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| **Unit Overview**  |
| **Content Area:** ELA |
| **Unit Title:** Intro to Readers/Writers Workshop: Launching Unit  |
| **Target Course/Grade Level:** Grade 7 |
| **Duration:** Week 1 to week 2  |
| **Description:**Students are introduced to Reader’s and Writer's Workshop (What is Reader’s/Writer's Workshop?). Students will complete a survey to help reflect on their reading and writing lives. Students will learn how to choose “just right” books, how to set up a stop and jot journal, and will be able to properly complete and fill out a reading log. Students will be introduced to the digital writing tools within Microsoft Teams, Outlook, and Word. Students will understand the importance of conferencing and the role that teacher and student play in independent reading. Reading/writing assessments will be administered at this time. Summer reading will be reviewed.  |
| **Enduring Understandings** |
| * Reflecting on our reading/writing lives
* Using reading logs
* Making reading choices wisely
* Taking notes / Annotating texts
* Talking and writing about reading
* Students can track their reading/writing volume and set goals based on each.
* Students choose books within their reading level and interests.
* Students find ways to say and write more about texts.
* Students make predictions, visualize, and make connections.
* Students build reading/writing stamina through independent reading/writing.
* To effectively participate in a wide range of conversations, a student must build on others’ ideas and learn to express their own clearly and persuasively by supporting arguments with textual evidence and personal experiences
 |
| **Learning Targets** |
| **New Jersey Student Learning Standards & Practices****NJ: 2016 SLS: English Language Arts** **NJ: Grade 7** **Reading: Literature** RL.7.1 Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.W.7.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly. L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.  | **Interdisciplinary New Jersey Student Learning Standards, Career Readiness Practices, SEL Competencies****NJ: 2020 SLS: Career Readiness, Life Literacies, and Key Skills** 9.4.8.CI.39.4.8.CT.2**Computer Science and Design Thinking:**8.2.8.ITH.18.2.8.ITH.2**Social Studies:** 6.1.8.CivicsPD.2 6.1.8.CivicsDP.1 **NJ: 2017 SLS: Social and Emotional Learning** **Competencies** Self-Awareness Recognize one’s feelings and thoughts Recognize the impact of one’s feelings and thoughts on one’s own behavior Recognize one’s personal traits, strengths and limitations Social Awareness Recognize and identify the thoughts, feelings and perspectives of others Relationship Skills **CRP:** **>** Utilize critical thinking to make sense of problems and persevere in solving them> Plan education and career paths aligned to personal goals |
| **Essential Questions** |
| * What books have you read in the past?
* What types of things do you like to write about?
* How often do you read/write independently?
* Do you keep track of what/how much you read and write?
* How do you choose the book that you are reading?
* Do you take notes when you read?
* Do you stop to think about what you are reading/writing, or do you continue to read/write even if you are lost?
* What is a character and book that you remember vividly? How would you describe personality traits and an overall theme/ lesson learned from the book?
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| **Student Learning Objectives** |
| ***Students will…**** "Getting to Know You" Top 3 books you have read.
* Develop a Student Profile and Interest Inventory.
* Complete a Student Reading/Writing History Timeline.
* Reflect on their Reading/Writing lives.
* Create and learn how to use reading logs.
* Choose books wisely.
* Choose books at the correct reading level.
* Write about Reading.
* Take appropriate notes (annotations) and share ideas.
* See connections within a text and discuss them (verbally and through writing).
* Talk with Partners to Say More About Texts.
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| ***Suggested Activities*** |
| ***The following activities can be incorporated into the daily lessons. Students will…**** complete a reading and writing reflection/interest survey in order to begin the discussion about their reading/writing history and lives.
* create and learn how to use reading/writing logs in order to track their reading and set goals for themselves.
* learn how to choose books in the correct reading level and within their own interests according to the genre that the class is covering.
* learn how to write about their reading, take appropriate and meaningful notes, and share what they think and write. I.e. stop and jot and turn and talk.
* learn how to use post-it notes effectively to track their reading.
* learn how to record the page numbers of important parts of a story in order to refer to them later.
* read/write independently and learn their role in a Reader’s/Writer's Workshop setting.
* come up with “big ideas” according to the details they record from their stories.
* build stamina through reading/writing independently.
* Model critical thinking/ note taking in response to read- aloud (any Jacqeline Woodson books/ stories)
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| ***Materials*** |
| * Lap Tops
* Heinemann.com
* McDougall Literature Anthology
* MLA Format
* Editions of newspaper
* Brain Pop
* Leveled texts to support unit independent reading/writing
* Interactive Promethean Board
* CommonLit
* Open E books
* Sora

**Resources: Utilizing technology: one-to-one use of computers:**  IXL Newsela PRO SRI to assess lexile level Microsoft Teams Microsoft Outlook suiteOnline library sources:<https://www.myon.com/login/index.html?logoutReason=10><https://bookflix.digital.scholastic.com/><https://soraapp.com/home><https://www.scholastic.com/digital/trueflix.htm><https://login.pebblego.com/?product=EBOOKS> |
| ***Assessments*** |
| Scholastic Reading Inventory (SRI)Short Writing SampleBook TalksReading/ Writing Student interest inventory |
| **MODIFICATIONS** |
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|  **Modifications** |
| **English Language Learners** | **Special Education** | **At-Risk** | **Gifted and Talented** | **504** |
| ScaffoldingWord wallsSentence/paragraph framesBilingual dictionaries/translationThink aloudsRead aloudsHighlight key vocabularyAnnotation guidesThink-pair- shareVisual aidesModelingCognates | Word wallsVisual aidesGraphic organizersMultimediaLeveled readersAssistive technologyNotes/summariesExtended timeAnswer maskingAnswer eliminatorHighlighterColor contrast | Teacher tutoringPeer tutoringStudy guidesGraphic organizersExtended timeParent communicationModified assignmentsCounseling | Curriculum compactingChallenge assignmentsEnrichment activitiesTiered activitiesIndependent research/inquiryCollaborative teamworkHigher level questioningCritical/Analytical thinking tasksSelf-directed activities | Word wallsVisual aidesGraphic organizersMultimediaLeveled readersAssistive technologyNotes/summariesExtended timeAnswer maskingAnswer eliminatorHighlighterColor contrastParent communicationModified assignmentsCounseling |

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| **Unit Overview**  |
| **Content Area:** ELA |
| **Unit Title:** Realistic Fiction  |
| **Target Course/Grade Level:** Grade 7 |
| **Duration:** Week 3 - Week 10 |
| **Description:**Students will participate differentiating between realistic fiction elements and other elements as they read across at least two realistic fiction novels. Many lessons will be taught to establish independence and agency as students learn to navigate through independent reading and writing about their novels. Students will learn how to follow the plot, conflict, and setting of a story and how these elements affect one another in narrative texts. Students will identify stages of plot (exposition, rising action, climax, falling action, resolution) and analyze plot development in familiar stories. Students will identify the internal and external conflict, as well as analyze and evaluate setting of their book club books. Students will be able to make connections, make inferences, summarize, build vocabulary for reading/ writing, and improve fluency. Students will interpret themes from their texts and share their interpretation in literary essays. |
| **Enduring Understandings** |
| Students will understand concepts of:* Making predictions
* Making inferences
* Evaluating an evolving character
* Comparing characters
* Determining character interaction
* Determining the role of the narrator
* Inferring
* Author’s message
* Theme
* Point of view
* Story elements
* Using textual evidence when discussing texts and writing information
* Summarizing objectively and succinctly
* The Writing process:
* Brainstorming/planning
* Drafting
* Revising
* Publishing
* Creating a claim
* Structuring essay
* Finding text evidence to support theme/explaining text evidence
* How to write an introduction/body paragraph/conclusion
* Counterclaim and rebuttal
* Incorporating a dash into writing
* Contextualizing punctuation
* Writing evidence as a direct quote/paraphrasing
* Interpreting words and phrases, including determining the meaning of words through context clues
* Realistic fiction is a made up narrative with characters, plots and conflicts that seem believable.
* Readers can grow ideas and monitor for meaning by working in a book club.
* What a character says and how a character reacts guides the reader’s inferences and judgments.
* Readers use text evidence when writing and speaking about a text.
* All characters in a story have a point of view, often these point of views collide or differ.
* The reader can infer an author’s message or lesson.
* Themes are big ideas that evolve across a story.
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| **Learning Targets** |
| **New Jersey Student Learning Standards & Practices****NJ: 2016 SLS: English Language Arts** **NJ: Grade 7** **Reading: Literature** RL.7.1 Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. W.7.1. Write arguments to support claims with clear reasons and relevant evidence. W.7.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) W.7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.  SL.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. SL.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  | **Interdisciplinary New Jersey Student Learning Standards, Career Readiness Practices, SEL Competencies****NJ: 2020 SLS: Career Readiness, Life Literacies, and Key Skills** 9.4.8.CI.39.4.8.CT.29.4.8.CT.39.4.8.DC.19.4.8.DC.2**Computer Science and Design Thinking:**8.2.8.ITH.18.2.8.ITH.2**Social Studies:** 6.1.8.CivicsPD.2 6.1.8.CivicsDP.1 **NJ: 2017 SLS: Social and Emotional Learning** **Competencies** Self-Awareness Recognize one’s feelings and thoughts Recognize one’s personal traits, strengths and limitations Recognize the importance of self-confidence in handling daily tasks and challenges Recognize and identify the thoughts, feelings and perspectives of others Relationship Skills Identify who, when, where, or how to seek help for oneself or others when needed **CRP:****>** Act as a responsible and contributing community member and employee > Consider the environmental, social, and economic impacts of decisions> Demonstrate creativity and innovation> Utilize critical thinking to make sense of problems and persevere in solving them |
| **Essential Questions** |
| * How does a good reader analyze character(s)?
* How do I determine the point of view of the narrator or a character?
* How do I use clues in a story to make predictions and inferences?
* How can I participate effectively in a book club?
* How can I recognize a theme of a story and think, write and discuss that theme?
* How do I create a claim and support my thinking with evidence?
* How do I connect the themes of my reading to the real world?
* How can I recognize the author’s message of a story?
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| **Student Learning Objectives** |
| * ***Students will…***
* participate in whole class discussions around shared mentor texts and their own writing.
* read/write independently daily.
* use reading/writing strategies each day that are taught in the mini-lesson.
* jot ideas and record facts in their reader’s/writer's notebooks.
* think, talk, and write claims about their texts.
* review and discuss basic literary elements such as characters, setting, mood, theme etc.
* review and discuss the parts of a plot diagram.
* review basic essay structure by engaging in the writing process
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| ***Suggested Activities*** |
| READING Option of short stories from : <https://blog.reedsy.com/short-stories/lgbtq/> also “Roll With It” by Jamie Sumner “Out of My Mind” by Sharon Draper “Fish In a Tree” Lynda Mullaly HuntReedsy resources include categories from but not limited to: LGBTQ, Asian American/ Pacific Islanders “The Difficult Path” Grace Lin Diversity Equity & Inclusion- “Flying Lessons” various author’s, any Jason Reynolds, “Front Desk” by Kelly YangAdditional resource : [http://www.nea.org](http://www.nea.org/) Additional Resource: [www.readbrightly.com](http://www.readbrightly.com/) Readers prepare for a book talk by jotting thoughts, opinions, questions and claims in their notebooks while they read. They share these jots with their club members as a way to reflect and synthesize what was read. Readers set goals for reading within a book club. They decide how many pages will be read as well as what they will think about while reading. Readers include every member when discussing a text. They follow the rules of polite conversation. Ideas are respected, members aren’t interrupted and all voices are encouraged.  Good readers collect and track details about the main character like how they look, what they say, how they think and what they feel. Readers think about what a main character wants – is it something tangible? Why does the main character want this? What does the main character really want? Readers think about minor characters – they track what they know about minor characters the same way they follow a main character Readers think about the order of events that have happened so far in their story – they are able to create a timeline of the major events and moments and then use the timeline to explain their story to a partner. Readers think about the difference between the big moments in a text and the small moments – and then they think about how the small moments can also tell a reader a good deal about the character. Readers notice the setting of a story – and how the setting of a story changes. Readers pay attention to how time and place shift and they think about how a character changes as setting changes. Readers think about what a character says – in dialogue – and how those words help a reader understand what a character may be feeling or thinking. Readers think about how the main character deals with conflict.  Readers think about the big issues in their books. They think, write and discuss these issues with their book club.  Readers think about how the story they are reading reveal aspects of real life.  Readers refer back to their timelines and ask themselves: how do the moments on my timeline help me understand the big issues of this text? Readers can write about the social issues or themes of their book in the form of a literary letter. Readers make sure to include text evidence when they draw conclusions about a text. Readers track the internal emotions of a character. Using their timeline, they jot where the shifts of emotion happen and then reread those parts.  Readers notice who or what effects a character’s mood, emotions or actions.    WRITING  Writers read literary essays to envision how their own writing will look Writers consider books they enjoy with powerful themes Writers create a claim based around a theme Writers consider the structure of their essay Writers find text evidence to support their claim Writers make world connections to their claim Writers acknowledge that others may disagree with their claim (counterclaim) but continues to persuade that their claim is correct (rebuttal) Writers consciously use conventions to communicate their writingWriters published their work to share with classmates  |
| ***Materials*** |
| * Lap Tops
* Heinemann.com
* McDougall Literature Anthology
* MLA Format
* Editions of newspaper
* Brain Pop
* Leveled texts to support unit independent reading
* Optional mentor texts attached
* Open e books
* Sora
* Interactive Promethean Board
* CommonLit

**Resources: Utilizing technology: one to one use of computers:**  IXL Newsela PRO SRI to assess lexile level Microsoft Teams Microsoft Office Suite [Birthday Box.pdf](https://gboe.rubiconatlas.org/Atlas/View/File?FileID=7333E7C2-14A5-4E18-9016-A69550B80ABB&YearID=2022&)[Everything Will Be Okay.pdf](https://gboe.rubiconatlas.org/Atlas/View/File?FileID=30A06D3A-E5B7-4DC0-A8A6-C0F4D75B1B9A&YearID=2022&)[Papas Parrots.pdf](https://gboe.rubiconatlas.org/Atlas/View/File?FileID=7DEEFEAC-B67F-4E22-ABA4-7A9B78C71CE5&YearID=2022&)[SEVENTH GRADE by Gary Soto.pdf](https://gboe.rubiconatlas.org/Atlas/View/File?FileID=90C4500F-7270-42E1-958E-6B2F16B9BAAA&YearID=2022&)[Skip Leaving for College.pdf](https://gboe.rubiconatlas.org/Atlas/View/File?FileID=2AA2B77A-A2B4-45BF-945A-10505B9C7E9B&YearID=2022&)[Stop the Sun.pdf](https://gboe.rubiconatlas.org/Atlas/View/File?FileID=E21C30CC-83ED-4731-906E-0310BE245D00&YearID=2022&)[The Scholarship Jacket.pdf](https://gboe.rubiconatlas.org/Atlas/View/File?FileID=B7AAADD1-7A36-484D-805A-6A14846BE68B&YearID=2022&)[The Wish.pdf](https://gboe.rubiconatlas.org/Atlas/View/File?FileID=1C7795E0-F5D3-4424-A4C5-4826EC8DFE2F&YearID=2022&)[Oranges.Gary Soto.pdf](https://gboe.rubiconatlas.org/Atlas/View/File?FileID=8F5D661A-8ED3-4350-8EDE-83160BF06B95&YearID=2022&)Amigo BrothersThank You, Ma’amOnline library sources:<https://www.myon.com/login/index.html?logoutReason=10><https://bookflix.digital.scholastic.com/><https://soraapp.com/home><https://www.scholastic.com/digital/trueflix.htm><https://login.pebblego.com/?product=EBOOKS> |
| ***Assessments*** |
| * ***Benchmark***
* ***End of book forms/projects***
* ***Skill-specific quizzes/tests***
* ***Literary Analysis essay (Theme)***
* ***Reader Critical Thinking Responses / Stop and Jots***
* ***Conferencing***
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| **MODIFICATIONS** |
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| **Modifications** |
| **English Language Learners** | **Special Education** | **At-Risk** | **Gifted and Talented** | **504** |
| ScaffoldingWord wallsSentence/paragraph framesBilingual dictionaries/translationThink aloudsRead aloudsHighlight key vocabularyAnnotation guidesThink-pair- shareVisual aidesModelingCognates | Word wallsVisual aidesGraphic organizersMultimediaLeveled readersAssistive technologyNotes/summariesExtended timeAnswer maskingAnswer eliminatorHighlighterColor contrast | Teacher tutoringPeer tutoringStudy guidesGraphic organizersExtended timeParent communicationModified assignmentsCounseling | Curriculum compactingChallenge assignmentsEnrichment activitiesTiered activitiesIndependent research/inquiryCollaborative teamworkHigher level questioningCritical/Analytical thinking tasksSelf-directed activities | Word wallsVisual aidesGraphic organizersMultimediaLeveled readersAssistive technologyNotes/summariesExtended timeAnswer maskingAnswer eliminatorHighlighterColor contrastParent communicationModified assignmentsCounseling |

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| **Unit Overview**  |
| **Content Area:** ELA |
| **Unit Title:** Nonfiction Research and Writing to Teach  |
| **Target Course/Grade Level:** Grade 7 |
| **Duration:** Week 11 - Week 18 |
| **Description:**In this unit, students will read across multiple articles on varied scientific and historical topics. Students will have choice in topics they can research (facilitated by teacher). Students will practice reading with a critical eye, looking for important information, finding the big ideas and comparing and contrasting how different authors write about similar topics and determining bias in a piece of writing. This unit will reinforce research skills such as summarizing, paraphrasing, questioning and determining importance as well as teach students how to properly annotate a piece of non-fiction text. Students will look for the main ideas and author’s purpose as well as authors’ claims. Students will write research papers focused on teaching their audience about their topic using varied text structures and text features.   |
| **Enduring Understandings** |
| Students will understand concepts of:* Point of View
* Author Bias
* Audience
* Fact v. Opinion
* Open-ended question
* Closed-ended question
* Paraphrasing
* Summarizing
* Inferring
* Analyzing
* Determining Importance
* Text Structure
* Text Features
* Context Clues
* Central ideas
* Audience
* Voice
* Text evidence
* Domain-specific words
* Citations
* Semicolon
* Works cited page
* Forming open/closed questions
* Summarizing objectively and succinctly is an important research skill.
* Identifying text structures and text features
* Facts are important but ideas and themes are essential to understanding
* Readers can find the author’s purpose by reading closely.
* Writers think about how they teach their topic to their audience
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| **Learning Targets** |
| **New Jersey Student Learning Standards & Practices****NJ: 2016 SLS: English Language Arts** RI.7.1 Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. RI.7.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). RI.7.6. Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. RI.7.8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. RI.7.9 Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. W.7.7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. W.7.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly. | **Interdisciplinary New Jersey Student Learning Standards, Career Readiness Practices, SEL Competencies****NJ: 2020 SLS: Career Readiness, Life Literacies, and Key Skills** 9.4.8.CT.19.4.8.CT.29.4.8.DC.19.4.8.DC.2**Computer Science and Design Thinking:**8.2.8.ITH.18.2.8.ITH.2**Social Studies:** 6.1.8.CivicsDP.1**NJ: 2017 SLS: Social and Emotional Learning** **Competencies** Social Awareness Demonstrate an understanding of the need for mutual respect when viewpoints differ Demonstrate an awareness of the expectations for social interactions in a variety of settings Responsible Decision-Making Develop, implement and model effective problem solving and critical thinking skills Identify the consequences associated with one’s actions in order to make constructive choices Evaluate personal, ethical, safety and civic impact of decisions **CRP:**> Act as a responsible and contributing community members and employee> Consider the environmental, social, and economic impacts of decisions> Utilize critical thinking to make sense of problems and persevere in solving them> Use technology to enhance productivity, increase collaboration, and communicate effectively |
| **Essential Questions** |
| * How do I read across several texts on a single topic?
* How can a film or visual aid support my understanding of a topic?
* How can I infer the author’s purpose?
* How do I teach my audience about my topic?
* How do I use text structures and text features to support my writing?
* How do I give credit to my research in my writing?
* How can I infer the author’s point of view?
 |
|  **Student Learning Objectives** |
| ***Students will…**** + will participate in whole class discussions around shared mentor texts.
	+ read from nonfiction text packets, independently and daily.
	+ use reading strategies each day that are taught in the mini-lesson.
* jot ideas and record facts in their reader’s notebooks.
* learn to paraphrase the author’s words.
* talk about their texts.
* generate questions and ideas that spark rich conversations
* determine central ideas
* revise thinking about central idea after noticing new details
* track how ideas are developed across a text
* build up background knowledge when you encounter a new topic
* preview a text to determine common subtopics
* summarize complex texts
* synthesize across texts
* differentiate between text structures
* determine the purpose of text features
* determine how new information fits with, extends or contradicts earlier learning
* document research finding and sort relevant information
* focus their writing around an open-ended question
* organize their topic into different subjects/subheadings
* draft while referring to their research
* add text features to their writing
* revise for clarity
 |
| ***Suggested Activities*** |
| **READING**  Teacher will choose a class topic to research.  Suggested Topics may include: Health and Wellness, Nature and Wildlife Species and Climate Change. Possible Article Resource “Humanity Will Find Ways to Adapt to Climate Change ” (newsela.com) Additional Resources: Newsela.com and CommonLit.org“They Called Us Enemies” by George Takei (Asian American/Pacific Islander)***Students will…**** use reading logs in order to track their reading and set goals for themselves.
* choose books in the correct reading level and within their own interests according to the genre that the class is covering.
* write about their reading, take appropriate and meaningful notes, and share what they think and write. I.e. stop and jot and turn and talk.
* use post-it notes effectively to track their reading.
* record the page numbers of important parts of a story in order to refer to them later.
* read independently and understand their role in a Reader’s Workshop setting.
* retell certain parts in a text in order to be sure they are not lost or confused.
* make predictions about what they are reading by using evidence from the text.
* come up with “big ideas” according to the details they record from their stories.

 **WRITING**  ***Students will…**** read research papers so they can envision their own potential work
* create an open-ended focus question for their research paper
* divide their writing by subheading and connect them to text structures
* draft their research paper based on their research and planning
* use hooks and leads to engage their reader
* cite their research
* incorporate statistics into their writing
* create a table of contents and a works cited page
* apply semicolons into their writing
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| ***Materials*** |
| * Turnitin.com
* Lap Tops
* McDougall Literature Anthology
* MyHRW.com
* MLA Format
* Media Center
* E editions of newspaper
* Study Island
* Brain Pop
* Leveled texts to support unit independent reading
* Suggested topics for research: pollution, zoos, social justice, art, sports, the brain, mental health, technology, careers, engineering, history, geography, music

**Resources: Utilizing technology: one to one use of computers:**  IXL Newsela PRO SRI to assess lexile level Microsoft Teams Microsoft Office SuiteOnline library sources:<https://www.myon.com/login/index.html?logoutReason=10><https://bookflix.digital.scholastic.com/><https://soraapp.com/home><https://www.scholastic.com/digital/trueflix.htm><https://login.pebblego.com/?product=EBOOKS> |
| ***Assessments*** |
| * ***Benchmark***
* ***End of book forms/projects***
* ***Skill-specific quizzes/tests***
* ***PowerPoint showing knowledge of research strategies and information using text structure and features***
* ***Informational/argument essay on a chosen topic***
* ***Reader Critical Thinking Responses / Stop and Jots***
* ***Conferencing***
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| **MODIFICATIONS** |
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| **Modifications** |
| **English Language Learners** | **Special Education** | **At-Risk** | **Gifted and Talented** | **504** |
| ScaffoldingWord wallsSentence/paragraph framesBilingual dictionaries/translationThink aloudsRead aloudsHighlight key vocabularyAnnotation guidesThink-pair- shareVisual aidesModelingCognates | Word wallsVisual aidesGraphic organizersMultimediaLeveled readersAssistive technologyNotes/summariesExtended timeAnswer maskingAnswer eliminatorHighlighterColor contrast | Teacher tutoringPeer tutoringStudy guidesGraphic organizersExtended timeParent communicationModified assignmentsCounseling | Curriculum compactingChallenge assignmentsEnrichment activitiesTiered activitiesIndependent research/inquiryCollaborative teamworkHigher level questioningCritical/Analytical thinking tasksSelf-directed activities | Word wallsVisual aidesGraphic organizersMultimediaLeveled readersAssistive technologyNotes/summariesExtended timeAnswer maskingAnswer eliminatorHighlighterColor contrastParent communicationModified assignmentsCounseling |

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| **Unit Overview**  |
| **Content Area:** ELA |
| **Unit Title:** Characterization  |
| **Target Course/Grade Level:** Grade 7 |
| **Duration:** Week 19 - Week 26 |
| **Description:**In this unit, readers focus on studying not just characters, but characterization, on how authors create multifaceted characters filled with strengths and weaknesses, complex relationships, and life lessons they learn and teach. Topics emphasized during this unit include: character perspectives, character's inner thinking, narration, identifying techniques that the author uses, perception of characters, perspective and it's relationship to setting, and shifts in time. Students will become familiar with how author's communicate their themes using techniques and how they allow for their characters to grow. |
| **Enduring Understandings** |
| Students will understand concepts of:* Perspective of main characters
* Perspective of minor characters
* Narrative Point of View
* Audience
* Author's Purpose/Control/Techniques
* Time shift
* Narration
* Round character
* Flat character
* Static character
* Dynamic character
* Paraphrasing
* Summarizing
* Inferring
* Analyzing
* Determining Importance
* Crafting Characters
* Context Clues
* Authors show character perspectives using several different techniques.
* Authors frequently use the same techniques to tell their stories.
* Readers can infer a character's needs or desires.
* Readers can infer how experience can shape a character.
* Different types of narration can serve different purposes.
* "Small moments" can reveal character traits
* Time shifts are used to support characterization
* Perception can change how a reader feels about the character
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| **Learning Targets** |
| **New Jersey Student Learning Standards & Practices****NJ: 2016 SLS: English Language Arts** RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). RL.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. RL.7.9 Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history. W.7.1. Write arguments to support claims with clear reasons and relevant evidence. W.7.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) W.7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. W.7.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline- specific tasks, purposes, and audiences. SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly. SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. L.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  | **Interdisciplinary New Jersey Student Learning Standards, Career Readiness Practices, SEL Competencies****NJ: 2020 SLS: Career Readiness, Life Literacies, and Key Skills** 9.4.8.GCA.19.4.8.GCA.29.4.8.CI.39.4.8.CT.2**Computer Science and Design Thinking:**8.2.8.ITH.18.2.8.ITH.2**Social Studies:** 6.1.8.CivicsPD.26.1.8.CivicsDP.1 **NJ: 2017 SLS: Social and Emotional Learning** **Competencies** Self-Management Understand and practice strategies for managing one’s own emotions, thoughts and behaviors Responsible Decision-Making  Relationship Skills Establish and maintain healthy relationships Utilize positive communication and social skills to interact effectively with others **CRP**> Consider the environmental, social, and economic impacts of decisions> Use critical thinking to make sense of problems and persevere in solving them> Model integrity, ethical leadership, and effective management |
| **Essential Questions** |
| * How do authors tell their stories?
* How do authors make their characters multi-dimensional?
* How does a reader's relationship with a character change over the course of reading?
* How do author's use techniques in their writing?
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| **Student Learning Objectives** |
| * ***Students will…***
* consider the perspective of the main character, determine what they want, and what gets in the way of what they want.
* consider the perspective of minor characters, and determine their perspective based on behavior and dialogue.
* differentiate between different types of narration.
* differentiate between different types of characters.
* identify small moments in the story, then determine what this moment reveals about the character.
* explain a part of the story where their perception of a character changed.
* identify different techniques authors use and determine how they support characterization.
* analyze time shifts and determine the purpose they serve.
* infer the author's purpose of a story.
* explain in writing how the author communicates that purpose.
* focus on character growth and how author's develop these characters.
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| ***Suggested Activities*** |
| READING  * ***Students will..*.**
* use reading logs in order to track their reading and set goals for themselves.
* choose books in the correct reading level and within their own interests according to the genre that the class is covering.
* write about their reading, take appropriate and meaningful notes, and share what they think and write. I.e. stop and jot and turn and talk.
* use post-it notes effectively to track their reading.
* read independently and understand their role in a Reader’s Workshop setting.
* retell certain parts in a text in order to be sure they are not lost or confused.
* make predictions about what they are reading by using evidence from the text.
* identify different types of characters in a book and explain why they fit that type of character
* investigate how authors show different perspective
* infer how authors make their characters sympathetic
* make inferences about the perspectives of different characters
* infer how authors use certain techniques
* determine an author's purpose for using time shifts
* analyze how authors establish a relationship with the reader

WRITING  * ***Students will..*.**
* write an essay or prepare a presentation about how their favorite author implements writing techniques to support characterization. They can use the structure of their literary analysis to help them write.
* create a claim about their author and support it with evidence
* apply thinking routines from their independent reading to their writing
* apply presentation skills (eye contact, speaking slowly, facing the audience)
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| ***Materials*** |
| * Lap Tops
* Heinemann.com
* McDougall Literature Anthology
* MLA Format
* Editions of newspaper
* Brain Pop
* Leveled texts to support unit independent reading/writing
* Investigating Characterization booklet from the Reading and Writing project
* Suggested mentor texts attached

**Resources: Utilizing technology: one to one use of computers:** IXL Newsela PRO SRI to assess lexile level Microsoft Teams Microsoft Outlook suite Turnitin.com  [Alone.pdf](https://gboe.rubiconatlas.org/Atlas/View/File?FileID=9672CCE5-358C-4421-BFE8-8366DADFA93E&YearID=2022&)[Dirk the Protector.pdf](https://gboe.rubiconatlas.org/Atlas/View/File?FileID=1580A278-7E6F-4439-B5A8-3A451122A175&YearID=2022&)[Girls Can't Play.pdf](https://gboe.rubiconatlas.org/Atlas/View/File?FileID=CA9C1773-FF99-49E0-935B-49F5C328DB9D&YearID=2022&)[Shells, by Cynthia Rylant.pdf](https://gboe.rubiconatlas.org/Atlas/View/File?FileID=A7368B1A-8B8C-46A0-8281-294F855757A7&YearID=2022&)[Slower than the Rest.pdf](https://gboe.rubiconatlas.org/Atlas/View/File?FileID=1CD91ABD-5C06-458C-A666-80549F64E073&YearID=2022&)[Taco Head.pdf](https://gboe.rubiconatlas.org/Atlas/View/File?FileID=AE0BC0E1-C3F6-45B6-8DC5-F4A2DFC5819E&YearID=2022&)[The Two Brothers.pdf](https://gboe.rubiconatlas.org/Atlas/View/File?FileID=5611D4BE-DD29-4F5E-9EA6-F6DBDCA6BF6F&YearID=2022&)[Those Shoes.pdf](https://gboe.rubiconatlas.org/Atlas/View/File?FileID=002851D0-33B4-4902-B5A1-2ED474A34445&YearID=2022&)[How to Transform by Matt de la Pena.pdf](https://gboe.rubiconatlas.org/Atlas/View/File?FileID=941F04B5-6E22-4B00-B94D-1BCDE3E4269A&YearID=2022&)[Seventy-Six Dollars and Forty-Nine Cents](https://www.flipsnack.com/msbellela/seventy-six-dollars-and-forty-nine-cents-pdf-of-the-story.html)  |
| ***Assessments*** |
| * ***Benchmark***
* ***End of book forms/projects***
* ***Skill-specific quizzes/tests***
* ***Literary Analysis essay (characterization)***
* ***Reader Critical Thinking Responses / Stop and Jots***
* ***Conferencing***
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| **Unit Overview**  |
| **Content Area:** ELA |
| **Unit Title:** Historical Fiction  |
| **Target Course/Grade Level:** Grade 7 |
| **Duration:** Week 27 - Week 34 |
| **Description:**Students will read and write about a historical fiction novel in book clubs. Students will compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history. Students will practice skills that include, but are not limited to, analyzing setting, characters and plot; analyzing conflict; identifying theme and symbol; identifying and analyzing point of view; determine meaning of unfamiliar words through context and word attack skills. Students will also write their own historical fiction narrative based on the skills and time period that they focused on throughout book club. |
| **Enduring Understandings** |
| Students will understand concepts of: * Point of view
* Theme
* Making predictions and inferences
* Evaluating an evolving character
* Comparing characters
* Comparing and contrasting the past to the present
* Determining impact of setting on characters
* Comparing and contrasting media to text
* Using textual evidence when discussing text and writing information
* Summarizing objectively and succinctly
* An author’s choice of words/phrases has impact on readers’ opinion of character(s).
* What a character says and how a character reacts guides the reader’s/writer's inferences and judgments.
* A good reader/writer can interpret the author’s inferences.
* The point of view of a narrator changes the way in which the story is presented and limits the amount of information we receive
* To effectively participate in a wide range of conversations, a student must build on others’ ideas and learn to express their own clearly and persuasively by supporting arguments with textual evidence and personal experiences
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| **Learning Targets** |
| **New Jersey Student Learning Standards & Practices****NJ: 2016 SLS: English Language Arts** RL.7.1 Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. RL.7.9 Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history. W.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. W.7.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) W.7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.  | **Interdisciplinary New Jersey Student Learning Standards, Career Readiness Practices, SEL Competencies****NJ: 2020 SLS: Career Readiness, Life Literacies, and Key Skills** 9.4.8.CT.39.4.8.GCA.19.4.8.GCA.2**Computer Science and Design Thinking:**8.2.8.ITH.18.2.8.ITH.2**Social Studies:** 6.1.8.CivicsPD.26.1.8.CivicsDP.1 **NJ: 2017 SLS: Social and Emotional Learning** **Competencies** Social Awareness Recognize and identify the thoughts, feelings and perspectives of others Demonstrate and awareness of the differences among individuals, groups and others’ cultural backgrounds Demonstrate an understanding of the need for mutual respect when viewpoints differ Demonstrate an awareness of the expectations for social interactions in a variety of settings **CRP**> Act as a responsible and contributing community member and employee>Consider the environmental, social, and economic impacts of decisions> Use critical thinking to make sense of problems and persevere in solving them.> Work productively in teams while using cultural/ global competence |
| **Essential Questions** |
| * How does a good reader/writer analyze character(s)?

• How do I determine a theme of a story? • What lessons can I learn from a historical fiction story? • How can I determine the differing points of views in a story? • How do I use clues in a story to make predictions and inferences? • How can I participate effectively in book discussion? • How does the setting/time period affect the story? • Why is historical fiction important? • How does a character impact history and how are our characters affected by history?  |
| **Student Learning Objectives** |
| ***Students will…***• Students will create historical timelines to assist with their narrative writing. • Students will create character timelines – moments of decisions or choice. • Students will free-write from memorable quotes/moments from the story. o Read Alouds from historical fiction text (see suggested activities texts)o SWBAT participate in the class read-aloud and add the lens of relationships to the close reading work that they already know how to do as they read their book club books. o SWBAT participate in small group conversations on their novel(s). o SWBAT read closely for more implicit signs of characters contributing to tension.  o SWBAT analyze how and why power affects relationships during the read-aloud and in independent reading time periods. o SWBAT add the concept of studying colliding character traits to the ways they know to study relationships while meeting in book club groups. o SWBAT notice when characters’ issues are not personal, but group-related, and to consider ways group-related issues affect characters and stories. o SWBAT determine whether or not the issues that the characters in their stories are facing relate in some way to a group’s access, or lack of access, to power. o SWBAT analyze how simple literary themes fit or don’t fit with stories, leading to deeper insights.  o SWBAT analyze how characters respond in complex, unique ways to the issues they face.  o SWBAT discuss terminology for group-related issues as a whole class and in small groups. o SWBAT consider whether parts of the story have positive or negative connotations. o SWBAT think about the ways their texts do or do not reinforce stereotypes. o SWBAT consider why people don’t do more to stop power imbalance or intolerant acts. SWBAT consider how people can help to make these issues less painful, less persistent for groups and individuals. o SWBAT connect everything they have learned and reflect on the above questions through analyzing media sources.  |
| ***Suggested Activities*** |
| READING   Possible resources to use with following bulleted activities The Watsons Go to Birmingham – (Amistad), Hidden Like Anne Frank-(Holocaust)• Students will use reading/writing logs in order to track their reading and set goals for themselves. • Students will write about their reading, take appropriate and meaningful notes, and share what they think and write. I.e. stop and jot and turn and talk. • Students will use post-it notes effectively to track their reading. • Students will retell certain parts in a text in order to be sure they are not lost or confused. • Students will participate in book discussion in their book clubs. • Students think about the difference between a realistic fiction story and a historical fiction story. • Students think about the other characters in the story and ask themselves: what do they seem to want or need? • Students know that when reading historical fiction, the places in the story will be very different from the places they live in today.  WRITING  • Students will write historical fiction narratives based on the time period of either the mentor text or their book club text. • Students know that when writing historical fiction, the settings in the story will be very different from the settings they live in today. • Students know that when writing historical fiction, the “things” in the story will be very different from the “things” we have in our lives today (i.e. cars, computers). • Students learn that writing historical fiction can be very complex.  • Students turn to nonfiction texts and articles when seeking to understand more about a time period or when trying to understand a historical backdrop. • Students reflect on their own viewpoints and realize they may not align with historical viewpoints. • Students ask themselves: What is power? Who has power in this story? How do I see power? What forms can power take? How does power shift? Power is not just physical. • Students consciously use conventions to communicate their writing. • Students published their work to share with classmates.  |
| ***Materials*** |
| * Lap Tops
* Heinemann.com
* McDougall Literature Anthology
* MyHRW.com
* MLA Format
* Media Center
* Editions of newspaper
* Brain Pop
* Leveled texts to support unit independent reading/writing
* Optional mentor texts attached (novels and short stories)

**Resources: Utilizing technology: one to one use of computers:** IXL Newsela PRO SRI to assess lexile level Microsoft Teams Microsoft Outlook suite Turnitin.com  [April Morning Online Book (X).pdf](https://gboe.rubiconatlas.org/Atlas/View/File?FileID=606A3A53-81C7-4FF4-A54B-A74EC8C5476F&YearID=2022&)[Bud Not Buddy Online Book (U).pdf](https://gboe.rubiconatlas.org/Atlas/View/File?FileID=BD912A2B-7071-4ADD-8D88-F1D0EA06FD78&YearID=2022&)[Esperanza Rising Online Book (V).pdf](https://gboe.rubiconatlas.org/Atlas/View/File?FileID=36B84FB8-D982-4CC7-894B-591545221CD8&YearID=2022&)[Fever 1793 Online Book (Z).pdf](https://gboe.rubiconatlas.org/Atlas/View/File?FileID=C4CF1289-958F-4520-98BF-844E3B0F5EDA&YearID=2022&)[Number the Stars Online Book (U).pdf](https://gboe.rubiconatlas.org/Atlas/View/File?FileID=ABD49835-1472-4EE6-BAD8-C41B962813C3&YearID=2022&)[One Crazy Summer Online Book (W).pdf](https://gboe.rubiconatlas.org/Atlas/View/File?FileID=CEE5AC02-E4B8-4138-A378-33A10D67C76A&YearID=2022&)[Out of the Dust Online Book (X).pdf](https://gboe.rubiconatlas.org/Atlas/View/File?FileID=757EE0FF-1EEE-4D3F-A3DB-18364916A185&YearID=2022&)[Soldier’s Heart Online Book (T).pdf](https://gboe.rubiconatlas.org/Atlas/View/File?FileID=3FBFEF50-67CA-46AA-8F08-B94D025B8A8F&YearID=2022&)[The Book Thief Online Book (Z+).pdf](https://gboe.rubiconatlas.org/Atlas/View/File?FileID=3B8AF63B-B162-4730-8230-1891C83E0EEA&YearID=2022&)[The Devil's Arithmetic Online Book (Y).pdf](https://gboe.rubiconatlas.org/Atlas/View/File?FileID=B354AADA-B08B-4EA5-9FC6-0681C8130FAC&YearID=2022&)[The Lions of Little Rock Online Book (X).pdf](https://gboe.rubiconatlas.org/Atlas/View/File?FileID=C3BC5B5C-BCF9-4C22-B675-1B34434A30EC&YearID=2022&)[The Watsons Go to Birmingham Online Book (U).pdf](https://gboe.rubiconatlas.org/Atlas/View/File?FileID=793F9A14-4A8C-489F-AEA4-43B3FAD23113&YearID=2022&)[The Bowman.pdf](https://gboe.rubiconatlas.org/Atlas/View/File?FileID=4ABBFA49-94A4-4BD4-963D-5C3459BF220D&YearID=2022&)[The Enemy.pdf](https://gboe.rubiconatlas.org/Atlas/View/File?FileID=B9D56489-CD2C-4221-9D42-E63D1CD74C02&YearID=2022&)[The Ghost of Harpers Ferry.pdf](https://gboe.rubiconatlas.org/Atlas/View/File?FileID=1D35FBA0-392D-43A3-AB87-62DE3EB3A76D&YearID=2022&)[The Return of Sal Caputo.pdf](https://gboe.rubiconatlas.org/Atlas/View/File?FileID=06E1EC58-B2D5-4143-9783-B2A81F766CAD&YearID=2022&)[The Sniper (short story).pdf](https://gboe.rubiconatlas.org/Atlas/View/File?FileID=B5D99EF7-0710-4B7C-B1F3-4F43CA7E5634&YearID=2022&) Online library sources:<https://www.myon.com/login/index.html?logoutReason=10><https://bookflix.digital.scholastic.com/><https://soraapp.com/home><https://www.scholastic.com/digital/trueflix.htm><https://login.pebblego.com/?product=EBOOKS> |
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| * ***Benchmark***
* ***End of book forms/projects***
* ***Skill-specific quizzes/tests***
* ***Narrative Writing (Characterization)***
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