



# ELMWOOD PARK PUBLIC SCHOOLS

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## OFFICE OF CURRICULUM AND INSTRUCTION

### ENGLISH LANGUAGE ARTS: WRITING

#### Grade 7

#### ABSTRACT

The New Jersey Student Learning Standards for English Language Arts call for high levels of writing proficiency in three main genres: Narrative, Argumentative, and Informative/Explanatory writing. Meeting these standards requires a carefully planned, sequential, explicit writing curriculum, with replicable instruction and repeated opportunities for students to practice each type of writing as well as to receive individualized and timely data-informed coaching into and feedback for zones of proximal development and enhancement. The skills and strategies explicitly taught in this course of study are the bedrock of such a writing curriculum, moving through the phases of the writing process at their own pace and rate.

We want our seventh-grade writers, in particular, to become flexible, resilient, self-aware authors, 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 writing workshop offers a simple and predictable framework for teaching strategies and for giving students feedback while they are in the midst of the various forms of writing they will do across the middle school grades and beyond. Students will have the opportunity to analyze and critique not only their own work but the work of grade-level peers. Middle grade students' interests, such as social media, film, video, and pop culture, were conscientiously considered in this course curriculum to enhance their motivation and keep them engaged. Students will have opportunities to write the kinds of texts that they see in the world. The units in this course are designed to move students quickly and efficiently toward grade-level expectations, equipping them with a repertoire of skills and strategies to not only help them be more powerful in any mode of text, whether print, digital, or multi-modal, but also, and perhaps most importantly, help them become proficient, passionate, and lifelong writers and lovers of literacy.

## **Suggested Writing 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 Writing**

Approximately 20-30 minutes should be allotted to **Independent Writing** with their genre-specific pieces, 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 Writer's Workshop.

### **Mid-Workshop Interruption (Optional)**

Approximately 5-10 minutes in length and part way through independent work time, the teacher delivers a mid-workshop teaching point, typically based on observations during conferring.

### **Share**

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

## Grade 7 Balanced Literacy Pacing Guide

Unit	Reading	Writing
1 Multi-Genre	Creating a Community of Readers	Creating a Community of Writers
2 Literature Reading and Essays	A Journey of Thought: Comparing Themes Across Texts	Literature-Based Essays
3 Research and Informational Writing	Nonfiction Research Clubs: Developing an Analytical Lens	Informational Writing from an Analytical Lens
4 Mysteries	Book Clubs: Reading Suspense and Mystery Books	Writing Suspense and Mystery Stories
5 Multi-Genre	Studying Influential People	Writing To Influence Others

<b>UNIT #:</b> <i>Unit Title</i>	<b>Unit 1:</b> <i>Creating a Community of Writers</i>	<b>Unit 2:</b> <i>Literature-Based Essays</i>	<b>Unit 3:</b> <i>Informational Writing from an Analytical Lens</i>
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Number of Days	10 days	40 days	40 days
<p align="center"><b>STAGE 1: DESIRED RESULTS</b></p> <p align="center"><i>What will students understand as a result of the unit? What are the BIG ideas?</i></p>			
<p><b>ESTABLISHED GOALS:</b> (NJSLS)</p>	<p><b>English Language Arts</b> W.7.3-6. W.7.10. SL.7.1. SL.7.6. L.7.1-3. L.7.6.</p> <p><b>Technology</b> 8.1.8.D.5 8.1.8.E.1 8.2.8.E.1</p> <p><b>Career Readiness, Life Literacies, and Key Skills</b> 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</p>	<p><b>English Language Arts</b> W.7.2. W.7.4-6. W.7.9.A. W.7.10. SL.7.1-6. L.7.1-6.</p> <p><b>Technology</b> 8.1.8.D.5 8.1.8.E.1 8.2.8.E.1</p> <p><b>Career Readiness, Life Literacies, and Key Skills</b> 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</p>	<p><b>English Language Arts</b> W.7.2. W.7.4-8. W.7.9.B. W.7.10. SL.7.1-6. L.7.1-4. L.7.6.</p> <p><b>Technology</b> 8.1.8.D.5 8.1.8.E.1 8.2.8.E.1</p> <p><b>Career Readiness, Life Literacies, and Key Skills</b> 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</p>
<p><b>ENDURING UNDERSTANDINGS:</b> (Students will understand that . . .</p>	<ul style="list-style-type: none"> <li>Writers understand that any composition begins with the establishment of goals.</li> <li>Writers understand that reading and actively emulating the style of other writers can improve one's own compositional ability.</li> <li>Writers understand that writing is a process that requires many</li> </ul>	<ul style="list-style-type: none"> <li>Writers use clear reasoning and compelling evidence to create substantive claims.</li> <li>Writers understand that revision may be necessary to tailor a piece to a specific audience.</li> </ul>	<ul style="list-style-type: none"> <li>Writers understand that crafting a research question is an ongoing process.</li> <li>Writers understand that research requires thoughtful and organized note taking.</li> <li>Writers understand that organizing the components of a composition is necessary for clarity and impact.</li> </ul>

	<ul style="list-style-type: none"> <li>steps in order to achieve success.</li> <li>Writers understand that selection of details allows a composition to be tailored to purpose and audience.</li> </ul>		<ul style="list-style-type: none"> <li>Writers understand that revision may be necessary to tailor a piece to a specific audience.</li> </ul>
<b>ESSENTIAL QUESTIONS:</b> <i>(What provocative questions will foster inquiry, understanding, and transfer of learning?)</i>	<ul style="list-style-type: none"> <li>How can writers utilize goals and communicate purpose?</li> <li>How do writers write with stamina and meaning?</li> <li>How do writers engage their audiences?</li> </ul>	<ul style="list-style-type: none"> <li>What is a hero?</li> <li>How can we learn about ourselves and the world through the lens of heroism?</li> <li>Why is it important to study themes across texts?</li> </ul>	<ul style="list-style-type: none"> <li>How can I become an expert on a topic while still questioning and wondering?</li> <li>How can I work to grow my understanding of a topic?</li> <li>How can I share my new learning with others?</li> </ul>
<p align="center"><b>STAGE 2: ASSESSMENT EVIDENCE</b></p> <p align="center"><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></p>			
<b>PERFORMANCE TASKS:</b> <i>(Through what authentic performance tasks will students demonstrate the desired understandings?)</i> <i>(By what criteria will performances of understanding be judged?)</i>	<ul style="list-style-type: none"> <li>On demand writing diagnostic</li> <li>Language and syntax pre-assessment</li> </ul>	<ul style="list-style-type: none"> <li>Mid-Unit Reading Assessment</li> <li>End-of-Unit on Demand Writing Task</li> </ul>	<ul style="list-style-type: none"> <li>Mid-Unit Reading Assessment</li> <li>End-of-Unit Informational Writing Assessment</li> </ul>
<b>OTHER EVIDENCE:</b> <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>	<ul style="list-style-type: none"> <li>Teacher observation</li> <li>Accountability talk</li> <li>Turn and talk</li> <li>Conference notes/anecdotal notes</li> <li>Writer's notebooks</li> <li>Rubrics</li> <li>Checklists</li> <li>Strategy groups</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation</li> <li>Accountability talk</li> <li>Turn and talk</li> <li>Conference notes/anecdotal notes</li> <li>Writer's notebooks</li> <li>Rubrics</li> <li>Checklists</li> <li>Strategy groups</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation</li> <li>Accountability talk</li> <li>Turn and talk</li> <li>Conference notes/anecdotal notes</li> <li>Writer's notebooks</li> <li>Rubrics</li> <li>Checklists</li> <li>Strategy groups</li> </ul>
<b>RESOURCES:</b>	Materials:	Materials:	Materials:

	<ul style="list-style-type: none"> <li>● Mentor Texts</li> <li>● Writer’s Notebook</li> <li>● Anchor charts</li> <li>● G Suite</li> <li>● Chromebooks</li> <li>● Graphic Organizers</li> </ul> <p>Professional Resources:</p> <ul style="list-style-type: none"> <li>● <i>Lessons That Change Writers</i> by Nancie Atwell</li> <li>● <i>Teaching Writing</i> by Lucy Calkins</li> <li>● <i>The Art of Teaching Writing</i> by Lucy Calkins</li> <li>● <i>Strategic Writing Conferences</i> by Carl Anderson</li> <li>● <i>The Writing Strategies Book</i> by Jennifer Serravallo</li> <li>● <i>Teaching the Qualities of Writing</i> by JoAnn Portalupi and Ralph Fletcher</li> <li>● <i>Teaching Writing in Small Groups</i> by Jennifer Serravallo</li> <li>● <i>Craft Lessons: Teaching Writing K-8</i> by JoAnn Portalupi and Ralph Fletcher</li> <li>● <i>Strategic Writing</i> by Deborah Dean</li> </ul>	<ul style="list-style-type: none"> <li>● Mentor Texts</li> <li>● Writer’s Notebook</li> <li>● Anchor charts</li> <li>● G Suite</li> <li>● Chromebooks</li> <li>● Graphic Organizers</li> </ul> <p>Professional Resources:</p> <ul style="list-style-type: none"> <li>● <i>Lessons That Change Writers</i> by Nancie Atwell</li> <li>● <i>Teaching Writing</i> by Lucy Calkins</li> <li>● <i>The Art of Teaching Writing</i> by Lucy Calkins</li> <li>● <i>Strategic Writing Conferences</i> by Carl Anderson</li> <li>● <i>The Writing Strategies Book</i> by Jennifer Serravallo</li> <li>● <i>Teaching the Qualities of Writing</i> by JoAnn Portalupi and Ralph Fletcher</li> <li>● <i>Teaching Writing in Small Groups</i> by Jennifer Serravallo</li> <li>● <i>Craft Lessons: Teaching Writing K-8</i> by JoAnn Portalupi and Ralph Fletcher</li> </ul>	<ul style="list-style-type: none"> <li>● Mentor Texts</li> <li>● Writer’s Notebook</li> <li>● Anchor charts</li> <li>● G Suite</li> <li>● Chromebooks</li> <li>● Graphic Organizers</li> </ul> <p>Professional Resources:</p> <ul style="list-style-type: none"> <li>● <i>Lessons That Change Writers</i> by Nancie Atwell</li> <li>● <i>Teaching Writing</i> by Lucy Calkins</li> <li>● <i>The Art of Teaching Writing</i> by Lucy Calkins</li> <li>● <i>Strategic Writing Conferences</i> by Carl Anderson</li> <li>● <i>The Writing Strategies Book</i> by Jennifer Serravallo</li> <li>● <i>Teaching the Qualities of Writing</i> by JoAnn Portalupi and Ralph Fletcher</li> <li>● <i>Teaching Writing in Small Groups</i> by Jennifer Serravallo</li> <li>● <i>Craft Lessons: Teaching Writing K-8</i> by JoAnn Portalupi and Ralph Fletcher</li> <li>● <i>Strategic Writing</i> by Deborah Dean</li> <li>● <i>The Writing Revolution</i> by Judith C. Hochman and Natalie Wexler</li> </ul>
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		you may want to read aloud) • <i>The Paper Bag Princess</i> by Robert Munsch	
<b>STAGE 3: LEARNING PLAN</b> <i>What learning experiences and instruction will enable students to achieve the desired results? Utilize the WHERETO* acronym to consider key design elements.</i>			
<b>SKILLS AND TOPICS:</b> <i>(What specific activities will students do and what skills will students know as a result of the unit?)</i>	<ul style="list-style-type: none"> <li>• Writers develop goals for themselves.</li> <li>• Writers study mentor texts to inspire their own writing pieces.</li> <li>• Writers use notebooks to collect, develop, and nurture ideas.</li> <li>• Writers elaborate on their ideas, considering audience and purpose.</li> <li>• Writers revise and edit with the audience in mind.</li> </ul>	<ul style="list-style-type: none"> <li>• Writers identify and compare themes across texts.</li> <li>• Writers present arguments to support claims with clear reasons and relevant evidence.</li> <li>• Writers revise purposefully for their audience.</li> <li>• Writers use grammar and conventions to convey ideas precisely and powerfully.</li> </ul>	<ul style="list-style-type: none"> <li>• Writers choose and develop a familiar topic.</li> <li>• Writers gather and record information on their topic.</li> <li>• Writers plan and draft considering narrative and expository structures.</li> <li>• Writers revise for structure and voice while considering the audience.</li> <li>• Writers use grammar and conventions to convey ideas precisely and powerfully.</li> </ul>
<b>CROSS-CURRICULAR/ DIFFERENTIATION:</b>	<b><u>Cross-Curricular Connections:</u></b> Social Studies	<b><u>Cross-Curricular Connections:</u></b>	<b><u>Cross-Curricular Connections:</u></b> Science



<p><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></p> <p><i>(What type of differentiated instruction will be used for Special Education, ELL, At Risk, and Gifted and Talented students?)</i></p>	<p><b>(6.3.8.D.1)</b></p> <ul style="list-style-type: none"> <li>Students will engage in democratic process to establish productive norms for readers and writers.</li> </ul> <p><b>Differentiation:</b></p> <p><u>General:</u></p> <ul style="list-style-type: none"> <li>Books on independent reading level</li> <li>Strategy groups</li> <li>Reading partners</li> <li>Guided reading groups</li> <li>Regular conferring</li> </ul> <p><u>Special Education--</u> <u>Students with IEP/504 Plan:</u></p> <ul style="list-style-type: none"> <li>Students provided with an anchor chart of expectations for writing in the workshop model.</li> <li>Modifications &amp; accommodations as listed in the student's IEP/504 plan</li> <li>Presentation accommodations <ul style="list-style-type: none"> <li>Listen to audio recordings</li> <li>Learn content from media versions</li> <li>Fewer items on page or line</li> </ul> </li> </ul>	<p><b>Social Studies</b> <b>(6.2.8.D.2.b; 6.2.8.D.2.d)</b></p> <ul style="list-style-type: none"> <li>Students will explore the impact of oral tradition myth on culture over time through repeated representations of common archetypes.</li> </ul> <p><b>Differentiation:</b></p> <p><u>General:</u></p> <ul style="list-style-type: none"> <li>Selections from films with which students might be familiar that represent the hero's journey (e.g. <i>Star Wars</i>, <i>Harry Potter</i>, Marvel properties) can be used to engage students of visual and auditory learning styles.</li> <li>Books on independent reading level</li> <li>Strategy groups</li> <li>Reading partners</li> <li>Guided reading groups</li> <li>Regular conferring</li> </ul> <p><u>Special Education--</u> <u>Students with IEP/504 Plan:</u></p> <ul style="list-style-type: none"> <li>Students provided with organizers to help scaffold the parts of a literary essay.</li> </ul>	<p><b>(MS-LS1-4;MS-LS1-5)</b></p> <ul style="list-style-type: none"> <li>Students will research, discuss and question the factors that make tardigrades and/or other organisms successful in their environments.</li> </ul> <p><b>(MS-ESS3-3)</b></p> <ul style="list-style-type: none"> <li>Students will investigate the impact of climate change on an organism's environment and success.</li> </ul> <p><b>Differentiation:</b></p> <p><u>General:</u></p> <ul style="list-style-type: none"> <li>Additional readings with organisms students are more familiar with can be used to help build context.</li> <li>Excerpts from popular science fiction dealing with tardigrades (e.g. <i>Star Trek Discovery</i> - Season 1) can be used to support and engage learners.</li> <li>Books on independent reading level</li> <li>Strategy groups</li> <li>Reading partners</li> <li>Guided reading groups</li> <li>Regular conferring</li> </ul> <p><u>Special Education--</u> <u>Students with IEP/504 Plan:</u></p> <ul style="list-style-type: none"> <li>Students provided with</li> </ul>
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	<ul style="list-style-type: none"> <li>o Larger print size</li> <li>o Test questions read aloud</li> <li>o Directions read aloud</li> <li>o Written directions</li> <li>o Recorded notes</li> <li>o Copy of notes</li> <li>o Lesson outline</li> <li>o Visual presentation of verbal material, ex: word webs</li> <li>● Response accommodations <ul style="list-style-type: none"> <li>o Share responses in spoken or written form</li> <li>o Dictate answers to scribe</li> <li>o Record audio responses</li> <li>o Use of spelling dictionary or digital spellchecker</li> <li>o Access to word processor for note taking</li> </ul> </li> <li>● Setting accommodations <ul style="list-style-type: none"> <li>o Work or take test in different setting to minimize distractions</li> <li>o Small group test administration</li> <li>o Priority seatings</li> <li>o Special lighting or acoustics</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Modifications &amp; accommodations as listed in the student's IEP/504 plan</li> <li>● Presentation accommodations <ul style="list-style-type: none"> <li>o Listen to audio recordings</li> <li>o Learn content from media versions</li> <li>o Fewer items on page or line</li> <li>o Larger print size</li> <li>o Test questions read aloud</li> <li>o Directions read aloud</li> <li>o Written directions</li> <li>o Recorded notes</li> <li>o Copy of notes</li> <li>o Lesson outline</li> <li>o Visual presentation of verbal material, ex: word webs</li> </ul> </li> <li>● Response accommodations <ul style="list-style-type: none"> <li>o Share responses in spoken or written form</li> <li>o Dictate answers to scribe</li> <li>o Record audio responses</li> <li>o Use of spelling</li> </ul> </li> </ul>	<p>additional models of what is expected for their non-fiction writing.</p> <ul style="list-style-type: none"> <li>● Modifications &amp; accommodations as listed in the student's IEP/504 plan</li> <li>● Presentation accommodations <ul style="list-style-type: none"> <li>o Listen to audio recordings</li> <li>o Learn content from media versions</li> <li>o Fewer items on page or line</li> <li>o Larger print size</li> <li>o Test questions read aloud</li> <li>o Directions read aloud</li> <li>o Written directions</li> <li>o Recorded notes</li> <li>o Copy of notes</li> <li>o Lesson outline</li> <li>o Visual presentation of verbal material, ex: word webs</li> </ul> </li> <li>● Response accommodations <ul style="list-style-type: none"> <li>o Share responses in spoken or written form</li> <li>o Dictate answers to scribe</li> <li>o Record audio responses</li> <li>o Use of spelling dictionary or digital spellchecker</li> <li>o Access to word processor for note taking</li> </ul> </li> </ul>
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	<ul style="list-style-type: none"> <li>o Use of sensory tools</li> <li>● Timing accommodations <ul style="list-style-type: none"> <li>o Extended time to complete task or test</li> <li>o Extra time to process spoken information and directions</li> <li>o Frequent breaks</li> <li>o Break assignments up into smaller tasks</li> </ul> </li> <li>● Scheduling accommodations <ul style="list-style-type: none"> <li>o Deadline extensions</li> <li>o Take test in several timed sessions or over several class periods</li> <li>o Take sections of test in different order</li> <li>o Take test at alternate time of day (ex: before or after school)</li> </ul> </li> <li>● Organization skills accommodations <ul style="list-style-type: none"> <li>o Timer/alarm use</li> <li>o Highlighting important information</li> <li>o Use of planner or organizer</li> <li>o Study skills tips and instruction</li> <li>o Checklists</li> </ul> </li> <li>● Assignment modifications <ul style="list-style-type: none"> <li>o Complete different</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>dictionary or digital spellchecker</li> <li>o Access to word processor for note taking</li> <li>● Setting accommodations <ul style="list-style-type: none"> <li>o Work or take test in different setting to minimize distractions</li> <li>o Small group test administration</li> <li>o Priority seatings</li> <li>o Special lighting or acoustics</li> <li>o Use of sensory tools</li> </ul> </li> <li>● Timing accommodations <ul style="list-style-type: none"> <li>o Extended time to complete task or test</li> <li>o Extra time to process spoken information and directions</li> <li>o Frequent breaks</li> <li>o Break assignments up into smaller tasks</li> </ul> </li> <li>● Scheduling accommodations <ul style="list-style-type: none"> <li>o Deadline extensions</li> <li>o Take test in several timed sessions or over several class periods</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Setting accommodations <ul style="list-style-type: none"> <li>o Work or take test in different setting to minimize distractions</li> <li>o Small group test administration</li> <li>o Priority seatings</li> <li>o Special lighting or acoustics</li> <li>o Use of sensory tools</li> </ul> </li> <li>● Timing accommodations <ul style="list-style-type: none"> <li>o Extended time to complete task or test</li> <li>o Extra time to process spoken information and directions</li> <li>o Frequent breaks</li> <li>o Break assignments up into smaller tasks</li> </ul> </li> <li>● Scheduling accommodations <ul style="list-style-type: none"> <li>o Deadline extensions</li> <li>o Take test in several timed sessions or over several class periods</li> <li>o Take sections of test in different order</li> <li>o Take test at alternate time of day (ex: before or after school)</li> </ul> </li> <li>● Organization skills accommodations <ul style="list-style-type: none"> <li>o Timer/alarm use</li> <li>o Highlighting important information</li> <li>o Use of planner or</li> </ul> </li> </ul>
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	<p>homework questions than peers</p> <ul style="list-style-type: none"> <li>o Answer different test questions</li> <li>o Alternate projects or assignments</li> <li>● Curriculum modifications <ul style="list-style-type: none"> <li>o Graded or assessed using different standard than peers</li> </ul> </li> </ul> <p><u>English Language Learners:</u></p> <ul style="list-style-type: none"> <li>● Students reminded of resources available to them to assist with writing (e.g., translation dictionaries, applications such as co-writer)</li> <li>● Seat the student near the teacher</li> <li>● Print clearly; do not use cursive writing</li> <li>● Print instructions clearly on the board as well as give instructions orally.</li> <li>● Print key words, page numbers, homework and deadlines, etc.</li> <li>● Incorporate visuals (gestures, props, graphic organizers and charts)</li> <li>● Ensure students understand the instructions before beginning task</li> </ul>	<ul style="list-style-type: none"> <li>o Take sections of test in different order</li> <li>o Take test at alternate time of day (ex: before or after school)</li> <li>● Organization skills accommodations <ul style="list-style-type: none"> <li>o Timer/alarm use</li> <li>o Highlighting important information</li> <li>o Use of planner or organizer</li> <li>o Study skills tips and instruction</li> <li>o Checklists</li> </ul> </li> <li>● Assignment modifications <ul style="list-style-type: none"> <li>o Complete different homework questions than peers</li> <li>o Answer different test questions</li> <li>o Alternate projects or assignments</li> </ul> </li> <li>● Curriculum modifications <ul style="list-style-type: none"> <li>o Graded or assessed using different standard than peers</li> </ul> </li> </ul> <p><u>English Language Learners:</u></p> <ul style="list-style-type: none"> <li>● Students provided with bilingual glossary of tier</li> </ul>	<ul style="list-style-type: none"> <li>o organizer</li> <li>o Study skills tips and instruction</li> <li>o Checklists</li> <li>● Assignment modifications <ul style="list-style-type: none"> <li>o Complete different homework questions than peers</li> <li>o Answer different test questions</li> <li>o Alternate projects or assignments</li> </ul> </li> <li>● Curriculum modifications <ul style="list-style-type: none"> <li>o Graded or assessed using different standard than peers</li> </ul> </li> </ul> <p><u>English Language Learners:</u></p> <ul style="list-style-type: none"> <li>● Students provided with bilingual models of expected non-fiction writing product.</li> <li>● Seat the student near the teacher</li> <li>● Print clearly; do not use cursive writing</li> <li>● Print instructions clearly on the board as well as give instructions orally.</li> <li>● Print key words, page numbers, homework and deadlines, etc.</li> <li>● Incorporate visuals (gestures, props, graphic organizers and charts)</li> </ul>
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	<ul style="list-style-type: none"> <li>• Ensure students have all necessary materials (e.g. binders, notebooks, textbooks, handouts, etc.)</li> <li>• Monitor teacher talk <ul style="list-style-type: none"> <li>o Avoid slang, colloquial expressions, complex structures</li> <li>o Speak clearly, using a normal tone and rate of speed, or slightly slower</li> </ul> </li> <li>• Recycle new and key words.</li> <li>• Check for comprehension - use questions that require one word answers, props, and gestures <ul style="list-style-type: none"> <li>o Avoid asking, “Do you understand?”</li> </ul> </li> <li>• Allow for discovery learning but be ready to give direct instructions on how to complete a task (e.g. how to write a paragraph)</li> <li>• Consult with ESL teacher on students’ reading level and writing ability</li> <li>• Modify assignments so students write less, have simpler questions to</li> </ul>	<p>2 vocabulary terms needed to discuss the hero’s journey</p> <ul style="list-style-type: none"> <li>• Seat the student near the teacher</li> <li>• Print clearly; do not use cursive writing</li> <li>• Print instructions clearly on the board as well as give instructions orally.</li> <li>• Print key words, page numbers, homework and deadlines, etc.</li> <li>• Incorporate visuals (gestures, props, graphic organizers and charts)</li> <li>• Ensure students understand the instructions before beginning task</li> <li>• Ensure students have all necessary materials (e.g. binders, notebooks, textbooks, handouts, etc.)</li> <li>• Monitor teacher talk <ul style="list-style-type: none"> <li>o Avoid slang, colloquial expressions, complex structures</li> <li>o Speak clearly, using a normal tone and</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Ensure students understand the instructions before beginning task</li> <li>• Ensure students have all necessary materials (e.g. binders, notebooks, textbooks, handouts, etc.)</li> <li>• Monitor teacher talk <ul style="list-style-type: none"> <li>o Avoid slang, colloquial expressions, complex structures</li> <li>o Speak clearly, using a normal tone and rate of speed, or slightly slower</li> </ul> </li> <li>• Recycle new and key words.</li> <li>• Check for comprehension - use questions that require one word answers, props, and gestures <ul style="list-style-type: none"> <li>o Avoid asking, “Do you understand?”</li> </ul> </li> <li>• Allow for discovery learning but be ready to give direct instructions on how to complete a task (e.g. how to write a paragraph)</li> <li>• Consult with ESL teacher on students’ reading level and writing ability</li> <li>• Modify assignments so students write less, have simpler questions to answer, spell fewer words, etc.</li> </ul>
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	<p>answer, spell fewer words, etc.</p> <ul style="list-style-type: none"> <li>• Extended time for task and test completion</li> <li>• Provide student with copy of summary of content in graphic organizer</li> <li>• Print dictionary</li> <li>• Digital dictionary</li> <li>• Bilingual dictionary</li> <li>• Audiobooks</li> <li>• Use of manipulatives</li> <li>• Anchor charts</li> <li>• Word wall</li> <li>• Word Journal</li> <li>• Provide a variety of texts in several formats on the same curricular topic</li> <li>• Provide models</li> <li>• Flashcards</li> </ul> <p><u>Gifted and Talented Students:</u></p> <ul style="list-style-type: none"> <li>• Students assigned roles as peer editing facilitators</li> <li>• Tiered assignments</li> <li>• Open-ended questions</li> <li>• Independent study</li> <li>• Self-directed activities</li> <li>• Independent research</li> <li>• Sophistication of assignments and projects</li> <li>• Acceleration <ul style="list-style-type: none"> <li>o Telescoping</li> <li>o Compacting</li> </ul> </li> </ul>	<p>rate of speed, or slightly slower</p> <ul style="list-style-type: none"> <li>• Recycle new and key words.</li> <li>• Check for comprehension - use questions that require one word answers, props, and gestures <ul style="list-style-type: none"> <li>o Avoid asking, “Do you understand?”</li> </ul> </li> <li>• Allow for discovery learning but be ready to give direct instructions on how to complete a task (e.g. how to write a paragraph)</li> <li>• Consult with ESL teacher on students’ reading level and writing ability</li> <li>• Modify assignments so students write less, have simpler questions to answer, spell fewer words, etc.</li> <li>• Extended time for task and test completion</li> <li>• Provide student with copy of summary of content in graphic organizer</li> </ul>	<ul style="list-style-type: none"> <li>• Extended time for task and test completion</li> <li>• Provide student with copy of summary of content in graphic organizer</li> <li>• Print dictionary</li> <li>• Digital dictionary</li> <li>• Bilingual dictionary</li> <li>• Audiobooks</li> <li>• Use of manipulatives</li> <li>• Anchor charts</li> <li>• Word wall</li> <li>• Word Journal</li> <li>• Provide a variety of texts in several formats on the same curricular topic</li> <li>• Provide models</li> <li>• Flashcards</li> </ul> <p><u>Gifted and Talented Students:</u></p> <ul style="list-style-type: none"> <li>• Modified expectations (e.g., additional sources; additional viewpoints) for assignment.</li> <li>• Tiered assignments</li> <li>• Open-ended questions</li> <li>• Independent study</li> <li>• Self-directed activities</li> <li>• Independent research</li> <li>• Sophistication of assignments and projects</li> <li>• Acceleration <ul style="list-style-type: none"> <li>o Telescoping</li> <li>o Compacting</li> <li>o Ability grouping</li> </ul> </li> </ul>
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	<ul style="list-style-type: none"> <li>o Ability grouping</li> <li>o Need grouping</li> <li>● Allow for flexible grouping</li> <li>● Provide opportunities for divergent and convergent thinking</li> <li>● Encourage curiosity and personal interests</li> <li>● Access to HL Lexile leveled texts</li> <li>● Learning logs</li> <li>● Pretests</li> <li>● Passion projects</li> <li>● Specialized grading criteria</li> <li>● Mentorship</li> <li>● Study contract</li> <li>● Extension activities</li> <li>● Enrichment clusters</li> </ul> <p><u>At-Risk Students:</u></p> <ul style="list-style-type: none"> <li>● Students reminded of connections between writing skills taught during the year and real world applications</li> <li>● Simplify directions</li> <li>● Repeat directions</li> <li>● Peer tutor</li> <li>● Allow for different mode of assignment delivery</li> <li>● Frequent conferring</li> <li>● Access to digital tools</li> </ul>	<ul style="list-style-type: none"> <li>● Print dictionary</li> <li>● Digital dictionary</li> <li>● Bilingual dictionary</li> <li>● Audiobooks</li> <li>● Use of manipulatives</li> <li>● Anchor charts</li> <li>● Word wall</li> <li>● Word Journal</li> <li>● Provide a variety of texts in several formats on the same curricular topic</li> <li>● Provide models</li> <li>● Flashcards</li> </ul> <p><u>Gifted and Talented Students:</u></p> <ul style="list-style-type: none"> <li>● Students allowed to utilize alternate claims/thesis statements for their literary essays.</li> <li>● Tiered assignments</li> <li>● Open-ended questions</li> <li>● Independent study</li> <li>● Self-directed activities</li> <li>● Independent research</li> <li>● Sophistication of assignments and projects</li> <li>● Acceleration <ul style="list-style-type: none"> <li>o Telescoping</li> <li>o Compacting</li> <li>o Ability grouping</li> <li>o Need grouping</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>o Need grouping</li> <li>● Allow for flexible grouping</li> <li>● Provide opportunities for divergent and convergent thinking</li> <li>● Encourage curiosity and personal interests</li> <li>● Access to HL Lexile leveled texts</li> <li>● Learning logs</li> <li>● Pretests</li> <li>● Passion projects</li> <li>● Specialized grading criteria</li> <li>● Mentorship</li> <li>● Study contract</li> <li>● Extension activities</li> <li>● Enrichment clusters</li> </ul> <p><u>At-Risk Students:</u></p> <ul style="list-style-type: none"> <li>● Students allowed flexibility concerning deadlines, requirements, and topic of nonfiction writing</li> <li>● Simplify directions</li> <li>● Repeat directions</li> <li>● Peer tutor</li> <li>● Allow for different mode of assignment delivery</li> <li>● Frequent conferring</li> <li>● Access to digital tools</li> <li>● Regular communication with family</li> <li>● Goal setting</li> <li>● Data-based decision making</li> </ul>
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	<ul style="list-style-type: none"> <li>● Regular communication with family</li> <li>● Goal setting</li> <li>● Data-based decision making</li> <li>● Allow opportunities to make up work</li> <li>● Pre-teaching opportunities</li> <li>● Remediation</li> <li>● Scaffolded instruction</li> <li>● Ensure students understand the instructions before beginning task</li> <li>● Extended time for task and test completion</li> <li>● Provide deadlines in advance</li> </ul>	<ul style="list-style-type: none"> <li>● Allow for flexible grouping</li> <li>● Provide opportunities for divergent and convergent thinking</li> <li>● Encourage curiosity and personal interests</li> <li>● Access to HL Lexile leveled texts</li> <li>● Learning logs</li> <li>● Pretests</li> <li>● Passion projects</li> <li>● Specialized grading criteria</li> <li>● Mentorship</li> <li>● Study contract</li> <li>● Extension activities</li> <li>● Enrichment clusters</li> </ul> <p><u>At-Risk Students:</u></p> <ul style="list-style-type: none"> <li>● Students provided with modifications to some requirements of assignment (e.g., quote usage vs. paraphrase)</li> <li>● Simplify directions</li> <li>● Repeat directions</li> <li>● Peer tutor</li> <li>● Allow for different mode of assignment delivery</li> <li>● Frequent conferring</li> <li>● Access to digital tools</li> <li>● Regular communication with family</li> </ul>	<ul style="list-style-type: none"> <li>● Allow opportunities to make up work</li> <li>● Pre-teaching opportunities</li> <li>● Remediation</li> <li>● Scaffolded instruction</li> <li>● Ensure students understand the instructions before beginning task</li> <li>● Extended time for task and test completion</li> <li>● Provide deadlines in advance</li> </ul>
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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.

<b>UNIT #:</b> <i>Unit Title</i>  Number of Days	<b>Unit 4:</b> <i>Writing Suspense and Mystery Stories</i>  40 days	<b>Unit 5:</b> <i>Writing To Influence Others</i>  40 days
<b>STAGE 1: DESIRED RESULTS</b>		
<i>What will students understand as a result of the unit? What are the BIG ideas?</i>		
<b>ESTABLISHED GOALS:</b> <i>(NJSLS)</i>	<b>English Language Arts</b> W.7.3-6. W.7.10. SL.7.1. SL.7.4. SL.7.6. L.7.1-3. L.7.6.  <b>Technology</b> 8.1.8.D.5 8.1.8.E.1 8.2.8.E.1  <b>Career Readiness, Life Literacies, and Key Skills</b> 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	<b>English Language Arts</b> W.7.1. W.7.4-8 W.7.10. SL.7.1-6. L.7.1-6.  <b>Technology</b> 8.1.8.D.5 8.1.8.E.1 8.2.8.E.1  <b>Career Readiness, Life Literacies, and Key Skills</b> 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
<b>ENDURING UNDERSTANDINGS:</b> <i>(Students will understand that . . .)</i>	<ul style="list-style-type: none"> <li>Writers understand that crafting a mystery story requires extensive planning.</li> <li>Writers understand that literary elements and choice of details contribute to creating suspense.</li> </ul>	<ul style="list-style-type: none"> <li>Writers understand that the type of writing and structures / devices used varies based on audience and purpose.</li> </ul>

	<ul style="list-style-type: none"> <li>Writers understand that the impact of a story is improved through multiple revisions.</li> <li>Writers use elaboration and craft to create tension/suspense in our short stories.</li> </ul>	<ul style="list-style-type: none"> <li>Writers understand that the construction of tone is the result of careful revision and word choice.</li> </ul>
<b>ESSENTIAL QUESTIONS:</b> <i>(What provocative questions will foster inquiry, understanding, and transfer of learning?)</i>	<ul style="list-style-type: none"> <li>What do mysteries teach us about the world?</li> <li>Why might we enjoy reading mysteries?</li> <li>How do writers build suspense in short stories?</li> </ul>	<ul style="list-style-type: none"> <li>How are we affected by the influence of others?</li> <li>How do people exert influence in the world?</li> <li>How might we responsibly use our voices in the world?</li> </ul>
<p style="text-align: center;"><b>STAGE 2: ASSESSMENT EVIDENCE</b></p> <p style="text-align: center;"><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></p>		
<b>PERFORMANCE TASKS:</b> <i>(Through what authentic performance tasks will students demonstrate the desired understandings?)</i> <i>(By what criteria will performances of understanding be judged?)</i>	<ul style="list-style-type: none"> <li>Mid-Unit Reading Assessment</li> <li>End-of-Unit On Demand Writing Assessment</li> </ul>	<ul style="list-style-type: none"> <li>Mid-Unit Reading Assessment</li> <li>End-of-Unit On Demand Writing Assessment</li> <li>Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' actions, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.</li> </ul>
<b>OTHER EVIDENCE:</b>	<ul style="list-style-type: none"> <li>Teacher observation</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation</li> </ul>

<p><i>(Through what other evidence (e.g. quizzes, tests, academic prompts, observations, homework, journals) will students demonstrate achievement of the desired results?)</i></p> <p><i>(How will students self-assess their learning?)</i></p>	<ul style="list-style-type: none"> <li>● Accountability talk</li> <li>● Turn and talk</li> <li>● Conference notes/anecdotal notes</li> <li>● Writer's notebooks</li> <li>● Rubrics</li> <li>● Checklists</li> <li>● Strategy groups</li> </ul>	<ul style="list-style-type: none"> <li>● Accountability talk</li> <li>● Turn and talk</li> <li>● Conference notes/anecdotal notes</li> <li>● Writer's notebooks</li> <li>● Rubrics</li> <li>● Checklists</li> <li>● Strategy groups</li> </ul>
<p><b>RESOURCES:</b></p>	<p>Materials</p> <ul style="list-style-type: none"> <li>● Mentor Texts</li> <li>● Writer's Notebook</li> <li>● Anchor charts</li> <li>● G Suite</li> <li>● Chromebooks</li> <li>● Graphic Organizers</li> </ul> <p>Professional Resources:</p> <ul style="list-style-type: none"> <li>● <i>Lessons That Change Writers</i> by Nancie Atwell</li> <li>● <i>Teaching Writing</i> by Lucy Calkins</li> <li>● <i>The Art of Teaching Writing</i> by Lucy Calkins</li> <li>● <i>Strategic Writing Conferences</i> by Carl Anderson</li> <li>● <i>The Writing Strategies Book</i> by Jennifer Serravallo</li> <li>● <i>Teaching the Qualities of Writing</i> by JoAnn Portalupi and Ralph Fletcher</li> <li>● <i>Teaching Writing in Small Groups</i> by Jennifer Serravallo</li> <li>● <i>Craft Lessons: Teaching Writing K-8</i> by JoAnn Portalupi and Ralph Fletcher</li> <li>● <i>Strategic Writing</i> by Deborah Dean</li> <li>● <i>The Writing Revolution</i> by Judith C. Hochman and Natalie Wexler</li> </ul>	<p>Materials</p> <ul style="list-style-type: none"> <li>● Mentor Texts</li> <li>● Writer's Notebook</li> <li>● Anchor charts</li> <li>● G Suite</li> <li>● Chromebooks</li> <li>● Graphic Organizers</li> </ul> <p>Professional Resources:</p> <ul style="list-style-type: none"> <li>● <i>Lessons That Change Writers</i> by Nancie Atwell</li> <li>● <i>Teaching Writing</i> by Lucy Calkins</li> <li>● <i>The Art of Teaching Writing</i> by Lucy Calkins</li> <li>● <i>Strategic Writing Conferences</i> by Carl Anderson</li> <li>● <i>The Writing Strategies Book</i> by Jennifer Serravallo</li> <li>● <i>Teaching the Qualities of Writing</i> by JoAnn Portalupi and Ralph Fletcher</li> <li>● <i>Teaching Writing in Small Groups</i> by Jennifer Serravallo</li> <li>● <i>Craft Lessons: Teaching Writing K-8</i> by JoAnn Portalupi and Ralph Fletcher</li> <li>● <i>Strategic Writing</i> by Deborah Dean</li> <li>● <i>The Writing Revolution</i> by Judith C. Hochman and Natalie Wexler</li> </ul>

	<ul style="list-style-type: none"> <li>● <i>Notebook Connections</i> by Aimee Buckner</li> <li>● <i>Continuum of Literacy Learning</i> by Irene Fountas &amp; Gay Su Pinnell</li> <li>● <i>Guiding Readers and Writers</i> by Irene Fountas &amp; Gay Su Pinnell</li> <li>● <a href="https://readingandwritingproject.org/">https://readingandwritingproject.org/</a></li> <li>● <a href="https://www.unitsofstudy.com/">https://www.unitsofstudy.com/</a></li> <li>● <a href="https://www.heinemann.com/">https://www.heinemann.com/</a></li> <li>● Heinemann's podcast and YouTube series</li> <li>● Mentor texts</li> <li>● <a href="#">K-8 Companion Resource List</a></li> <li>● <a href="https://www.state.nj.us/education/cccs/">https://www.state.nj.us/education/cccs/</a></li> </ul> <p>Suggested Mentor Texts:</p> <ul style="list-style-type: none"> <li>● "The Tell Tale Heart" by Edgar Allan Poe</li> <li>● "The Necklace" by Guy de Maupassant</li> <li>● "The Most Dangerous Game" by Richard Connell</li> <li>● "Witness for the Prosecution" by Agatha Christie</li> <li>● "The Boogeyman" by Stephen King</li> <li>● "The Monkey's Paw" by W W Jacobs</li> <li>● "The Cask of Amontillado" by Edgar Allen Poe</li> <li>● "A Retrieved Reformation &amp; Other Short Stories" by O'Henry</li> <li>● "The Landlady" by Roald Dahl</li> <li>● "Lather and Nothing Else" by Hernando Tellez</li> <li>● "The Lottery" by Shirley Jackson</li> <li>● "Death by Scrabble" by Charlie Fish</li> <li>● "The Jigsaw Puzzle" by J.B. Stamper</li> </ul>	<ul style="list-style-type: none"> <li>● <i>Notebook Connections</i> by Aimee Buckner</li> <li>● <i>Continuum of Literacy Learning</i> by Irene Fountas &amp; Gay Su Pinnell</li> <li>● <i>Guiding Readers and Writers</i> by Irene Fountas &amp; Gay Su Pinnell</li> <li>● <a href="https://readingandwritingproject.org/">https://readingandwritingproject.org/</a></li> <li>● <a href="https://www.unitsofstudy.com/">https://www.unitsofstudy.com/</a></li> <li>● <a href="https://www.heinemann.com/">https://www.heinemann.com/</a></li> <li>● Heinemann's podcast and YouTube series</li> <li>● Mentor texts</li> <li>● <a href="#">K-8 Companion Resource List</a></li> <li>● <a href="https://www.state.nj.us/education/cccs/">https://www.state.nj.us/education/cccs/</a></li> </ul> <p>Suggested Mentor Texts:</p> <ul style="list-style-type: none"> <li>● <i>A True Hero: Little Miss Flint</i> by Ashton Horne (blog)</li> <li>● <i>Everyday Leadership</i> by Drew Dudley [TED Talk]</li> <li>● <i>The Power of Introverts</i> by Susan Cain [TED Talk]</li> <li>● <i>How to Start a Movement</i> by Derek Sivers [TED Talk]</li> <li>● <i>My Little Hundred Million</i> by Malcolm Gladwell [podcast]</li> <li>● <i>The Danger of Silence</i> by Clint Smith (TED Talk)</li> <li>● <i>Becoming</i> by Michelle Obama</li> <li>● Citing Gender Discrimination, U.S. Women's Soccer Team</li> <li>● Files Lawsuit by the Washington Post</li> </ul>
<b>STAGE 3: LEARNING PLAN</b>		

<p><i>What learning experiences and instruction will enable students to achieve the desired results? Utilize the <b>WHERE TO</b>* acronym to consider key design elements.</i></p>		
<p><b>SKILLS AND TOPICS:</b>  <i>(What specific activities will students do and what skills will students know as a result of the unit?)</i></p>	<ul style="list-style-type: none"> <li>Writers generate ideas for and plan suspense/mystery short stories.</li> <li>Writers use elaboration and craft to create tension/suspense in our short stories.</li> <li>Writers revise purposely to build suspense in their short stories.</li> <li>Writers use grammar and conventions to convey ideas precisely and powerfully.</li> </ul>	<ul style="list-style-type: none"> <li>Writers consider audience and purpose and then choose a type of writing that is the best fit.</li> <li>Writers use structures and craft that will make the biggest impact in their writing.</li> <li>Writers incorporate information in a variety of ways and recognize that they can teach others in narrative, argument, and informational texts.</li> <li>Writers revise their language choices to match their intended tone.</li> <li>Writers use grammar and conventions to convey ideas precisely and powerfully.</li> </ul>
<p><b>CROSS-CURRICULAR / DIFFERENTIATION:</b>  <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></p>	<p><b><u>Cross-Curricular Connections:</u></b>  <b>Science</b>  <b>(MS-PS1-2)</b></p> <ul style="list-style-type: none"> <li>Students will examine how characters make use of the scientific method in reading and how to apply this model in their fictive writing.</li> </ul> <p><b><u>Differentiation:</u></b>  <b>General:</b></p> <ul style="list-style-type: none"> <li>Additional film clips from classic mysteries (e.g. BBC <i>Sherlock Holmes</i> series featuring Jeremy Brett) can be used to help support learners struggling with the patterns of the genre.</li> <li>Books on independent reading level</li> <li>Strategy groups</li> </ul>	<p><b><u>Cross-Curricular Connections:</u></b>  <b>Cross-Curricular Connections:</b>  <b>Technology</b>  <b>(8.1.8.E.1)</b></p> <ul style="list-style-type: none"> <li>Students will investigate the role of new forms of media in creating social change.</li> </ul> <p><b>Social Studies</b>  <b>(6.3.8.A.2)</b></p> <ul style="list-style-type: none"> <li>Students will use their reading and writing to advocate for a change at the local level.</li> </ul> <p><b><u>Differentiation:</u></b>  <b>General:</b></p> <ul style="list-style-type: none"> <li>Additional mentor texts featuring figures with which students are familiar can be supplemented / substituted as appropriate.</li> <li>Books on independent reading level</li> <li>Strategy groups</li> <li>Reading partners</li> </ul>

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