

Subject Area: English Language Arts	Grade Level: 7	
Unit Name: Reading - Launching	Dates: September - Early October	Time Frame: 4-5 weeks

Lessons & Writing Activities:

Mentor Texts & Supplemental Resources Can Include:

- *First Crossing: Stories About Teen Immigrants*
- *Phineas Gage* by John Fleischman
- *When I Was Your Age: Original Stories About Growing Up*
- *If You Kiss A Boy* by Alex Sanchez

*See Schoolwide Unit for Additional Options

Interactive Read Aloud Lessons

Lesson 1: What Is Reading Workshop?

Rationale: Reading workshop is a time to learn and grow as readers. Reading workshop is a time to learn and grow as readers. Students will reflect on their own reading histories to understand their reading identities and begin to build a reading community.

New Jersey Student Learning Standards: SL.7.1, RL.7.1, RI.7.1

Skills and Strategies: Using Schema, Making Inferences, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 2: Readers Are Active Thinkers

Rationale: Readers are active thinkers as they read, using a variety of comprehension strategies to support understanding. Students will learn to synthesize their thinking in order to make inferences and comprehend texts as they read.

New Jersey Student Learning Standards: RL.7.1, RL.7.3, RL.7.10, SL.7.1, W.7.10

Skills and Strategies: Monitoring and Repairing Comprehension, Using Schema, Questioning, Making Inferences, Synthesizing, Engaging in Discussion/Collaborating

Lesson 3: Crafting a Reading Life

Rationale: Readers are individuals with various strengths, challenges, and interests, and they choose books at different times for different purposes. Students will begin crafting their reading lives by using their own identities as readers to select well-matched texts across genres.

Skills and Strategies: Text and Genre Features/Structure, Monitoring and Repairing Comprehension, Using Schema, Making Inferences, Determining Importance, Synthesizing, Finding Word Meaning (Vocabulary)

Lesson 4: Building Reading Stamina

Rationale: Readers cultivate habits that help them overcome obstacles as they are reading. Students will notice and react to new information as they read to help them understand their reading more deeply and stay focused.

New Jersey Student Learning Standards: RI.7.1, RI.7.3, RI.7.4, RI.7.10

Skills and Strategies: Monitoring and Repairing Comprehension, Using Schema, Questioning, Making Inferences, Visualizing, Text and Genre Features/Structure

Lesson 5: Using Strategies to Understand Complex Text uses Phineas Gage by John Fleischman.

Rationale: Readers know what it feels like to understand what they read. Students will pay attention when meaning breaks down and use strategies to help clarify their understanding, especially with complex text.

New Jersey Student Learning Standards: RI.7.1, RI.7.2, RI.7.4, RI.7.10, L.7.4, W.7.10

Skills and Strategies: Monitoring and Repairing Comprehension, Using Schema, Visualizing, Making Inferences, Finding Word Meaning (Vocabulary)

Lesson 6: Combining What You Know With the Text

Rationale: Readers bring what they know or have experienced to their reading. Students will activate their prior knowledge about the genre, author, and topic before reading and combine their prior knowledge with the clues in the text to infer meaning as they read.

New Jersey Student Learning Standards: RL.7.1, SL.7.1, RL.7.10

Skills and Strategies: Using Schema, Making Inferences, Text and Genre Features/Structure, Engaging in Discussion/Collaborating

Lesson 7: Growing Ideas Through Conversation

Rationale: Readers synthesize how their thinking develops from the beginning to the end of a text to infer themes or big ideas. Students will grow ideas by talking with other readers and using evidence from the text.

New Jersey Student Learning Standards: RL.7.1, RL.7.2, SL.7.1, RL.7.3, RL.7.4, RL.7.10, W.7.10

Skills and Strategies: Making Inferences, Determining Importance, Synthesizing, Text and Genre Features/Structure, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 8: Engaging With Complex Text Through Conversation

Rationale: Readers read complex texts closely, inferring meaning from the writer's language choices and analyzing ideas across texts. Students will benefit from building on each other's thinking to take meaning to a deeper level.

New Jersey Student Learning Standards: RL.7.1, RL.7.2, RL.7.4, SL.7.1, RL.7.5, RL.7.10, W.7.10

Skills and Strategies: Making Inferences, Synthesizing, Using Schema, Engaging in Discussion/Collaborating

Mini-Lessons

Lesson 1: Setting Goals for Ourselves as Readers

Rationale: Readers set goals to support their individual growth. Students will reflect on their learning in order to set goals and make plans for themselves.

New Jersey Student Learning Standards: RL.7.10, RI.7.10, SL.7.1

Skill and Strategy: Monitoring and Repairing Comprehension

Lesson 2: Making Reading Plans uses Knucklehead by Jon Scieszka.

Rationale: Readers are always prepared with books to read next; they have a plan for keeping new reading ideas at hand. Students will consider how to generate ideas for reading.

New Jersey Student Learning Standards: RL.7.10, RI.7.10

Skill and Strategy: Text and Genre Features/Structure

Lesson 3: Expanding Our Reading Worlds

Rationale: Readers share books they love and expect to get recommendations from other readers. Students will understand the importance of book recommendations and create meaningful book talks.

New Jersey Student Learning Standards: RL.7.2, SL.7.1, RL.7.10, RI.7.10

Skills and Strategies: Determining Importance, Synthesizing, Text and Genre Features/Structure, Speaking to Communicate, Listening and Responding

Lesson 4: Using Plot Structure to Understand Fiction

Rationale: Readers of fiction recognize how plots are structured and use their understanding to navigate through the text. Students will create a plot diagram to visually represent the structure of a story.

New Jersey Student Learning Standards: RL.7.2, RL.7.3, RL.7.1, RL.7.10, W.7.10

Skills and Strategies: Making Inferences, Determining Importance, Synthesizing, Text and Genre Features/Structure

Lesson 5: Talking About Fiction

Rationale: Readers of fiction notice characters, setting, plot, and themes as they read. Students will deepen their understanding of fiction by sharing their thinking about these elements through discussions with each other.

New Jersey Student Learning Standards: RL.7.1, RL.7.2, RL.7.3, RL.7.4, SL.7.1, RL.7.10

Skills and Strategies: Monitoring and Repairing Comprehension, Using Schema, Questioning, Making Inferences, Determining Importance, Finding Word Meaning (Vocabulary), Listening and Responding, Engaging in Discussion/Collaborating

Lesson 6: Meeting Challenges in Reading Nonfiction

Rationale: Readers expect challenges when reading in order to learn new information. Students will carefully examine all the clues that writers provide to help them gain knowledge.

New Jersey Student Learning Standards: RI.7.1, RI.7.4, RI.7.10, L.7.4

Skills and Strategies: Monitoring and Repairing Comprehension, Using Schema, Visualizing, Making Inferences, Finding Word Meaning (Vocabulary)

Lesson 7: Determining What's Important in Nonfiction

Rationale: Readers sift and sort through the information in nonfiction texts to understand how important ideas are developed. Students will determine important ideas and details that support major concepts.

New Jersey Student Learning Standards: RI.7.1, RI.7.2, RI.7.10, W.7.10

Skills and Strategies: Determining Importance, Questioning, Making Inferences, Using Schema, Visualizing

Lesson 8: Expanding Content Knowledge Using Other Media

Rationale: Readers gain information from multiple sources, including visual texts. Students will identify additional information needed and use multimedia sources to supplement understanding derived from written texts.

New Jersey Student Learning Standards: RI.7.1, RI.7.7, RI.7.10

Skills and Strategies: Visualizing, Text and Genre Features/Structure, Using Schema, Questioning

Lesson 9: Relating Form and Content in Poetry

Rationale: Readers of poetry recognize how poets use different structures to convey their thoughts and emotions. Students will notice how the structure of a poem impacts the feelings and ideas that are conveyed.

New Jersey Student Learning Standards: RL.7.1, RL.7.2, RL.7.5, RL.7.10

Skills and Strategies: Text and Genre Features/Structure, Making Inferences, Visualizing

Lesson 10: Reflecting on Reading Goals and Habits

Rationale: Readers reflect on their goals in order to gain insight into their habits and behaviors as readers. Students will present evidence to support their reflections and then set new goals.

New Jersey Student Learning Standards: RL.7.10, RI.7.10

Skills and Strategies: Monitoring and Repairing Comprehension, Synthesizing

Assessment:

Formative - Observations, Teacher-Student Conferences, Student-Student Conferences, Turn-and-Talks, Written Reading Responses, Reading Notebook Checklists, Self-Assessment Tools, Student Performance Checklists, Sticky Notes, Reading Logs, Reflection Sheets, Goal Sheets and Reading Strategies Checklists

Summative - Written Reading Responses, Formative Assessment Note Sheets, Daily Exit Tickets, Literary Terms Assessment, and Structure of Fiction Assessment

Benchmark - Benchmark Renaissance Assessment

Rubric:

Student Performance Checklist

Where are My Students in the Reading Process? (Formative Assessment Note Sheet)

Reading Notebook Checklist

My Reading Life: Reflection and Goals

Reading Response Rubric

Fiction Writing Rubric

Differentiate Instruction:

depending on individual student need (students with an IEP, 504, or Intervention Plan; ELL Students; Students At Risk; Gifted Students) by:

Presentation Accommodations

- Listen to audio recordings instead of reading text
- Learn content from audio books, movies, videos and digital media instead of reading print versions
- Use alternate texts at lower readability level
- Work with fewer items per page or line and/or materials in a larger print size
- Use magnification device, screen reader, or Braille / Nemeth Code
- Use audio amplification device (e.g., hearing aid(s), auditory trainer, sound-field system (which may require teacher use of microphone))
- Be given a written list of instructions
- Record a lesson, instead of taking notes
- Have another student share class notes with one another
- Be given an outline of a lesson
- Be given a copy of teacher's lecture notes
- Be given a study guide to assist in preparing for assessments
- Use visual presentations of verbal material, such as word webs and visual organizers

- Use manipulatives to teach or demonstrate concepts
- Have curriculum materials translated into native language

Response Accommodations

- Use sign language, a communication device, Braille, other technology, or native language other than English
- Dictate answers to a scribe
- Capture responses on an audio recorder
- Use a spelling dictionary or electronic spell-checker
- Use a word processor to type notes or give responses in class
- Use a calculator or table of “math facts”
- Respond directly in the test booklet rather than on an answer sheet.

Setting Accommodations

- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where he learns best (for example, near the teacher, away from distractions)
- Use special lighting or acoustics
- Take a test in small group setting
- Use sensory tools such as an exercise band that can be looped around a chair’s legs (so fidgety kids can kick it and quietly get their energy out)
- Use noise buffers such as headphones, earphones, or earplugs

Timing Accommodations

- Take more time to complete a task or a test
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing a task

Scheduling Accommodations

- Take more time to complete a project
- Take a test in several timed sessions or over several days
- Take sections of a test in a different order
- Take a test at a specific time of day

Organization Skills Accommodations

- Use an alarm to help with time management
- Mark texts with a highlighter
- Have help coordinating assignments in a book or planner
- Receive study skills instruction

Assignment Modifications

- Complete fewer or different homework problems than peers

- Write shorter papers
- Answer fewer or different test questions
- Create alternate projects or assignments

Curriculum Modifications

- Learn different material (such as continuing to work on multiplication while classmates move on to fractions, or moving ahead to an extension concept/skill while classmates continue to work on a core skill)
- Get graded or assessed using a different standard than the one for classmate

8.1 Educational Technology:

- 8.1.B. Creativity and Innovation
- 8.1.C. Communication and Collaboration
- 8.1 D. Digital Citizenship

9.1 Personal Financial Literacy Standard

- Characters in read alouds and independent reading texts learn money management skills.
- The plot or theme in read alouds and independent reading texts revolves around money management skills and financial independence.

9.2 Career Awareness: Integrated throughout the unit, including but not limited to:

- NewsELA current event texts highlighting various careers
- *Scope* magazine texts highlighting various careers
- Career Day presentations highlighting and explaining a variety of professions
- Presentation skills through summative assessment forms

Social Emotional Learning:

- Self-Awareness
 - Recognize one's feelings and thoughts
 - Recognize the importance of self-confidence in handling daily tasks and challenges
- Self-Management
 - Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
 - Recognize the skills needed to establish and achieve personal and educational goals
- Social Awareness
 - Recognize and identify the thoughts, feelings, and perspectives of others
 - Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
 - Demonstrate an understanding of the need for mutual respect when viewpoints differ
- 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
- Relationship Skills
 - Utilize positive communication and social skills to interact effectively with others
 - Identify who, when, where, or how to seek help for oneself or others when needed

Science - MS-ESS3-D Global Climate Change, LS2.C Ecosystem Dynamics, Functioning, and Resilience Infusion:

- Nonfiction texts used as read aloud and for independent reading raises awareness on global climate change.
- Fiction texts used as read alouds and for independent reading revolve around protecting our environment and ecosystem, whether it’s specific characters or the plot.

LGBTQ Awareness Infusion:

- Fiction texts used as read alouds and for independent reading will feature LGBTQ characters and/or written by prominent LGBTQ authors.
- Non-fiction texts used as read alouds and for independent reading are based on prominent LGBTQ figures and/or about the history and progression of the LGBTQ movement.

Subject Area: English Language Arts (ELA)	Grade Level: 7	
Unit Name: Reading - Fiction	Dates: October - January	Time Frame: Approximately 8 Weeks
Lessons & Writing Activities:		
Mentor Texts & Supplemental Resources Can Include:		

- *Ghost* by Jason Reynolds
- *Among the Hidden* by Margaret Haddix
- *A Christmas Carol* adapted by Israel Horowitz
- *First Crossing: Stories About Teen Immigrants*
- *Junkyard Wonders* by Patricia Polacco
- *Nightjohn* by Gary Paulsen

*See Schoolwide Unit for Additional Options

Interactive Read Aloud Lessons

Lesson 1: The Life of the Story

Rationale: Readers understand that there are different types of fiction texts that share the same purpose of enlightening, entertaining, and involving the audience in the life of the story. Students will build their understanding by asking questions and gathering information about the subgenres of fiction.

New Jersey Student Learning Standards: RL.7.1, RL.7.3, RL.7.5, SL.7.1, SL.7.6, RL.7.10, RI.7.10, SL.7.4, W.7.10

Skills and Strategies: Text and Genre Features/Structure, Using Schema, Questioning, Monitoring and Repairing Comprehension, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 2: Structuring the World of Fiction

Rationale: Readers understand that fiction texts have particular elements and chronological structures. Students will explore fiction texts, paying particular attention to the story elements and how scenes or chapters fit together to create an overall narrative structure.

New Jersey Student Learning Standards: RL.7.1, RL.7.3, RL.7.5, SL.7.1, SL.7.6, RL.7.9, RL.7.10, RI.7.10, SL.7.4, L.7.2, W.7.4, W.7.10

Skills and Strategies: Text and Genre Features/Structure, Using Schema, Questioning, Determining Importance, Monitoring and Repairing Comprehension, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 3: Analyzing the Elements of Drama

Rationale: Readers recognize that different fiction subgenres, such as drama, contain various elements that are necessary to shape the story. Students will analyze the structure of a play and how the elements of drama contribute to the development of the play and the ideas it conveys.

New Jersey Student Learning Standards: RL.7.1, RL.7.3, RL.7.5, SL.7.1, SL.7.6, RL.7.10, RI.7.10, SL.7.4, L.7.2, W.7.4, W.7.10

Skills and Strategies: Text and Genre Features/Structure, Questioning, Visualizing, Making Inferences, Determining Importance, Monitoring and Repairing Comprehension, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 4: Exploring Conflicts

Rationale: Readers understand that there are different types of conflicts present in fiction. Students will analyze fiction stories to identify the type, nature, and resolution of conflicts in order to understand how they affect the plot and characters.

New Jersey Student Learning Standards: RL.7.1, RL.7.3, RL.7.4, RL.7.6, RI.7.6, SL.7.1, SL.7.6, L.7.4, RL.7.10, RI.7.10, SL.7.4, W.7.10

Skills and Strategies: Using Schema, Visualizing, Making Inferences, Determining Importance, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 5: Exploring Characters and Points of View

Rationale: Readers pay close attention to who is narrating a story and consider how the narrator influences how the story is told. Students will explore how the author of the historical fiction text *The Mostly True Adventures of Homer P. Figg* develops and contrasts the points of view of two different narrators.

New Jersey Student Learning Standards: RL.7.1, RL.7.5, RL.7.6, SL.7.1, SL.7.6, L.7.4, RL.7.10, RI.7.10, SL.7.4, L.7.2, W.7.4, W.7.10

Skills and Strategies: Text and Genre Features/Structure, Using Schema, Making Inferences, Determining Importance, Synthesizing, Speaking to Communicate, Listening and Responding, Engaging in Discussion/ Collaborating

Lesson 6: The Power of Historical Settings

Rationale: Readers recognize the power of historical settings and how fiction writers use history in their stories to shape characters and plot development. Students will analyze the relationships among historical settings, characters, and plot development.

New Jersey Student Learning Standards: RL.7.3, RL.7.5, RL.7.6, RL.7.9, SL.7.1, SL.7.6, RL.7.10, RI.7.10, SL.7.4, L.7.2, W.7.4, W.7.10, RH.6-8.1, RH.6-8.2, RH.6-8.4

Skills and Strategies: Text and Genre Features/Structure, Using Schema, Making Inferences, Determining Importance, Synthesizing, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 7: Identifying the Theme or Central Idea

Rationale: Readers of fiction recognize that many stories address and are connected by particular themes and central ideas. Students will identify the themes and consider the central idea(s) in terms of morals, lessons, and themes across a text.

New Jersey Student Learning Standards: RL.7.1, RL.7.2, RL.7.5, SL.7.1, SL.7.6, RL.7.10, RI.7.10, SL.7.4, W.7.10

Skills and Strategies: Text and Genre Features/Structure, Using Schema, Making Inferences, Determining Importance, Synthesizing, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 8: Asking Critical Questions

Rationale: Reading with critical questions in mind is an important part of analytical and close reading. Students will analyze fiction stories to identify the critical questions that emerge from characters' actions and dialogue.

New Jersey Student Learning Standards: RL.7.1, RL.7.2, SL.7.1, SL.7.6, RL.7.10, RI.7.10, SL.7.4, W.7.10

Skills and Strategies: Questioning, Making Inferences, Determining Importance, Monitoring and Repairing Comprehension, Speaking to Communicate, Listening and Responding

Mini-Lessons

Lesson 1: Constructing Our Reading Knowledge

Rationale: Readers actively construct their understanding about a text by utilizing their background knowledge. Students will focus on actively drawing upon their schema of fiction texts prior to reading.

New Jersey Student Learning Standards: RL.7.1, SL.7.1, RL.7.10, RI.7.10, SL.7.6, W.7.10

Skills and Strategies: Text and Genre Features/Structure, Using Schema, Making Inferences, Monitoring and Repairing Comprehension, Speaking to Communicate, Engaging in Discussion/Collaborating

Lesson 2: Active Reading

Rationale: Readers actively monitor their comprehension by keeping track of the events in a story, raising questions as they read, and articulating their understanding. Students will focus on actively monitoring their reading.

New Jersey Student Learning Standards: RL.7.1, RL.7.2, RL.7.3, L.7.4, RL.7.10, RI.7.10, SL.7.1, SL.7.6, W.7.10

Skills and Strategies: Text and Genre Features/Structure, Using Schema, Questioning, Visualizing, Making Inferences, Determining Importance, Synthesizing, Monitoring and Repairing Comprehension, Speaking to Communicate, Engaging in Discussion/Collaborating

Lesson 3: Comprehension Challenges

Rationale: Readers expect comprehension challenges when reading fiction. Students will identify and use a range of strategies, such as predicting, visualizing, and clarifying in order to determine meaning and enhance their comprehension.

New Jersey Student Learning Standards: RL.7.1, RL.7.4, RL.7.5, RL.7.6, RL.7.10, RI.7.10, SL.7.1, SL.7.6, W.7.10

Skills and Strategies: Text and Genre Features/Structure, Using Schema, Visualizing, Making Inferences, Determining Importance, Finding Word Meaning (Vocabulary), Monitoring and Repairing Comprehension

Lesson 4: Vocabulary Challenges

Rationale: Readers expect vocabulary or word-level challenges when reading fiction. Students will identify vocabulary or word-level challenges and use a range of strategies to determine meaning and enhance their comprehension.

New Jersey Student Learning Standards: RL.7.1, RL.7.4, RL.7.5, L.7.4, L.7.5, RL.7.10, RI.7.6, RI.7.10, SL.7.1, SL.7.6, W.7.10

Skills and Strategies: Using Schema, Making Inferences, Synthesizing, Monitoring and Repairing Comprehension, Finding Word Meaning (Vocabulary)

Lesson 5: Examining Multiple Points of View

Rationale: Readers of fiction evaluate multiple characters' points of view and examine how the different perspectives influence the mood and tone of the story. Students will analyze how writers develop contrasting points of view over the course of the text, which leads the readers to begin to infer the writers' message or purpose.

New Jersey Student Learning Standards: RL.7.1, RL.7.3, RL.7.5, RL.7.6, W.7.1, RL.7.10, RI.7.10, SL.7.1, SL.7.6, W.7.10

Skills and Strategies: Making Inferences, Determining Importance, Synthesizing, Speaking to Communicate, Engaging in Discussion/Collaborating

Lesson 6: Effects of Literary Techniques

Rationale: Readers interpret and analyze literature by paying attention to specific words and phrases in order to determine the mood and tone and how they shape the author's meaning in a text. Students will discover how to determine a text's tone and mood by analyzing how an author uses figurative language,

word choice, and imagery across a text.

New Jersey Student Learning Standards: RL.7.1, RL.7.2, RL.7.3, RL.7.4, RL.7.5, RL.7.6, L.7.4, L.7.5, L.7.6, RL.7.10, RI.7.10, SL.7.1, SL.7.6, W.7.10

Skills and Strategies: Using Schema, Determining Importance, Synthesizing, Finding Word Meaning (Vocabulary), Speaking to Communicate, Engaging in Discussion/Collaborating

Lesson 7: Analyzing Theme for Deeper Understanding

Rationale: Readers of fiction recognize that many stories are connected by particular themes or central ideas. Students will identify themes or central ideas across a variety of texts.

New Jersey Student Learning Standards: RL.7.4, SL.7.2, RL.7.10, RI.7.10, SL.7.1, SL.7.6, W.7.10

Skills and Strategies: Text and Genre Features/Structure, Using Schema, Making Inferences, Determining Importance, Synthesizing, Finding Word Meaning (Vocabulary), Speaking to Communicate, Engaging in Discussion/Collaborating

Lesson 8: Collaborative Conversations

Rationale: Readers engage in collaborative discussions on a range of texts, topics, and issues. Students will consider critical questions as they write about their reading in preparation for conversations with peers, building on others' ideas and expressing their own clearly.

New Jersey Student Learning Standards: RL.7.1, SL.7.1, SL.7.3, SL.7.4, L.7.4, L.7.5, RL.7.9, RL.7.10, RI.7.10, SL.7.6, W.7.10

Skills and Strategies: Questioning, Visualizing, Synthesizing, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 9: Reading With Expression

Rationale: Readers consider pacing, tone, and fluency when reading performative fiction. Students will analyze the structure of a play and understand how reading this type of fiction with expression enhances their engagement and comprehension.

New Jersey Student Learning Standards: RL.7.4, RL.7.5, L.7.4, L.7.5, RL.7.10, RI.7.10, SL.7.1, SL.7.6, W.7.10

Skills and Strategies: Text and Genre Features/Structure, Making Inferences, Determining Importance, Monitoring and Repairing Comprehension, Speaking to Communicate, Engaging in Discussion/Collaborating

Lesson 10: Comparing Fiction Texts to Other Media Versions

Rationale: Readers of fiction compare and contrast texts with movie, staged, audio, or multimedia versions that address similar stories and themes. Students will identify and analyze distinct ways various media address a familiar story through discussion and writing.

New Jersey Student Learning Standards: RL.7.1, RL.7.5, RL.7.7, RI.7.7, RI.7.9, SL.7.2, SL.7.5, RL.7.10, RI.7.10, SL.7.1, SL.7.6, W.7.10

Skills and Strategies: Text and Genre Features/Structure, Using Schema, Visualizing, Synthesizing, Speaking to Communicate, Engaging in Discussion/Collaborating

Extension of Instruction Through Optional Book Clubs:

How Can Fiction Books Bring Real Societal Issues to Light?

Possible Text Options:

- *After Zero* by Christina Collins
- *Anything But Typical* by Nora Raleigh Baskin
- *Bystander* by James Preller
- *Counting by 7s* by Holly Goldberg Sloan
- *Drums, Girls, & Dangerous Pie* by Jordan Sonnenblick
- *Game Changer* by Tommy Greenwald
- *Nothing But The Truth* by Avi
- *The Giver* by Lois Lowry
- *Whatever Happened to Janine?* by Caroline B. Cooney

Assessment:

Formative - Observations, Teacher-Student Conferences, Student-Student Conferences, Turn-and-Talks, Written Reading Responses, Reading Notebook Checklists, Self-Assessment Tools, Formative Assessment Note Sheets, Student Performance Checklists, Sticky Notes, Reading Logs, Reflection Sheets, Goal Sheets, Reading Strategies Checklists

Summative - Written Reading Responses, Daily Exit Tickets, Reading Comprehension Activities, Essay Writing, and Fiction Reading Skills/Strategies Assessment

Benchmark - Renaissance Assessment and Benchmark Compare/Contrast Essay

Rubric:

Student Performance Checklist

Essay Writing Rubric

Summative Assessment Scoring Rubric
Summative Assessment Item Analysis
Reading Response Rubric

Differentiate Instruction:

Differentiate Instruction, depending on individual student need (students with an IEP, 504, or Intervention Plan; ELL Students; Students At Risk; Gifted Students) by:

Presentation Accommodations

- Listen to audio recordings instead of reading text
- Learn content from audio books, movies, videos and digital media instead of reading print versions
- Use alternate texts at lower readability level
- Work with fewer items per page or line and/or materials in a larger print size
- Use magnification device, screen reader, or Braille / Nemeth Code
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Response Accommodations

- Use sign language, a communication device, Braille, other technology, or native language other than English
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- Use a calculator or table of "math facts"
- Respond directly in the test booklet rather than on an answer sheet.

Setting Accommodations

- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where he learns best (for example, near the teacher, away from distractions)
- Use special lighting or acoustics
- Take a test in small group setting
- Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out)
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Timing Accommodations

- Take more time to complete a task or a test
- Have extra time to process oral information and directions
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Scheduling Accommodations

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Organization Skills Accommodations

- Use an alarm to help with time management
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Assignment Modifications

- Complete fewer or different homework problems than peers
- Write shorter papers
- Answer fewer or different test questions
- Create alternate projects or assignments

Curriculum Modifications

- Learn different material (such as continuing to work on multiplication while classmates move on to fractions, or moving ahead to an extension concept/skill while classmates continue to work on a core skill)
- Get graded or assessed using a different standard than the one for classmate

8.1 Educational Technology:

- 8.1.D Digital Citizenship
- 8.1.E Research and Information Fluency

9.1 Personal Financial Literacy Standard:

- 9.1.8.B.4 Relate the concept of deferred gratification to [investment,] meeting financial goals, and building wealth.
- 9.1.8.B.5 Explain the effect of the economy on personal income, individual and family security, and consumer decisions.
- 9.1.8.B.6 Evaluate the relationship of cultural traditions and historical influences on financial practice.
- 9.1.8.B.7 Construct a budget to save for long-term, short-term, and charitable goals.

9.2 Career Awareness: Integrated throughout the unit, including but not limited to:

- NewsELA current event texts highlighting various careers
- *Scope* magazine texts highlighting various careers
- Students' independent reading book involving characters with specific careers, based on student interest

Science - MS-ESS3-D Global Climate Change, LS2.C Ecosystem Dynamics, Functioning, and Resilience Infusion:

- Texts used as read alouds and for independent reading revolve around protecting our environment and ecosystem, whether it's specific characters or the plot.

LGBTQ Awareness Infusion:

- Texts used as read alouds and for independent reading will feature LGBTQ characters and/or written by prominent LGBTQ authors.

Social Emotional Learning:

- Self-Awareness
 - Recognize one's feelings and thoughts
- Self-Management
 - Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
- Social Awareness
 - Recognize and identify the thoughts, feelings, and perspectives of others
 - Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
 - Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Responsible Decision Making
 - Develop, implement, and model effective problem-solving and critical thinking skills
- Relationship Skills
 - Utilize positive communication and social skills to interact effectively with others

Subject Area: English Language Arts (ELA)

Grade Level: 7

Unit Name: Reading - Non-Fiction

Dates: January - March

Time Frame: 8 -10 Weeks

Lessons & Writing Activities:

Mentor Texts & Supplemental Resources Can Include:

- *In the Shadow of Liberty* by Kenneth C. Davis
- *Nightjohn* by Gary Paulsen
- *Immigration and Migration: The Story of America*

*See Schoolwide Unit for Additional Options

Interactive Read Aloud Lessons

Lesson 1: Introduction to Nonfiction

Rationale: Readers of nonfiction have endless opportunities to learn information about the real world. Students will recognize the characteristics of different types of nonfiction, including reference nonfiction and various forms of literary nonfiction.

New Jersey Student Learning Standards: RI.7.1, RI.7.5, RI.7.10, RI.7.4, SL.7.1, L.7.4

Skills and Strategies: Text and Genre Features/Structure, Using Schema, Making Inferences, Finding Word Meaning (Vocabulary), Listening and Responding

Lesson 2: How Do We Read Nonfiction?

Rationale: Readers understand the challenges of nonfiction text. They monitor their comprehension and take action if they are losing meaning. Students will use reading comprehension strategies before, during, and after reading to support their learning.

New Jersey Student Learning Standards: RI.7.1, RI.7.4, RI.7.10, RI.7.2, RI.7.3, RI.7.5, SL.7.1, L.7.4, L.7.6, W.7.1

Skills and Strategies: Using Schema, Questioning, Visualizing, Making Inferences, Determining Importance, Synthesizing, Monitoring and Repairing Comprehension, Finding Word Meaning (Vocabulary), Listening and Responding, Engaging in Discussion/Collaborating

Lesson 3: Nonfiction Text Features

Rationale: Readers of nonfiction use text features to help them more fully understand information they encounter. Students will identify text features and their purposes and will analyze how the features support comprehension.

New Jersey Student Learning Standards: RI.7.1, RI.7.4, SL.7.2, L.7.4, RI.7.3, RI.7.5, RI.7.7, RI.7.10, SL.7.1

Skills and Strategies: Text and Genre Features/Structure, Using Schema, Questioning, Visualizing, Making Inferences, Determining Importance, Monitoring and Repairing Comprehension, Finding Word Meaning (Vocabulary), Listening and Responding, Engaging in Discussion/Collaborating

Lesson 4: Structures of Nonfiction

Rationale: Readers of nonfiction pay attention to text structures to support their understanding. Students will identify various text structures and how they support a writer's intentions in a text.

New Jersey Student Learning Standards: RI.7.5, RI.7.1, RI.7.3, RI.7.10, SL.7.1

Skills and Strategies: Text and Genre Features/Structure, Using Schema, Making Inferences, Monitoring and Repairing Comprehension, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 5: Vocabulary in Nonfiction Texts

Rationale: Readers of nonfiction encounter particular challenges with vocabulary. Students will use a variety of approaches to handle these challenges.

New Jersey Student Learning Standards: RI.7.4, L.7.4, L.7.5, L.7.6, RI.7.1, RI.7.5, RI.7.10, SL.7.1

Skills and Strategies: Using Schema, Visualizing, Making Inferences, Monitoring and Repairing Comprehension, Finding Word Meaning (Vocabulary), Listening and Responding, Engaging in Discussion/Collaborating

Lesson 6: Learning From and About Biographies

Rationale: Literary nonfiction takes many forms, including biography. Students will note characteristics of this genre to support their understanding as they read biographies.

New Jersey Student Learning Standards: RI.7.3, RI.7.1, RI.7.5, RI.7.10, SL.7.1, W.7.1

Skills and Strategies: Text and Genre Features/Structure, Using Schema, Making Inferences, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 7: Author's Point of View

Rationale: Writers of nonfiction often have perspectives that determine how they present their topics. Students will infer authors' points of view to gain deeper

insights into texts.

New Jersey Student Learning Standards: RI.7.2, RI.7.4, RI.7.6, RI.7.1, RI.7.3, RI.7.5, RI.7.9, RI.7.10, SL.7.1, L.7.5, W.7.1

Skills and Strategies: Questioning, Visualizing, Making Inferences, Determining Importance, Synthesizing, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 8: Understanding Authors' Messages in Nonfiction

Rationale: Readers develop their understanding of a writer's central messages as they continue reading a nonfiction text. Students will think, write, and talk as they gather evidence to support, expand, and revise their interpretations of an author's messages.

New Jersey Student Learning Standards: RI.7.2, RI.7.3, RI.7.6, SL.7.1, RI.7.1, RI.7.4, RI.7.5, RI.7.10, L.7.5, W.7.1

Skills and Strategies: Making Inferences, Determining Importance, Synthesizing, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 9: Exploring Authors' Use of Language

Rationale: Readers of nonfiction notice the style and tone created by writers' use of language. Students will examine the effects of writers' language choices in literary nonfiction.

New Jersey Student Learning Standards: RI.7.4, RI.7.9, RI.7.1, RI.7.3, RI.7.5, RI.7.6, RI.7.7, RI.7.10, SL.7.1, L.7.4, L.7.5, W.7.1

Skills and Strategies: Using Schema, Visualizing, Making Inferences, Synthesizing, Finding Word Meaning (Vocabulary), Listening and Responding, Engaging in Discussion/Collaborating

Lesson 10: Understanding the Power of a Speech

Rationale: Speeches can be powerful forms of literary nonfiction. Students will examine the characteristics of a speech and note their reactions to reading and listening to one. Students will also build background knowledge by watching and listening to video clips about the speaker.

New Jersey Student Learning Standards: RI.7.7, SL.7.2, RI.7.3, RI.7.5, SL.7.1, W.7.1

Skills and Strategies: Text and Genre Features/Structure, Using Schema, Determining Importance, Synthesizing, Listening and Responding, Engaging in Discussion/Collaborating

Mini-Lessons

Lesson 1: Analyzing a Speech

Rationale: Readers of literary nonfiction notice how a speech is structured to support their understanding of its central points. Students will summarize each part of a speech, note its main lesson or message, and make connections to the author's ideas.

New Jersey Student Learning Standards: RI.7.1, RI.7.2, RI.7.3, RI.7.5, RI.7.4, RI.7.6, RI.7.7, RI.7.10, SL.7.1, SL.7.3, L.7.4, L.7.5, W.7.1

Skills and Strategies: Text and Genre Features/Structure, Using Schema, Questioning, Making Inferences, Determining Importance, Synthesizing, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 2: Analyzing Rhetorical Devices in a Speech

Rationale: Speeches are designed to hold the audience's interest and clearly make their points. Students will analyze a speech to discover how speakers make use of rhetorical devices.

New Jersey Student Learning Standards: RI.7.4, RI.7.1, RI.7.5, RI.7.6, RI.7.10, SL.7.1, L.7.4, L.7.5, W.7.1

Skills and Strategies: Text and Genre Features/Structure, Using Schema, Visualizing, Making Inferences, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 3: Understanding an Essay

Rationale: Essays are another powerful form of literary nonfiction. Students will examine the characteristics of an essay and summarize the main parts of an essay.

New Jersey Student Learning Standards: RI.7.1, RI.7.2, RI.7.3, RI.7.4, RI.7.5, RI.7.6, RI.7.10, SL.7.1, L.7.5, W.7.1

Skills and Strategies: Text and Genre Features/Structure, Determining Importance, Synthesizing, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 4: Analyzing an Essay

Rationale: Readers use their knowledge of the structure of an essay to help them understand a writer's big ideas. Students will analyze an essay to determine how the introduction, thesis, body, and conclusion present and support the author's message.

New Jersey Student Learning Standards: RI.7.2, RI.7.5, RI.7.1, RI.7.3, RI.7.6, RI.7.10, SL.7.1, L.7.5

Skills and Strategies: Text and Genre Features/Structure, Questioning, Making Inferences, Determining Importance, Synthesizing, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 5: Discussing Essays

Rationale: Readers recognize that an essay can be understood more deeply through sharing ideas. Students will engage in group conversations about an essay to probe its meaning.

New Jersey Student Learning Standards: RI.7.1, RI.7.2, SL.7.1, RI.7.3, RI.7.5, RI.7.6, RI.7.9, RI.7.10, W.7.1

Skills and Strategies: Using Schema, Questioning, Making Inferences, Determining Importance, Synthesizing, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 6: Analyzing an Argument

Rationale: Readers of persuasive essays are critical readers. Students will identify the claim, reasons, and evidence in a persuasive essay to discern how an author has supported his argument about a topic.

New Jersey Student Learning Standards: RI.7.1, RI.7.5, RI.7.6, RI.7.2, RI.7.3, RI.7.4, RI.7.8, RI.7.9, RI.7.10, SL.7.1, W.7.1

Skills and Strategies: Text and Genre Features/Structure, Using Schema, Determining Importance, Synthesizing, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 7: Evaluating an Argument

Rationale: Readers of persuasive essays study both sides of the argument and analyze the validity of each writer's perspective. Students will compare the reasons and evidence writers provide and evaluate which better support the writers' claims.

New Jersey Student Learning Standards: RI.7.1, RI.7.5, RI.7.6, RI.7.8, RI.7.9, RI.7.4, RI.7.10, SL.7.1, W.7.1

Skills and Strategies: Text and Genre Features/Structure, Questioning, Making Inferences, Synthesizing, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 8: Reexamining Nonfiction

Rationale: Readers develop more sophisticated understandings of nonfiction as they read different types of texts included in this genre. Students will evaluate their goals for this unit and what they have learned about reading nonfiction.

New Jersey Student Learning Standards: SL.7.1, W.7.1, RI.7.10

Skills and Strategies: Synthesizing, Monitoring and Repairing Comprehension, Listening and Responding, Engaging in Discussion/Collaborating

Extension of Instruction Through Optional Book Clubs:

How Did This Event/Invention/Time Period Impact the World?

How Does This Event/Invention/Time Period Impact Me? My Future Decision-Making?

Possible Text Options Based on Events/Inventions/Time Periods, for example:

WWII

- *The Complete Guide to WWII* by Richard Panchyk and Simon Adams (Informational Nonfiction) paired with
- *Grenade* by Alan Gratz (Historical Fiction) or *Invasion* (Historical Fiction) by Walter Dean Myers

Assessment:

Formative - Observations, Teacher-Student Conferences, Student-Student Conferences, Turn-and-Talks, Written Reading Responses, Reading Notebook Checklists, Self-Assessment Tools, Formative Assessment Note Sheets, Student Performance Checklists, Sticky Notes, Reading Logs, Reflection Sheets, Goal Sheets, and Reading Strategies Checklists

Summative - Written Reading Responses, Daily Exit Tickets, Reading Comprehension Activities, Photo Essay, Biography Project, and Nonfiction Reading Skills/Strategies Assessment

Benchmark - Renaissance Assessment and Benchmark Informational Essay

Rubric:

Student Performance Checklist

Biography Project Rubric

Essay Writing Rubric

Summative Assessment Scoring Rubric

Summative Assessment Item Analysis

Differentiate Instruction, depending on individual student need (students with an IEP, 504, or Intervention Plan; ELL Students; Students At Risk; Gifted Students) by:

Presentation Accommodations

- Listen to audio recordings instead of reading text
- Learn content from audio books, movies, videos and digital media instead of reading print versions
- Use alternate texts at lower readability level
- Work with fewer items per page or line and/or materials in a larger print size
- Use magnification device, screen reader, or Braille / Nemeth Code
- Use audio amplification device (e.g., hearing aid(s), auditory trainer, sound-field system (which may require teacher use of microphone))
- Be given a written list of instructions
- Record a lesson, instead of taking notes
- Have another student share class notes with one another
- Be given an outline of a lesson
- Be given a copy of teacher's lecture notes
- Be given a study guide to assist in preparing for assessments
- Use visual presentations of verbal material, such as word webs and visual organizers
- Use manipulatives to teach or demonstrate concepts
- Have curriculum materials translated into native language

Response Accommodations

- Use sign language, a communication device, Braille, other technology, or native language other than English
- Dictate answers to a scribe
- Capture responses on an audio recorder
- Use a spelling dictionary or electronic spell-checker
- Use a word processor to type notes or give responses in class
- Use a calculator or table of "math facts"
- Respond directly in the test booklet rather than on an answer sheet.

Setting Accommodations

- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where he learns best (for example, near the teacher, away from distractions)
- Use special lighting or acoustics
- Take a test in small group setting
- Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out)
- Use noise buffers such as headphones, earphones, or earplugs

Timing Accommodations

- Take more time to complete a task or a test
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing a task

Scheduling Accommodations

- Take more time to complete a project
- Take a test in several timed sessions or over several days
- Take sections of a test in a different order
- Take a test at a specific time of day

Organization Skills Accommodations

- Use an alarm to help with time management
- Mark texts with a highlighter
- Have help coordinating assignments in a book or planner
- Receive study skills instruction

Assignment Modifications

- Complete fewer or different homework problems than peers
- Write shorter papers
- Answer fewer or different test questions
- Create alternate projects or assignments

Curriculum Modifications

- Learn different material (such as continuing to work on multiplication while classmates move on to fractions, or moving ahead to an extension concept/skill while classmates continue to work on a core skill)
- Get graded or assessed using a different standard than the one for classmate

8.1 Educational Technology:

- 8.1.A Tech Operations and Concepts
- 8.1.B Creativity and Innovation
- 8.1.D Digital Citizenship
- 8.1.E Research and Information Fluency
- 8.1.F Critical thinking, problem solving, and decision making

9.1 Personal Financial Literacy Standard:

- Financial Literacy as Related to Careers
- Career Research Report
- Nonfiction texts and articles relating to particular careers or individuals relating to financial literacy

9.2 Career Awareness:

- 9.2.8.B.1 Research careers within the 16 Career Clusters® and determine attributes of career success.
- 9.2.8.B.2 Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.
- 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Science - MS-ESS3-D Global Climate Change, LS2.C Ecosystem Dynamics, Functioning, and Resilience:

- Nonfiction texts used as read aloud and for independent reading raises awareness on global climate change.

LGBTQ Awareness Infusion:

- Non-fiction texts used as read alouds and for independent reading are based on prominent LGBTQ figures and/or about the history and progression of the LGBTQ movement.

Social Emotional Learning:

- Self-Awareness
 - Recognize one's feelings and thoughts
 - Recognize the importance of self-confidence in handling daily tasks and challenges
- Self-Management
 - Understand and practice strategies for managing one's own emotions, thoughts, and behaviors
 - Recognize the skills needed to establish and achieve personal and educational goals
- Social Awareness
 - Recognize and identify the thoughts, feelings, and perspectives of others
 - Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
 - Demonstrate an understanding of the need for mutual respect when viewpoints differ
- 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
- Relationship Skills
 - Utilize positive communication and social skills to interact effectively with others
 - Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways

Subject Area: English Language Arts (ELA)	Grade Level: 7	
Unit Name: Writing - How Writers Work	Dates: September - October	Time Frame: 4 - 5 Weeks
<p>Lessons & Writing Activities:</p> <p>Mentor Texts & Supplemental Resources Can Include:</p> <ul style="list-style-type: none"> • <i>Local News Stories</i> by Gary Soto • <i>Funny Business: Conversations With Writers Of Comedy</i> by Leonard S. Marcus <p>*See Schoolwide Unit for Additional Options</p> <p><u>Interactive Read Aloud Lessons</u></p> <p><u>Lesson 1: Uncovering the Writing Process</u></p> <p>Rationale: Students will listen to excerpts from the mentor texts and begin to discuss how writers work and the processes they use to generate and revise their ideas.</p> <p>New Jersey Student Learning Standards: W.7.1, W.7.3, W.7.4, W.7.5, W.7.7, W.7.9, W.7.10, SL.7.1, SL.7.3, SL.7.4, SL.7.6, L.7.1, L.7.2, L.7.3, L.7.4, L.7.5, L.7.6</p> <hr/> <p><u>Lesson 2: The Place Where Writing Starts: Keeping a Writer's Notebook</u></p>		

Rationale: Students will question and reflect on what inspires and motivates authors as they listen to, discuss, and compare various texts, as well as understand the importance of keeping a Writer's Notebook.

New Jersey Student Learning Standards: W.7.2, W.7.3, W.7.4, W.7.5, W.7.7, W.7.9, W.7.10, SL.7.1, SL.7.3, SL.7.4, SL.7.6, L.7.1, L.7.2, L.7.3, L.7.4, L.7.5, L.7.6

Lesson 3: Nonfiction Possibilities

Rationale: Students will analyze the mentor texts for writing forms and genres and reflect on the nonfiction topic contained in a piece of narrative fiction.

New Jersey Student Learning Standards: W.7.1, W.7.2, W.7.3, W.7.4, W.7.5, W.7.7, W.7.9, W.7.10, SL.7.1, SL.7.3, SL.7.4, SL.7.6, L.7.1, L.7.2, L.7.3, L.7.4, L.7.5, L.7.6

Lesson 4: Reflecting on Life's Conflicts

Rationale: Students will examine the many life experiences that inspired the authors of the mentor texts in this unit, and they will analyze and understand the importance of conflict in narrative.

New Jersey Student Learning Standards: W.7.3, W.7.4, W.7.5, W.7.7, W.7.9, W.7.10, SL.7.1, SL.7.2, SL.7.3, SL.7.4, SL.7.6, L.7.1, L.7.2, L.7.3, L.7.4, L.7.5, L.7.6

Lesson 5: Turning Ordinary Into Poetic

Rationale: Students will analyze poetry from A Fire in My Hands: Poems by Gary Soto to see how ordinary or common experiences and events have been transformed into beautiful verse through the use of author's craft.

New Jersey Student Learning Standards: W.7.3, W.7.4, W.7.5, W.7.7, W.7.9, W.7.10, SL.7.1, SL.7.3, SL.7.4, SL.7.6, L.7.1, L.7.2, L.7.3, L.7.4, L.7.5, L.7.6

Mini-Lessons

Lesson 1: Generating Ideas I - Using Objects to Spark Ideas

Rationale: Writers find inspiration in meaningful objects. Students will generate ideas for writing as they focus on keepsakes in their own lives.

New Jersey Student Learning Standards: W.7.3, W.7.4, W.7.5, W.7.7, W.7.9, W.7.10, SL.7.1, SL.7.2, SL.7.3, SL.7.4, SL.7.6, L.7.1, L.7.2, L.7.3, L.7.4, L.7.5, L.7.6

Lesson 2: Generating Ideas II - Quick Writes & Filling up the Notebook With Ideas

Rationale: Writers often get writing ideas from other writers. Students will revisit mentor texts for the purpose of making connections to jump-start their writing and quickly get their ideas down in their notebooks.

New Jersey Student Learning Standards: W.7.3, W.7.4, W.7.5, W.7.7, W.7.9, W.7.10, SL.7.1, SL.7.3, SL.7.4, SL.7.6, L.7.1, L.7.2, L.7.3, L.7.4, L.7.5, L.7.6

Lesson 3: Generating Ideas III - Sketching Ideas – Storyboard Inspirations

Rationale: Writers sometimes begin with illustrations as a way of prewriting and planning the flow of their stories. Students will create storyboards to use as inspiration for the development of possible narratives.

New Jersey Student Learning Standards: W.7.3, W.7.4, W.7.5, W.7.7, W.7.9, W.7.10, SL.7.1, SL.7.2, SL.7.3, SL.7.4, SL.7.6, L.7.1, L.7.2, L.7.3, L.7.4, L.7.5, L.7.6

Lesson 4: Selecting - Selecting Publishing Ideas

Rationale: Writers use their notebooks as a tool to record their thinking, observations, and memories, and they revisit these ideas often to select one idea that they think is worthy of being developed and published. Students will look at the mentor texts, confer with peers, and thoughtfully reread their notebooks to select one of their ideas to stick with, develop, and publish.

New Jersey Student Learning Standards: W.7.1, W.7.2, W.7.3, W.7.4, W.7.5, W.7.7, W.7.9, W.7.10, SL.7.1, SL.7.3, SL.7.4, SL.7.6, L.7.1, L.7.2, L.7.3, L.7.5, L.7.6

Lesson 5: Collecting - What Do I Need to Begin My Draft?

Rationale: Writers collect details and relevant information needed before they begin their first draft. Students will discuss ways writers research their ideas in order to collect information to develop their writing.

New Jersey Student Learning Standards: W.7.1, W.7.2, W.7.3, W.7.4, W.7.5, W.7.6, W.7.7, W.7.8, W.7.9, W.7.10, SL.7.1, SL.7.3, SL.7.4, SL.7.6, L.7.1, L.7.2, L.7.3, L.7.6

Lesson 6: Drafting - Organizing According to Form

Rationale: Writers begin to draft their pieces with a form and organization plan in mind. Students will examine how the different forms are organized, select

the form they feel is appropriate for their writing, and begin their drafts.

New Jersey Student Learning Standards: W.7.1, W.7.2, W.7.3, W.7.4, W.7.5, W.7.7, W.7.9, W.7.10, SL.7.1, SL.7.3, SL.7.4, SL.7.6, L.7.1, L.7.2, L.7.3, L.7.5, L.7.6

Lesson 7: Revising I - Re-Seeing Your Writing for BIG Revisions

Rationale: Writers use many effective revision techniques to ensure that their writing will develop into what they want it to sound like to their readers. Students will revise for a clear and coherent piece of writing that is focused, well developed, and organized.

New Jersey Student Learning Standards: W.7.1, W.7.2, W.7.3, W.7.4, W.7.5, W.7.7, W.7.9, W.7.10, SL.7.1, SL.7.3, SL.7.4, SL.7.6, L.7.1, L.7.2, L.7.3, L.7.4, L.7.5, L.7.6

Lesson 8: Revising II - Precise Words

Rationale: Writers use precise words, phrases, and clauses to clearly convey ideas, experiences, and events. Students will replace vague language with specific nouns and vivid verbs.

New Jersey Student Learning Standards: W.7.1, W.7.2, W.7.3, W.7.4, W.7.5, W.7.7, W.7.9, W.7.10, SL.7.1, SL.7.3, SL.7.4, SL.7.6, L.7.1, L.7.2, L.7.3, L.7.4, L.7.5, L.7.6

Lesson 9: Editing - Sound Sentences

Rationale: At the end of the writing process, writers focus on grammar and conventions so their pieces can be easily read by all. Students will learn to identify and correct run-on sentences and sentence fragments.

New Jersey Student Learning Standards: W.7.1, W.7.2, W.7.3, W.7.4, W.7.5, W.7.7, W.7.9, W.7.10, SL.7.1, SL.7.3, SL.7.4, SL.7.6, L.7.1, L.7.2, L.7.3, L.7.4, L.7.6

Lesson 10: Publishing - What Should My Piece Look Like?

Rationale: Writers produce and publish a final piece with the hope and intention of appealing to their readers. Students will examine the choices made by the mentor text authors to be better able to decide on an approach for their pieces.

New Jersey Student Learning Standards: W.7.1, W.7.2, W.7.3, W.7.4, W.7.5, W.7.6, W.7.7, W.7.8, W.7.9, W.7.10, SL.7.1, SL.7.2, SL.7.3, SL.7.4, SL.7.5, SL.7.6, L.7.1, L.7.2, L.7.3, L.7.5, L.7.6

Lesson 11: Student Self-Reflection

Rationale: Students should feel a real sense of accomplishment now that they have completed their first piece of writing and taken it through the entire writing process. It is important that they now reflect on and evaluate this experience and the results of their efforts.

Assessment:

Formative - Observations, Teacher-Student Conferences, Student-Student Conferences, Turn-and-Talks, Written Responses, Writer's Notebook, Checklists, Self-Assessment Tools, Student Performance Checklists, Sticky Notes, Reflection Sheets, and Goal Sheets

Summative - Written Pieces (Prompts)

Benchmark - Benchmark Writing Sample

Rubric:

Student Performance Checklist
Student Friendly Rubrics

Differentiate Instruction:

Differentiate Instruction, depending on individual student need (students with an IEP, 504, or Intervention Plan; ELL Students; Students At Risk; Gifted Students) by:

Presentation Accommodations

- Listen to audio recordings instead of reading text
- Learn content from audio books, movies, videos and digital media instead of reading print versions
- Use alternate texts at lower readability level
- Work with fewer items per page or line and/or materials in a larger print size
- Use magnification device, screen reader, or Braille / Nemeth Code
- Use audio amplification device (e.g., hearing aid(s), auditory trainer, sound-field system (which may require teacher use of microphone)
- Be given a written list of instructions
- Record a lesson, instead of taking notes
- Have another student share class notes with one another
- Be given an outline of a lesson
- Be given a copy of teacher's lecture notes

- Be given a study guide to assist in preparing for assessments
- Use visual presentations of verbal material, such as word webs and visual organizers
- Use manipulatives to teach or demonstrate concepts
- Have curriculum materials translated into native language

Response Accommodations

- Use sign language, a communication device, Braille, other technology, or native language other than English
- Dictate answers to a scribe
- Capture responses on an audio recorder
- Use a spelling dictionary or electronic spell-checker
- Use a word processor to type notes or give responses in class
- Use a calculator or table of “math facts”
- Respond directly in the test booklet rather than on an answer sheet.

Setting Accommodations

- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where he learns best (for example, near the teacher, away from distractions)
- Use special lighting or acoustics
- Take a test in small group setting
- Use sensory tools such as an exercise band that can be looped around a chair’s legs (so fidgety kids can kick it and quietly get their energy out)
- Use noise buffers such as headphones, earphones, or earplugs

Timing Accommodations

- Take more time to complete a task or a test
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing a task

Scheduling Accommodations

- Take more time to complete a project
- Take a test in several timed sessions or over several days
- Take sections of a test in a different order
- Take a test at a specific time of day

Organization Skills Accommodations

- Use an alarm to help with time management
- Mark texts with a highlighter
- Have help coordinating assignments in a book or planner
- Receive study skills instruction

Assignment Modifications

- Complete fewer or different homework problems than peers
- Write shorter papers
- Answer fewer or different test questions
- Create alternate projects or assignments

Curriculum Modifications

- Learn different material (such as continuing to work on multiplication while classmates move on to fractions, or moving ahead to an extension concept/skill while classmates continue to work on a core skill)
- Get graded or assessed using a different standard than the one for classmate

8.1 Educational Technology:

- 8.1.D Digital Citizenship
- 8.1.B. Creativity and Innovation
- 8.1.C. Communication and Collaboration
- 8.1 D. Digital Citizenship
- 8.1.F. Critical thinking, problem solving, and decision making

9.1 Personal Financial Literacy Standard:

- Writing prompts for all genres - narrative, informational, and argumentative - can be centered around financial literacy.
- Any research conducted during the writing process can focus on a topic related to financial literacy.

9.2 Career Awareness: Integrated throughout the unit, including but not limited to:

- Researching how writers brainstorm ideas and the entire process of publishing their writing.
- Learning about well-known writers and their craft.

Science - MS-ESS3-D Global Climate Change, LS2.C Ecosystem Dynamics, Functioning, and Resilience:

- Texts used as read alouds have a plot or theme related to protecting our environment and ecosystem.
- When brainstorming topics, students can connect their writing to a time they did something positive for the environment.
- Students can generate an argument in support of increased efforts for environmental conservation.

LGBTQ Awareness Infusion:

- Texts used as read alouds written by prominent LGBTQ authors.
- Texts used as read alouds have a plot or theme related to diversity and acceptance.
- Students' narrative could have a plot or theme related to diversity and acceptance.
- Students can research and select topics based around LGBTQ inclusion, awareness, and legislation.
- Students can generate an argument in support of increased efforts for LGBTQ inclusion, awareness, and legislation.

Social Emotional Learning:

- 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
- Self-Management
 - Recognize the skills needed to establish and achieve personal and educational goals
 - Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals
- Social Awareness
 - Recognize and identify the thoughts, feelings, and perspectives of others
 - Demonstrate an awareness of the differences among individuals, groups, and others’ cultural backgrounds
 - Demonstrate an understanding of the need for mutual respect when viewpoints differ
- 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
- Relationship Skills
 - Establish and maintain healthy relationships

Subject Area: English Language Arts (ELA)	Grade Level: 7	
Unit Name: Writing - Book Review	Dates: October - November	Time Frame: 4 - 8 Weeks

Lessons & Writing Activities:

Mentor Texts & Supplemental Resources Can Include:

- *Concussion* by Jeanne Marie Laskas

*See Schoolwide Unit for Additional Options

Interactive Read Aloud Lessons

Lesson 1: Book Review - Making a Claim

Rationale: Book reviews are texts that examine or assess books with a critical eye. Students will examine a book review and parts of the reviewed text to

determine if the reviewer states his claim clearly and successfully.

New Jersey Student Learning Standards: W.7.1, W.7.2, W.7.4, W.7.5, W.7.7, W.7.8, W.7.9, W.7.10, SL.7.1, SL.7.2, SL.7.3, SL.7.4, SL.7.6, L.7.1, L.7.2, L.7.3, L.7.4, L.7.5, L.7.6

Lesson 2: Purpose of a Book Review

Rationale: The book reviewers' purpose is to effectively argue their claims or opinions (enthusiastic or cautionary) about a book, using clear reasons and relevant evidence to prove their point and convince an audience of readers. Students will listen to *Pink and Say* by Patricia Polacco and a book review about the text to determine whether the review successfully argues the reviewer's claim.

New Jersey Student Learning Standards: W.7.1, W.7.2, W.7.4, W.7.5, W.7.7, W.7.8, W.7.9, W.7.10, SL.7.1, SL.7.2, SL.7.3, SL.7.4, SL.7.6, L.7.1, L.7.2, L.7.3, L.7.4, L.7.5, L.7.6

Lesson 3: Identifying Theme

Rationale: Writers have a general theme to their stories and often imply or state the theme via character and/or plot development throughout the course of the stories. Students will discuss how identifying the theme of a text is an important feature of book reviews.

New Jersey Student Learning Standards: W.7.1, W.7.2, W.7.4, W.7.5, W.7.7, W.7.8, W.7.9, W.7.10, SL.7.1, SL.7.2, SL.7.3, SL.7.4, SL.7.6, L.7.1, L.7.2, L.7.3, L.7.4, L.7.5, L.7.6

Lesson 4: Structure of a Book Review

Rationale: Book reviewers need to present clear and coherent reviews that are organized and appropriate to purpose and audience to be effective. Students will analyze the structure of book reviews and how it contributes to the overall effectiveness in getting the reviewer's point across.

New Jersey Student Learning Standards: W.7.1, W.7.2, W.7.4, W.7.5, W.7.7, W.7.8, W.7.9, W.7.10, SL.7.1, SL.7.2, SL.7.3, SL.7.4, SL.7.6, L.7.1, L.7.2, L.7.3, L.7.4, L.7.5, L.7.6

Lesson 5: Audience Engagement

Rationale: Book review writers have a strong awareness of audience and purpose when writing their book reviews. Conveying strong opinions, ideas, and details in an engaging manner will pique readers' interest and motivate them to read the entire review. Students will look closely at how a reviewer crafts his review using precise language and details to engage the readers.

New Jersey Student Learning Standards: W.7.1, W.7.2, W.7.4, W.7.5, W.7.7, W.7.8, W.7.9, W.7.10, SL.7.1, SL.7.2, SL.7.3, SL.7.4, SL.7.6, L.7.1, L.7.2, L.7.3,

L.7.4, L.7.5, L.7.6

Mini-Lessons

Lesson 1: Generating Ideas I - Books That Made a Difference

Rationale: Book reviewers write informative, explanatory reviews about meaningful texts they feel strongly about. Students will generate a list of meaningful and important books that have had a strong effect on them.

New Jersey Student Learning Standards: W.7.1, W.7.2, W.7.4, W.7.5, W.7.7, W.7.8, W.7.9, W.7.10, SL.7.1, SL.7.2, SL.7.3, SL.7.4, SL.7.6, L.7.1, L.7.2, L.7.3, L.7.4, L.7.6

Lesson 2: Generating Ideas II - Claiming the Theme

Rationale: Book reviewers make claims about the themes of the books being reviewed by arguing their points of view with clear reasons and relevant evidence. Students will make claims about the themes of the books they have selected by citing supporting evidence.

New Jersey Student Learning Standards: W.7.1, W.7.2, W.7.4, W.7.5, W.7.7, W.7.8, W.7.9, W.7.10, SL.7.1, SL.7.2, SL.7.3, SL.7.4, SL.7.6, L.7.1, L.7.2, L.7.3, L.7.4, L.7.6

Lesson 3: Generating Ideas III - Genre Characteristics

Rationale: When writing a book review, book reviewers think about the genre and the style of the text—how it is written. Students will examine the books they are considering reviewing to identify the genre and explore the authors' style and text structure.

New Jersey Student Learning Standards: W.7.1, W.7.2, W.7.4, W.7.5, W.7.7, W.7.8, W.7.9, W.7.10, SL.7.1, SL.7.2, SL.7.3, SL.7.4, SL.7.6, L.7.1, L.7.2, L.7.3, L.7.4, L.7.6

Lesson 4: Selecting - Deciding on a Book to Review

Rationale: Writers consider their purpose and audience when selecting the book they will review. Students will look over and discuss their choice of books and thoughtfully choose the one book they will review.

New Jersey Student Learning Standards: W.7.1, W.7.2, W.7.4, W.7.5, W.7.7, W.7.8, W.7.9, W.7.10, SL.7.1, SL.7.2, SL.7.3, SL.7.4, SL.7.6, L.7.1, L.7.2, L.7.3, L.7.6

Lesson 5: Collecting I - Discovering the Connection

Rationale: Book reviewers oftentimes connect a book they're reviewing to other similar texts. Students will research and gather relevant information from multiple sources—digital and print—and quote or paraphrase the similarities or differences to their books to support their claims.

New Jersey Student Learning Standards: W.7.1, W.7.2, W.7.4, W.7.5, W.7.6, W.7.7, W.7.8, W.7.9, W.7.10, SL.7.1, SL.7.2, SL.7.3, SL.7.4, SL.7.5, SL.7.6, L.7.1, L.7.2, L.7.3, L.7.4, L.7.6

Lesson 6: Collecting II - Gathering the Information and Evidence

Rationale: Book reviewers support their claims with logical reasoning and relevant evidence from the text itself and additional sources. Students will develop the content of their book reviews by gathering relevant evidence, including quotes, excerpts, and information from the books they are reviewing.

New Jersey Student Learning Standards: W.7.1, W.7.2, W.7.4, W.7.5, W.7.7, W.7.8, W.7.9, W.7.10, SL.7.1, SL.7.2, SL.7.3, SL.7.4, SL.7.6, L.7.1, L.7.2, L.7.3, L.7.4, L.7.6

Lesson 7: Collecting III - Using Online Resources

Rationale: Book reviewers gather relevant information to write rich and complete reviews from multiple print and digital sources. Students will use online resources to conduct additional research and collect credible and accurate information to include in their book reviews.

New Jersey Student Learning Standards: W.7.1, W.7.2, W.7.4, W.7.5, W.7.6, W.7.7, W.7.8, W.7.9, W.7.10, SL.7.1, SL.7.2, SL.7.3, SL.7.4, SL.7.6, L.7.1, L.7.2, L.7.3, L.7.4, L.7.6

Lesson 8: Drafting I - Organizing the Book Review

Rationale: Book reviewers plan, organize, and craft clear and coherent writing to engage and inform their reading audience. Students will plan and organize their book review information to craft an engaging, informative, and argumentative review.

New Jersey Student Learning Standards: W.7.1, W.7.2, W.7.4, W.7.5, W.7.6, W.7.7, W.7.8, W.7.9, W.7.10, SL.7.1, SL.7.2, SL.7.3, SL.7.4, SL.7.6, L.7.1, L.7.2, L.7.3, L.7.6

Lesson 9: Drafting II - Connecting the Points

Rationale: Book review writers connect and clarify their reviews to create a cohesive relationship among their ideas and concepts. Students will use words, phrases, and clauses to create cohesion and clarify the relationships among claims, reasons, and evidence.

New Jersey Student Learning Standards: W.7.1, W.7.2, W.7.4, W.7.5, W.7.6, W.7.7, W.7.8, W.7.9, W.7.10, SL.7.1, SL.7.2, SL.7.3, SL.7.4, SL.7.6, L.7.1, L.7.2, L.7.3, L.7.4, L.7.5, L.7.6

Lesson 10: Revising I - Inserting Quotes

Rationale: Book reviewers develop and strengthen their writing by planning and revising their reviews to include direct quotes from the reviewed text. Students will review the quotes and excerpts they plan on including in their reviews and embed the quotes correctly into their book reviews.

New Jersey Student Learning Standards: W.7.1, W.7.2, W.7.4, W.7.5, W.7.6, W.7.7, W.7.8, W.7.9, W.7.10, SL.7.1, SL.7.2, SL.7.3, SL.7.4, SL.7.6, L.7.1, L.7.2, L.7.3, L.7.4, L.7.6

Lesson 11: Revising II: A Formal Writing Style

Rationale: A book reviewer maintains a formal writing style by using precise words, phrases, and clauses to introduce the claim, create cohesion, and clarify the relationship among the claim and reasons or evidence. Students will revise their book reviews to maintain a formal writing style by deliberately using precise words, phrases, and clauses to create cohesion and to strengthen their arguments.

New Jersey Student Learning Standards: W.7.1, W.7.2, W.7.4, W.7.5, W.7.6, W.7.7, W.7.8, W.7.9, W.7.10, SL.7.1, SL.7.2, SL.7.3, SL.7.4, SL.7.5, SL.7.6, L.7.1, L.7.2, L.7.3, L.7.4, L.7.5, L.7.6

Lesson 12: Editing - Peer Editing

Rationale: Book reviewers strengthen their writing by seeking guidance and support from peers. Peer editing allows both the readers and the reviewers to focus on the mechanical decisions they have made. Students will work with a partner to use a peer editing checklist that establishes the rules for correct use of conventions and grammatical structures.

New Jersey Student Learning Standards: W.7.1, W.7.2, W.7.4, W.7.5, W.7.6, W.7.7, W.7.8, W.7.9, W.7.10, SL.7.1, SL.7.2, SL.7.3, SL.7.4, SL.7.6, L.7.1, L.7.2, L.7.3, L.7.4, L.7.6

Lesson 13: Publishing - Adding “About the Reviewer” Information

Rationale: When a book reviewer’s work is published, it is often accompanied by information about the reviewer. Students will compose “About the Reviewer” text to accompany their reviews.

New Jersey Student Learning Standards: W.7.2, W.7.4, W.7.5, W.7.6, W.7.7, W.7.8, W.7.9, W.7.10, SL.7.1, SL.7.2, SL.7.3, SL.7.4, SL.7.5, SL.7.6, L.7.1, L.7.2, L.7.3, L.7.4, L.7.6

Lesson 14: Student Self-Reflection

Rationale: Students have worked diligently on crafting their book reviews. It is important for them to be reflective now that the process is complete. In this way they will become even better writers.

Assessment:

Formative - Observations, Teacher-Student Conferences, Student-Student Conferences, Turn-and-Talks, Written Responses, Writer's Notebook Checklists, Self-Assessment Tools, Student Performance Checklists, Sticky Notes, Reflection Sheets, and Goal Sheets

Summative - Written Pieces (Prompts) and Published Book Review

Benchmark - Benchmark Book Review of Summer Reading Book

Rubric:

Student Performance Checklist
Student Friendly Rubrics

Differentiate Instruction:

Differentiate Instruction, depending on individual student need (students with an IEP, 504, or Intervention Plan; ELL Students; Students At Risk; Gifted Students) by:

Presentation Accommodations

- Listen to audio recordings instead of reading text
- Learn content from audio books, movies, videos and digital media instead of reading print versions
- Use alternate texts at lower readability level
- Work with fewer items per page or line and/or materials in a larger print size
- Use magnification device, screen reader, or Braille / Nemeth Code
- Use audio amplification device (e.g., hearing aid(s), auditory trainer, sound-field system (which may require teacher use of microphone)
- Be given a written list of instructions
- Record a lesson, instead of taking notes
- Have another student share class notes with one another
- Be given an outline of a lesson
- Be given a copy of teacher's lecture notes

- Be given a study guide to assist in preparing for assessments
- Use visual presentations of verbal material, such as word webs and visual organizers
- Use manipulatives to teach or demonstrate concepts
- Have curriculum materials translated into native language

Response Accommodations

- Use sign language, a communication device, Braille, other technology, or native language other than English
- Dictate answers to a scribe
- Capture responses on an audio recorder
- Use a spelling dictionary or electronic spell-checker
- Use a word processor to type notes or give responses in class
- Use a calculator or table of “math facts”
- Respond directly in the test booklet rather than on an answer sheet.

Setting Accommodations

- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where he learns best (for example, near the teacher, away from distractions)
- Use special lighting or acoustics
- Take a test in small group setting
- Use sensory tools such as an exercise band that can be looped around a chair’s legs (so fidgety kids can kick it and quietly get their energy out)
- Use noise buffers such as headphones, earphones, or earplugs

Timing Accommodations

- Take more time to complete a task or a test
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing a task

Scheduling Accommodations

- Take more time to complete a project
- Take a test in several timed sessions or over several days
- Take sections of a test in a different order
- Take a test at a specific time of day

Organization Skills Accommodations

- Use an alarm to help with time management
- Mark texts with a highlighter
- Have help coordinating assignments in a book or planner
- Receive study skills instruction

Assignment Modifications

- Complete fewer or different homework problems than peers
- Write shorter papers
- Answer fewer or different test questions
- Create alternate projects or assignments

Curriculum Modifications

- Learn different material (such as continuing to work on multiplication while classmates move on to fractions, or moving ahead to an extension concept/skill while classmates continue to work on a core skill)
- Get graded or assessed using a different standard than the one for classmate

8.1 Educational Technology:

- 8.1.C Communication and Collaboration
- 8.1.D Digital Citizenship

9.1 Personal Financial Literacy Standard:

- In reviewing a book's plot or conflict, students can analyze the motives of characters' financial literacy.
- Students can make connections to one's own financial literacy and decision-making to those characters in the books being analyzed.

9.2 Career Awareness:

- In read alouds and independent reading texts, students are introduced to a variety of careers that characters have.
- In reviewing a book's plot of conflict, students can make connections or create career goals to specific characters in the text.

Science - MS-ESS3-D Global Climate Change, LS2.C Ecosystem Dynamics, Functioning, and Resilience Infusion:

- Texts used to review revolve around protecting our environment and ecosystem, whether it's specific characters or the plot.

LGBTQ Awareness Infusion:

- Texts used to review will feature LGBTQ characters and/or written by prominent LGBTQ authors.

Social Emotional Learning:

- Self-Awareness
 - Recognize one's feelings and thoughts
 - Recognize the importance of self-confidence in handling daily tasks and challenges
- Self-Management
 - Recognize the skills needed to establish and achieve personal and educational goals
 - Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
- Social Awareness

- Recognize and identify the thoughts, feelings, and perspectives of others
- Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- 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
- Relationship Skills
 - Utilize positive communication and social skills to interact effectively with others

Subject Area: English Language Arts (ELA)	Grade Level: 7	
Unit Name: Writing - Memoir	Dates: December - February	Time Frame: 8 - 12 Weeks

Lessons & Writing Activities:

Mentor Texts & Supplemental Resources Can Include:

- *When I Was Your Age: Original Stories About Growing Up*
- *Guys Write for Guys Read* by Jon Scieszka
- *The Great Rat Hunt* by Laurence Yep

*See Schoolwide Unit for Additional Options

Interactive Read Aloud Lessons

Lesson 1: Exploring Memoir

Rationale: Writers of memoirs usually focus on a period of time, reflecting on the implications of a major event in their lives or a specific historical period. Students will explore the purposes and features of memoir writing as they preview the mentor texts and closely read *The Other Side* by Jacqueline Woodson.

New Jersey Student Learning Standards: W.7.3, W.7.4, W.7.5, W.7.7, W.7.8, W.7.9, W.7.10, SL.7.1, SL.7.2, SL.7.3, SL.7.4, SL.7.6, L.7.1, L.7.2, L.7.3, L.7.4, L.7.5, L.7.6

Lesson 2: Strong Sense of Place

Rationale: Writers can make a place seem real and alive through the descriptive language they use in their memoirs. Students will notice how memoir writers include sensory details and descriptive details to convey an experience and reflect a strong sense of place.

New Jersey Student Learning Standards: W.7.3, W.7.4, W.7.5, W.7.7, W.7.8, W.7.9, W.7.10, SL.7.1, SL.7.2, SL.7.3, SL.7.4, SL.7.5, SL.7.6, L.7.1, L.7.2, L.7.3, L.7.4, L.7.5, L.7.6

Lesson 3: People Who Make a Difference

Rationale: Memoir writers often write about the people in their lives who have made an impact on them. Students will consider how memoirs often include and/or focus on significant people in the writer's life.

New Jersey Student Learning Standards: W.7.3, W.7.4, W.7.5, W.7.7, W.7.8, W.7.9, W.7.10, SL.7.1, SL.7.2, SL.7.3, SL.7.4, SL.7.6, L.7.1, L.7.2, L.7.3, L.7.4, L.7.5, L.7.6

Lesson 4: Forms of Memoir

Rationale: Memoir writers need to decide on not just what to include in their stories, but how they will tell the stories of their lives. Students will explore how writers consider their audience and purpose when deciding on the form their writing will take.

New Jersey Student Learning Standards: W.7.3, W.7.4, W.7.5, W.7.7, W.7.8, W.7.9, W.7.10, SL.7.1, SL.7.2, SL.7.3, SL.7.4, SL.7.6, L.7.1, L.7.2, L.7.3, L.7.4, L.7.5, L.7.6

Lesson 5: Revealing Reflections

Rationale: Memoir writers reflect on the significance of the memories they write about. Students will think about why memoirs are written, what makes them so significant, and why the use of reflection enhances the memoirs that are being shared.

New Jersey Student Learning Standards: W.7.3, W.7.4, W.7.5, W.7.7, W.7.8, W.7.9, W.7.10, SL.7.1, SL.7.2, SL.7.3, SL.7.4, SL.7.6, L.7.1, L.7.2, L.7.3, L.7.4, L.7.5, L.7.6

Mini-Lessons

Lesson 1: Generating Ideas I - Zoom in on Your Idea

Rationale: Memoirists usually focus on a single period of time or on significant events, places, and ideas. Students will use a series of questions to help them focus on a writing idea and think about the inside and outside story.

New Jersey Student Learning Standards: W.7.3, W.7.4, W.7.5, W.7.7, W.7.8, W.7.9, W.7.10, SL.7.1, SL.7.2, SL.7.3, SL.7.4, SL.7.6, L.7.1, L.7.2, L.7.3, L.7.4, L.7.5, L.7.6

Lesson 2: Generating Ideas II - Using Pictures to Spark Memories

Rationale: Writers use photographs to help unlock memories and inspire them to generate ideas. Students will use photographic images to help inspire ideas for memoir writing.

New Jersey Student Learning Standards: W.7.3, W.7.4, W.7.5, W.7.7, W.7.8, W.7.9, W.7.10, SL.7.1, SL.7.2, SL.7.3, SL.7.4, SL.7.5, SL.7.6, L.7.1, L.7.2, L.7.3, L.7.4, L.7.5, L.7.6

Lesson 3: Generating Ideas III - Defining Moments

Rationale: Writers think about important events from their lives as a way to generate ideas for their memoirs. Students will identify defining moments in their own lives in order to record possible ideas for their memoirs.

New Jersey Student Learning Standards: W.7.3, W.7.4, W.7.5, W.7.7, W.7.8, W.7.9, W.7.10, SL.7.1, SL.7.2, SL.7.3, SL.7.4, SL.7.6, L.7.1, L.7.2, L.7.3, L.7.6

Lesson 4: Generating Ideas IV - A Special Place

Rationale: Writers write about places where they have spent time that hold a special place in their hearts. Students will recall important memories of special places to help them generate possible memoir writing ideas.

New Jersey Student Learning Standards: W.7.3, W.7.4, W.7.5, W.7.7, W.7.8, W.7.9, W.7.10, SL.7.1, SL.7.2, SL.7.3, SL.7.4, SL.7.5, SL.7.6, L.7.1, L.7.2, L.7.3, L.7.5, L.7.6

Lesson 5: Generating Ideas V - Lasting Impressions

Rationale: Writers think about the people in their lives who have made a lasting impression and the traditions they have experienced that have helped create memorable moments. Students will think about special people in their lives, along with the traditions they have grown to appreciate, to help generate ideas for their memoirs.

New Jersey Student Learning Standards: W.7.3, W.7.4, W.7.5, W.7.7, W.7.8, W.7.9, W.7.10, SL.7.1, SL.7.2, SL.7.3, SL.7.4, SL.7.6, L.7.1, L.7.2, L.7.3, L.7.6

Lesson 6: Selecting - Rereading to Find a Focus

Rationale: Memoir writers write about many topics. They often identify a theme or pattern in what they write about and focus their memoir around that theme or central idea. Students will thoughtfully select an idea from their Writers' Notebooks that they will develop and publish.

New Jersey Student Learning Standards: W.7.3, W.7.4, W.7.5, W.7.7, W.7.8, W.7.9, W.7.10, SL.7.1, SL.7.2, SL.7.3, SL.7.4, SL.7.6, L.7.1, L.7.2, L.7.3, L.7.6

Lesson 7: Collecting I - Slowing Down a Moment

Rationale: Writers collect additional information about their memories to help them flesh out their ideas. Students will think about a significant part of their memories that they might want to slow down in order to provide emphasis and highlight the importance.

New Jersey Student Learning Standards: W.7.3, W.7.4, W.7.5, W.7.7, W.7.8, W.7.9, W.7.10, SL.7.1, SL.7.2, SL.7.3, SL.7.4, SL.7.6, L.7.1, L.7.2, L.7.3, L.7.5, L.7.6

Lesson 8: Collecting II - The Art of Reflection

Rationale: Writers recognize that reflection is an important part of memoir writing and that this will help readers understand and appreciate the meaning or significance behind their memories. Students will discover how reflection impacts the strength of how their memories are presented.

New Jersey Student Learning Standards: W.7.3, W.7.4, W.7.5, W.7.7, W.7.8, W.7.9, W.7.10, SL.7.1, SL.7.2, SL.7.3, SL.7.4, SL.7.6, L.7.1, L.7.2, L.7.3, L.7.6

Lesson 9: Collecting III - Filling in the Background Information

Rationale: Writers include background information about the events and people in their memoirs to help the readers understand the meaning and significance of their memories. Students will gather relevant background information about the people and events connected to their memories for the purpose of giving their readers "the complete picture."

New Jersey Student Learning Standards: W.7.3, W.7.4, W.7.5, W.7.7, W.7.8, W.7.9, W.7.10, SL.7.1, SL.7.2, SL.7.3, SL.7.4, SL.7.6, L.7.1, L.7.2, L.7.3, L.7.4, L.7.5, L.7.6

Lesson 10: Drafting I - Narrative Text Structure

Rationale: Memoir writers think about their purpose, audience, and the best way to organize their ideas when drafting. Students will think about the organization of narrative writing, explore different options for structuring their memoirs, and select a structure that matches their purpose and will connect well with their audience.

New Jersey Student Learning Standards: W.7.3, W.7.4, W.7.5, W.7.7, W.7.8, W.7.9, W.7.10, SL.7.1, SL.7.2, SL.7.3, SL.7.4, SL.7.5, SL.7.6, L.7.1, L.7.2, L.7.3, L.7.4, L.7.5, L.7.6

Lesson 11: Drafting II - Bold Beginnings

Rationale: Memoir writers consider how to best introduce their memoirs because the beginning, or lead, sets the tone for their writing. Students will think about the best way to orient their readers by crafting an engaging and inviting lead.

New Jersey Student Learning Standards: W.7.3, W.7.4, W.7.5, W.7.7, W.7.8, W.7.9, W.7.10, SL.7.1, SL.7.2, SL.7.3, SL.7.4, SL.7.6, L.7.1, L.7.2, L.7.3, L.7.4, L.7.5, L.7.6

Lesson 12: Drafting III - The Important Role of Transition Words

Rationale: Writers use a variety of transition words and phrases to convey sequence and signal shifts from one time frame or setting to another. Students will determine the type of transition words, phrases, or clauses they will use as they continue to draft their memoirs.

New Jersey Student Learning Standards: W.7.3, W.7.4, W.7.5, W.7.7, W.7.8, W.7.9, W.7.10, SL.7.1, SL.7.2, SL.7.3, SL.7.4, SL.7.6, L.7.1, L.7.2, L.7.3, L.7.4, L.7.6

Lesson 13: Drafting IV - Reflective Endings

Rationale: Writers often use a reflective stance in their memoirs to provide a deeper understanding of the person, place, event, or experience. Students will provide a conclusion that follows from narrated experiences or events and shows a reflective stance.

New Jersey Student Learning Standards: W.7.3, W.7.4, W.7.5, W.7.7, W.7.8, W.7.9, W.7.10, SL.7.1, SL.7.2, SL.7.3, SL.7.4, SL.7.6, L.7.1, L.7.2, L.7.3, L.7.4, L.7.5, L.7.6

Lesson 14: Revising I - Details Make a Difference

Rationale: Writers include relevant descriptive details in their memoirs to help readers picture what is written and make the writing interesting and unique. Students will look at their drafts to identify places that need more opportunities for readers to visualize what is happening, and then they will add details and specific examples of the events, experiences, memories, and people in their memoir.

New Jersey Student Learning Standards: W.7.3, W.7.4, W.7.5, W.7.7, W.7.8, W.7.9, W.7.10, SL.7.1, SL.7.2, SL.7.3, SL.7.4, SL.7.6, L.7.1, L.7.2, L.7.3, L.7.5, L.7.6

Lesson 15: Revising II - Including Thoughts & Feelings

Rationale: Writers include the use of internal dialogue to allow readers to better understand the characters and to make personal connections. Students will

identify places where they can add internal dialogue—thoughts and feelings—for the purpose of making their memoirs relatable, engaging, and interesting to read.

New Jersey Student Learning Standards: W.7.3, W.7.4, W.7.5, W.7.7, W.7.8, W.7.9, W.7.10, SL.7.1, SL.7.2, SL.7.3, SL.7.4, SL.7.6, L.7.1, L.7.2, L.7.3, L.7.4, L.7.5, L.7.6

Lesson 16: Editing I - Correct Comma Use

Rationale: Writers use pause punctuation, such as commas, for a variety of purposes. Students will edit their drafts to ensure proper usage of commas when separating adjectives or phrases or when listing things in a series.

New Jersey Student Learning Standards: W.7.3, W.7.4, W.7.5, W.7.7, W.7.8, W.7.9, W.7.10, SL.7.1, SL.7.2, SL.7.3, SL.7.4, SL.7.6, L.7.1, L.7.2, L.7.3, L.7.4, L.7.6

Lesson 17: Editing II - You Can Quote Me

Rationale: Memoir writers often include dialogue in their pieces to enhance the readers' experience. Students will use the conventions of standard English to edit their drafts for correct punctuation of dialogue.

New Jersey Student Learning Standards: W.7.3, W.7.4, W.7.5, W.7.7, W.7.8, W.7.9, W.7.10, SL.7.1, SL.7.2, SL.7.3, SL.7.4, SL.7.6, L.7.1, L.7.2, L.7.3, L.7.4, L.7.6

Lesson 18: Publishing I - Grab Your Readers With a Memorable Title

Rationale: Writers know that a title is the first thing readers read and that it needs to include intriguing and attention-grabbing words or phrases. Students will recognize the important role that titles play and decide on a title that will engage and encourage readers to want to read their memoirs.

New Jersey Student Learning Standards: W.7.3, W.7.4, W.7.5, W.7.7, W.7.8, W.7.9, W.7.10, SL.7.1, SL.7.2, SL.7.3, SL.7.4, SL.7.6, L.7.1, L.7.2, L.7.3, L.7.4, L.7.6

Lesson 19: Publishing II - Who Is the Author?

Rationale: Writers base personal narrative stories on experiences from their lives and often include an Author's Note to provide readers with information about where their story ideas came from. Students will write an Author's Note that best reflects where their idea or memory came from and that puts special finishing touches on their pieces.

New Jersey Student Learning Standards: W.7.3, W.7.4, W.7.5, W.7.6, W.7.7, W.7.8, W.7.9, W.7.10, SL.7.1, SL.7.2, SL.7.3, SL.7.4, SL.7.5, SL.7.6, L.7.1,

L.7.2, L.7.3, L.7.4, L.7.6

Lesson 20: Student Self-Reflection

Rationale: All writers use self-reflection to learn and grow as writers. Reflecting on the writing process as well as their published memoirs will help students understand how they have grown as writers over the course of the unit of study.

Assessment:

Formative - Observations, Teacher-Student Conferences, Student-Student Conferences, Turn-and-Talks, Written Responses, Writer's Notebook Checklists, Self-Assessment Tools, Student Performance Checklists, Sticky Notes, Reflection Sheets, and Goal Sheets

Summative - Written Pieces (Prompts) and Published Memoir

Benchmark - Benchmark Memoir

Rubric:

Student Performance Checklist
Student Friendly Rubrics

Differentiate Instruction:

Differentiate Instruction, depending on individual student need (students with an IEP, 504, or Intervention Plan; ELL Students; Students At Risk; Gifted Students) by:

Presentation Accommodations

- Listen to audio recordings instead of reading text
- Learn content from audio books, movies, videos and digital media instead of reading print versions
- Use alternate texts at lower readability level
- Work with fewer items per page or line and/or materials in a larger print size
- Use magnification device, screen reader, or Braille / Nemeth Code
- Use audio amplification device (e.g., hearing aid(s), auditory trainer, sound-field system (which may require teacher use of microphone)
- Be given a written list of instructions
- Record a lesson, instead of taking notes
- Have another student share class notes with one another

- Be given an outline of a lesson
- Be given a copy of teacher's lecture notes
- Be given a study guide to assist in preparing for assessments
- Use visual presentations of verbal material, such as word webs and visual organizers
- Use manipulatives to teach or demonstrate concepts
- Have curriculum materials translated into native language

Response Accommodations

- Use sign language, a communication device, Braille, other technology, or native language other than English
- Dictate answers to a scribe
- Capture responses on an audio recorder
- Use a spelling dictionary or electronic spell-checker
- Use a word processor to type notes or give responses in class
- Use a calculator or table of "math facts"
- Respond directly in the test booklet rather than on an answer sheet.

Setting Accommodations

- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where he learns best (for example, near the teacher, away from distractions)
- Use special lighting or acoustics
- Take a test in small group setting
- Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out)
- Use noise buffers such as headphones, earphones, or earplugs

Timing Accommodations

- Take more time to complete a task or a test
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing a task

Scheduling Accommodations

- Take more time to complete a project
- Take a test in several timed sessions or over several days
- Take sections of a test in a different order
- Take a test at a specific time of day

Organization Skills Accommodations

- Use an alarm to help with time management
- Mark texts with a highlighter

- Have help coordinating assignments in a book or planner
- Receive study skills instruction

Assignment Modifications

- Complete fewer or different homework problems than peers
- Write shorter papers
- Answer fewer or different test questions
- Create alternate projects or assignments

Curriculum Modifications

- Learn different material (such as continuing to work on multiplication while classmates move on to fractions, or moving ahead to an extension concept/skill while classmates continue to work on a core skill)
- Get graded or assessed using a different standard than the one for classmate

8.1 Educational Technology:

- 8.1.C Communication and Collaboration
- 8.1.D Digital Citizenship

9.1 Personal Financial Literacy Standard:

- Students can connect memoirs to having and maintaining an allowance or demonstrating responsibility with one's money.

9.2 Career Awareness:

- Students can connect their memoirs to career choices or decisions made by themselves or others.

Science - MS-ESS3-D Global Climate Change, LS2.C Ecosystem Dynamics, Functioning, and Resilience:

- Texts used as read alouds have a plot or theme related to protecting our environment and ecosystem.
- When brainstorming topics, students can connect their memoirs to a time they did something positive for the environment.

LGBTQ Awareness Infusion:

- Texts used as read alouds written by prominent LGBTQ authors.
- Texts used as read alouds have a plot or theme related to diversity and acceptance.
- Students' personal narrative could have a plot or theme related to diversity and acceptance.

Social Emotional Learning:

- 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
- Self-Management
 - Recognize the skills needed to establish and achieve personal and educational goals
- Social Awareness
 - Recognize and identify the thoughts, feelings, and perspectives of others
 - Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- 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
- Relationship Skills
 - Establish and maintain healthy relationships
 - Utilize positive communication and social skills to interact effectively with others

Subject Area: English Language Arts (ELA)	Grade Level: 7	
Unit Name: Writing - Photo Essay	Dates: February - May	Time Frame: 10 - 12 Weeks
<p>Lessons & Writing Activities:</p> <p>Mentor Texts & Supplemental Resources Can Include:</p> <ul style="list-style-type: none"> ● <i>Hungry Planet: What The World Eats</i> by Peter Menzel and Faith D'Aluisio 		

- *When The Wolves Returned: Restoring Nature's Balance In Yellowstone* by Dorothy Hinshaw Patent
- *Every Human Has Rights: A Photographic Declaration For Kids*
- *A Cool Drink Of Water* by Barbara Kerley
- *One World, One Day* by Barbara Kerley

*See Schoolwide Unit for Additional Options

Interactive Read Aloud Lessons

Lesson 1: What Is a Photo Essay?

Rationale: Writers of photo essays create texts that examine a topic through a series or collection of photographs and writing—both of which are descriptive and informative. Students will begin to explore how this genre engages readers with fascinating facts, concrete details, quotes, and other relevant information through the use of stunning photographs and precise language.

New Jersey Student Learning Standards: W.7.1, W.7.4, W.7.5, W.7.7, W.7.8, W.7.9, W.7.10, SL.7.1, SL.7.2, SL.7.3, SL.7.4, SL.7.6, L.7.1, L.7.2, L.7.3, L.7.4, L.7.5, L.7.6

Lesson 2: Photo Essay Considerations

Rationale: Writers of photo essays need to consider their purpose and audience when deciding how to present or organize their information. Students will compare and contrast two mentor texts, focusing on each author's topic, audience, purpose, photographs, and organization.

New Jersey Student Learning Standards: W.7.1, W.7.4, W.7.5, W.7.7, W.7.8, W.7.9, W.7.10, SL.7.1, SL.7.2, SL.7.3, SL.7.4, SL.7.6, L.7.1, L.7.2, L.7.3, L.7.4, L.7.5, L.7.6

Lesson 3: What Is a Photobiography?

Rationale: Photo essayists can tell a story about a significant subject while taking readers through the chronology of events that reflect the subject's life. Students will discuss the purpose and structure of a photobiography as they learn about a fascinating and inspiring historical figure.

New Jersey Student Learning Standards: W.7.2, W.7.4, W.7.5, W.7.7, W.7.8, W.7.9, W.7.10, SL.7.1, SL.7.2, SL.7.3, SL.7.4, SL.7.5, SL.7.6, L.7.1, L.7.2, L.7.3, L.7.4, L.7.5, L.7.6

Lesson 4: Organization and Structure

Rationale: Writers of photo essays consider their topics when selecting the structure they will use in order to find the best way to organize their text and photos to increase readers' comprehension by helping them envision and understand the main point or purpose of the essay. Students will examine the organization

and formatting of a photo essay and consider why certain structures work best for the author’s topic.

New Jersey Student Learning Standards: W.7.2, W.7.4, W.7.5, W.7.7, W.7.8, W.7.9, W.7.10, SL.7.1, SL.7.2, SL.7.3, SL.7.4, SL.7.6, L.7.1, L.7.2, L.7.3, L.7.4, L.7.5, L.7.6

Lesson 5: Text Features Enhance Topics and Themes

Rationale: Photo essays are a form of writing that often addresses contemporary issues or themes that evoke emotion in the readers. Students will explore how particular features of photo essays help inform readers and enhance their viewing experience about current issues that impact humanity and the planet.

New Jersey Student Learning Standards: W.7.1, W.7.4, W.7.5, W.7.7, W.7.8, W.7.9, W.7.10, SL.7.1, SL.7.2, SL.7.3, SL.7.4, SL.7.6, L.7.1, L.7.2, L.7.3, L.7.4, L.7.5, L.7.6

Mini-Lessons

Lesson 1: Generating Ideas I - Topics Close to Home

Rationale: Writers get ideas for their writing by thinking about the people and things in their personal lives that are “close to home” and matter most to them. Students will consider the special people, their communities, and the things that are personally important to them as possible ideas for their photo essays.

New Jersey Student Learning Standards: W.7.2, W.7.4, W.7.5, W.7.7, W.7.8, W.7.9, W.7.10, SL.7.1, SL.7.2, SL.7.3, SL.7.4, SL.7.6, L.7.1, L.7.2, L.7.3, L.7.4, L.7.5, L.7.6

Lesson 2: Generating Ideas II - Contemporary and Global Issues

Rationale: Writers write about recurring themes that are contemporary, personal, or universal. Students will discuss and share contemporary or global issues that matter to them and think about how to best communicate how these issues have a significant impact on individuals and society at large.

New Jersey Student Learning Standards: W.7.1, W.7.2, W.7.4, W.7.5, W.7.7, W.7.8, W.7.9, W.7.10, SL.7.1, SL.7.2, SL.7.3, SL.7.4, SL.7.6, L.7.1, L.7.2, L.7.3, L.7.4, L.7.6

Lesson 3: Generating Ideas III - History and Human Interest

Rationale: Writers sometimes use different historical events and pieces of information when thinking about ideas for their photo essays. Students will think about how interesting images and relatable words help bring historical events to life and consider them as possible topics or ideas to use in a photo essay. During topic selection, students have a choice to select their own. These topics could include, but are not limited to: environmental awareness, The Holocaust and the experience of those imprisoned, Civil Rights Movement, Gender Equality, slavery/Amistad, and/or the evolution of a particular trend in sports.

New Jersey Student Learning Standards: W.7.1, W.7.2, W.7.4, W.7.5, W.7.6, W.7.7, W.7.8, W.7.9, W.7.10, SL.7.1, SL.7.2, SL.7.3, SL.7.4, SL.7.6, L.7.1, L.7.2, L.7.3, L.7.4, L.7.6, 6.1.8.CivicsHR.3.b, 6.1.8.CivicsHR.4.a, • 6.1.8.HistoryCC.4.b

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the history and contributions of African Americans to our country in an appropriate place in the curriculum of elementary and secondary school students. This law was updated via N.J.S.A. 18A:35-4.43 to include: Every board of education shall include, in the curriculum of all elementary and secondary school students, instruction that infuses into all courses on the United States, the centuries of accomplishments by African Americans in the building and development of America including, but not limited to, the areas of industry, military, government, and the professions; local communities; math, science, medicine, and space; architecture and the arts; social institutions and culture; and other aspects of life in America.

Lesson 4: Generating Ideas IV - Using Photos to Spark Ideas

Rationale: Writers are often inspired by looking at photographs for possible topics or ideas. Students will view photos from mentor texts and digital sources to generate possible ideas for their photo essays.

New Jersey Student Learning Standards: W.7.1, W.7.2, W.7.4, W.7.5, W.7.6, W.7.7, W.7.8, W.7.9, W.7.10, SL.7.1, SL.7.2, SL.7.3, SL.7.4, SL.7.5, SL.7.6, L.7.1, L.7.2, L.7.3, L.7.4, L.7.5, L.7.6

Lesson 5: Selecting - Deciding on Your Photo Essay Topic

Rationale: Writers analyze their ideas and topics in order to decide on the one that matches their intended purpose, audience, and interests. Students will look over the ideas they generated and select the one that evokes a passion and a spark within them and that will best create a meaningful and informative photo essay.

New Jersey Student Learning Standards: W.7.1, W.7.2, W.7.4, W.7.5, W.7.6, W.7.7, W.7.8, W.7.9, W.7.10, SL.7.1, SL.7.2, SL.7.3, SL.7.4, SL.7.5, SL.7.6, L.7.1, L.7.2, L.7.3, L.7.6

Lesson 6: Collecting I - Gathering Engaging Photos

Rationale: Writers identify the types of photos they need in order to communicate their topics effectively and powerfully. Students will begin to develop criteria for selecting photos for their photo essays.

New Jersey Student Learning Standards: W.7.2, W.7.4, W.7.5, W.7.6, W.7.7, W.7.8, W.7.9, W.7.10, SL.7.1, SL.7.2, SL.7.3, SL.7.4, SL.7.5, SL.7.6, L.7.1, L.7.2, L.7.3, L.7.4, L.7.6

Lesson 7: Collecting II - Finding the Facts

Rationale: Writers research multiple sources in order to locate pertinent facts and information to develop their topics and record their notes to help them organize their thoughts, facts, and ideas. Students will conduct research and take notes from multiple sources in order to investigate their topics, generate and answer questions, and locate and record relevant information.

New Jersey Student Learning Standards: W.7.2, W.7.4, W.7.5, W.7.6, W.7.7, W.7.8, W.7.9, W.7.10, SL.7.1, SL.7.2, SL.7.3, SL.7.4, SL.7.5, SL.7.6, L.7.1, L.7.2, L.7.3, L.7.4, L.7.6

Lesson 8: Collecting III - Relevant Details Add Depth

Rationale: Writers look for relevant details to enrich their research and add “flavor” to their essays. Students will continue to gather information that supports their topics by identifying relevant details from the sources they are using.

New Jersey Student Learning Standards: W.7.2, W.7.4, W.7.5, W.7.6, W.7.7, W.7.8, W.7.9, W.7.10, SL.7.1, SL.7.2, SL.7.3, SL.7.4, SL.7.5, SL.7.6, L.7.1, L.7.2, L.7.3, L.7.4, L.7.5, L.7.6

Lesson 9: Drafting I - Organization and Structure

Rationale: Writers organize their photos carefully and think about the structure of their essays in order to clearly convey the central topic or idea of their photo essays. Students will think about the structure of their essays and the organization of their photos to ensure that they match the intended purpose, audience, and meaning.

New Jersey Student Learning Standards: W.7.2, W.7.4, W.7.5, W.7.6, W.7.7, W.7.9, W.7.10, SL.7.1, SL.7.2, SL.7.3, SL.7.4, SL.7.5, SL.7.6, L.7.1, L.7.2, L.7.3, L.7.4, L.7.6

Lesson 10: Drafting II - Introducing Your Photo Essay

Rationale: Photo essays begin with an introduction, or lead, that grabs readers’ attention and introduces them to the topic. Students will try out different ways to craft an engaging lead while also being mindful of introducing their topics in a clear and informative way.

New Jersey Student Learning Standards: W.7.1, W.7.2, W.7.4, W.7.5, W.7.6, W.7.7, W.7.9, W.7.10, SL.7.1, SL.7.2, SL.7.3, SL.7.4, SL.7.5, SL.7.6, L.7.1, L.7.2, L.7.3, L.7.4, L.7.5, L.7.6

Lesson 11: Drafting III - Transitions Connect Ideas and Concepts

Rationale: Writers use appropriate transitions to create cohesion and clarify the relationships among ideas, information, and concepts. Students will incorporate transition words and phrases into their writing for the purpose of conveying information clearly and providing a smooth flow to the piece.

New Jersey Student Learning Standards: W.7.2, W.7.4, W.7.5, W.7.6, W.7.7, W.7.9, W.7.10, SL.7.1, SL.7.2, SL.7.3, SL.7.4, SL.7.6, L.7.1, L.7.2, L.7.3, L.7.4, L.7.6

Lesson 12: Drafting IV - The Importance of the Wrap-Up

Rationale: Photo essayists think about how to conclude their essays by providing their readers with a conclusion that makes them think, evokes an emotion, encourages additional research, entertains, and/or instills a call to action. Students will determine the best way to conclude their photo essays and draft a conclusion that wraps up their central topic or idea in a way that generates a strong reaction from readers.

New Jersey Student Learning Standards: W.7.1, W.7.2, W.7.4, W.7.5, W.7.6, W.7.7, W.7.9, W.7.10, SL.7.1, SL.7.2, SL.7.3, SL.7.4, SL.7.5, SL.7.6, L.7.1, L.7.2, L.7.3, L.7.6

Lesson 13: Revising I - Precise Language and Domain-Specific

Rationale: Writers use precise language and domain-specific vocabulary to inform readers about or explain their topics. Students will acquire and accurately use precise and domain-specific words and phrases to convey clear meaning and aid in the deeper understanding of their photo essays.

New Jersey Student Learning Standards: W.7.2, W.7.4, W.7.5, W.7.6, W.7.7, W.7.8, W.7.9, W.7.10, SL.7.1, SL.7.2, SL.7.3, SL.7.4, SL.7.5, SL.7.6, L.7.1, L.7.2, L.7.3, L.7.4, L.7.5, L.7.6

Lesson 14: Revising II - Peer Review

Rationale: When writers revise their drafts, they keep in mind the central topic or idea of their photo essays by making sure they are conveying it clearly to their readers in an engaging and informative manner. Students will share their photo essays with a partner using a peer review checklist for the purpose of listening to and providing constructive feedback.

New Jersey Student Learning Standards: W.7.1, W.7.2, W.7.4, W.7.5, W.7.7, W.7.9, W.7.10, SL.7.1, SL.7.2, SL.7.3, SL.7.4, SL.7.5, SL.7.6, L.7.1, L.7.2, L.7.3, L.7.4, L.7.6

Lesson 15: Editing I - Creating Tone With Pause Punctuation

Rationale: Writers use punctuation creatively to add meaning and voice to their writing. Students will recognize how the em dash and ellipses are used for the purpose of creating tone and crafting more meaningful, interesting, and rhythmic sentences.

New Jersey Student Learning Standards: W.7.2, W.7.4, W.7.5, W.7.7, W.7.9, W.7.10, SL.7.1, SL.7.2, SL.7.3, SL.7.4, SL.7.6, L.7.1, L.7.2, L.7.3, L.7.4, L.7.6

Lesson 16: Editing II - Peer Editing

Rationale: Writers recognize the importance of having editors or peers listen to or review their writing to ensure the application of the correct standards of English grammar, spelling, and conventions. Students will use an editing checklist to guide them as they work in partnerships to look over their work and prepare to publish their photo essays.

New Jersey Student Learning Standards: W.7.1, W.7.2, W.7.4, W.7.5, W.7.7, W.7.9, W.7.10, SL.7.1, SL.7.2, SL.7.3, SL.7.4, SL.7.6, L.7.1, L.7.2, L.7.3, L.7.6

Lesson 17: Publishing I - Creating a Mock-Up

Rationale: Writers visualize their final product before finalizing the placement of photos and text when creating a photo essay. Students will create a mock-up of their photo essays for the purpose of seeing variations of how photographs and text could be formatted or laid out in order to reflect a clear representation of their information and topics.

New Jersey Student Learning Standards: W.7.2, W.7.4, W.7.5, W.7.6, W.7.7, W.7.9, W.7.10, SL.7.1, SL.7.2, SL.7.3, SL.7.4, SL.7.5, SL.7.6, L.7.1, L.7.2, L.7.3, L.7.4, L.7.6

Lesson 18: Publishing II - One Last Look

Rationale: Writers know that in a successful photo essay, the photographs can explain or inform the readers about their topics if they are placed carefully with the text. Students will take one last look at their photo essays and decide if the visual impression of their topics matches their purpose, intent, and central ideas; make sure that they introduced their topics clearly by organizing ideas, concepts, and information into categories; and review their layouts to make sure they are useful in aiding comprehension.

New Jersey Student Learning Standards: W.7.1, W.7.2, W.7.4, W.7.5, W.7.6, W.7.7, W.7.9, W.7.10, SL.7.1, SL.7.2, SL.7.3, SL.7.4, SL.7.5, SL.7.6, L.7.1, L.7.2, L.7.3, L.7.6

Assessment:

Formative - Observations, Teacher-Student Conferences, Student-Student Conferences, Turn-and-Talks, Written Responses, Writer's Notebook Checklists, Self-Assessment Tools, Student Performance Checklists, Sticky Notes, Reflection Sheets, and Goal Sheets

Summative - Written Pieces (Prompts) and Published Photo Essay

Benchmark - Benchmark Informational Essay

Rubric:

Student Performance Checklist

Student Friendly Rubrics

Differentiate Instruction:

Differentiate Instruction, depending on individual student need (students with an IEP, 504, or Intervention Plan; ELL Students; Students At Risk; Gifted Students) by:

Presentation Accommodations

- Listen to audio recordings instead of reading text
- Learn content from audio books, movies, videos and digital media instead of reading print versions
- Use alternate texts at lower readability level
- Work with fewer items per page or line and/or materials in a larger print size
- Use magnification device, screen reader, or Braille / Nemeth Code
- Use audio amplification device (e.g., hearing aid(s), auditory trainer, sound-field system (which may require teacher use of microphone))
- Be given a written list of instructions
- Record a lesson, instead of taking notes
- Have another student share class notes with one another
- Be given an outline of a lesson
- Be given a copy of teacher's lecture notes
- Be given a study guide to assist in preparing for assessments
- Use visual presentations of verbal material, such as word webs and visual organizers
- Use manipulatives to teach or demonstrate concepts
- Have curriculum materials translated into native language

Response Accommodations

- Use sign language, a communication device, Braille, other technology, or native language other than English
- Dictate answers to a scribe
- Capture responses on an audio recorder
- Use a spelling dictionary or electronic spell-checker
- Use a word processor to type notes or give responses in class
- Use a calculator or table of "math facts"
- Respond directly in the test booklet rather than on an answer sheet.

Setting Accommodations

- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where he learns best (for example, near the teacher, away from distractions)

- Use special lighting or acoustics
- Take a test in small group setting
- Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out)
- Use noise buffers such as headphones, earphones, or earplugs

Timing Accommodations

- Take more time to complete a task or a test
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing a task

Scheduling Accommodations

- Take more time to complete a project
- Take a test in several timed sessions or over several days
- Take sections of a test in a different order
- Take a test at a specific time of day

Organization Skills Accommodations

- Use an alarm to help with time management
- Mark texts with a highlighter
- Have help coordinating assignments in a book or planner
- Receive study skills instruction

Assignment Modifications

- Complete fewer or different homework problems than peers
- Write shorter papers
- Answer fewer or different test questions
- Create alternate projects or assignments

Curriculum Modifications

- Learn different material (such as continuing to work on multiplication while classmates move on to fractions, or moving ahead to an extension concept/skill while classmates continue to work on a core skill)
- Get graded or assessed using a different standard than the one for classmate

8.1 Educational Technology:

- 8.1.A Tech Operations and Concepts
- 8.1.B Creativity and Innovation
- 8.1.C Communication and Collaboration
- 8.1.D Digital Citizenship
- 8.1.E Research and Information Fluency

- 8.1.F Critical thinking, problem solving, and decision making

9.1 Personal Financial Literacy Standard:

- Students can research topics related to financial literacy and financial literacy management.

9.2 Career Awareness: Integrated throughout the unit, including but not limited to:

- Students selecting a photo essay topic based around a career they are interested in.
- Students conducting research on a career they are interested in.

Science - MS-ESS3-D Global Climate Change, LS2.C Ecosystem Dynamics, Functioning, and Resilience Infusion:

- Students can research and select topics based around environmental issues.
- Students can present their informational writing to raise awareness for increased efforts of environmental conservation.

LGBTQ Awareness Infusion:

- Students can research and select topics based around LGBTQ inclusion, awareness, and legislation.
- Students can present their informational writing to raise awareness for increased efforts on LGBTQ inclusion and/or legislation.

Social Emotional Learning:

- Self-Awareness
 - Recognize one's personal traits, strengths, and limitations
 - Recognize the importance of self-confidence in handling daily tasks and challenges
- Self-Management
 - Recognize the skills needed to establish and achieve personal and educational goals
 - Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
- Social Awareness
 - Recognize and identify the thoughts, feelings, and perspectives of others
 - Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- 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
- Relationship Skills
 - Establish and maintain healthy relationships
 - Utilize positive communication and social skills to interact effectively with others