

# Kenilworth Public Schools

## Curriculum Guide

Content Area: Enrichment-Intervention MS  
Grade: 7-8  
BOE Approved: 8/14/23

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BOE Revision Approved: N/A

# Enrichment READING

Grade Level: 7-8

August 2023

Unit	Unit	Unit	Unit
Introduction	Standard LLI Lessons	Novel Study Lessons	Optional Test Preparation Lessons
Week 1	Weeks 2-7 Weeks 10 - 15 Weeks 18 - 23 Weeks 26 - 31 Weeks 34 - 38	Week 8 Week 16 Week 24 Week 32	Week 9 Week 17 Week 25 Week 33

<i>Unit Description:</i> Introduce LLI, it's components, and how it is organized	<i>Unit Description:</i> Begin a series of "odd and even" lessons for a six week cycle	<i>Unit Description:</i> Students will applied learned skills to a novel study	<i>Unit Description:</i> Students will partake in standardized test-taking preparation
<i>Unit Targets:</i>  Students will know and be able to... <ul style="list-style-type: none"> <li>• become familiar with the component of LLI and the structure of the class</li> <li>• be assessed for independent</li> </ul>	<i>Unit Targets:</i>  Students will know and be able to... <ul style="list-style-type: none"> <li>• Actively search for the information they need to read with accuracy, fluency, and understanding</li> </ul>	<i>Unit Targets:</i>  Students will know and be able to... <ul style="list-style-type: none"> <li>• Sustain memory, interest, and engagement over several days</li> </ul>	<i>Unit Targets:</i>  Students will know and be able to... <ul style="list-style-type: none"> <li>• apply test-taking strategies to familiar texts that they have read and discussed before</li> <li>• apply the same strategies to</li> </ul>

<p>and instructional reading levels</p>	<ul style="list-style-type: none"> <li>● Recognize words with automaticity and use phonics and word analysis strategies</li> <li>● Monitor their own reading accuracy</li> <li>● Self-correct for errors that may affect comprehension</li> <li>● Put all sources of information together so that their reading sounds fluent and expressive</li> <li>● Demonstrate and extend understanding through writing about reading</li> </ul>	<ul style="list-style-type: none"> <li>● Comprehend concepts for a longer text</li> <li>● Understand more complex problems and more character development</li> </ul>	<p>unfamiliar reading material- excerpts models on typical test passages</p> <ul style="list-style-type: none"> <li>● learn the language and format of testing and how to respond in a way that meets the expectations of a wide variety of standardized assessments.</li> </ul>
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# Enrichment READING

Grade Level: 7-8

August 2023

## Unit 1 - 5/6: Leveled Literacy Instruction (Purple System)

**Pacing/Days:** 6 week cycles

**Unit Summary:** Leveled Literacy Instruction is designed for students who find reading and writing difficult. The goal is to bring students to grade-level achievement in reading. By actively participating in intensive lessons on each level, readers have the opportunity to expand their reading and writing abilities. The purple system begins with level R and continues through to level W. It is designed to address the interests and needs of fifth grade students who are reading below grade level and older students who are reading below level W.

### Learning Targets

**Unit Big Ideas:** Students will engage in researched-based, explicitly taught lessons that focus on comprehension, fluency, word study and vocabulary, Lesson components focus on goals set in the Literacy Continuum. Students focus on strategic actions for thinking within the text, beyond the text, about the text.

#### Unit Essential Questions:

##### Thinking Within a Text

- How can I search for and use information to better understand a text?
- In what ways can I monitor my accuracy and understanding of a text?
- How can I break apart and read unknown words and know their meanings?
- In what ways can I maintain fluency while reading?
- How can I adjust my thinking of texts based on genre?
- How can I summarize a text and relate it beyond what I've read?

<p><b>Thinking About the Text</b></p> <ul style="list-style-type: none"> <li>● How do I think critically about a text?</li> <li>● How do I analyze a text through the writer's craft and text structure?</li> </ul> <p><b>Thinking Beyond the Text</b></p> <ul style="list-style-type: none"> <li>● How do I infer what the writer means?</li> <li>● How do I take what I know and apply it to new knowledge?</li> <li>● What are different ways that I can make text connections?</li> <li>● How do I predict what will happen in a text?</li> </ul>	
<p><b>Unit Enduring Understandings:</b> Students will understand that...</p> <p><b>Thinking Within a Text</b></p> <ul style="list-style-type: none"> <li>● Information presented over longer stretches connect to develop the plot of a story, imply a larger message, and can be presented in a variety of ways for overall understanding</li> <li>● they can use multiple sources of information to monitor understanding of a text, use understanding of plot, setting, and characters to monitor and correct reading, and use knowledge of text structure, genres, and content knowledge to monitor understanding</li> <li>● they can break apart unknown words by syllable, identify spelling patterns, notice parts of a word and connect them to other words in order to read them</li> <li>● they can derive meaning of new words and expand meaning of known words using flexible strategies (context in a sentence, connections to other words, word parts, word function)</li> </ul>	<p><b>Student Learning Targets/Learning Objectives :</b>(Use Font: Times, Size:12, Bulleted, Not Bold)</p> <p>Students will know and be able to...</p> <ul style="list-style-type: none"> <li>● Actively search for the information they need to read with accuracy, fluency, and understanding (NJSLSA.R10.)</li> <li>● Recognize words with automaticity and use phonics and word analysis strategies (NJSLSA.L4.)</li> <li>● Monitor their own reading accuracy</li> <li>● Self-correct for errors that may affect comprehension (</li> <li>● Put all sources of information together so that their reading sounds fluent and expressive</li> <li>● Demonstrate and extend understanding through writing about reading</li> </ul>

- reading orally with appropriate phrasing, pausing, intonation, word stress, and rate will improve fluency
- reading silently at a slightly faster rate help to maintain comprehension and accuracy
- they need to slow down to problem-solve or search for information and resume reading with momentum
- they need to adjust reading to recognize purpose and characteristics of texts, accommodate embedded forms for text, recognize variations in text structures
- to better understand a text they can summarize important parts and information, determine sequence, and use graphics to summarize a text

#### **Thinking About the Text**

- the information and idea in a text are related to each other and the author presents them in certain ways
- a writer utilizes different text structures and organizes a text to progress their writing
- they will form their own opinion and provide a rationale and examples
- be able to determine if a text is believe or authentic

#### **Thinking Beyond the Text**

- writer's choose language that has a deeper meaning
- notice and understand when abstract themes and ideas
- different perspectives can bring on knowledge to understanding a text

- they can compare previous understanding with new understandings the text provides
- they can make connections among personal experiences, historical or current events, and texts, use knowledge from one text to understand content in another, and make different connections among a text including events that take place, structure, and sequence
- they can use what they already know to determine possible outcomes, ideas, and what they may learn from a text

**Evidence of Learning :**

**Formative:** (Use Font: Times, Size:12, Not Bold)

ex. Running Record, *The Literacy Continuum* checklist, *Literacy Notebook* entries

**Summative:** F & P benchmark assessments, STAR Reading Assessment

**New Jersey State Learning Standards**

**NJSLS Standards:** (Use Font: Times, Size:12, Not Bold) (List the standards for the subject area)

**Career Readiness, Life Literacies, and Key Skills (CLKS):** (Use Font: Times, Size:12, Not Bold) (List standards, all K-12 curricula)

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).

9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8)

**Primary Interdisciplinary Connections:** (Use Font: Times, Size:12, Not Bold) (List content areas and standards)

- RST.6-8.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions (MS-PS3-1), (MS-PS3-5)
- RST.6-8.7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). (MS-PS3-1)
- WHST.6-8.1 Write arguments focused on discipline content. (MS-PS3-5)
- WHST.6-8.7 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. (MS-PS3-3), (MS-PS3-4)

**Computer Science and Design Thinking Standards:** (Use Font: Times, Size:12, Not Bold) (List the standards to show integration, all K-12 curricula)

**Climate Change Standards:** (Use Font: Times, Size:12, Not Bold) (List standards to show integration.

<https://www.nj.gov/education/standards/climate/learning/gradeband/index.shtml>

- 1.5.8.Cn11b: Analyze and contrast how art forms are used to reflect global issues, including climate change.
- 9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).



**ELA Companion Standards:** (Use Font: Times, Size:12, Not Bold)

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text

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.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

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

NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

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.

NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content

B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

<b>Lesson Plans</b>		
<i>Standard Student Learning Targets</i>	<i>Learning Experiences and Instructional Strategies (Tag: Amistad &amp; Holocaust, <a href="#">DEI</a>, LGBTQ, AAPI)</i>	<i>Timeframe</i>
*Standards and Learning Targets will vary based on students' needs. Use the Literacy	<ul style="list-style-type: none"><li>Explain what the class will look like for the year, and how you plan on rotating groups.</li></ul>	Week 1

<p>Continuum to determine appropriate goals for individual students and/or groups.</p>	<ul style="list-style-type: none"> <li>● Introduce LLI, it's components, and how it is organized</li> <li>● Using the F&amp;P Benchmark assessment system, assess students guided reading levels <ul style="list-style-type: none"> <li>○ The goal is to group students that the level of instruction is appropriate for all (not necessarily at their instructional reading level). Start at a level that allows all students to be successful.</li> </ul> </li> </ul>	
	<ul style="list-style-type: none"> <li>● Odd Lessons <ul style="list-style-type: none"> <li>○ Discuss Previously Read book (For the first lesson you will skip this part and tell students that once they begin the program, they will spend a short period of time revisiting the text from the session prior</li> <li>○ Understanding of Previously Read book <ul style="list-style-type: none"> <li>■ Choose comprehension, vocabulary OR fluency to work on</li> </ul> </li> <li>○ Phonics/Word Study</li> <li>○ Reading a new book (instructional level) <ul style="list-style-type: none"> <li>■ Introduction of book, reading the text, Discuss as a group, Teaching Point</li> </ul> </li> </ul> </li> <li>● Even Lessons <ul style="list-style-type: none"> <li>○ Revisit Previously Read book <ul style="list-style-type: none"> <li>■ Choose comprehension, vocabulary OR fluency to work on</li> </ul> </li> <li>○ Rereading and assessment <ul style="list-style-type: none"> <li>■ Students reread a portion of the previous book, and you assess one student</li> </ul> </li> <li>○ Writing about Reading <ul style="list-style-type: none"> <li>■ Write about the previous book (one of three forms of writing; shared independent or dictated)</li> </ul> </li> <li>○ Phonics/Word Study</li> </ul> </li> </ul>	<p>Weeks 2-7</p>

	<ul style="list-style-type: none"> <li>○ Reading a New Book (independent Level)</li> </ul>	
	<ul style="list-style-type: none"> <li>● Novel Study <ul style="list-style-type: none"> <li>○ Day 1 <ul style="list-style-type: none"> <li>■ Briefly discuss and revisit previous text to bring closure to it. Choose comprehension, vocabulary OR fluency to work on</li> <li>■ Reading a new book <ul style="list-style-type: none"> <li>● Introduce the text</li> <li>● Rereading the text</li> <li>● Discuss and Revisiting the text</li> <li>● Introduction to the Assignment of Reading</li> </ul> </li> </ul> </li> <li>○ Day 2 <ul style="list-style-type: none"> <li>■ Revisit Previously Read book <ul style="list-style-type: none"> <li>● Choose comprehension, vocabulary OR fluency to work on</li> </ul> </li> <li>■ Reading a New Section <ul style="list-style-type: none"> <li>● Introduce the text</li> <li>● Rereading the text</li> <li>● Discuss and Revisiting the text</li> <li>● Introduction to the Assignment of Reading</li> </ul> </li> </ul> </li> <li>○ Day 3 <ul style="list-style-type: none"> <li>■ Revisit Previously Read book <ul style="list-style-type: none"> <li>● Choose comprehension, vocabulary OR fluency to work on</li> </ul> </li> <li>■ Reading a New Section <ul style="list-style-type: none"> <li>● Introduce the text</li> <li>● Rereading the text</li> <li>● Discuss and Revisiting the text</li> <li>● Introduction to the Assignment of Reading</li> </ul> </li> </ul> </li> <li>○ Day 4 <ul style="list-style-type: none"> <li>■ Revisit Previously Read book</li> </ul> </li> </ul> </li> </ul>	<p>Optional Weeks 6 day schedule</p>

	<ul style="list-style-type: none"> <li>● Choose comprehension, vocabulary OR fluency to work on</li> <li>■ Reading a New Section <ul style="list-style-type: none"> <li>● Introduce the text</li> <li>● Rereading the text</li> <li>● Discuss and Revisiting the text</li> <li>● Introduction to the Assignment of Reading</li> </ul> </li> <li>○ Day 5 <ul style="list-style-type: none"> <li>■ Revisit Previously Read book <ul style="list-style-type: none"> <li>● Choose comprehension, vocabulary OR fluency to work on</li> </ul> </li> <li>■ Reading a New Section <ul style="list-style-type: none"> <li>● Introduce the text</li> <li>● Rereading the text</li> <li>● Discuss and Revisiting the text</li> <li>● Introduction to the Assignment of Reading</li> </ul> </li> </ul> </li> <li>○ Day 5 <ul style="list-style-type: none"> <li>■ Revisit Previously Read book <ul style="list-style-type: none"> <li>● Choose comprehension, vocabulary OR fluency to work on</li> </ul> </li> <li>■ Concluding Discussion <ul style="list-style-type: none"> <li>● Reflections on the book</li> </ul> </li> <li>■ Writing About Reading</li> </ul> </li> </ul>	
	<ul style="list-style-type: none"> <li>● Test Preparation <ul style="list-style-type: none"> <li>○ Components <ul style="list-style-type: none"> <li>■ Think Together <ul style="list-style-type: none"> <li>● Gives suggestions for helping students recognize different types of test items, identify important words in item stems, think about what thinking the item requires, and how to choose or write the best answer</li> </ul> </li> </ul> </li> </ul> </li> </ul>	Optional Weeks

	<ul style="list-style-type: none"> <li>■ Have a Try <ul style="list-style-type: none"> <li>● Suggestions for helping students work with a partner to discuss multiple-choice or constructed response items</li> </ul> </li> <li>■ On Your Own <ul style="list-style-type: none"> <li>● Suggestions for having students read one or more passages and respond independently, followed by group review\</li> </ul> </li> </ul> <ul style="list-style-type: none"> <li>○ Day 1 - Using a familiar text <ul style="list-style-type: none"> <li>■ Think Together <ul style="list-style-type: none"> <li>● Multiple choice Items</li> </ul> </li> <li>■ Have a Try</li> <li>■ On your Own</li> </ul> </li> <li>○ Day 2 - Using an unfamiliar text <ul style="list-style-type: none"> <li>■ Think Together <ul style="list-style-type: none"> <li>● Multiple choice Items</li> </ul> </li> <li>■ Have a Try</li> <li>■ On your Own</li> </ul> </li> <li>○ Day 3 - Using a familiar text <ul style="list-style-type: none"> <li>■ Think Together <ul style="list-style-type: none"> <li>● Constructed Response Items</li> </ul> </li> <li>■ Have a Try</li> <li>■ On your Own</li> </ul> </li> <li>○ Day 4 - Using an unfamiliar text <ul style="list-style-type: none"> <li>■ Think Together <ul style="list-style-type: none"> <li>● Constructed Response Items</li> </ul> </li> <li>■ Have a Try</li> <li>■ On your Own</li> </ul> </li> </ul>	

## **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