

Unit 1: Literacy Skills & Foundations (Weeks 1-8)

Content Area: **Template**
Course(s):
Time Period: **Full Year**
Length: **9 Weeks**
Status: **Published**

Unit 1: Literacy Skills & Foundations (Weeks 1-10)

Unit 1 Rationale:

To begin this course, students will cover basic reading comprehension strategies like annotating and close reading. Students will use these reading strategies as a foundation for this course. Through the use of an annotation checklist, students will learn tangible ways they can understand a text and increase their recall of sequencing and summarizing. While learning how to interact with a text, students will also be covering basic grammar concepts like writing and identifying incomplete/complete sentences. Similarly, they will review the standard writing conventions like capitalization and punctuation. Finally, they will be learning vocabulary commonly used in academic settings. This section includes various prefixes and suffixes as well, which helps students with word recognition and prediction in reading.

Pre-Assessments

To begin this unit, the teacher will use the following pre-assessments to gather data about the students taking this course:

Reading Comprehension:

- Warm up: KWL on Annotation and Close Reading
- Commonlit Pre-Assessment Data

Writing & Composition:

- Warm-up 4-5 sentence paragraph Writing Response to the prompt:
"How do you feel about reading and writing? Do you think it is important, why or why not?"
- RACE review Reference Sheet

Vocabulary Acquisition & Use :

- Scholastic Inventory Data

Grammar & Standards of English:

Instructional Plan

Unit 1 Instructional Plan:

For this course, the teacher will be sharing a new unit of study and practice throughout each of the four Marking Periods during the school year. Students will have nine weeks throughout each marking period to complete elements of practice and review.

Throughout the week, the rotating schedule will help guide each day's emphasis and goal. The following structure will be used for practice and pacing throughout the school year:

A Day- Grammar Practice

B Day- Vocabulary / Prefixes / Suffixes Practice

C Day- Reading Practice

D Day- Writing / Analysis Practice

Throughout each Marking Period, in addition to the content introduced throughout the week, students will also be given structured class time to complete course work from their English Class. These work-day's will be built in at the teacher's discretion to allow students extra time to complete long-term or summative assignments given in their Content-Level English class.

Unit 1 will focus on the following Target Goals:

Overall Goals:

- **Accelerate Literacy Skills:** Help students make significant progress in reading comprehension, writing proficiency, critical thinking, and communication skills.
- **Foster Lifelong Learning:** Equip students with skills and strategies that support continued growth in literacy and language arts beyond the classroom.
- **Promote Engagement and Inquiry:** Encourage curiosity, creativity, and a passion for exploring language, literature, and media in depth.

Students will be able to:

- Identify and use key academic vocabulary in context.
- Utilize prefixes and suffixes in identifying new words.
- Annotate a text in order to effectively increase reading comprehension
- Effectively use close-reading strategies for memory recall of passages
- Identify incomplete / complete sentences and correct their own writing

Unit 1: Intro & Pre-Assessment Lessons

Student Learning Intentions or We are learning to ... (WALT)

- We are learning to respect Classroom Expectations
- We are learning to demonstrate an understanding of goals for this class
- We are learning to set ourselves up for success by gathering learning materials
- We are learning to adhere to a routine and schedule

Student Success Criteria ... “I can statements”

- I can explain and listen to Classroom expectations
- I can identify the main goals of this course
- I can follow the routine of our class schedule
- I can set myself up for success by gathering classroom materials

Instructional Strategies and Activities:

- (First/Second week of school) Begin class by [Review the Classroom Expectations Slideshow](#) in order to establish routine and rotating schedule
 - Have students fill out an Index Card with their basic information (including preferred name & pronouns etc.)
 - Have students write a "Classroom Rule" on their index card that they think would help create a safe and productive classroom environment
- [Intro Slideshow](#) & [Syllabus](#)
 - Review Goals and Objectives, Unit Titles and Descriptions of class
 - Rotating Schedule Emphasis & Routine

Formative Assessments

- **Warm-up:** Have students write down as many Class Expectations from the slideshow (previous class period) that you remember.

- Think, Pair, Share with entire class.
- Generate class discussion on if anything should be added
- **Exit-Slip:** Have students write on paper two things that they will be learning about this school year in this course.
- [Assign “8th/9th Grade Planning Diagnostic”](#) to receive NJ State Standard Benchmark Data for students
- Commonlit Pre-Assessment
- Scholastic Reading Inventory Test

Instructional Materials and Resources

- Print off the following Reference Sheets for Students to Keep in a Folder in class:
 - [Sentence Starter Sheet](#)
 - [Grammar Reference Sheet](#)
 - [RACE Response Reference Sheet](#)
 - [Why Author’s Write Reference Sheet](#)
- Have students Create **Noredink Accounts** and Link with Google Classroom:
- Create **Google Classroom** and have students link their Accounts

Reflections and Suggested Modifications

- Along with the Classroom Expectation Slideshow and Syllabus, consider doing a "Get to know you" Game if time allows

Unit 1: Grammar Lessons

Student Learning Intentions or We are learning to ...

- We are learning to identify incomplete sentences and make them complete by adding subjects or verbs
- We are learning to use end marks correctly through punctuation practice
- We are learning to adhere to the standard grammatical rules of capitalization
- We are learning to use commas with lists and dates

Student Success Criteria ... “I can statements”

- I can Identify incomplete sentences and make them complete by adding subjects or verbs
- I can use end marks correctly in a sentence
- I can correct capitalization errors in all types of writing
- I can use commas correctly in lists and dates

Instructional Strategies and Activities

- Assign the following NoredInk Units for students to complete throughout the Marking Period

- Identify complete / incomplete sentences
- Identifying the Subject / Verbs of a sentence
- Incomplete or complete thought
- Capitalization and punctuation
- Commas with lists
- Commas with dates
- Grammar Lesson 1-7:
 - Complete vs. Incomplete Sentences 1: (50 min)
 - Warm-up: Hapara the students into this [Website Game](#) (Identify incomplete vs. complete) Have students race each other in this short game of "complete vs. incomplete" as an introduction to the grammar concept. This web game has sentences about Martin Luther King Jr.
 - Use the printed Complete sentence [Worksheet Practice](#) as the Main Lesson. Review together as a class after students complete it independently.
 - Give students time to complete the Noredink topic on their chromebooks.
 - Complete vs. Incomplete Sentences 2: (50-75 min)
 - Warm-up: Give 3 practice sentences for students to write down and correct on their own.
 - Have students do the Complete sentence [Worksheet Practice](#) individually.
 - Give students Additionally time to complete Noredink Topic
 - Exit Slip: Have students complete a Google Form answering "Why is it important to know the difference between complete and incomplete sentences?"
 - Identifying the Subject / Verbs of a sentence: (50-75 min)
 - Warm-up: Put 3 incorrect sentences (with incorrect sub/verb agreement) on the board and ask students to write down what they think is wrong. Review as a class.
 - Have students complete Noredink Unit on identifying Subjects and Verbs
 - Use the printed Subject Verb Agreement [Worksheet Practice](#) as the main lesson. Have students complete this independently and then review with a partner.
 - [Kahoot Review Game](#)
 - Capitalization and Punctuation 1: (50 min)
 - Warm-up: Hapara the students into this [Website Game](#) on Capitalization. Have students race each other as an intro to this topic.
 - Have students look at the Noredink Topic "Capitalization and Punctuation" Review the mini lesson with them together as a class.
 - Capitalization and Punctuation 2: (50 Min)
 - Warm-up: Give 3 practice sentences that have capitalization/punctuation errors
 - Have students complete the printed [End Mark Worksheet Practice](#) and review in class
 - Allow students to use time to complete noredink topic
 - Commas with Lists: (50 minutes)
 - Warm-up: Give a prompt that asks students to generate a list of things they would need to go camping.
 - Class Discussion: What punctuation do we need to have when we generate a list?
 - Have students complete the noredink topic on Commas with Lists
 - Use one or two of the [Commas Worksheets \(1-6\)](#) for additional review
 - Commas with dates: (50 minutes)
 - Warm-up: Hapara students to complete the [Edpuzzle Video](#) on Comma Usage
 - Have students complete the Noredink topic on Commas with Dates
 - Use one or two of the [Commas Worksheets \(1-6\)](#) for additional review

Formative Assessments:

- Noredink Topics in Unit 1 completed
- Warm-ups
- Exit Slips
- Grammar Quizzes
- Kahoot Reviews
- Practice Worksheets

Instructional Materials and Resources

- Noredink Topics assigned by teacher online
- Printed Grammar Worksheets (linked above)
- Warm-up Slideshow
- Student Warm-up papers
- Edpuzzle
- Chromebooks
- Gimkit
- Kahoot

Reflections and Suggested Modifications

- To help with focusing with chromebook based assignments, I suggest using Hapara to lock-in students (especially for noredink or games)

Unit 1: Vocabulary and Prefix/Suffix Lessons

Student Learning Intentions or We are learning to ...

- We are learning to understand vocabulary used in an academic context
- We are learning to use academic vocabulary correctly in our writing and speaking
- We are learning to identify prefixes and suffixes in unknown words

Student Success Criteria ... “I can statements”

- I can use academic vocabulary correctly in different contexts
- I can identify the definitions of academic vocabulary
- I can use prefixes and suffixes to help me identify meanings of unknown words

Instructional Strategies and Activities

Unit 1: Vocabulary & Prefix/ Suffix

Lesson 1-2: Intro to Vocab & Prefixes / Suffixes (75-90 minutes)

- Review the [Unit 1: Vocabulary](#) and Prefixes / Suffixes terms with students
 - Have students take notes on Definitions of terms
 - Have students write example sentences with vocabulary words
 - Have students write prefix and suffix meanings and example words

Lesson 3: Prefix and Suffix Practice 1 (50 minutes)

- Warm-up: Have students write down the definitions of what a Prefix and Suffix is
- Review the Prefixes (7) and Suffixes (7)
- Have students complete practice [with worksheets](#)

Lesson 4: Vocabulary Practice 1 (50 minutes)

- Warm-up: Have students write 3 sentences that have blanks. Have them identify which vocab word fits in each sentence.
- Have students review definitions of words with a practice Kahoot Quiz

Lesson 5: Prefixes and Suffixes 2 (50 minutes)

- Warm-up: Have students write 3 sentences that have blanks. Have them identify which prefix/suffix fits in each word.
- Have students review definitions of prefixes and suffixes with a practice Kahoot Quiz

Lesson 6: Vocabulary Practice 2 (50 minutes)

- Warm-up: Have students write 3 original sentences that include 3 vocabulary words.
- Have students review definitions of words with a practice Gimkit Quiz.

Lesson 7: Prefixes and Suffixes 3 (50 minutes)

- Warm-up: Have students write 3 sentences that have blanks. Have them identify which prefix/suffix fits in each word.
- Have students review definitions of prefixes and suffixes with a practice Gimkit Quiz

Lesson 8: Vocab / Prefix / Suffix Quiz (50 minutes)

- Have students complete the [Unit 1: Vocab/ Prefix/ Suffix Quiz](#)

Formative Assessments

- Practice Worksheets on Prefix/Suffixes
- Warm-ups
- Exit Slips
- Kahoot Reviews
- Gimkit Reviews
- Vocabulary / Prefix/ Suffix Quiz

Instructional Materials and Resources

- Chromebooks
- Warm-up Slideshow
- Kahoot
- Gimkit

- Printed Quizzes

Reflections and Suggested Modifications

- Use consistent Vocabulary review as an extension to other lessons. For example, if students finish a Grammar Topic early and have time, allow them to practice / play review games of these vocabulary / prefixes / suffixes so that they are using their time wisely.

Unit 1: Reading Lessons

Student Learning Intentions or We are learning to ...

- We are learning to annotate a text through the use of an annotation checklist
- We are learning to close-read passages by using methods of annotating
- We are learning to make inferences when reading a text
- We are learning to use context clues while reading

Student Success Criteria ... “I can statements”

- I can annotate a text using an annotation checklist
- I can read a passage closely, retaining information while reading
- I can make inferences while reading
- I can use context clues to help me identify unknown words

Instructional Strategies and Activities

Unit 1: Reading Lessons

Lesson 1: Into to Annotating (50 min)

- Warm-up: KWL Chart- What do students know about annotating?
- Review the [How to Annotate Slideshow with Annotation Checklist](#) with students
- Have students take notes by completing: [Student Notes](#)
- Exit-Slip: Have students review the checklist as a class without looking. What do we look for when annotating?

Lesson 2: Making Predictions (50 min)

- Warm-up: Answer the question, before/during reading, what can we look for to make predictions? Discuss as a class.
- Have students complete the [Making Predictions Worksheet Practice](#)

Lesson 3: Close Reading (50 min)

- Warm-up: Review annotation checklist

- Have students complete the [Close Reading Worksheet Practice](#)

Lesson 4: Annotation Practice 1 (50-75 min)

- Warm-up: Hand out the Commonlit Article "[Grit: The Power of Passion and Perseverance](#)" as students are walking in
- Have them complete the first step of the annotation checklist- Make predictions based on the title
- Read the Story aloud together
- While reading, encourage students to refer to their annotation checklist, adding notes as they read
- Have students answer the guided questions Commonlit
- (Optional: Group Discussion of Article)

Lesson 5: Using Context Clues (50 min)

- Warm-up: Give 3 sentences that students have to use context to derive meaning
- Use [Using Context Clues Worksheet Practice](#) as a main lesson. Review together as a class.

Lesson 6: Annotation Practice 2 (50-75 min)

- Warm-up: Hand out copies of the short story "[The Gift of the Magi by O. Henry](#)" and
- Have students write predictions based on the title and complete the first step of the annotation checklist
- Read the story aloud as a class OR have students read on their own.
- While reading, encourage students to refer to their annotation checklist, adding notes as they read
- Have students answer the guided questions Commonlit
- (Optional: Group Discussion of Story)

Lesson 7: Making Inferences (50 min)

- Warm-up: Hapara students into play the [Detective Inferring Game](#)
- Have students complete the [Making Inferences Worksheet Practice](#)
- Review as a class

Lesson 8: Annotation Practice 3 (50-75 min)

- Warm-up: Hand out the article [What is Confirmation Bias?](#)
- Have students make predictions based on the title
- While reading, students should complete the annotation checklist
- Have students answer the guided questions on commonlit

Lesson 9: Annotation Practice 4 (50-75 min)

- Warm-up: Hand out the short story [The Necklace by Guy de Maupassant and Questions](#)
- Give students the class period to complete the annotation checklist independently and answer questions

Formative Assessments

- Student notes on annotation and close reading
- Practice Worksheets

- 2 Nonfiction Article Readings
- 2 Short Story Readings
- Comprehension and Guided Questions on Commonlit
- Annotation Checklists

Instructional Materials and Resources

- Chromebooks
- Commonlit Articles and Stories
- Warm-up Slideshow
- Printed Stories

Reflections and Suggested Modifications

- Pair these lessons with the Writing / Analysis Lessons for effectiveness

Unit 1: Writing / Analysis Lessons

Student Learning Intentions or We are learning to ...

- We are learning what a RACE response is
- We are learning to use the RACE response method for writing
- We are learning to use our Annotations / Close reading skills to help us gather evidence for writing
- We are learning to use our Sentence Starter Reference Sheet for writing responses

Student Success Criteria ... “I can statements”

- I can identify the labels of the acronym RACE
- I can use the RACE strategy effectively in my writing
- I can reference my annotations in reading to help cite evidence in my writing
- I can apply the sentence starter reference sheet to my writing

Instructional Strategies and Activities

Unit 1: Writing and Analysis Lessons

Lesson 1: Into to RACE (50 min)

- Warm-up: KWL Chart with students: What do they know about RACE responses?
- Have students watch the [Intro to RACE Video](#)
- Class Discussion: Why do we use this method for writing?

Lesson 2: RACE Reference Sheet (50 min)

- Warm-up: As students are entering hand them the printed [RACE Reference Sheet](#)

- Play the Pixar Short: [Snack Attack](#)
- Have students take notes on the plot and events of the video
- With a partner, have students discuss what they think the message of the video is
- Then, have them individually write a RACE response answering the question: What was the message of this video? (have them use their reference sheet)
- Discuss as a Class afterwards

Lesson 3-4: The Gift of the Magi (75-90 min)

- After reading and annotating the Short Story "The Gift of the Magi" have students use the reference RACE response sheet
- Have students reference their annotations and underline evidence in the text
- Using the Commonlit Discussion Questions, have students spend the class periods writing a response.

Lesson 5-6: The Necklace (75-90 min)

- After reading and annotating the Short Story "The Necklace" have students use the reference RACE response sheet
- Have students reference their annotations and underline evidence in the text
- Using the Commonlit Discussion Questions, have students spend the class periods writing a response.

Lesson 7-8: Non-fiction Articles (75-90 min)

- After reading and annotating the Nonfiction articles have students use the reference RACE response sheet
- Have students reference their annotations and underline evidence in the text
- Using the Commonlit Discussion Questions, have students spend the class periods writing a responses

Lesson 9: Summarizing a Text (50 min)

- Warm up: Have students define the word "Summarizing" based on what they know
- Handout the printed Worksheet on Summarizing a Passage [Worksheet Practice](#)
- Have students work individually
- Review together as a class

Formative Assessments

- Student notes on RACE
- Practice Worksheets with Written Responses
- 2 Nonfiction Article Readings with RACE Responses
- 2 Short Story Readings with RACE Responses
- Discussion Questions on Commonlit
- Annotation Checklists

Instructional Materials and Resources

- Chromebooks
- Commonlit Articles and Stories
- RACE Response Reference Sheet

Reflections and Suggested Modifications

- Pair these lessons with the Reading Lessons for effective learning

Modifications and/or Accommodations

Suggested Modifications (ELL, Sp. Ed, Gifted, At-risk of Failure)

English Language Learners

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

Special Education Students

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans

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Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

Increase One to One Time: When other students are working, always touch base with your students

at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

Integration of Diversity, Equity and Inclusion, Climate Change, Informational and Media Literacy

Integration of Diversity, Equity, and Inclusion, Climate Change, Informational and Media Literacy:

Reading Comprehension:

[-Grit: The Power of Passion and Perseverance](#)

- Reading about how grit in the context of individual achievement and how different people, regardless of their backgrounds, can succeed through perseverance.
- Allows students to discuss and examine how people from different socio-economic, cultural, and educational backgrounds may face different challenges and opportunities in developing grit.
- Discussing the term grit, students can explore how equitable access to resources and support systems can influence one's ability to develop and apply grit.
- The concept of grit can be related to the persistence needed in climate activism and sustainable living efforts.
- Students can also relate this article to Climate Change in a warm-up activity, where they can brainstorm how they can encourage perseverance in tackling long-term global challenges like climate change.
- Students can analyze how the article supports its claims with evidence and how different sources discuss similar concepts.
- Analyzing the article can help students understand how media and popular culture often highlight traits like grit as essential for success, and it can encourage critical thinking about how these traits are presented in different media.

- What is Confirmation Bias?

- This article allows students to recognize that people from different backgrounds may have varying perspectives influenced by their biases.
- In class discussions, students can evaluate how confirmation bias can lead to unequal access to accurate information.
- While reading this article, students can discuss how they can recognize and challenge their own biases, which is essential for creating inclusive discussions and understanding others' viewpoints.
- The article can be used to explore how confirmation bias leads some individuals to reject scientific consensus on climate change and cling to misinformation.
- Students can read this article, recognizing how it is important to evaluate resources when reading various information in literacy.
- Students will be reading this article through the digital platform of Commonlit.

- The Gift of the Magi by O. Henry

- Allows for conversations about how love and selflessness can bridge gaps in economic status and highlights the universal human experience of giving and receiving.
- This story emphasizes the lesser importance of material wealth in comparison to relationships.
- Students will use Media skills by completing this assignment on Commonlit.
- Students can discuss the value of non-material things and the impact of decisions could be extrapolated to discussions about sustainable living and the ethical use of resources (relating it back to issues of Climate Change).

- The Necklace by Guy de Maupassant and Questions

- Has students evaluate the socio-economic issues of a 19-century French Society
- Students have the opportunity to recognize and discuss inequity and class struggles
- Students analyze the protagonist, Mathilde Loisel, for character traits and her dissatisfaction with the lack of inclusion within her society
- Students will be using their Media skills and literacy to answer questions related to the reading
- The main character is deceived by the inaccuracies regarding her society. This allows for a conversation with students regarding perceptions can be inaccurate.
- While the story itself doesn't directly address climate change, it can be used to discuss the broader impacts of human actions on one's environment and life circumstances.

Writing & Composition:

- Writing RACE Responses to the Readings listed above

- Students can use discussion points from the topics listed above to write stronger RACE responses
- Students will complete structured annotated checklists, asking various questions and engaging with the text in their own, personal ways.

- Writing Warm-up Responses at the beginning of class

- Students are answering Warm-up questions related to literacy skills like annotation and close reading
- Using methods of annotation, students will develop their own strengths of writing
- Students will equally have access to resources for learning, including: Chromebooks, and reference sheets.

- Students will use Media literacy when responding to articles they have read.

Vocabulary Acquisition & Use:

- Students will learn about academic vocabulary words and how can I use them in and outside of school
 - Vocabulary learned in this unit can be used in the real-world, helping students gain access to various jobs and careers
 - Students will integrate these vocabulary words into their school and academic writing
 - Students will practice informal and formal writing, which allows for home-languages and non-academic writing.
 - Students will be able to discuss how all writing has value, regardless of its status as "grammatically correct"
- Students will learn about prefixes and suffixes and how use they can use them to identify the meanings of unknown words
 - Students will read various articles and practice identifying words
 - Students will see the diversity of language because prefixes and suffixes carry over into many different languages, not just English.

Grammar & Standards of English:

- Students will identify complete and incomplete sentences
 - Students will be able to discuss how complete and incomplete sentences can be effective in communication in diverse formats
 - Students will practice using complete sentences so that they can develop their writing for future careers
 - Students will use Noredink, a digital platform, to practice their sentence construction
- Students will identify common grammatical errors and fix them in their writing
 - Students will discuss the value of learning how to fix errors in their own writing for academic and real-world contexts
 - Students will talk about "Code-Switching" and how using formal language in writing/speaking in various contexts can benefit their communication skills
 - Students will use checklists for their writing to practice revising informal writing into formal writing

New Jersey Student Learning Standards: Content Area

Reading Comprehension State Standards:

- NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize

the key
supporting details and ideas.

- NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
- RL.9-10.5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. mystery, tension, or surprise).
- RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
- RI.9-10.8. Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning
- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Writing and Composition:

- NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Vocabulary Acquisition and Use:

- NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.
- NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to

comprehension or expression.

Grammar and Standards of English:

- NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Integration of Career Readiness, Life Literacies and Key Skills

Unit 1 Career Readiness, Life Literacies and Key Skills:

Career Readiness:

NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

- Students are practicing their Reading Comprehension so that in whatever career they pursue they are able to read and comprehend directions and various texts
- Students are preparing for various writing in future careers, including skills of summary and answering questions
- By practicing close-reading and annotating, students are learning how to properly engage with materials in order to learn and gather information
- Students are learning how to decipher language through prefixes and suffixes, allowing them to become stronger overall readers
- Students are learning vocabulary from academic contexts, so throughout their academic careers they are able to identify and use strong vocabulary
- Students will use these Reading, Writing, Vocabulary, and Grammar skills in future careers, allowing them to be successful in whatever interests they pursue

Life Literacies and Key Skills:

- Students are developing the close-reading and annotation skills, allowing them to become stronger readers
- Students are practicing their RACE response writing, which encourages critical thinking and evidence based writing
- Students are preparing for their futures by reading various fiction and nonfiction texts while analyzing elements of writing and reading

Integration of Computer Science and Design Thinking

Unit 1: Integration of Computer Science and Design Thinking

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

- Students are utilizing Chromebooks to do reading, writing, and grammar practice in class
- Students are reading articles digitally and annotating them for close-reading
- Students are reviewing vocabulary and prefixes/suffixes through digital platforms including: Gimkit, Kahoot, and Quizlet
- Students are watching practice Videos on Youtube that cover RACE and Annotation tips
- Students are playing interactive games that review Grammar Concepts
- Students are using Noredink, a digital grammar software for online lessons and review

Interdisciplinary Connections: NJSLS for ELA, Social Studies, Science and/or Math

Unit 1: Interdisciplinary Connections

- Students will complete a complete/incomplete sentence practice game that discusses Martin Luther King JR.
- Students are reading Stories from various points in History
- Students are reading current, nonfiction texts that discuss issues of Bias and inequality
- Students are evaluating vocabulary and prefixes/suffixes that are used in various Math and Science classes

MA.K-12.1	Make sense of problems and persevere in solving them. Ask questions based on observations to find more information about the designed world. Read grade-appropriate texts and/or use media to obtain scientific information to describe patterns in the natural world. Cause and Effect
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
SOC.6.1.12.A.3.g	Determine the extent to which state and local issues, the press, the rise of interest-group politics, and the rise of party politics impacted the development of democratic institutions and practices.
SOC.6.1.12.D.3.d	Analyze the role education played in improving economic opportunities and in the development of responsible citizens.
SOC.6.3.12.CS1	Determine the credibility and value of information, while also considering context, point of view, and multiple perspectives.
TECH.8.1.8.A	Technology Operations and Concepts: Students demonstrate a sound understanding of

	technology concepts, systems and operations.
TECH.8.1.8.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
TECH.8.1.8.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.

21st Century Life and Career

Unit 1: Century Life and Career

- Students are learning how to effectively increase their reading comprehension, which will be used in almost any future career and job
- Students are learning how to critically think, using evidence to back-up their beliefs
- Students are learning vocabulary and prefixes/suffixes that are cross-disciplinary and widely used in various Career Contexts
- Students are learning about the issues of Bias in Media

Essential Questions

The Essential Questions for Unit 1: Literacy Skills and Foundations Include:

Reading Comprehension:

- What are strategies that can help us comprehend complex texts more deeply?
- How can we improve fluency, vocabulary, and comprehension through extensive reading practice?
- What is Annotating and close reading, and how can we use it?

Writing & Composition:

- How can we craft clear and coherent written responses?
- How can Annotating and the RACE response method help us with written responses?

Vocabulary Acquisition & Use:

- What are academic vocabulary words and how can I use them in and outside of school?
- What are prefixes and suffixes and how can I use them to identify the meanings of unknown words?

Grammar & Standards of English:

- What are complete and incomplete sentences and how can I use them to strengthen my writing?
- What are common grammatical errors and how can I fix them in my writing?

SEL Competencies

SEL.PK-12.1.2	Recognize the impact of one's feelings and thoughts on one's own behavior
SEL.PK-12.2.2	Recognize the skills needed to establish and achieve personal and educational goals
SEL.PK-12.3	Social Awareness
SEL.PK-12.4	Responsible Decision-Making
SEL.PK-12.5.3	Identify ways to resist inappropriate social pressure