

# Unit 2: Communicating Effectively (Weeks 9-17)

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

## Unit 2: Communicating effectively

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In this unit students will work on strengthening the foundations of their writing so that they will be better able to communicate with the outside world. It is important for them to decipher meaning from text and extrapolate that meaning in their writing.

## Essential Questions

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What makes writing effective?  
How can I get my point across clearly?  
How does writing connect us to the outside world?

## Pre-Assessments

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Students will respond to a writing prompt that requires them to organize their thoughts in a coherent way

## Instructional Plan

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## Race Assignment

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

WALT relevant connections must be made between text support and inferences  
WALT text support and inferences need to be thoroughly explained to strengthen the inference

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

I can make inferences

I can support inferences based on evidence from the text

## **Instructional Strategies and Activities**

RACE Assignment

## **Formative Assessments**

Persuasive essay

Vocabulary quiz

Notebook check (journal/notes)

Presentations

## **Instructional Materials and Resources**

R.A.C.E. writing

Journal writing

Freewriting

Guided writing

Vocabulary building

Student conferencing

## **Reflections and Suggested Modifications**

## **Musical Freewrite**

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

WALT determine where the text leaves matters uncertain

WALT analyze how theme develops using specific details from the text

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

I can identify themes in both text and nontext mediums

I can make connections across genres

### **Instructional Strategies and Activities**

Musical Freewrite

### **Formative Assessments**

Persuasive essay

Vocabulary quiz

Notebook check (journal/notes)

Presentations

### **Instructional Materials and Resources**

R.A.C.E. writing

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Student conferencing

### **Reflections and Suggested Modifications**

### **"Tell it to a Friend" Activity**

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

WALT analyze how complex characters develop over the text

WALT analyze how complex characters interact with other characters

WALT analyze how complex characters advance the plot or develop the theme

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

I can complete a character analysis

## **Instructional Strategies and Activities**

"Tell it to a Friend" Activity

## **Formative Assessments**

Persuasive essay

Vocabulary quiz

Notebook check (journal/notes)

Presentations

## **Instructional Materials and Resources**

R.A.C.E. writing

Journal writing

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Vocabulary building

Student conferencing

## **Reflections and Suggested Modifications**

## **Identifying Themes Activity**

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

WALT analyze how theme develops using specific details from the text

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

I can track how a theme develops over the course of a story

## **Instructional Strategies and Activities**

Identifying Themes Activity

## **Formative Assessments**

Persuasive essay

Vocabulary quiz

Notebook check (journal/notes)

Presentations

## **Instructional Materials and Resources**

R.A.C.E. writing

Journal writing

Freewriting

Guided writing

Vocabulary building

Student conferencing

## **Reflections and Suggested Modifications**

## **Mixed media writing challenge**

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

WALT effectively include formatting, graphics and multimedia to aid comprehension

WALT develop the topic with well-chosen, relevant, and sufficient facts, definitions, concrete details, quotations, or other information

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

I can incorporate non-text mediums into my arguments

### **Instructional Strategies and Activities**

Mixed Media Writing Challenge

### **Formative Assessments**

Persuasive essay

Vocabulary quiz

Notebook check (journal/notes)

Presentations

### **Instructional Materials and Resources**

R.A.C.E. writing

Journal writing

Freewriting

Guided writing

Vocabulary building

Student conferencing

### **Reflections and Suggested Modifications**

### **“Choose your own adventure” author choice map**

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

WALT analyze the order in which the points are made

WALT analyze how the points are introduced and developed

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

I can analyze how structure relates to plot and theme

### **Instructional Strategies and Activities**

Choice Map

### **Formative Assessments**

Persuasive essay

Vocabulary quiz

Notebook check (journal/notes)

Presentations

### **Instructional Materials and Resources**

R.A.C.E. writing

Journal writing

Freewriting

Guided writing

Vocabulary building

Student conferencing

### **Reflections and Suggested Modifications**

### **Annotation**

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

We are learning to apply annotation techniques to better understand complex texts

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

I can use annotation strategies to make sense of complex texts

## **Instructional Strategies and Activities**

Annotation of sources

## **Formative Assessments**

Persuasive essay

Vocabulary quiz

Notebook check (journal/notes)

Presentations

## **Instructional Materials and Resources**

R.A.C.E. writing

Journal writing

Freewriting

Guided writing

Vocabulary building

Student conferencing

## **Reflections and Suggested Modifications**

## **Modifications and/or Accommodations**

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### **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.

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

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ELA.L.KL.9–10.2	Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.
ELA.L.KL.9–10.2.B	Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
ELA.L.VL.9–10.3	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.
ELA.L.VL.9–10.3.A	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
ELA.L.VL.9–10.3.B	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
ELA.L.VL.9–10.3.C	Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
ELA.L.VI.9–10.4.B	Analyze nuances in the meaning of words with similar denotations.
ELA.RI.CR.9–10.1	Cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.
ELA.RI.CI.9–10.2	Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.
ELA.RI.IT.9–10.3	Analyze how an author unfolds ideas throughout the text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
ELA.RI.PP.9–10.5	Determine an author’s purpose in a text (including cultural experience and knowledge reflected in text originating outside the United States) and analyze how an author uses rhetorical devices to advance that purpose.
ELA.RL.CT.9–10.8	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on, develops, or transforms source material historical and literary significance (e.g., how a modern author treats a theme or topic from mythology or a religious text) and how they relate in terms of themes and significant concepts.
ELA.W.IW.9–10.2.A	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid in comprehension.
ELA.SL.PE.9–10.1.C	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

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

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TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
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TECH.9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).
TECH.9.4.12.IML.9	Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).

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

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CS.K-12.2.a	Cultivate working relationships with individuals possessing diverse perspectives, skills, and personalities.
CS.K-12.2.b	Create team norms, expectations, and equitable workloads to increase efficiency and effectiveness.
CS.K-12.2.c	Solicit and incorporate feedback from, and provide constructive feedback to, team members and other stakeholders.

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

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MU.K-12.1.3C.12nov.Cn10	Synthesizing and relating knowledge and personal experiences to create products.
MU.K-12.1.3C.12nov.Cn10a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

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

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CAEP.9.2.12.C.5	Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.
CAEP.9.2.12.C.6	Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.
CAEP.9.2.12.C.7	Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.
TECH.8.1.12.D.4	Research and understand the positive and negative impact of one's digital footprint.
TECH.8.1.12.D.CS2	Demonstrate personal responsibility for lifelong learning.
TECH.8.1.12.D.CS3	Exhibit leadership for digital citizenship.

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

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See Crosswalks

## **SEL Competencies**

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SEL.PK-12.2.2	Recognize the skills needed to establish and achieve personal and educational goals
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SEL.PK-12.2.3

Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

SEL.PK-12.3.3

Demonstrate an understanding of the need for mutual respect when viewpoints differ

SEL.PK-12.3.4

Demonstrate an awareness of the expectations for social interactions in a variety of settings