### Table of Contents:

<table>
<thead>
<tr>
<th>Course Overview</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pacing Chart</td>
<td>4</td>
</tr>
<tr>
<td>Unit #1 Overview At-a-Glance</td>
<td>5</td>
</tr>
<tr>
<td>Unit #1 Targeted Instructional Planning to Address Central Unit Standards</td>
<td>12</td>
</tr>
<tr>
<td>Unit #2 Overview At-a-Glance</td>
<td>16</td>
</tr>
<tr>
<td>Unit #2 Targeted Instructional Planning to Address Central Unit Standards</td>
<td>23</td>
</tr>
<tr>
<td>Unit #3 Overview At-a-Glance</td>
<td>26</td>
</tr>
<tr>
<td>Unit #3 Targeted Instructional Planning to Address Central Unit Standards</td>
<td>33</td>
</tr>
<tr>
<td>Unit #4 Overview At-a-Glance</td>
<td>36</td>
</tr>
<tr>
<td>Unit #4 Targeted Instructional Planning to Address Central Unit Standards</td>
<td>43</td>
</tr>
<tr>
<td>Unit #5 Overview At-a-Glance</td>
<td>46</td>
</tr>
<tr>
<td>Unit #5 Targeted Instructional Planning to Address Central Unit Standards</td>
<td>53</td>
</tr>
</tbody>
</table>
Course Overview

In this course, students will read widely and deeply from among an extensive range of high quality, increasingly challenging, literary and nonfiction texts. Through comprehensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students will gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. This curriculum is structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential to their future success.

The New Jersey Student Learning Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. With American students fully prepared for the future, our communities will be best positioned to compete successfully in the global economy.

The curriculum guide has been generated to not only help students achieve the New Jersey Student Learning Standards, but to ensure that students will be prepared for college and career opportunities following high school graduation.

Primary Resource(s)


Title: “Winning Catch”: Theme 1 “Facing Challenges”; Theme 2 “Getting the Job Done”; Theme 3 “Natural Changes”; Theme 4 “Imagination at Work”; Theme 5 “A New Home”; Theme 6 “Exploring Our World”

Novels and Informational Texts (Including but not limited to):

Bud, Not Buddy, by Christopher Paul Curtis; Because of Winn-Dixie, by Kate DiCamillo; The Black Stallion, by Walter Farley; Where the Mountain Meets the Moon, by Grace Lin; My Side of the Mountain, by Jean Craighead George; Ming Lo Moves the Mountain, by Arnold Lobel; Mountains, by Seymour Simon; Tuck Everlasting, by Natalie Babbitt; The Secret Garden, by Frances Hodgson Burnett, adapted by James Howe; The Tale of Despereaux, by Kate DiCamillo; Love That Dog, by Sharon Creech; The Kid Who Ran for President, by Dan Gutman; Toys! Amazing Stories Behind Some Great Inventions, by Don Wulffson; Jackie Robinson: American Hero, by Sharon Robinson; We Are The Ship, The Story of Negro League Baseball, by Kadir Nelson; Alligators and Crocodiles, by Gail Gibbons; Crocodiles & Alligators, by Seymour Simon; Extreme Earth Records, by Seymour Simon; The Brain, by
Seymour Simon; *The Heart*, by Seymour Simon; *Eyes and Ears*, by Seymour Simon; *My Librarian Is a Camel, How Books Are Brought to Children Around the World*, by Margriet Ruurs

**Supplemental Materials (including various level of texts at each grade level)**

Media Center – leveled sets of fiction and non-fiction labeled with the Lexile and Guided Reading Level

Various articles and primary sources at different levels are available online at: ixl.com; freckle.com; newsela.com; readworks.org; flocabulary.com; readwritethink.org

## Pacing Chart

<table>
<thead>
<tr>
<th>Unit # &amp; Title</th>
<th>Pacing (must equal 165 days for full-year or 83 days for half-year course)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theme 1: Tales of the Heart</td>
<td>33 days: September - October</td>
</tr>
<tr>
<td>Theme 2: Facing Challenges</td>
<td>33 days: November - December</td>
</tr>
<tr>
<td>Theme 3: Fantasy, Folktales, Myths, and Fables</td>
<td>33 days: January - February</td>
</tr>
<tr>
<td>Theme 4: America’s Heroes</td>
<td>33 days: March - April</td>
</tr>
<tr>
<td>Theme 5: Earth’s Land</td>
<td>33 days: May - June</td>
</tr>
</tbody>
</table>
**Unit 1 Overview At-a-Glance**

*Grades 6-8 curriculum must include Financial Literacy integration* (budgeting, savings, credit, debt, insurance, and investment). Please denote Financial Literacy integration throughout the curriculum with an asterisk (*).

<table>
<thead>
<tr>
<th>Unit #1 – Tales of the Heart</th>
</tr>
</thead>
</table>

**Unit Description:**
In this unit, student will explore the mixture of emotions that accompany transitions, such as beginning fourth grade, through analyzing character’s traits and motivations in fiction text. Students will also build essential nonfiction reading skills to learn from informational texts about biological structures in plants and animals. Students will read both fiction and nonfiction texts closely to build essential reading skills.

**Essential Skills:**
- Main Idea; Character Traits and Motivation; Compare & Contrast; Cause & Effect; Drawing Conclusions

<table>
<thead>
<tr>
<th>Standards Addressed within this Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Central Unit Standards- This unit will focus primarily on learning goals aligned with the following standards: <a href="https://www.nj.gov/education/cccs/">https://www.nj.gov/education/cccs/</a></td>
</tr>
<tr>
<td>Supporting Unit Standards- This unit will also include activities aligned with the following standards:</td>
</tr>
<tr>
<td>Standards:</td>
</tr>
<tr>
<td>- NJSLS English Language Arts: RL.4.1; RL.4.2; RL.4.3; RL.4.7; RL.4.3; RF.4.3; W.4.1; W.4.4; W.4.5; W.4.9.A; W.4.10; SL.4.1; SL.4.5</td>
</tr>
<tr>
<td>- NJSLS Science: 4-LS1-1; 4-LS1-2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Visual and Performing Arts Standards- (K5-5) This unit will also include activities aligned with the following standards: <a href="https://www.state.nj.us/education/cccs/2014/arts/">https://www.state.nj.us/education/cccs/2014/arts/</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Students will explore the elements of dance, music, theater, and visual art through a variety of STEAM activities focused on the</td>
</tr>
</tbody>
</table>

| Holocaust/Amistad Commission Standards Integration- This unit will also include activities aligned with the following standards (where applicable): |
human body. (e.g. design a model of the eye; create a song
 describing a human body system)
**Standard 1.1 The Creative Process**
- 1.1.5.A; 1.1.5.B; 1.1.5.C; 1.1.5.D

**Standard 1.3 Performing**
- 1.3.5.A.1; 1.3.5.C.2

**Standard 1.4 Aesthetic Responses & Critique Methodologies**
- 1.4.5.B

---

**Amistad Education Commission:**
- Danitra Brown Leaves Town, by Nikki Grimes: Students will be learning about diversity through the African American experience. Nikki Grimes uses poetry to present the story of a young African American girl as she transitions from an urban to a suburban community for the summer.

**Integration of Contributions of Persons with Disabilities** - This unit will also include instruction on the political, economic, and social contributions of persons with disabilities with the following content/activities (where applicable):
- Readworks article: Understanding Tourette’s Syndrome, connects the biology of the brain with a disorder of the nervous system. It builds tolerance and understanding of disabilities while building knowledge of the structure and function of the nervous system.
  https://www.readworks.org/article/Understanding-Tourettes-Syndrome/1ed47416-9667-4c47-a323-fc2b686b3f77#!articleTab:content/

---

**Unit Details**

**Modifications for Special Education Students, English Language Learners (ELLs), Students at Risk of Failure, 504 Students and Gifted Students** - Modify instructional approach and/or assignments and evaluations as needed for students with IEPs, ELLs, students at risk of failure 504s, and gifted and talented students including but not limited to:

**Special Education Students**
- Work with text in a larger print size

**Integration of 21st century skills through NJSLS 9 and Career Education:**
https://www.state.nj.us/education/cccs/2014/career/
- Students will research famous doctors and scientists and write a bio-poem about one person that includes important facts. Students will attend to health, self-care, and wellness topics while studying structures of living things.

**9.1 – Personal Financial Literacy**
- 9.1.4.B.1-9.1.4.B.5
• Provide audio recordings of texts
• Have a “designated reader” – someone who reads test questions aloud to students
• Record a lesson, instead of taking notes
• Get a written list of directions
• Give a response in a form (spoken or written) that’s easier for them
• Take a test in a small group setting
• Have extra time to process spoken information and directions
• Take more time to complete a project
• Receive study skills instruction

**English Language Learners (ELLs)**
• Assign peer tutor
• Provide tape recorded discourse
• Provide quiet study space
• Allow projects to replace written tasks
• Use single step directions
• Simplify key words and vocabulary
• Pre-teach all vocabulary
• Provide peer tutors and models
• Provide extended time to complete tasks
• Use multiple choice format on tests
• Provide glossaries in native language

**Students at Risk of Failure**
• Make sure instructions are given in limited numbers
• Ask student to repeat directions to check for understanding
• Modify assignments by reducing the length
• Allow for verbal responses
• Tape record comprehension activities instead of writing them
• Chunk tests into smaller sections

9.2 – Career Awareness, Exploration, and Preparation
• 9.2.4. A.1; 9.2.4.A.2
9.3 – Career and Technical Education
• 9.3.12.AG.1-6
Career Ready Practices
• CRP2; CRP3; CRP5; CRP7
- Frequently communicate with parents about assignments

**504 Students**

- Make separate spaces for different types of tasks
- Utilize a study carrel
- Model and reinforce organizational systems (e.g. color coding)
- Set time expectations for assignments
- Use behavioral management techniques consistently within a classroom
- Utilize logical consequences
- Put student on a daily or weekly progress report or contract
- Use computer-aided instruction and other audiovisual equipment
- Provide copied material for extra practice (e.g. outlines, study guides, graphic organizers)
- Provide peer tutoring

**Gifted and Talented Students**

- Refrain from grouping gifted students with lower-level students for remediation
- Use thematic instruction to connect learning across the curriculum
- Expand students’ time for free reading
- Avoid drill and practice activities
- Create an environment where ideas are accepted without being evaluated and criticized
- Provide alternatives for students who complete their work early
- Allow students to take an assessment before starting a new unit to see what information is already familiar to them
<table>
<thead>
<tr>
<th><strong>Assessments- including benchmarks, formative, summative, and alternative assessments</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Benchmark Assessment – NWEA</td>
</tr>
<tr>
<td>• Story Town Assessments: Lesson Tests; Fluency Tests</td>
</tr>
<tr>
<td>• Novel Assessments: Quizzes, Tests, Comprehension Activities</td>
</tr>
<tr>
<td>• Interactive notebooks</td>
</tr>
<tr>
<td>• Graphic organizers</td>
</tr>
<tr>
<td>• Reading comprehension quiz scores on digital technology (newsela.com; readworks.org; ixl.com)</td>
</tr>
<tr>
<td>• NJSLS based rubric for informational writing</td>
</tr>
<tr>
<td>• All finalized writing will go into the students’ writing portfolios</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Suggested Interdisciplinary Activities for this Unit</strong> (each activity must include a corresponding grade-level standard)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Career Education:</strong></td>
</tr>
<tr>
<td>Students will research famous doctors and scientists and write a bio-poem about one person that includes important facts. (9.2.4. A.1; 9.2.4.A.2)</td>
</tr>
<tr>
<td><strong>Health/PE:</strong></td>
</tr>
<tr>
<td>While learning about the internal structures of the human body (e.g. brain, heart, lungs, eyes and ears), students will explore ways to keep the heart and lungs healthy with cardiovascular exercise, a healthy diet, and good choices. (2.1.4.C.1; 2.1.4.C.2; 2.1.4.C.3)</td>
</tr>
<tr>
<td><strong>English Language Arts &amp; Literacy:</strong></td>
</tr>
<tr>
<td>Students will read and comprehend a variety of complex literary and informational texts independently and proficiently. Students will participate in at least one close read in each unit. (NJSLSA.R1)</td>
</tr>
<tr>
<td><strong>Math:</strong></td>
</tr>
<tr>
<td>Students will record data in a table and then graph heart beats per minute at rest vs. during exercise. Students will locate and describe patterns found in the data. (4.MD.B.4; 4.NBT.B.4; 8.1.5.A.4)</td>
</tr>
<tr>
<td><strong>Science:</strong></td>
</tr>
<tr>
<td>Students will explore the Classifying Living Things Unit and then investigate the human body systems. Students will explore the internal and external structures of plants and animals. Students will make models of internal structures of the human body. Students will use a model to describe that animals receive types of information through their senses, process the information in their brain, and respond to the information in different ways (surface of the eye, lungs). (4-LS1-1; 4-LS1-2)</td>
</tr>
</tbody>
</table>

| **Social Studies and Technical Subjects:** |
Students will explore how the free - enterprise system of our country demands that nations work together. Students will research famous doctors and scientists from all different backgrounds that have use science and technology to solve problems. (6.1.4.A.15; 6.1.4A.16; 8.2.5.B.1 - 8.2.5.B.4)

World Languages:
Students will locate and label on a map the native country and language spoken of various Nobel Prize winning scientists and doctors. Students will use greetings in their native language during morning meeting. (7.1.NM.A.1 - 7.1.NM.A.5)

Visual and Performing Arts:
Students will explore the elements of dance, music, theater, and visual art through a variety of STEAM activities focused on the human body. (e.g. design a model of the eye; create a song describing a human body system) (1.1.5.A; 1.1.5.B; 1.1.5.C; 1.1.5.D)

Amistad Commission Education:
Danitra Brown Leaves Town, by Nikki Grimes: Students will be learning about diversity through the African American experience. Nikki Grimes uses poetry to present the story of a young African American girl as she transitions from an urban to a suburban community for the summer.
Teachers should utilize school resources available in our Media Center to infuse alternate sources, perspectives, and approaches. Resources should include textual support but also span multimedia options to engage multiple modalities. In addition, to support struggling readers and increase rigor for advanced readers, the coursework may also draw on additional developmentally appropriate resources to facilitate challenging levels of work for all students.

### Leveled Supplemental Materials and Media/School Library Resources

#### Story Town Stories:
- The Hot and Cold Summer, Lesson 1; Danitra Brown
- Leaves Town, Lesson 3; On the Banks of Plum Creek, Lesson 6; Emeralds Eggs, Lesson 10; Mimicry and Camouflage, Lesson 11; Fire Storm, Lesson 13; Dragons and Dinosaurs, Lesson 26

#### Novels/Mentor Texts/Read Aloud:
- The Secret Garden, by Frances Hodgson Burnett; Tales of a Fourth Grade Nothing, by Judy Blume; The Black Stallion, by Walter Farley; Love That Dog, by Sharon Creech

#### Informational Texts:

### Strategies For Writers:
- Bio-poem; Summary; Compare and Contrast Essay

### Integration of the Technology Standard 8

[https://www.nj.gov/education/aps/cccs/tech/](https://www.nj.gov/education/aps/cccs/tech/)

- Using digital technology, students will record data in a table and then graph heart beats per minute at rest vs. during exercise. Students will locate and describe patterns found in the data.
- Students will explore how the free-enterprise system of our country demands that nations work together. Students will research famous doctors and scientists from all different backgrounds that have use science and technology to solve problems.

**8.1 – Educational Technology:** 8.1.5.A.1; 8.1.5.A.3; 8.1.5.A.4; 8.1.8.B.1; 8.1.5.C.1; 8.1.5.F.1

**8.2 - Technology Education, Engineering, Design and Computational Thinking – Programming:** 8.2.5.B.1 - 8.2.5.B.4
# Unit #1 Targeted Instructional Planning to Address Central Unit Standards:

<table>
<thead>
<tr>
<th>Central Unit Standard and Student Learning Objective</th>
<th>Suggested Instructional Activities</th>
<th>Suggested Student Output</th>
<th>Formative Assessments (Portfolios, Projects, Tasks, Evaluations, &amp; Rubrics)</th>
</tr>
</thead>
</table>
| NJSLSA.R1 Students will be able to read text closely to identify similarities and differences in story elements, and how they change over the course of a story. | Teach the close reading process using district approved steps / bookmark to teach analysis of texts.  
- Read and analyze a variety of literature and informational texts  
- As a class and individually, students will keep a literary graphic organizer with the following categories:  
  Title and author  
  Type of literature  
  Main characters  
  Problem  
  Solution  
  Summary  
- Students will write their own response on a sticky note or in their journal and share it with a partner before each section of the class chart is filled in. Students may use this graphic organizer to write a summary of a story or poem and then to compare and contrast story elements between stories. | - Completed graphic organizers in reading interactive notebooks and folders  
- Collaborative note-taking and think/pair/share evaluation  
- Compare and contrast graphic organizer | - Interactive notebook rubric  
- Graphic Organizers  
- Journal entries |
| NJSLA.R3 | Students will be able to describe a character, setting or event in a story drawing on specific details in the text. (e.g., a character’s thoughts, words, or actions) | Compare and contrast what is the same and what is different about characters, settings, problems, and solutions in literature.
- Students will participate in a range of collaborative discussions and then look back for specific lines or paragraphs from the stories and poems that describe what they mean.
- Students will go back and annotate sections of the text to identify similarities and differences in story elements. | - Student participation in whole group and small group discussions about literary texts using evidence from the text
- Oral presentation of text analysis and interpretation
- Literature analysis and review using close reading strategies and annotating the text | - Graphic organizers
- Annotations from close reading
- Essay and open ended responses included on unit tests |
| --- | --- | --- | --- | --- |
| NJSLA.R7 | Students will be able to explain concepts in various scientific and technical texts and digital formats based on specific information in the text. | Teach informational reading skills, such as note-taking and paraphrasing.
- Students will read and discuss a variety on informational texts about the Human Body.
- Informational Text Graphic Organizer: As a class, keep a chart of information about the nervous, circulatory and respiratory systems of the human body. Use open-ended research questions to select the most useful and relevant information to include in a discussion about related information in nonfiction. | - Informational text analysis and review using textual evidence
- Notes and annotations in the Informational Text Graphic Organizer
- Summary of nonfiction text
- Participation in STEAM challenges focusing on plant and animal structures and functions | - Classwork and notebook evaluation rubric
- NJSLS based rubric for informational writing
- Annotations from close reading of technical texts
- Lab reports |
| Books. Use questions like: What does it do? What are its parts? What are some interesting facts? What are the words we should know? - Students will use the chart to write a summary of a nonfiction passage. - Provide opportunities for STEAM lessons that investigate the structures and functions of plant and animal systems. | NJSLSA.W1 Students will be able to write arguments to support claims in analysis of connected topics using valid reasoning and sufficient evidence. As a follow-up to completing the Informational Text Graphic Organizer, students will choose two body systems to write a well-developed essay that includes at least two supporting details and a summary of how these systems are interrelated. - Students will use the: “What are the words we should know?” section of the Informational Text Graphic Organizer to create vocabulary index cards. As an individual and as a class, students will keep an index card file of new words learned during the unit. - Drafted, revised and edited essay comparing two human body systems - Content specific vocabulary cards - Drafted, revised and edited bio-poem about a famous doctor or scientist | - NJSLS based writing rubric - Graphic organizers - Vocabulary quizzes |
They will use the cards to sort them by meaning and spelling. Students will also use them to create word maps.
- Students may also keep an Informational Text Graphic Organizer of information about famous scientists and doctors from around the world. They would research one scientist or doctor and then write a bio-poem about them.

**NJSLSA.L.1 Students will be able to demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

| Provide daily opportunities for students to practice proofreading skills in a Daily Language Review. | - Students will keep record of their daily grammar work in their Phonics and Grammar Journal |
| - Teach routines for daily Do-Now exercises that review the conventions of standard English grammar and usage | - Students will participate in Daily Language Review exercises |
| - Reinforce self-evaluation through student-centered checking and reviewing of work | - Phonics and Grammar Journals |
|  | - Daily Language Review exercises |

- Phonics and Grammar Journals
- Daily Language Review exercises
Unit 2 Overview At-a-Glance

*Grades 6-8 curriculum must include Financial Literacy integration* (budgeting, savings, credit, debt, insurance, and investment). Please denote Financial Literacy integration throughout the curriculum with an asterisk (*).

**Unit #2—Facing Challenges**

**Unit Description:**
In this unit, students will read fiction and non-fiction texts exploring how adversities and obstacles shape a person’s character. Students will read closely to examine how literature provides insight into overcoming challenges. Through careful analysis of technical texts, students will determine how creativity has changed the world. Students will explore and identify various text structures, describing how an author organizes a text.

**Essential Skills:**
- Main Idea/Central Idea; Compare and Contrast; Informational Text Structure; Fact and Opinion

---

**Standards Addressed within this Unit**

**Central Unit Standards**- This unit will focus primarily on learning goals aligned with the following standards:
[https://www.nj.gov/education/cccs/](https://www.nj.gov/education/cccs/)

**Standards:**
- NJSLSA.R5.
- NJSLSA.R6.
- NJSLS.RL.4.6.
- NJSLSA.W2.
- NJSLSA.W7.

**Supporting Unit Standards**- This unit will also include activities aligned with the following standards:

**Standards:**
- NJSLS English Language Arts: RL.4.9; RI.4.1; RI.4.2; RI.4.3; RI.4.5; RI.4.7; RI.4.10; RF.4.4, W.10, W.4.2; W.4.4; SL.2; SL.4; L.1; L.2; L.6
- NJSLS Science: 4-PS4; 3-5-ETS1
Visual and Performing Arts Standards- This unit will also include activities aligned with the following standards: [https://www.state.nj.us/education/cccs/2014/arts/](https://www.state.nj.us/education/cccs/2014/arts/)

- Students will be able to make informed responses to artwork and photographs that depict challenging times or current issues. (E.g. immigration; citizenship; women’s suffrage)
- Students will be able to identify how dance, music, theater and visual arts are a reflection of social values and beliefs. Students will reflect on the impact of the arts on common values.

**Standard 1.2 History of the Arts and Culture**
- 1.2.5.A.1

**Standard 1.4 Aesthetic Responses & Critique Methodologies**
- 1.4.5.A.1 – 1.4.5.A.3

---

Holocaust/Amistad Commission Standards Integration- This unit will also include activities aligned with the following standards (where applicable):

**Holocaust Education:**
- Read and analyze the article, “Elie Wiesel”, to understand the challenges that a Holocaust survivor endured and his success as a journalist and voice of the Holocaust. [https://www.readworks.org/article/Elie-Wiesel/28b44aa8-38d3-41dc-be3c-36964563c2f5#!articleTab:content/](https://www.readworks.org/article/Elie-Wiesel/28b44aa8-38d3-41dc-be3c-36964563c2f5#!articleTab:content/)

**Integration of Contributions of LGBT People** - This unit will also include instruction on the political, economic, and social contributions of LGBT people with the following content/activities (where applicable):

- Choose a woman from the LGBT community who faced challenges and made important historical contributions. Students will conduct research by reading biographical information and articles. Write an essay that outlines her achievements and contributions. Suggestions: Sally Ride, Lorraine Hansberry, Barbara Jordan. W.4.7
### Unit Details

**Modifications for Special Education Students, English Language Learners (ELLs), Students at Risk of Failure, 504 Students and Gifted Students**
- Modify instructional approach and/or assignments and evaluations as needed for students with IEPs, ELLs, students at risk of failure 504s, and gifted and talented students including but not limited to:

  **Special Education Students**
  - Learn content from audiobooks, movies, and digital media instead of reading print versions
  - Hear instructions spoken aloud
  - Get class notes from another student
  - Use visual presentations of verbal material, such as word webs
  - Capture responses on an audio recorder
  - Use a spelling dictionary or digital spell-checker
  - Sit where they learn best (e.g. near a teacher; near the board)
  - Take frequent breaks, such as after completing a worksheet
  - Take sections of a test in different order
  - Use a planner or organizer to help coordinate assignments

  **English Language Learners (ELLs)**
  - Use visual charts or cues
  - Use real objects or examples
  - Single step directions
  - Adapt or simplify language on task
  - Provide auditory versions of text
  - Repeat all directions
  - Use projects and interdisciplinary tasks
  - Provide high interest topics
  - Allow students to think and speak in native language
  - Modify format or length of test

**Integration of 21st century skills through NJSLS 9 and Career Education:**
- Students will read excerpts from, *The Kids Guide to Money: Earning It, Saving It, Spending It, Growing It, Sharing It*, by Steve Otfinsoki. Students will then create a budget of income and expenditures. Students will learn about managing money.

  **9.1 – Personal Financial Literacy**

  **9.2 – Career Awareness, Exploration, and Preparation**
  - 9.2.4.A.1-9.2.4.A.4

  **9.3 – Career and Technical Education**
  - 9.3.12.AR.1-9.3.12.AR.6

**Career Ready Practices**
- CRP3; CRP5; CRP7; CRP10; CRP11; CRP12
### Students at Risk of Failure
- Give directions verbally and in simple written format
- Chunk information in sets of 2
- Provide peer support
- Allow for verbal responses
- Provide written lists of tasks daily
- Listen to text aloud
- Break tests down into smaller increments
- Use agenda book to communicate with parents

### 504 Students
- Alter location of classroom supplies to minimize distraction
- Provide a written or picture schedule
- Tailor homework assignments toward student strengths
- Schedule before or after school tutoring and homework assistance
- Utilize positive verbal and nonverbal reinforcements
- Communicate with parents regularly
- Ask students to repeat or paraphrase to check understanding

### Gifted and Talented Students
- Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment
- Provide learning centers where students are in charge of their learning
- Brainstorm with students on what types of projects they would like to explore to extend what they’re learning in the classroom
- Refrain from having them complete more work in the same manner
- Utilize differentiated curriculum to keep interest high
- Help them set their own learning goals, then provide them with the opportunity to work towards those goals
- Create a contract with students that outlines tasks to be competed, concepts to be learned and the evaluation technique so students can be active participants in their learning

<table>
<thead>
<tr>
<th>Assessments- including benchmarks, formative, summative, and alternative assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher created rubric for journal writing</td>
</tr>
<tr>
<td>Kahoot</td>
</tr>
<tr>
<td>NewsEla assignments</td>
</tr>
<tr>
<td>Story Town Assessments: Lesson Tests; Fluency Tests</td>
</tr>
<tr>
<td>Novel Assessments: Quizzes, Tests, Comprehension Activities</td>
</tr>
<tr>
<td>Interactive notebooks</td>
</tr>
<tr>
<td>Graphic organizers</td>
</tr>
<tr>
<td>NJSLS based rubric for informational and narrative writing</td>
</tr>
<tr>
<td>Student self-evaluations</td>
</tr>
<tr>
<td>All finalized writing will go into the students’ writing portfolios</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Suggested Interdisciplinary Activities for this Unit (each activity must include a corresponding grade-level standard)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career Education:</td>
</tr>
<tr>
<td>Students will read excerpts from, The Kids Guide to Money: Earning It, Saving It, Spending It, Growing It, Sharing It, by Steve Oftinsoki. Students will then create a budget of income and expenditures. Students will learn about managing money. (9.1.4.A.1-9.1.4.A3)</td>
</tr>
<tr>
<td>Health/PE:</td>
</tr>
<tr>
<td>Students will explore the Medical Checkpoint at Ellis Island through an interactive map and discuss the various reasons why passengers were detained or returned to their home country. (2.2.4.A.1)</td>
</tr>
<tr>
<td>Math:</td>
</tr>
<tr>
<td>Students will perform mixed operation calculations when they develop a budget. (4.OA)</td>
</tr>
<tr>
<td>Science: Waves, Light, Information</td>
</tr>
<tr>
<td>Students will plan and carry out fair tests in which variables are controlled to investigate the properties of matter. Students will develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move. (4-PS4)</td>
</tr>
</tbody>
</table>
Social Studies:
Students will explore the theme of citizenship. As students learn about the American people and government, they will see how people come together to form and to govern one nation. Students will focus on immigration and study photos, and real stories of immigrants coming through both Ellis Island and Angel Island. (6.1.4.A)

Technical Subjects:
Students will explore engineering design when they develop models of waves. Students will generate and compare multiple solutions that use patterns to transfer information. (3-5-ETS1)

World Languages:
Students will label a world map of the different languages spoken at Ellis Island. Students will create a web graphic organizer using “welcome” in various languages located on the map. (7.1.NM.A.3)

Visual and Performing Arts:
Students will be able to make informed responses to artwork and photographs that depict challenging times or current issues. (e.g. immigration; citizenship; women’s suffrage) (1.4.5.A.1 – 1.4.5.A.3)

Holocaust Education (where applicable):
Read and analyze the article, “Elie Wiesel”, to understand the challenges that a Holocaust survivor endured and his success as a journalist. Students will build understanding as they read about an important voice of the Holocaust.
https://www.readworks.org/article/Elie-Wiesel/28b44aa8-38d3-41dc-be3c-36964563c2f5#!articleTab:content/
Unit Resources

Teachers should utilize school resources available in our Media Center to infuse alternate sources, perspectives, and approaches. Resources should include textual support but also span multimedia options to engage multiple modalities. In addition, to support struggling readers and increase rigor for advanced readers, the coursework may also draw on additional developmentally appropriate resources to facilitate challenging levels of work for all students.

Leveled Supplemental Materials and Media/School Library Resources

Story Town Stories:
- Kai’s Journey to Gold Mountain, Lesson 4; Pedro Puts on a Play, Lesson 5; Justin and the Best Biscuits in the World, Lesson 7; So You Want to Be an Inventor, Lesson 16; Because of Winn Dixie, Lesson 21; My Diary from Here to There, Lesson 22; Welcome to Chinatown, Lesson 25

Novels/Mentor Texts/Read Aloud:
- Because of Winn Dixie, by Kate DiCamillo; The Kid Who Ran For President, by Dan Gutman; Out of the Dust, by Karen Hesse; Tales of Despereaux, By Kate DiCamillo
- “The New Colossus”, by Emma Lazarus

Informational Texts:
- Toys! Amazing Stories Behind Some Great Inventions, by Don Wulffson; ...If Your Name Was Changed at Ellis Island, by Ellen Levine; Tales of Famous Americans, by Connie and Peter Roop; The Kids Guide to Money: Earning It, Saving It, Spending It, Growing It, Sharing It, by Steve Otfinsoki

Strategies For Writers: Informational Writing, Research Report; Narrative play

Integration of the Technology Standard 8
https://www.nj.gov/education/aps/cccs/tech/
- Students will select and use the appropriate digital tools and resources to complete research tasks. Students will select and use applications effectively and productively. Students will format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.
- Students will collaborate with peers to design and explain models of waves and redesign an existing product for a different purpose.

8.1 – Educational Technology
- 8.1.5.A.1; 8.1.5.A.2; 8.1.5.A.3

8.2 - Technology Education, Engineering, Design and Computational Thinking – Programming:
- 8.2.5.C.1 – 8.2.5.C.7
## Unit #2 Targeted Instructional Planning to Address Central Unit Standards:

<table>
<thead>
<tr>
<th>Central Unit Standard and Student Learning Objective</th>
<th>Suggested Instructional Activities</th>
<th>Suggested Student Output</th>
<th>Formative Assessments (Portfolios, Projects, Tasks, Evaluations, &amp; Rubrics)</th>
</tr>
</thead>
</table>
| **NJSLSA.R5.** Students will be able to 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. | Teach the process for identifying how an author organizes information in a text.  
- Read and analyze a variety of literature and informational texts  
- Model citing evidence while composing responses to open-ended question(s)  
- Class discussion/analysis of how a chapter or scene contributes to the setting  
- Analyze structural features of text  
- Create a text structure flip book | - Informative/explanatory essay writing  
- Oral presentation of text analysis and interpretation  
- Write a review of literature which explains how the setting impacts the conflict of the piece  
- Annotate the text to show where the setting impacts the conflict | - Homework and notebook evaluation rubrics  
- Teacher-made rubrics  
- NJSLS holistic rubrics  
- Essay and open-ended responses included on unit tests  
- Independent/group novel and project rubrics, checklists, and evaluation sheets  
- Exit ticket |
| **NJSLSA.R6.** Students will be able to assess how point of view or purpose shapes the content and style of a text. | - Read and analyze a variety of literature and informational texts | - Rewrite a text in a different perspective  
- Annotate the words in a text which indicate the author’s point of view | - NJSLS writing rubric  
- Graphic organizers  
- Annotations from close reading |
<table>
<thead>
<tr>
<th>NJSLS.RL.4.6. Students will be able to compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide various examples of text for the purpose of comparing and contrasting the narration of different stories.</td>
</tr>
<tr>
<td>- Reading Graphic Organizer: As an individual and as a class, students will keep a chart with the questions and categories listed here of the various texts they read in this unit. Use headings like: Title and author Type of narration Character’s thoughts and actions</td>
</tr>
<tr>
<td>- Students will use the Reading Graphic Organizer to choose an eventful scene written in third person point of view. Students will write a journal entry of that same event in first-person point of view.</td>
</tr>
<tr>
<td>- Students will participate in a range of collaborative discussions and then write their response on a sticky note and share with a partner before each section of the class chart is filled in.</td>
</tr>
<tr>
<td>- Journal entries based on participation in literature analysis and review</td>
</tr>
<tr>
<td>- Essay writing</td>
</tr>
<tr>
<td>- Essay and open ended responses included on unit tests</td>
</tr>
<tr>
<td>- NJSLS based writing rubric</td>
</tr>
<tr>
<td>- Graphic organizers</td>
</tr>
<tr>
<td>- Exit ticket</td>
</tr>
<tr>
<td>- Individual assignment rubrics</td>
</tr>
</tbody>
</table>
| **NJSLSA.W2.** Students will be able to write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. | - Read short articles as models for writing  
- Review and use the writing process  
- Teach how to use a graphic organizer to plan informational writing  
- Model the planning process of writing through carefully selecting information for a graphic organizer  
- Teach how to cite evidence effectively in expository texts | - Make inferences based on careful analysis of informational text  
- Take effective notes which summarize key ideas from research  
- Write an informational essay using relevant textual evidence from the research  
- Writing notebook evaluation rubrics  
- NJSLS holistic rubrics for informative writing  
- Essay and open-ended responses included on unit tests  
- Independent/group project rubrics, checklists, and evaluation sheets |  |
| **NJSLSA.W7.** Students will be able to conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation. | - Read and analyze multiple primary sources about historically significant women  
- Use a graphic organizer / chart to record notes and make inferences  
- Use station rotations / centers to read the document in small, collaborative groups | - Collaborative note-taking and think/pair/share evaluation  
- Informative/explanatory writing  
- Use technology to write and publish an informational project using relevant textual evidence from the research  
- Oral presentation of research project  
- Graphic organizer  
- Journal entries  
- Interactive notebook notes  
- Individual and group project rubrics and self-evaluations |  |
Unit 3 Overview At-a-Glance

*Grades 6-8 curriculum must include Financial Literacy integration (budgeting, savings, credit, debt, insurance, and investment). Please denote Financial Literacy integration throughout the curriculum with an asterisk (*).

Unit #3—Fantasy, Folktales, Myths and Fables

Unit Description:
In this unit, students will explore the theme and story elements in fiction texts. Students will read a variety of fables, folktales, fairytales, myths and legends to determine the theme of a text and analyze their development. Using story elements, students will summarize a story and relate how story elements affect each other. Students will also explore the author’s use of figurative language in fiction texts and use Greek and Latin roots to identify word meaning.

Essential Skills:
- Theme; Story Elements; Story Events; Character’s Traits and Motivations; Figurative Language; Drawing Conclusions

Standards Addressed within this Unit

Central Unit Standards- This unit will focus primarily on learning goals aligned with the following standards:
https://www.nj.gov/education/cccs/

Standards:
- NJSLSA.R.2
- NJSLSA.R.4
- NJSLSA.W.3
- NJSLSA.L.4
- NJSLSA.L.5

Supporting Unit Standards- This unit will also include activities aligned with the following standards:

Standards:
- NJSLS English Language Arts: RL.4.2; RL.4.3; RL.4.4; RL.4.5; RL.4.7; RL.4.10; RF.4.3; L.4.3; W.4.3; W.4.6; W.4.9; W.4.10; SL.1; SL.6; L.1; L.2; L.6
**Visual and Performing Arts Standards** - This unit will also include activities aligned with the following standards: [https://www.state.nj.us/education/cccs/2014/arts/](https://www.state.nj.us/education/cccs/2014/arts/)
- Students will perform planned sequences of movement that communicate a literary theme.
- Students will participate in Readers’ Theater and demonstrate the use of vocal variety and physical expression in performances.

**Standard 1.1 The Creative Process**
- 1.1.5.C.1 – 1.1.5.C.4

**Standard 1.3 Performing**
- 1.3.5.A.1 – 1.3.5.A.5; 1.3.5.C

**Holocaust/Amistad Commission Standards Integration** - This unit will also include activities aligned with the following standards (where applicable):

**Holocaust Education:**
- Students will read and discuss Terrible, Terrible! A Folktale Retold by Robin Bernstein. Students will work together to identify the theme of this contemporary version of a Jewish folktale.

**Amistad Education Commission:**
- Students will read and analyze a variety of African folktales for children. Students will use story elements to determine common themes found in African American Literature. Why Mosquitos Buzz in People’s Ears: A West African Tale, by Verna Aardema; A Story, a Story, by Gail E. Haley; Why The Sky is Far Away: A Nigerian Folktale, by Mary-Joan Gerson

### Unit Details

<table>
<thead>
<tr>
<th>Modifications for Special Education Students, English Language Learners (ELLs), Students at Risk of Failure, 504 Students and Gifted Students</th>
<th>Integration of 21st century skills through NJSLS 9 and Career Education</th>
</tr>
</thead>
</table>
| Modify instructional approach and/or assignments and evaluations as needed for students with IEPs, ELLs, students at risk of failure 504s, and gifted and talented students including but not limited to:  
- Listen to audio recording instead of reading text  
- Work with fewer items per page or line  
- See an outline of a lesson | Students will apply appropriate reading foundational skills in digital fiction and nonfiction texts. Students will determine ways to save and invest money through exploring themes of “saving” in various fables.  
**9.1 – Personal Financial Literacy**  
- 9.1.4.D.1-9.1.4.D.3; 9.1.4.G.1  
**9.2 – Career Awareness, Exploration, and Preparation**  
**9.3 – Career and Technical Education** |
- Use a word processor to type notes or give answers in class
- Take more time to complete a task or a test
- Take a test at a specific time of day
- Mark texts with a highlighter
- Reduce paper and pencil tasks
- Receive study skills instruction

**English Language Learners (ELLs)**
- Preferential seating
- Highlight key words
- Refer to prior knowledge (K-W-L or other)
- Adjust reading level materials
- Shorten assignment or task
- Give oral prompts or cues
- Individual and small group discussions
- Frequently check for understanding
- Provide supplementary materials
- Use of graphic organizers
- Use cooperative learning groups
- Have student repeat directions
- Allow oral responses
- Read portions and key words on test

**Students at Risk of Failure**
- Make sure directions and or instructions are given in limited numbers
- Ask students to repeat the instructions or directions to ensure understanding occurs
- Assign a peer to help the student stay on task
- Reduce the length of the assignment
- Allow for a different mode of understanding on a task
- Provide hands-on tasks

- 9.3.12.BM.1-9.3.12.BM.6
- Career Ready Practices
- CRP2; CRP3; CRP7; CRP11
504 Students
- Provide a structured learning environment
- Change student seating
- Provide sensory breaks
- Write out homework assignments, check student’s recording of assignments
- Teach study and organizational skills
- Implement behavioral or academic contracts
- Establish a home/school communication system for behavior monitoring
- Reinforce self-monitoring and self-recording of behaviors
- Tape lessons so the student can listen to them again; allow students to tape lessons
- Select alternative textbooks, works, or provide recordings of books

Gifted and Talented Students
- Group with high-level learners
- Encourage students to explore concepts in depth
- Encourage independent studies or investigations
- Invite students to explore different points of view on a topic of study and compare the two
- Determine where students’ interests lie and capitalize on their inquisitiveness
- If possible, compact curriculum to allow gifted students to move more quickly through the material
- Allow flexible seating arrangements
- Supply reading materials on a wide variety of subjects and levels
- Provide a learning-rich environment that includes a variety of resources, media, tasks, and methods of teaching
### Assessments - including benchmarks, formative, summative, and alternative assessments
- Story Town Assessments: Lesson Tests; Fluency Tests
- Novel Assessments: Quizzes, Tests, Comprehension Activities
- Interactive notebooks
- Graphic organizers
- NJSLS based rubric for informational writing
- All finalized writing will go into the students’ writing portfolios
- Kahoot
- Readworks online assignments
- IXL Reports

### Suggested Interdisciplinary Activities for this Unit (each activity must include a corresponding grade-level standard)

**Career Education:**
Students will create a timeline of their school day. Students will work in groups to create a timeline for a workday using examples of different careers (teacher, scientist, police officer, nurse, and meteorologist). Students will compare and contrast their timeline with one of career, noting similarities and difference. (9.1.4.A)

**Health/PE:**
Students will develop a list of interview questions for the PE/Health teachers in the school. The focus of the questions will be on their path to teaching physical education and the ways that students can be physically active. Students will invite the PE/Health teachers into the class for an interview. (2.2.4.E.1; 2.2.4.E.2)

**English Language Arts/Literacy:**
Students will read and comprehend a variety of complex literary and informational texts independently and proficiently. Students will participate in at least one close read in each unit. (NJSLSA.R.10)

**Math:**
Students will compute elapsed time calculations using the school day and workday timelines. (4.NBT)

**Science:**
- Natural Hazards
  Students will analyze and interpret data from maps to describe patterns of Earth’s weather. Students will generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans. (4-ESS3)

**Social Studies:**
Students will learn about geography and how people use geographic knowledge. Students will also examine how the physical features, resources, and climates of the United States
affect people’s lives. Students will discover what a region is and then explore regions in the United States and around the world. (6.1.4.B)

Technical Subjects:
Students will use their understanding of weather and climate to design and build weather tools. Students will track and graph information from their weather tools to help them with weather prediction. (4-ESS3)

World Languages:
Students will explore Greek and Latin affixes and roots as clues to the meaning of vocabulary words. (7.1.NM.B.5)

Visual and Performing Arts:
Students will perform planned sequences of movement that communicate a literary theme. Students will participate in Readers’ Theater and demonstrate the use of vocal variety and physical expression in performances. (1.1.5.C.1 – 1.1.5.C.4)

Holocaust Education (where applicable):
Students will read and discuss Terrible, Terrible! A Folktale Retold by Robin Bernstein. Students will work together to identify the theme of this contemporary version of a Jewish folktale.

Amistad Commission Education (where applicable):
Students will read and analyze a variety of African folktales for children. Students will use story elements to determine common themes found in African American Literature. Why Mosquitos Buzz in People’s Ears: A West African Tale, by Verna Aardema; A Story, a Story, by Gail E. Haley; Why The Sky is Far Away: A Nigerian Folktale, by Mary-Joan Gerson
Unit Resources
Teachers should utilize school resources available in our Media Center to infuse alternate sources, perspectives, and approaches. Resources should include textual support but also span multimedia options to engage multiple modalities. In addition, to support struggling readers and increase rigor for advanced readers, the coursework may also draw on additional developmentally appropriate resources to facilitate challenging levels of work for all students.

<table>
<thead>
<tr>
<th>Leveled Supplemental Materials and Media/School Library Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Story Town Stories:</td>
</tr>
<tr>
<td>• The Stranger, Lesson 14; Juan Verdades: The Man Who Could Not Tell a Lie, Lesson 19; Hewitt Anderson’s Great Big Life, Lesson 18; The Case of the Too Hot Apple Cider, Lesson 20; A Cricket in Times Square, Lesson 23; The Bunyans, Lesson 28</td>
</tr>
<tr>
<td>Novels/Mentor Texts/Read Aloud:</td>
</tr>
<tr>
<td>• Tuck Everlasting, by Natalie Babbit; Where the Mountain Meets the Moon, by Grace Lin; Alice’s Adventures in Wonderland, by Lewis Carroll; Aesop’s Fables; “Dust of Snow”, by Robert Frost; “Fog”, by Carl Sandburg</td>
</tr>
<tr>
<td>Informational Texts:</td>
</tr>
<tr>
<td>• Even More Parts: Idioms From Head to Toe, by Tedd Arnold; Why the Banana Split: Adventures in Idioms, by Rick Walton and Jimmy Holder</td>
</tr>
</tbody>
</table>

| Strategies For Writers:                                      |
| • Narrative Writing: personal narratives, fables |

Integration of the Technology Standard 8
https://www.nj.gov/education/aps/cccs/tech/
- Students will collaborate to produce a digital fable centered on a significant theme found in literature.
- Students will demonstrate understanding of computer programming and how it impacts our daily life.

8.1 – Educational Technology
• 8.1.5.B.1; 8.1.5.E.1

8.2 - Technology Education, Engineering, Design and Computational Thinking – Programming
• 8.2.5.E.1 – 8.2.5.E.4
## Unit #3 Targeted Instructional Planning to Address Central Unit Standards:

<table>
<thead>
<tr>
<th>Central Unit Standard and Student Learning Objective</th>
<th>Suggested Instructional Activities</th>
<th>Suggested Student Output</th>
<th>Formative Assessments (Portfolios, Projects, Tasks, Evaluations, &amp; Rubrics)</th>
</tr>
</thead>
</table>
| **NJSLSA.R.2** Students will be able to determine central ideas or themes of a text and analyze their development. | - Teach method for determining the theme of literature (theme map, using guiding questions)  
- Model determining theme through use of picture books  
- Station rotations to determine theme using picture books as practice  
- Read and analyze literature for theme / central idea  
- Teach graphic organizers to determine central idea and details (table)  
- Open-ended question(s) which ask students to identify and explain the theme / central idea of the selection | - Theme vs. Main Idea graphic organizer  
- Write a short response explaining the theme / central idea with textual evidence  
- Annotate text to indicate key details which lead toward the central idea  
- Answer text dependent questions (comprehension)  
- Complete comprehension questions / prompts | - Graphic organizers  
- Classwork and notebook evaluation rubrics and self-assessments  
- Annotations from close reading  
- Essay and open ended responses included on unit tests |
| **NJSLSA.R.4** Students will be able to 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. | Review strategies for identifying and analyzing unfamiliar words in text.  
- Vocabulary Word Mapping: (Synonyms/Antonyms) (Examples/Non-examples)  
- Provide a variety of interesting texts, like song lyrics and poems, for students to explore word meaning | - Use close reading strategies to annotate text for word meaning  
- Plot word meanings on a “Word Ladder” for synonyms  
- Classify words / phrases as figurative / literal  
- Interpret figurative language  
- Write with figurative language | - Teacher created rubric for vocabulary notes  
- Annotations from close reading  
- Vocabulary quizzes  
- Independent/group project rubrics, checklists, and evaluation sheets  
- Exit ticket |

| **NJSLSA.W.3** Students will be able to write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. | - Read short stories as models for writing  
- Review and use the writing process  
- Complete a character analysis (Example: describe how a character’s actions affect the plot of the story)  
- Teach how to use dialogue effectively in stories  
- Teach how to use a graphic organizer to plan a narrative | - Create a character sketch  
- Create a story map for an original story  
- Draft an original story with the key story elements (characters, setting, problem, events, resolution, theme)  
- Use dialogue to contribute to the plot and character development of a story | - Writing notebook rubric  
- Graphic Organizers  
- NJSLS based narrative writing rubric  
- Proofreading and editing checklist  
- Journal entries |
| **NJSLSA.L.4** Students will be able to 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. | - Teach the use of context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.  
- Provide various opportunities to analyze common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph*, *photograph*, *autograph*).  
- Teach students how to consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. | - Maintain a Vocabulary Notebook that utilizes important study skills (doodle notes; outlines)  
- Choose the correct word to complete a sentence  
- Write sentences using selection vocabulary words  
- Create a definition for unfamiliar words using context | - Teacher created rubric for vocabulary notes  
- NJSLS holistic rubrics  
- Vocabulary quizzes  
- Exit ticket |
|---|---|---|---|
| **NJSLSA.L.5** Students will be able to demonstrate understanding of word relationships and nuances in word meanings. | Teach mastery of figurative language, word relationships, and nuances in word meanings.  
- Provide various examples of figurative language in many forms of literature (fables, fairytales, myths, legends, folktales, tall tales)  
- Use graphic organizers to keep track of similes, metaphors, idioms, proverbs, and adages. | - Collaborative note-taking and think/pair/share evaluation  
- Literature analysis and review citing evidence from texts  
- Interpret figurative language  
- Write with figurative language | - Graphic organizers  
- Annotations from close reading  
- Essay and open ended responses included on unit tests  
- Vocabulary quizzes |
**Unit 4 Overview At-a-Glance**

*Grades 6-8 curriculum must include Financial Literacy integration* (budgeting, savings, credit, debt, insurance, and investment). Please denote Financial Literacy integration throughout the curriculum with an asterisk (*).

**Unit #4 – America’s Heroes**

**Unit Description:**
In this unit, students will read both fiction and nonfiction texts exploring the lives and challenges of famous Americans. Students will also explore the life lessons we can learn from both famous and everyday heroes through drawing on details in various types of text. Students will investigate how heroism can be explained in words.

**Essential Skills:**
- Biography Study, Text Structure, Fact and Opinion; Story Structure; Plot Elements; Elements of Poetry

<table>
<thead>
<tr>
<th>Standards Addressed within this Unit</th>
<th>Supporting Unit Standards- This unit will also include activities aligned with the following standards:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Central Unit Standards</strong>- This unit will focus primarily on learning goals aligned with the following standards: <a href="https://www.nj.gov/education/cccs/">https://www.nj.gov/education/cccs/</a></td>
<td><strong>Standards:</strong></td>
</tr>
<tr>
<td>NJSLSA.R1</td>
<td><strong>NJSLS English Language Arts:</strong> RI.4.6; RI.4.8; RI.4.9; RI.4.10; RF.4.4; RL.4.10, W.4.4; W.4.5; W.4.7; W.4.8; W.4.10; SL.2; SL.6; L.1; L.2; L.5</td>
</tr>
<tr>
<td>NJSLSA.R3</td>
<td></td>
</tr>
<tr>
<td>NJSLSA.R9</td>
<td></td>
</tr>
<tr>
<td>NJSLSA.W6</td>
<td></td>
</tr>
<tr>
<td>NJSLSA.L6</td>
<td></td>
</tr>
</tbody>
</table>
**Visual and Performing Arts Standards** - This unit will also include activities aligned with the following standards:
https://www.state.nj.us/education/cccs/2014/arts/
- Students will be able to make informed responses to artwork and photographs that depict a specific time period. (e.g. Civil Rights Movement; The Great Depression)
- Students will explore the social, economical and cultural beliefs of a time period through exposure to music, dance and theater.

**Standard 1.2 History of the Arts and Culture**
- 1.2.5.A.1

**Standard 1.4 Aesthetic Responses & Critique Methodologies**
- 1.4.5.A.1 – 1.4.5.A.3

**Holocaust/Amistad Commission Standards Integration** - This unit will also include activities aligned with the following standards (where applicable):

**Amistad Education Commission:**
- Hidden Figures (Young Readers’ Edition), by Margot Lee Shetterly – Students will read and enjoy the amazing true story of four African American female mathematicians at NASA.

**Integration of Contributions of LGBT People** - This unit will also include instruction on the political, economic, and social contributions of LGBT people with the following content/activities (where applicable):
- The British Empire - Mohandas K. Gandhi
  https://www.readworks.org/article/The-British-Empire---Mohandas-K-Gandhi/ddde5e81-fc13-41a3-aab4-fdf77be71993#!articleTab:content/
  Students will research the nonviolent philosophies that inspired civil rights activists, like Dr. Martin Luther King, Jr. Students will focus on the teachings of tolerance and love as the foundation for accepting fellow citizens of all sexual orientations.
<table>
<thead>
<tr>
<th>Modifications for Special Education Students, English Language Learners (ELLs), Students at Risk of Failure, 504 Students and Gifted Students</th>
<th>Integration of 21st century skills through NJSLS 9 and Career Education:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Modify instructional approach and/or assignments and evaluations as needed for students with IEPs, ELLs, students at risk of failure 504s, and gifted and talented students including but not limited to:</td>
<td><a href="https://www.state.nj.us/education/cccs/2014/career/">https://www.state.nj.us/education/cccs/2014/career/</a></td>
</tr>
<tr>
<td><strong>Special Education Students</strong></td>
<td>- Students will act as responsible citizens in large and small group activities. Students will demonstrate understanding of local and community levels of volunteer service.</td>
</tr>
<tr>
<td>• Learn content from audiobooks, movies, and digital media instead of reading print versions</td>
<td>- Students will work collaboratively in teams to demonstrate problem-solving skills. Students will compare and contrast various jobs in our community and potential sources of income.</td>
</tr>
<tr>
<td>• Hear instructions spoken aloud</td>
<td><strong>9.1 – Personal Financial Literacy</strong></td>
</tr>
<tr>
<td>• Get class notes from another student</td>
<td>• 9.1.4.F.1; 9.1.4.F.2</td>
</tr>
<tr>
<td>• Use visual presentations of verbal material, such as word webs</td>
<td><strong>9.2 – Career Awareness, Exploration, and Preparation</strong></td>
</tr>
<tr>
<td>• Capture responses on an audio recorder</td>
<td>• 9.2.4.A.1-4</td>
</tr>
<tr>
<td>• Use a spelling dictionary or digital spell-checker</td>
<td><strong>9.3 – Career and Technical Education</strong></td>
</tr>
<tr>
<td>• Sit where they learn best (e.g. near a teacher; near the board)</td>
<td>• 9.3.12.AR.JB.1-9.3.12.AR.JB.4</td>
</tr>
<tr>
<td>• Take frequent breaks, such as after completing a worksheet</td>
<td><strong>Career Ready Practices</strong></td>
</tr>
<tr>
<td>• Take sections of a test in different order</td>
<td>• CRP1, CRP2; CRP4, CRP6, CRP8, CRP9</td>
</tr>
<tr>
<td>• Use a planner or organizer to help coordinate assignments</td>
<td></td>
</tr>
<tr>
<td><strong>English Language Learners (ELLs)</strong></td>
<td></td>
</tr>
<tr>
<td>• Use visual charts or cues</td>
<td></td>
</tr>
<tr>
<td>• Use real objects or examples</td>
<td></td>
</tr>
<tr>
<td>• Single step directions</td>
<td></td>
</tr>
<tr>
<td>• Adapt or simplify language on task</td>
<td></td>
</tr>
<tr>
<td>• Provide auditory versions of text</td>
<td></td>
</tr>
<tr>
<td>• Repeat all directions</td>
<td></td>
</tr>
<tr>
<td>• Use projects and interdisciplinary tasks</td>
<td></td>
</tr>
<tr>
<td>• Provide high interest topics</td>
<td></td>
</tr>
<tr>
<td>• Allow students to think and speak in native language</td>
<td></td>
</tr>
</tbody>
</table>
- Modify format or length of test

**Students at Risk of Failure**
- Give directions verbally and in simple written format
- Chunk information in sets of 2
- Provide peer support
- Allow for verbal responses
- Provide written lists of tasks daily
- Listen to text aloud
- Breaks tests down into smaller increments
- Use agenda book to communicate with parents

**504 Students**
- Alter location of classroom supplies to minimize distraction
- Provide a written or picture schedule
- Tailor homework assignments toward student strengths
- Schedule before or after school tutoring and homework assistance
- Utilize positive verbal and nonverbal reinforcements
- Communicate with parents regularly
- Post rules and consequences for classroom behavior
- Highlight main ideas and supporting details in the text
- Utilize peer tutors
- Ask students to repeat or paraphrase to check understanding
- Simplify and repeat instructions about in-class and homework assignments
- Provide a sample or practice test
- Adjust time for task completion

**Gifted and Talented Students**
- Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment
- Provide learning centers where students are in charge of their learning
- Brainstorm with students on what types of projects they would like to explore to extend what they’re learning in the classroom
- Refrain from having them complete more work in the same manner
- Utilize differentiated curriculum to keep interest high
- Help them set their own learning goals, then provide them with the opportunity to work towards those goals
- Create a contract with students that outlines tasks to be competed, concepts to be learned and the evaluation technique so students can be active participants in their learning

<table>
<thead>
<tr>
<th>Assessments- including benchmarks, formative, summative, and alternative assessments</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Story Town Assessments: Lesson Tests; Fluency Tests</td>
<td>Suggested Interdisciplinary Activities for this Unit (each activity must include a corresponding grade-level standard)</td>
</tr>
<tr>
<td>- Novel Assessments: Quizzes, Tests, Comprehension Activities</td>
<td>Career Education:</td>
</tr>
<tr>
<td>- Interactive notebooks</td>
<td>Students will act as responsible citizens in large and small group activities. Students will demonstrate understanding of local and community levels of volunteer service. Students will work collaboratively in teams to demonstrate problem-solving skills. Students will compare and contrast various jobs in our community and potential sources of income. (9.2.4.A.1-4)</td>
</tr>
<tr>
<td>- Graphic organizers</td>
<td>English Language Arts/Literacy:</td>
</tr>
<tr>
<td>- NJSLs based rubric for informational writing</td>
<td>Students will read and comprehend a variety of complex literary and informational texts independently and proficiently. Students will participate in at least one close read in each unit. (R.10)</td>
</tr>
<tr>
<td>- All finalized writing will go into the students’ writing portfolios</td>
<td>Math:</td>
</tr>
<tr>
<td>- Kahoot</td>
<td>Students will analyze a line graph to see if the population of a community has increased or decreased. Students will use the data to make predictions. (4.MD)</td>
</tr>
<tr>
<td>- Quizlet</td>
<td></td>
</tr>
<tr>
<td>- IXL Reports</td>
<td></td>
</tr>
<tr>
<td>- NewsEla Quizzes</td>
<td></td>
</tr>
</tbody>
</table>
Science:
Students will develop an understanding that sound, light, heat, and electric currents can transfer energy from place to place. Students will apply their understanding of energy to design, test, and refine a device that converts energy from one form to another (electric circuits, solar power) (4-PS3)

Social Studies:
Students will describe how the actions of civil rights leaders served as a catalyst for social change and inspired social activism in subsequent generations. (6.1.4.A)

Visual and Performing Arts:
Students will be able to make informed responses to artwork and photographs that depict a specific time period. (e.g. Civil Rights Movement; The Great Depression) Students will explore the social, economical and cultural beliefs of a time period through exposure to music, dance and theater. (1.2.5.A.1; 1.4.5.A.1 – 1.4.5.A.3)

Amistad Commission Education (where applicable):
Hidden Figures (Young Readers’ Edition), by Margot Lee Shetterly – Students will read and enjoy the amazing true story of four African American female mathematicians at NASA.
## Unit Resources

Teachers should utilize school resources available in our Media Center to infuse alternate sources, perspectives, and approaches. Resources should include textual support but also span multimedia options to engage multiple modalities. In addition, to support struggling readers and increase rigor for advanced readers, the coursework may also draw on additional developmentally appropriate resources to facilitate challenging levels of work for all students.

### Leveled Supplemental Materials and Media/School Library Resources

#### Story Town Stories:
- Mighty Jackie: The Strike Out Queen, Lesson 2; Just Like Me, Lesson 17

#### Novels/Mentor Texts/Read Aloud:
- Jackie Robinson: American Hero, by Sharon Robinson; Bud, Not Buddy, by Christopher Paul Curtis; Hidden Figures (Young Readers’ Edition), by Margot Lee Shetterly
- “Casey at the Bat”, by Ernest Thayer (poetry)

#### Informational Texts:
- We Are The Ship: The Story of the Negro Baseball League, by Kadir Nelson; Tales of Famous Heroes, by Connie and Peter Roop; The Children’s Book of Heroes, by William J. Bennett, Michael Hague, and Amy Hill

### Strategies For Writers:
Biographic Sketch; Opinion Essay

### Integration of the Technology Standard 8
[https://www.nj.gov/education/aps/cccs/tech/](https://www.nj.gov/education/aps/cccs/tech/)

- Students will engage in online discussions (Google Classroom, Kidblog) with various different learners to investigate a worldwide issue, like civil rights.

8.1 – Educational Technology
- 8.1.5.C.1

8.2 - Technology Education, Engineering, Design and Computational Thinking – Programming
- 8.2.5.A.1 – 8.2.5.A.5
# Unit 4 Targeted Instructional Planning to Address Central Unit Standards:

<table>
<thead>
<tr>
<th>Central Unit Standard and Student Learning Objective</th>
<th>Suggested Instructional Activities</th>
<th>Suggested Student Output</th>
<th>Formative Assessments (Portfolios, Projects, Tasks, Evaluations, &amp; Rubrics)</th>
</tr>
</thead>
</table>
| **NJSLSA.R1** Students will be able to refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text. | - Teach the close reading process using district approved steps / bookmark to teach analysis of texts  
- Read and analyze a variety of literature and informational texts  
- Teach how to use textual evidence in to support assertions using RACE (Restate, Answer, Cite evidence, Explain evidence)  
- Open-ended question(s) which require students to cite evidence  
- Provide examples essay exemplars that accurately use textual evidence. | - Annotate text to make inferences and cite evidence  
- Answer text dependent questions to make inferences  
- Complete comprehension questions / prompts  
- Given an excerpt, highlight the quote that aligns with the question being asked to use as support.  
- Respond to essential unit questions using classroom blog  
- Participation in class discussions using evidence from the text | - Reading performance tasks which include reading a text excerpt and answering text dependent multiple choice questions (Modeled after 2 part NJSLA questions and NJ Model Curriculum)  
- Adapted NJSLA based rubrics  
- Students’ annotations  
- Graphic Organizers  
- Selection Tests  
- Essay and open-ended responses included on unit tests |

| **NJSLSA.R3** Students will be able to analyze how and why individuals, events, and ideas develop and interact over the course of a text. | - Teach story elements and plot diagram  
- Model finding the key elements of the plot using | - Create a story element diagram which includes: characters, setting, problem, events, solution | - Graphic organizers  
- Classwork and notebook evaluation rubrics and self-assessments |
<table>
<thead>
<tr>
<th>NJSLSA.R9</th>
<th>Students will be able to 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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Read and analyze a variety of literature and informational texts</td>
<td></td>
</tr>
<tr>
<td>- Read and compare / contrast two texts about the same subject from different genres to determine technical meanings</td>
<td></td>
</tr>
<tr>
<td>- Use graphic organizers to keep track of similes, metaphors, idioms, proverbs, and adages.</td>
<td></td>
</tr>
<tr>
<td>NJSLSA.W6</td>
<td>Students will be able to use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</td>
</tr>
<tr>
<td>- Teach the steps of the writing process.</td>
<td></td>
</tr>
<tr>
<td>- Model each step of the writing process using digital technology</td>
<td></td>
</tr>
<tr>
<td>NJSLSA.R9</td>
<td>Students will be able to 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.</td>
</tr>
<tr>
<td>- Read and analyze a variety of literature and informational texts</td>
<td></td>
</tr>
<tr>
<td>- Read and compare / contrast two texts about the same subject from different genres to determine technical meanings</td>
<td></td>
</tr>
<tr>
<td>- Use graphic organizers to keep track of similes, metaphors, idioms, proverbs, and adages.</td>
<td></td>
</tr>
<tr>
<td>NJSLSA.W6</td>
<td>Students will be able to use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</td>
</tr>
<tr>
<td>- Teach the steps of the writing process.</td>
<td></td>
</tr>
<tr>
<td>- Model each step of the writing process using digital technology</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NJSLSA.R9</th>
<th>Students will be able to 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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Read and analyze a variety of literature and informational texts</td>
<td></td>
</tr>
<tr>
<td>- Read and compare / contrast two texts about the same subject from different genres to determine technical meanings</td>
<td></td>
</tr>
<tr>
<td>- Use graphic organizers to keep track of similes, metaphors, idioms, proverbs, and adages.</td>
<td></td>
</tr>
<tr>
<td>NJSLSA.W6</td>
<td>Students will be able to use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</td>
</tr>
<tr>
<td>- Teach the steps of the writing process.</td>
<td></td>
</tr>
<tr>
<td>- Model each step of the writing process using digital technology</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NJSLSA.R9</th>
<th>Students will be able to 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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Read and analyze a variety of literature and informational texts</td>
<td></td>
</tr>
<tr>
<td>- Read and compare / contrast two texts about the same subject from different genres to determine technical meanings</td>
<td></td>
</tr>
<tr>
<td>- Use graphic organizers to keep track of similes, metaphors, idioms, proverbs, and adages.</td>
<td></td>
</tr>
<tr>
<td>NJSLSA.W6</td>
<td>Students will be able to use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</td>
</tr>
<tr>
<td>- Teach the steps of the writing process.</td>
<td></td>
</tr>
<tr>
<td>- Model each step of the writing process using digital technology</td>
<td></td>
</tr>
</tbody>
</table>
| -Read and analyze multiple primary sources about historically significant heroes from the Civil Rights Era  
-Use a graphic organizer / chart to record notes and make inferences  
-Use station rotations / centers to read the document in small, collaborative groups  
-Use technology to write and publish an informational essay using relevant textual evidence from the research  
-Choose the correct word to complete a sentence  
-Write sentences using selection vocabulary words  
-Create a definition for unfamiliar words using context  
-Play Vocabulary words games | -Adapted NJSLA writing rubric  
- Peer and self-evaluation  
-Completed classwork assignments  
-Foster independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression  
-Maintain personal vocabulary glossaries  
-Explicit vocabulary instruction – especially using context clues  
-Dictionary Scavenger hunts  
-Utilize a word wall  
-Vocabulary Workshop during station rotations / centers  
-Choose the correct word to complete a sentence  
-Write sentences using selection vocabulary words  
-Create a definition for unfamiliar words using context  
-Play Vocabulary words games  
-Graphic organizers  
-Annotations from close reading  
-Exit ticket  
-Journal entries  
-Vocabulary quizzes  |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NJSLSA.L6</strong> Students will be able to 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.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Unit 5 Overview At-a-Glance

*Grades 6-8 curriculum must include Financial Literacy integration* (budgeting, savings, credit, debt, insurance, and investment). Please denote Financial Literacy integration throughout the curriculum with an asterisk (*).

### Unit #5 – Earth’s Land

**Unit Description:**
In this unit, students will read non-fiction and fiction texts to explore the patterns in Earth’s features, natural processes, and interpret data from maps. Students will evaluate scientific arguments about plate tectonics and the geology of the Earth by referring to details and examples in nonfiction texts. Students will also examine how the Earth is portrayed through integrating information presented in diverse media formats, including fiction stories.

**Essential Skills:**
- Cause and Effect; Main Idea/Central Idea; Sequencing; Text Features in Informational Text

### Standards Addressed within this Unit

<table>
<thead>
<tr>
<th>Central Unit Standards</th>
<th>Supporting Unit Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>This unit will focus primarily on learning goals aligned with the following standards: <a href="https://www.nj.gov/education/cccs/">https://www.nj.gov/education/cccs/</a></td>
<td>This unit will also include activities aligned with the following standards:</td>
</tr>
</tbody>
</table>

**Standards:**
- NJSLSA.R2
- NJSLSA.R8
- NJSLSA.R10
- NJSLSA.W8
- NJSLSA.L6

**Standards:**
- NJSLS English Language Arts: RL.4.1; RI.4.4; RI.4.10; RF.4.3; RF.4.4; W.2; W.10; SL.3; SL.4; L.1; L.2
Visual and Performing Arts Standards- (K5-5) This unit will also include activities aligned with the following standards: https://www.state.nj.us/education/cccs/2014/arts/
- Students will apply principles of art and design when building models of the Earth and structures that can withstand movements in the Earth’s crust.

**Standard 1.1 The Creative Process**
- 1.1.5.D.1; 1.1.5.D.2

**Standard 1.3 Performing**
- 1.3.5.D.1 – 1.3.5.D.5

Holocaust/Amistad Commission Standards Integration- This unit will also include activities aligned with the following standards (where applicable):

**Holocaust Education:**
- While learning geography and map skills, students will explore different regional borders across the world, focusing on borders that were exposed to the effects of World War II. Students will locate and discuss the countries where Axis and Allied forces fought. Students will identify cause and effect relationships geographically and culturally in the Second World War.

**Integration of Contributions of Persons with Disabilities** - This unit will also include instruction on the political, economic, and social contributions of persons with disabilities with the following content/activities (where applicable):
- **Uphill All The Way,** by John Hawkridge
  Mountaineer and writer John Hawkridge did not let cerebral palsy stop him from climbing mountains and writing about his experiences. Lessons from his experience in hillwalking and climbing a portion of Mt. Everest teach children that there really is “no mountain high enough”.

### Unit Details

**Modifications for Special Education Students, English Language Learners (ELLs), Students at Risk of Failure, 504 Students and Gifted Students** - Modify instructional approach and/or assignments and evaluations as needed for students with IEPs, ELLs, students at risk of failure 504s, and gifted and talented students **including but not limited to:**

**Special Education Students**
- Work with text in a larger print size
- Provide audio recordings of texts
- Have a “designated reader” – someone who reads test questions aloud to students
- Record a lesson, instead of taking notes
- Get a written list of directions
- Give a response in a form (spoken or written) that’s easier for them
- Take a test in a small group setting
- Have extra time to process spoken information and directions
- Take more time to complete a project
- Receive study skills instruction

**English Language Learners (ELLs)**
- Assign peer tutor
- Provide tape recorded discourse
- Provide quiet study space
- Allow projects to replace written tasks
- Use single step directions
- Simplify key words and vocabulary
- Pre-teach all vocabulary
- Provide peer tutors and models
- Provide extended time to complete tasks

**Integration of 21st century skills through NJSLS 9 and Career Education:**

**https://www.state.nj.us/education/cccs/2014/career/**
- Students will work in collaborative teams to find solutions for important environmental and economic problems. Students will utilize shopping skills and purchasing decisions when faced with hands-on problem solving challenges.

9.1 – Personal Financial Literacy  
- 9.1.4.E.1; 9.1.4.E.2

9.2 – Career Awareness, Exploration, and Preparation  
- 9.2.4.A.1

9.3 – Career and Technical Education  
- 9.3.12.AG.ENV.1; 9.3.12.AG.NR.1-4

**Career Ready Practices**
- CRP3; CRP5; CRP7; CRP10; CRP11; CRP12
- Use multiple choice format on tests
- Provide glossaries in native language

**Students at Risk of Failure**
- Make sure instructions are given in limited numbers
- Ask student to repeat directions to check for understanding
- Modify assignments by reducing the length
- Allow for verbal responses
- Tape record comprehension activities instead of writing them
- Chunk tests into smaller sections
- Frequently communicate with parents about assignments

**504 Students**
- Make separate spaces for different types of tasks
- Utilize a study carrel
- Model and reinforce organizational systems (e.g. color coding)
- Set time expectations for assignments
- Use behavioral management techniques consistently within a classroom
- Utilize logical consequences
- Put student on a daily or weekly progress report or contract
- Use computer-aided instruction and other audiovisual equipment
- Provide copied material for extra practice (e.g. outlines, study guides, graphic organizers)
- Provide peer tutoring

**Gifted and Talented Students**
- Refrain from grouping gifted students with lower-level students for remediation
- Use thematic instruction to connect learning across the curriculum
- Expand students’ time for free reading
- Avoid drill and practice activities
- Create a room environment that encourages creativity and discovery through the use of interesting materials
- Create an environment where ideas are accepted without being evaluated and criticized
- Provide alternatives for students who complete their work early
- Allow students to take an assessment before starting a new unit to see what information is already familiar to them

<table>
<thead>
<tr>
<th>Assessments- including benchmarks, formative, summative, and alternative assessments</th>
<th>Suggested Interdisciplinary Activities for this Unit (each activity must include a corresponding grade-level standard)</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Story Town Assessments: Lesson Tests; Fluency Tests</td>
<td>Career Education: Students will work in collaborative teams to find solutions for important environmental and economic problems. Students will utilize shopping skills and purchasing decisions when faced with hands-on problem solving challenges. (9.3.12.AG.ENV.1; 9.3.12.AG.NR.1-4)</td>
</tr>
<tr>
<td>- Informational Texts Assessments: Quizzes, Tests, Comprehension Activities, Vocabulary</td>
<td>Health/PE: Students will go outside for a “weathering and erosion” hike around school property, finding examples of earth processes in the real world. (2.5.4.A)</td>
</tr>
<tr>
<td>- Interactive notebooks</td>
<td>Math: Students will use information a chart on the size of glaciers around the word to convert the measurements from metric to standard measurements. (4.MD)</td>
</tr>
<tr>
<td>- Graphic organizers</td>
<td>Science: Students will build models of the layers of the earth, tectonic plates, and landforms. Students will explain how the forces within the earth shape the surface of the earth. Students will identify evidence from patterns in rock formations and fossils in rock layers</td>
</tr>
<tr>
<td>- NJSLS based rubric for informational writing</td>
<td></td>
</tr>
<tr>
<td>- All finalized writing will go into the students’ writing portfolios</td>
<td></td>
</tr>
<tr>
<td>- Reading comprehension and writing scores from digital media (newsela.com; readworks.org; ixl.com)</td>
<td></td>
</tr>
</tbody>
</table>
to support an explanation for changes in a landscape over time. (4-ESS1)

Social Studies:
Students will explore the four regions of the United States. Students will discuss how the land and its features, resources, and climate affect people’s lives. (6.1.4.B)

Technical Subjects:
Students will design and build structures that can withstand the earth’s shaking in an earthquake. Students will generate and compare multiple solutions to the problem and how the structures could be improved. (3-5-ETS1)

Visual and Performing Arts:
Students will apply principles of art and design when building models of the Earth and structures that can withstand movements in the Earth’s crust. (1.1.5.D.1; 1.1.5.D.2)

Holocaust Education (where applicable):
While learning geography and map skills, students will explore different regional borders across the world, focusing on borders that were exposed to the effects of World War II. Students will locate and discuss the countries where Axis and Allied forces fought. Students will identify cause and effect relationships geographically and culturally in the Second World War.
Teachers should utilize school resources available in our Media Center to infuse alternate sources, perspectives, and approaches. Resources should include textual support but also span multimedia options to engage multiple modalities. In addition, to support struggling readers and increase rigor for advanced readers, the coursework may also draw on additional developmentally appropriate resources to facilitate challenging levels of work for all students.

<table>
<thead>
<tr>
<th><strong>Leveled Supplemental Materials and Media/School Library Resources</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Story Town Stories:</strong></td>
</tr>
<tr>
<td>- Mountains, Lesson 12; Grand Canyon, A Trail Through Time, Lesson 27; Mangrove Wilderness, Lesson 24; John Muir and Stickeen: An Icy Adventure with a No Good Dog, Lesson 28</td>
</tr>
<tr>
<td><strong>Novels/Mentor Texts/Read Aloud:</strong></td>
</tr>
<tr>
<td>- My Side of the Mountain, by Jean Craighead George; Ming Lo Moves the Mountain, by Arnold Lobel</td>
</tr>
<tr>
<td><strong>Informational Texts:</strong></td>
</tr>
<tr>
<td>- Volcanoes, by Seymour Simon; Mountains, by Seymour Simon; Let’s Investigate Marvelously Meaningful Maps, by Madelyn Wood Carlisle</td>
</tr>
<tr>
<td><strong>Strategies For Writers:</strong> Research Report; Text-based writing</td>
</tr>
</tbody>
</table>

**Integration of the Technology Standard 8**
https://www.nj.gov/education/aps/cccs/tech/
- Students will understand digital citizenship and demonstrate cyber ethics when using digital media.
- Students will use print and digital sources to examine technologies used to conserve natural resources.

**8.1 – Educational Technology**
- 8.1.5.D.1 – 8.1.5.D.4

**8.2 - Technology Education, Engineering, Design and Computational Thinking – Programming**
- 8.2.5.B.1 – 8.2.5.B.6
## Unit #5 Targeted Instructional Planning to Address Central Unit Standards:

<table>
<thead>
<tr>
<th>Central Unit Standard and Student Learning Objective</th>
<th>Suggested Instructional Activities</th>
<th>Suggested Student Output</th>
<th>Formative Assessments (Portfolios, Projects, Tasks, Evaluations, &amp; Rubrics)</th>
</tr>
</thead>
</table>
| **NJSLSA.R2** Students will be able to summarize the key supporting details and ideas in informational texts. | Teach informational reading skills through modeling careful reading and use of text features.  
- Model how to identify the key supporting details through mapping the main idea and supporting details  
- Earth Systems Graphic Organizer: As an individual and as a class, students will record notes about Earth’s geologic systems (plate tectonics, weathering, erosion, rock layers). | - Collaborative note-taking and think/pair share evaluation  
- Notes and annotations in the Informational Text Graphic Organizer  
- Summary of nonfiction text | - Graphic organizers  
- Annotations from close reading  
- Essay and open ended responses included on unit tests |
| **NJSLSA.R8** Students will be able to delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. | Review strategies for locating and citing text evidence.  
- Teach how an author’s claim is determined to be valid using logic and reasoning to support ideas  
- Review argumentative and explanatory essay formats | - Informative/explanatory essay writing  
- Participation in debates and/or writing arguments  
- Oral presentation of text analysis and interpretation | - NJSLS based writing rubric  
- Individual assignment rubrics  
- Graphic organizers  
- Writing notebook |
**NJSLSA.R10** Students will be able to read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

- Read and analyze a variety of literature and informational texts of varying length (For example: Teach novels, short stories, poetry, biographies, memoirs, informational articles, visual media, etc.)
  - Teach students strategies for comprehension (Such as stopping to summarize or paraphrase after a page, 2 column notes, using a graphic organizer to record key ideas while reading, rereading for clarification, annotation)
  - Provide comprehension questions to monitor students’ level of understanding.

- Participation in small and whole group discussion
- Annotations from close reading
- Complete graphic organizers to show comprehension (Table for main idea, theme map, story mountain, etc.)
- Write a summary of the text that includes relevant quotes to show key ideas.
- Students’ annotations
- Student and teacher made rubrics to assess summaries and retellings
- Selection Tests
- Graphic organizers showing key ideas from a text

---

**NJSLSA.W8** Students will be able to gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

Teach students strategies for paraphrasing.
  - Model highlighting key ideas and details, then writing notes in the margin
  - Provide a variety of graphic organizers and close reading strategies to differentiate note-taking

- Collaborative note-taking and think/pair/share evaluations
- Oral presentation of text analysis and interpretation
- Informative essay writing
- Research report/project
- NJSLS based writing rubric
- Individual assignment rubrics
- Graphic organizers
- Projects
- Writing notebook
<table>
<thead>
<tr>
<th>NJSLSA.L6 Students will be able to 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.</th>
</tr>
</thead>
</table>
| - Review explanatory essay formats  
- Provide opportunities for students to complete research projects that utilize multiple sources  
- Maintain personal vocabulary glossaries  
- Dictionary Scavenger hunts  
- Utilize a word wall  
- Vocabulary Workshop during station rotations / centers  
- Choose the correct word to complete a sentence  
- Write sentences using selection vocabulary words  
- Create a definition for unfamiliar words using context  | - Homework and classwork evaluation rubric  
- Completed class work assignments  
- Student generated portfolios  
- Vocabulary quizzes |