TRUMBULL PUBLIC SCHOOLS

Trumbull, Connecticut

ENGLISH 9-10
Grades 9-10
Special Education Department

2019

Curriculum Writing Team

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English 9-10
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The Trumbull Board of Education will continue to take Affirmative Action to ensure that no persons are discriminated against in any of its programs.

CORE VALUES AND BELIEFS

The Trumbull School Community engages in an environment conducive to learning which believes that all students will **read** and **write effectively**, therefore communicating in an articulate and coherent manner. All students will participate in activities **that present problem-solving through critical thinking**. Students will use technology as a tool applying it to decision making. We believe that by fostering self-confidence, self-directed and student-centered activities, we will promote **independent thinkers and learners**. We believe **ethical conduct** to be paramount in sustaining the welcoming school climate that we presently enjoy.

Approved 8/26/2011

INTRODUCTION & PHILOSOPHY

English 9-10 has been designed for students performing three years or more below grade level in literacy; the course will be an opportunity for them to develop further their reading and writing skills in a highly-focused, small-class setting. Strategies to strengthen students' abilities to comprehend, summarize, and analyze text, as well as elaborate in their writing, will be addressed in keeping with students' IEP goals and objectives.

Incorporating a wide range of complex fiction and non-fiction texts appropriate for students' diverse needs, units in English 9-10 progress from deep investigation of signposts for successful reading, to application of reading strategies to full-length novels, short stories, and short text excerpts. Students' full-class reading of texts is complemented by their regular independent reading of complex texts accessible to their diverse reading levels.

Students are placed in the course based on the team decision at each student's Planning and Placement Team meeting. All students placed in the course require specialized instruction in order to develop literacy skills.

COURSE GOALS

The following course goals derive from the 2010 Connecticut Core Standards.

CCS.ELA-Literacy.RL.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
CCS.ELA-Literacy.RI.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
CCS.ELA-Literacy.RL.8.2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

CCS.ELA-Literacy.RI.8.2	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
CCS.ELA-Literacy.RL.8.3	Analyze how particular lines of dialogues or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
CCS.ELA-Literacy.RI.8.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
CCS.ELA-Literacy.RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
CCS.ELA-Literacy.RI.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
CCS.ELA-Literacy.RL.8.5	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
CCS.ELA-Literacy.RI.8.5	Analyze in details the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
CCS.ELA-Literacy.RL.8.6	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
CCS.ELA-Literacy.RI.8.6	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
CCS.ELA-Literacy.RL.8.7	Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.

CCS.ELA-Literacy.RI.8.7	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
CCS.ELA-Literacy.RI.8.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
CCS.ELA-Literacy.RL.8.9	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
CCS.ELA-Literacy.RI.8.9	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
CCS.ELA-Literacy.RL.8.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 6-8 text complexity band independently and proficiently.
CCS.ELA-Literacy.RI.8.10	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.
CCS.ELA-Literacy.W.8.1	Write arguments to support claims with clear reasons and relevant evidence.
CCS.ELA-Literacy.W.8.1.a	Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
CCS.ELA-Literacy.W.8.1.b	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
CCS.ELA-Literacy.W.8.1.c	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
CCS.ELA-Literacy.W.8.1.d	Establish and maintain a formal style.
CCS.ELA-Literacy.W.8.1.e	Provide a concluding statement or section that follows from and supports the argument presented.

CCS.ELA-Literacy.W.8.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
CCS.ELA-Literacy.W.8.2.a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
CCS.ELA-Literacy.W.8.2.b	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
CCS.ELA-Literacy.W.8.2.c	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
CCS.ELA-Literacy.W.8.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CCS.ELA-Literacy.W.8.2.e	Establish and maintain a formal style.
CCS.ELA-Literacy.W.8.2.f	Provide a concluding statement or section that follows from and supports the information or explanation presented.
CCS.ELA-Literacy.W.8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCS.ELA-Literacy.W.8.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CCS.ELA-Literacy.SL.8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
CCS.ELA-Literacy.SL.8.1.a	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

CCS.ELA-Literacy.SL.8.1.b	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
CCS.ELA-Literacy.SL.8.1.c	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
CCS.ELA-Literacy.SL.8.1.d	Acknowledge new information expressed by others and, when warranted, qualify or justify their own views in light of the evidence presented.
CCS.ELA-Literacy.L.8.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCS.ELA-Literacy.L.8.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CCS.ELA-Literacy.L.8.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
CCS.ELA-Literacy.L.8.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

COURSE ENDURING UNDERSTANDINGS

Students will understand that . . .
- authors write texts to present ideas and information to readers.
- effective identification, understanding, and analysis of signposts allows successful reading of both fiction and non-fiction texts.
- active thinking, developing questions, discussing with others, and written reflection are activities that help readers understand text further.

COURSE ESSENTIAL QUESTIONS

- What makes and is a good reader?
- Why is close reading so important to thinking about text and the meaning of text?
- When reading a novel, how do I determine an author's purpose?
- When reading a novel, how do I determine the novel's theme?
- What are the benefits to analyzing text closely?
- When reading a novel, how do I determine how a character reveals the novel's theme or purpose?

- When reading a novel, how do I determine how the actions and decisions of a character reveal his/her personality?
- How do I apply context, context clues, and conflict to reveal the content of a text I read?
- Why do readers clarify unknown vocabulary to understand text?
- Why do authors apply sophisticated vocabulary to strengthen their text?
- What should readers focus on in a short story?
- Why do authors write short stories? What is their purpose?

COURSE KNOWLEDGE & SKILLS

Students will know . . .
- key signposts that can be utilized for successful reading of both fiction and non-fiction texts.
- ways in which to develop purpose, organization, content, and language within the texts they write.

Students will be able to . . .
- develop their reading skills by utilizing signposts for successful reading of both fiction and non-fiction texts.
- develop their speaking and listening skills by regularly discussing with peers and teacher texts read.
- develop their writing skills by writing diverse pieces, both informal and formal, related to texts read.

COURSE SYLLABUS

Course Name
> English 9-10

Level
> Non-leveled

Prerequisites
> Recommendation of the PPT

Materials Required
> None

General Description of the Course
> English 9-10 has been designed for students performing three years or more below grade level in literacy; the course will be an opportunity for them to develop further their reading and writing skills in a highly-focused, small-class setting. Strategies to strengthen students' abilities to comprehend, summarize, and analyze text, as well as elaborate in their writing, will be addressed in keeping with students' IEP goals and objectives.

Assured Assessments

Formative Assessments:

- i-Ready benchmarks (Units 1, 3, 5)
- Highlighting and annotating of short excerpts of texts to demonstrate reading strategies related to each signpost (Unit 1)
- Ongoing measurement of IEP goals and objectives (Units 1, 2, 3, 4, 5)
- Daily writer's response notebook (Units 2, 3, 4, 5)
- Discussion of selected topics (Units 2, 3, 4, 5)

Summative Assessments:

- Regular written reflections (Unit 1)
- Independent weekly reading logs (Units 1, 2, 3, 4, 5)
- Formal essay based on theme of text read (Unit 2)
- Formal essay based on complex character within text read (Unit 3)
- Formal essay based on theme within text read (Unit 4)
- Midterm and final examinations (Units 2, 5)

Core Texts

> Beers, Kylene, and Robert E. Probst. *Notice and Note: Strategies for Close Reading*.
> Portsmouth, NH: Heinemann, 2013. Print.

Beers, Kylene, and Robert E. Probst. *Notice & Note Literature Log*. Portsmouth, NH: Heinemann, 2014. Print.

Calkins, Lucy, and Alexandra Marron. *Interpretation Book Clubs: Analyzing Themes*. Portsmouth, NH: Heinemann, 2015. Print.

Oh, Ellen, Ed. *Flying Lessons & Other Stories*. New York: Crown, 2017. Print.

short excerpts of selected texts appropriate for students' diverse needs

periodicals with fiction & non-fiction text (e.g., *Time*)

independent reading library with complex texts accessible to diverse reading levels

either
Applegate, Katherine. *Home of the Brave*. New York: Macmillan, 2011. Print.
    or
Park, Linda Sue. *A Long Walk to Water*. New York: Clarion, 2010. Print.

either
Boyne, John. *The Boy in the Striped Pajamas*. New York: Penguin, 2006. Print.
    or
Hunt, Lynda Mullaly. *One for the Murphys*. New York: Penguin, 2013. Print.
    or
Myers, Walter Dean. *Scorpions*. New York: Amistad, 1988. Print.

either
Gemeinhart, Dan. *The Honest Truth*. New York: Scholastic, 2015. Print.
    or
Martin, Ann M. *Rain Reign*. New York: Feiwel, 2014. Print.

UNIT 1
Strategies for Reading

Unit Goals

At the completion of this unit, students will:

CCS.ELA-Literacy.RL.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
CCS.ELA-Literacy.RI.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
CCS.ELA-Literacy.RL.8.2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
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CCS.ELA-Literacy.RL.8.5	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

CCS.ELA-Literacy.RI.8.5	Analyze in details the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
CCS.ELA-Literacy.RL.8.6	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
CCS.ELA-Literacy.RI.8.6	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
CCS.ELA-Literacy.RL.8.7	Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
CCS.ELA-Literacy.RI.8.7	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
CCS.ELA-Literacy.RI.8.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
CCS.ELA-Literacy.RL.8.9	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
CCS.ELA-Literacy.RI.8.9	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
CCS.ELA-Literacy.RL.8.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 6-8 text complexity band independently and proficiently.
CCS.ELA-Literacy.RI.8.10	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.
CCS.ELA-Literacy.W.8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCS.ELA-Literacy.W.8.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CCS.ELA-Literacy.SL.8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
CCS.ELA-Literacy.SL.8.1.a	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
CCS.ELA-Literacy.SL.8.1.b	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
CCS.ELA-Literacy.SL.8.1.c	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
CCS.ELA-Literacy.SL.8.1.d	Acknowledge new information expressed by others and, when warranted, qualify or justify their own views in light of the evidence presented.
CCS.ELA-Literacy.L.8.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCS.ELA-Literacy.L.8.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CCS.ELA-Literacy.L.8.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
CCS.ELA-Literacy.L.8.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Unit Essential Questions

- What makes and is a good reader?
- Why is close reading so important to thinking about text and the meaning of text?

Scope and Sequence

1. Essential activities when reading
   a. Key question we need to ask ourselves when reading: What has the author presented to us and why?
   b. Thinking as active learning that provides us meaning through shared thoughts
   c. Discussing with others, communicating ideas, opinions, and emotions from text read
   d. Developing questions we might not understand about text read, and/or questioning its importance
2. Notice and Note signposts, which assist students in guiding their thinking, predicting, summarizing, questioning, inferencing, and making connections
   a. Contrasts and Contradictions – when a character's actions contradict previous patterns, or when there is a change in a character's actions or thinking, providing new insight into the character
   b. Aha Moment – when a character's sudden insight or understanding helps us to understand plot, or when a character figures out something, changing character and/or plot
   c. Tough Question – when a character asks himself/herself or others a tough question or makes a statement, suggesting internal conflict and thinking of the character
   d. Words of the Wiser – when an older or wiser character offers a life lesson, suggesting a theme or a guiding lesson
   e. Again, and Again – when a word, phrase, or situation is repeated, causing us to wonder why the author is doing this, and suggesting symbolism
   f. Memory Moment – when a scene interrupts the flow to reveal something about character, plot, or theme, giving important background to character and/or plot
3. Non-Fiction signposts, which assist students in asking what surprises them in the text, based on what changes, challenges, or confirms their initial knowledge and thinking
   a. Extreme or Absolute Language – when the language leaves no doubt, exaggerates, or pushes the reader to the limit, suggesting the author's point of view or purpose
   b. Number and Stats – when specific numbers, number words, or amounts are used, causing us to wonder why the author is doing this, and suggesting conclusions, comparisons, facts, evidence, and the need to make inferences
   c. Quoted Words – when quoted words from others are used, suggesting the author's purpose, perspective, conclusions, or generalizations
   d. Word Gaps – when a word is unfamiliar, and asks us whether we recognize it from elsewhere, use context clues, and/or look up its meaning
4. Literary texts to practice signposts, considering high-interest complex texts that stretch students' reading levels
   o Mini-lessons using short excerpts of selected texts appropriate for students' diverse needs, and applying prior signposts
   o Daily practice with core and supplemental texts, with modeling leading to students' independent practice with self-selected texts for independent reading

Assured Assessments
Formative Assessment:
- i-Ready benchmark in September

- Highlighting and annotating of short excerpts of text to demonstrate reading strategies related to each signpost
- Ongoing measurement of IEP goals and objectives

Summative Assessment:
- Regular written reflections on how implementation of learned reading strategies helps the student understand author's purpose and perspective
- Independent weekly reading logs including daily time spent independently reading and utilizing learned reading strategies

Resources
Core
- Beers, Kylene, and Robert E. Probst. *Notice and Note: Strategies for Close Reading*. Portsmouth, NH: Heinemann, 2013. Print.
- Beers, Kylene, and Robert E. Probst. *Notice & Note Literature Log*. Portsmouth, NH: Heinemann, 2014. Print.
- short excerpts of selected texts appropriate for students' diverse needs
- periodicals with fiction & non-fiction text (e.g., *Time*)
- independent reading library with complex texts accessible to diverse reading levels

Supplemental
- video clips of *Notice & Note* signposts

Time Allotment
- Approximately one month (September)

UNIT 2
Applying Reading Strategies to a Full-Length Novel

Unit Goals

At the completion of this unit, students will:

CCS.ELA-Literacy.RL.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
CCS.ELA-Literacy.RI.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
CCS.ELA-Literacy.RL.8.2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
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CCS.ELA-Literacy.RL.8.6	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
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CCS.ELA-Literacy.W.8.2.b	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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CCS.ELA-Literacy.L.8.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Unit Essential Questions

- When reading a novel, how do I determine an author's purpose?
- When reading a novel, how do I determine the novel's theme?
- What are the benefits to analyzing text closely?

Scope and Sequence

1. What we should notice in reading a novel, starting with the cover: What is it telling us? What do we notice about the picture and title? What do we predict?
   a. Written reflection on emotions depicted in the cover, and discussing perceptions/opinions with others in the class.
2. Reading aloud, noting old and new words, and asking why the author is presenting them in that format
   a. Discussion of words' purpose, followed by written reflection
3. Continued reading aloud, noting signposts to understand plot
   a. Discussion of characters' emotions, and supporting evidence, followed by written reflection
4. Continued reading aloud, noting conflicts with self, characters, and society based on textual support in graphic organizer
5. Reading of relevant short non-fiction articles (e.g., about lost boys in Sudan as presented by International Rescue Committee, Inc. and by National Geographic), with text highlighting based on signposts and discussion of learning that scaffolds students' knowledge base (prior knowledge): How does this new knowledge help you the reader to empathize with the main character?
   a. Discussion of changing perspective on main character, followed by written reflection including evidence from articles and discussion

6. Continued reading aloud, past literal meaning to read between the lines and infer characters' feelings, actions, and conflicts, looking closely at what is changing
7. Continued reading aloud, discussing theme (e.g., hope) and supporting evidence
   a. Discussion of theme, and supporting evidence, followed by written reflection
8. Continued reading aloud, focusing on the purpose and conflict of character interactions and their relationship to theme
   a. Charting of character interactions, including changes and perspective, in graphic organizer
9. Continued reading aloud, developing a statement about character and the text evidence to support the idea
   a. Discussion of character statements with a peer
10. Continued reading aloud, using a graphic organizer focused on how characters support the theme throughout the text
11. Rewriting of theme ideas based on deeper thinking and stronger word choice
    a. Free-writing to explain theme of text based on main character
    b. Development of graphic organizer with relevant ideas and supporting evidence
12. Drafting, revision, and editing of a formal piece of writing based on theme of text and supporting evidence, with at least two or more supporting ideas

Assured Assessments
Formative Assessment:
- Daily writer's response notebook with reflections on selected topics for analysis
- Discussion of selected topics based on sharing of thoughtful responses
- Ongoing measurement of IEP goals and objectives

Summative Assessment:
- Formal essay based on theme of text read, assessed via THS School-Wide Writing Rubric
- Independent weekly reading logs including daily time spent independently reading and utilizing learned reading strategies
- Midterm examination

Resources
Core
- either
  Applegate, Katherine. *Home of the Brave*. New York: Macmillan, 2011. Print.
       or
  Park, Linda Sue. *A Long Walk to Water*. New York: Clarion, 2010. Print.
- Calkins, Lucy, and Alexandra Marron. *Interpretation Book Clubs: Analyzing Themes*. Portsmouth, NH: Heinemann, 2015. Print.
- Beers, Kylene, and Robert E. Probst. *Notice & Note Literature Log*. Portsmouth, NH: Heinemann, 2014. Print.
- relevant short non-fiction articles
- periodicals with fiction & non-fiction text (e.g., *Time*)
- independent reading library with complex texts accessible to diverse reading levels

<u>Supplemental</u>
- video clips of *Notice & Note* signposts

Time Allotment
- Approximately three months (October-December)

UNIT 3
Applying Reading Strategies to Deepen Understanding of Character Development

Unit Goals

At the completion of this unit, students will:

CCS.ELA-Literacy.RL.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
CCS.ELA-Literacy.RI.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
CCS.ELA-Literacy.RL.8.2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
CCS.ELA-Literacy.RI.8.2	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
CCS.ELA-Literacy.RL.8.3	Analyze how particular lines of dialogues or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
CCS.ELA-Literacy.RI.8.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
CCS.ELA-Literacy.RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
CCS.ELA-Literacy.RI.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
CCS.ELA-Literacy.RL.8.5	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

CCS.ELA-Literacy.RI.8.5   Analyze in details the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

CCS.ELA-Literacy.RL.8.6   Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

CCS.ELA-Literacy.RI.8.6   Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

CCS.ELA-Literacy.RL.8.7   Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.

CCS.ELA-Literacy.RI.8.7   Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

CCS.ELA-Literacy.RI.8.8   Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

CCS.ELA-Literacy.RL.8.9   Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

CCS.ELA-Literacy.RI.8.9   Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

CCS.ELA-Literacy.RL.8.10   By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 6-8 text complexity band independently and proficiently.

CCS.ELA-Literacy.RI.8.10   By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.

CCS.ELA-Literacy.W.8.1   Write arguments to support claims with clear reasons and relevant evidence.

CCS.ELA-Literacy.W.8.1.a	Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
CCS.ELA-Literacy.W.8.1.b	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
CCS.ELA-Literacy.W.8.1.c	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
CCS.ELA-Literacy.W.8.1.d	Establish and maintain a formal style.
CCS.ELA-Literacy.W.8.1.e	Provide a concluding statement or section that follows from and supports the argument presented.
CCS.ELA-Literacy.W.8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCS.ELA-Literacy.W.8.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CCS.ELA-Literacy.SL.8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
CCS.ELA-Literacy.SL.8.1.a	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
CCS.ELA-Literacy.SL.8.1.b	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
CCS.ELA-Literacy.SL.8.1.c	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

CCS.ELA-Literacy.SL.8.1.d	Acknowledge new information expressed by others and, when warranted, qualify or justify their own views in light of the evidence presented.
CCS.ELA-Literacy.L.8.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCS.ELA-Literacy.L.8.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CCS.ELA-Literacy.L.8.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
CCS.ELA-Literacy.L.8.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Unit Essential Questions

- When reading a novel, how do I determine how a character reveals the novel's theme or purpose?
- When reading a novel, how do I determine how the actions and decisions of a character reveal his/her personality?

Scope and Sequence

1. What we should notice in reading a novel, starting with the cover: What is it telling us? What do we notice about the picture and title? What do we predict?
   a. Written reflection on emotions depicted in the cover, and discussing perceptions/opinions with others in the class.
2. Reading aloud, noting characters in the opening chapter and charting their characteristics based on what is noticed about them
3. Continued reading aloud, focusing on the background introduced by the author, and its importance
   a. Completion of K/W/L chart based on time & place of the text's setting
4. Continued reading aloud, focusing on signposts used by the author, and their effectiveness for his/her purpose
   a. Discussion of the effectiveness of signposts noticed, followed by written reflection
5. Reading of relevant short non-fiction articles (e.g., about World War II, Nazi propaganda, foster care and the foster care system, gangs in the 1960s, 1970s, and present day), with text highlighting based on signposts and discussion of learning that scaffolds students' knowledge base (prior knowledge): How does this new knowledge help you the reader to empathize with the main character?

a. Discussion of changing perspective on main character, followed by written reflection including evidence from articles and discussion
6. Continued reading aloud, noting signposts to understand character development
   a. Discussion of characters' personality traits, and supporting evidence, followed by written reflection
7. Continued reading aloud, focusing on the actions/decisions of the main character, and their impact on the novel's theme
   a. Discussion of character and theme, and supporting evidence, followed by written reflection
8. Continued reading aloud, focusing on character changes and the author's purpose
   a. Discussion of character changes, and supporting evidence, followed by written reflection
9. Continued reading aloud, focusing on characters' interactions and the author's purpose
   a. Discussion of character interactions, and supporting evidence, followed by written reflection
10. Development of a thesis for a formal argumentative piece of writing, using a framed sentence starter dealing with the main character and explaining the character's complexity throughout the text
11. Organizing of the piece based on claims and evidence from the text framed with a graphic organizer
12. Drafting, revision, and editing of the formal piece of writing based on complex character and supporting evidence, with at least two or more supporting ideas

Assured Assessments
Formative Assessment:
- i-Ready benchmark in January
- Daily writer's response notebook with reflections on selected topics for analysis
- Discussion of selected topics based on sharing of thoughtful responses
- Ongoing measurement of IEP goals and objectives

Summative Assessment:
- Formal essay based on complex character within text read, assessed via THS School-Wide Writing Rubric
- Independent weekly reading logs including daily time spent independently reading and utilizing learned reading strategies

Resources
Core
- either
  Boyne, John. *The Boy in the Striped Pajamas*. New York: Penguin, 2006. Print.
      or
  Hunt, Lynda Mullaly. *One for the Murphys*. New York: Penguin, 2013. Print.
      or
  Myers, Walter Dean. *Scorpions*. New York: Amistad, 1988. Print.
- Beers, Kylene, and Robert E. Probst. *Notice & Note Literature Log*. Portsmouth, NH: Heinemann, 2014. Print.

- relevant short non-fiction articles
- periodicals with fiction & non-fiction text (e.g., *Time*)
- independent reading library with complex texts accessible to diverse reading levels

<u>Supplemental</u>
- American Institutes for Research. "Growing Up in Foster Care: Elementary and Middle School." June 29, 2016. https://www.air.org/resource/growing-foster-care-elementary-and-middle-school. Web.
- Hersh, Daniel. "Gang Prevention Programs Focus on Middle Schoolers." Feb. 25, 2015. https://www.usnews.com/news/articles/2015/02/25/gang-prevention-programs-focus-on-middle-schoolers. Web.
- Lahey, Jessica. "Every Time Foster Kids Move, They Lose Months of Academic Progress." *The Atlantic* Feb. 28, 2014. https://www.theatlantic.com/education/archive/2014/02/every-time-foster-kids-move-they-lose-months-of-academic-progress/284134/. Web.
- "Positive Impact of Foster Care." *YouTube*, uploaded by Department of Child Services Indiana, May 13, 2014, https://www.youtube.com/watch?v=shTy3LbUC7Q. Web.
- Segura, Jose. "Preventing Students from Joining Gangs." *YouTube*, uploaded by TEDx Talks, May 17, 2017, https://www.youtube.com/watch?v=V3RfT42uWW0. Web.
- "Why Do Youth Join Gangs?" *Juvenile Justice Bulletin* August 1998. https://www.ojjdp.gov/jjbulletin/9808/why.html. Web.

Time Allotment
- Approximately two months (January-February)

UNIT 4
Applying Context to Understanding Text

Unit Goals

At the completion of this unit, students will:

CCS.ELA-Literacy.RL.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
CCS.ELA-Literacy.RI.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
CCS.ELA-Literacy.RL.8.2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
CCS.ELA-Literacy.RI.8.2	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
CCS.ELA-Literacy.RL.8.3	Analyze how particular lines of dialogues or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
CCS.ELA-Literacy.RI.8.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
CCS.ELA-Literacy.RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
CCS.ELA-Literacy.RI.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
CCS.ELA-Literacy.RL.8.5	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

CCS.ELA-Literacy.RI.8.5	Analyze in details the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
CCS.ELA-Literacy.RL.8.6	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
CCS.ELA-Literacy.RI.8.6	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
CCS.ELA-Literacy.RL.8.7	Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
CCS.ELA-Literacy.RI.8.7	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
CCS.ELA-Literacy.RI.8.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
CCS.ELA-Literacy.RL.8.9	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
CCS.ELA-Literacy.RI.8.9	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
CCS.ELA-Literacy.RL.8.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 6-8 text complexity band independently and proficiently.
CCS.ELA-Literacy.RI.8.10	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.
CCS.ELA-Literacy.W.8.1	Write arguments to support claims with clear reasons and relevant evidence.

CCS.ELA-Literacy.W.8.1.a	Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
CCS.ELA-Literacy.W.8.1.b	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
CCS.ELA-Literacy.W.8.1.c	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
CCS.ELA-Literacy.W.8.1.d	Establish and maintain a formal style.
CCS.ELA-Literacy.W.8.1.e	Provide a concluding statement or section that follows from and supports the argument presented.
CCS.ELA-Literacy.W.8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCS.ELA-Literacy.W.8.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CCS.ELA-Literacy.SL.8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
CCS.ELA-Literacy.SL.8.1.a	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
CCS.ELA-Literacy.SL.8.1.b	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
CCS.ELA-Literacy.SL.8.1.c	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

CCS.ELA-Literacy.SL.8.1.d	Acknowledge new information expressed by others and, when warranted, qualify or justify their own views in light of the evidence presented.
CCS.ELA-Literacy.L.8.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCS.ELA-Literacy.L.8.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CCS.ELA-Literacy.L.8.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
CCS.ELA-Literacy.L.8.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Unit Essential Questions

- How do I apply context, context clues, and conflict to reveal the content of a text I read?
- Why do readers clarify unknown vocabulary to understand text?
- Why do authors apply sophisticated vocabulary to strengthen their text?

Scope and Sequence

1. What we should notice in reading a novel, starting with the cover: What is it telling us? What do we notice about the picture and title? What do we predict?
   a. Written reflection on emotions depicted in the cover, and discussing perceptions/opinions with others in the class.
2. Reading aloud, focusing on characters, setting, and sophisticated word choice, beginning to use *Literature Log* and vocabulary graphic organizers to log unfamiliar words
3. Continued reading aloud, focusing on setting and developing the background needed to understand key topics of the text read (e.g.: in *Rain Reign*, autism, homonyms, single parenting, feeling different; in *The Honest Truth*, mountain climbing, cancer, camping, survival skills, running away)
   a. Discussion of setting details, followed by written reflection
4. Continued reading aloud, focusing on character development and character interactions, including conflicts that bring changes/decisions
   a. Completion of character organizer including evidence of actions and changes in character
5. Continued reading aloud, focusing on context to visualize and react to the main characters

     a. Description of characters and their interactions, leading to drawing or illustrating a scene meaningful for understanding of a character and his/her difficulties; presentation and explanation of the piece of art to classmates

6. Continued reading aloud, focusing on main focus of the text and the author's purpose and point of view
    a. Discussion of the text's main focus and author's purpose and point of view, followed by written reflection

7. Continued reading aloud, focusing on author's purpose for book format, and chapter structure to understand character (e.g.: in *Rain Reign*, separate parts, chapter headings; in *The Honest Truth*, miles to go, input from best friend in italics, dog presence)

8. Continued reading aloud, focusing on possible themes and charting them based on text evidence
    a. Discussion of possible themes, and supporting evidence, followed by written reflection

9. Continued reading aloud, focusing on conflicts within the text, and how conflict illustrates change in characters' development
    a. Completion of graphic organizer depicting conflict (and type of conflict) leading to character change

10. Continued reading aloud, focusing on themes of the text based on text evidence
    a. Discussion of possible themes, and supporting evidence, followed by written reflection that drafts one theme for a formal piece of writing

11. Continued reading aloud, focusing on character changes throughout the text linked to reader's understanding and author's purpose
    a. Discussion of character changes, and supporting evidence, followed by written reflection

12. Independent development of a thesis for a formal argumentative piece of writing, using a graphic organizer dealing with theme

13. Drafting, revision, and editing of the formal piece of writing based on theme, utilizing technology

Assured Assessments

Formative Assessment:
- Daily writer's response notebook with reflections on selected topics for analysis
- Discussion of selected topics based on sharing of thoughtful responses
- Ongoing measurement of IEP goals and objectives

Summative Assessment:
- Formal essay based on theme within text read, assessed via THS School-Wide Writing Rubric
- Independent weekly reading logs including daily time spent independently reading and utilizing learned reading strategies

Resources

Core
- either
  Gemeinhart, Dan. *The Honest Truth*. New York: Scholastic, 2015. Print.

or

Martin, Ann M. *Rain Reign*. New York: Feiwel, 2014. Print.

- Beers, Kylene, and Robert E. Probst. *Notice & Note Literature Log*. Portsmouth, NH: Heinemann, 2014. Print.
- relevant short non-fiction articles
- periodicals with fiction & non-fiction text (e.g., *Time*)
- independent reading library with complex texts accessible to diverse reading levels

Supplemental
- "Autism – Causes, Symptoms, Treatments, & More . . . ." *YouTube*, uploaded by Rehealthify, July 21, 2014, https://www.youtube.com/watch?v=DHzU1Yz2Am4. Web.
- "Autism Characteristics – Common Traits (2018)." *YouTube*, uploaded by The Aspie World, March 15, 2018, https://www.youtube.com/watch?v=tNysceVXsmo. Web.
- "Climbing Mount Rainier without a Guide." *YouTube*, uploaded by 1Lifeonearth, June 10, 2015, https://www.youtube.com/watch?v=LAx4BbN69Og. Web.
- "What Does It Take to Climb Mt. Rainier?" *YouTube*, uploaded by Northeast Mountaineering, Sept. 12, 2016, https://www.youtube.com/watch?v=NqdVWLZH_lI. Web.

Time Allotment
- Approximately two months (March-April)

UNIT 5
Integrating Reading Strategies to Read Complex Short Stories

Unit Goals

At the completion of this unit, students will:

CCS.ELA-Literacy.RL.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
CCS.ELA-Literacy.RI.8.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
CCS.ELA-Literacy.RL.8.2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
CCS.ELA-Literacy.RI.8.2	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
CCS.ELA-Literacy.RL.8.3	Analyze how particular lines of dialogues or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
CCS.ELA-Literacy.RI.8.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
CCS.ELA-Literacy.RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
CCS.ELA-Literacy.RI.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
CCS.ELA-Literacy.RL.8.5	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

CCS.ELA-Literacy.RI.8.5	Analyze in details the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
CCS.ELA-Literacy.RL.8.6	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
CCS.ELA-Literacy.RI.8.6	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
CCS.ELA-Literacy.RL.8.7	Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
CCS.ELA-Literacy.RI.8.7	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
CCS.ELA-Literacy.RI.8.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
CCS.ELA-Literacy.RL.8.9	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
CCS.ELA-Literacy.RI.8.9	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
CCS.ELA-Literacy.RL.8.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 6-8 text complexity band independently and proficiently.
CCS.ELA-Literacy.RI.8.10	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.
CCS.ELA-Literacy.W.8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCS.ELA-Literacy.W.8.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CCS.ELA-Literacy.SL.8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
CCS.ELA-Literacy.SL.8.1.a	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
CCS.ELA-Literacy.SL.8.1.b	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
CCS.ELA-Literacy.SL.8.1.c	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
CCS.ELA-Literacy.SL.8.1.d	Acknowledge new information expressed by others and, when warranted, qualify or justify their own views in light of the evidence presented.
CCS.ELA-Literacy.L.8.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCS.ELA-Literacy.L.8.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CCS.ELA-Literacy.L.8.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
CCS.ELA-Literacy.L.8.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Unit Essential Questions

- What should readers focus on in a short story?
- Why do authors write short stories? What is their purpose?

Scope and Sequence

1. What we should notice in reading a short story, starting with the table of contents of the book of short stories and the first page of each story: What topic and interest level is suggested?
   a. Discussion of what is noticed, and voting on which stories (the top three) to be read
2. Reading aloud, focusing on characters, setting, and conflict and using writer's response notebook
   a. Discussion of characters, setting, and conflict, followed by written reflection
3. Continued reading aloud, focusing on character changes, conflicts, and predictions related to possible foreshadowing
   a. Discussion of character changes, conflicts, and possible foreshadowing, followed by written reflection
4. Continued reading aloud to end of story, focusing on author's purpose for writing and thematic message received from reading
   a. Discussion of author's purpose and theme, followed by written reflection
5. Selection of preferred story after reading several
   a. Discussion of how preferences changed since reading the stories, followed by written reflection

Assured Assessments
Formative Assessment:
- i-Ready benchmark in May
- Daily writer's response notebook with reflections on selected topics for analysis
- Discussion of selected topics based on sharing of thoughtful responses
- Ongoing measurement of IEP goals and objectives

Summative Assessment:
- Independent weekly reading logs including daily time spent independently reading and utilizing learned reading strategies
- Final examination

Resources
Core
- Oh, Ellen, Ed. *Flying Lessons & Other Stories*. New York: Crown, 2017. Print.
- Beers, Kylene, and Robert E. Probst. *Notice & Note Literature Log*. Portsmouth, NH: Heinemann, 2014. Print.
- relevant short non-fiction articles
- periodicals with fiction & non-fiction text (e.g., *Time*)
- independent reading library with complex texts accessible to diverse reading levels

Time Allotment
- Approximately two months (May-June)

COURSE CREDIT

One-half credit per semester
One class period daily for a year

PREREQUISITES

Recommendation of the PPT.

ASSURED STUDENT PERFORMANCE RUBRICS

- Trumbull High School School-Wide Reading Rubric (attached)
- Trumbull High School School-Wide Writing Rubric (attached)
- Trumbull High School School-Wide Independent Learning and Thinking Rubric (attached)

Trumbull High School School-Wide Reading Rubric

Category/ Weight	Exemplary 4	Goal 3	Working Toward Goal 2	Needs Support 1-0
Respond X_____	Demonstrates exceptional understanding of text by: • Clearly identifying the purpose of the text • Providing initial reaction richly supported by text • Providing a perceptive interpretation	Demonstrates understanding of text by: • Identifying the fundamental purpose of the text • Providing initial reaction supported by text • Providing a clear/straightforward interpretation of the text	Demonstrates general understanding of text by: • Partially identifying the purpose of the text • Providing initial reaction somewhat supported by text • Providing a superficial interpretation of the text	Demonstrates limited or no understanding of text by: • Not identifying the purpose of the text • Providing initial reaction not supported by text • Providing an interpretation not supported by the text
Interpret X_____	Demonstrates exceptional interpretation of text by: • Extensively reshaping, reflecting, revising, and/or deepening initial understanding • Constructing insightful and perceptive ideas about the text. • Actively raising critical questions and exploring multiple interpretations of the text	Demonstrates ability to interpret text by: • Reshaping, reflecting, revising, and/or deepening initial understanding • Summarizing main ideas of text • Actively interpreting text by raising questions and looking for answers in text	Demonstrates general ability to interpret text by: • Guided reflection and/or revision of initial understanding • Summarizing some of the main ideas of text • Guided interpretation of text by locating answers to given questions in text	Demonstrates limited ability to interpret text as evidenced by: • Struggle to implement guided reflection and/or revision of initial understanding • Struggle to summarize any main ideas of text • Struggle to answer questions by locating responses in text
Connect X_____	Demonstrates perceptive connections • text-to-text • text-to-self • text-to-world	Demonstrates specific connections • text-to-text • text-to-self • text-to-world	Demonstrates general connections • text-to-text • text-to-self • text-to-world	Struggles to make connections • text-to-text • text-to-self • text-to-world
Evaluate X_____	Demonstrates insightful evaluation of text by one or more of the following: • Critical analysis to create a conclusion supported by the text • Perceptive judgments about the quality of the text • Synthesis of text • Expression of a personal opinion	Demonstrates an evaluation of text by one or more of the following: • Critical analysis to form a conclusion from the text • Thoughtful judgments about the quality of the text • Evaluation of text to express personal opinion(s)	Demonstrates a general evaluation of text by one or more of the following: • Formulation of a superficial conclusion from the text • Assessment of the quality of the text • Use of text to express personal opinion(s)	Demonstrates a struggle to evaluate the text by one or more of the following: • Formulation of a conclusion from the text • Assessment of the quality of the text • Use of text to express personal opinion(s)

Trumbull High School School-Wide Writing Rubric

Category/ Weight	Exemplary 4 Student work:	Goal 3 Student work:	Working Toward Goal 2 Student work:	Needs Support 1-0 Student work:
Purpose X_____	• Establishes and maintains a clear purpose • Demonstrates an insightful understanding of audience and task	• Establishes and maintains a purpose • Demonstrates an accurate awareness of audience and task	• Establishes a purpose • Demonstrates an awareness of audience and task	• Does not establish a clear purpose • Demonstrates limited/no awareness of audience and task
Organization X_____	• Reflects sophisticated organization throughout • Demonstrates logical progression of ideas • Maintains a clear focus • Utilizes effective transitions	• Reflects organization throughout • Demonstrates logical progression of ideas • Maintains a focus • Utilizes transitions	• Reflects some organization throughout • Demonstrates logical progression of ideas at times • Maintains a vague focus • May utilize some ineffective transitions	• Reflects little/no organization • Lacks logical progression of ideas • Maintains little/no focus • Utilizes ineffective or no transitions
Content X_____	• Is accurate, explicit, and vivid • Exhibits ideas that are highly developed and enhanced by specific details and examples	• Is accurate and relevant • Exhibits ideas that are developed and supported by details and examples	• May contain some inaccuracies • Exhibits ideas that are partially supported by details and examples	• Is inaccurate and unclear • Exhibits limited/no ideas supported by specific details and examples
Use of Language X_____	• Demonstrates excellent use of language • Demonstrates a highly effective use of standard writing that enhances communication • Contains few or no errors. Errors do not detract from meaning	• Demonstrates competent use of language • Demonstrates effective use of standard writing conventions • Contains few errors. Most errors do not detract from meaning	• Demonstrates use of language • Demonstrates use of standard writing conventions • Contains errors that detract from meaning	• Demonstrates limited competency in use of language • Demonstrates limited use of standard writing conventions • Contains errors that make it difficult to determine meaning

Trumbull High School School-Wide
Independent Learning and Thinking Rubric

Category/Weight	Exemplary 4	Goal 3	Working Toward Goal 2	Needs Support 1-0
Proposal X_____	Student demonstrates a strong sense of initiative by generating compelling questions, creating uniquely original projects/work.	Student demonstrates initiative by generating appropriate questions, creating original projects/work.	Student demonstrates some initiative by generating questions, creating appropriate projects/work.	Student demonstrates limited or no initiative by generating few questions and creating projects/work.
Independent Research & Development X_____	Student is analytical, insightful, and works independently to reach a solution.	Student is analytical, and works productively to reach a solution.	Student reaches a solution with direction.	Student is unable to reach a solution without consistent assistance.
Presentation of Finished Product X_____	Presentation shows compelling evidence of an independent learner and thinker. Solution shows deep understanding of the problem and its components. Solution shows extensive and appropriate application of 21st Century Skills.	Presentation shows clear evidence of an independent learner and thinker. Solution shows adequate understanding of the problem and its components. Solution shows adequate application of 21st Century Skills.	Presentation shows some evidence of an independent learner and thinker. Solution shows some understanding of the problem and its components. Solution shows some application of 21st Century Skills.	Presentation shows limited or no evidence of an independent learner and thinker. Solution shows limited or no understanding of the problem. Solution shows limited or no application of 21st Century Skills.