

READINGTON PUBLIC SCHOOL DISTRICT

8th Grade English Language Arts Curriculum 2025

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I. PURPOSE AND OVERVIEW

The Readington School District middle school literacy program provides a balanced instructional approach which includes the study of authentic and rich literature, word study, and experience and practice in effective writing traits. By the time our students are in eighth grade, they are able to handle difficult texts independently. Students will focus on reading texts in the eighth grade level independently as well as sustained practice with texts in the ninth and tenth grade level as “stretch” texts, which will require scaffolding by teachers. Students will read a wide variety of genres: narratives, dramas, poetry, and informational text. At the middle school level, students will read subgenres of adventure stories, biographies, memoirs, historical fiction, mysteries, folktales, legends, fables, tall tales, myths, fantasy, science fiction, realistic fiction, and graphic novels. Students will also read expository as well as argument in the form of essays and opinion pieces and other documents and digital media sources on a range of topics.

In writing, students focus on specific text types: narrative, informative and explanatory text, and argument. In word study and the study of vocabulary, students focus both on understanding words and their nuances as well as affixes and roots appropriate to the 8th grade reading level. Students will also acquire new words through conversation, reading, and being taught them directly. Students will grow to understand the proper meanings of words, with the means (context, word analysis, and so on) to select words based on the situation.

Our curriculum is designed to be responsive to developmental stages. This differentiated approach allows students to be engaged with reading and writing experiences appropriate to their point in development, and our teachers assess students at regular intervals to inform their instructional decisions. Instruction focuses on assisting students to build independence as readers, writers, speakers, listeners, and language users. Students will build a base of knowledge across a wide range of subject matter by engaging with words of quality and substance. They will respond to the varying demands of audience, task, purpose, and discipline.

II. GOALS

This curriculum is linked to the 2023 New Jersey Student Learning Standards for English Language Arts. Each unit is connected directly to the Anchor Standards, Strands, and Progress Indicators outlined in the document. Students advancing through the grades are expected to meet each year’s grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the standards.

III. ASSESSMENT

Student learning will be assessed through

- Running Records
- Student/teacher conferences
- Reading logs
- Reading pace and stamina
- Contributions to book clubs
- Running records
- Writing benchmarks
- Writing samples and student writing portfolios
- Student presentations
- Writer's notebooks
- Student Performance Checklists
- Student self-reflection
- Standards Based Writing Rubrics
- Writing Pathways Performance Assessments
- Learning Progressions
- Rubrics
- Word study unit assessments

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- Universal Screener
- Diagnostic Assessments

Accommodations and modifications are available for those students who demonstrate a need and can be located on the curriculum page of the district website.

IV. PACING GUIDE

Unit	Time Frame		
Unit 1	Sept/Oct 6 weeks	Word Study Unit 1	Life Stories: Unlocking The Big Ideas in Book Clubs
			Memoir: Structuring Personal Essays
Unit 2	Oct/Nov/Dec 6 weeks	Word Study Unit 2 & Review	Narrative/ Information Writing: Investigative Journalism
			Reading Nonfiction Texts: Individual Choice Texts
Unit 3	Dec/Jan 6 weeks	Word Study Unit 3 & Review	Dystopian Book Clubs
			The Literary Essay: Analyzing Characters, Craft and Theme
Unit 4	Feb/March 5 weeks	Word Study Unit 4 & Review	Position Papers: Research & Argument
			Close Reading to Examine Multiple Points of View and Arguments in Narrative and Nonfiction Text Book Clubs
Unit 5	March/April 6 weeks	Word Study Unit 5 & Review	Historical Fiction Book Clubs
			Multigenre Research Essay

Unit 6	May/June 6 weeks	Word Study Unit 6 & Review	Express & Reflect: Powerful Speeches
			Developing Analytical Lenses for Reading Independent Nonfiction using Texts on Self-Reflection, Mindfulness and Empowerment

Unit 1: Life Stories: Unlocking the Big Ideas in Book Clubs
Memoir: Structuring Personal Essays

Enduring Understandings

Reading

1. Close reading means making careful observations about the text and then making interpretations based on those observations
2. Readers study a text closely to think more powerfully about characters and reflect on what the evidence reveals
3. Authors thoughtfully select details about characters to reveal a lesson, message, or theme

Writing

1. Writers write to express or reflect on his or her own life and experiences, often looking back in order to look forward
2. Writers often start with a big, important idea they want to explore and to communicate then collect small moments around the idea, bringing out themes through a variety of narrative and expository techniques

Goals:

Reading Goals:

- RL.CR.8.1. Cite a range of textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly, as well as inferences drawn from the text.
- RL.CI.8.2. Determine the theme of a literary text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- RL.IT.8.3. Analyze how particular elements of a text interact (e.g., how setting shapes the characters or plot, how ideas influence individuals or events, or how characters influence ideas or events) across multiple text types, including across literary and informational texts.
- L.VL.8.3. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, including technical meanings, choosing flexibly from a range of strategies.
- A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
 - B. Analyze the impact of specific word choices on meaning and tone.
 - C. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
 - D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
 - E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- L.VI.8.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- A. Interpret figures of speech (e.g. verbal irony, puns) in context.
 - B. Use the relationship between particular words to better understand each of the words.
 - C. Analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other

texts.

D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

SL.PE.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.

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.

B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

C. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

D. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

Honors Standards:

L.VL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.

A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).

C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.VI.9–10.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

B. Analyze nuances in the meaning of words with similar denotations.

C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone; how the language of a court opinion differs from that of a newspaper).

RL.CR.9–10.1. Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain.

RL.CI.9–10.2. Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

RL.IT.9–10.3. Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.

RL.TS.9–10.4. Analyze how an author's choices concerning the structure of a text, order of the events within it (e.g., parallel plots), and manipulation of time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).

RL.PP. 9–10.5. Determine an author's lens in a text (including cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature) and analyze how an author uses rhetorical devices to advance a point of view.

- RL.MF.9–10.6. Analyze, integrate, and evaluate multiple interpretations (e.g., recorded or live production of a play or recorded novel or poetry) of a single text or text/s presented in different formats (visually, quantitatively).
- SL.PE.9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
- A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- B. Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.
- C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.

Writing Goals:

- L.SS.8.1. Demonstrate command of the system and structure of the English language when writing or speaking.
- D. Recognize and correct inappropriate shifts in verb voice and mood.
- G. Recognize spelling conventions.
- L.KL.8.2 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
- B. Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.
- C. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).
- W.NW.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- A. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- B. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
- D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- E. Provide a conclusion that follows from and reflects on the narrated experiences or events.
- W.WP.8.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.
- W.RW.8.7. Write routinely over extended time frames (time for research, reflection, metacognition/self- correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Honors Standards:

- W.NW.9–10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- A. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop

experiences, events, and/or characters.
 C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
 D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
 E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
 W.WP.9–10.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
 W.RW.9–10.7. 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 tasks, purposes, and audiences.
 L.SS.9–10.1. Demonstrate command of the system and structure of the English language when writing or speaking.
 A. Use parallel structure.
 C. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
 E. Recognize spelling conventions.
 L.KL.9–10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.
 A. 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.
 B. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
 C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Reading Teaching Points:

Unit 1: Life Stories: Unlocking the Big Ideas in Book Clubs

Mid-Lesson Teaching Points:

- Figurative Language
- Having discussions in book clubs
- Direct vs. Indirect Characterization (S.T.E.A.L.)

BEND I: Character Analysis: Collecting Evidence in Readers Notebook

1. **Read Aloud:** Readers build stamina by reflecting and setting goals. (R.S. 2.21)
2. Readers determine importance by backing up ideas about characters with evidence from the text (R.S. 6.9)
3. Readers make inferences by tracking character traits to think about what is helpful and problematic. (R.S. 6.14)
4. Readers self monitor by returning to parts of a text to dig deep and find meaning. (R.S. 2.22)
5. Readers think about how the character is feeling and support their thinking with text evidence. (R.S. 6.5)
6. Readers analyze by noting when characters' internal feelings and external actions are at odds. (R.S. 6.20)
 - **Book Club:** Book club members actively listen by thinking about the key details others share in conversation and respond. (R.S. 12.10)

Core Materials:

The Reading Strategies Book 2.0 by Jennifer Serravallo
The Writing Strategies Book by Jennifer Serravallo

Supporting Materials and Teacher Resources:

Leveled Bookroom
 Classroom Libraries
Teaching Writing in Small Groups by Jennifer Serravallo
Teaching Reading in Small Groups by Jennifer Serravallo
Notice and Note Strategies for Close Reading by Kyleene Beers and Bob Probst
Reading Nonfiction
Notice & Note Stances, Signposts, and Strategies by Kyleene Beers and Bob Probst
A Teacher's Guide to Reading Conferences by Jennifer Serravallo
 Units of Study for Reading
 Units of Study for Writing
Reading with Presence: Crafting mindful, evidence-based reading responses by Marilyn Pryle
Teaching Interpretation using text-Based Evidence to Construct Meaning by Sonja Cherry-Paul & Dana Johansen
Socratic Circles by Matt Copeland
Bringing Words to Life by Beck, McKeown, & Kucan
Mechanically Inclined: Building grammar, usage, and

7. Readers synthesize by collecting details across the text about a character's motives and motivations in order to develop theories about them. (R.S. 6.17)

BEND II: Character Analysis: Digging Deeper

8. **Read Aloud:** Readers activate prior knowledge by being alert to mirrors and windows, even when losing oneself in a novel. (R.S. 6.8) (UoS 2)

9. Readers synthesize a character's experience in order to empathize to understand motivations. (R.S. 6.12)

10. Readers make inferences by noting when they are aware and the character is unaware. (R.S. 6.21)

11. Readers analyze by tracking critical moments where significant lessons are learned or traits change. (R.S. 7.4)

12. Readers analyze by thinking about how characters respond to and impact others (R.S. 7.5)

13. Readers analyze the development of themes across memoirs by breaking each theme into parts: sequentially or by literary element. (R.S. 7.25)

- **Book Club:** Book club members stay on topic by bringing the conversation back to the book you are discussing. (R.S. 12.9)

BEND III: Connecting Character Analysis to Theme

14. **Read Aloud:** Readers synthesize events of the story to identify a theme (R.S. 7.11)

15. Readers analyze characters by comparing and contrasting traits, how they handle challenges, likes/dislikes, interests, change, lesson learned (R.S. 6.13)

16. Readers analyze the various perspectives of characters and the points of view they may bring to what an event means. (R.S. 6.23).

17. Readers synthesize by listing all the issues the character is dealing with, deciding which are personal and which are social and then connecting social issues to themes (R.S. 7.15)

18. Readers analyze how a character might act as an allegorical figure when considering the contexts of society, religion, politics, and human nature (R.S. 6.25)

19. Readers synthesize by thinking about what the character is learning about social issues and deciding ways to take action (R.S. 7.17)

- **Book Club:** Book club members keep the conversation going by asking questions without an obvious answer (R.S. 12.14)

style into Writer's Workshop by Jeff Anderson

Write Like This: Teaching real-world writing through modeling & mentor texts by Kelly Gallagher

Falling in Love with the Close Read by Christopher Lehman & Kate Robers

A Novel Approach by Kate Roberts

Conferring by Patrick Allen

Deeper Reading: Comprehending Challenging Texts by Kelly Gallagher

Strategic Spelling: Moving beyond memorization in the middle grades by Jonathan Wheatley

Word Journeys by Kathy Ganske

The Megabook of Fluency by Rasinski & Smith

Micro Mentor Texts by Penny Kittle

When Kids Can't Read: What Teachers Can Do by Kylene Beers

180 Days Two Teachers and the Quest to Engage and Empower Adolescents by Kelly Gallagher and Penny Kittle

The Big Book of Details by Rozlyn Linder

[RMS Writing Unit Structure](#)

[RMS Reading Unit Structure](#)

Mentor Texts:

Teacher selected texts

Instructional Read Aloud:

Short Stories

Pancakes by Joan Bauer

All American Slurp by Lensey Namioka

House on Mango Street by Sandra Cisneros (pull vignettes)

The Landlady by Roald Dahl

My Side of the Story by Adam Bagdasarian

The Scholarship Jacket by Martha Salinas

Love Like Leeches by Gary D Schmidt

Checkouts by Cynthia Rylant

Popularity by Adam Bagdasarian

Abigail at Red Shield by Patrick McNeil (commonlit)

Excerpt from "A Portrait of the Artist as a Young Man" by James Joyce (commonlit)

The Wife's Story by Ursula K. Le Guin (commonlit)

Charles by Shirley Jackson

Where I'm From by Misa Sugiura

On The Bridge by Todd Strasser

Rules of the Game by Amy Tan (commonlit)

The Save by Joseph Bruchac (commonlit)

BEND IV: Saying More about The Big Ideas

20. **Read Aloud:** Readers analyze by considering characters' identities and how they reveal themes. (R.S. 7.20)

21. Readers synthesize by thinking back to moments that connect to one theme and then say more (R.S. 7.16)

22. Readers analyze and determine importance by looking for a place where a secondary character gives advice to the main character and think about the lesson learned (R.S. 7.7)

23. Readers analyze by tracking the journey of the character across a plot and identify different themes in different plotlines. (R.S. 7.19)

- Book Club: Book Club members take risks and elaborate by starting statements with "maybe". (R.S. 12.17)

24. Readers elaborate written ideas by thinking, "How can I break this big idea down into parts, kinds, or reasons?" and then write more about it. (R.S. 13.12)

25. Readers synthesize by identifying two texts that have a similar theme and compare how the theme is developed in each. (R.S. 7.26)

Honors Teaching Points:

1. Readers self monitor by note taking and making relevant connections to strongly support analysis of multiple aspects within a text.

7. Readers analyze by noticing the problems, struggles, and conflicts you see the characters facing and how they connect to a theme.

8. **Read Aloud:** Readers analyze by looking for scenes that reveal theme and think about what the author might be saying about these broad ideas (ANA, p59)

11. Readers analyze theme scenes by considering it from different angles (character emotions, effects of theme, what might be causing theme, what lessons might be revealed in the scene about theme) (ANA, p.59)

19. Readers analyze by tracking the journey of the character across a plot and identify different themes in different plotlines. (R.S. 7.19)

17. Readers analyze by tracking the characters who are struggling with the theme and asking themselves which characters are succeeding and which ones are failing (ANA p59).

20. Readers analyze by taking different thoughts about the theme scenes out and gather them together into categories based on what seems to be really important and repeated as well as what sticks out and contradicts other scenes. (ANA, p. 59-60).

24. Readers analyze by coming up with a few different

Hello, My Name Is _____ by Jason Kim (commonlit)

Poems

All I Really Need to Know I Learned in Kindergarten by Robert Fulghum

Casey at the Bat by Ernest Lawrence Thayer

Where I'm From By George Ella Lyon

Road Not Taken by Robert Frost

Life Doesn't Frighten Me by Maya Angelou

Multimedia

For the Birds- <https://youtu.be/Lz3KYrPQaNO>

Dug's Special Mission- https://youtu.be/_YaHkrkH7yM?si=_LOWQiXPa8xtEYbF

Paperman-

https://youtu.be/XrqSF2OOz_M?si=JH3J_iXJgy19JOhL

The Controller-

https://youtu.be/U9Uh_H5mCbQ?si=LWcEISLLG076Ql59

The Present-

https://youtu.be/3XA0bB79oGc?si=Qnoe6_mEJ3b-iwJY

Possible Book Club and Individual Choice Texts:

- Dunk by David Lubar
- Drums Girls and Dangerous Pie by Jordan Sonnenblick
- The Last Cuentista by Donna Barba Higuera
- Brotherhood by Anne Westrick
- Prairie Lotus by Linda Sue Park
- House on Mango Street by Sandra Cisneros
- I Am Malala by Malala Yousafzai and Patricia McCormick
- I Will Always Write Back by Caitlin Alifirenka, Liz Welch, and Martin Ganda
- Warrior's Heart by Eric Greitens
- Marley, A Dog Like No Other by John Grogan
- Broken Memories
- Long Walk to Water

Honors:

- Tuesdays With Morrie by Mitch Albom
- The Day the World Came to Town 9/11

Writing Mentors

American Teenager Piece

- Choose teenager stories from the mentor It's Complicated: The American Teenager by Robin Bowman

possible interpretations for the entire story's ideas of the theme and choose which one feels the most universal and covers most of the book (ANA p.60).

Writing Teaching Points:

Memoir: Structuring Personal Essays

Narrative Preassessment

Piece 1: Studying Mentors to Collect Ideas and Flash Draft

1. Writers generate ideas by studying mentor texts to see how authors write about personal experiences.
2. Writers generate ideas by studying mentor texts to see how authors organize ideas (strong openings, sequencing events, reflective endings, etc.)
3. Writers generate ideas by making a list of personal moments associated with strong feelings.
4. Writers choose and develop an idea by flash drafting about it in their writers notebooks.
5. Writers flashdraft by zooming in on meaningful moments and using sensory details to help explain why this moment is important.
6. Writers revise by focusing on the structure and making sure it has a strong opening, logical order of events, and reflective ending.

Piece 2: Experimenting with Narrative Elements

7. Writers choose and develop an idea by looking through writer's notebook ideas and flash drafting about it.
8. Writers elaborate by offering insight into their troubles, hopes, and relationships through dialogue and inner thoughts.
9. Writers revise for strong openings by establishing the situation and place, hinting at a bigger context for the story (revealing issues that have been brewing, showing how the setting affects the character, etc.).
10. Writers revise to convey the pressures felt by using figurative language and dialogue.
11. Writers edit to correctly punctuate and paragraph dialogue.
12. Writers edit to use punctuation and sentence structure to communicate a feeling (tone) for the reader.
13. Writers edit by recognizing and correcting inappropriate shifts in verb voice and mood.

Honors Teaching Points:

5. Writers revise by crafting several scenes and connecting them together to create a central message.
7. Writers elaborate using narrative techniques, such as

- Website: <https://www.theamericanteenager.com/>
- Resource: <https://movingwriters.wordpress.com/2020/09/28/the-american-teenager-project-an-update/>

Short Stories: Character Narratives

- Ch1 of Glass Castle by Jeannette Walls
- Ch 1 of Stargirl by Jerry Spinelli (6th Grade independent text)
- Daughter of Invention by Julia Alvarez (common lit)
- Vignettes from House on Mango Street by Sandra Cisneros
- Where I'm From by Misa Sugiura

Technology:

- Google Classroom
- Smartboard/document camera
- Online resources and websites
- Chromebooks
- Online notebooks

Assessment:

Reading

Formative:

- Student/teacher conferences
- Reader's Notebooks/ Journal Entries
- Reading Logs
- Discussions/Seminars

Summative:

- Open-ended responses
- Reading Diagnostic 1

Alternative:

- Student self-reflections
- Presentations
- Sociogram

Benchmark:

Running Record Assessment for any student not on benchmark from the end of the year in 7th grade.

- Reading Rate (150 wpm is benchmark for 8th grade)
- Comprehension
- Fluency

Assessments:

Writing

<p>dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>8. Writers revise openings by orienting the reader to the problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters</p> <p>9. Writers revise by using precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters</p> <p>Word Study: Unit 1</p>	<p>Formative:</p> <ul style="list-style-type: none"> ● Pre-assessment for Narrative writing ● Student/teacher conferences ● Writing samples ● Writer's notebooks ● Student Performance Checklists ● Learning Progressions <p>Summative:</p> <ul style="list-style-type: none"> ● Student writing portfolios ● Student presentations ● Standards Based Writing Rubrics ● Writing Pathways Performance Assessments ● Rubrics ● Personal Essay ● 3-scene character narrative <p>Alternative:</p> <ul style="list-style-type: none"> ● Student Presentations ● Student Self-Reflections ● Digital American Teenager Piece ● Animated “book” of 3 scene narrative ● Podcast <p>Benchmark:</p> <ul style="list-style-type: none"> ● Narrative Writing
<p>Interdisciplinary Connections</p>	
<p>Social Studies: 6.1.5.HistoryUP.2: Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups. Activity: Written Reflection- students write a reflection that shows who they are and what they believe in the scope of the class, school, and society.</p>	
<p>Career Readiness, Life Literacies, and Key Skills</p>	
<p>Career Readiness, Life Literacies, and Key Skills Practices: Plan education and career paths aligned to personal goals. 9.4.8.DC.5: Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure. 9.4.8.IML.15: Explain ways that individuals may experience the same media message differently. 9.4.8.TL.3: Select appropriate tools to organize and present information digitally. Activity: Students reflect on their reading passages and discuss how a quote or a part of their book made an impact on them. Students will then create a presentation to share out their reflection.</p> <p>9.2.8.CAP.5: Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan. 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2). Activity: Students conference with the teacher to set up reading goals for the year.</p>	
<p>Computer Science & Design Thinking</p>	

8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.
Activity: Digital Portfolio: students create a personal website to be used as a reading digital portfolio.

Unit 2: Narrative/ Information Writing: Investigative Journalism
Reading Nonfiction Texts

Enduring Understandings

Writing:

Narrative/Informational Writing: Investigative Journalism

1. Writers examine and convey complex ideas and information clearly and accurately through the effective selection, organization and analysis of content
2. Journalists observe the world closely and often write to call their readers to action and affect change

Reading:

Reading Nonfiction Texts

1. Readers analyze the structure of texts including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole
2. Readers study the structure of a text to get a better understanding of the author’s purpose or message

Goals

Writing:

W.IW.8.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- A. Introduce a topic clearly, previewing what is to follow; and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.
- B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- C. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- D. Use precise language and domain/grade level- specific vocabulary to inform about or explain the topic.
- E. Establish and maintain a formal/academic style, approach, and form.
- F. Provide a concluding statement or section (e.g. sentence, part of a paragraph, paragraph, or multiple paragraphs) that synthesizes the information or explanation presented.

W.WP.8.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.

L.SS.8.1. Demonstrate command of the system and structure of the English language when writing or speaking.

- D. Recognize and correct inappropriate shifts in verb voice and mood.
- E. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
- G. Recognize spelling conventions.

L.KL.8.2 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
- B. Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.
- C. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

W.SE.8.6. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

W.RW.8.7. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Honors Standards:

L.SS.9–10.1. Demonstrate command of the system and structure of the English language when writing or speaking.

A. Use parallel structure.

D. Use a colon to introduce a list or quotation.

E. Recognize spelling conventions.

L.KL.9–10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.

B. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.

C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

W.IW.9–10.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid in comprehension.

B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.

C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.

E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.WP.9–10.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.WR.9–10.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.SE.9–10.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).

W.RW.9–10.7. 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 tasks, purposes, and audiences.

Reading:

RI.CR.8.1. Cite a range of textual evidence and make clear and relevant connections (including informational text features such as charts, graphs, and diagrams) to strongly support an analysis of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text.

RI.CI.8.2. Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.IT.8.3. Analyze how particular elements of a text interact (e.g., how contexts influence individuals or events, or how individuals influence ideas or events) across multiple text types, including across literary and informational texts.

RI.TS.8.4. Analyze and explain how an author organizes, develops and presents ideas, establishes a point of view or builds supporting arguments through text structure.

RI.PP.8.5. Analyze how an author conveys or develops their perspective or purpose in a text by acknowledging and responding to conflicting evidence or viewpoints.

RI.AA.8.7. 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.

RI.CT.8.8. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) two or more informational texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

Honors Standards:

L.KL.9–10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.

C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.VL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.

A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.

C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.VI.9–10.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

Analyze nuances in the meaning of words with similar denotations.

Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone; how the language of a court opinion differs from that of a newspaper).

RI.CR.9–10.1. Cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RI.CI.9–10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

RI.IT.9–10.3. Analyze how an author unfolds ideas throughout the text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

RI.TS.9–10.4. Analyze in detail the author’s choices concerning the structure of ideas or claims of a text, and how they are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or

chapter).

RI.PP.9–10.5. Determine an author’s purpose in a text (including cultural experience and knowledge reflected in text originating outside the United States) and analyze how an author uses rhetorical devices to advance that purpose.

RI.MF.9–10.6. Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.

RI.AA.9–10.7. Describe and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.

RI.CT.9–10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) seminal and informational text of historical and scientific significance, including how they relate in terms of themes and significant concepts.

Writing Teaching Points:

Narrative/Informational Writing: Investigative Journalism

Mid-Lesson Teaching Points:

- Edit by using simple, continuous and perfect tense to show time
- Spelling check
- Collecting ideas by observing what is around them to capture newsworthy events (UoS 1)
- Add in elements of drama
- Implementing research and evidence in newscast
- Style of newscast (script writing)

Piece 1: Reporting the Real Story: Newscasts

1. Writers study mentor texts to understand the structure of a news article.
2. Turning moments of drama into cogent newscasts. (UoS 2)
3. Researching and reporting experience. (UoS 3)
4. Making short nonfiction writing pack a punch. (UoS 4)
5. Writers revise by using 'details that inform' (B.B.o.D pg. 136)
6. Writers revise by using transitions to lead the reader across parts of the text and to help the reader note how parts of the text relate back to earlier parts, using phrases such as just as, returning to, as we saw earlier, similarly to, unlike, and yet.

Piece 2: Investigative Journalism: Writing to Inform and Illuminate

7. Journalists delve deeply to reveal underlying issues. (UoS 6)
8. Harnessing narrative craft to reveal central ideas and stir empathy. (UoS 7)
9. Harnessing narrative and information writing techniques (lead, body, and tail) to engage the reader. (UoS 8)
10. Elaborating with the 5 W's to deepen readers' connection. (UoS 9)
11. Writers edit by using an ellipsis to add a pause for feeling/suspense, to draw out an idea, show speechlessness, or indicate an omission.
12. Attending to voice and verb tense when editing for publication. (UoS 11)

Core Materials:

The Reading Strategies Book 2.0 by Jennifer Serravallo
Units of Study for Writing

Supporting Materials and Teacher Resources:

Leveled Bookroom
Classroom Libraries
Teaching Writing in Small Groups by Jennifer Serravallo
Teaching Reading in Small Groups by Jennifer Serravallo
Notice and Note Strategies for Close Reading by Kyleene Beers and Bob Probst
Reading Nonfiction Notice & Note Stances, Signposts, and Strategies by Kyleene Beers and Bob Probst
A Teacher's Guide to Reading Conferences by Jennifer Serravallo
Reading with Presence: Crafting mindful, evidence-based reading responses by Marilyn Pryle
The Writing Strategies Book by Jennifer Serravallo
Teaching Interpretation using text-Based Evidence to Construct Meaning by Sonja Cherry-Paul & Dana Johansen
Socratic Circles by Matt Copeland
Bringing Words to Life by Beck, McKeown, & Kucan
Mechanically Inclined: Building grammar, usage, and style into Writer's Workshop by Jeff Anderson
Write Like This: Teaching real-world

Piece 3: Investigating the Bigger Story

- 13. Mentoring oneself to a pro to envision the arc of investigative reporting. (UoS 12)
- 14. Writers choose and develop ideas by investigating issues that matter to the community.
- 15. Expanding a repertoire of research tools. (UoS 13)
- 16. Structuring investigative pieces and leading the reader with key transitions. (UoS 14)
- 17. Crafting the tail of a journalistic piece. (UoS 15)
- 18. Writers edit by citing references clearly and accurately.
- 19. Writers edit by using commas, or dashes to indicate a pause/break, or to get the reader ready for extra, important information.

Piece 4: Creating Infographics (Synthesizing from Piece 3)

- 20. Writers study mentor texts to collect ideas and understand elements of an infographic.
- 21. Writers synthesize information and organize it on an infographic so that it is easily readable.
- 22. Writers draft infographics by selecting information to support an idea and omitting information they feel is unnecessary.
- 23. Writers draft paying attention to word choice so complex things are easier to understand.
- 24. Writers revise making sure that the charts, tables, and graphs of information on the infographic are clear, relevant, and accurate.
- 25. Writers revise symbols, colors, and other visual elements to be sure they are relevant and enhance the readers' understanding.

Honors Teaching Points:

- 2. Writers draft by layering information to maintain tension, engage the reader's interest, and/or build complexity.
- 3. Writers draft engaging leads by explaining the topic's significance, contextualize it with background information, and mention key points of view or issues that would be discussed.
- 4. Writers draft using transitional phrases to show the relationship between parts of the text, including references to prior sections, and reviewing future sections.
- 10. Writers draft to affect the reader in particular ways—to make the reader think, realize, or feel a particular way—by choosing a particular language to do so.
- 12. Writers draft varying the tone to match the different purposes of different sections, as well as to develop its overall impact.
- 14. Writers research issues that matter to the community using a variety of research tools.
- 15. Writers draft key concepts, giving some context and background and use examples to clarify, explain, and add interest.
- 16. Writers revise by making choices about formatting, considering the best form to best convey the content.
- 17. Writers draft strong conclusions by strengthening implications, suggesting action to take, and/or mentioning multiple perspectives or potential challenges.

writing through modeling & mentor texts
by Kelly Gallagher

Falling in Love with the Close Read by Christopher Lehman & Kate Roberts

A Novel Approach by Kate Roberts

Conferring by Patrick Allen

Deeper Reading: Comprehending Challenging Texts by Kelly Gallagher

Strategic Spelling: Moving beyond memorization in the middle grades by Jonathan Wheatley

Word Journeys by Kathy Ganske

The Megabook of Fluency by Rasinski & Smith

Micro Mentor Texts by Penny Kittle

When Kids Can't Read: What Teachers Can Do by Kyleen Beers

180 Days Two Teachers and the Quest to Engage and Empower Adolescents by Kelly Gallagher and Penny Kittle

The Big Book of Details by Rozlyn Linder

Investigative Journalism by Lucy Calkins

[RMS Writing Unit Structure](#)

[RMS Reading Unit Structure](#)

Mentor Texts:

Teacher selected texts

Instructional Read Aloud:

- Various articles from Newsela
- Various articles from Scholastic Scope and Action Magazines
- Various informational nonfiction from common lit
- Various articles on published news-sites

Possible Texts:

- Various articles from Newsela
- Various articles from Scholastic Scope and Action Magazines
- Various informational nonfiction from common lit
- Various articles on published news-sites

Honors:

18. Writers draft making sure to analyze the facts and information used in the piece as well as explain the relevance of cited source material.

**Reading Teaching Points:
Reading Nonfiction Texts**

Mid-Lesson Teaching Point:

- Notice and Note Nonfiction
- Summarizing a text
- Review of different text structures

BEND I: Finding Main Idea and Analyzing Text Structure in Nonfiction Text

1. **Read Aloud:** Readers activate prior knowledge before reading by thinking about what they know for sure, what they think they know and what they wonder. (R.S. 9.2)
2. Readers infer by looking carefully at headings or subheadings and think about what they expect to learn (R.S. 10.14)
3. Readers determine importance by reading a chunk of text and paraphrasing (R.S. 8.9)
4. Readers determine the importance of a text by adding up details in a section and stating a main idea (R.S. 8.11)
5. **Read Aloud:** Readers infer the importance of a text by paying attention to text structure and considering how the text is organized (problem solution). (R.S. 8.13 & 8.14)
6. Readers analyze the author's purpose by paying attention to text structure (cause/effect & compare/contrast). (R.S. 8.15 & 8.16)
7. Readers synthesize information from the article by considering shifting text structure. (R.S. 8.17)
8. Readers analyze primary sources and their authors to synthesize perspective (R.S. 10.24)
9. Readers compare and contrast main ideas across texts to build a multifaceted perspective around a topic from varied sources (R.S. 8.20)

BEND II: Analyzing Word Choice in Nonfiction Text

10. **Read Aloud:** Readers analyze by noticing what information the author shares and how the author shares it (word choice, strong language, point of view, use of repetition) and when the author uses extreme or absolute language. (R.S. 8.18, N&N)
11. Readers analyze by noting when the author uses numbers and statistics when the author uses quoted words and reflect on their use. (N&N)
12. Readers analyze by noting when the author uses unfamiliar vocabulary words and reflects on their use. (N&N)
13. Readers analyze by learning more about the author and thinking about what information is included or excluded to consider if the author is conveying their personal opinions alongside the factual information. (R.S. 8.19, 9.15)

- Various articles from Newsela
- Various articles from Scholastic Scope and Action Magazines
- Various informational nonfiction from common lit
- Various articles on published news-sites

Writing Mentors:

- Various articles from Newsela
- Various articles from Scholastic Scope and Action Magazines
- Various informational nonfiction from common lit
- Various articles on published news-sites

Technology:

- Google Classroom
- Smartboard/document camera
- Online resources and websites
- Chromebooks
- Online notebooks

Assessment:

Reading

Formative:

- Student/teacher conferences
- Reader's Notebooks
- Reading Logs
- Discussions

Summative:

- Open-ended response

Alternative:

- Student self-reflections
- Presentations
- Blog

Writing

Formative:

- Pre-assessment for information writing
- Student/teacher conferences
- Writing samples
- Writer's notebooks
- Student Performance Checklists
- Student self-reflection
- Learning Progressions

Summative:

<p>Honors Teaching Points:</p> <p>2. Readers determine importance by reading a chunk of text and paraphrasing. (R.S. 8.9)</p> <p>3. Readers determine the importance of a text by adding up details in a section and stating a main idea. (R.S. 8.11)</p> <p>4. Readers analyze how an author unfolds main ideas throughout the text by paying attention to the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p> <p>5. Read Aloud: Readers analyze the author's purpose by paying attention to text structure (cause/effect, problem/solution, compare/contrast). (R.S. 8.14, R.S. 8.15, R.S. 8.16)</p> <p>6. Readers synthesize information from the article by considering shifting text structure. (R.S. 8.17)</p> <p>7. Readers analyze by noting the author's use of a text feature (graph, chart, diagram, picture, etc.) and considering why the author shared information in this way (R.S. 10.27)</p> <p>10. Read Aloud: Readers analyze in detail the author's choices concerning the structure of ideas or claims of a text by paying attention to how they are developed and refined by particular text structures and text features within the whole chapter.</p> <p>11. Readers analyze with a lens on point of view and argument by collecting evidence showing what the author is thinking, believes, or wants (FiLwCR, p. 90).</p> <p>12. Readers analyze with a lens on point of view and argument by noticing what ideas are repeated, what techniques the author uses to make their point, and what sticks out as different or unusual. (FiLwCR, p.90)</p> <p>13. Readers analyze with a lens on the author's assumptions by studying the author's statements and thinking about whether these are universal truths or statements about how the author sees the world. (FiLwCR, p. 94)</p> <p>Word Study: Unit 2 Review Unit 1</p>	<ul style="list-style-type: none"> ● Student writing portfolios ● Student presentations ● Standards Based Writing Rubrics ● Writing Pathways Performance Assessments ● Rubrics ● Newscast ● Investigative Journalism Article <p>Benchmark: Information Writing</p> <p>Alternative:</p> <ul style="list-style-type: none"> ● Digital Magazine ● Infographic
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Interdisciplinary Connections

Science:MS-LS4-1. Analyze and interpret data for patterns in the fossil record that document the existence, diversity, extinction, and change of life forms throughout the history of life on Earth under the assumption that natural laws operate today as in the past. **Activity:** Reading Graphs and Charts: conduct mini lesson, modeling, and application of reading and analyzing various charts to help students apply to students' choice text.

Career Readiness, Life Literacies, and Key Skills

Career Readiness, Life Literacies, and Key Skills Practices: Consider the environmental, social and economic impacts of decisions. 9.4.8.DC.8: Explain how communities use data and technology to develop measures to respond to effects of climate change (e.g., smart cities). 9.4.8.IML.8: Apply deliberate and thoughtful search strategies to access high-quality information on climate change (e.g., 1.1.8.Clb). 9.4.8.CI.I: Assess data gathered on

varying perspectives on causes of climate change (e.g., cross cultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions (e.g., RI.7.9, 6.SP.B.5, 7.1.NH.IPERS.6, 8.2.8.ETW.4). 9.4.8.TL.2: Gather data and digitally represent information to communicate a real-world problem (e.g., MS-ESS3-4, 6.1.8.EconET.1, 6.1.8.CivicsPR.4). **Activity:** Article Analysis- students analyze article for the decision someone made and the impact it had; students present their findings to class.

9.2.8.CAP.11: Analyze potential career opportunities by considering different types of resources, including occupation databases, and state and national labor market statistics. **Activity:** Students analyze articles for facts vs. opinions on different careers.

Computer Science & Design Thinking

Core Idea: People use digital devices and tools to automate the collection, use, and transformation of data. **Activity:** Graph Creation: students track facts about a particular issue (from mentor texts) and create a graphic representation based on conclusions drawn from facts. Students must determine whether all facts presented are accurate and relevant.

Unit 3: Dystopian Book Clubs
The Literary Essay: Analyzing Characters, Craft and Theme

Enduring Understandings

Reading:

Dystopian Book Clubs

1. Readers determine central ideas or themes of a text and analyze their development.
2. Readers look across texts in order to deepen interpretations about literary elements and author's intent.

Writing:

The Literary Essay: Analyzing Characters, Craft, and Theme

1. Academic writers are on the lookout for themes in all of the texts they read, and are able to explain, with details from the text, why they believe that theme to be present.
2. When analyzing a text, literary essayists pay attention to the details of the plot and character development as well as the author's crafting decisions, reflecting on the connection between the author's message and his or her craft.

Goals

Reading:

RL.CR.8.1. Cite a range of textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly, as well as inferences drawn from the text.

RL.CI.8.2. Determine the theme of a literary text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RL.IT.8.3. Analyze how particular elements of a text interact (e.g., how setting shapes the characters or plot, how ideas influence individuals or events, or how characters influence ideas or events) across multiple text types, including across literary and informational texts.

RL.TS.8.4. Compare and contrast the structure of texts, analyzing how the differing structure of each text contributes to its meaning, style and tone.

RL.PP.8.5. Analyze how an author conveys or develops their perspective or purpose in a text through the use of different perspectives of the characters and that of the audience or reader (e.g., created through the use of dramatic irony).

RL.CT.8.8. Analyze and reflect on the author's idea in fiction and literary nonfiction texts (e.g. practical knowledge, historical/cultural context, and background knowledge) shaped by the author's emphasis on different evidence, advancing different interpretations of facts, or fictional portrayal of a time, place, or character and a historical

account of the same period.

L.VL.8.3. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, including technical meanings, choosing flexibly from a range of strategies.

- A. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
- B. Analyze the impact of specific word choices on meaning and tone.
- C. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
- D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.VI.8.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- A. Interpret figures of speech (e.g. verbal irony, puns) in context.
- B. Use the relationship between particular words to better understand each of the words.
- C. Analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

SL.PE.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.

- 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.
- B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- C. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.
- D. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

Honors Standards:

L.KL.9–10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

- A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
- B. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
- C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.VL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.

- A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
- C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
- D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
- E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.VI.9–10.4. Demonstrate understanding of figurative language, word relationships, and nuances in word

meanings, including connotative meanings.

A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

B. Analyze nuances in the meaning of words with similar denotations.

C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone; how the language of a court opinion differs from that of a newspaper).

RL.CR.9–10.1. Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain.

RL.CI.9–10.2. Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

RL.IT.9–10.3. Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.

RL.TS.9–10.4. Analyze how an author’s choices concerning the structure of a text, order of the events within it (e.g., parallel plots), and manipulation of time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).

RL.PP. 9–10.5. Determine an author’s lens in a text (including cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature) and analyze how an author uses rhetorical devices to advance a point of view.

RL.CT.9–10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on, develops, or transforms source material historical and literary significance (e.g., how a modern author treats a theme or topic from mythology or a religious text) and how they relate in terms of themes and significant concepts.

SL.PE.9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

B. Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.

C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.

Writing Goals:

W.AW.8.1. Write arguments on discipline-specific content (e.g. social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

A. Introduce claim(s) about a topic or issue, acknowledge and distinguish alternate or opposing claims, and organize the reasons and evidence logically.

B. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

D. Establish and maintain a formal or academic style, approach, and form.

E. Provide a concluding statement or section that follows from and supports the argument presented.
 W.WP.8.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.

L.SS.8.1. Demonstrate command of the system and structure of the English language when writing or speaking.

B. Form and use verbs in the active and passive voice.

E. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

G. Recognize spelling conventions.

W.RW.8.7. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Honors Standards:

L.SS.9–10.1. Demonstrate command of the system and structure of the English language when writing or speaking.

A. Use parallel structure.

E. Recognize spelling conventions.

L.KL.9–10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.

B. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.

C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.VL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.

A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).

C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

W.AW.9–10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence.

A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

B. Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate manner that anticipates the audience's knowledge level and concerns.

C. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

E. Provide a concluding paragraph or section that supports the argument presented.

W.IW.9–10.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid in comprehension.

B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.

C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.

W.WP.9–10.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.WR.9–10.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.SE.9–10.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).

W.RW.9–10.7. 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 tasks, purposes, and audiences.

Reading Teaching Points:
Dystopian Book Clubs

Mid-Lesson Teaching Points:

- Figurative language
- Irony (verbal, situation and dramatic)
- Allegories

Bend I Reading Dystopian in the Shadow of Literary Traditions

1. **Read-Aloud:** Readers apply genre-based expectations of the plot (UoS 1 & R.S. 5.13)
2. Readers analyze internal and external problems and track how they resolve (R.S. 5.20)
3. Readers notice dystopian archetypes. (UoS 3 & R.S.)
 - **Book Club:** Book club members keep the conversation growing by asking power questions (R.S. 12.14)
4. Readers understand the complexity of archetypal characters. (UoS 4 & R.S. 6.24)
5. Readers understand characters' responses to power in a dystopian world. (UoS 2)
6. Readers think about characters' responses to systemic problems (obey, aware, think, question, plan, resist, rebellion). (UoS 5)
7. **Read Aloud:** Readers seek emerging symbolism in dystopian texts. (UoS 7 & R.S. 7.22)
8. Readers analyze symbols by checking a symbol bank and

Core Materials:

The Reading Strategies Book 2.0 by Jennifer Serravallo
 Units of Study for Reading
The Big Book of Details by Rozlyn Linder

Supporting Materials and Teacher Resources:

Leveled Bookroom
 Classroom Libraries
Teaching Writing in Small Groups by Jennifer Serravallo
Teaching Reading in Small Groups by Jennifer Serravallo
Notice and Note Strategies for Close Reading by Kylene Beers and Bob Probst
Reading Nonfiction
Notice & Note Stances, Signposts, and Strategies by Kylene Beers and Bob Probst
A Teacher’s Guide to Reading Conferences by Jennifer Serravallo
Reading with Presence: Crafting mindful, evidence-based reading responses by Marilyn Pryle
The Writing Strategies Book by Jennifer Serravallo

thinking about which (if any) of those representations fit in the context of the story and explain how that interpretation applies. (R.S. 7.23)

9. Readers synthesize details across the text in the context of a book's title and symbols to determine the theme. (R.S. 7.14)

- **Book Club:** Book club members prepare for conversation by identifying two opposing ideas, look for proof, decide on explanations, and gather again to debate in their group. (R.S. 12.21)

Bend II Investigating the Challenges of Series Reading

10. **Read Aloud:** Using notebooks to better understand a reading series. (UoS 10)

11. Readers figure out what makes series reading complex. (UoS 9)

12. Readers connect scenes across a series. (UoS 11)

- **Book Club:** Book club members keep the conversation growing by adding on, agreeing, disagreeing, providing support, or asking a question. (R.S. 12.15)

13. Readers organize and categorize notes by taking a few jots on sticky notes and drawing lines between them to write new ideas about how each is connected. (R.S. 13.8)

14. Readers understand the pressures and motivations that lead to character change. (UoS 12)

15. Readers synthesize by looking across the text to find moments that seem unfair to the main character. (R.S. 7.21)

16. **Read Aloud:** Readers make inferences by considering how a setting is important to the events of the plot and how that setting might be symbolic in some way. (R.S. 7.24)

17. Studying how the meaning of symbols can shift across series. (UoS 13)

18. Readers analyze by choosing a theme that is developed across the series and think about its development by breaking the theme into parts either sequentially or by literary element. (R.S. 7.25)

- **Book Club:** Book club members think flexibly by noticing when members disagree in conversation and asking questions or making statements to get the speaker to say more about their idea, defend their thinking, or defend something from the book. (R.S. 12.19)

Bend III Bridging the World and Dystopian Novels

19. Readers understand what dystopian fiction reveals about our world. (UoS 15)

20. Readers consider connections between dystopian worlds and our own society. (UoS 16)

- **Book Club:** Book club members keep the conversation growing by listening to understand an idea a speaker shared and propose an alternate viewpoint. (R.S. 12.20)

Teaching Interpretation using text-Based Evidence to Construct Meaning by Sonja

Cherry-Paul & Dana Johansen

Socratic Circles by Matt Copeland

Bringing Words to Life by Beck, McKeown, & Kucan

Mechanically Inclined: Building grammar, usage, and style into Writer's Workshop by Jeff Anderson

Write Like This: Teaching real-world writing through modeling & mentor texts by Kelly Gallagher

Falling in Love with the Close Read by

Christopher Lehman & Kate Robers

A Novel Approach by Kate Roberts

Conferring by Patrick Allen

Deeper Reading: Comprehending Challenging Texts by Kelly Gallagher

Strategic Spelling: Moving beyond

memorization in the middle grades by Jonathan Wheatley

Word Journeys by Kathy Ganske

The Megabook of Fluency by Rasinski & Smith

Micro Mentor Texts by Penny Kittle

When Kids Can't Read: What Teachers Can Do by Kylene Beers

180 Days Two Teachers and the Quest to Engage and Empower Adolescents by Kelly Gallagher

and Penny Kittle

Dystopian Book Clubs by Lucy Calkins and Mary Ehrenworth

[RMS Writing Unit Structure](#)

[RMS Reading Unit Structure](#)

Mentor Texts:

Teacher selected texts

Instructional Read Aloud:

Short Stories

- Harrison Bergeron by Kurt Vonegat
- All Summer in a Day by Ray Bradbury
- The Pedestrian by Ray Bradbury
- There Will Come Soft Rains by Ray Bradbury
- Rain, Rain, Go Away by Isaac Isimov
- Hallucination by Isaac Isimov

21. **Read Aloud:** Readers compare and contrast the differences between dystopian texts and news articles by paying attention to what dystopian texts highlight.

22. Readers analyze by identifying the larger point the story is trying to make and consider what the character might represent in the context of the story's larger meaning. (R.S. 6.25)

23. Readers make inferences by rereading the last lines of the text and thinking about what these words mean and how they connect to the theme. (R.S. 7.18)

24. Readers think about how symbols move between dystopian worlds and our own. (UoS 18)

25. Readers analyze the false illusion of a dystopian society and the social inequality it perpetuates as they further explore connections with the world.

Honors Teaching Points:

1. Readers analyze a text by paying attention to how an author's choice concerning the structure of a text, order of the events within it (e.g., parallel plots), and manipulation of time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).

2. Readers begin to track the text by paying attention to how an author unfolds and develops complex characters (e.g., those with multiple or conflicting motivations) within a text, how they interact with other characters, and advance the plot or develop the theme.

4. Readers compare and contrast the complexity of archetypal characters within a text by taking notes and annotating in their readers notebooks.

12. Readers self-monitor by paying attention to certain scenes within a text and determining its importance to the rest of the story within their reader's notebooks.

14. Readers compare and contrast main characters at this point in the story by paying attention to how they have changed and what the change could mean for the remainder of the story.

18. Readers determine one or more themes of a literary text by analyzing how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details.

19. Readers infer the importance of dystopian novels by comparing the events within the story and how they may relate to our world today.

Writing Teaching Points:

The Literary Essay: Analyzing Characters, Craft, and Theme

Mid-Lesson Teaching Points:

- Creating claims that relate to argument
- Creating "If... then" statements (BoBD 102)
- Outlining
- Using commas to separate ideas or themes

- The Fun They Had by Isaac Asimov
- A Sound of Thunder by Ray Bradbury
- Ponies by Kij Johnson
- The Test by Theodore Thomas
- Flowers for Algernon by Daniel Keyes

Poems

- The Rose that Grew From Concrete By Tupac Shakur (commonlit)
- The End of Science Fiction By Lisel Mueller (commonlit)

Nonfiction

- Where I Find My Heroes by Oliver Stone
- Heroes With Solid Feet By Kirk Douglas

Multimedia

- [The Hero's Journey according to Joseph Campbell - video by Matthew Winkler and Kirill Yeretsky](#)
- [An anti-hero of one's own - Tim Adams](#)
- [Disney-Pixar "PIPER" - Cute Motivational short movie.](#) (hero's journey analysis)
- [Destiny - Animation Short](#)
- [Animated Short Film THE CONTROLLER by Ringling Team](#)

Possible Individual Choice Texts:

- Animal Farm
- Matched
- Maze Runner
- Scorch Trials
- The Uglies
- The Giver
- Awaken
- Midnight at the Electric
- Shipbreaker
- A Wrinkle in Time

Honors:

- House of the Scorpion
- Fahrenheit 451

Technology:

- Google Classroom
- Smartboard/document camera
- Online resources and websites

Piece 1: Character and Theme

1. Writers analyze structure of claims, evidence and reasoning by studying mentor texts.
2. Writers generate and collect ideas for writing by analyzing literary analysis prompts on craft and theme to uncover the secret questions.
3. Writers choose an idea to generate a thesis statement after identifying connections between characters and themes.
4. Writers develop ideas by utilizing their dialectical journals or readers' notebook entries to collect specific text evidence on how a character develops a theme.
5. Writers establish an outline for the purpose of maintaining a formal or academic approach within their writing, recognizing inappropriate shifts in voice or mood.
6. Writers draft by focusing on crafting introductions to summarize the story, explain relevance, and state a claim.
7. Writers draft quickly, getting the jist of things down knowing they will come and revisit. (W.S 5.39)
8. Writers draft by providing a concluding statement or section that follows form and supports the argument presented.

Piece 2: Comparing Symbolism

9. Writers choose and develop ideas by crafting concise & effective claims about the writer's craft and theme to set essay structure.
10. Writers draft by creating topic sentences that outline the focus of the literary essay.
11. Writers draft by incorporating evidence from the story to support their claim.
12. Writers revise by ensuring clear relationships between evidence and reasoning.
13. Writers edit by ensuring irregular verbs and subject-verb agreement.

Honors Teaching Points:

2. Writers draft by creating precise claim(s), distinguishing the claim(s) from alternate or opposing claims, and creating an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
5. Writers draft introductions by introducing a topic that organizes complex ideas, concepts, and information to make important connections and distinctions.
4. Writers revise by establishing and maintaining a style and tone appropriate to the audience and purpose (e.g., formal and

- Chromebooks
- Online notebooks

Assessment:

Reading

Formative:

- Student teacher conferences
- Reader's Notebooks
- Reading Logs
- Discussions

Summative:

- Open-ended response
- Reading Diagnostic 2

Alternative:

- Student self-reflections
- Presentations
- Board Game
- Digital Poster
- Seminars

Writing

Formative:

- Student/teacher conferences
- Writing samples
- Writer's notebooks
- Student Performance Checklists
- Student self-reflection
- Learning Progressions

Summative:

- Student writing portfolios
- Student presentations
- Standards Based Writing Rubrics
- Writing Pathways Performance Assessments Rubrics
- Thematic Literary Analysis Essay

Alternative:

- Website
- Student Presentations
- Student Self-Reflections

objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
 11. Writers draft by integrating evidence and information from the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).
 12. Writers revise by using transitions that create cohesion and clarify the relationship between reasons and evidence.

Word Study:

Unit 3

Review Unit 1-2

Interdisciplinary Connections

Social Studies: 6.3.8.CivicsPD.3: Construct a claim as to why it is important for democracy that individuals are informed by facts, aware of diverse viewpoints, and willing to take action on public issues. **Activity:** Create a society, explain its formation, and determine if the members will be informed by facts, aware of diverse viewpoints, and willing to take action on public issues.

Career Readiness, Life Literacies, and Key Skills

Career Readiness, Life Literacies, and Key Skills Practices: Demonstrate creativity and innovation. 9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information. 9.4.8.TL.3: Select appropriate tools to organize and present information digitally. **Activity:** Flash draft-students choose a short story and analyze an element of author's craft with evidence to support it.

9.2.8.CAP.4: Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement. **Activity:** Students evaluate social media posts and discuss how their character would react to them

9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries. **Activity:** Product analysis- students effectively communicate analysis of a product and identify factors to consider before investing in this business.

Computer Science & Design Thinking

Core Idea: People use digital devices and tools to automate the collection, use, and transformation of data. **Activity:** Works cited- students create a works cited page.

Unit 4: Position Papers: Research & Argument

Close Reading to Examine Multiple Points of View and Arguments in Narrative and Nonfiction Texts

Enduring Understandings

Writing:

Position Papers: Research & Argument

1. Writers compose arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

2. Argument writers seek to persuade audiences to accept a particular position on a controversial issue.

Reading:

Close Reading to Examine Multiple Points of View and Arguments in Narrative and Nonfiction Texts

1. Readers assess how point of view or purpose shapes the content and style of a text.
2. Readers delineate and evaluate the argument and specific claims in a text including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

Goals

Writing:

W.AW.8.1. Write arguments on discipline-specific content (e.g. social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

- A. Introduce claim(s) about a topic or issue, acknowledge and distinguish alternate or opposing claims, and organize the reasons and evidence logically.
- B. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- D. Establish and maintain a formal or academic style, approach, and form.
- E. Provide a concluding statement or section that follows from and supports the argument presented.

W.WP.8.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.

L.SS.8.1. Demonstrate command of the system and structure of the English language when writing or speaking.

- E. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
- G. Recognize spelling conventions.

W.SE.8.6. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

W.RW.8.7. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Honors Standards:

L.SS.9–10.1. Demonstrate command of the system and structure of the English language when writing or speaking.

- A. Use parallel structure.
- E. Recognize spelling conventions.

L.KL.9–10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

- A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
- B. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
- C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.VL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.

- A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
- C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

- D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
- E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- W.AW.9–10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence.
- A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
- B. Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate manner that anticipates the audience’s knowledge level and concerns.
- C. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- E. Provide a concluding paragraph or section that supports the argument presented.
- W.WP.9–10.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
- W.WR.9–10.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- W.SE.9–10.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).
- W.RW.9–10.7. 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 tasks, purposes, and audiences.

Reading:

- RI.CR.8.1. Cite a range of textual evidence and make clear and relevant connections (including informational text features such as charts, graphs, and diagrams) to strongly support an analysis of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text.
- RI.CI.8.2. Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- RI.IT.8.3. Analyze how particular elements of a text interact (e.g., how contexts influence individuals or events, or how individuals influence ideas or events) across multiple text types, including across literary and informational texts.
- RI.TS.8.4. Analyze and explain how an author organizes, develops and presents ideas, establishes a point of view or builds supporting arguments through text structure.
- RL.PP.8.5. Analyze how an author conveys or develops their perspective or purpose in a text through the use of different perspectives of the characters and that of the audience or reader (e.g., created through the use of dramatic irony).
- RI.PP.8.5. Analyze how an author conveys or develops their perspective or purpose in a text by acknowledging and responding to conflicting evidence or viewpoints.
- RI.AA.8.7. 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.

RI.CT.8.8. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) two or more informational texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

L.VI.8.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- A. Interpret figures of speech (e.g. verbal irony, puns) in context.
- B. Use the relationship between particular words to better understand each of the words.
- C. Analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

SL.PE.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.

- 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.
- B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- C. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
- D. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

Honors Standards:

L.KL.9–10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

- A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
- C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.VL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.

- A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
- D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
- E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.VI.9–10.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

- A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
- B. Analyze nuances in the meaning of words with similar denotations.
- C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone; how the language of a court opinion differs from that of a newspaper).

RI.CR.9–10.1. Cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RI.CI.9–10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

RI.TS.9–10.4. Analyze in detail the author’s choices concerning the structure of ideas or claims of a text, and how they are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

RL.PP.9–10.5. Determine an author’s lens in a text (including cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature) and analyze how an author uses rhetorical devices to advance a point of view.

RI.PP.9–10.5. Determine an author’s purpose in a text (including cultural experience and knowledge reflected in text originating outside the United States) and analyze how an author uses rhetorical devices to advance that purpose.

RI.MF.9–10.6. Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.

RI.AA.9–10.7. Describe and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.

SL.PE.9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

B. Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.

C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.

Writing Teaching Points:

Position Papers: Research & Argument

Mid-Lesson Teaching Points:

- Rephrasing sentences for clarity
- Correct MLA format (in-text citations and works cited)
- Finding the best fitting evidence

Piece 1 : Focus on Structure

1. Writers generate ideas by studying mentor texts and writing about topics of interest.
2. Writers generate ideas by studying the structure of mentor texts.
3. Writers choose a topic and collect evidence using relevant and reliable sources.
4. Writers develop ideas by studying the use of different types of evidence in mentor texts.
5. Writers develop ideas by studying word choice and voice

Core Materials:

The Reading Strategies Book 2.0 by Jennifer Serravallo
Units of Study for Writing

Supporting Materials and Teacher Resources:

Leveled Bookroom
Classroom Libraries
Teaching Writing in Small Groups by Jennifer Serravallo
Teaching Reading in Small Groups by Jennifer Serravallo
Notice and Note Strategies for Close Reading by Kyleen Beers and Bob Probst
Reading Nonfiction
Notice & Note Stances, Signposts, and Strategies by Kyleen Beers and Bob Probst
A Teacher’s Guide to Reading Conferences by Jennifer Serravallo

in mentor texts.

6. Writers flash draft body paragraphs with clear topic sentences and related evidence to support the claim.
7. Writers draft strong openings by providing specific context for their own as well as another's position(s), introduce their position, and orient readers to the overall line of argument they would develop.
8. Writers revise body paragraphs so that they are in a logical and persuasive order.
9. Writers draft strong conclusions by describing the significance of the argument for stakeholders or offer additional insights, implications, questions, or challenges.
10. Writers edit by ensuring evidence follows proper citation formatting.
11. Writers edit by adding transitions to connect points of an argument.

Piece 2: Strengthening Analysis with Counterclaims

12. Writers choose a topic they are passionate about and collect evidence to support their claim.
13. Writers collect evidence using varied kinds of evidence such as facts, quotations, examples, and definitions.
14. Writers flash draft engaging leads that considers the audience and hook readers.
15. Writers flash draft body paragraphs with evidence that connects to topic sentences.
16. Writers revise by adding in counterclaims to strengthen an argument.
17. Writers revise paragraphs by using comparisons, analogies, vivid examples, anecdotes, or other rhetorical devices to help readers follow his thinking and grasp the meaning and significance of a point or a piece of evidence.
18. Writers edit complex sentences using mentor texts as a guide.
19. Writers edit by using parenthetical expressions to vary sentences.

Piece 3: Considering Rebuttals

20. Writers generate ideas to respond to the counterclaim.
21. Writers draft body paragraphs with angled evidence to support specific points.
22. Writers draft body paragraphs and add authority to arguments by quoting facts, statistics and experts.
23. Writers revise by using transition words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
24. Writers revise word choice to vary their tone to match the different purposes of different sections of their argument.
25. Writers revise by making sure all of their analysis leads

Reading with Presence: Crafting mindful, evidence-based reading responses by Marilyn Pryle
The Writing Strategies Book by Jennifer Serravallo
Teaching Interpretation using text-Based Evidence to Construct Meaning by Sonja Cherry-Paul & Dana Johansen
Socratic Circles by Matt Copeland
Bringing Words to Life by Beck, McKeown, & Kucan
Mechanically Inclined: Building grammar, usage, and style into Writer's Workshop by Jeff Anderson
Write Like This: Teaching real-world writing through modeling & mentor texts by Kelly Gallagher
Falling in Love with the Close Read by Christopher Lehman & Kate Robers
A Novel Approach by Kate Roberts
Conferring by Patrick Allen
Deeper Reading: Comprehending Challenging Texts by Kelly Gallagher
Strategic Spelling: Moving beyond memorization in the middle grades by Jonathan Wheatly
Word Journeys by Kathy Ganske
The Megabook of Fluency by Rasinski & Smith
Micro Mentor Texts by Penny Kittle
When Kids Can't Read: What Teachers Can Do by Kylee Beers
180 Days Two Teachers and the Quest to Engage and Empower Adolescents by Kelly Gallagher and Penny Kittle
The Big Book of Details by Rozlyn Linder
[RMS Writing Unit Structure](#)
[RMS Reading Unit Structure](#)

Mentor Texts:

Teacher selected texts

Instructional Read Aloud:

Informational Texts

- A Holocaust Survivor, Spared from Gas Chamber by Twist of Fate by By Soraya Sarhaddi Nelson (commonlit)
- Anti-Jewish Legislation in Prewar Germany By The United States Holocaust Memorial Museum (commonlit)
- Courage in Denmark: Resistance to the

readers to follow their line of argument.

Honors Teaching Points:

- 3. Writers choose a topic and conduct short as well as more sustained research to argue a point by synthesizing multiple sources on the subject and demonstrating understanding of the subject under investigation.
- 7. Writers draft strong introductions by introducing precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
- 9. Writers draft strong conclusions by providing a concluding paragraph or section that supports the argument presented and offers additional insights, implications, questions, or challenges.
- 10. Writers gather relevant information from multiple authoritative print and digital sources by using advanced searches effectively, assessing the usefulness of each source in answering the research question, integrating information into the text selectively to maintain the flow of ideas, and avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).
- 16. Writers develop counterclaims by using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of the counterclaim.
- 17. Writers revise by establishing and maintaining a style and tone appropriate to the audience and purpose of their argument.
- 23. Writers revise by using transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- 24. Writers revise word choice by paying attention to the cumulative impact of specific word choices on meaning and tone.

Reading Teaching Points:

Close Reading to Examine Multiple Points of View and Arguments in Narrative and Nonfiction Texts

Mid-Lesson Teaching Points:

- Activating prior knowledge about the Holocaust as well as making connections between units.
- Figurative Language
- Analyzing bias

Nazis in WWII By The United States Holocaust Memorial Museum (commonlit)

- Liberating Auschwitz, he drove a Soviet tank through barbed wire and saw horrors By Gillian Brockell (newsela)
- Elie Wiesel By The United States Holocaust Memorial Museum (commonlit)
- It's For You to Know That You Forgive, Says Holocaust Survivor By NPR, ""All Things Considered"" (CommonLit)
- "It happened": Holocaust survivor, 98, built massive TikTok following to combat deniers By Jonathan Edwards (newsela)
- A Basic Human Dignity <https://www.facinghistory.org/resource-library/basic-feeling-human-dignity>

Narrative Fiction

- Terrible Things by Eva Bunting
- Diary of Anne Frank (excerpts)

Poems

- Never Shall I Forget By Eli Wiesel
- Auschwitz by Charles Wittaker
- I Kept on Walking by Mark Hayward
- Psalm by Paul Celan
- The America I Love by Eli Wiesel
- Poems from On the Horizon by Lois Lowry
- The Butterfly by Pavel Friedman
- Hope is the Thing with Feathers by Emily Dickinson
- For Yom Ha'Shoah

MultiMedia

- [Step By Step: Phases of the Holocaust](#)
- ["Kristallnacht": The November 1938 Pogroms | Facing History & Ourselves](#)
- [Holocaust Survivor's Powerful Story | Memoirs Of WWII #25](#)
- [Elie Wiesel - The Perils of Indifference](#)
- [The Nazis in Vilna | Facing History & Ourselves](#)
- [Elsbeth Lewin Remembers Kristallnacht | Facing History & Ourselves](#)
- [The Bear That Wasn't | Facing History & Ourselves](#)
- [Defying The Nazis: The Sharps' War | A](#)

1. **Read Aloud:** Readers infer the main idea of a text by paying attention to titles, headings, etc. of the text. (R.S. 10.14)
2. Readers determine importance based on setting and how it contributes to the mood or how it impacts outcomes. (R.S. 5.29)
3. Readers consider the details about the social, economic, and political environment of that time and place by analyzing the historical context. (R.S. 5.31)
4. Readers infer based on text details the aspects of a character's environment and determine importance (micro-, meso-, and macroenvironment systems). (R.S. 5.32)
5. Readers analyze the perspective of the author by noticing the what and how of information. (R.S. 8.18)
6. Readers infer the author's purpose by researching and recognizing the author's authority and possible bias on the topic. (R.S. 8.19)
7. Readers analyze for bias by noting whose perspective is represented and whose is omitted. (R.S. 6.23)
 - **Book Club:** Book club members come prepared for discussion by bringing notes they have from their books. (R.S. 12.7)
8. **Read Aloud:** Readers analyze if the text is written in a problem-solution structure, first identify the problem then notice what solution the author offers. (R.S. 8.14)
9. Readers track causes and effects to help show the relationship between events and determine the importance. (R.S. 8.15)
10. Readers analyze word choice in nonfiction by annotating the text to see that it isn't strictly facts; they must pay close attention to tricks of persuasion (word choice, voice, etc.). (R.S. 11.24)
11. Readers summarize the text by utilizing their notes and determining the importance of the article. (R.S. 9.16)
12. Readers infer multiple themes based on information gathered across multiple texts, different perspectives, and primary sources and provide commentary to articulate the theme. (R.S. 7.21)
13. Readers synthesize information by comparing and contrasting main arguments across texts. (R.S. 8.20)
 - **Book Club:** Book Club members keep the conversation growing by moving onto a new idea within a conversation that is related. (R.S. 12.16)

Honors Teaching Points:

5. Readers analyze the author's perspective by determining an author's lens in a text (including cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature) and analyzing how an author uses rhetorical devices to advance a point of view.

[Willingness to Act | Episode 1 | PBS](#)

Possible individual choice Texts:

Informational Texts

- Superman vs KKK
- The Boys Who Challenged Hitler
- Unlikely Warrior
- Famous Phonies
- Bomb: The Race to Build--and Steal--the World's Most Dangerous Weapon - Steve Sheinkin
- The Bomb - Theodore Taylor"
- Articles
- Interviews
- Survivor accounts

Narrative Fiction

- Night
- The Boy Who Dared
- Irena's Children
- Children of Willesden Lane

Honors:

- Lord of the Flies

Writing Mentors:

- [2016 ESU MSPDP Championship Debate](#)
- [MSPDP Sample Debate: "Ban Boxing!"](#)
- [ESU-MSPDP Championship Debate: The US should pay ransom for hostages.](#)
- [2017 EiA MSPDP East Coast Debate Finals](#)
- [2018 English in Action MSPDP Championship](#)
- [HSPDP Sample Debate: Abolish the Death Penalty](#)

Technology:

- Google Classroom
- Smartboard/document camera
- Online resources and websites
- Chromebooks
- Online notebooks

Assessment:

Reading

Formative:

- Student/teacher conferences
- Reader's Notebooks

8. **Read Aloud:** Readers compare the difference between the use of problem/solution and cause/effect text structures and how they can differ a piece. (R.S. 8.14, R.S. 8.15)

10. Readers self-monitor by recognizing which text structure a text is using through domain-specific language and vocabulary.

12. Readers summarize a text by determining one or more central ideas of an informational text and analyzing how it is developed and refined over the course of a text, including how it emerges and is shaped by specific detail.

Word Study:

Unit 4
Review Unit 1-3

- Reading Logs
- Discussions

Summative:

- Open-ended responses

Alternative:

- Student self-reflections
- Presentations
- Digital Timeline
- Seminars

Benchmark:

Running Record Assessment for any student not on benchmark from the end of the year in 7th grade.

- Reading Rate (150 wpm is benchmark for 8th grade)
- Comprehension
- Fluency

Reading Benchmark:

- Above Expectations: Level Z+
- Meeting Expectations: Level Z
- Approaching Expectations: Level Y
- Below Expectations: Below Y

Writing

Formative:

- Pre-assessment for Argument writing
- Student/teacher conferences
- Writing samples
- Writer's notebooks
- Student Performance Checklists
- Student self-reflection
- Learning Progressions

Summative:

- Student writing portfolios
- Student presentations
- Standards Based Writing Rubrics
- Writing Pathways Performance Assessments
- Rubrics
- Argument Research Essay

Benchmark:

- Argument Writing

Alternative:

- Debates
- Infographics

Interdisciplinary Connections

Social Studies: 6.1.5.HistoryCC.15: Analyze key historical documents to determine the role they played in past and present-day government and citizenship (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, the Bill of Rights). Activity: Discussion- using articles found on current government or citizenship issues, hold a discussion that analyzes information.

Science: MS-ESS3-5. Ask questions to clarify evidence of the factors that have caused climate change over the past century. Activity: Developing research questions- students practice developing research questions using global warming as a model issue.

Career Readiness, Life Literacies, and Key Skills

Career Readiness, Life Literacies, and Key Skills Practices: Act as a responsible and contributing community member and employee. 9.4.8.TL.2: Gather data and digitally represent information to communicate a real-world problem (e.g., MS-ESS3-4, 6.1.8.EconET.1, 6.1.8.CivicsPR.4). 9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information. 9.4.8.DC.6: Analyze online information to distinguish whether it is helpful or harmful to reputation. Activity: Scenario analysis- students read short stories about different groups of people during the Holocaust and students analyze whether the group was a bystander, upstander, or aggressor and the impact that group had on society. 9.2.8.CAP.10: Evaluate how careers have evolved regionally, nationally, and globally. **Activity:** Character follow up- students research how a character that survived the Holocaust progressed in life. How did the Holocaust and WWII impact the careers available?

Computer Science & Design Thinking

Core Idea: People use digital devices and tools to automate the collection, use, and transformation of data. **Activity:** Digital Brochure: Students create a digital brochure that highlights information learned about a topic of their choosing.

**Unit 5: Historical Fiction
Multigenre Research Essay
Enduring Understandings**

Reading:

Historical Fiction

1. By examining a text closely, readers can begin to examine real world issues and bring their own meaning and life experiences to a text
2. Readers analyze how and why individuals, events, or ideas develop and interact during the course of a text

Writing:

Multigenre Research Essay

1. Writers conduct research based on focused questions to gain an understanding of the subject under investigation.
2. Writers gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information while avoiding plagiarism.

Goals

Reading:

- RL.CR.8.1. Cite a range of textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly, as well as inferences drawn from the text.
- RL.CI.8.2. Determine the theme of a literary text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- RL.IT.8.3. Analyze how particular elements of a text interact (e.g., how setting shapes the characters or plot, how ideas influence individuals or events, or how characters influence ideas or events) across multiple text types, including across literary and informational texts.
- RL.TS.8.4. Compare and contrast the structure of texts, analyzing how the differing structure of each text contributes to its meaning, style and tone.

- RL.PP.8.5. Analyze how an author conveys or develops their perspective or purpose in a text through the use of different perspectives of the characters and that of the audience or reader (e.g., created through the use of dramatic irony).
- RL.MF.8.6. Evaluate the choices made (by the authors, directors, or actors) when presenting an idea in different mediums, including the representation/s or various perspectives of a subject or a key scene in two different artistic mediums (e.g., a person’s life story in both print and multimedia), as well as what is emphasized or absent in each work.
- RL.CT.8.8. Analyze and reflect on the author’s idea in fiction and literary nonfiction texts (e.g. practical knowledge, historical/cultural context, and background knowledge) shaped by the author’s emphasis on different evidence, advancing different interpretations of facts, or fictional portrayal of a time, place, or character and a historical account of the same period.
- L.VL.8.3. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, including technical meanings, choosing flexibly from a range of strategies.
- A. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
 - B. Analyze the impact of specific word choices on meaning and tone.
 - C. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
 - D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
 - E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- L.VI.8.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- A. Interpret figures of speech (e.g. verbal irony, puns) in context.
 - B. Use the relationship between particular words to better understand each of the words.
 - C. Analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
 - D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
- SL.PE.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.
- 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.
 - B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
 - C. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.
 - D. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

Honors Standards:

- L.KL.9–10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.
- A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
 - C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- L.VL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.
- A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a

sentence) as a clue to the meaning of a word or phrase.

C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.VI.9–10.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

B. Analyze nuances in the meaning of words with similar denotations.

C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone; how the language of a court opinion differs from that of a newspaper).

RL.CR.9–10.1. Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain.

RL.CI.9–10.2. Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

RL.IT.9–10.3. Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.

RI.IT.9–10.3. Analyze how an author unfolds ideas throughout the text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

RL.TS.9–10.4. Analyze how an author’s choices concerning the structure of a text, order of the events within it (e.g., parallel plots), and manipulation of time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).

RL.PP.9–10.5. Determine an author’s lens in a text (including cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature) and analyze how an author uses rhetorical devices to advance a point of view.

RI.PP.9–10.5. Determine an author’s purpose in a text (including cultural experience and knowledge reflected in text originating outside the United States) and analyze how an author uses rhetorical devices to advance that purpose.

RL.CT.9–10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on, develops, or transforms source material historical and literary significance (e.g., how a modern author treats a theme or topic from mythology or a religious text) and how they relate in terms of themes and significant concepts.

SL.PE.9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

B. Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.

C. Propel conversations by posing and responding to questions that relate the current discussion to broader

themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.

Writing Goals:

RI.CR.8.1. Cite a range of textual evidence and make clear and relevant connections (including informational text features such as charts, graphs, and diagrams) to strongly support an analysis of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text.

RI.MF.8.6. Evaluate the choices made (by the authors, directors, or actors) when presenting an idea in different mediums and the advantages and disadvantages of using different mediums or formats (e.g., visually, quantitatively) to address a question or solve a problem.

W.AW.8.1. Write arguments on discipline-specific content (e.g. social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

A. Introduce claim(s) about a topic or issue, acknowledge and distinguish alternate or opposing claims, and organize the reasons and evidence logically.

B. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

D. Establish and maintain a formal or academic style, approach, and form.

E. Provide a concluding statement or section that follows from and supports the argument presented.

W.IW.8.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

A. Introduce a topic clearly, previewing what is to follow; and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.

B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

C. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

D. Use precise language and domain/grade level- specific vocabulary to inform about or explain the topic.

E. Establish and maintain a formal/academic style, approach, and form.

F. Provide a concluding statement or section (e.g. sentence, part of a paragraph, paragraph, or multiple paragraphs) that synthesizes the information or explanation presented.

W.NW.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

A. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

B. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

C. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.

D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

E. Provide a conclusion that follows from and reflects on the narrated experiences or events.

W.WP.8.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.

L.SS.8.1. Demonstrate command of the system and structure of the English language when writing or speaking.

- B. Form and use verbs in the active and passive voice.
- C. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
- D. Recognize and correct inappropriate shifts in verb voice and mood.
- G. Recognize spelling conventions.

W.SE.8.6. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

W.RW.8.7. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Honors Standards:

L.SS.9–10.1. Demonstrate command of the system and structure of the English language when writing or speaking.

- A. Use parallel structure.
- E. Recognize spelling conventions.

L.KL.9–10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

- A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
- B. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
- C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.VL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.

- A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
- C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
- D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
- E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

W.AW.9–10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence.

- A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
- B. Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate manner that anticipates the audience's knowledge level and concerns.
- C. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- E. Provide a concluding paragraph or section that supports the argument presented.

W.IW.9–10.2. Write informative/explanatory texts (including the narration of historical events, scientific

procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid in comprehension.

B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.

C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.

E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.NW.9–10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

A. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W.WP.9–10.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.WR.9–10.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.SE.9–10.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).

W.RW.9–10.7. 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 tasks, purposes, and audiences.

Reading Teaching Points:
Historical Fiction

Mid-Lesson Teaching Points:

- Activating prior knowledge about American History as well as making connections between units.
- Figurative Language
- Indirect vs Direct Characterization (S.T.E.A.L.)

Bend I: Studying an Era

1. **Read aloud:** Readers activate prior knowledge and become students

Core Materials:

Units of Study for Reading
The Reading Strategies Book 2.0 by Jennifer Serravallo
Falling in Love with the Close Read by Christopher Lehman & Kate Robers
 Units of Study for Writing

Supporting Materials and Teacher Resources:

<p>of an era. (UoS 8)</p> <p>2. Readers explore outside the text to build up background knowledge (UoS 9)</p> <p>3. Readers analyze when perspectives clash with each other and with history. (UoS 10)</p> <p>4. Readers determine importance by noting extra features and historical information provided to deepen knowledge of a setting and its impact. (R.S. 5.30).</p> <p>5. Readers analyze the impact of truth from fiction. (UoS 12)</p> <p>6. Readers infer the importance of certain time shifts/flashbacks by paying attention to the use of verb tenses/shifts. (R.S. 5.24)</p> <p>7. Readers analyze how characters respond to trouble. (UoS 3)</p> <ul style="list-style-type: none"> - Book Club: Book club members challenge or support points made by other members of the group by pausing and thinking together. (R.S. 12.18) <p>8. Read aloud: Readers synthesize by looking across notes to create theories about characters. (R.S. 6.19)</p> <p>9. Readers infer, analyze, and synthesize the collision of internal traits with external conflict (UoS 4, R.S. 6.20)</p> <p>10. Readers analyze by identifying the point of view (first, second, third) that the author chose and consider why the author chose that narrator and think about how it helps readers to understand and relate to characters (R.S. 6.23)</p> <p>11. Readers attend to minor characters and missing perspectives (UoS 5, R.S. 6.13)</p> <ul style="list-style-type: none"> - Book Club: Book club members actively listen and connect personal or real world events with the points given. (R.S. 12.3) <p>Bend II: Historical Fiction Characters and the Conflict that Shape Them as They Come of Age</p> <p>12. Read Aloud: Readers determine importance by keeping two (or more) plot mountain graphic organizers to keep track of new, significant events as they read (R.S. 5.25)</p> <p>13. Readers infer how historical context influences characters in a historical fiction text by asking if the story were set somewhere else/a different time period, how would the story differ. (R.S. 5.27)</p> <p>14. Readers infer by paying attention to how the setting is impacting the character. (R.S. 5.28)</p> <p>15. Readers self-monitor by keeping track of what you know about the setting and the questions you have (R.S. 5.29)</p> <ul style="list-style-type: none"> - Book Club: Book club members analyze their progress and find different themes in different plotlines(UoS 7, R.S. 7.19) <p>16. Readers synthesize character identities for different perspectives on themes. (R.S. 7.20)</p> <p>17. Readers infer how the character is feeling in the context of history and the setting. (R.S. 6.5)</p> <p>18. Readers analyze the characters actions and dialogue as windows into traits and feelings. (R.S. 6.8)</p> <p>19. Readers track thoughts and feelings to synthesize inferences to identify patterns, infer motivations, compare characters, and recognize</p>	<p>Leveled Bookroom Classroom Libraries</p> <p><i>Teaching Writing in Small Groups</i> by Jennifer Serravallo</p> <p><i>Teaching Reading in Small Groups</i> by Jennifer Serravallo</p> <p><i>Notice and Note Strategies for Close Reading</i> by Kylene Beers and Bob Probst</p> <p><i>Reading Nonfiction</i> <i>Notice & Note Stances, Signposts, and Strategies</i> by Kylene Beers and Bob Probst</p> <p><i>A Teacher's Guide to Reading Conferences</i> by Jennifer Serravallo</p> <p><i>Reading with Presence: Crafting mindful, evidence-based reading responses</i> by Marilyn Pryle</p> <p><i>The Writing Strategies Book</i> by Jennifer Serravallo</p> <p><i>Teaching Interpretation using text-Based Evidence to Construct Meaning</i> by Sonja Cherry-Paul & Dana Johansen</p> <p><i>Socratic Circles</i> by Matt Copeland</p> <p><i>Bringing Words to Life</i> by Beck, McKeown, & Kucan</p> <p><i>Mechanically Inclined: Building grammar, usage, and style into Writer's Workshop</i> by Jeff Anderson</p> <p><i>Write Like This: Teaching real-world writing through modeling & mentor texts</i> by Kelly Gallagher</p> <p><i>A Novel Approach</i> by Kate Roberts</p> <p><i>Conferring</i> by Patrick Allen</p> <p><i>Deeper Reading: Comprehending Challenging Texts</i> by Kelly Gallagher</p> <p><i>Strategic Spelling: Moving beyond memorization in the middle grades</i> by Jonathan Wheatly</p> <p><i>Word Journeys</i> by Kathy Ganske</p> <p><i>The Megabook of Fluency</i> by Rasinski & Smith</p> <p><i>Micro Mentor Texts</i> by Penny Kittle</p> <p><i>When Kids Can't Read: What Teachers Can Do</i> by Kylene Beers</p>
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changes in the character. (R.S. 6.11)

20. Readers analyze how characters can be complex (multiple or conflicting motivations or traits). (R.S. 6.16)

21. Readers analyze power in the midst of conflict by paying close attention to who has the power. (UoS 15)

- **Book Club:** Book club members build on and/or challenge a partner's idea in academic conversations. (R.S. 12.16)

22. **Read Aloud:** (Video-Aloud) Readers infer that change can be complicated (UoS 16)

23. Readers infer by considering levels of setting (micro-, meso-, macro-environments) and their impact on characters. (R.S. 5.32)

24. Readers infer by thinking about the setting of the story as including both the time and the place in history and considering the details about the social, economic, and political environment of that time and place and their impact on the characters (R.S. 5.31)

- **Book Club:** Book club members celebrate the book's lasting legacy. (UoS 18)

25. Readers infer multiple themes based on different plotlines and perspectives and determine the importance of historical social issues and take action. (R.S. 7.17)

Honors Teaching Points:

2. Readers analyze with a lens on time period or setting descriptions by gathering up evidence, looking for patterns, and reflecting on what this evidence reveals. (FiLwCR, pp.18-21)

3. Readers analyze by seeking out patterns and contrasting patterns and thinking about what they reveal. (FiLwCR, p29)

6. Readers analyze with a lens on text structure by gathering evidence about techniques the author uses (Descriptions, dialogue, flashbacks, etc.) describe their purpose, find patterns, and reflect on what they reveal. (FiLwCR, pp. 57-67)

8. Readers analyze with a lens on word choice by gathering up evidence, finding patterns and symbols and reflecting on what this evidence reveals. (FiLwCR, p.45 & 48)

10. Readers analyze with a lens on text structure by zooming in to particular parts to develop ideas about the impact of their placement and the author's purpose. (FiLwCR, pp. 74)

13. Readers infer how historical context influences characters in a historical fiction text by asking if the story were set somewhere else/a different time period, how would the story differ. (R.S. 5.27)

21. Readers analyze with a lens on social issues, power and/or gender by gathering up evidence, finding patterns, and reflecting on what this evidence reveals. (FiLwCR, p30)

Writing Teaching Points:

Multigenre Research Essay

Mid-Lesson Teaching Points:

- Using verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects

180 Days Two Teachers and the Quest to

Engage and Empower Adolescents by Kelly Gallagher and Penny Kittle

The Big Book of Details by Rozlyn Linder

Historical Fiction Book Clubs by Lucy Calkins

[RMS Writing Unit Structure](#)

[RMS Reading Unit Structure](#)

Mentor Texts:

Teacher selected texts

Instructional Read Aloud:

Short Stories

- Gold Cadillac by Mildred D Taylor
- The Flowers by Alice Walker
- The Treasure of Lemon Brown by Walter Dean Myers
- One Friday Morning by Langston Hughes
- To Kill a Mockingbird (excerpts)

Narrative Nonfiction

- <https://junior.scholastic.com/issues/2018-19/012819/this-student-helped-desegregate-american-schools.html?language=english#960L>

Poems

- Let America Be America Again by Langston Huges

Multimedia

- Watsons Go to Birmingham (movie clips of different setting impacts)"

Possible Individual Choice Texts:

Fiction Texts

- Lions of Little Rock
- Watsons Go to Birmingham, 1963
- Brown Girl Dreaming
- Mississippi Trial, 1955
- One Crazy Summer
- Night on Fire

<p>(e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).</p> <ul style="list-style-type: none"> - Eliminating repetition that is not wanted with sentence combining. <p>Piece 1: Narrative</p> <ol style="list-style-type: none"> 1. Writers study a variety of mentor texts (stories, poems, plays) and create a plan for writing based on the form chosen. 2. Writers draft using narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. 3. Writers revise by using precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. 4. Writers edit by using verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact). <p>Piece 2: Opinion</p> <ol style="list-style-type: none"> 5. Writers study a variety of mentor texts (editorials, op-eds, letters to editors, reviews) and create a plan for writing based on the form chosen. 6. Writers draft and support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. 7. Writers revise for strong introductions by introducing claim(s) about a topic or issue, acknowledging and distinguishing alternate or opposing claims, and organizing the reasons and evidence logically. 8. Writers revise by providing a concluding statement or section (e.g. sentence, part of a paragraph, paragraph, or multiple paragraphs) that synthesizes the information or explanation presented. <p>Piece 3: Informational</p> <ol style="list-style-type: none"> 9. Writers study a variety of mentor texts (articles, infographics) and create a plan for writing based on the form chosen. 10. Writers draft with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. 11. Writers revise by using precise language and domain/grade level-specific vocabulary to inform about or explain the topic. 12. Writers edit by forming and using verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. 13. Writers publish and share writing using digital formats. <p>Honors Teaching Points:</p>	<ul style="list-style-type: none"> • Freewater <p>Independent Historical Fiction</p> <p>Narrative Nonfiction</p> <ul style="list-style-type: none"> • Getting Away with Murder by Chris Crowe • March (Graphic Novel) <p>Honors:</p> <ul style="list-style-type: none"> • To Kill a Mockingbird <p>Technology:</p> <ul style="list-style-type: none"> • Google Classroom • Smartboard/document camera • Online resources and websites • Chromebooks • Online notebooks <p>Assessment:</p> <p>Reading:</p> <p>Formative:</p> <ul style="list-style-type: none"> • Student/teacher conferences • Reader’s Notebooks • Reading Logs • Discussions <p>Summative:</p> <ul style="list-style-type: none"> • Open-ended responses <p>Alternative:</p> <ul style="list-style-type: none"> • Student self-reflections • Presentations <p>Writing:</p> <p>Formative:</p> <ul style="list-style-type: none"> • Student/teacher conferences • Writing samples • Writer’s notebooks • Student Performance Checklists • Student self-reflection • Learning Progressions <p>Summative:</p> <ul style="list-style-type: none"> • Student writing portfolios • Student presentations • Standards Based Writing Rubrics • Writing Pathways Performance Assessments • Rubrics • Multigenre Research piece
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<p>3. Writers draft by using narrative techniques, such as dialogue, pacing, description, and reflection to develop experiences, events, and/or characters.</p> <p>6. Writers draft by developing claim(s) and counterclaims using sound reasoning, supplying data and evidence in a discipline-appropriate manner that anticipates the audience’s knowledge level and concerns.</p> <p>7. Writers revise introductions for precise claim(s) by distinguishing the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>8. Writers revise by providing a concluding statement or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> <p>10. Writers draft by developing the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>Word Study: Unit 5 Review Unit 1-4</p>	<p>(essay)</p> <p>Alternative:</p> <ul style="list-style-type: none"> ● Information Website ● Google Drawing Ads, posters ● Timelines ● Infographics ● Student Presentations ● Student Self-Reflections
<p>Interdisciplinary Connections</p>	
<p>Social Studies: 6.3.8.CivicsPD.2: Propose and defend a position regarding a public policy issue at the appropriate local, state, or national level. Activity: Planning practice- students practice making a planning web or chart for the multigenre project.</p>	
<p>Career Readiness, Life Literacies, and Key Skills</p>	
<p>Career Readiness, Life Literacies, and Key Skills Practices: Demonstrate creativity and innovation. 9.4.8.TL.3: Select appropriate tools to organize and present information digitally. 9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience. 9.4.8.DC.1: Analyze the resource citations in online materials for proper use. Activity: Multigenre- students use various models of writing to create a multi genre project. 9.2.8.CAP.19: Relate academic achievement, as represented by high school diplomas, college degrees, and industry credentials, to employability and to potential level. 9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries. Activity: Students complete a “get it done” plan for their multi genre project in which they must outline in detail how they will achieve the project with deadlines.</p>	
<p>Computer Science & Design Thinking</p>	
<p>Core Idea: The manner in which data is collected and transformed is influenced by the type of digital device(s) available and the intended use of the data. Activity: Research for project- students explore issues and collect data for their multigenre project.</p>	

Unit 6: Express & Reflect: Writing Powerful Speeches
Developing Analytical Lenses for Reading Nonfiction using Texts on Self-Reflection, Mindfulness and

Empowerment
Enduring Understandings

Writing:

Express & Reflect: Writing Powerful Speeches

1. Effective speech writers produce clear and coherent writing in which the development, organization, and style that are appropriate to the task, purpose, and audience.
2. Effective speech writers develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.

Reading:

Developing Analytical Lenses for Reading Nonfiction using Texts on Self-Reflection, Mindfulness and Empowerment

1. Good readers use strategies to gather information to understand the central idea and make connections with their own lives.

Goals

Writing:

W.IW.8.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- A. Introduce a topic clearly, previewing what is to follow; and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.
- B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- C. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- D. Use precise language and domain/grade level- specific vocabulary to inform about or explain the topic.
- E. Establish and maintain a formal/academic style, approach, and form.
- F. Provide a concluding statement or section (e.g. sentence, part of a paragraph, paragraph, or multiple paragraphs) that synthesizes the information or explanation presented.

W.WP.8.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.

L.SS.8.1. Demonstrate command of the system and structure of the English language when writing or speaking.

- A. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
- B. Form and use verbs in the active and passive voice.
- C. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
- D. Recognize and correct inappropriate shifts in verb voice and mood.
- E. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
- G. Recognize spelling conventions.

W.RW.8.7. Write routinely over extended time frames (time for research, reflection, metacognition/self- correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.II.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

SL.ES.8.3. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

SL.PI.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant

evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.UM.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

SL.AS.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Honors Standards:

L.SS.9–10.1. Demonstrate command of the system and structure of the English language when writing or speaking.

A. Use parallel structure.

E. Recognize spelling conventions.

L.KL.9–10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.

B. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.

C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.VL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.

A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).

C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

W.AW.9–10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence.

A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

B. Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate manner that anticipates the audience's knowledge level and concerns.

C. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

E. Provide a concluding paragraph or section that supports the argument presented.

W.IW.9–10.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid in comprehension.

- B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
- C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
- W.NW.9–10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- A. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
- D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- W.WP.9–10.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
- W.WR.9–10.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- W.SE.9–10.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).
- W.RW.9–10.7. 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 tasks, purposes, and audiences.
- SL.II.9–10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
- SL.PI.9–10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
- SL.AS.9–10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

Reading:

- RI.CR.8.1. Cite a range of textual evidence and make clear and relevant connections (including informational text features such as charts, graphs, and diagrams) to strongly support an analysis of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text.
- RI.CI.8.2. Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- RI.IT.8.3. Analyze how particular elements of a text interact (e.g., how contexts influence individuals or events, or how individuals influence ideas or events) across multiple text types, including across literary and informational texts.
- RI.PP.8.5. Analyze how an author conveys or develops their perspective or purpose in a text by acknowledging and responding to conflicting evidence or viewpoints.
- RL.MF.8.6. Evaluate the choices made (by the authors, directors, or actors) when presenting an idea in different

mediums, including the representation/s or various perspectives of a subject or a key scene in two different artistic mediums (e.g., a person’s life story in both print and multimedia), as well as what is emphasized or absent in each work.

Honors Standards:

L.KL.9–10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.

C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.VL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.

A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.

C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.VI.9–10.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

Analyze nuances in the meaning of words with similar denotations.

Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone; how the language of a court opinion differs from that of a newspaper).

Writing Teaching Points:

Express & Reflect: Writing Powerful Speeches

Mid-Lesson Teaching Points:

- Edit and use semicolons to add sentence variety.
- Writers revise ideas so that the topic is narrow, focused, and centered on the overall message by eliminating any details off topic.
- Writers edit and use verbals (gerunds, participles, infinitives).
- Edit by using a colon to add rhythm, set up a surprise, add dramatic pause, or direct the reader to pay attention to what’s next.

Piece 1: How to Structure a Speech

1. Writers study mentor texts to collect ideas for ways to structure a speech.
2. Writers generate ideas by writing about defining moments. (W.S. 3.37)
3. Writers generate ideas by borrowing a "spark line" from a mentor text. (W.S. 3.21)

Core Materials:

The Reading Strategies Book 2.0 by Jennifer Serravallo

The Writing Strategies Book by Jennifer Serravallo

Supporting Materials and Teacher Resources:

Leveled Bookroom

Classroom Libraries

Teaching Writing in Small Groups by Jennifer Serravallo

Teaching Reading in Small Groups by Jennifer Serravallo

Notice and Note Strategies for Close Reading by Kyleene Beers and Bob Probst

Reading Nonfiction

Notice & Note Stances, Signposts, and Strategies by Kyleene Beers and Bob

4. Writers draft using appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
5. Writers revise for strong introductions by introducing a topic clearly and previewing what is to follow based on the text structure (e.g., definition, classification, comparison/contrast, cause/effect, etc.).
6. Writers revise for strong conclusions by synthesizing the information presented.

Piece 2: Developing Public Speaking Strategies to Deliver a Speech to a Live Audience

8. Writers generate ideas about a topic they are an expert in.
9. Writers draft introductions using rhetorical questions, anecdotes, personal experiences, examples and statistics to support personal philosophies.
10. Writers draft their script with a specific order in mind, ensuring that the steps are in a logical order.
11. Writers revise by adding in a margin to their writing, reading line by line and annotating their thoughts to consider what changes are needed. (W.S. 6.37)
12. Speakers rehearse speeches using appropriate eye contact.
13. Speakers rehearse speeches using adequate volume.

Piece 3: Writing and Delivering Personally Reflective Speeches

14. Writers generate ideas by creating a word map and writing more about what connects their own lives to the central message. (W.S. 3.26)
15. Writers draft using a structure (chronological, topical, cause/effect, etc.) that helps communicate the central message.
16. Writers draft using a formal style, approach and form.
17. Writers revise by separating their draft into sections and making decisions to cut or add details based on how much weight each section should be given. (W.S. 5.34)
18. Writers revise by rereading their draft and thinking about the big idea they want to leave readers with and then write a few sentences to sum up the whole piece. (W.S. 5.37)
19. Writers revise by looking in draft for places where several words are used to say something that only needs a few words and omit what is unnecessary. (W.S. 7.31)
20. Speakers rehearse speeches using clear pronunciation.
21. Speakers rehearse speeches using a pace that enhances the content and has no distracting pauses.
22. Speakers rehearse speeches using movements and gestures that are fluid, enhance the content, and help the audience visualize.
23. Speakers rehearse speeches using fluid speech and inflection that maintains the interest of the audience.
24. Speakers deliver speeches to an audience.

Probst
A Teacher’s Guide to Reading Conferences by Jennifer Serravallo
Reading with Presence: Crafting mindful, evidence-based reading responses by Marilyn Pryle
Teaching Interpretation using text-Based Evidence to Construct Meaning by Sonja Cherry-Paul & Dana Johansen
Socratic Circles by Matt Copeland
Bringing Words to Life by Beck, McKeown, & Kucan
Mechanically Inclined: Building grammar, usage, and style into Writer’s Workshop by Jeff Anderson
Write Like This: Teaching real-world writing through modeling & mentor texts by Kelly Gallagher
Falling in Love with the Close Read by Christopher Lehman & Kate Roberts
A Novel Approach by Kate Roberts
Conferring by Patrick Allen
Deeper Reading: Comprehending Challenging Texts by Kelly Gallagher
Strategic Spelling: Moving beyond memorization in the middle grades by Jonathan Wheatley
Word Journeys by Kathy Ganske
The Megabook of Fluency by Rasinski & Smith
Micro Mentor Texts by Penny Kittle
When Kids Can’t Read: What Teachers Can Do by Kyleen Beers
180 Days Two Teachers and the Quest to Engage and Empower Adolescents by Kelly Gallagher and Penny Kittle
The Big Book of Details by Rozlyn Linder
[RMS Writing Unit Structure](#)
[RMS Reading Unit Structure](#)

Mentor Texts:
 Teacher selected texts

25. Speakers reflect on performance and set goals for future speeches.

Honors Teaching Points:

- 4. Writers draft by using appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- 5. Writers revise for strong introductions by organizing complex ideas, concepts, and information to make important connections and distinctions.
- 6. Writers revise for strong conclusions by supporting the information or argument presented (e.g., articulating implications or the significance of the topic).
- 9. Writers draft by utilizing narrative techniques, such as dialogue, pacing, description, and reflection to develop experiences throughout the speech.
- 10. Writers revise by using a variety of techniques to sequence events so that they build on one another to create a coherent whole and do not stray away from the overall meaning of the speech.
- 16. Writers revise by establishing and maintaining a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- 17. Writers draft by breaking down complex ideas into parts and finding a structure that supports this (chronological, topical, cause/effect, etc.). (180 days pg. 188)
- 19. Writers revise by utilizing strong word choice and tone that eases the reader into their speech. (180 days pg. 207)

Reading Teaching Points:

Developing Analytical Lenses for Reading Nonfiction using Texts on Self-Reflection, Mindfulness and Empowerment

Mid-Lesson Teaching Points:

- Building knowledge by staying on the lookout for features that help them learn more: endnotes, citations of books authors used when writing the text, lists of other recommended reading, appendices, an author's note, etc. (R.S. 10.25)
- Elaborating in their readers notebooks by prompting their thinking with the use of transition words. (R.S. 13.10)

BEND I: Synthesizing in Nonfiction Texts

- 1. **Read aloud:** Readers determine importance by framing their reading with a question and reading to try to answer it. (R.S. 9.12)
- 2. Readers synthesize information by reading a chunk of text and shrinking everything they read into one sentence (R.S. 8.12)
- 3. Readers synthesize information throughout the text by actively finding connections between the text and text features, photos and/or

Instructional Read Aloud:

Nonfiction Texts

- Various Self Help Articles
- 5 Love Languages for Teens Excerpts
- What are My Rights Excerpts
- Mindful Teen Excerpts
- What Do You Really Want Excerpts

Possible Individual Choice Text:

- 7 Habits of a Highly Effective Teen

Technology:

- Google Classroom
- Smartboard/document camera
- Online resources and websites
- Chromebooks
- Online notebooks
- <http://thisibelieve.org/>

Writing Mentors:

Nonfiction:

- Gettysburg Address Abraham Licoln
- I Have a Dream- MLK
- FDR's War Message to Congress

Multimedia

- [University of Texas at Austin 2014 Commencement Address - Admiral William H. McRaven](#)
- Student Example: [Grade 8 Valedictorian Graduation Speech Rowan Elsmore 2019](#)
- Student Example: [Best HS Graduation Speech Ever! Weber High Graduation 2015](#)
- Student Example: [Best Middle School Graduation Speech of All Time](#)
- Student Example: [Cullen's 8th Grade Graduation Salutatorian Speech](#)
- Student Example: [Awesome](#)

graphics. (R.S. 10.28)

4. Readers self-monitor by stopping when meaning breaks down and rereading to clear up confusion.

5. Readers elaborate in their readers notebooks by reading a section, stating or jotting about the main idea, and using their own words to explain how the information supports, extends, or backs up the main idea. (R.S. 9.16)

BEND II: Reading Across Multiple Texts

6. **Read aloud:** Readers build knowledge by collecting a set of texts on the same topic and reading to notice what is new, adding on to what they know and/or is the same and reinforces what they've already learned (R.S. 9.9)

7. Readers build knowledge by identifying key vocabulary, listening to/watching an audio or visual source about the same topic, and jotting down what they learn about it. (R.S. 11.19)

8. Readers determine importance by considering structure to find main ideas. (R.S. 8.13)

9. Readers synthesize by reading a set of texts on the same topic or related topics and consider if there is a main idea that threads across all the texts. (R.S. 8.20)

10. Readers analyze by finding related information in two (or more) texts on the same topic and identify information that is contradictory to consider why the information might be different. (R.S. 9.15)

BEND III: Analyzing Authors' Choices, Authority, & Bias

11. **Read aloud:** Readers make inferences by staying alert to word choice and thinking about their deeper meaning. (R.S. 11.24)

12. Readers analyze by naming the main idea and noticing how the author develops the idea with details. (R.S. 9.17)

13. Readers analyze by researching to recognize an author's authority and bias. (R.S. 8.19)

Honors Teaching Points:

2. Readers synthesize information by reading a chunk of text and shrinking everything they read into a short summary containing lively language, cohesive thinking, and the use of facts to support ideas included. (R.S. 8.12 and 180 days pg. 176)

3. Readers synthesize information from text features provided by focusing on what it does say and what it does not say. (180 days pg.174)

7. Readers build knowledge by identifying unknown or unrecognized vocabulary words provided within a text and identifying the importance of the use of that word.

[Salutatorian Speech](#)

- Student Example: [Beautiful and Moving Graduation Speech](#)
- [Legally Blonde Final](#)
- [Rocky Speech: It is about how hard you can get hit and keep moving forward](#)
- [Remember the Titans Gettysburg](#)

Assessment:

Reading

Formative:

- Student/teacher conferences
- Reader's Notebooks
- Reading Logs
- Discussions

Summative:

- Open-ended responses

Alternative:

- Student self-reflections
- Seminars

Writing

Formative:

- Student/teacher conferences
- Writing samples
- Writer's notebooks
- Student Performance Checklists
- Student self-reflection
- Learning Progressions

Summative:

- Student writing portfolios
- Student presentations
- Standards Based Writing Rubrics
- Writing Pathways Performance Assessments Rubrics
- Speeches- written script

Alternative:

- Student Presentations
- Student Self-Reflections
- Video PSA
- Leave a legacy video

Interdisciplinary Connections

Social Studies: 6.1.8.HistoryUP.5.a: Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives. Activity: Who am I?- students create a systems map and analyze where they fit into different levels of society and how they contribute to that level.

Career Readiness, Life Literacies, and Key Skills

Career Readiness, Life Literacies, and Key Skills Practices: Attend to financial well-being. 9.4.8.TL.3: Select appropriate tools to organize and present information digitally. 9.4.8.IML.4: Ask insightful questions to organize different types of data and create meaningful visualizations. 9.4.8.DC.1: Analyze the resource citations in online materials for proper use. **Activity:** Design a plan to improve your mental and physical health using the 7 habits. Career Awareness, Exploration, and Preparation: 9.2.8.CAP.1: Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest. **Activity:** Students complete the “Great Discovery” activity in the 7 Habits book and research a future career possibility.

Career Awareness, Exploration, and Preparation: 9.2.8.CAP.4: Explain how an individual’s online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement. 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal. **Activity:** Students evaluate peers' online portfolios and determine which pieces are best for a professional/student portfolio.

Computer Science & Design Thinking

Core Idea: People use digital devices and tools to automate the collection, use, and transformation of data. **Activity:** Personal Report- students create a personal report of their 7 habits profile.