

Course: *English I, II, III, IV (self-contained)*
Unit #: *Unit 2: Reading*

Year of Implementation: 2023-2024

Curriculum Team Members {*Krystal Boland* kboland@lrhsd.org, *Gabrielle Hazlett* ghazlett@lrhsd.org, and *Jenna Stevens* jstevens@lrhsd.org}.

Stage One - Desired Results

Link(s) to New Jersey Student Learning Standards for this course:

<https://www.state.nj.us/education/cccs/2020/>

<https://www.state.nj.us/education/cccs/2020/2020%20NJSLs-CLKS.pdf>

- **Unit Standards:**

- **Content Standards**

- **SL 9-10.1** Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
- **SL 9-10.2** Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
- **SL 9-10.3** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
- **SL 9-10.6** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
- **L6-9-10.6** Acquire and use accurate general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- List all content-specific standards that apply to this unit here

- **21st Century Life & Career Standards**
 - **9.4.12.CI.1:** Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- **Interdisciplinary Content Standards**
 - List any standards from other content areas that apply to this unit.
- **NJ Statutes:** NJ State law mandates the inclusion of the following topics in lesson design and instruction as aligned to elementary and secondary curriculum.

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A. 18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Diversity and Inclusion (N.J.S.A. 18A:35-4.36a) A board of education shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student Learning Standards.

Asian American and Pacific Islanders (AAPI) P.L.2021, c.410 Ensures that the contributions, history, and heritage

of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLS) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416)

For additional information, see

NJ Amistad Curriculum: <http://www.njamistadcurriculum.net/>

Diversity and Inclusion: <https://www.nj.gov/education/standards/dei/index.shtml>

- (Sample Activities/ Lessons): <https://www.nj.gov/education/standards/dei/samples/index.shtml>

Asian American and Pacific Islanders:

- [Asian American and Pacific Islander Heritage and History in the U.S.](#)

A Teacher's Guide from EDSITEment offering a collection of lessons and resources for K-12 social studies, literature and arts classrooms that center around the experiences, achievements and perspectives of Asian Americans and Pacific Islanders across U.S. history.

Transfer Goal: Students will be able to independently use their learning to comprehend any text by inferring, and tracing the main idea(s) in order to make connections.

As aligned with LRHSD Long Term Learning Goal(s): <https://www.lrhsd.org/Page/6163>

- Maximize independence
- Advance and accomplish their personal, educational, and career goals
- Self-advocate in real-life situations
- Make sound decisions with confidence
- Positively contribute to society

Enduring Understandings

Students will understand that. . .

EU 1

Essential Questions

EU 1

- *How are sounds represented by letters?*

the knowledge of sounds, letters, and words will enable them to pronounce new words/vocabulary in order to become fluent readers.

EU 2

readers use language structure and context clues to identify the intended meaning of words and phrases.

EU 3

reading a variety of materials and employing various strategies will enhance their comprehension.

EU 4

an author's strategic word and phrase selection affects the tone and meaning of the story.

EU 5

reading both in school and independently will foster lifelong independence.

EU 6

- reading a variety of nonfiction and informational texts influence everyday life and contribute to increased literary and cultural appreciation.

- *How do I find the pronunciation of a word I do not know?*

EU 2

- How do I figure out the meaning of a word I do not know?
- How does an author use figurative language to enhance meaning?

EU 3

- How does understanding a text's story elements, including its character development, help me better understand its meaning?
- How does fluency affect comprehension?

EU 4

- Why do readers need to pay attention to a writer's choice of words?

EU 5

- What is the variety of literary sources for my particular interests?
- What types of readings contribute to independence ?

EU 6

- How does literature relate to my life?
- How does reading a variety of literary genres contribute to cultural appreciation?

Knowledge

Students will know . . .

Skills

Students will be able to. . .

EU 1

- the various word attack strategies **(L6-9-10.6)**

EU 2

- familiarity of root words will help with decoding word meaning.**(L6-9-10.6)**
- how to use embedded text to infer word meaning**(L6-9-10.6)**.

EU 3

- various types and usage of figurative language in order to enhance a story (e.g. similes, metaphors, personification, etc...). **(L6-9-10.6)**
- it is important to show comprehension of literary text for meaning.**(SL-9-10.1)**

EU 4

- tonality in text is a part of character and plot development. **(SL-9-10.3)**

EU 5

- his/her personal preference when choosing literature to read. **(9.4.12.CI.1)**

EU 6

- different types of literary genres in order to appreciate and understand cultural diversity. **(SL 9-10.2)**

EU 1

- use a variety of word attack strategies to decode unfamiliar words. **(L6-9-10.6)**

EU 2

- interpret unknown word meaning.**(L6-9-10.6)**.

EU 3

- select figurative language in text.**(L6-9-10.6)**
- generate meaning for figurative language.**(SL-9-10.1)**

EU 4

- interpret figurative language in text.**(SL-9-10.3)**
- make inferences based on tonality. **(SL-9-10.3)**

EU 5

- identify traits of various characters in order to make personal connections.**(9.4.12.CI.1)**

EU 6

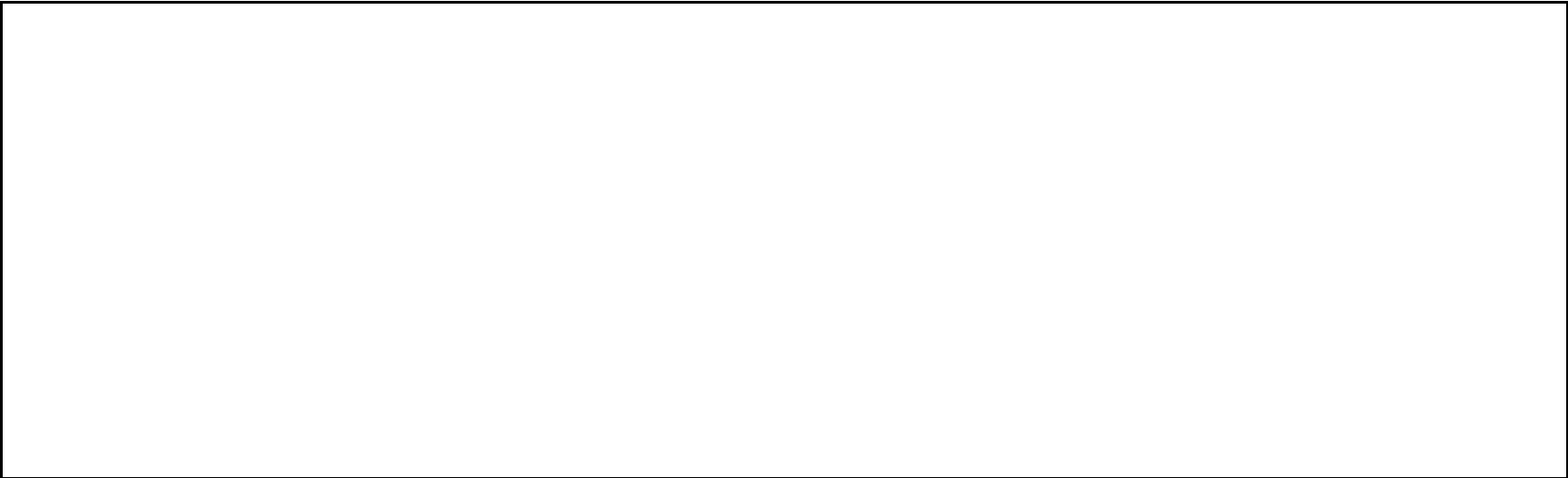
- Recognize different forms of literature.**(SL 9-10.2)**
- read a variety of genres in order to expand their cultural diversity.**(SL 9-10.2)**

Stage Two - Assessment

Stage Three - Instruction

Learning Plan: Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer. {place A, M and/or T along with the applicable EU number in parentheses after each statement} All knowledge and skills must be addressed in this section with a corresponding lesson/activity which teaches each concept. The following color codes are used to notate activities that correspond with interdisciplinary connections and 21st Century Life & Career Connections (which involves Technology Literacy): **Red = Interdisciplinary Connection; Purple = 21st Century Life & Career Connection**

- Contextual vocabulary building activities (A, EU 1)
- Pose critical thinking questions throughout the reading (A, EU 6)
- **Read informational texts, nonfiction texts, historical, and biographical texts (A, EU 3)**
- Define elements of a story (A, EU 2, EU 3, EU 4)
- Create a T chart to brainstorm character details in a story (M, EU 2, EU 4)
- Respond to debatable writing prompts that focus around readings...Scholastic, daily journals (M, EU 3)
- Respond to discussions questions promoting critical thinking (M, EU 3)
- **Make a timeline of events from the reading to show sequence (M, EU 3)**
- Compare/contrast the plot from the reading and the film version (M, EU 3)
- **Evaluate food labels from different snack foods to determine if it is healthy or unhealthy (M, EU 3, EU 6)**
- Generate an alternate ending for the reading/book (T, EU 5,EU 6)
- **Create a Venn Diagram of a character in a story and yourself (T, EU 3, EU 4)**
- Think/pair/share for scaffolding on graphic organizers (T, EU 3)
- **Compare and contrast characters from a variety of readings (T, EU 3)**
- **Read school newspaper articles on everyday issues (A,M, EU 5, EU 6)**
- Internet workshop: researching various issues that have been presented in readings (A,M, EU 6)
- **Illustrate a scene from the reading (M, T, EU 3)**
- **Act out a scene from the reading (M, T, EU 3)**
- **Create a story map using evidence from the readings and/or movies (M,T, EU 3)**
- **Practice and become familiar with everyday texts including brochures, instructions, menus, job applications, emails, financial paperwork, federal paperwork, etc (A, M, T, EU 5, EU 6)**



Pacing Guide

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All activities and skills will be worked on continuously throughout the year.

Unit #	Title of Unit	Approximate # of teaching days
1	Writing	Equally addressed daily throughout the school year.
2	Reading	Equally addressed daily throughout the school year.
3	Speaking & Listening	Equally addressed

		daily throughout the school year.
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Instructional Materials

- Scholastic Magazine
- High interest, low readability text
- Current event articles
- Plays
- School Newspaper
- Interventional Reading Programs-Edmark, Triumph's Reading, AGS, Orca soundings, Saddleback Educational Publishing

Accommodations

Special Education: The curriculum will be modified as per the Individualized Education Plan (IEP). Students will be accommodated based on specific accommodations listed in the IEP.

Students with 504 Plans: Students will be accommodated based on specific accommodations listed in the 504 Plan.

English Language Learners: Students will be accommodated based on individual need and in consultation with the ELL teacher.

Students at Risk of School Failure: Students will be accommodated based on individual need and provided various structural supports through their school.

Gifted and Talented Students: Students will be challenged to enhance their knowledge and skills through acceleration and additional independent research on the subject matter.