

Unit 3: Intended Audience & Real World Skills (Weeks 18-26)

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

Unit 3: Intended Audience & Real World Skills (Weeks 18-26)

Unit 3 Rationale:

In this unit, students will be reading and writing content that emphasizes real-world literacy. Students will read and annotate a variety of types of writing, learning the difference between formal and informal language. In addition, students will practice audience awareness, writing based on real-world situations. They will use editing checklists to help practice review. With this unit, the grammar based content focuses on common errors in writing. The vocabulary and prefixes and suffixes listed have real-world applications for their future outside the classroom.

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 ups: Make lists of ways we may use reading and writing post graduation of CHS
- Commonlit Pre-Assessment Data

Writing & Composition:

- Warm-up 4-5 sentence paragraph Writing Response to the prompt:

"What are future goals and professions you might be interested in pursuing? What skills will you need for them?"

- RACE review Reference Sheet

Vocabulary Acquisition & Use :

- Scholastic Inventory Data
- Units 1 and 2 Quiz Data

Grammar & Standards of English:

- Noredink Planning Diagnostic for 8th/9th Grade

-Noredink Units 1 and 2 Data

Instructional Plan

Unit 3 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 3 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:

- Effectively compose various types of writing for different intended audiences
- Continue to use reading strategies (such as annotating and close reading) to build comprehension
- Practice “real-world” reading and writing by discussing interview skills and job-related writing
- Demonstrate understanding of profession-based vocabulary and effectively use it in context
- Utilize prefixes and suffixes in identifying new words.
- Identify formal and informal writing and demonstrate discernment on when it is appropriate to use either one

Unit 3: Grammar Lessons

Student Learning Intentions or We are learning to ...

- We are learning to recognize language that's too informal or formal for the context
- We are learning to write based on our informed understanding of intended audience
- We are learning to correct and edit our commonly confused words
- We are learning to identify spelling errors and correct them
- We are learning to adhere to the standard grammatical rules of Punctuation with Quotation Marks

Student Success Criteria ... “I can statements”

- I can Identify formal and informal language
- I can choose words to use that fit the context of either formal or informal language
- I can write and edit sentences based on intended audience
- I can correct spelling errors in all types of writing
- I can use punctuation correctly with quotation marks

Instructional Strategies and Activities

- Assign the following NoredInk Units for students to complete throughout the Marking Period
 - Recognizing language that is too formal or informal
 - Commonly confused words
 - Spelling Correctly
 - Punctuation with Quotation Marks
- Grammar Lesson 1-7:

- Lesson 1: Formal vs. Informal: (50 min)
 - Warm-up: Hapara the students into this [Informal and Formal Game](#)
 - Use the Noredink topics on Recognizing language that is too formal or informal as the Main Lesson. Review together as a class after students complete it independently.
 - Discussion: What situations and contexts would informal and formal languages be needed in?
- Lesson 2: Commonly confused Words 1: (50 min)
 - Warm-up: Gives students example 3 sentences with There, They're, and Their. Have them write which fits in which sentences.
 - Have students do the Complete sentence [Confused Words WS 1](#) individually.
 - Give students Additionally time to complete Noredink Topic
- Lesson 3: Commonly Confused Words 2 (50 min)
 - Warm-up: Put 3 incorrect sentences (with confused words from previous lesson) on the board and ask students to write down what they think is wrong. Review as a class.
 - Have students complete Noredink Unit Commonly Confused Words
 - Use the printed Subject Verb Agreement [Confused Words WS 2](#) as the main lesson. Have students complete this independently and then review with a partner.
- Lesson 4: Spelling Correctly: (50 min)
 - Warm-up: Hapara the students into this [Website Game](#) on Misspelled words. Have students race each other as an intro to this topic.
 - Have students look at the NoredInk Topic "Common Spelling issues" Review the mini lesson with them together as a class.
- Lesson 5: Punctuation with Quotation Marks: (50 Min)
 - Warm-up: Give 3 practice sentences that have quotation punctuation errors. See if students notice what's wrong with these examples.
 - Have students complete the printed [Practice Worksheet](#) and review in class
 - Allow students to use time to complete noredink topic
- Lesson 6: Kahoot Review (50 minutes)
 - Play the Commonly Confused Word [Kahoot Game](#)
- Lesson 7: Gimkit Review (50 minutes)
 - [Gimkit Review of Informal vs. Formal](#)

Formative Assessments:

- Noredink Topics in Unit 3 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 3: Vocabulary and Prefix/Suffix Lessons

Student Learning Intentions or We are learning to ...

- We are learning to understand vocabulary used in an context with intended audiences
- We are learning to use this 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 vocabulary correctly in various 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 3: Vocabulary & Prefix/ Suffix

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

- Review the [Unit 3: 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 2 prefixes and suffixes they remember from Units 1 or 2
- Review the Prefixes (7) and Suffixes (7)
- Have students complete practice [with worksheet](#)

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 3: Vocab and 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 3: Reading Lessons

Student Learning Intentions or We are learning to ...

- We are learning to read based on context and intended audience
- We are learning to continue to close-read passages by using methods of annotating
- We are learning to examine word choice in format and informal writing
- We are learning to read "Real-life" texts

Student Success Criteria ... “I can statements”

- I can read and explain context and intended audience
- I can read a passage closely, retaining information while reading
- I can make choose words that fit informal and formal contexts
- I can use context clues to help me identify unknown words
- I can read and analyze real-life prompts (job applications and proposals)

Instructional Strategies and Activities

Unit 3: Reading Lessons

Lesson 1: Intro to Informal and Formal Reading (50 min)

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

Lesson 2: Drawing Conclusions (50 min)

- Warm-up: Answer the question, while we read, how can we draw conclusions? Discuss as a class.
- Have students complete the [Drawing Conclusions While Reading Practice Worksheet](#)

Lesson 3: Real-Life Reading: Financial Literacy (50 min)

- Warm-up: Hand out printed copies of [Financial Literacy](#) article
- Have students make a prediction based on the title and Review annotation checklist
- Read together as a class or individually
- Discussion / RACE: How do readings like this apply to real-life reading?

Lesson 4: Cause and Effect Practice (50-75 min)

- Warm-up: Answer the question: In reading, what is cause and effect?
- Have students complete the [Cause and Effect Practice Reading Worksheet](#)

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: College Reading (50-75 min)

- Warm-up: Hand out copies of the article "[Want to Get Into College? Learn to Fail](#)" and
- Have students write predictions based on the title and complete the first step of the annotation checklist
- Read the article 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 article)

Lesson 7: Job Interview Terms (50 min)

- Warm-up: Hapara students into play the [Job Interview Terms](#) Gimkit Game
- Have students complete an Exit Slip answering: What are some job related terms you learned today?

Formative Assessments

- Student notes on annotation and close reading
- Practice Worksheets
- 2 Nonfiction Article Readings
- Comprehension and Guided Questions on Commonlit
- Annotation Checklists
- Gimkit Reviews

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 3: Writing / Analysis Lessons

Student Learning Intentions or We are learning to ...

- We are learning how to edit our own writing
- We are learning how to write to an employer
- 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
- We are learning how to code-switch based on our audience
- We are learning how to write a proposal

Student Success Criteria ... “I can statements”

- I can follow and use editing checklists for my writing
- I can write texts for a professional setting
- 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
- I can write a proposal for a real-life situation

Instructional Strategies and Activities

Unit 3: Writing and Analysis Lessons

Lesson 1: Into to Editing (50 min)

- Warm-up: KWL Chart with students: What do they know about editing your own writing?
- Review the [Editing checklists](#) with students of points to look for when editing
- Have students complete the [Editing Practice Worksheet](#)
- Class Discussion: Why do we need to know how to edit our writing?

Lesson 2: Editing a Letter (50 min)

- Warm-up: Have students make a list of things usually included in formal letters. Discuss their answers.
- Have students complete the [Editing Letter Practice Worksheet](#)
- Discuss as a Class afterwards

Lesson 3: Intended Audience (75 min)

- Warm-up: Have students play the [Gimkit game on Audience](#) as an intro
- The main lesson for this should be reviewed with the worksheet: [Intended audience practice writing \(code switching\)](#)
- Have students work independently or with partners to complete

Lesson 4-5: Interview Practice (75-90 min)

- Warm-up: Have students answer the question: What do you think people need to know in order to interview for a job?
- Have students complete [Interview Practice Worksheet](#)
- Watch the video: [How to not get hired](#)
- Have students write down 3 tips from this video

Lesson 6: Writing Proposal Practice (75-90 min)

- Warm-up: KWL: What is a writing proposal?
- Complete the [Writing Proposal Worksheet](#) individually or with partners

Lesson 7-8: RACE response (75-90 min)

- Have students select one of the articles read in this unit and complete a RACE response about "Real-Life" Writing

Formative Assessments

- 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
- Gimkit Games

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:

[-Financial Literacy](#)

- Reading this article students can highlight how different communities and individuals face varying financial challenges and opportunities.
- Students can discuss how financial education and resources may vary across different demographics.
- Students can draw correlations between the costs associated with climate-related disasters or investments in sustainable technologies.
- The article can help students learn to evaluate the credibility of financial information and sources.
- Students can explore how media portrayal of financial issues impacts public perception and

behavior

- The article can encourage students to research financial topics, compare different sources, and analyze the information critically.

- [Want to Get Into College? Learn to Fail](#)

- The article can prompt students to discuss how different students experience and perceive failure based on their diverse backgrounds.
- Have students explore how systemic inequalities might impact students' ability to cope with and learn from failure.
- Students can discuss how climate change might impact students' educational experiences and how learning to manage setbacks can be vital in both personal and global contexts.
- The article can prompt discussions on how media portrays failure and success.
- Encourage students to research real-life examples of successful individuals who overcame failure.

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.
- Students will use Editing checklists to review their own RACE response

- 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.

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 informal and formal writing can be effective in communication in diverse formats
 - Students will practice using commonly confused words 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 3 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 various 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
- Students are practicing interview and job-related writing
- Students are developing their understanding of editing in professional contexts

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
- Students are applying their understanding of reading and writing to professional settings outside the classroom

Integration of Computer Science and Design Thinking

Unit 3: 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: NJSL for ELA, Social Studies, Science and/or Math

Unit 3: Interdisciplinary Connections

- Students will be making connections to their own interests for possible career related writing (including math and sciences)
- Students are reading articles from current events in financial literacy
- 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. Asking questions, making observations, and gathering information are helpful in thinking about problems. Events have causes that generate observable patterns.
SOC.6.3.12.CS2	Analyze sources of prejudice and discrimination and propose solutions to eliminate them.
SOC.6.3.12.CS4	Critically analyze information, make ethical judgments, and responsibly address controversial issues.
SOC.6.3.12.CS5	Communicate through rational and persuasive written and oral arguments to present solutions to controversial issues.

21st Century Life and Career

Unit 3: 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
- Students are learning how to write for an employer
- Students are learning what language is appropriate depending on the context (including settings outside the classroom)

CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.
TECH.8.1.8.A.3	Use and/or develop a simulation that provides an environment to solve a real world problem or theory.
TECH.8.1.8.A.4	Graph and calculate data within a spreadsheet and present a summary of the results.

Essential Questions

The Essential Questions for Unit 3: Intended Audience & Real World Skills

Reading Comprehension:

- What is intended audience and how do we identify it in a text?
- How does increasing our reading skills apply to the real world? Why is it important?
- What methods of reading can be used when reviewing directions and drawing conclusions in "real world" scenarios?

Writing & Composition:

- How can we craft clear and coherent writing when analyzing fiction and nonfiction texts?
- How can we use graphic organizers to help map out our writing?

Vocabulary Acquisition & Use:

- What are real-world 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 commonly confused words? How can I identify them?
- How can I tell the difference between formal and informal language? How do I know when to use each one?
- What are common grammatical errors and how can I fix them in my writing?
- How do we use punctuation while also using quotation marks?

SEL Competencies

SEL.PK-12.1	Self-Awareness
SEL.PK-12.1.4	Recognize the importance of self-confidence in handling daily tasks and challenges
SEL.PK-12.2.1	Understand and practice strategies for managing one's own emotions, thoughts, and behaviors
SEL.PK-12.2.2	Recognize the skills needed to establish and achieve personal and educational goals
SEL.PK-12.5	Relationship Skills

SEL.PK-12.5.2

Utilize positive communication and social skills to interact effectively with others

SEL.PK-12.5.4

Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways