

# Kenilworth Public Schools

## Curriculum Guide

Content Area: Young Adult Literature

Grade: 11-12

BOE Approved: 3/13/23

Revision Date: N/A

Submitted by: Nicole Warchol

BOE Revision Approved: N/A

# Young Adult Literature - Scope and Sequence

Unit 1- Point of View (Lit Circle #1)	Unit 2- From Page to Screen	Unit 3- Author Study (Lit Circle #2)	Unit 4- Lifelong Reading
4-6 Weeks	3-4 Weeks	4-6 Weeks	2-4 Weeks
<p><i>Unit Description:</i> In this college seminar style course, students will engage in the reading workshop model and begin by creating personalized goals as we focus on reading for understanding. Students will monitor their pace while we increase engagement through the act of reading through the aesthetic stance. Throughout our first unit, we will explore how authors make countless, intentional choices during their creation process, including point of view. Readers will participate in literature circles where texts are written in multiple voices, and consider how this enhances their experience and the overall narration of the story.</p>	<p><i>Unit Description:</i> Readers will explore books that have become movies or shows: what makes those stories compelling and what creates a successful adaptation. By examining book adaptations, we can hone analytical thinking.</p>	<p><i>Unit Description:</i> Readers will delve into the depths of writing voice and style by examining an author’s body of work in a literature circle amongst peers. By reading multiple texts by the same writer, readers can better understand characters, setting, conflict, and theme in both individual stories and across texts.</p>	<p><i>Unit Description:</i> Students will explore their reading identity by re-reading a previously loved text, examining their reading preferences, and planning how they will continue a reading life after this class. Louise Rosenblatt’s Transactional Theory of Reading asserts that comprehension occurs between an individual reader at a specific time with a specific text. If the reader revisits the same text, their understanding will change as they grow due to their evolving life experiences and knowledge gained.</p>

<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> <li>● RL.12.2.RL.11-12.6 Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</li> <li>● RL.12.1.RL.11-12.1 Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</li> <li>● RL.12.1.RL.11-12.3 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</li> </ul>	<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> <li>● RL.12.1.RL.11-12.1 Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</li> <li>● RL.12.3.RL.9-10.7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.</li> <li>● 1.4.12.A.1.4.12.A.2 Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.</li> <li>● 1.4.12.B.1.4.12.B.3 Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.</li> </ul>	<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> <li>● RL.12.1.RL.11-12.1 Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</li> <li>● RL.12.3.RL.9-10.7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.</li> <li>● 1.4.12.A.1.4.12.A.2 Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.</li> <li>● 1.4.12.B.1.4.12.B.3 Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.</li> </ul>	<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> <li>● RL.12.1.RL.11-12.1 Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</li> <li>● RL.12.1.FL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</li> </ul>
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# Young Adult Literature - Unit of Study 1

**Unit Title:** Voices & Choices

**Unit Summary:** In this college seminar style course, students will engage in the reading workshop model and begin by creating personalized goals as we focus on reading for understanding. Students will monitor their pace while we increase engagement through the act of reading through the aesthetic stance. Throughout our first unit, we will explore how authors make countless, intentional decisions during their creation process, including point of view. Readers will participate in literature circles where texts include multiple perspectives, in order to consider how this influences their experience and the overall narrative arc.

## Learning Targets

### **NJSLS Standards:**

RL.12.2.RL.11-12.6 Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

RL.12.1.RL.11-12.1 Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RL.12.1.RL.11-12.3 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

RL.12.2.RL.11-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. B. Analyze nuances in the meaning of words with similar denotations.

### **Career Readiness, Life Literacies, and Key Skills (CLKS):**

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2)

### **Computer Science and Design Thinking Standards:**

8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.

### **Climate Change Standards:**

1.5.12prof.Cn11b: Describe how knowledge of global issues, including climate change may influence personal responses to art.

**Big Idea:** Reading is an act of discovery and growth; our main goal is to construct meaning. Stories told with multiple narrators offer readers opportunities to deepen their understanding of both character and plot.

**Unit Essential Questions:**

- How does point of view impact a reader’s understanding of and ability to connect to characters, and subsequently both the emotional and physical world of the book?
- How does the point of view affect the narrative —time, format, etc?
- What different demands are being made of us as readers as we navigate these kinds of texts?
- What strategies can help us minimize distractions and / or manage confusions we encounter in a text?
- How can sharing our thinking deepen our understanding?
- How do readers find books of interest?

**Unit Enduring Understandings:**

- A reader is invited into these multiple perspectives in order to expand and enrich their understanding of the story. Thus, allowing a more multifaceted, diverse and comprehensive world-view.
- Good readers record connections to support their thinking.
- Good readers search for text evidence to support their thinking.
- Good readers monitor their comprehension and use strategies to address their confusion and make meaning from texts.
- Reading is not a spectator’s sport but something that requires us to be active participants, where we infer, make connections, ask questions, and synthesize information.

**Unit Learning Targets**

*Students will...*

- RL.12.2.RL.11-12.6 Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
- RL.12.1.RL.11-12.1 Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- RL.12.1.RL.11-12.3 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
- RL.12.2.RL.11-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. B. Analyze nuances in the meaning of words with similar denotations.

## Evidence of Learning

Summative Assessment: Must have 2 summative assessments per semester/marking period/trimester. First summative assessment must be administered and graded in the first half of the semester/marking period/trimester.

Primary assessments: One-pager, reading progress reflection with updated goals, cumulative projects, literacy autobiography.

Formative Assessments:

- T-chart, Reading Journal & conferences, Literature circle discussions, Thought logs, Reading ladder, notebook checks, self-evaluation, responding to passages.

## Lesson Plans

<i>Activities/Interdisciplinary Connections</i>	<i>Timeframe</i>
<ul style="list-style-type: none"> <li>● Reader Notebook set-up, creation of books for the future list.</li> <li>● Important book activity</li> <li>● Reading artifacts (stop and jots, discovery drafts, journal entries) to generate and grow literary theories.</li> <li>● Reflection prompts</li> <li>● Track multiple narrators in T-chart</li> <li>● Strategy lessons</li> </ul>	4-6 weeks
<i>Teacher Resources</i>	<i>Teacher Note</i>
<ul style="list-style-type: none"> <li>· <a href="#">Young Adult Novels with Multiple Narrative Perspectives: The Changing Nature of YA Literature</a></li> <li>· <b>Dissertation:</b> <a href="#">THE MOTIF OF MEETING: A CONTENT ANALYSIS OF MULTI-VOICED YOUNG ADULT NOVELS</a></li> </ul> <p>-Google Classroom            -Book Creator            -Flip            -Kami            -Newsela</p> <p>(See this <a href="#">list</a> for more ideas from the NJDOE)            (See this <a href="#">list</a> for Kenilworth Tools and Platforms)</p>	<p>Helpful resources: Book Love, 180 Days, <a href="https://pennykittle.net/">https://pennykittle.net/</a></p> <p>Reading conference <a href="#">questions</a></p> <p>List of possible literature circle titles:  <i>Clap When You Land, I'll Give You the Sun, One of Us is Lying, The Young Elites, The Sun is also a Star, The Memory of Things, The Serpent King,</i> etc.</p> <p>“The way forward is to make people see themselves as participants in a community that views reading as a significant and enjoyable activity (Strommen and Mates 2004)” Kittle, Book Love, 3.</p>

## **Differentiating Instruction: Students with Disabilities, English Language Learners, and Gifted & Talented Students**

### **Examples of Strategies and Practices that Support Students with Disabilities:**

- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts
- Modification of content, student products, and assessment tools (rubrics for example)
- Testing accommodations
- Authentic assessments (ex: write an email to your state senator about a current event issue you are passionate about, design/implement a class debate, create and balance a college freshman budget, create a commercial that dispels a myth about climate change)

### **Examples of Strategies and Practices that Support Gifted & Talented Students:**

- Adjusting the pace and content of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

### **Examples of Strategies and Practices that Support English Language Learners:**

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

## Young Adult Literature – Unit of Study 2

**Unit Title:** From Page to Screen

**Unit Summary:** Readers will explore books that have become movies or shows: what makes those stories compelling and what creates a successful adaptation.

### Learning Targets

**NJSLS Standards:**

RL.12.1.RL.11-12.1 Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RL.12.3. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.

**Career Readiness, Life Literacies, and Key Skills (CLKS):**

9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).

**Primary Interdisciplinary Connections:**

1.4.12.A.1.4.12.A.2 Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.

1.4.12.B.1.4.12.B.3 Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.

1.2.12acc.Re8a: Analyze the intent, meanings and influence of a variety of media artworks, based on personal, societal, historical, and cultural contexts.

1.4.12acc.Cr1a: Investigate historical and cultural conventions and their impact on the visual composition of devised or scripted theatre work.

**Computer Science and Design Thinking Standards:**



8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.

**Climate Change Standards:**

1.2.12prof.Re7b: Analyze how a variety of media artworks affect audience experience and create intention through multimodal perception when addressing global issues including climate change.

1.2.12acc.Re7b: Analyze how a broad range of media artworks affect audience experience, as well as create intention and persuasion through multimodal perception when addressing global issues including climate change.

**Big Idea:** By examining book adaptations, we can hone analytical thinking.

**Unit Essential Questions:**

- What decisions can be identified that influence and enhance the viewing experience?
- How are sound effects / lighting used to convey mood, focusing the audience's attention toward a specific object, gesture, facial expression, emphasizing its importance?
- What do the costume choices reveal about the characters and their motivations?
- How does the portrayal of the setting reflect themes / motifs?

**Unit Enduring Understandings:**

- Good readers apply reading strategies appropriate to their purpose.
- Good readers use their personal knowledge before, during, and after they read to enhance their understanding.
- Various choices in film adaptations contribute to the audience's understanding of character, story, and theme.

**Unit Learning Targets**

*Students will...*

- RL.12.1.RL.11-12.1 Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- RL.12.3.RL.9-10.7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.
- 1.4.12.A.1.4.12.A.2 Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.
- 1.4.12.B.1.4.12.B.3 Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.

## Evidence of Learning

**Summative Assessment:** Must have 2 summative assessments per semester/markings period/trimester. First summative assessment must be administered and graded in the first half of the semester/markings period/trimester.

Primary assessments: scene analysis, reading progress reflection with updated goals, cumulative project, research papers.

**Formative Assessments:**

- Must be ongoing and graded weekly.
- Primary assessments: Reading ladder, quizzes, exit tickets, notebook checks, homework, graphic organizers, conferring, self-evaluations, class discussions, draft work.

## Lesson Plans

<i>Activities/Interdisciplinary Connections</i>	<i>Timeframe</i>
<ul style="list-style-type: none"> <li>● Film Focus lessons, class discussion, practice scene analysis.</li> <li>● Reading artifacts (stop and jots, discovery drafts, journal entries) to generate and grow literary theories.</li> <li>● Big Idea book entries</li> <li>● Book talks</li> </ul>	3-4 weeks
<i>Teacher Resources</i>	<i>Teacher Note</i>
-Google Classroom  -Book Creator -Flip -Kahoot -Kami -Freckle -No Red Ink -Newsela (See this <a href="#">list</a> for more ideas from the NJDOE) (See this <a href="#">list</a> for Kenilworth Tools and Platforms)	

## Differentiating Instruction: Students with Disabilities, English Language Learners, and Gifted & Talented Students

### Examples of Strategies and Practices that Support Students with Disabilities:

- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts
- Modification of content, student products, and assessment tools (rubrics for example)
- Testing accommodations
- Authentic assessments (ex: write an email to your state senator about a current event issue you are passionate about, design/implement a class debate, create and balance a college freshman budget, create a commercial that dispels a myth about climate change)

### Examples of Strategies and Practices that Support Gifted & Talented Students:

- Adjusting the pace and content of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

### Examples of Strategies and Practices that Support English Language Learners:

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

## Young Adult Literature - Unit of Study 3

**Unit Title:** Author Study

**Unit Summary:** Author's establish trademarks or signatures throughout their oeuvre. Readers will delve into the depths of writing voice and style by examining an author's body of work in a literature circle amongst peers.

### Learning Targets

**NJSLS Standards:**

RL.12.1.RL.11-12.1 Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RL.12.1.FL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL.12.1.RL.11-12.3 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

**Career Readiness, Life Literacies, and Key Skills (CLKS):**

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

**Computer Science and Design Thinking Standards:**

8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.

**Climate Change Standards:**

1.5.12prof.Cn11b: Describe how knowledge of global issues, including climate change may influence personal responses to art.

1.5.12adv.Cn11b: Assess the impact of an artist or group of artists on global issues, including climate change.

**Big Idea:** By reading multiple texts by the same writer, readers can better understand characters, setting, conflict, and theme in both individual stories and across texts.

**Unit Essential Questions:**

- Can learning about an author’s life or reading more of their writing deepen understanding?
- How do authors develop ideas / themes across a text or their body of work?

**Unit Enduring Understandings:**

- Intentional writing choices and life experiences can shape the stories that authors tell.
- Themes and life lessons recur across an author’s texts for readers to consider.

**Unit Learning Targets**

*Students will...*

- RL.12.1.RL.11-12.1 Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- RL.12.1.FL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- RL.12.1.RL.11-12.3 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

**Evidence of Learning**

**Summative Assessment:** Must have 2 summative assessments per semester/marking period/trimester. First summative assessment must be administered and graded in the first half of the semester/marking period/trimester.

Primary assessments: reading progress reflection with updated goals, unit tests, cumulative project, research papers.

**Formative Assessments:**

- Must be ongoing and graded weekly.
- Primary assessments: Reading ladder, quizzes, exit tickets, notebook checks, homework, graphic organizers, conferring, self-evaluations, class discussions, draft work, discovery drafting.

## Lesson Plans

<i>Activities/Interdisciplinary Connections</i>	<i>Timeframe</i>
<ul style="list-style-type: none"> <li>• Reading artifacts (stop and jots, discovery drafts, journal entries) to generate and grow literary theories.</li> <li>• Big Idea book entries</li> <li>• Rhetorical reading to explore writing craft</li> <li>• Reader response to reflect on our own lives</li> </ul>	4-6 weeks
<i>Teacher Resources</i>	<i>Teacher Note</i>
<p>-Google Classroom</p> <p>-Book Creator</p> <p>-Flip</p> <p>-Kahoot</p> <p>-Kami</p> <p>-Freckle</p> <p>-No Red Ink</p> <p>-Newsela</p> <p>(See this <a href="#">list</a> for more ideas from the NJDOE)</p> <p>(See this <a href="#">list</a> for Kenilworth Tools and Platforms)</p>	<p>List of possible titles: <i>All American Boys</i>, <i>The Boy in the Black Suit</i>, <i>When I was the Greatest</i>, <i>Long Way Down</i>, <i>Miles Morales</i>, etc.</p>

**Differentiating Instruction:  
Students with Disabilities, English Language Learners,  
and Gifted & Talented Students**

Examples of Strategies and Practices that Support Students with Disabilities:

- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts
- Modification of content, student products, and assessment tools (rubrics for example)
- Testing accommodations
- Authentic assessments (ex: write an email to your state senator about a current event issue you are passionate about, design/implement a class debate, create and balance a college freshman budget, create a commercial that dispels a myth about climate change)

Examples of Strategies and Practices that Support Gifted & Talented Students:

- Adjusting the pace and content of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

Examples of Strategies and Practices that Support English Language Learners:

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

# Young Adult Literature – Unit of Study 4

**Unit Title:** Lifelong Reading

**Unit Summary:** Students will explore their reading identity by re-reading a previously loved text, examining their reading preferences, and planning how they will continue a reading life after this class.

## Learning Targets

**NJSLS Standards:**

RL.12.1.RL.11-12.1 Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RL.12.1.FL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

**Career Readiness, Life Literacies, and Key Skills (CLKS):**

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2)

**Computer Science and Design Thinking Standards:**

8.2.12.NT.1: Explain how different groups can contribute to the overall design of a product

**Climate Change Standards:**

1.2.12prof.Re7b: Analyze how a variety of media artworks affect audience experience and create intention through multimodal perception when addressing global issues including climate change.

1.2.12acc.Re7b: Analyze how a broad range of media artworks affect audience experience, as well as create intention and persuasion through multimodal perception when addressing global issues including climate change.

**Big Idea:** Louise Rosenblatt’s Transactional Theory of Reading asserts that comprehension occurs between an individual reader at a specific time with a specific text. If the reader revisits the same text,



their understanding will change as they grow due to their evolving life experiences and knowledge gained.

**Unit Essential Questions:**

- What habits can improve our reading volume and complexity?
- How are characters defined by the decisions they make?
- How do others see the world differently than I do?

**Unit Enduring Understandings:**

- Good readers know that reading is a lifelong endeavor and not just an assignment for a grade.
- Books can serve as mirrors, windows, or sliding glass doors so we can reflect about lived experiences.

**Unit Learning Targets**

*Students will...*

- RL.12.1.RL.11-12.1 Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- RL.12.1.FL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

**Evidence of Learning**

**Summative Assessment:** Must have 2 summative assessments per semester/markings period/trimester. First summative assessment must be administered and graded in the first half of the semester/markings period/trimester.

Primary assessments: Literacy autobiography, Portfolio (collection, selection, reflection), reading progress reflection with updated goals, unit tests, cumulative project.

**Formative Assessments:**

- Must be ongoing and graded weekly. Primary assessments: quizzes, exit tickets, notebook checks, homework, graphic organizers, conferring, self-evaluations, class discussions, draft work, discovery drafting.

**Lesson Plans**

*Activities/Interdisciplinary Connections*

*Timeframe*

<ul style="list-style-type: none"> <li>● Reading artifacts (stop and jots, discovery drafts, journal entries) to generate and grow literary theories.</li> <li>● Big Idea book entries</li> <li>● Rhetorical reading to explore writing craft</li> <li>● Book talks</li> </ul>	<p>2-4 weeks</p>
<p style="text-align: center;"><i>Teacher Resources</i></p>	<p style="text-align: center;"><i>Teacher Note</i></p>
<p>-Google Classroom</p> <p>-Book Creator</p> <p>-Flip</p> <p>-Kahoot</p> <p>-Kami</p> <p>-Freckle</p> <p>-No Red Ink</p> <p>-Newsela</p> <p>(See this <a href="#">list</a> for more ideas from the NJDOE)</p> <p>(See this <a href="#">list</a> for Kenilworth Tools and Platforms)</p>	

**Differentiating Instruction:  
Students with Disabilities, English Language Learners,  
and Gifted & Talented Students**

Examples of Strategies and Practices that Support Students with Disabilities:

- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts
- Modification of content, student products, and assessment tools (rubrics for example)
- Testing accommodations
- Authentic assessments (ex: write an email to your state senator about a current event issue you are passionate about, design/implement a class debate, create and balance a college freshman budget, create a commercial that dispels a myth about climate change)

Examples of Strategies and Practices that Support Gifted & Talented Students:

- Adjusting the pace and content of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

Examples of Strategies and Practices that Support English Language Learners:

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups