaningful details that are most important to answer my inquiry <ul style="list-style-type: none"> ■ Possible activity: Have students work in pairs or small groups to choose meaningful evidence to support a claim written for them. ○ Think about the meaning of specific, compelling evidence and how it supports my inquiry <ul style="list-style-type: none"> ■ Possible activity: Have students work in pairs or small groups choosing evidence to support a claim and having mini-debates to evaluate relevance. ○ Compare details and discover connections among the evidence ○ Compose an arguable, evidence-based claim and revise as necessary. |
| <ul style="list-style-type: none"> ● Writers use statistics, points of evidence, and counterclaims to prove their own credibility. | <ul style="list-style-type: none"> ● Writers evaluate validity and usefulness of multiple sources <ul style="list-style-type: none"> ○ Relevance ○ Whether or not the source and stats are compelling or effective in proving your argument ● Explore how a lack of compelling evidence impacts trustworthiness as a writer. |

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| | <ul style="list-style-type: none"> ○ Looking at various leveled writing pieces to compare and contrast. |
| <ul style="list-style-type: none"> ● Writers organize their argument in a logical and compelling way to present a convincing stance to the audience. | <ul style="list-style-type: none"> ● Writers consider and create structure by working closely with the ways in which writing can be presented. <ul style="list-style-type: none"> ○ Introduce a compelling claim that is arguable/ takes a purposeful position on a topic ○ Counterclaims (against the call to action, NOT the social issue) ○ Data and evidence that support the claim and address counterclaim ○ Conclusion strengthens the claim and evidence by giving the topic real world relevance. |
| <ul style="list-style-type: none"> ● Writers present their findings to larger audiences in a concise, logical, confident manner and receive feedback to support revision. | <ul style="list-style-type: none"> ● Writers consider how they are presenting their information and organize the information in a logical, clear manner. ● Writers have an opportunity to practice sharing the information through public speaking, receive feedback, and make adjustments to strengthen their writing. |
| <ul style="list-style-type: none"> ● Writers adhere to a universal set of standards established by various disciplines (MLA or APA) and understand their use in primary and secondary sources found in both print and digital sources. | <ul style="list-style-type: none"> ● Writers will consider conventions of proper format when creating their product: <ul style="list-style-type: none"> ○ Bibliography ○ MLA paper format ○ In-text citations ○ Paraphrasing evidence ○ Plagiarism |

Please note: The teaching points above may be taught to the whole class, small groups, or individual students. They do not have to be taught in order. Teachers should utilize the pre-assessment and formative assessments in class to inform their instructional planning. They should be taught in Minilessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, or Shared Writing.

NOTES FOR DIFFERENTIATION: These suggestions can be used to support students who need accommodations, modifications, and/or extensions.

If these objectives are utilized as whole class lessons, students do not have to all be in the same place in the writing process. The teacher should provide a whole class, mini-lesson, and then invite students to continue working on writing at their own pace: some might be generating ideas, others might be drafting in different places, and some might be studying mentor texts. Some students might apply this lesson to their writing on the same day, but the others may be in different places in their instruction so they should work on what they need. If need be, the teacher may have to pull

small groups and/or confer with writers depending on where they are in the process. These lessons can be recycled or provided for a second time to support students in small groups that might need additional practice or guidance. Additionally, writers who are ready for challenges, should be provided with additional instruction in small groups.

Suggested Resources/Technology Tools

Writing with Mentors by Allison Marchetti and Rebekah O'Dell
Beyond Literary Analysis by Allison Marchetti and Rebekah O'Dell

[Essay Rubrics: Narrative, Argument, & Informational](#)

[Argument and Persuasion Google Slides Presentation](#)

[Argumentative Writing Unit](#)

[Evidence Based Claim Graphic Organizer](#)

GRAMMAR

[Parallel Structure Resource](#)

[MENTOR TEXT DROPBOX](#)

Modifications

*A **modification** is an adjustment to an assignment or a test that changes the standard or what the test or assignment is supposed to **measure**.*

Universal classroom strategies to support all students (many overlap as Special Education/504 modifications):

- Give written directions to supplement verbal directions
- Provide due date on written assignments
- Provide clear, concise directions and concrete examples for assignments
- Make class notes, slides, and materials available to all on Schoology
- Provide opportunities for movement/activity change
- Use checklists/agendas to help the students get organized
- Reinforce students for appropriate behaviors
- Allow students to make corrections on returned tests for additional credit (as appropriate - modify as per individual IEP, 504, etc.)
- Allow student to edit a 'first draft' on essay questions and grade final edited copy
- Modify the content of the test (as appropriate - modify as per individual IEP, 504, etc.)
- Improve font/spatial organization of formative and summative assessments
- Use cooperative learning techniques
- Provide graphic organizers and outlines for writing assignments (also show students how to make their own graphic organizers for future assignments based on task, prompt, etc.)
- Add extended time of test as needed (as appropriate - modify as per individual IEP, 504, etc.)
- Allow additional time to complete work (as appropriate - modify as per individual IEP, 504, etc.)

Assessments (incorporate additional modifications for Special Education and 504 students as per their individual documents):

- Students should be given the option to give answers to formative and summative assessments orally, visually, on paper, and/or typed (as appropriate).
 - **Oral** submissions: students may use Google Docs to record voice to text, Flipgrid to record a voice only recording, etc as appropriate. Submissions must be appropriate to the task and purpose of the assessment.
 - **Visual** submissions: students may use Flipgrid, Google Slides, Prezi, social media posts (Instagram, TikTok, etc.), and other visual creations/applications as appropriate. Submissions must be appropriate to the task and purpose of the assessment.
 - On **paper** (handwritten): students may use notebook entries, Post-Its, print outs, etc. Handwritten responses can be especially useful for formative assessments ([see this article](#) for more information about the scientific benefits of handwriting). Submissions must be appropriate to the task and purpose of the assessment.
 - **Typed**: students should be encouraged to use Google Docs (students may need additional instruction in Google Docs - formatting, tools, etc.), especially for summative writing assessments. Submissions must be appropriate to the task and purpose of the assessment.
- Students may be assessed on specific parts of the assignment rubric (e.g. choice columns), modified rubrics (e.g. one point rubrics), etc.

English Language Learners (ELL):

- [Sheltered instruction strategies](#):
 - Contextualize Key Vocabulary
 - Review the content—select key vocabulary terms that are critical to understanding the concept being taught.
 - Introduce and define terms simply and concretely.
 - Demonstrate how terms are used in context, and explain through the use of synonyms or cognates to clarify meaning.
 - Scaffolding
 - Verbal Scaffolding—restating a student response to model correct English usage and grammar.
 - Model critical thinking by using “Think Aloud” strategies.
 - Reinforce contextual definitions by restating a term and giving its context or definition.
 - Procedural scaffolding—building a student’s independent knowledge of concepts and language to move a student from explicit teaching – to modeling – to practicing – to application.
 - Such practices should include grouping of students to build skills and increase independence.
 - Questioning
 - Use a variety of question types.
 - Ask open-ended questions that require true communication from and between students.
 - Interaction
 - Allow student discussion and interaction to provide peer support and opportunities to practice language.
 - Vary student groupings day-to-day and even within a lesson (partners, teams, triads).
 - Wait Time
 - Many English language learners need more time to formulate answers and should be given ample wait time (up to 20 seconds).
 - Clarifying Key Concepts in First Language

- English language learners need to be allowed to confer in their primary language about subject matter and their own thinking—with each other or with the teacher.
 - Application of Content and Language Knowledge
 - “Discussing and doing” make abstract concepts more concrete to students and allow students to practice English in a safe environment.

Gifted and Talented:

- **Tiered Assignments:**
 - Assignments that are graduated or tiered by level of **difficulty** or **completeness**. Creating an assignment in this manner allows the teacher to present content at varying levels of **complexity** as well as allows students to present their knowledge in varying **ways** of complexity.
- Open-Ended Assignments - **Extended** Thinking:
 - Student choice as to **how far** they take their **own** learning-making them both **responsible** and **accountable** for their own education. Students can be given a choice of both assignment content and product delivery. The ability to present their knowledge in a unique way allows for the potential of the further depth and breadth needed for gifted learners. Students can also extend their thinking based on the open-ended prompts to incorporate other disciplines, interest areas, etc. (while still staying on task).
- **Enrichment** (Independent Study, Independent Research, Sophistication of Projects):
 - Adding disciplines or areas of learning not normally found in the regular curriculum. Focus on the upper levels of [Bloom’s Taxonomy](#): analysis, synthesis and evaluation-in their learning. Independent study falls under the category of enrichment along with **individually chosen projects** to match the interests of the gifted student. The introduction of research skills and critical thinking skills along with multidisciplinary connections are often taught as a way to enrich the program for gifted learners.
- **Acceleration** (Telescoping, Compacting, Ability or Need Grouping)
 - Educating the student at their level of ability rather than grade level expectations. They can also accelerate through the rate at which they are learning: commonly referred to as telescoping. There is extensive research that shows that gifted learners benefit greatly from interaction with their intellectual peers, which makes grouping by ability a viable accommodation from both an academic and social perspective.

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- Act as a responsible and contributing community member and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence

Reading: Narrative Nonfiction

Summary and Rationale

In this unit, students will study narrative nonfiction to determine how an individual's experience shapes, impacts, and/or influences a reader's perception of the world and humanity. Readers will study the significance of the setting, how it influences the character's growth and choices, and how it creates both tone and mood. Readers will also analyze the narrator's development and journey throughout the story to determine how people deal with conflict(s) and uncover the impact of hardships and struggles. As they read, readers will search for answers to 'how do personal experiences and events impact a person's life?' Ultimately, readers will make connections with the character's journey to comprehend the relevance of narrative nonfiction and our lives.

Recommended Pacing

3-4 Weeks

Standards

Reading: Literature

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| 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.9-10.10 | By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at grade level or above. |

Writing

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| 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. |

Speaking and Listening

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| SL.9-10.1 | <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on <i>grades 9–10 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively</p> <p>A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>B. Collaborate with peers to set rules for discussions (e.g. informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g. student developed rubric) and assign individual roles as needed.</p> <p>C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.</p> |
| SL.9-10.3. | Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence. |
| SL.9-10.4. | Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience. |
| SL.9-10.6. | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English. |
| Language | |
| L.9-10.4 | <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).</p> <p>C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p> <p>D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> |
| L.9-10.5 | <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p> <p>B. Analyze nuances in the meaning of words with similar denotations.</p> |
| L.9-10.6 | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate |

independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Interdisciplinary Connections

Social Studies

6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

Learning for Justice

DI.9-12.6 I interact comfortably and respectfully with all people, whether they are similar to or different from me.

Instructional Focus

Enduring Understandings:

- Reading about an individual’s personal story can help readers formulate opinions, values, and perspectives of the world through exposure to different human experiences.
- Readers learn about others’ qualities and values, both fictional and real, to clarify thinking about one’s own values and define one’s qualities.

Essential Questions:

- How can reading about an individual’s experiences shape, impact, or influence our perception of the world?
- Who do we connect to in texts and what do their stories teach us about our own lives?

Core Reading Enduring Understandings and Essential Questions

- Readers uncover words they do not know and the author’s intent by using various strategies to record thinking and comprehension.
- Readers listen and collaborate to understand others’ thinking by participating in whole-class or small-group conversations to challenge and clarify their own thoughts.

- How do readers track their thinking to uncover lessons from text, unknown words, and understand implicit meaning?
- How is my understanding of a text expanded, explained, or challenged by my conversation with others?

Evidence of Learning (Assessments)

Pre Assessment

During: Formative assessment on literary elements, devices, and stylistic choices assessed for the creation of small groups for further instruction based on individual needs.

Post Assessment Study Guide

Post Assessment

Objectives (SLO)

Students will know (Goals):

- As readers we understand a person’s journey and impact on others, society, or themselves.

Students will be able to (Teaching Points):

- Readers gain meaning from an experience that is relayed in a story with a familiar/ informal tone that makes it more accessible.
- Readers connect to a story based on the use of relatable actions, reactions, language, and relationships.
 - If necessary, teachers can review text to self, text to text, and text to world connections with students.
 - Readers consider how they are similar and/or different to the author to gain a better understanding of the world. (DI.9-12.6)

- As readers we notice who we connect to in texts and what this true story can teach us about our lives today (relevance).

- Readers consider who needs to read this story and why.
- Readers identify the tone of the text, the message the author wants to relay to readers, and how it connects to them and the world.
 - If necessary, teachers can review the difference between tone and mood with the students in the form of a mini-lesson.
- As readers we interpret larger lessons, ideas, and themes based on a person’s life and impact.

- As readers we write about what we are noticing in the text and make inferences when the text leaves things uncertain.

- Readers analyze how literary elements and devices impact understanding.
 - Setting (values, belief systems, time, place, atmosphere)
 - Readers develop ideas about how setting impacts a character. (characterization, development, growth, choices)
 - Narrator reliability
 - Conflict (Plot)
 - Readers develop ideas about how conflict reveals characterization.
 - POV
 - Mood
- Readers interpret figures of speech in context and analyze their role in the text.

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| | <ul style="list-style-type: none"> ● Readers analyze nuances in the meaning of words with similar denotations. |
| <ul style="list-style-type: none"> ● Readers propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. | <ul style="list-style-type: none"> ● Readers collaborate through discussion to gather multiple viewpoints and perspectives from peers to expand my own thinking/ understanding. <ul style="list-style-type: none"> ○ Readers will discuss topics to consider other stances on the topic. <ul style="list-style-type: none"> ■ Strategy: Expand, explain, challenge... ○ Readers will discuss topics to uncover multiple perspectives. ○ If necessary, teachers can show the students videos (using resources like YouTube) of readers having effective book club conversations to model accountable talk. ○ If necessary, teachers can begin using Socratic Seminars and transition to several book club conversations to model academic conversations. ○ If necessary, teachers can provide verbal prompts and post sentence stems to help students lead their own conversations. ○ If necessary, teachers can use alternative tools to promote conversation, including blogs and digital discussions using Google Docs. ● Readers will understand how to draw on a source(s) as evidence in support of an argument. <ul style="list-style-type: none"> ○ If necessary, the teachers can review the various (differentiated) formats that students can use to take notes to reference textual evidence in discussions. The students will ultimately choose their format for their notes. ○ If necessary, teachers can model how students can add and edit their notes over time. ○ Teachers can prompt students to add to their notes while they circulate during conversation to guide students to track their thinking. |

Please note: The teaching points above may be taught to the whole class, small groups, or individual students. They do not have to be taught in order. Teachers should utilize the pre-assessment and formative assessments in class to inform their instructional planning. They should be taught in Minilessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, or Shared Writing.

NOTES FOR DIFFERENTIATION: These suggestions can be used to support students who need accommodations, modifications, and/or extensions.

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Suggested Resources/Technology Tools

[Reader Response Prompts](#)

[Vocabulary Skill Modeling](#)

[Resources for teaching and assessing](#)

Anchor Text Choices:

Temple Grandin (film)

The Blind Side (film)

The Social Network (film)

Book Club Choices:

A Long Way Gone: Memoirs Of A Boy Soldier by Ishmael Beah

Color of Water by James McBride

Farewell to Manzanar by James D. Houston and Jeanne Wakatsuki

I Am Malala by Malala Yousafzai

In Cold Blood by Truman Capote

Into Thin Air by Jon Krakauer

Monkey Bridge by Lan Cao

Night by Elie Wiesel

Red Scarf Girl by Ji-li Jiang

Steve Jobs: The Man Who Thought Different by Karen Blumenthal

The Glass Castle by Jeanette Walls

The Immortal Life of Henrietta Lacks by Rebecca Skloot

When I Was Puerto Rican by Esmeralda Santiago

The 57 Bus by Dashka Slater

Claudette Colvin: Twice Toward Justice by Phillip Hoose

The Reason I Jump by Naoki Higashida

Lab Girl by Hope Jahren

Modifications

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- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence

Unit 8

Writing: Narrative Nonfiction

Summary and Rationale

In this unit, students will be exposed to various mentor texts as they examine the characteristics of narrative nonfiction. They will evaluate how writers structure narrative nonfiction texts to convey meaning and share a story or experience. Throughout the unit, students will learn from mentor writers and experiment with varied techniques as they create their own narrative nonfiction texts. Ultimately, writers will capture a compelling story about themselves, someone close to them, or a person/topic of interest.

Recommended Pacing

2-3 weeks

Standards

Reading: Literature

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| 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.9-10.5 | Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. mystery, tension, or surprise). |

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| 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). |
| RL.9-10.10. | By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed. |
| Writing | |
| 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. <ul style="list-style-type: none"> ● 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.9-10.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| 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. |
| 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.9-10.10 | 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. |
| Speaking and Listening | |
| 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 <i>grades 9–10 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly and persuasively. |

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| Language | |
| 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. |
| 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. |
| L.9-10.5. | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. B. Analyze nuances in the meaning of words with similar denotations. |
| L.9-10.6. | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| Interdisciplinary Connections | |
| Social Studies | |
| 6.1 | U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities. |
| Instructional Focus | |
| Enduring Understandings: | Essential Questions: |

- Writers find inspiration through analyzing narrative nonfiction mentors to inform the structure of their own writing.
- Writers choose stories that matter and capture those stories with compelling details.
- Writers develop a unique voice by emulating a variety of different stylistic techniques to capture the interest of the reader.
- Writers revise their work by immersing themselves, generating ideas, drafting, refining, and understanding the various elements of narrative writing.

- How can studying different narrative nonfiction mentor texts help a writer create their own story?
- How do we choose which stories to tell and how do we capture those stories?
- How do authors use the elements of narrative nonfiction to tell a compelling story and capture interest of the reader?
- How can the revision process help to clarify the overall message of a story?

Core Writing Enduring Understandings and Essential Questions

- Writers understand that Standard English grammar and mechanics is essential to effective written and oral communication.
- Writers need to understand who their audience is so they can make specific stylistic choices.
- Writers refine their work for the purpose of sharing with their intended audience, and determine the most appropriate technology to do so.

- How does a writer’s command of English grammar, mechanics, and usage contribute to effective written communication?
- How can specific awareness of an audience affect stylistic and mechanical choices?
- How can one most effectively utilize technology to produce, refine, publish and share writing?

Evidence of Learning (Assessments)

PRE & POST ON-DEMAND WRITING ASSESSMENTS

NARRATIVE RUBRIC

Formative assessments

Quizzes/activities that have writers apply skills learned to varied texts

Writing “check ins” assessed using specific rubric elements

Post Unit Assessment

Objectives (SLO)

Grammar/Language Focus:

- Writers spell correctly.
- Writers identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).
- Writers use parallel structure to increase the readability of their writing.*
- Writers use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.*

- Writers vary word choice and sentence structure to demonstrate an understanding of the influence of language.*
- Use various types of phrases (noun, verb, adjectival, adverbial) and clauses (independent, dependent) to convey specific meanings and add variety and interest to writing or presentations.*

The grade level language standards above should be integrated into your planning. You may want to teach grammar mini-lessons to the whole class, small groups, and/or individuals. In addition to the grade level expectations above, students may need additional grammar instruction based upon their individual progress. Please utilize student work to determine what a student knows and is able to do and what a student(s) might need next.

*These skills should have been introduced in a previous unit; however, your students may still need additional practice and support.

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| <p>Students will know: (Goals)</p> <ul style="list-style-type: none"> ● Writers identify/analyze characteristics of narrative nonfiction and apply varied techniques to their own writing. | <p>Student will be able to: (Teaching Points)</p> <ul style="list-style-type: none"> ● IMMERSION <ul style="list-style-type: none"> ○ Writers study mentor texts to determine the key characteristics of narrative nonfiction. ○ Writers best support their understanding of narrative nonfiction by engaging in collaborative experiences with their peers as they anchor themselves in the genre. <ul style="list-style-type: none"> ■ This might be best supported through shared reading and shared writing experiences/activities. ○ Writers collect several anecdotes and vignettes and look back over these to investigate patterns or themes. <ul style="list-style-type: none"> ■ If necessary, teachers can review the ways in which students can make annotations on their mentor texts to track patterns and themes. |
| <ul style="list-style-type: none"> ● Writers generate ideas of whose true story needs to be told and why. | <ul style="list-style-type: none"> ● Writers choose people/moments to write about and identify the purpose for writing each story. <ul style="list-style-type: none"> ○ Writers ask themselves: Who am I writing about/for and why? ○ They consider writing to <ul style="list-style-type: none"> ■ Gain clarity, perspective, or awareness ■ Relive a moment ■ Teach a lesson ■ Build empathy ● Writers generate anecdotes—small moment stories—that capture the tensions in their lives, that show pivotal points, and life themes. <ul style="list-style-type: none"> ○ If they feel stuck for ideas, writers rely on what they already know. One way to do this is by listing out the strategies they’ve learned for collecting small moments (first times, last |

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| | <p>times, important people, places, things, issues) in a notebook and then using one of them to quickly develop new topics to write about.</p> <ul style="list-style-type: none"> ● Writers conduct research to become informed and generate stories when writing about people or topics that are not personally connected to them. |
| <ul style="list-style-type: none"> ● Writers create a story arc that shows the most important events in a person’s life, considering impact. | <ul style="list-style-type: none"> ● Writers study mentor texts to uncover varied ways to begin narrative nonfiction stories and they try several out to determine which might be best.* <ul style="list-style-type: none"> ○ Setting lead ○ Background lead ○ Flashback ○ Honing in on a small moment ● Writers generate different ideas for story entry points: <ul style="list-style-type: none"> ■ Indelible moment in time ■ Moments of impact ■ Sense memory ● Writers study mentor texts to uncover how writers provide a resolution or reflection of events to conclude narrative nonfiction stories:* <ul style="list-style-type: none"> ○ Logical progression from beginning to end <ul style="list-style-type: none"> ■ Full circle ending ○ Thoughtful reflection/realization on what was experienced, observed, and/or resolved ○ A symbolic action or defining moment ● Writers study mentor texts to determine specific ways to structure narrative nonfiction stories.* <ul style="list-style-type: none"> ○ Chronological/linear ○ Bookend ○ Jumping back and forth in time ○ Parallel plotlines ○ Multiple/alternating points of view |
| <ul style="list-style-type: none"> ● Writers use narrative elements to create the world of the story (narration, realistic dialogue, internal thinking, description...). | <ul style="list-style-type: none"> ● Writers study mentor texts to uncover multiple narrative techniques and ways to develop stories:* <ul style="list-style-type: none"> ○ Dialogue ○ Pacing ○ Description ○ Reflection ○ Multiple plot lines ○ Transitions ● Writers study mentor texts to examine syntax and details to highlight emotions and experiences:* <ul style="list-style-type: none"> ○ Sentence structure <ul style="list-style-type: none"> ■ Varied sentence lengths ■ Varied sentence types |

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| | <ul style="list-style-type: none"> ○ Punctuation <ul style="list-style-type: none"> ■ Hyphens ■ Dashes ■ Colons ■ Ellipses ○ Diction/Mood <ul style="list-style-type: none"> ■ Imagery ■ Figurative Language (simile, metaphor, personification, hyperbole, etc.) ● Writers utilize sensory details and imagery in order to communicate the emotional significance of the events they write about. <ul style="list-style-type: none"> ○ If necessary, teachers can conduct mini-lessons about sensory details and imagery to assist students in communicating emotional significance in their writing. ● Writers decide how to choose and structure events to create meaning and impact. <ul style="list-style-type: none"> ○ If necessary, teachers can guide students to analyze mentor texts to help them choose a structure for their writing. |
| <ul style="list-style-type: none"> ● Writers revise for focus and impact, thinking about what lasting message they want to leave readers with and taking out parts that don't totally fit. | <ul style="list-style-type: none"> ● Writers self-reflect and receive specific feedback in order to strengthen writing. ● Writers choose revision strategies to help with cohesion: <ul style="list-style-type: none"> ○ Checklist/Rubric ○ Partner ○ Teacher conference ○ Stations ○ Passing notes activities ● Writers publish their work and share their writing. <ul style="list-style-type: none"> ○ If necessary, teachers can introduce various tools, including technology, to allow students to publish their work in a differentiated format. |
| <ul style="list-style-type: none"> ● Writers use grammar and conventions to convey ideas precisely and powerfully. | <ul style="list-style-type: none"> ● Writers edit their work before considering it finished. <ul style="list-style-type: none"> ○ “There are many methods to choose from. It is up to each writer to decide for himself what the most effective strategy is. I will remind you of a few editing strategies you have learned before and then send you off to do as many of them as you see fit.” <ul style="list-style-type: none"> ■ Edit drafts with focus on: <ul style="list-style-type: none"> ● Spelling ● Punctuation |

- Grammar
- Diction

Please note: The teaching points above may be taught to the whole class, small groups, or individual students. They do not have to be taught in order. Teachers should utilize the pre-assessment and formative assessments in class to inform their instructional planning. They should be taught in Minilessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, or Shared Writing.

NOTES FOR DIFFERENTIATION: These suggestions can be used to support students who need accommodations, modifications, and/or extensions.

If these objectives are utilized as whole class lessons, students do not have to all be in the same place in the writing process. The teacher should provide a whole class, mini-lesson, and then invite students to continue working on writing at their own pace: some might be generating ideas, others might be drafting in different places, and some might be studying mentor texts. Some students might apply this lesson to their writing on the same day, but the others may be in different places in their instruction so they should work on what they need. If need be, the teacher may have to pull small groups and/or confer with writers depending on where they are in the process. These lessons can be recycled or provided for a second time to support students in small groups that might need additional practice or guidance. Additionally, writers who are ready for challenges, should be provided with additional instruction in small groups.

Suggested Resources/Technology Tools

Writing with Mentors by Allison Marchetti and Rebekah O’Dell
 Beyond Literary Analysis by Allison Marchetti and Rebekah O’Dell
[Essay Rubrics: Narrative, Argument, & Informational](#)

Suggested Mentor Texts:

- [Collected Memoirs/Personal Essays on Google Drive](#)
- First French Kiss: And Other Traumas by Adam Bagdasarian
- Marshfield Dreams by Ralph Fletcher
- [50 Great Short Memoir Essays](#)
- [30 Moving Memoirs Every Student Should Read](#)
- [Memoir Excerpts for Defining Moments, Inspiring, and General Consideration](#)
- [Excellent Narrative Nonfiction Mentor Texts](#)

[Resources for Teaching, Mentor Texts, and Assessments](#)

MENTOR TEXT DROPBOX

Modifications

*A **modification** is an adjustment to an assignment or a test that changes the standard or what the test or assignment is supposed to **measure**.*

Universal classroom strategies to support all students (many overlap as Special Education/504 modifications):

- Give written directions to supplement verbal directions
- Provide due date on written assignments
- Provide clear, concise directions and concrete examples for assignments
- Make class notes, slides, and materials available to all on Schoology
- Provide opportunities for movement/activity change
- Use checklists/agendas to help the students get organized
- Reinforce students for appropriate behaviors
- Allow students to make corrections on returned tests for additional credit (as appropriate - modify as per individual IEP, 504, etc.)
- Allow student to edit a 'first draft' on essay questions and grade final edited copy
- Modify the content of the test (as appropriate - modify as per individual IEP, 504, etc.)
- Improve font/spatial organization of formative and summative assessments
- Use cooperative learning techniques
- Provide graphic organizers and outlines for writing assignments (also show students how to make their own graphic organizers for future assignments based on task, prompt, etc.)
- Add extended time of test as needed (as appropriate - modify as per individual IEP, 504, etc.)
- Allow additional time to complete work (as appropriate - modify as per individual IEP, 504, etc.)

Assessments (incorporate additional modifications for Special Education and 504 students as per their individual documents):

- Students should be given the option to give answers to formative and summative assessments orally, visually, on paper, and/or typed (as appropriate).
 - **Oral** submissions: students may use Google Docs to record voice to text, Flipgrid to record a voice only recording, etc as appropriate. Submissions must be appropriate to the task and purpose of the assessment.
 - **Visual** submissions: students may use Flipgrid, Google Slides, Prezi, social media posts (Instagram, TikTok, etc.), and other visual creations/applications as appropriate. Submissions must be appropriate to the task and purpose of the assessment.
 - On **paper** (handwritten): students may use notebook entries, Post-Its, print outs, etc. Handwritten responses can be especially useful for formative assessments ([see this article](#) for more information about the scientific benefits of handwriting). Submissions must be appropriate to the task and purpose of the assessment.
 - **Typed**: students should be encouraged to use Google Docs (students may need additional instruction in Google Docs - formatting, tools, etc.), especially for summative writing assessments. Submissions must be appropriate to the task and purpose of the assessment.
- Students may be assessed on specific parts of the assignment rubric (e.g. choice columns), modified rubrics (e.g. one point rubrics), etc.

English Language Learners (ELL):

- [Sheltered instruction strategies](#):
 - Contextualize Key Vocabulary
 - Review the content—select key vocabulary terms that are critical to understanding the concept being taught.
 - Introduce and define terms simply and concretely.
 - Demonstrate how terms are used in context, and explain through the use of synonyms or cognates to clarify meaning.
 - Scaffolding

- Verbal Scaffolding—restating a student response to model correct English usage and grammar.
 - Model critical thinking by using “Think Aloud” strategies.
 - Reinforce contextual definitions by restating a term and giving its context or definition.
 - Procedural scaffolding—building a student’s independent knowledge of concepts and language to move a student from explicit teaching – to modeling – to practicing – to application.
 - Such practices should include grouping of students to build skills and increase independence.
 - Questioning
 - Use a variety of question types.
 - Ask open-ended questions that require true communication from and between students.
 - Interaction
 - Allow student discussion and interaction to provide peer support and opportunities to practice language.
 - Vary student groupings day-to-day and even within a lesson (partners, teams, triads).
 - Wait Time
 - Many English language learners need more time to formulate answers and should be given ample wait time (up to 20 seconds).
 - Clarifying Key Concepts in First Language
 - English language learners need to be allowed to confer in their primary language about subject matter and their own thinking—with each other or with the teacher.
 - Application of Content and Language Knowledge
 - “Discussing and doing” make abstract concepts more concrete to students and allow students to practice English in a safe environment.

Gifted and Talented:

- **Tiered Assignments:**
 - Assignments that are graduated or tiered by level of **difficulty** or **completeness**. Creating an assignment in this manner allows the teacher to present content at varying levels of **complexity** as well as allows students to present their knowledge in varying **ways** of complexity.
- **Open-Ended Assignments - Extended Thinking:**
 - Student choice as to **how far** they take their **own** learning-making them both **responsible** and **accountable** for their own education. Students can be given a choice of both assignment content and product delivery. The ability to present their knowledge in a unique way allows for the potential of the further depth and breadth needed for gifted learners. Students can also extend their thinking based on the open-ended prompts to incorporate other disciplines, interest areas, etc. (while still staying on task).
- **Enrichment** (Independent Study, Independent Research, Sophistication of Projects):
 - Adding disciplines or areas of learning not normally found in the regular curriculum. Focus on the upper levels of [Bloom’s Taxonomy](#): analysis, synthesis and evaluation-in their learning. Independent study falls under the category of enrichment along with **individually chosen projects** to match the interests of the gifted student. The introduction of research skills and critical thinking skills along with multidisciplinary connections are often taught as a way to enrich the program for gifted learners.
- **Acceleration** (Telescoping, Compacting, Ability or Need Grouping)
 - Educating the student at their level of ability rather than grade level expectations. They can also accelerate through the rate at which they are learning: commonly referred to as telescoping. There is extensive research that shows that gifted learners benefit greatly from interaction with their intellectual

peers, which makes grouping by ability a viable accommodation from both an academic and social perspective.

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- Act as a responsible and contributing community member and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence

Optional Unit

Close Reading and Choice Writing: Selected Scenes from Drama and Film

Summary and Rationale

In this unit, readers continue to develop habits and skills related to close reading, annotation, using evidence, building vocabulary, and participating in structured discussion, and they do so with text that is more qualitatively complex than in earlier units. Readers will study the structure of language and speeches for craft and impact on character development. Students will alternate reading and viewing Shakespeare's *Romeo and Juliet* (play, film, and graphic novel), continuing their study of how authors develop complex characters. Students will acknowledge that effective readers of literature make observations and identify patterns of authors utilizing all five literary elements, and then draw conclusions regarding theme. Ultimately, students will explore how dealing with multiple modes of literature enhance their understanding of humanity. From this understanding, readers will choose a type of writing and write in response to the play and demonstrate their understanding of the content and message.

Recommended Pacing

2 weeks

Standards

Reading: Literature

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| 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.9-10.5 | Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. mystery, tension, or surprise). |
| RL.9-10.6 | Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. |
| RL.9-10.10. | By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed. |
| Writing | |
| W.9-10.9 | Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research |
| W.9-10.1 | 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. |
| Speaking and Listening | |
| 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 <i>grades 9–10 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly and persuasively. |
| SL.9-10.3. | Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence. |
| SL.9-10.4. | Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience. |
| W.9-10.9 | Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research |
| W.9-10.1 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time |

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| | frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
| NJSLSA. W1. | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| NJSLSA. W2. | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| NJSLSA. W3. | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. |
| Language | |
| L.9- 10.4 | <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).</p> <p>C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p> <p>D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> |
| L.9- 10.5 | <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p> <p>B. Analyze nuances in the meaning of words with similar denotations.</p> |
| L.9- 10.6 | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| Interdisciplinary Connections | |
| 6.3 | 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. |
| Instructional Focus | |

| Enduring Understandings: | Essential Questions: |
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| <ul style="list-style-type: none"> ● Readers root themselves in a time period to make thematic connections between past and present by researching and reading for context and culture. ● Readers focus on various literary element lenses to analyze a text and how it is structured in order to make larger thematic connections. ● Readers make observations and identify patterns about character choices and actions in literature to effectively draw a conclusion about the world and humanity. ● Writers demonstrate their overall understanding by choosing a mode of writing and displaying the connection between characters in fiction and real life lessons. | <ul style="list-style-type: none"> ● How do readers familiarize themselves with a time period that affects understanding of theme? ● How do readers read complex texts closely to gain an understanding about content and theme? ● How do readers track character development in a text to draw a conclusion about what the author is saying about the world? ● How do writers demonstrate their comprehension of the importance of character development in literature? |
| Core Reading Enduring Understandings and Essential Questions | |
| <ul style="list-style-type: none"> ● Readers define words they do not know and uncover the author’s intent by using various strategies to record thinking and comprehension. ● Readers listen and collaborate to understand others’ thinking by participating in whole-class or small-group conversations to challenge and clarify their own thoughts. ● Readers use reading notebook entries and conversations to understand multiple perspectives and build empathy and understanding about the human experience. | <ul style="list-style-type: none"> ● How do readers track their thinking to uncover lessons from text, words they do not know, and understand implicit meaning? ● How is my understanding of a text expanded, explained, or challenged by my conversation with others? ● How do readers use reading notebook entries and conversations to understand the author’s treatment of thematic topics and themes? |
| Evidence of Learning (Assessments) | |
| Reader’s notebook entries, whole class/book club/small group conversations, turn & talks, one-on-one conferring | |
| Objectives (SLO) | |
| Students will know: (Goals) | Students will be able to: (Teaching Points) |
| <ul style="list-style-type: none"> ● Readers root themselves in a time period to make thematic connections between past and present by researching and reading for context and culture. | <ul style="list-style-type: none"> ● Readers formulate an opinion and discuss in small groups their ideas on thematic concepts. <ul style="list-style-type: none"> ○ Questionnaire ○ Four Corners Activity |

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| | <ul style="list-style-type: none"> ○ Inquiry based research for time period ○ express their ideas and make predictions about Shakespearean culture and history |
| <ul style="list-style-type: none"> ● Readers focus on various literary element lenses to analyze a text and how it is structured in order to make larger thematic connections. | <ul style="list-style-type: none"> ● Readers uncover meaning in connection to; <ul style="list-style-type: none"> ○ Characters - direct and indirect characterization ○ Setting - when, when, and how does this impact other aspects of the text ○ Conflicts - internal and external and what these reveal about people and society ○ Symbols - the purpose of different things representing others ○ Motifs - major concepts presented in connection with thematic topics ● Readers make inferences about what is being implicitly said in a text. <ul style="list-style-type: none"> ○ Take notes and make connections ○ Teacher can use discretion on class need for formal lessons (mini or otherwise) regarding inference. ○ Readers track their thinking of various literary element lenses that are prevalent in each chapter that propels the thematic topic. <ul style="list-style-type: none"> ■ Readers provide relevant textual evidence and analyze the text to respond, analyze, and evaluate the thematic topic. ■ If necessary, the students can review the various (differentiated) formats that they can use to take notes. The students will ultimately choose their format for their notes. |
| <ul style="list-style-type: none"> ● Readers make observations and identify patterns about character choices and actions in literature to effectively draw a conclusion about the world and humanity. | <ul style="list-style-type: none"> ● Readers make observations about characters that propel the story and move the plot. <ul style="list-style-type: none"> ○ Identify and evaluate the major and minor characters <ul style="list-style-type: none"> ■ Teacher can use this as an opportunity to explore more complex ways to analyze characters and other literary elements. ■ Flat, round, static, dynamic characters ● Readers track and study character personalities to make connections between fiction and real life. <ul style="list-style-type: none"> ○ Text to Self connections to create relevance to today |

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| <ul style="list-style-type: none"> ● Readers independently, and in clubs, use note taking strategies and conversations to understand characters, define unknown words, and interpret themes. | <ul style="list-style-type: none"> ○ Find people and situations in real life that connect to different aspects of humanity ● Book clubs decide on rules and expectations to be followed by all members during reading, assessment, and conversation days. ● Book clubs make plans for their reading. They discuss: <ul style="list-style-type: none"> ○ book choice ○ club guidelines ○ meeting agendas ○ reading focus ○ reading amounts ○ supplemental reading or research ● Clubs come to their meetings prepared. They have original ideas in their notebooks with evidence from the text cited. <ul style="list-style-type: none"> ○ Club members don't just discuss their ideas. They return to their notebooks and jot down how their ideas have grown from having discussions with their club. <ul style="list-style-type: none"> ■ Jot - Discuss - Jot. ● Readers uncover the meaning of unknown words and record new vocabulary in notebooks. <ul style="list-style-type: none"> ○ Determine the part of speech ○ Look for word parts I understand (prefixes, suffixes, roots) ○ Search for context clues throughout the text (not just in the sentence with the word. ○ Check for multiple meanings - do I know the correct definition in this context? ● Readers notice details about people. <ul style="list-style-type: none"> ○ We jot our thinking in our notebooks and cite details from the text. ○ We share this thinking with our clubs. ● Readers use what they know about a character's journey to deeply understand a person's journey. <ul style="list-style-type: none"> ○ We jot about and have conversations about our characters. ● Readers notice when people circumvent the the societal norms. <ul style="list-style-type: none"> ○ We think about and jot about these moments and discuss with our clubs. ● Readers find multiple ways to analyze the quest structure: <ul style="list-style-type: none"> ○ through charting the external and internal journeys of the characters ○ plotting the physical ups and downs of the actual journey ○ other ways of visualizing and writing to interpret the physical and psychological elements of the quests in a text. ● When you're preparing for a book club, it's worth deciding if you each want to follow whatever ideas you find fascinating, and then share these for a short |
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| | <p>time each, or whether you want to trace an idea together, comparing and contrasting evidence and analysis.</p> <ul style="list-style-type: none"> ● Clubs work to make their conversation flow by asking questions of each other and the text that can't be easily answered in one or two words. ● Club members pay attention to who says more in writing and in conversation, and they work to help each other strengthen both skills. ● Readers sometimes work together to improve their responses, by going back to the text to gather more evidence. ● Readers can go back to the pages in a story where they first felt the tickles of a thematic idea. Then they study it with a writer's perspective: <ul style="list-style-type: none"> ○ looking for how exactly the author crafted those pages to denote the theme. <ul style="list-style-type: none"> ■ Was it structural choices? ■ Word usage? ■ Syntax? ■ Perhaps the way the scene was constructed? |
| <ul style="list-style-type: none"> ● Readers propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. | <ul style="list-style-type: none"> ● Readers collaborate through discussion to gather multiple viewpoints and perspectives from peers to expand my own thinking/ understanding. <ul style="list-style-type: none"> ○ Readers will discuss topics to consider other stances on the topic. <ul style="list-style-type: none"> ■ Strategy: Expand, explain, challenge... ○ Readers will discuss topics to uncover multiple perspectives. ○ If necessary, teachers can show the students videos (using resources like YouTube) of readers having effective book club conversations to model accountable talk. ○ If necessary, teachers can begin using Socratic Seminars and transition to several book club conversations to model academic conversations. ○ If necessary, teachers can provide verbal prompts and post sentence stems to help students lead their own conversations. ○ If necessary, teachers can use alternative tools to promote conversation, including blogs and digital discussions using Google Docs. ● Readers will understand how to draw on a source(s) as evidence in support of an argument. <ul style="list-style-type: none"> ○ If necessary, the teachers can review the various (differentiated) formats that students can use to take notes to reference textual evidence in discussions. The students will ultimately choose their format for their notes. |

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| | <ul style="list-style-type: none"> ○ If necessary, teachers can model how students can add and edit their notes over time. ○ Teachers can prompt students to add to their notes while they circulate during conversation to guide students to track their thinking. |
| <ul style="list-style-type: none"> ● Writers demonstrate their overall understanding by choosing a mode of writing and displaying the connection between characters in fiction and real life lessons. | <ul style="list-style-type: none"> ● Writers choose a mode of writing that they feel is most appropriate for the delivery of their understanding of a text. <ul style="list-style-type: none"> ○ Students should reflect on their written responses and decide where they excel ○ Before choosing, they need to evaluate their thematic understanding in connection with character. Write a thematic statement. ○ Students will need to figure out which written type is appropriate. <ul style="list-style-type: none"> ■ Narrative, argumentative, informative, literary essay |

Suggested Resources/Technology Tools

[Unit Plan](#)

[Resources for lesson plans, assessments, activities](#)

Modifications

*A **modification** is an adjustment to an assignment or a test that changes the standard or what the test or assignment is supposed to **measure**.*

- Universal classroom strategies to support all students (many overlap as Special Education/504 modifications):**
- Give written directions to supplement verbal directions
 - Provide due date on written assignments
 - Provide clear, concise directions and concrete examples for assignments
 - Make class notes, slides, and materials available to all on Schoology
 - Provide opportunities for movement/activity change
 - Use checklists/agendas to help the students get organized
 - Reinforce students for appropriate behaviors
 - Allow students to make corrections on returned tests for additional credit (as appropriate - modify as per individual IEP, 504, etc.)
 - Allow student to edit a 'first draft' on essay questions and grade final edited copy
 - Modify the content of the test (as appropriate - modify as per individual IEP, 504, etc.)
 - Improve font/spatial organization of formative and summative assessments
 - Use cooperative learning techniques
 - Provide graphic organizers and outlines for writing assignments (also show students how to make their own graphic organizers for future assignments based on task, prompt, etc.)
 - Add extended time of test as needed (as appropriate - modify as per individual IEP, 504, etc.)
 - Allow additional time to complete work (as appropriate - modify as per individual IEP, 504, etc.)
- Assessments (incorporate additional modifications for Special Education and 504 students as per their individual documents):**

- Students should be given the option to give answers to formative and summative assessments orally, visually, on paper, and/or typed (as appropriate).
 - **Oral** submissions: students may use Google Docs to record voice to text, Flipgrid to record a voice only recording, etc as appropriate. Submissions must be appropriate to the task and purpose of the assessment.
 - **Visual** submissions: students may use Flipgrid, Google Slides, Prezi, social media posts (Instagram, TikTok, etc.), and other visual creations/applications as appropriate. Submissions must be appropriate to the task and purpose of the assessment.
 - On **paper** (handwritten): students may use notebook entries, Post-Its, print outs, etc. Handwritten responses can be especially useful for formative assessments ([see this article](#) for more information about the scientific benefits of handwriting). Submissions must be appropriate to the task and purpose of the assessment.
 - **Typed**: students should be encouraged to use Google Docs (students may need additional instruction in Google Docs - formatting, tools, etc.), especially for summative writing assessments. Submissions must be appropriate to the task and purpose of the assessment.
- Students may be assessed on specific parts of the assignment rubric (e.g. choice columns), modified rubrics (e.g. one point rubrics), etc.

English Language Learners (ELL):

- [Sheltered instruction strategies](#):
 - Contextualize Key Vocabulary
 - Review the content—select key vocabulary terms that are critical to understanding the concept being taught.
 - Introduce and define terms simply and concretely.
 - Demonstrate how terms are used in context, and explain through the use of synonyms or cognates to clarify meaning.
 - Scaffolding
 - Verbal Scaffolding—restating a student response to model correct English usage and grammar.
 - Model critical thinking by using “Think Aloud” strategies.
 - Reinforce contextual definitions by restating a term and giving its context or definition.
 - Procedural scaffolding—building a student’s independent knowledge of concepts and language to move a student from explicit teaching – to modeling – to practicing – to application.
 - Such practices should include grouping of students to build skills and increase independence.
 - Questioning
 - Use a variety of question types.
 - Ask open-ended questions that require true communication from and between students.
 - Interaction
 - Allow student discussion and interaction to provide peer support and opportunities to practice language.
 - Vary student groupings day-to-day and even within a lesson (partners, teams, triads).
 - Wait Time
 - Many English language learners need more time to formulate answers and should be given ample wait time (up to 20 seconds).
 - Clarifying Key Concepts in First Language
 - English language learners need to be allowed to confer in their primary language about subject matter and their own thinking—with each other or with the teacher.

- Application of Content and Language Knowledge
 - “Discussing and doing” make abstract concepts more concrete to students and allow students to practice English in a safe environment.

Gifted and Talented:

- **Tiered Assignments:**
 - Assignments that are graduated or tiered by level of **difficulty** or **completeness**. Creating an assignment in this manner allows the teacher to present content at varying levels of **complexity** as well as allows students to present their knowledge in varying **ways** of complexity.
- Open-Ended Assignments - **Extended** Thinking:
 - Student choice as to **how far** they take their **own** learning-making them both **responsible** and **accountable** for their own education. Students can be given a choice of both assignment content and product delivery. The ability to present their knowledge in a unique way allows for the potential of the further depth and breadth needed for gifted learners. Students can also extend their thinking based on the open-ended prompts to incorporate other disciplines, interest areas, etc. (while still staying on task).
- **Enrichment** (Independent Study, Independent Research, Sophistication of Projects):
 - Adding disciplines or areas of learning not normally found in the regular curriculum. Focus on the upper levels of [Bloom’s Taxonomy](#): analysis, synthesis and evaluation-in their learning. Independent study falls under the category of enrichment along with **individually chosen projects** to match the interests of the gifted student. The introduction of research skills and critical thinking skills along with multidisciplinary connections are often taught as a way to enrich the program for gifted learners.
- **Acceleration** (Telescoping, Compacting, Ability or Need Grouping)
 - Educating the student at their level of ability rather than grade level expectations. They can also accelerate through the rate at which they are learning: commonly referred to as telescoping. There is extensive research that shows that gifted learners benefit greatly from interaction with their intellectual peers, which makes grouping by ability a viable accommodation from both an academic and social perspective.

[Career Readiness, Life Literacies, and Key Skills Practices \(June 2020\)](#)

- Act as a responsible and contributing community member and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence