



ELMWOOD PARK PUBLIC SCHOOLS

OFFICE OF CURRICULUM AND INSTRUCTION

ENGLISH LANGUAGE ARTS: READING

Grade 8

ABSTRACT

We want our eighth-grade students to become flexible, resilient readers; we want them to have a toolkit of strategies for dealing with difficulty; and we want them to read broadly and deeply, alert to the intricacies of texts and to the power of language. To accomplish such ambitious goals, we need classroom structures and resources that support this kind of explicit teaching and learning. The reading workshop offers a simple and predictable framework for teaching strategies and for giving students feedback while they are in the midst of the ever-changing, complex reading work they will do across the middle school grades. The units in this course are designed to move students quickly and efficiently toward grade-level expectations, while also helping them become proficient, lifelong readers.

Suggested Reading Lesson Structure

**following the Workshop Model, based on a 45-minute daily class period*

Mini-lesson

Approximately 8-10 minutes should be allotted to the mini-lesson (focus on skill)

- whole-group instruction
- explicit modeling with use of anchor charts and mentor texts
- guided practice
- turn and talk

Independent Reading

Approximately 20-30 minutes should be allotted to **Independent Reading** with their “just right” books, small group instruction (strategy groups, guided reading groups), and conferring (one-on-one, small group, benchmark assessment administration) to practice the skill that was taught during the mini lesson. Routines and procedures will be reviewed daily at the beginning of the year until students understand expectations during Reader’s Workshop.

Mid-Workshop Interruption (Optional)

Approximately 5-10 minutes

Share

Approximately 5 minutes should be allotted to students sharing their application of strategies tried, obtaining feedback from their peers.

Grade 8 Balanced Literacy Pacing Guide

Unit	Reading	Writing
1 Multi-Genre	Creating a Community of Readers	Creating a Community of Writers
2 Narrative Nonfiction	Narrative Nonfiction	Memoir Writing
3 Research and Informational Writing	Reading as Researchers	Teaching Others
4 Dystopian Reading and Literary Essay Writing	Book Clubs: Studying Patterns of Power in Dystopian Literature	Literature-Based Essays
5 Multi-Genre	Uncovering the Stories of Our Homes	Investigative Blogging

UNIT #:	Unit 1:	Unit 2:	Unit 3:
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<i>Unit Title</i>	<i>Creating a Community of Readers</i>	<i>Narrative Nonfiction</i>	<i>Reading as Researchers</i>
Number of Days	10 days	40 days	40 days
STAGE 1: DESIRED RESULTS <i>What will students understand as a result of the unit? What are the BIG ideas?</i>			
ESTABLISHED GOALS: <i>(NJSLS)</i>	English Language Arts RL.8.1-3. RL.8.10. W.8.1. W.8.4-6. W.8.9.A. W.8.10. SL.8.1-4. L.8.2.C. L.8.3-6. Technology 8.1.8.D.5 8.1.8.E.1 8.2.8.E.1 Career Readiness, Life Literacies, and Key Skills 9.4.8.CI.1 9.4.8.CT.3	English Language Arts RL.8.1-7. RL.8.9-10. RI.8.1-10. W.8.1. W.8.4-6. W.8.9-10. SL.8.1-4. L.8.2-6. Technology 8.1.8.D.5 8.1.8.E.1 8.2.8.E.1 Career Readiness, Life Literacies, and Key Skills 9.4.8.CI.1 9.4.8.CT.3	English Language Arts RI.8.1-10. W.8.1. W.8.4-6. W.8.9.B. W.8.10. SL.8.1-4. L.8.2.C. L.8.3-6. Technology 8.1.8.D.5 8.1.8.E.1 8.2.8.E.1 Career Readiness, Life Literacies, and Key Skills 9.4.8.CI.1 9.4.8.CT.3

	9.4.8.GCA.1 9.4.8.GCA.2 9.4.8.IML.7 9.4.8.IML.14 9.4.8.IML.15 9.4.8.TL.5	9.4.8.GCA.1 9.4.8.GCA.2 9.4.8.IML.7 9.4.8.IML.14 9.4.8.IML.15 9.4.8.TL.5	9.4.8.GCA.1 9.4.8.GCA.2 9.4.8.IML.7 9.4.8.IML.14 9.4.8.IML.15 9.4.8.TL.5
ENDURING UNDERSTANDINGS: <i>(Students will understand that . . .</i>	• Readers reflect upon their preferences and identities to help them choose books they can and want to read. • Readers develop goals for themselves. • Readers track their thinking in reading notebooks. • Readers share and develop their thinking with others.	• Readers understand that reading a memoir is one way to expand their experience of humanity. • Readers understand that reading about the life of another can provide an insight into their own lives. • Readers understand that authors rely on the deliberate use of literary devices to create meaning. • Readers understand that memoirs are a valid and useful source of inspiration.	• Readers understand that research and use of multiple sources is required to develop a full understanding of a topic. • Readers understand that authors use rhetorical devices and strategies in informational texts to create meaning. • Readers understand that the techniques of informational text can also be used in conversation to enhance discourse.
ESSENTIAL QUESTIONS: <i>(What provocative questions will foster inquiry, understanding, and transfer of learning?)</i>	• How can goal setting and metacognition help us develop as readers? • How can we use reading partnerships to engage in conversation and deepen our understanding of texts? • How can we find a just- right book?	• How can we use writing to tell our life stories? • How can reading about an individual's experiences influence our perception of the world? • How do we choose which stories to tell, and how do we capture those stories?	• How do we develop a perspective? • How can we learn about ourselves by studying the perspectives of others? • How can writers inform readers of different perspectives on a topic?
STAGE 2: ASSESSMENT EVIDENCE <i>What evidence will be collected to determine whether or not the understandings have been developed, the knowledge and skills attained, and the State Standards met? [Anchor the work in performance tasks that involve application, supplemented as needed by prompted work, quizzes, observations, etc.]</i>			

PERFORMANCE TASKS: <i>(Through what authentic performance tasks will students demonstrate the desired understandings?)</i> <i>(By what criteria will performances of understanding be judged?)</i>	● Course Pre-Assessment ● Reading Diagnostic	● Mid-Unit Reading Assessment ● End-of-Unit on Demand Writing Task	● Mid-Unit Reading Assessment ● End-of-Unit Writing Assessment ● Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
OTHER EVIDENCE: <i>(Through what other evidence (e.g., quizzes, tests, academic prompts, observations, homework, journals, benchmark assessments, etc.) will students demonstrate achievement of the desired results?)</i> <i>(How will students self-assess their learning?)</i>	● Reading responses ● Reading logs ● Teacher observation ● Accountability talk ● Turn and talk ● Conference notes/anecdotal notes ● Rubrics ● Checklists ● Reading binder/notebook ● Strategy groups	● Reading responses ● Reading logs ● Teacher observation ● Accountability talk ● Turn and talk ● Conference notes/anecdotal notes ● Rubrics ● Checklists ● Reading binder/notebook ● Strategy groups	● Reading responses ● Reading logs ● Teacher observation ● Accountability talk ● Turn and talk ● Conference notes/anecdotal notes ● Rubrics ● Checklists ● Reading binder/notebook ● Strategy groups

RESOURCES:	Materials: • Leveled books/Classroom library • Independent texts • Reading binder/notebook • Read aloud texts • Anchor charts • Post-it notes • Epic! • Scholastic Book Wizard • Booksource • G Suite • Chromebooks Professional Resources: • <i>Understanding Texts & Readers</i> by Jennifer Serravallo • <i>Middle School Readers</i> by Nancy Allison • <i>The Art of Teaching Reading</i> by Lucy Calkins • <i>Shades of Meaning</i> by Donna Santman • <i>Strategies that Work</i> by Stephanie Harvey and Anne Goudvis • <i>Mosaic of Thought</i> by Ellin Keene and Susan Zimmermann	Materials: • Leveled books/Classroom library • Independent texts • Reading binder/notebook • Read aloud texts • Anchor charts • Post-it notes • Epic! • Scholastic Book Wizard • Booksource • G Suite • Chromebooks Professional Resources: • <i>Understanding Texts & Readers</i> by Jennifer Serravallo • <i>Middle School Readers</i> by Nancy Allison • <i>The Art of Teaching Reading</i> by Lucy Calkins • <i>Shades of Meaning</i> by Donna Santman • <i>Strategies that Work</i> by Stephanie Harvey and Anne Goudvis	Materials: • Leveled books/Classroom library • Independent texts • Reading binder/notebook • Read aloud texts • Anchor charts • Post-it notes • Epic! • Scholastic Book Wizard • Booksource • G Suite • Chromebooks Professional Resources: • <i>Understanding Texts & Readers</i> by Jennifer Serravallo • <i>Middle School Readers</i> by Nancy Allison • <i>The Art of Teaching Reading</i> by Lucy Calkins • <i>Shades of Meaning</i> by Donna Santman • <i>Strategies that Work</i> by Stephanie Harvey and Anne Goudvis • <i>Mosaic of Thought</i> by Ellin Keene and Susan Zimmermann
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	● <i>Conferring with Readers</i> by Gravity Goldberg & Jennifer Serravallo ● <i>A Teacher's Guide to Reading Conferences</i> by Katie Wood Ray & Jennifer Serravallo ● <i>Notebook Connections</i> by Aimee Buckner ● <i>Continuum of Literacy Learning</i> by Irene Fountas & Gay Su Pinnell ● <i>Guiding Readers and Writers</i> by Irene Fountas & Gay Su Pinnell ● https://readingandwritingproject.org/ ● https://www.unitsofstudy.com/ ● https://www.heinemann.com/ ● Heinemann's podcast and YouTube series ● Mentor texts ● K-8 Companion Resource List ● https://www.state.nj.us/education/cccs/	● <i>Mosaic of Thought</i> by Ellin Keene and Susan Zimmermann ● <i>Conferring with Readers</i> by Gravity Goldberg & Jennifer Serravallo ● <i>A Teacher's Guide to Reading Conferences</i> by Katie Wood Ray & Jennifer Serravallo ● <i>Notebook Connections</i> by Aimee Buckner ● <i>Continuum of Literacy Learning</i> by Irene Fountas & Gay Su Pinnell ● <i>Guiding Readers and Writers</i> by Irene Fountas & Gay Su Pinnell ● https://readingandwritingproject.org/ ● https://www.unitsofstudy.com/ ● https://www.heinemann.com/ ● Heinemann's podcast and YouTube series ● Mentor texts ● K-8 Companion Resource List	● <i>Conferring with Readers</i> by Gravity Goldberg & Jennifer Serravallo ● <i>A Teacher's Guide to Reading Conferences</i> by Katie Wood Ray & Jennifer Serravallo ● <i>Notebook Connections</i> by Aimee Buckner ● <i>Continuum of Literacy Learning</i> by Irene Fountas & Gay Su Pinnell ● <i>Guiding Readers and Writers</i> by Irene Fountas & Gay Su Pinnell ● https://readingandwritingproject.org/ ● https://www.unitsofstudy.com/ ● https://www.heinemann.com/ ● Heinemann's podcast and YouTube series ● Mentor texts ● K-8 Companion Resource List ● https://www.state.nj.us/education/cccs/ Suggested Mentor Texts:
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		• https://www.state.nj.us/education/cccs/ Suggested Mentor Texts: • <i>When I Was Your Age</i> edited by Amy Ehrlich • <i>Passages from Knots on my Yo-Yo String</i> by Jerry Spinelli • <i>Going Where I'm Coming From</i> by Anne Mazer • <i>First French Kiss</i> by Adam Bagdasarian ("Going Steady" for series of events structure) • <i>Marshfield Dreams</i> by Ralph Fletcher (circle structure) • <i>Saturdays and Teacakes</i> by Lester Laminack (snapshot structure)	• <i>Three Wishes: Palestinian and Israeli Children Speak</i> by Deborah Ellis • "How to Solve the Israeli-Palestinian Conflict" [Blog post] • by Jonathan Michanie • "The Plan of Partition and End of British Mandate" from The • Question of Palestine and the United Nations by the United Nations Department of Public Information • "The Israeli-Palestinian Conflict: Through the Eyes of Those Involved" by TCU 360 Staff • "Seeds of Peace" by Joshua Pringle • NewsELA articles • Videos/ podcasts: • The Conflict Zone Video 1: Uneasy Coexistence [Video file] • by National Geographic • The Israel-Palestine Podcast [Audio podcast] • The Israel-Palestine Conflict: A Brief, Simple History [Video]
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			• Promises: Children of Israel-Palestine [Video]—short video that is helpful for picturing setting and individuals involved • Camp Plants Seeds of Peace in Israeli and Palestinian Teens [Video]
STAGE 3: LEARNING PLAN <i>What learning experiences and instruction will enable students to achieve the desired results? Utilize the WHERE TO* acronym to consider key design elements.</i>			

SKILLS AND TOPICS: <i>(What specific activities will students do and what skills will students know as a result of the unit?)</i>	• Readers reflect upon their preferences and identities to help them choose books they can and want to read. • Readers develop goals for themselves. • Readers track their thinking in reading notebooks. • Readers share and develop their thinking with others.	• Readers understand a person’s journey and its impact on themselves, others, or society. • Readers notice who we connect with in texts and consider what this story can teach us about our lives today. • Readers analyze how an author uses literary elements and devices in the text. • Readers, independently and with others, think big about characters, unknown words, and themes.	• Readers independently research big ideas and key details on topics with varying points of view. • Readers study authors’ craft moves in an informational text. • Readers develop conversational moves in order to deepen their understanding on a topic. • Readers understand the role unconscious bias can play in researching a new topic.
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**CROSS-CURRICULAR/
DIFFERENTIATION:**

(What cross-curricular (e.g., writing, literacy, math, science, history, career readiness, life literacies and key skills, technology) learning activities are included in this unit that will help achieve the desired results?)

(What type of differentiated instruction will be used for Special Education, ELL, At Risk, and Gifted and Talented students?)

**Cross-Curricular Connections:
Social Studies
(6.3.8.D.1)**

- Students will engage in democratic process to establish productive norms for readers and writers.

Differentiation:**General:**

- Books on independent reading level
- Strategy groups
- Reading partners
- Guided reading groups
- Regular conferring

Special Education--**Students with IEP/504 Plan:**

- Provide students with an anchor chart concerning expectations for independent reading, conferencing, etc.
- Modifications & accommodations as listed in the student's IEP/504 plan

**Cross-Curricular
Connections:
Social Studies
(6.3.8.A.2)**

- Students will discuss how individual writers and stories can have an impact on the larger fabric of society.

Differentiation:**General:**

- Students having difficulty with mentor texts can be provided with a leveled context packet.
- Books on independent reading level
- Strategy groups
- Reading partners
- Guided reading groups
- Regular conferring

Special Education--**Students with IEP/504 Plan:**

- Provide students with graphic organizers on author's purpose and narrative structure.
- Modifications &

**Cross-Curricular Connections:
Social Studies
(6.2.8.D.4.b)**

- Students will explore the historical, geographical, and political context of the Israeli-Palestinian conflict, including its relationship to the Holocaust.

Differentiation:**General:**

- Students struggling with understanding the Israeli-Palestinian conflict can be provided with additional background videos and resources (e.g. CNN, NewsELA)
- Books on independent reading level
- Strategy groups
- Reading partners
- Guided reading groups
- Regular conferring

Special Education--**Students with IEP/504 Plan:**

- Provide students with graphic organizers on author's purpose and narrative structure.

Born on: NJSLS September 2017

Revised and BOE Approved: August 24, 2021

Aligned to NJSLS-English Language Arts 2016 & NJSLS-CLKS 2020

	● Presentation accommodations ○ Listen to audio recordings ○ Learn content from media versions ○ Fewer items on page or line ○ Larger print size ○ Test questions read aloud ○ Directions read aloud ○ Written directions ○ Recorded notes ○ Copy of notes ○ Lesson outline ○ Visual presentation of verbal material, ex: word webs ● Response accommodations ○ Share responses in spoken or written form ○ Dictate answers to scribe ○ Record audio responses ○ Use of spelling dictionary or digital spellchecker ○ Access to word	accommodations as listed in the student's IEP/504 plan ● Presentation accommodations ○ Listen to audio recordings ○ Learn content from media versions ○ Fewer items on page or line ○ Larger print size ○ Test questions read aloud ○ Directions read aloud ○ Written directions ○ Recorded notes ○ Copy of notes ○ Lesson outline ○ Visual presentation of verbal material, ex: word webs ● Response accommodations ○ Share responses in spoken or written form ○ Dictate answers to scribe ○ Record audio responses	● Modifications & accommodations as listed in the student's IEP/504 plan ● Presentation accommodations ○ Listen to audio recordings ○ Learn content from media versions ○ Fewer items on page or line ○ Larger print size ○ Test questions read aloud ○ Directions read aloud ○ Written directions ○ Recorded notes ○ Copy of notes ○ Lesson outline ○ Visual presentation of verbal material, ex: word webs ● Response accommodations ○ Share responses in spoken or written form ○ Dictate answers to scribe ○ Record audio responses ○ Use of spelling dictionary or digital spellchecker ○ Access to word processor for note taking
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	processor for note taking ● Setting accommodations - o Work or take test in different setting to minimize distractions - o Small group test administration - o Priority seatings - o Special lighting or acoustics - o Use of sensory tools ● Timing accommodations - o Extended time to complete task or test - o Extra time to process spoken information and directions - o Frequent breaks - o Break assignments up into smaller tasks ● Scheduling accommodations - o Deadline extensions - o Take test in several timed sessions or over several class periods - o Take sections of test in different order - o Take test at alternate time of day (ex:	- o Use of spelling dictionary or digital spellchecker - o Access to word processor for note taking ● Setting accommodations - o Work or take test in different setting to minimize distractions - o Small group test administration - o Priority seatings - o Special lighting or acoustics - o Use of sensory tools ● Timing accommodations - o Extended time to complete task or test - o Extra time to process spoken information and directions - o Frequent breaks - o Break assignments up into smaller tasks ● Scheduling accommodations - o Deadline extensions	● Setting accommodations - o Work or take test in different setting to minimize distractions - o Small group test administration - o Priority seatings - o Special lighting or acoustics - o Use of sensory tools ● Timing accommodations - o Extended time to complete task or test - o Extra time to process spoken information and directions - o Frequent breaks - o Break assignments up into smaller tasks ● Scheduling accommodations - o Deadline extensions - o Take test in several timed sessions or over several class periods - o Take sections of test in different order - o Take test at alternate time of day (ex: before or after school) ● Organization skills accommodations - o Timer/alarm use
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	before or after school) ● Organization skills accommodations ○ Timer/alarm use ○ Highlighting important information ○ Use of planner or organizer ○ Study skills tips and instruction ○ Checklists ● Assignment modifications ○ Complete different homework questions than peers ○ Answer different test questions ○ Alternate projects or assignments ● Curriculum modifications ○ Graded or assessed using different standard than peers <u>English Language Learners:</u> ● Remind students of useful tools for reading of texts (bilingual dictionary, assistive technology like Snap and Read)	○ Take test in several timed sessions or over several class periods ○ Take sections of test in different order ○ Take test at alternate time of day (ex: before or after school) ● Organization skills accommodations ○ Timer/alarm use ○ Highlighting important information ○ Use of planner or organizer ○ Study skills tips and instruction ○ Checklists ● Assignment modifications ○ Complete different homework questions than peers ○ Answer different test questions ○ Alternate projects or assignments ● Curriculum modifications	○ Highlighting important information ○ Use of planner or organizer ○ Study skills tips and instruction ○ Checklists ● Assignment modifications ○ Complete different homework questions than peers ○ Answer different test questions ○ Alternate projects or assignments ● Curriculum modifications ○ Graded or assessed using different standard than peers <u>English Language Learners:</u> ● Provide students with narrative choices that are culturally relevant and responsive ● Seat the student near the teacher ● Print clearly; do not use cursive writing ● Print instructions clearly on the board as well as give instructions orally.
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	● Seat the student near the teacher ● Print clearly; do not use cursive writing ● Print instructions clearly on the board as well as give instructions orally. ● Print key words, page numbers, homework and deadlines, etc. ● Incorporate visuals (gestures, props, graphic organizers and charts) ● Ensure students understand the instructions before beginning task ● Ensure students have all necessary materials (e.g. binders, notebooks, textbooks, handouts, etc.) ● Monitor teacher talk ○ Avoid slang, colloquial expressions, complex structures ○ Speak clearly, using a normal tone and rate of speed, or slightly slower ● Recycle new and key words.	○ Graded or assessed using different standard than peers <u>English Language Learners:</u> ● Provide students with narrative choices that are culturally relevant and responsive ● Seat the student near the teacher ● Print clearly; do not use cursive writing ● Print instructions clearly on the board as well as give instructions orally. ● Print key words, page numbers, homework and deadlines, etc. ● Incorporate visuals (gestures, props, graphic organizers and charts) ● Ensure students understand the instructions before beginning task ● Ensure students have all necessary materials (e.g. binders,	● Print key words, page numbers, homework and deadlines, etc. ● Incorporate visuals (gestures, props, graphic organizers and charts) ● Ensure students understand the instructions before beginning task ● Ensure students have all necessary materials (e.g. binders, notebooks, textbooks, handouts, etc.) ● Monitor teacher talk ○ Avoid slang, colloquial expressions, complex structures ○ Speak clearly, using a normal tone and rate of speed, or slightly slower ● Recycle new and key words. ● Check for comprehension - use questions that require one word answers, props, and gestures ○ Avoid asking, “Do you understand?” ● Allow for discovery learning but be ready to give direct instructions on how to complete a task (e.g. how to write a paragraph)
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	● Check for comprehension - use questions that require one word answers, props, and gestures ○ Avoid asking, “Do you understand?” ● Allow for discovery learning but be ready to give direct instructions on how to complete a task (e.g. how to write a paragraph) ● Consult with ESL teacher on students’ reading level and writing ability ● Modify assignments so students write less, have simpler questions to answer, spell fewer words, etc. ● Extended time for task and test completion ● Provide student with copy of summary of content in graphic organizer ● Print dictionary ● Digital dictionary ● Bilingual dictionary ● Audiobooks ● Use of manipulatives	notebooks, textbooks, handouts, etc.) ● Monitor teacher talk ○ Avoid slang, colloquial expressions, complex structures ○ Speak clearly, using a normal tone and rate of speed, or slightly slower ● Recycle new and key words. ● Check for comprehension - use questions that require one word answers, props, and gestures ○ Avoid asking, “Do you understand?” ● Allow for discovery learning but be ready to give direct instructions on how to complete a task (e.g. how to write a paragraph) ● Consult with ESL teacher on students’ reading level and writing ability	● Consult with ESL teacher on students’ reading level and writing ability ● Modify assignments so students write less, have simpler questions to answer, spell fewer words, etc. ● Extended time for task and test completion ● Provide student with copy of summary of content in graphic organizer ● Print dictionary ● Digital dictionary ● Bilingual dictionary ● Audiobooks ● Use of manipulatives ● Anchor charts ● Word wall ● Word Journal ● Provide a variety of texts in several formats on the same curricular topic ● Provide models ● Flashcards <u>Gifted and Talented Students:</u> ● Allow students additional latitude in exploring
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	● Anchor charts ● Word wall ● Word Journal ● Provide a variety of texts in several formats on the same curricular topic ● Provide models ● Flashcards <u>Gifted and Talented Students:</u> ● Provide students with increased access to higher Lexile level texts ● Tiered assignments ● Open-ended questions ● Independent study ● Self-directed activities ● Independent research ● Sophistication of assignments and projects ● Acceleration ○ Telescoping ○ Compacting ○ Ability grouping ○ Need grouping ● Allow for flexible grouping ● Provide opportunities for divergent and convergent thinking ● Encourage curiosity and personal interests	● Modify assignments so students write less, have simpler questions to answer, spell fewer words, etc. ● Extended time for task and test completion ● Provide student with copy of summary of content in graphic organizer ● Print dictionary ● Digital dictionary ● Bilingual dictionary ● Audiobooks ● Use of manipulatives ● Anchor charts ● Word wall ● Word Journal ● Provide a variety of texts in several formats on the same curricular topic ● Provide models ● Flashcards <u>Gifted and Talented Students:</u> ● Allow students additional latitude in exploring non-fiction narratives of interest	non-fiction narratives of interest ● Tiered assignments ● Open-ended questions ● Independent study ● Self-directed activities ● Independent research ● Sophistication of assignments and projects ● Acceleration ○ Telescoping ○ Compacting ○ Ability grouping ○ Need grouping ● Allow for flexible grouping ● Provide opportunities for divergent and convergent thinking ● Encourage curiosity and personal interests ● Access to HL Lexile leveled texts ● Learning logs ● Pretests ● Passion projects ● Specialized grading criteria ● Mentorship ● Study contract ● Extension activities ● Enrichment clusters <u>At-Risk Students:</u>
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	● Access to HL Lexile leveled texts ● Learning logs ● Pretests ● Passion projects ● Specialized grading criteria ● Mentorship ● Study contract ● Extension activities ● Enrichment clusters <u>At-Risk Students:</u> ● Provide students with access to wide variety of high interest / high relevance texts during initial unit ● Simplify directions ● Repeat directions ● Peer tutor ● Allow for different mode of assignment delivery ● Frequent conferring ● Access to digital tools ● Regular communication with family ● Goal setting ● Data-based decision making ● Allow opportunities to make up work	● Tiered assignments ● Open-ended questions ● Independent study ● Self-directed activities ● Independent research ● Sophistication of assignments and projects ● Acceleration ○ Telescoping ○ Compacting ○ Ability grouping ○ Need grouping ● Allow for flexible grouping ● Provide opportunities for divergent and convergent thinking ● Encourage curiosity and personal interests ● Access to HL Lexile leveled texts ● Learning logs ● Pretests ● Passion projects ● Specialized grading criteria ● Mentorship ● Study contract ● Extension activities ● Enrichment clusters	● Encourage students to read works about figures /events of high interest and relevance ● Simplify directions ● Repeat directions ● Peer tutor ● Allow for different mode of assignment delivery ● Frequent conferring ● Access to digital tools ● Regular communication with family ● Goal setting ● Data-based decision making ● Allow opportunities to make up work ● Pre-teaching opportunities ● Remediation ● Scaffolded instruction ● Ensure students understand the instructions before beginning task ● Extended time for task and test completion ● Provide deadlines in advance
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	● Pre-teaching opportunities ● Remediation ● Scaffolded instruction ● Ensure students understand the instructions before beginning task ● Extended time for task and test completion ● Provide deadlines in advance	<u>At-Risk Students:</u> ● Encourage students to read works about figures /events of high interest and relevance ● Simplify directions ● Repeat directions ● Peer tutor ● Allow for different mode of assignment delivery ● Frequent conferring ● Access to digital tools ● Regular communication with family ● Goal setting ● Data-based decision making ● Allow opportunities to make up work ● Pre-teaching opportunities ● Remediation ● Scaffolded instruction ● Ensure students understand the instructions before beginning task ● Extended time for task and test completion ● Provide deadlines in advance	
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***WHERE TO**

W = Help the students know **WHERE** the unit is going and **WHAT** is expected. Help the teacher know **WHERE** the students are coming from (prior knowledge, interests).

H = **HOOK** all students and **HOLD** their interest.

E = **EQUIP** students, help them **EXPERIENCE** the key ideas and **EXPLORE** the issue.

R = Provide opportunities to **RETHINK** and **REVISE** their understanding and work.

E = Allow students to **EVALUATE** their work and its implications.

T = **TAILORED** to the different needs, interests, and abilities of learners.

O = **ORGANIZE** to maximize initial and sustained engagement as well as effective learning.

UNIT #: <i>Unit Title</i> Number of Days	Unit 4: <i>Book Clubs:</i> <i>Studying Patterns of Power</i> <i>in Dystopian Literature</i> 40 days	Unit 5: <i>Uncovering the Stories of Our Homes</i> 40 days
STAGE 1: DESIRED RESULTS <i>What will students understand as a result of the unit? What are the BIG ideas?</i>		
ESTABLISHED GOALS: <i>(NJSLS)</i>	English Language Arts RL.8.1-7. RL.8.9. RL.8.10. W.8.1. W.8.4-6. W.8.9.A. W.8.10. SL.8.1-4. L.8.2.C. L.8.3-6. Technology 8.1.8.D.5 8.1.8.E.1 8.2.8.E.1	English Language Arts RI.8.1-10. W.8.1. W.8.4-8. W.8.9.B. W.8.10. SL.8.1-4. L.8.2.C. L.8.3-6. Technology 8.1.8.D.5 8.1.8.E.1 8.2.8.E.1 Career Readiness, Life Literacies, and Key Skills

	Career Readiness, Life Literacies, and Key Skills 9.4.8.CI.1 9.4.8.CT.3 9.4.8.GCA.1 9.4.8.GCA.2 9.4.8.IML.7 9.4.8.IML.14 9.4.8.IML.15 9.4.8.TL.5	9.4.8.CI.1 9.4.8.CT.3 9.4.8.GCA.1 9.4.8.GCA.2 9.4.8.IML.7 9.4.8.IML.14 9.4.8.IML.15 9.4.8.TL.5
ENDURING UNDERSTANDINGS: <i>(Students will understand that . . .)</i>	• Readers understand that dystopian literature and science fiction are often used by authors to express social criticism. • Readers understand that many elements of dystopian literature are exaggerations of real world problems, such as the use of propaganda. • Readers understand that the popularity of dystopian literature is connected to discontent with contemporary society.	• Readers understand that the type and purpose of a text should be examined to achieve a full understanding. • Readers understand that a variety of media types can be used to improve understanding of a topic. • Readers understand that texts are an avenue to learn more about local problems and determine an appropriate course of action.
ESSENTIAL QUESTIONS: <i>(What provocative questions will foster inquiry, understanding, and transfer of learning?)</i>	• How does one live according to society's norms and still demonstrate individuality? • How can a few have power over many? • How do literary essay writers take big ideas from texts and explore those in our own writing?	• What can I learn by studying the stories of my community? • How can I use different media types to share a story? • Why is it important to become a critical consumer of media?
STAGE 2: ASSESSMENT EVIDENCE		

<i>What evidence will be collected to determine whether or not the understandings have been developed, the knowledge and skills attained, and the State Standards met? [Anchor the work in performance tasks that involve application, supplemented as needed by prompted work, quizzes, observations, etc.]</i>		
PERFORMANCE TASKS: <i>(Through what authentic performance tasks will students demonstrate the desired understandings?)</i> <i>(By what criteria will performances of understanding be judged?)</i>	• Mid-Unit Reading Assessment • End-of-Unit on Demand Writing Assessment • Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.	• Mid-Unit Reading Assessment • End-of-Unit Writing Assessment
OTHER EVIDENCE: <i>(Through what other evidence (e.g. quizzes, tests, academic prompts, observations, homework, journals) will students demonstrate achievement of the desired results?)</i> <i>(How will students self-assess their learning?)</i>	• Reading responses • Reading logs • Teacher observation • Accountability talk • Turn and talk • Conference notes/anecdotal notes • Rubrics • Checklists • Reading binder/notebook • Strategy groups	• Reading responses • Reading logs • Teacher observation • Accountability talk • Turn and talk • Conference notes/anecdotal notes • Rubrics • Checklists • Reading binder/notebook • Strategy groups

RESOURCES:

Materials

- Leveled books/Classroom library
- Independent texts
- Reading binder/notebook
- Read aloud texts
- Anchor charts
- Post-it notes
- Epic!
- Scholastic Book Wizard
- Booksource
- G Suite
- Chromebooks

Professional Resources:

- *For a Better World: Reading and Writing for Social Action* by Randy & Katherine Bomer
- *Understanding Texts & Readers* by Jennifer Serravallo
- *Middle School Readers* by Nancy Allison
- *The Art of Teaching Reading* by Lucy Calkins
- *Shades of Meaning* by Donna Santman
- *Strategies that Work* by Stephanie Harvey and Anne Goudvis
- *Mosaic of Thought* by Ellin Keene and Susan Zimmermann
- *Conferring with Readers* by Gravity Goldberg & Jennifer Serravallo
- *A Teacher's Guide to Reading Conferences* by Katie Wood Ray & Jennifer Serravallo
- *Notebook Connections* by Aimee Buckner

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- *Notebook Connections* by Aimee Buckner
- *Continuum of Literacy Learning* by Irene Fountas & Gay Su Pinnell

Born on: NJSLS September 2017

Revised and BOE Approved: August 24, 2021

Aligned to NJSLS-English Language Arts 2016 & NJSLS-CLKS 2020

	● <i>Continuum of Literacy Learning</i> by Irene Fountas & Gay Su Pinnell ● <i>Guiding Readers and Writers</i> by Irene Fountas & Gay Su Pinnell ● https://readingandwritingproject.org/ ● https://www.unitsofstudy.com/ ● https://www.heinemann.com/ ● Heinemann's podcast and YouTube series ● Mentor texts ● K-8 Companion Resource List ● https://www.state.nj.us/education/cccs/ Suggested Mentor Texts: ● <i>Feed</i> by M. T. Anderson ● <i>Ship Breaker</i> by Paolo Bacigalupi ● <i>The House of Power</i> by Patrick Carman ● <i>The Hunger Games</i> trilogy by Suzanne Collins ● <i>Matched and Crossed</i> by Ally Condie ● <i>The Maze Runner</i> Series by James Dashner ● <i>Wither</i> by Lauren DeStefano ● <i>Little Brother</i> by Cory Doctorow ● <i>City of Ember</i> by Jeanne DuPrau ● <i>The House of the Scorpion</i> by Nancy Farmer ● <i>The Other Side of the Island</i> by Allegra Goodman ● <i>Gone</i> by Michael Grant ● <i>Among the Hidden</i> by Margaret Peterson Haddix ● <i>Rash</i> by Ron Rash ● <i>Brave New World</i> by Aldous Huxley	● <i>Guiding Readers and Writers</i> by Irene Fountas & Gay Su Pinnell ● https://readingandwritingproject.org/ ● https://www.unitsofstudy.com/ ● https://www.heinemann.com/ ● Heinemann's podcast and YouTube series ● Mentor texts ● K-8 Companion Resource List ● https://www.state.nj.us/education/cccs/ Suggested Mentor Texts: ● Hardcore History (podcast) ● Looking at Sussex Churches (blog) ● The Bowery Boys: New York City History (blog and podcast)** ● C-Span StudentCam2015 (student documentaries) ● C-Span StudentCam Tips to get Started ● Vlogbrothers
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|--|---|--|
| | <ul style="list-style-type: none"> ● <i>The Giver, Gathering Blue, The Messenger, and Son</i> by Lois Lowry ● <i>The Carbon Diaries</i> by Saci Lloyd ● <i>Tomorrow, When the War Began</i> by John Marsden ● <i>The Knife of Never Letting Go</i> by Patrick Ness ● <i>Birthmarked</i> by Caragh M. O'Brien ● <i>Delirium, Pandemonium</i> by Lauren Oliver ● <i>The Adoration of Jenna Fox</i> by Mary E. Pearson ● <i>Divergent Series</i> by Veronica Roth ● <i>The Dead-Tossed Waves</i> by Carrie Ryan ● <i>Unwind</i> by Neal Shusterman ● <i>The Uglies Series</i> by Scott Westerfeld ● <i>The Twilight Zone</i> ● <i>The Island</i> (select a few powerful scenes) ● <i>The Matrix</i> (select a few powerful scenes) ● <i>The Minority Report</i> (select a few powerful scenes): ● “Dystopian Short Story Ideas” ● <i>All Summer in a Day</i> by Ray Bradbury ● <i>Animal Farm</i> by George Orwell | |
|--|---|--|

STAGE 3: LEARNING PLAN

*What learning experiences and instruction will enable students to achieve the desired results? Utilize the **WHERE TO*** acronym to consider key design elements.*

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SKILLS AND TOPICS: <i>(What specific activities will students do and what skills will students know as a result of the unit?)</i>	• Readers understand dystopian literature as a genre. • Readers work with our book clubs to grow ideas about dystopian literature. • Readers independently, and in clubs, understand and discuss the use of propaganda in written text and cinema.	• Readers of a variety of media sources distinguish between the types and purposes of nonfiction texts. • Readers of a variety of media sources synthesize information across texts on the same topic. • Readers use a variety of reading strategies to gain knowledge about a topic or issue in our communities. • Readers consider the choices nonfiction writers make within and across text types.
CROSS-CURRICULAR / DIFFERENTIATION: <i>(What cross-curricular (e.g. writing, literacy, math, science, history, career readiness, life literacies and key skills, technology) learning activities are included in this unit that will help achieve the desired results?)</i> <i>(What type of differentiated instruction will be used for Special Education, ELL, At Risk, and Gifted and Talented students?)</i>	<u>Cross-Curricular Connections:</u> Social Studies (6.1.8.A.3.b) • Students will explore through texts the methods by which power structures and a breakdown of the rule of law lead to dystopias in fiction. Science (MS-ESS3-4; MS-ESS3-5) • Students will discuss and question the role of climate change and overpopulation in creating the dystopias in their chosen texts. Differentiation: <u>General:</u> • Supplemental video clips (e.g. from <i>The Hunger Games</i>) can be used to engage	<u>Cross-Curricular Connections:</u> Technology (8.1.8.E.1) • Students will investigate the role of new forms of media in creating social change. Social Studies (6.3.8.A.2) • Students will use their reading and writing to advocate for a change at the local level. Differentiation: <u>General:</u> • Students may select podcasts of interest and relevance to foster additional engagement. • Books on independent reading level • Strategy groups • Reading partners • Guided reading groups

	students with more visual or auditory learning styles. • Books on independent reading level • Strategy groups • Reading partners • Guided reading groups • Regular conferring <u>Special Education--</u> <u>Students with IEP/504 Plan:</u> • Provide students with additional clips of dystopian read-alouds / mentor texts to aid in comprehension • Modifications & accommodations as listed in the student's IEP/504 plan • Presentation accommodations - o Listen to audio recordings - o Learn content from media versions - o Fewer items on page or line - o Larger print size - o Test questions read aloud - o Directions read aloud - o Written directions - o Recorded notes - o Copy of notes - o Lesson outline - o Visual presentation of verbal material, ex: word webs • Response accommodations - o Share responses in spoken or written form - o Dictate answers to scribe	• Regular conferring <u>Special Education--</u> <u>Students with IEP/504 Plan:</u> • Set students up with resources and contacts to assist in beginning their investigations • Modifications & accommodations as listed in the student's IEP/504 plan • Presentation accommodations - o Listen to audio recordings - o Learn content from media versions - o Fewer items on page or line - o Larger print size - o Test questions read aloud - o Directions read aloud - o Written directions - o Recorded notes - o Copy of notes - o Lesson outline - o Visual presentation of verbal material, ex: word webs • Response accommodations - o Share responses in spoken or written form - o Dictate answers to scribe - o Record audio responses - o Use of spelling dictionary or digital spellchecker - o Access to word processor for note taking • Setting accommodations
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	- o Record audio responses - o Use of spelling dictionary or digital spellchecker - o Access to word processor for note taking ● Setting accommodations - o Work or take test in different setting to minimize distractions - o Small group test administration - o Priority seatings - o Special lighting or acoustics - o Use of sensory tools ● Timing accommodations - o Extended time to complete task or test - o Extra time to process spoken information and directions - o Frequent breaks - o Break assignments up into smaller tasks ● Scheduling accommodations - o Deadline extensions - o Take test in several timed sessions or over several class periods - o Take sections of test in different order - o Take test at alternate time of day (ex: before or after school) ● Organization skills accommodations - o Timer/alarm use - o Highlighting important information - o Use of planner or organizer - o Study skills tips and instruction - o Checklists	- o Work or take test in different setting to minimize distractions - o Small group test administration - o Priority seatings - o Special lighting or acoustics - o Use of sensory tools ● Timing accommodations - o Extended time to complete task or test - o Extra time to process spoken information and directions - o Frequent breaks - o Break assignments up into smaller tasks ● Scheduling accommodations - o Deadline extensions - o Take test in several timed sessions or over several class periods - o Take sections of test in different order - o Take test at alternate time of day (ex: before or after school) ● Organization skills accommodations - o Timer/alarm use - o Highlighting important information - o Use of planner or organizer - o Study skills tips and instruction - o Checklists ● Assignment modifications - o Complete different homework questions than peers - o Answer different test questions - o Alternate projects or assignments ● Curriculum modifications
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	● Assignment modifications ○ Complete different homework questions than peers ○ Answer different test questions ○ Alternate projects or assignments ● Curriculum modifications ○ Graded or assessed using different standard than peers <u>English Language Learners:</u> ● Make use of multilingual subtitles for shown clips of <i>The Hunger Games</i> and other works. ● Seat the student near the teacher ● Print clearly; do not use cursive writing ● Print instructions clearly on the board as well as give instructions orally. ● Print key words, page numbers, homework and deadlines, etc. ● Incorporate visuals (gestures, props, graphic organizers and charts) ● Ensure students understand the instructions before beginning task ● Ensure students have all necessary materials (e.g. binders, notebooks, textbooks, handouts, etc.) ● Monitor teacher talk ○ Avoid slang, colloquial expressions, complex structures ○ Speak clearly, using a normal tone and rate of speed, or slightly slower ● Recycle new and key words.	○ Graded or assessed using different standard than peers <u>English Language Learners:</u> ● Provide students with translation resources (e.g. Google Translate) for use with conducting investigations ● Seat the student near the teacher ● Print clearly; do not use cursive writing ● Print instructions clearly on the board as well as give instructions orally. ● Print key words, page numbers, homework and deadlines, etc. ● Incorporate visuals (gestures, props, graphic organizers and charts) ● Ensure students understand the instructions before beginning task ● Ensure students have all necessary materials (e.g. binders, notebooks, textbooks, handouts, etc.) ● Monitor teacher talk ○ Avoid slang, colloquial expressions, complex structures ○ Speak clearly, using a normal tone and rate of speed, or slightly slower ● Recycle new and key words. ● Check for comprehension - use questions that require one word answers, props, and gestures ○ Avoid asking, “Do you understand?” ● Allow for discovery learning but be ready to give direct instructions on how to
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	● Check for comprehension - use questions that require one word answers, props, and gestures ○ Avoid asking, “Do you understand?” ● Allow for discovery learning but be ready to give direct instructions on how to complete a task (e.g. how to write a paragraph) ● Consult with ESL teacher on students’ reading level and writing ability ● Modify assignments so students write less, have simpler questions to answer, spell fewer words, etc. ● Extended time for task and test completion ● Provide student with copy of summary of content in graphic organizer ● Print dictionary ● Digital dictionary ● Bilingual dictionary ● Audiobooks ● Use of manipulatives ● Anchor charts ● Word wall ● Word Journal ● Provide a variety of texts in several formats on the same curricular topic ● Provide models ● Flashcards <u>Gifted and Talented Students:</u> ● Offer students the option of dystopian texts from literary canon / high Lexile levels	complete a task (e.g. how to write a paragraph) ● Consult with ESL teacher on students’ reading level and writing ability ● Modify assignments so students write less, have simpler questions to answer, spell fewer words, etc. ● Extended time for task and test completion ● Provide student with copy of summary of content in graphic organizer ● Print dictionary ● Digital dictionary ● Bilingual dictionary ● Audiobooks ● Use of manipulatives ● Anchor charts ● Word wall ● Word Journal ● Provide a variety of texts in several formats on the same curricular topic ● Provide models ● Flashcards <u>Gifted and Talented Students:</u> ● Allow students to exercise additional creativity and flexibility in proposing research topics ● Tiered assignments ● Open-ended questions ● Independent study
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	● Tiered assignments ● Open-ended questions ● Independent study ● Self-directed activities ● Independent research ● Sophistication of assignments and projects ● Acceleration ○ Telescoping ○ Compacting ○ Ability grouping ○ Need grouping ● Allow for flexible grouping ● Provide opportunities for divergent and convergent thinking ● Encourage curiosity and personal interests ● Access to HL Lexile leveled texts ● Learning logs ● Pretests ● Passion projects ● Specialized grading criteria ● Mentorship ● Study contract ● Extension activities ● Enrichment clusters <u>At-Risk Students:</u> ● Offer students options of highly publicized dystopian texts ● Simplify directions ● Repeat directions ● Peer tutor	● Self-directed activities ● Independent research ● Sophistication of assignments and projects ● Acceleration ○ Telescoping ○ Compacting ○ Ability grouping ○ Need grouping ● Allow for flexible grouping ● Provide opportunities for divergent and convergent thinking ● Encourage curiosity and personal interests ● Access to HL Lexile leveled texts ● Learning logs ● Pretests ● Passion projects ● Specialized grading criteria ● Mentorship ● Study contract ● Extension activities ● Enrichment clusters <u>At-Risk Students:</u> ● Encourage students to investigate topics of personal relevance ● Simplify directions ● Repeat directions ● Peer tutor ● Allow for different mode of assignment delivery ● Frequent conferring ● Access to digital tools
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	● Allow for different mode of assignment delivery ● Frequent conferring ● Access to digital tools ● Regular communication with family ● Goal setting ● Data-based decision making ● Allow opportunities to make up work ● Pre-teaching opportunities ● Remediation ● Scaffolded instruction ● Ensure students understand the instructions before beginning task ● Extended time for task and test completion ● Provide deadlines in advance	● Regular communication with family ● Goal setting ● Data-based decision making ● Allow opportunities to make up work ● Pre-teaching opportunities ● Remediation ● Scaffolded instruction ● Ensure students understand the instructions before beginning task ● Extended time for task and test completion ● Provide deadlines in advance
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***WHERE TO**

W = Help the students know **WHERE** the unit is going and **WHAT** is expected. Help the teacher know **WHERE** the students are coming from (prior knowledge, interests).

H = **HOOK** all students and **HOLD** their interest.

E = **EQUIP** students, help them **EXPERIENCE** the key ideas and **EXPLORE** the issue.

R = Provide opportunities to **RETHINK** and **REVISE** their understanding and work.

E = Allow students to **EVALUATE** their work and its implications.

T = **TAILORED** to the different needs, interests, and abilities of learners.

O = **ORGANIZE** to maximize initial and sustained engagement as well as effective learning.