

Kenilworth Public Schools

Curriculum Guide

Content Area: English
Grade: 8
BOE Approved: 10/15/2013

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Submitted by: Greg Miller & Lauren VanOrden
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English Language Arts Scope and Sequence

Grade Level: 8

August 2023

<p>Unit 1- Character & Theme: Growing and Sharing Ideas Together</p>	<p>Unit 2- Realistic Fiction: Exploring Issues in Society</p>	<p>Unit 3- Symbolism and Theme. Studying Patterns of Tolerance and Justice Through Historical Fiction</p>	<p>Unit 4- Reading and Writing as Researchers. Developing our Positions on a Topic by Hearing What Others Have to Say</p>
<p>Weeks 1-10</p>	<p>Weeks 11-20</p>	<p>Weeks 21-30</p>	<p>Weeks 31-40</p>
<p><i>Unit Description:</i> Students deepen their understanding of characters in order to write compelling and creative literary essays.</p> <p>Readers learn how to think right now and over time about characters, as well as refine their thinking to form bigger ideas.</p>	<p><i>Unit Description:</i> In this unit, students explore social justice literature, analyzing and discussing the texts they read through a social justice lens (based on themes advanced by the books). They analyze scenes from multiple characters' perspectives, determining who has</p>	<p><i>Unit Description:</i> Students explore social justice literature, analyzing and discussing the texts they read through a social justice lens (based on themes advanced by the books).</p>	<p><i>Unit Description:</i> Students explore texts on a shared topic addressed by multiple authors, noticing how their varying perspectives affect the discussion and understanding of the topic.</p>

	power and what they do with it.		
<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> • Students use readers notebooks as a tool to record their thinking and collect examples from the text as support for their ideas. • Students work in either a partnership or a book club during this unit so they can regularly talk to others about their thinking. • Student partners/clubs can read the same books or may simply read books by the same author or from the same series. • Students think in many ways, talk in many ways, and write in many ways about the characters they encounter in stories. 	<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> • As they read, students begin to recognize patterns of injustice and power--and how across texts people from similar social groups suffer in similar ways. It gives students the opportunity to explore these issues, to think critically about them, and to grow a deeper understanding for the people around us. • Readers manage book clubs by making decisions about how to conduct purposeful conversations • Readers examine the characters to better understand them as people. • Readers understand the arc of a story and analyze the author's decisions. • Readers consider the 	<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> • Analyze scenes from multiple characters' perspectives, determining who has power and what they do with it. • Recognize patterns of injustice and power--and how across texts people from similar social groups suffer in similar ways. • Recognize and analyze symbols that are used to deliver applicable messages. • Think critically about social justice aspects, and grow a deeper understanding of the people around us. • Use the understanding of social justice to analyze themes communicated by the author. 	<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> • Students will read across self-selected topics and then choose one topic on which they would like to focus their writing. • The first part of the unit focuses more heavily on reading and research. • Students study resources and collections that may include multiple mediums: video, text, photographs, blogs, Vlogs, etc. They might swap resources and collections with one another. • During the second part of the unit, students will use this research to choose a topic on which they will plan, draft, write, and revise a paired

<ul style="list-style-type: none"> ● Students track, explore, hypothesize about, challenge and refine ideas as a way to deepen their understanding of characters in literature who are just as unique, complex and vital as people in their everyday lives. 	<p>societal/social issues presented in the story and how it may lead to theme.</p> <ul style="list-style-type: none"> ● Readers experiment with writing about their reading in a variety of different ways. 		<p>text set—a pair of writing pieces that focus on two different perspectives on a single topic.</p> <ul style="list-style-type: none"> ● The aim of this unit is to support students’ development as careful and critical consumers of informational text in this world.
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English Language Arts 8

Grade Level: 8

August 2023

Unit 1: Character & Theme: Growing and Sharing Ideas Together

Unit Summary: In this unit, students deepen their understanding of characters in order to write compelling and creative literary essays. This means readers learn how to think right now and over time about characters, as well as refine their thinking to form bigger ideas. This unit is meant to encourage students to think in many ways, talk in many ways, and write in many ways about the characters they encounter in stories. As readers and writers, students track, explore, hypothesize about, challenge and refine ideas as a way to deepen their understanding of characters in literature who are just as unique, complex and vital as people in their everyday lives.

Big Idea: Writers craft texts with rich settings, purposeful symbols, impactful themes, and characters who are just as unique, complex and vital as people in our own world.

Unit Essential Questions:

- How can learning about other peoples' lives and stories help us grow as people?
- How can we deepen our understanding about difficult topics through conversations and listening to others?
- How can we craft our own writing so as to reflect varying aspects of narrative texts?

Unit Enduring Understandings:

- Readers think about characters over-time and refine our thinking.
- Readers consider objects, items and ideas presented and how these might relate to the theme or the overall message of the text. Readers understand the importance of the theme as well as the impact and influence it can have on us as people.
- Readers support inferences with specific evidence. Readers evaluate the aspects of plot and how they are used to develop the story.

Unit Learning Targets

- Analyze how incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

- Examine main characters closely and find textual evidence that highlights the complexities of a character.
- Identify plot stages, conflicts, and subplots.
- Apply knowledge of plot structure by composing a written narrative.
- Analyze suspense.
- Identify and analyze sequence and cause-effect relationships.
- Make inferences and cite evidence to support them.
- Use context clues to figure out the meaning of words.
- Identify commonly used symbols and analyze their meaning.
- Analyze the bigger ideas of a text to arrive at possible themes that are presented.

Evidence of Learning

Formative Assessments:

- Notebook entries/journals, Book club discussions, Socratic seminars, Conference check-ins, Teacher observations, Analytical writing, Narrative writing

Summative Assessments:

- Cold reading with an assessment comprising a multiple choice section, as well as an open-ended response. Assessment will be used at the end of the unit to demonstrate students' growth.
- Extended responses analyzing any of these literary techniques: characterization, symbolism, allegories, power dynamics, theme, suspense, or conflict.
- Published narrative writing assignment

Learning Targets

NJSLS Standards:

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

3.RL.8.1 Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

3.RL.8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text

3.RL.8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision

3.RL.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

3.RL.8.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

3.RL.8.6 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

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.

3.SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. C. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. D. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

NJSLSA.R9 Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

RL.8.9 Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

RL.8.10 By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.

NJSLSA.W3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

NJSLSA.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- A. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- B. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
- C. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
- D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- E. Provide a conclusion that follows from and reflects on the narrated experiences or events.

W.8.4 Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.

W.8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

W.8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

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.

NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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.

L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- A. Interpret figures of speech (e.g. verbal irony, puns) in context.
- B. Use the relationship between particular words to better understand each of the words.
- C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded*, *willful*, *firm*, *persistent*, *resolute*).

L.8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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).
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).

Computer Science and Design Thinking Standards:

- 8.1.8.DA.3: Identify the appropriate tool to access data based on its file format.

Climate Change Standards:

- 9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose

Primary Interdisciplinary Connections:

Social Studies/Civics:

6.3.8.CIVICPR.3: Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).

Teaching and Learning Plan

Possible Teaching Points

Goals and Timeframe

- Readers keep track of and notice the various characters that are introduced in the text and begin to jot down first impressions
- Readers form opinions about characters in books just as we do about characters in movies and TV, and about people in life. We can think about characters from shows, movies, and life, and what opinions we have of them. We can ask ourselves, “What makes us form this opinion?” or “ Why do we think in this way?”
- Readers recognize when authors show their opinions about characters. They often do not state the opinion outright but use character dialogue and actions to reveal it to us (S.T.E.A.L. acronym). We can notice how the author is describing a character through words and actions. Then we can reflect on what his/her opinions might be.
- Readers pay attention to what is happening right now in a book (what a character is doing in a given setting) and use that to form an idea about the character. We base our thinking on this one event in the text.
- Readers examine main characters closely. We can find places in the text that highlight the complexities of a character. We might consider:
 - When they seem powerful or powerless
 - When or with whom they are closed off or opened up (thinking about when they “let their guard down”)
 - How others see the character
 - How the character sees him/herself
- Readers think about not only the *main* characters in our books, but also the *secondary* characters. We use the same strategies (see teaching point from above goal) to study other characters and to form ideas about them.

Readers think about characters over-time and refine our thinking.

<ul style="list-style-type: none"> ● Readers compare characters within a book by thinking about: <ul style="list-style-type: none"> ○ Their roles ○ Their motivations ○ The choices they make ○ The lessons they learn ● Readers consider the power dynamics between characters. We think about who has more influence over whom and who seems to put more pressure on the other ● Readers zoom into one character’s experience and pinpoint ways in which they can step inside their shoes or empathize with them. They acknowledge the difference between sympathy and empathy ● Readers compare characters across texts. We think about similarities and differences between characters in read alouds, movies, and independent books we’ve shared. We might try a t-chart, Venn Diagram or other notebook tool to capture our thinking. ● When readers compare characters, we look beyond surface comparisons like “Both go to school” or “Both have pets” to come up with deeper ones about motivation, conflict, privilege, self-perception, etc. ● Readers stop as we read to think about patterns and notice what tends to keep happening to particular characters in a book. We use these patterns to think over-time and make notebook entries to explore new ideas we’re having about a character. We might focus on repeated: <ul style="list-style-type: none"> ○ Trouble or conflict ○ Achievement or success ○ Settings that create ease or discomfort ○ Character interactions ○ Symbols or allegories 	
<ul style="list-style-type: none"> ● Readers think about commonly used symbols. Consider how certain objects elicit specific feelings and thoughts (American Flag). Readers reflect on what these symbols mean to them. ● Readers identify objects/items that are repeated multiple times in the text (Again and Again). Reader’s ask themselves why the author would repeat this object/item multiple times. (anchor question) ● Readers examine a specific object/item and how this might be connected to the importance of the overall story/theme of the text <p><u>Some questions that can help us arrive at this thinking:</u></p> <ul style="list-style-type: none"> ○ <i>How does the character interact/respond to the object?</i> ○ <i>In what context is the object brought up?</i> ○ <i>What feelings/emotions surround the object?</i> ○ <i>What purpose does the object serve?</i> ○ <i>What significance does the object have in this text and even outside of the text?</i> 	<p>Readers consider objects, items and ideas presented and how these might relate to the theme or the overall message of the text</p>
<ul style="list-style-type: none"> ● Readers begin to think about the theme by identifying a character in the text, naming their flaw/challenge or struggle, and then we think about what the characters need to come to realize. This thinking can lead us to the bigger themes 	<p>Readers understand the importance of theme as well as the impact and influence it can have on us as people.</p>

- Readers think about one word or phrase that encompasses the text, then they move to possible themes based on the text (“What is the author saying about bullying?”, lastly we write long about how this relates to our life. (see image in far column)
- Readers sift through the differences between events happening in the story (called the plot) and what the bigger ideas behind the events are. This helps us get closer to the theme
 - Ally doesn’t like to write about herself. (event)
 - Perhaps, Ally isn’t feeling secure about who she is as a person. (big idea)
- Readers can step away from the text and ponder how the themes are represented in the real world. This is where we go beyond the text and bring an awareness to places where these themes emerge
- Readers deepen our ideas by returning to pivotal points in a text and asking, *What is this moment really about? What is the character learning or how are they growing? What am I learning?* We return to our notebooks and write new insights.
- Readers review our book club notes and consider the patterns that emerge. We see these patterns as an invitation to consider the themes of a book. We can use an “if/then” approach to push our thinking.
 - Ex. **If** Rob (book character) always keeps his feelings inside, **then** what the author is really trying to say is that *you can never be your true self when you hide from the world.*

- Readers go back to entries they developed around themes and characters and choose an entry they want to add to, develop further, etc.
 - Choose an entry
 - Then, we ask. “*What do I now know?*” OR “What might I add to this?”
 - Then, we add these new ideas in order to see how our thinking has shifted or developed
- Readers follow our curiosities and prepare questions to share in our book clubs or partnerships. We ask questions that help push our thinking and develop new ideas:
 - “*What do you think this part was really about?*”
 - “*Why did... do...instead of...?*”
 - “*What would we have done if we were...?*”
 - “*Due to I think perhaps what might happen next is... What are your thoughts?*”
 - “*What are the most important pieces that stood out to you as a reader?*”
- Readers often begin each independent reading session by rereading where we left off in our thinking the day before. We get our minds ready to either continue that type of thinking or decide on a new intention for our reading work today.
- Readers take a minute or two after club or partner conversations to write down ideas we spoke about or new ideas we want to remember.

Readers use reading notebook entries and peer to peer conversations to reflect on, understand, and grow ideas about characters.

- Readers show our notebook entries to peers and explain our thinking using that entry. We can ask for feedback to push our thinking even more: “What else could I add?” “What are you thinking about this idea?” (Picking an entry that we want to talk further about with our group)
- Readers look at other readers’ notebook entries for inspiration and think about how we might create similar entries in our own notebooks. This can be done in a gallery walk where readers roam around the room and take a look at how others are writing about their reading
- When readers notice that we are stuck in a rut of always writing in the same ways, we challenge ourselves to try a new type of entry. We can think, “Who has tried something I might like to try?” “What have we tried as a class?” “What story element or aspect of a character/theme have I not yet explored?”
- Readers look back across our books and notebook entries to consider the larger messages that an author is revealing to us through a character. We capture these larger themes by thinking, “Knowing this character has taught me...” “Everything this character has gone through shows...” We try to make these statements timeless rather than book-specific. (Ex. Friendship makes the trials of life easier to manage. Vs. Being a good friend made Leslie’s life better).
- Readers know that themes are not singular words (such as poverty, love, friendship, etc) but rather enduring and universal messages that transcend the text we are reading. We can push ourselves to think about themes in this way by asking,
 - “What is the author saying about *friendship* or *love* or ...?”
 - “How is the idea of _____ used to advance, teach or enlighten this character?” We then use these reflections as the seed for our theme idea.

Teacher Resources

Personal Narrative/Write the ending of a suspenseful short story (The Landlady/The Hitchhiker)

- Open ended questions that cite evidence to support ideas
- Use graphic organizers to identify and analyze plot, sequence, and cause/effect relationships
- Book club readings and discussions
- Readers and writers notebook entries/journals
- Mentor texts/mini lessons

Google Classroom

-Book Creator, Flip, Kami, Newsela

Webquests–Explores websites for “About Us” information

Short Stories:

Flowers for Algernon, The Hitchhiker, The Landlady, The Tell-Tale Heart

Book Club Texts:

After the Shot Drops, American Street, And Then There Were None, Animal Farm, The Book Thief, The Bridge Home, Brown Girl Dreaming, Caminar* , Counting By 7s, Finding Someplace, Far Away, The Fault in Our Stars, Focused, Freak the Mighty, Friends with Boys**, Garvey's Choice*, George (+1 in Spanish), Ghost, Give a Boy a Gun, Ironman, Jumped, Let's Go Swimming on Doomsday, Life as We Knew It, Long Way Down*, The Lovely Bones, The Martian Chronicles, Maus**, A Monster Calls, The Moon Within*, The Last Kids on Earth, My Life as an Icecream Sandwich, My Sister's Keeper, Night, Nothing but the Truth, Nothing Could Possibly Go Wrong**, Opposite of Always, Orbiting Jupiter, Paperboy, Piecing Me Together, Refugee, Shakespeare Bats Cleanup*, Shiver, Shouting at the Rain, Something Wicked This Way Comes, Son of the Mob, Song for a Whale, Stella By Starlight, Streams of Babel, Taming the Star Runner, Tex, That Was Then This is Now, Thirteen Reasons Why, To Night Owl from Dogfish, The Unsung Hero of Birdsong, USA, Walk Two Moons, We Walked the Skym White Bird: A Wonder Story (+1 in Spanish)**, Will Grayson, Unwind, Unwholly, Wait Till Helen Comes

**Novel in verse*

***Graphic Novel*

Poetry:

The Hill We Climb

Mother to Son

O'Captain, My Captain

The Rose That Grew From Concrete

Digital:

–audio text supports

-any Pixar short films

–poetry readings

Professional Texts for Teachers:

What Do I Teach Readers Tomorrow?: Fiction, Chapter 5 by Gravity Goldberg and Renee Houser

**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

Document camera

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

Unit 2: Realistic Fiction: Exploring Issues in Society

Unit Summary: In this unit, students explore social justice literature, analyzing and discussing the texts they read through a social justice lens (based on themes advanced by the books). They analyze scenes from multiple characters' perspectives, determining who has power and what they do with it. As they read, students begin to recognize patterns of injustice and power--and how across texts people from similar social groups suffer in similar ways. This unit gives students the opportunity to explore these issues, to think critically about them, and to grow a deeper understanding for the people around us.

Big Idea: Studying issues in society leads to stronger critical thinking skills, and a deepening understanding for the people around us.

Unit Essential Questions:

- How can I better understand the life experiences and struggles of others?
- How could I change my own approach to life based on the life experiences found in your texts?
- How does an individual's life experience impact the choices they make in their life?
- How can individuals with unique life experiences understand each other's perspectives to develop empathy for one another?

Unit Enduring Understandings:

- As they read, students begin to recognize patterns of injustice and power--and how across texts people from similar social groups suffer in similar ways.
- It also gives students the opportunity to explore these issues, to think critically about them, and to grow a deeper understanding for the people around us.
- Determine who has power and what they do with it.
- Recognize patterns of injustice and power in literature, as well as around us.

Unit Learning Targets

Students will...

- Manage book clubs by making decisions about how to conduct purposeful conversations.
- Examine the characters to better understand them as people.
- Identify the arc of a story and analyze the author's decisions.

- Consider the societal/social issues presented in the story and how it may lead to the theme.
- Experiment with writing about their reading in a variety of different ways.

Evidence of Learning

Formative Assessments:

- Notebook entries/journals, Book club discussions, Socratic seminars, Conference check-ins, Teacher observations, Analytical writing, Personal narrative writing assignment

Summative Assessment:

- Cold reading with an assessment comprising a multiple choice section, as well as an open-ended response. Assessment will be used at the end of the unit to demonstrate students' growth.
- Extended responses analyzing any of these literary techniques or unit topics: characterization, symbolism, allegories, power dynamics, theme, suspense, conflict, or social justice.
- Published personal narrative writing assignment

NJSLS Standards:

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

3.RL.8.1 Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

3.RL.8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text

3.RL.8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision

3.RL.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

3.RL.8.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

3.RL.8.6 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

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.

3.SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. C. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. D. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

NJSLSA.R9 Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

RL.8.9 Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

RL.8.10 By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.

NJSLSA.W3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

NJSLSA.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- F. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- G. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
- H. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
- I. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- J. Provide a conclusion that follows from and reflects on the narrated experiences or events.

W.8.4 Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.

W.8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

W.8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

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.

NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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.

L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

D. Interpret figures of speech (e.g. verbal irony, puns) in context.

E. Use the relationship between particular words to better understand each of the words.

F. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded*, *willful*, *firm*, *persistent*, *resolute*).

L.8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

- 9.4.8.DC.1: Analyze the resource citations in online materials for proper use. • 9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).

Primary Interdisciplinary Connections:

Social Studies:

- 6.3.8.A.A.3: Collaborate with international students to deliberate about and address issues of gender equality, child mortality, or education.

Computer Science and Design Thinking Standards:

- 8.1.8.DA.3: Identify the appropriate tool to access data based on its file format.

Climate Change Standards:

- 9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose

Teaching and Learning Plan

Possible Teaching Points

Goals and Timeframe

- Book clubs make a plan for their reading. They decide on...
 - pages to be read (a schedule)
 - a focus for their reading
 - how they will structure their time together
 - what members will bring to each book club meeting
 - how they will reflect on how their book club is going
 - Accountable Talk

Readers manage book clubs by making decisions about how to conduct purposeful conversations

- Readers think about how decisions are influenced by character traits (direct and indirect)
 - Review direct and indirect traits and think about how they reflect on the nature of the character.
 - Think about the decisions that are in question, and how
- Readers make inferences based on the character's prior experiences in the text
 - Recall information about the character's history that leads to how decisions are made.
 - Model how to review annotations to help with the process of recalling information / finding evidence.
- Readers use probable predictions to adjust predictions of future actions based on these inferences
 - Take note of predictions, and revise predictions based on information that is learned as reading is continued. Continue making changes with new information and be proud and aware of growth that has occurred.
- Readers use textual evidence to support inferences related to character motivation. We do this by extracting details and thinking about

Readers examine the characters to better understand them as people

<ul style="list-style-type: none"> ● Readers consider the backstory of the character in understanding who they are now and where they may be going. ● Readers consider a big idea by thinking about who the character was then, who they are now, and why they changed, and what is the life lesson in that? <ul style="list-style-type: none"> ○ the character handles those situations. ○ Contrasts and Contradictions: how an unexpected action can still be tied to known character traits. 	
<p><u>Arc of a Story</u></p> <ul style="list-style-type: none"> ● Readers recognize where the character is at the start of the story to anticipate the journey they may go on. If a character starts off “on top of the world” then we are waiting and watching to see how tragedy or heartbreak trickles in. ● Readers track the specific events ● Readers notice differences in the arc of a story and how it plays out in their own text. We do this by evaluating how the story unfolds and whether or not it is what we anticipated ● Readers linger on big moments/or larger realizations of the story realizing that the text might be taking a turn. This is usually where we want to be on high alert for the direction the text takes next ● Readers track the emotions/journey <p><u>Author’s Choices</u></p> <ul style="list-style-type: none"> ● Readers get comfortable moving between thinking about monumental events and subtle ones as a way to analyze why the author included this the way that he/she did <ul style="list-style-type: none"> ○ Monumental Moment & Why it Might Have Happened This Way ○ Subtle Moment & Why it Might Have Happened This Way ● Readers notice details and the various settings characters encounter and think about why the author created this space/environment that specific way ● Readers look at the ways authors create mood and tone and how the mood fluctuates throughout the arc of the story 	<p>Readers understand the arc of a story and analyze the author's decisions</p>
<ul style="list-style-type: none"> ● Readers begin to brainstorm societal issues based on prior knowledge or possible social issues they have read about in the past. We create a list of these to see which ones surface in our own novels ● Readers know that issues hide within the pages of books they know well. We can chart the issues we have encountered in a previous text. (Anchor Chart of issues and places they have appeared.) ● Readers notice struggles the characters face, and that those struggles can be named as social issues/societal issues. We can add this to our class chart and discuss it in our clubs. 	<p>Readers consider the societal/social issues presented in the story and how it may lead to theme</p>

<ul style="list-style-type: none"> ● Readers not only identify issues as we read, we also ask ourselves, ‘What does this book teach us about this issue?’ and then to follow that up by asking, <i>Do we agree or disagree with what this book is teaching us about this issue?</i> ● Readers consider whose side of the story we are hearing, and whose voice has been left out. We ask, <i>Whose voice is missing? What insight might they add to the issue?</i> We jot these ideas in our notebooks and bring these ideas to our clubs. ● Readers identify issues and consider how they build the theme(s) of the text. They ask, <i>What is this book really about? How does this apply to mankind/society?</i> ● Readers study their own ideas and think about which of those ideas are considered BIG. One way of deciding if the idea is big is to ask, “Does this connect to a larger concept or issue in the world?” 	
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<ul style="list-style-type: none"> ● Readers think about the various ways they can write about characters to deepen their understanding about them. Some character entries may be: <ul style="list-style-type: none"> ○ Readers think about how their initial perspectives of a character might shift or change. We do this by acknowledging, <ul style="list-style-type: none"> ■ <i>“I used to think...”</i> ■ <i>“But now what is happening is...”</i> ■ <i>“And so my new understanding is...”</i> ● Readers also think about how they might want to write about the arc of the story and how the plot unfolds. 	<p>Readers experiment with writing about their reading in a variety of different ways</p>
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<p><i>Teacher Resources</i></p>	
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| <ul style="list-style-type: none"> -Google Classroom -Book Creator -Flip -Kahoot -Kami -Freckle -No Red Ink -Newsela <p>(See this list for more ideas from the NJDOE)</p> <p>(See this list for Kenilworth Tools and Platforms)</p> <p><u>Book Club Texts:</u></p> |
|---|

After the Shot Drops, American Street, And Then There Were None, Animal Farm, The Book Thief, The Bridge Home, Brown Girl Dreaming, Caminar* , Counting By 7s, Finding Someplace, Far Away, The Fault in Our Stars, Focused, Freak the Mighty, Friends with Boys**, Garvey's Choice*, George (+1 in Spanish), Ghost, Give a Boy a Gun, Ironman, Jumped, Let's Go Swimming on Doomsday, Life as We Knew It, Long Way Down*, The Lovely Bones, The Martian Chronicles, Maus**, A Monster Calls, The Moon Within*, The Last Kids on Earth, My Life as an Icecream Sandwich, My Sister's Keeper, Night, Nothing but the Truth, Nothing Could Possibly Go Wrong**, Opposite of Always, Orbiting Jupiter, Paperboy, Piecing Me Together, Refugee, Shakespeare Bats Cleanup*, Shiver, Shouting at the Rain, Something Wicked This Way Comes, Son of the Mob, Song for a Whale, Stella By Starlight, Streams of Babel, Taming the Star Runner, Tex, That Was Then This is Now, Thirteen Reasons Why, To Night Owl from Dogfish, The Unsung Hero of Birdsong, USA, Walk Two Moons, We Walked the Skym White Bird: A Wonder Story (+1 in Spanish)** , Will Grayson, Unwind, Unwholly, Wait Till Helen Comes

**Novel in verse*

***Graphic Novel*

Poetry:

The Hill We Climb

Mother to Son

O'Captain, My Captain

The Rose That Grew From Concrete

Digital:

–audio text supports

-any Pixar short films

–poetry readings

**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

Unit 3: Symbolism & Theme: Studying Patterns of Tolerance and Justice Through Historical Fiction

Unit Summary: In this unit readers dig deeper into analyzing patterns that surface in the novels they are reading. We also invite readers to build background knowledge related to their time period in order to better empathize with the characters in their given texts. We use this unit to collaborate with our book club members in order to grow deeper interpretations of how we can be positive contributors to society. During the unit clubs will ask questions and go on mini- informational quests to understand the ways of life in the various time periods.

Big Idea: Learning about lives different from our own, across time and cultures, helps us to better empathize with lives unique to our own. In doing so, we, as members of society, can contribute in a positive way to society.

Unit Essential Questions:

- How have ideas about tolerance and injustice shaped historical events?
- How can historical events shape my own ideas of justice and tolerance?
- How can I recognize shared traits and life experiences, between myself and a given character, to better empathize with their otherwise unique life experiences?
- How do the actions of the individuals contribute to the common good of the group?
- How can I live differently after deeply studying tolerance and justice?

Unit Enduring Understandings:

- Students understand how patterns of intolerance throughout history have shaped the modern world.
- Students can think about how issues of inequality and injustice can be addressed now, knowing the mistakes of the past.
- Students recognize the similarities between their own life experiences and those of the characters they read, helping them to better empathize with the lives of others unique to their own.
- Students recognize how the actions of one affect the lives of many, for good or bad. Students can consider these actions when thinking about how their own decisions impact those around them.
- Students think deeply about how they can live their lives to promote tolerance and justice.

Unit Learning Targets

Students will...

- Independently manage their book clubs
- Build background knowledge about the time period and study
- Be able to study patterns of intolerance and justice through their reading and in clubs.

- Develop theories and inferences by reading closely, asking questions and engaging in conversations.
- Understand how authors' choices develop the reader's overall understanding of the text.
- Revise their thinking in preparation for their writing.
- Implement different tools and strategies to help with drafting, revising and editing their writing, reflecting on the effectiveness of any one tool or strategy.

Evidence of Learning

Formative Assessments:

- Notebook entries/journals, Book club discussions, Socratic seminars, Conference check-ins, Teacher observations, Analytical writing, Drafts and revisions of satirical writing assignment/other writing assignments , Synthesis work using knowledge obtained through historical fiction texts with informational texts based on the same historical moment/event.

Summative Assessment:

- Satirical News Article
- Published Writing Piece (Lit. Analysis)
- In-Class Written Assessment
- Revised Notebook Responses
- Mini Projects/100-Point Projects

NJSLS Standards:

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

3.RL.8.1 Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

3.RL.8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text

3.RL.8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision

3.RL.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

3.RL.8.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

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.

3.SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. C. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. D. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented

SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

NJSLSA.R9 Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

RL.8.9 Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

RL.8.10 By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.

RI.8.1 Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RI.8.10 By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

RI.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

RI.8.5 Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.

NJSLSA.W3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

NJSLSA.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others

W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

A. Introduce a topic 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).

B. Develop the topic with relevant, well-chosen facts, definitions,

concrete details, quotations, or other information and examples.

C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

D. Use precise language and domain-specific vocabulary to inform about or explain the topic.

E. Establish and maintain a formal style/academic style, approach, and form.

F. Provide a concluding statement or section that follows from and supports the information or explanation presented.

W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

K. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

L. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

M. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.

N. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

O. Provide a conclusion that follows from and reflects on the narrated experiences or events.

W.8.4 Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.

W.8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well the purpose and audience have been addressed.

W.8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

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.

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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.

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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.

L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

G. Interpret figures of speech (e.g. verbal irony, puns) in context.

H. Use the relationship between particular words to better understand each of the words.

I. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded*, *willful*, *firm*, *persistent*, *resolute*).

L.8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

- 9.4.8.DC.1: Analyze the resource citations in online materials for proper use. • 9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).

Primary Interdisciplinary Connections:

Social Studies:

- 6.3.8.A.A.3: Collaborate with international students to deliberate about and address issues of gender equality, child mortality, or education.
- 6.3.8.D.D.1: Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.

Computer Science and Design Thinking Standards:

- 8.1.8.DA.3: Identify the appropriate tool to access data based on its file format.

Climate Change Standards:

- 9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose

Possible Teaching Points	Goals and Timeframe
<ul style="list-style-type: none"> ● Book clubs make a plan for their reading. They decide on... <ul style="list-style-type: none"> ○ text (or media) and pages to be read ○ a focus for their reading ○ how they will structure their time together ○ what members will bring to each book club meeting ○ how they will reflect on how their book club is going 	<p>Readers independently manage their book clubs.</p>
<ul style="list-style-type: none"> ● When readers/clubs begin reading about a subject, they start by thinking about what they already know. They jot this thinking down and discuss with their clubs. Often, after a club discussion, our understanding of a subject has grown. We jot this new thinking or understanding down. ● Readers/clubs reflect on the knowledge they already have and ask, <ul style="list-style-type: none"> ○ <i>What questions do I have?</i> ○ <i>What ideas jump out at me that I want to know more about?</i> ○ <i>What issues are hidden in this history?</i> <p>We write this thinking in our notebooks, referring back to it throughout our study. We add what we have learned and what questions or ideas we have. As our questions and thinking evolves, we share this in our club discussions.</p> ● Clubs study the language they encounter in their study. They record this vocabulary and concepts as a reference for their learning. ● Clubs that study a historical period, record key events on a timeline. They can add to this timeline as they study. We can prepare for this by marking these key events on sticky notes that we bring to our club discussions. 	<p>Readers build background information about the time period and study</p>
<ul style="list-style-type: none"> ● Readers ask thoughtful questions when preparing to read. They consider questions that they have on the subject and those of their club members. When studying issues of intolerance and justice we often consider questions like: <ul style="list-style-type: none"> ○ <i>What does it mean to make an ethical decision in this time period? What motivates individuals to do so?</i> ○ <i>How do individual choices contribute to the general intolerance or justice of the time?</i> ○ <i>How is community impacted when groups or individuals are targets of intolerance or injustice?</i> ○ <i>What happens when individuals put self-interest above the common good?</i> ○ <i>What could individuals, communities, or mankind have done differently to change the outcome of history? What did or could they have done to make a more just and tolerant world?</i> 	<p>Readers are able to study patterns of intolerance and justice through their reading and in clubs.</p>

<ul style="list-style-type: none"> ● Readers return to their original thinking and ask, does my new thinking disrupt or confirm my original ideas? We can ask, <ul style="list-style-type: none"> ○ What about the text is different? What led to different conclusions? ○ What keeps happening that supports my thinking? Where is the evidence? 	
<ul style="list-style-type: none"> ● Readers begin to build theories about justice and tolerance as they read. One way we can record these theories is with a t-chart in our notebooks. ● When building theories we consider characters or historical figures thoughts, words or action and how they are related to tolerance and justice. ● Readers add to and revise our theories as we get deeper into our study. We often write long to explore our initial theories after club discussions. ● Book clubs go back to the text and closely reread to point out text evidence that supports big ideas being discussed. 	<p>Readers and clubs grow theories by reading closely, asking questions and growing conversations.</p>
<ul style="list-style-type: none"> ● Readers notice when characters or historical figures face tough questions or struggles. We know that answers and solutions are often complex. They speak to an internal conflict. Readers independently and in clubs study these struggles. We ask, <i>What does this conflict make me wonder about? Is there an answer or solution?</i> We discuss and write long about this thinking. ● Readers and clubs consider how individual struggles relates to the struggle of a group as a whole. We discuss and/or write long. ● Readers notice author's' choices of repetition in the text. We ask, <i>Why does this happen again and again?</i> We consider this in terms of characters, plot and theme. ● Readers consider how symbolism patterns throughout a text. We consider how this adds to the mood of the text. ● Readers notice common symbols of the time period or important to the character that's symbolic. We notice how these images get repeated throughout the text? We reread closely and ask, <i>Why has the author made this choice? What do they want the reader to understand? What is the bigger message?</i> ● Readers notice when the author chooses to flashback. We ask, <i>Why has the author included this? What ideas does this give me about characters, plot and theme?</i> We also remember these flashbacks in how they relate to the characters, plot and theme as the book progresses. 	<p>Readers understand how author's choices develop the reader's overall understanding of the text.</p>
<ul style="list-style-type: none"> ● Readers will draw conclusions about how the experiences and events (of the Holocaust) have changed their understanding about the human condition. 	<p>Readers revise their thinking in preparation for their writing.</p>

- Readers use their notebooks to reflect on how their thinking has grown and changed over time. They compare their thinking from the beginning of the study to their current thinking.
- Readers consider how characters and historical figures have changed through their experiences.
- Readers gather their best evidence for their thinking.
- Readers reflect how they are different as a result of this study of tolerance and justice. They consider
 - *How have my own ideas about tolerance and justice shifted?*
 - *Has my idea of the power of the individual changed?*
 - *What big ideas are staying with me?*
 - *How will I live differently as a result of this study?*

Teacher Resources

- Satirical writing assignment
- Reading/writing assignments based on *Animal Farm* (
- Open ended questions that cite evidence to support ideas
- Use notebook entries to track shared and unique life experiences (examining conflict and character growth)
- Using notebook entries to track symbols, themes, and author's use of satire (*Animal Farm*/honors)
- Book club readings and discussions
- Readers and writers notebook entries/journals
- Mentor texts/mini lessons

-Google Classroom

-Book Creator

-Flip

-Kahoot

-Kami

-Freckle

-No Red Ink

-Newsela

(See this [list](#) for more ideas from the NJDOE)

(See this [list](#) for Kenilworth Tools and Platforms)

Shared Class Novel:

Animal Farm (Honors)

Book Club Books:

Ghost, Ghost Boys, Walk Two Moons, Stella By Starlight, Paperboy, Wait Till Helen Comes, Refugee, Orbiting Jupiter, Freak the Mighty , The Unsung Hero of Birdsong, USA, Song for a Whale, The Bridge Home, To Night Owl from Dogfish, Far Away, Shouting at the Rain, White Bird: A Wonder Story (+1 in Spanish), Let's Go Swimming on Doomsday, We Walked the Sky, After the Shot Drops, Opposite of Always, George (+1 in Spanish), Garvey's Choice, Caminar, Shakespeare Bats Cleanup, Brown Girl Dreaming, Give a Boy a Gun, Ironman, Unwind, Unwholly, And Then There Were None, The Martian Chronicles, Jumped, The Book Thief, Nothing but the Truth, That Was Then This is Now, Tex, Taming the Star Runner, Streams of Babel, Something Wicked This Way Comes, Animal Farm, My Sister's Keeper, Shiver, The Lovely Bones, Thirteen Reasons Why, Life as We Knew It, Son of the Mob, Night

Teacher Texts:

The Girl Who Lived Forever (article)
The Cats of Krasinski Square (Hesse)
Hidden: A Child's Story of Holocaust (Dauvillier)
Darkness Over Denmark (Levine)
The Other Side (Woodson)
Freedom Summer (Wiles)
Teammates (Golenback)

Student Independent Reading Texts:

The Shadow Of The Wolf (Whelan, Gloria), Brothers (Yin), A Mouse Called Wolf (King-Smith, Dick), Maxie, Rosie, And Earl--Partners In Grime (Park, Barbara), Tamika And The Wisdom Rings (Yarbrough, Camille), Tea With Milk (Say, Allen), Creativity (Steptoe, John), The Quail Club (Marsden, Carolyn), Honeysuckle House (Cheng, Andrea), The Legend Of Freedom Hill (Altman, Linda Jacobs), Drita, My Homegirl (Lombard, Jenny), How Tia Lola Came To Stay (Alvarez, Julia), Iggie's House (Blume, Judy), The Jacket (Clements, Andrew), Kira-Kira (Kadohata, Cynthia), Baseball In April And Other Stories (Soto, Gary), Weedflower (Kadohata, Cynthia), Esperanza Rising (Ryan, Pam Munoz), Seedfolks (Fleischman, Paul), The Skin I'm In (Flake, Sharon G.), Feathers (Woodson, Jacqueline), *If You Come Softly (Woodson, Jacqueline), Yankee Girl (Rodman, Mary Ann), Lizzie Bright And The Buckminster Boy (Schmidt, Gary D.), Bat 6 (Wolff, Virginia), Steal Away (Armstrong, Jennifer)

**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

Unit 4: Reading as Researchers: Developing our Positions on a Topic by Hearing What Others Have to Say

Unit Summary: Perspective is not just an opinion. It is a point of view that develops from a person's experiences. In this unit, students read texts on a shared topic addressed by multiple authors, noticing how their varying perspectives affect the discussion of the topic. By reading different perspectives on the same topic, students also develop their own ideas on the topic. This process may broaden their view, add new understandings, or change their perspectives completely.

This unit also focuses on strategies readers can use as they tackle more complex informational texts. Within these texts, an author's perspective may be implicit and somewhat hidden. The texts may also contain dense language and sophisticated syntax. An overarching aim of this unit is to support students' development as careful and critical consumers of informational text in this world.

Throughout this unit, students will read across self-selected topics and then choose one topic on which they would like to focus their writing. The first part of the unit focuses more heavily on reading and research. Students study resources and collections that may include multiple mediums: video, text, photographs, blogs, Vlogs, etc. They might swap resources and collections with one another. During the second part of the unit, students will use this research to choose a topic on which they will plan, draft, write, and revise a writing piece focused around argument and persuasion.

Big Idea: Independently reading, analyzing, and critiquing informational and persuasive texts in order to be careful consumers of information in the digital age, while also valuing the importance of credibility and well-supported arguments.

Unit Essential Questions:

- How do we develop a perspective?
- How can we learn about ourselves by studying the perspectives of others?
- How can writers inform readers of different perspectives on a topic?
- How can readers identify reliable sources while researching in preparation for a persuasive/argumentative writing piece?

Unit Enduring Understandings:

- Understanding that one's own perspective on something is just one of many perspectives.
- Understanding more about the world around you and the topics you care about after having seen things from the perspectives of others.
- Understanding how to navigate and critique a persuasive text to acquire accurate information.
- Knowing how to identify strong and accurate evidence to use as support for a formal argument.

Unit Learning Targets

Students will...

- Research big ideas and key details on topics with varying points of view.
- Identify and use text features/nonfiction signposts to effectively navigate and collect/analyze information pulled from informational/argumentative texts
- Study authors' craft moves in informational and argument texts
- Develop conversational moves in order to deepen our understanding of informational or persuasive topics

Evidence of Learning

Formative Assessments:

Book Club Discussion, Reading Notebook Responses, Reading Notebook Organization, Book Club Self-Reflections, Fishbowl Discussion, Personal Reflection, Diary Response

Summative Assessment:

- Persuasive Technique Commercials
- Bite-Sized Debates
- Argumentative/Persuasive Essay
- Mini Projects/100-point Project
- Revised Notebook Responses

Learning Targets

NJSLS Standards:

SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. C. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. D. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

SL.8.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

SL.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.

SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

SL.8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

RI.8.1 Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RI.8.10 By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

RI.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

RI.8.5 Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.

NJSLSA.W3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

NJSLSA.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others

W.8.1 Write arguments to support claims with clear reasons and relevant evidence.

A. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

B. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

D. Establish and maintain a formal style. E. Provide a concluding statement or section that follows from and supports the argument presented.

W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

A. Introduce a topic 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).

B. Develop the topic with relevant, well-chosen facts, definitions,

concrete details, quotations, or other information and examples.

- C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- E. Establish and maintain a formal style/academic style, approach, and form.
- F. Provide a concluding statement or section that follows from and supports the information or explanation presented.

W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- P. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- Q. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
- R. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
- S. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- T. Provide a conclusion that follows from and reflects on the narrated experiences or events.

W.8.4 Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.

W.8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well the purpose and audience have been addressed.

W.8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

W.8.7 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.

W.8.8 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.

W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. A. Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new"). B. Apply grade 8 Reading standards to literary nonfiction (e.g., "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").

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.

NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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.

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

- 9.4.8.DC.1: Analyze the resource citations in online materials for proper use. • 9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).

Primary Interdisciplinary Connections:

(Specific to debate/commercial projects)

Social Studies/Civics:

- 6.3.8.CIVICPR.3: Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).

Science:

- 5.8.3.SEP-1: Construct an oral and written argument supported by empirical evidence and scientific reasoning to support or refute an explanation or a model for a phenomenon or a solution to a problem.
- 6.8.1.SEP-1: Define a design problem that can be solved through the development of an object, tool, process or system and includes multiple criteria and constraints, including scientific knowledge that may limit possible solutions.

Computer Science and Design Thinking Standards:

- 8.1.8.DA.3: Identify the appropriate tool to access data based on its file format.

Climate Change Standards:

Teaching and Learning Plans

Possible Teaching Points

- Readers preview different materials when we begin to read a collection of resources. We make a plan for how to tackle these materials for deep understanding of different perspectives by:
 - Deciding which texts to read first
 - Developing guiding questions to focus our reading
 - Jotting in different ways to develop our understanding of a topic
- Readers begin to develop our own perspective by
 - Reading with an objective eye and suspending our judgment initially
 - Jotting in our notebooks important information the author is teaching
 - Jotting and sharing our thoughts and ideas about the topic
 - Comparing information, thoughts, and ideas across texts
- Readers go beyond jotting information. We think deeply about the bigger ideas this information implies. We can:
 - Start by jotting fascinating information
 - Then rephrase the information (*In other words...*)
 - Then deepen our thinking (*This matters because...This makes sense because...This makes me realize*)
 - Then compare other authors' ideas (*While this author may think.. another resource implied...This author and that author seem to have the same point of view...*)
- Readers know we sometimes find conflicting information. When this happens, we consider which resource is the most valid and trustworthy by asking ourselves:
 - *Is this a reliable and valid source?*
 - *Can I trust this author and this information?*
- Readers consult and compare both primary and secondary sources when researching. We can do this by:
 - First, studying a primary source and thinking about what it teaches us.
 - Next, looking at a secondary source and thinking about what it teaches us.

Goals and Timeframe

Readers research big ideas and key details on topics with varying points of view.

<ul style="list-style-type: none"> ○ Last, comparing our previous understandings to what we learned from the sources. This can bring us new insights. 	
<ul style="list-style-type: none"> ● Readers know that one way to understand a text more deeply is to ask the question: <i>What is the author trying to make me feel about this topic?</i> We can do this by: <ul style="list-style-type: none"> ○ Noticing particular emotions evoked in us by images, stories, and information. ○ Considering the facts behind these emotions to be sure the information is valid and not just provoking emotions. We ask ourselves, <i>Is this emotion valid?</i> ● Readers study what the author did to evoke emotions. We jot and discuss how effective these craft moves were in supporting the author’s perspective. ● Readers study the word choice for the tone the author is trying to convey. If a text has images, we compare these words to the images to deepen our understanding of a topic. ● Readers compare multiple informational sources on a topic to evaluate the different ways that these texts approach, deal with, and present this topic. We notice and jot down the varying ways that these authors crafted their writing to evoke emotions or support their big ideas through images, word choice, choice of evidence, etc. ● Readers notice the structures the author used to craft a text, including compare and contrast, cause and effect, anecdotal, boxes and bullets, and evaluate how effective it was. We compare these structures across texts, and decide which structures contributed to creating the most compelling and informative texts. 	<p>Readers study an author’s craft moves in an informational text.</p>
<ul style="list-style-type: none"> ● Readers get together and teach each other what we learned from the texts we read. <ul style="list-style-type: none"> ○ When talking, we start with the big idea and then move on to supporting details in a boxes and bullets format. ○ Listeners ask for clarification when things sound confusing. ● Readers not only quote the text directly, we use features of the text to support our thinking during a conversation, including illustrations, graphics, photos, charts, etc. ● Readers can develop our thinking by sharing mini-speeches. <ul style="list-style-type: none"> ○ One reader takes a stand on the issue and uses a variety of resources to support his or her thinking. ○ Other readers listen, jot, and respond with their own thinking and resources. ● Readers develop and sometimes change our perspective on the topic. We do this by: <ul style="list-style-type: none"> ○ Developing a claim ○ Defending that claim ○ Acknowledging other perspectives and creating counter-arguments both in speech and writing 	<p>Readers develop conversational moves in order to deepen our understanding of a topic.</p>

Readers form questions about their topics by considering:

- What information do I know about this topic?
What am I curious to learn more about?
- What questions do I have?
How might I find some of the answers to my questions?
- What are my hypotheses about my questions?

Readers begin to see the purpose of their notebooks by using their notebooks as tools, keeping track of learning, thoughts, reactions, and questions on post-its and in entries.

Readers organize their thinking as they read by deciding which note-taking strategies will be helpful in building their understanding:

- Boxes and bullets
- Tables and charts
- Timelines
- Labeled drawings
- Stop-Think-React
- What I am Learning/What This Makes Me Wonder
- Word bank for Tier I, II, and III words related to their study

Readers build comprehension by:

- remembering and using nonfiction reading strategies they learned when reading nonfiction in the past (Ex: noting big ideas, comparing and contrasting).
- using Post-its to mark information that might be important, go on and read more, and then revisit these parts as they share their findings.

Readers gather and synthesize information by:

- paying attention to it all: the words, text features, and pictures on the page;
- pausing as they read and reflect on and think about the information shared (and how it fits with what they already read);
- jotting thinking on Post-its/in notebook (and comparing these jots to other jots);
- having big conversations after they look back on notes taken across parts/pages.

Readers use their notebooks to support synthesized thinking by:

- jotting down quick lists of information and describing important parts while reading.
- using their initial jots to explain something in greater detail after reading.
- organizing information from different sources.
- discussing a specific cause-and-effect relationship.
- comparing and contrasting information or ideas.

Readers set up their notebooks like researchers, listing questions to investigate and taking notes about what they are learning about their questions.

<p>Readers preview their articles/books before reading by:</p> <ul style="list-style-type: none"> ● searching for features, chapters, and headings with their questions in mind. <ul style="list-style-type: none"> ○ Readers think of what these features might try to teach them about the topic they are researching, by ○ turning pages, skimming the headings, wondering about and jotting additional questions. ● looking through the pages fairly quickly, trying to get a broad overview of the topic. <ul style="list-style-type: none"> ○ Readers understand that when gathering information, you can use text features (such as subheadings, bold words, graphs) in order to quickly collect information (skimming information) ● noticing the text structures used and type of features included and thinking about why the author might have chosen to set up the book/article this way. ● taking a quick walk through a book to see how it is organized. ● looking across texts and figuring out which are interesting and comfortable for them- and then selecting books that they feel are best. ● making initial connections between what they might learn in different parts of this text. ● making connections between what appears to be in this text and what they previously studied in other texts. 	<p>Readers browse a book before reading it and make a plan on how they will read to deeply understand.</p>
<p>Readers read multiple texts on the same topic in order to gain more information. They notice similarities and differences in these texts by:</p> <ul style="list-style-type: none"> ● noticing and comparing two texts side by side. <ul style="list-style-type: none"> ○ Readers can compare opening statements/paragraphs of similar books of their topics ○ Readers can compare closing statements/paragraphs of similar books of their topics ○ Readers can compare text features across texts <ul style="list-style-type: none"> ■ noticing and comparing the subtopics in the books across texts ■ paying particular attention to vocabulary and concepts that appear in more than one text, or more than one place in a text. ● identifying the key details of each text and then asking themselves what they can learn from each source. ● considering the different points-of-view of each text. <ul style="list-style-type: none"> ○ What is the perspective of the author? ○ comparing text structure/how different texts are set up. ○ comparing word choice (paying careful attention to adjectives and verbs that the author uses) ● comparing which texts are easier vs. harder and why. ● summarizing new information they are collecting and distinguishing new information from prior knowledge and opinions. 	<p>Readers compare information across texts with other researchers.</p>

- breaking apart a topic into smaller, more manageable subtopics to research and compare info on those subtopics across sources.

Readers synthesize ideas across texts by (create chart with students):

- reading each new text remembering and seeing how it fits/doesn't fit with ones they have already read.
- considering what new information each text offers.
- Looking for and thinking about new (and different) perspectives on the topic presented in each text.

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(and then make and use these methods in their notebooks)

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- comparing and contrasting information or ideas.

Teacher Resources

-Google Classroom, Book Creator, Flip, Kahoot, Kami, Freckle, No Red Ink, Newsela

Professional Text for Teachers:

What Do I Teach Readers Tomorrow? Nonfiction by Gravity Goldberg and Renee Houser

Read Aloud:

Use a text as a read aloud, and then choose additional resources below to complete your model text set. A teacher-favorite topic is the Palestinian/Israeli crisis because there are so many perspectives and it is an ever-evolving topic.

Three Wishes: Palestinian and Israeli Children Speak by
Deborah Ellis

Teacher Text Set:

Articles/ chapters/ blogs:

"How to Solve the Israeli-Palestinian Conflict" [Blog post]

by Jonathan Michanie

"The Plan of Partition and End of British Mandate"

Additional Persuasive Texts:

Newsela Articles

EBSCO Point of View Articles

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