

# Unit 3: Synthesizing Literature and Nonfiction (Weeks 19-27)

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

## **Unit 3: Synthesizing Literature and Nonfiction**

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### Unit Rationale

Unit Three will emphasize the synthesis of information gleaned from multiple literary and informational texts. Students will analyze the structures and modes of organization that writers use to refine and develop concepts, and evaluate the medium used to convey them. In addition, students will evaluate how these structures contribute to meaning and style. The research standards introduced in Unit Two complement the argumentative and informative/explanatory standards in Unit Three, which are used to demonstrate how well students can explain how multiple texts present complementary or conflicting evidence, and how stylistic choices writers make contribute to meaning.

### **Essential Questions**

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- How can I write an informational essay?
- How do I cite information from nonfiction sources?

### **Pre-Assessments**

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Pre Assessment: [Google Form](#)

The purpose of this Google Form is to see how much the students know about writing research papers.

### **Instructional Plan**

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1. The Google Slides for the unit can be found [here](#).
2. The students will take the provided [pretest](#).
3. The Do First journals will be posted here.

4. The students will study connotation and denotation by taking the provided notes on the Google Slides. A [worksheet](#) is available.
5. The students will take notes on the verb moods from the Google Slides. A [Google Form](#) and [worksheet](#) is available.
6. The students will begin their argumentative writing unit. They will read the short essay “[Summer: 15 Days Or 2 ½ Months](#)”. The students will analyze what this essay did well and what they could improve on.

The students will study popular and scholarly resources. A [worksheet](#) is provided and a [video](#) is provided to explain the topic. A [topic approval](#) form for the essay is available. The students will gather their own resources for the paper using the provided [cornell note method](#). The students can further organize their work through utilizing this [organizer](#). The students will write their 6 paragraph essay as their summative assessment. The essay will have an introduction paragraph, 3 body paragraphs, 1 rebuttal paragraph, and 1 conclusion paragraph.

ALL LESSONS CAN TAKE SEVERAL DAYS

Additional lessons and resources can be found [here](#)

## **Lesson 1: Fact vs Opinion**

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

WALT compare fact from opinion.

WALT facts and opinions are both supported by reputable sources.

### **Student Success Criteria ... “I can statements”**

I can...differentiate fact from opinion.

I can...support opinions with facts from reliable sources.

I can...identify factual information in a text.

### **Instructional Strategies and Activities**

- Direct Instruction
- Annotations

### **Formative Assessments**

- Observations

- Class Discussions
- Exit Tickets

### **Instructional Materials and Resources**

- If statements
- Task Cards

### **Reflections and Suggested Modifications**

ELA.W.AW.8.1.A	Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
ELA.W.IW.8.2.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.

## **Lesson 2: Research**

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

WALT identify credible sources.

WALT identify multiple medias to collect information.

WALT draw the most important information from multiple medias.

WALT paraphrase information into our own words.

### **Student Success Criteria ... “I can statements”**

I can...locate credible research sources.

I can...properly cite evidence.

I can...annotate a text for main ideas and key details.

I can...transfer facts into my own words.

### **Instructional Strategies and Activities**

- Direct instruction
- Gradual Release
- Annotations
- Peer Work
- Video Instruction

## Formative Assessments

- Writer's notebooks
- Flash drafts
- Class Discussion
- Observations
- Notes

## Instructional Materials and Resources

- Essay Format [Analysis](#)
- Note-taking [activity](#)

## Reflections and Suggested Modifications

ELA.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) that strongly support an analysis of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text.
ELA.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.
ELA.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.
ELA.RI.PP.8.5	Analyze how an author conveys or develops their perspective or purpose in a text and by acknowledging and responding to conflicting evidence or viewpoints.
ELA.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.
ELA.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.
ELA.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.

## **Lesson 3: Essay Development (Option 1)**

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

WALT persuade an audience.

WALT research a topic.

WALT develop an opinion on a controversial topic.

WALT present factual information in an essay structure with the intent to persuade.

## Student Success Criteria ... “I can statements”

I can...research a topic and take relevant notes.

I can...use an essay structure to present information.

I can...write to persuade.

I can...properly cite evidence from reliable sources.

## Instructional Strategies and Activities

- Direct instruction
- Gradual Release
- Annotations
- Peer Work
- Video Instruction

## Formative Assessments

- Writer's notebooks
- Flash drafts
- Class Discussion
- Observations
- Notes

## Instructional Materials and Resources

- Argumentative writing [rubric](#) review
- Argumentative writing [graphic organizer](#)
- Write [areview](#)
- Using scholarly [resources](#)
- Cornell [notes](#)

## Reflections and Suggested Modifications

ELA.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.
ELA.W.AW.8.1.A	Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
ELA.W.AW.8.1.B	Support claim(s) with logical reasoning and relevant evidence, using relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
ELA.W.AW.8.1.D	Establish and maintain a formal or academic style, approach, and form.
ELA.W.AW.8.1.E	Provide a concluding statement or section that follows from and supports the argument presented.
ELA.W.WR.8.5	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused

ELA.W.SE.8.6	questions that allow for multiple avenues of exploration. 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.
ELA.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.

## **Lesson 4: Essay Development (Option 2)**

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

WALT inform an audience.

WALT research a topic.

WALT paraphrase research into my own words.

WALT present factual information in an visual structure with the intent to inform.

### **Student Success Criteria ... “I can statements”**

I can...research a topic and take relevant notes.

I can...use a graphic organizer to collect information on a topic.

I can...write to inform.

I can...properly cite evidence from reliable sources.

I can...present information in a visual way.

### **Instructional Strategies and Activities**

- Direct instruction
- Gradual Release
- Annotations
- Peer Work
- Video Instruction

### **Formative Assessments**

- Writer's notebooks
- Flash drafts
- Class Discussion
- Observations
- Notes

## Instructional Materials and Resources

- College/Career Research [project](#)
- Budgeting [activity](#)
- [Sample](#) presentation
- Presentation [rubric](#)

## Reflections and Suggested Modifications

ELA.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) that strongly support an analysis of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text.
ELA.W.IW.8.2.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.
ELA.W.IW.8.2.B	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
ELA.W.IW.8.2.D	Use precise language and domain/grade-level-specific vocabulary to inform about or explain the topic.
ELA.W.IW.8.2.E	Establish and maintain a formal style/academic style, approach, and form.
ELA.W.IW.8.2.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.
ELA.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.
ELA.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.
ELA.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.
ELA.SL.UM.8.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

## Lesson 5: Revisions

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

WALT accept feedback from peers.

WALT make changes that improve the quality of our writing.

WALT provide meaningful feedback to peers.

WALT include transitions.

## **Student Success Criteria ... “I can statements”**

I can...review my work with a peer.

I can...accept their feedback.

I can...make changes based on feedback.

I can...provide meaningful feedback to my peers.

I can...embed appropriate transitions to move my writing along.

## **Instructional Strategies and Activities**

- Direct instruction
- Gradual release
- Peer work
- Revising/Editing

## **Formative Assessments**

- Observation
- Written Work

## **Instructional Materials and Resources**

- Essay Draft
- Rubric review

## **Reflections and Suggested Modifications**

ELA.W.AW.8.1.C	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
ELA.W.IW.8.2.C	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
ELA.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.
ELA.SL.PE.8.1.D	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

## **Lesson 6: Grammar**

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

WALT identify connotative meaning of words.

WALT identify verb moods.

WALT properly use verbs in our every day writing.

WALT recognize spelling patterns.

WALT revise our word for spelling and grammar.

### **Student Success Criteria ... “I can statements”**

I can...identify verb moods.

I can...properly use verbs in my every day writing.

I can...differentiate connotations of words.

I can...recognize the spelling patterns of commonly confused words.

I can...revise my writing for spelling and grammar.

### **Instructional Strategies and Activities**

- Direct instruction
- Gradual release
- Peer work
- Video Instruction

### **Formative Assessments**

- Observation
- Written Work
- Grammar quizzes
- Exit Tickets

### **Instructional Materials and Resources**

- Noredink
  - Verbs
  - Commonly Confused Words Part 3
- Connotation/Denotation [worksheet](#)
- Verb moods [activity](#)

### **Reflections and Suggested Modifications**

ELA.L.SS.8.1.B

Form and use verbs in the active and passive voice.

ELA.L.SS.8.1.C

Form and use verbs in the indicative, imperative, interrogative, conditional, and

	subjunctive mood.
ELA.L.SS.8.1.D	Recognize and correct inappropriate shifts in verb voice and mood.
ELA.L.SS.8.1.G	Recognize spelling conventions.
ELA.L.KL.8.2.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).
ELA.L.VL.8.3.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).
ELA.L.VI.8.4.D	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

## **Modifications and/or Accommodations**

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

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#### **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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**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.

## **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**

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See Crosswalks

This unit allows for great discussion on a variety of informational texts. This can include DEI, climate change, and informational and media literacy.

<https://docs.google.com/spreadsheets/d/1uf0fWDvpqWFOAb51rOq7mN5xq-xu-M5Yp2FbEVZ9Kt8/edit?gid=0#gid=0>

## **New Jersey Student Learning Standards: Content Area**

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ELA.L.SS.8.1.B

Form and use verbs in the active and passive voice.

ELA.L.SS.8.1.C

Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.

ELA.L.SS.8.1.D	Recognize and correct inappropriate shifts in verb voice and mood.
ELA.L.SS.8.1.G	Recognize spelling conventions.
ELA.L.KL.8.2.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).
ELA.L.VL.8.3.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).
ELA.L.VI.8.4.D	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
ELA.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) that strongly support an analysis of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text.
ELA.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.
ELA.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.
ELA.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.
ELA.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.
ELA.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.
ELA.W.AW.8.1.A	Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
ELA.W.AW.8.1.B	Support claim(s) with logical reasoning and relevant evidence, using relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
ELA.W.AW.8.1.C	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
ELA.W.AW.8.1.D	Establish and maintain a formal or academic style, approach, and form.
ELA.W.AW.8.1.E	Provide a concluding statement or section that follows from and supports the argument presented.
ELA.W.IW.8.2.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.
ELA.W.IW.8.2.B	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
ELA.W.IW.8.2.C	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
ELA.W.IW.8.2.D	Use precise language and domain/grade-level-specific vocabulary to inform about or explain the topic.
ELA.W.IW.8.2.E	Establish and maintain a formal style/academic style, approach, and form.

ELA.W.IW.8.2.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.
ELA.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.
ELA.W.WR.8.5	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
ELA.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.
ELA.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.
ELA.SL.PE.8.1.D	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
ELA.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.
ELA.SL.UM.8.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

## **Integration of Career Readiness, Life Literacies and Key Skills**

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WRK.9.2.8.CAP.6	Compare the costs of post-secondary education with the potential increase in income from a career of choice.
WRK.9.2.8.CAP.9	Analyze how a variety of activities related to career preparation (e.g., volunteering, apprenticeships, structured learning experiences, dual enrollment, job search, scholarships) impacts post-secondary options.
WRK.9.2.8.CAP.16	Research different ways workers/employees improve their earning power through education and the acquisition of new knowledge and skills.
WRK.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.
TECH.8.1.8.A.2	Create a document (e.g., newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
TECH.8.1.8.A.4	Graph and calculate data within a spreadsheet and present a summary of the results.

## **Integration of Computer Science and Design Thinking**

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CS.6-8.8.2.8.ITH.5	Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.
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## **Interdisciplinary Connections: NJSL for ELA, Social Studies, Science and/or Math**

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The reading and writing skills taught throughout this unit will provide knowledge, practice, and support in all content areas where reading and writing are required.

<https://docs.google.com/spreadsheets/d/1bNUBwwW9BLgTLqjfVVAJiet6rbmQ3THg-sXDz2rEnXk/edit?gid=0#gid=0>

Economic decision-making involves setting goals, weighing costs and benefits, and identifying the resources available to achieve those goals.

## **21st Century Life and Career**

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| CRP.K-12.CRP4.1 | Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome. |
| CRP.K-12.CRP7.1 | Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.  |

## **SEL Competencies and Standards**

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| SEL.PK-12.2.2 | Recognize the skills needed to establish and achieve personal and educational goals                          |
| SEL.PK-12.2.3 | Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals |
| SEL.PK-12.3.4 | Demonstrate an awareness of the expectations for social interactions in a variety of settings                |
| SEL.PK-12.4.2 | Identify the consequences associated with one's actions in order to make constructive choices                |