

UNIT # 5: when to Follow the crowd/ when To make your own decisions	TIMEFRAME: May/June 6 weeks
BIG IDEA(S): <ul style="list-style-type: none"> ● Paraphrasing ● Inference ● Analyzing ● Summarizing ● Text-to-World Connection ● Self-to-Text Connection 	ESSENTIAL QUESTIONS: <p>What is conformity?</p> <p>What is nonconformity?</p> <p>What is it important that people in the world are different?</p> <p>What does it mean to be “normal?”</p> <p>What is the significance of being true to oneself?</p> <p>Would you change who you are for any reason?</p> <p>Why is popularity vital to students?</p>
ENDURING UNDERSTANDINGS: <ul style="list-style-type: none"> ● They should use different reading strategies in order to comprehend texts. ● That what is considered normal is subjective. ● Analyzing a character’s actions or decisions provide a deeper insight into the character. ● Good readers always question the text. ● They should revise with a purpose to make their writing better. ● They should paraphrase passages/sentences to assist them in comprehending what they are reading. ● They should use the 4 Key Critical reading skills: Paraphrasing, (literal comprehension), inference, (extended reasoning), vocabulary in context, and finding the main idea/argument, (summarizing) in order to comprehend text. ● They should use context clues to figure out what words mean. ● They should annotate the text in order to fully comprehend the story. 	
READING and VOCABULARY	RELEVANT RESOURCES/MATERIALS/Standards
Tier 1 Activities/Strategies (Knowledge/Comprehension)	Tier 1 Standards: <ul style="list-style-type: none"> ● RL.CR.5.1 ● RL.CR.5.2 ● RL.IT.5.3 ● RI.CR.5.1 ● RI.CI.5.2 ● RI.IT.5.3 ● RI.TS.5.4 ● L.RF.5.3 ● L.RF.5.4 ● L.WF.5.2 ● L.VL.5.2 ● L.VI.5.3 ● SL.PE.5.1 ● SL.II.5.2

<ul style="list-style-type: none"> Recall details from the novel <i>Stargirl</i>. Students will paraphrase different paragraphs from the novel <i>Stargirl</i> selected by the teacher. Students will paraphrase a paragraph from a current event article. Students will discuss the significance of the article. Students will use context clues in order to define vocabulary 	<p>Tier 1 Resources/Materials:</p> <ul style="list-style-type: none"> <i>Stargirl</i> http://www.dailymail.co.uk/news/article-2990384/High-school-student-suspended-dying-hair-deep-ultra-intense-red.html Girl suspended for dying hair green
<p>Tier 2 Activities/Strategies (Application/Analysis)</p>	<p>Tier 2 Standards:</p> <ul style="list-style-type: none"> RL.CR.5.1 RL.CR.5.2 RL.IT.5.3 RI.CR.5.1 RI.CI.5.2 RI.IT.5.3 RI.TS.5.4 L.RF.5.3 L.RF.5.4 L.WF.5.2 L.VL.5.2 L.VI.5.3 W.AW.5.1 SL.PE.5.1 SL.II.5.2
<ul style="list-style-type: none"> Make inferences while reading the novel <i>Stargirl</i>. Explain how conflict affects <i>Stargirl</i>. 	<p>Tier 2 Resources/Materials:</p> <ul style="list-style-type: none"> <i>Stargirl</i> http://www.dailymail.co.uk/news/article-2990384/High-school-student-suspended-dying-hair-deep-ultra-intense-red.html Girl suspended for dying hair green DDAT Chart from Literacy Cookbook Character analysis sheet Wordly Wise

<ul style="list-style-type: none">● Make an argument about how the conflict may change <i>Stargirl's</i> uniqueness.● Analyze the people and making inferences from the Description, Dialogue, Action, and Thoughts (D.DAT).● Make an argument on why <i>Stargirl</i> should become “normal.”● Compare and Contrast characters from the novel <i>Stargirl</i> to the girl in the news article.● Students will make a self-to-text connection. (Compare popularity in our school vs Mica High.)● Students will identify parts of speech, synonyms, and antonyms for vocabulary words.● Hypothesize the meaning of vocabulary words by underlining context clues.	<ul style="list-style-type: none">● Vocabulary hypothesis sheet
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Tier 3 Activities/Strategies (Synthesis/Evaluation)	Tier 3 Standards: <ul style="list-style-type: none"> ● RL.CR.5.1 ● RL.CR.5.2 ● RL.IT.5.3 ● L.RF.5.3 ● L.RF.5.4 ● L.WF.5.2 ● L.VL.5.2 ● L.VI.5.3 ● W.AW.5.1 ● SL.PE.5.1 ● SL.II.5.2
<ul style="list-style-type: none"> ● Debate whether Stargirl can be true to herself, and still remain popular. Why do you think a person needs to conform to what is deemed “normal” to be popular? The students will explain their response using evidence from the text. (Collect responses) ● Evaluate the decisions that may or may not contribute to Stargirl’s path to normalcy. ● Evaluate the events that lead to Stargirl’s decline in popularity. ● Students will respond to the open ended question with at least 2 paragraphs. Why are the students of Mica High enchanted 	Tier 3 Resources/Materials: <ul style="list-style-type: none"> ● <i>Stargirl</i> ● http://www.dailymail.co.uk/news/article-2990384/High-school-student-suspended-dying-hair-deep-ultra-intense-red.html Girl suspended for dying hair green

<p>with Stargirl upon her arrival? Why do the students turn on her? Do you believe these reasons are valid? Why?</p> <ul style="list-style-type: none"> • Students will make an argument on why or why not popularity is important. 	
<p>STUDENT WORK PRODUCTS/ ASSESSMENTS:</p> <ul style="list-style-type: none"> • Student summaries of the chapters in the novel <u>Stargirl</u>. • Complete D-DAT for each person. • Students will analyze the conflict in the novel <u>Stargirl</u>. • Students paraphrase paragraphs from the novel <u>Stargirl</u>. • Respond to open-ended questions. • Quizzes • Character Analysis worksheet. • Vocabulary hypothesis sheet. • Students will take a vocabulary test every week to measure progress. Vocabulary master will also 	<p>INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY:</p> <ul style="list-style-type: none"> • Smartboard for class instruction

<p>be informally assessed through its integration into homework assignments.</p> <ul style="list-style-type: none"> Students will take reading comprehension test to measure progress. Comprehension will also be informally assessed through participation in class discussions 	
WRITING and GRAMMAR	RELEVANT RESOURCES/MATERIALS/Standards
<p>Tier 1 Activities/Strategies (Knowledge/Comprehension)</p>	<p>Tier 1 Standards:</p> <ul style="list-style-type: none"> RL.CR.5.1 RL.CR.5.2 RL.IT.5.3 L.RF.5.3 L.RF.5.4 L.WF.5.2 L.VL.5.2 L.VI.5.3 W.AW.5.1 SL.PE.5.1 SL.II.5.2
<ul style="list-style-type: none"> Students will support their point of view with reasons and information that. Students will introduce a topic clearly. Students will logically group their ideas to support their purpose. Students will write an in-depth summary of a section of the text using key details 	<p>Tier 1 Resources/Materials:</p> <ul style="list-style-type: none"> <i>Stargirl</i> “Open-ended Response Rubric” on TLC: http://www.literacycookbook.com/login.php?back=%2Fdownload.php%3Fdid%3D66& Language Arts textbook Grammar Girl Painless Grammar TLC resources (DDAT, Character Analysis)

<ul style="list-style-type: none"> Students will practice paraphrasing sections of the text in addition to paraphrasing comprehension questions 	
Tier 2 Activities/Strategies (Application/Analysis)	Tier 2 Standards: <ul style="list-style-type: none"> RL.CR.5.1 RL.CR.5.2 RL.IT.5.3 L.RF.5.3 L.RF.5.4 L.WF.5.2 L.VL.5.2 L.VI.5.3 W.AW.5.1 SL.PE.5.1 SL.II.5.2
<ul style="list-style-type: none"> Students will differentiate argument statements from evidence statements. Students will use vocabulary correctly in their own writing. Students will use vivid details to grab the readers' interest. Students will describe how an author develops a point of view of the narrator 	Tier 2 Resources/Materials: <ul style="list-style-type: none"> <i>Stargirl</i> "Open-ended Response Rubric" on TLC: http://www.literacycookbook.com/login.php?back=%2Fdownload.php%3Fdid%3D66& Language Arts textbook Grammar Girl Painless Grammar TLC resources (DDAT, Character Analysis) "Open-ended Response Rubric" on TLC: http://www.literacycookbook.com/login.php?back=%2Fdownload.php%3Fdid%3D66&
Tier 3 Activities/Strategies (Synthesis/Evaluation)	Tier 3 Standards: <ul style="list-style-type: none"> RL.CR.5.1 RL.CR.5.2 RL.IT.5.3 L.RF.5.3 L.RF.5.4

	<ul style="list-style-type: none"> • L.WF.5.2 • L.VL.5.2 • L.VI.5.3 • W.AW.5.1 • SL.PE.5.1 • SL.II.5.2
<ul style="list-style-type: none"> • Students will provide a punchy insight to conclude writing • Given an open ended question, students will construct a written response under simulated test conditions. • Students will revise their writing using teacher feedback to improve fluency. • Students will rewrite a scene from another character's point of view. 	Tier 3 Resources/Materials: <ul style="list-style-type: none"> • <i>Stargirl</i> • Language Arts textbook • Grammar Girl • Painless Grammar • TLC resources (DDAT, Character Analysis) • “Open-ended Response Rubric” on TLC: http://www.literacycookbook.com/login.php?back=%2Fdownload.php%3Fdid%3D66&
STUDENT WORK PRODUCTS/ ASSESSMENTS: <ul style="list-style-type: none"> • Students will paraphrase orally and in writing. • Students will summarize fiction and non-fiction text orally and in writing. • Students will use vocabulary words in appropriate context in their original writing. • Students will write complete sentences in all 	INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY: <ul style="list-style-type: none"> • Students will use laptops to type OER

<p>written assignments to show their mastery of English-language conventions of grammar, punctuation, and spelling.</p> <ul style="list-style-type: none"> • Grammar quizzes. 	
TEST PREP	RELEVANT RESOURCES/MATERIALS/Standards
<p>Tier 1 Activities/Strategies (Knowledge/Comprehension)</p>	<p>Tier 1 Standards:</p> <ul style="list-style-type: none"> • L.RF.5.3 • L.RF.5.4 • L.WF.5.2 • L.VL.5.2 • L.VI.5.3 • W.AW.5.1 • SL.PE.5.1 • SL.II.5.2
<ul style="list-style-type: none"> • Students will practice a standardized annotation system for identifying main idea, supporting details and vocabulary. • Students will apply the format for text based OER. • Students will practice typing various open-ended responses. • Students will practice eliminating answer choices based on text evidence. 	<p>Tier 1 Resources/Materials:</p> <ul style="list-style-type: none"> • Laptops for typing. • Posters displaying the annotation system. • Posters displaying punchy insights. • “Open-ended Response Rubric” on TLC: http://www.literacycookbook.com/login.php?back=%2Fdownload.php%3Fdid%3D66&

Tier 2 Activities/Strategies (Application/Analysis)	Tier 2 Standards: <ul style="list-style-type: none"> • L.RF.5.3 • L.RF.5.4 • L.WF.5.2 • L.VL.5.2 • L.VI.5.3 • W.AW.5.1 • SL.PE.5.1 • SL.II.5.2
<ul style="list-style-type: none"> • Students will apply knowledge of open ended responses to write their own. • Students will analyze different types of test questions to determine which strategy to use. • Apply test taking strategies for different questions. 	Tier 2 Resources/Materials: <ul style="list-style-type: none"> • Laptops for typing. • Posters displaying the annotation system. • Posters displaying punchy insights.
Tier 3 Activities/Strategies (Synthesis/Evaluation)	Tier 3 Standards: <ul style="list-style-type: none"> •
<ul style="list-style-type: none"> • Students will synthesize information about open ended responses to suggest revisions. • Students will find evidence to support their claim by answering two part multiple choice questions. 	Tier 3 Resources/Materials: <ul style="list-style-type: none"> • Laptops for typing. • Posters displaying the annotation system. • Posters displaying punchy insights. • Grade 4 diagnostic exam and results • Progress passages and two part questions. • Sample open ended responses and open ended rubric.
STUDENT WORK PRODUCTS/ ASSESSMENTS: <ul style="list-style-type: none"> • Students will respond to open ended questions about Stargirl and 	INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY: <ul style="list-style-type: none"> • Practice typing open ended responses. • Practice reading and annotating passages from the computer.

<p>the choices she makes.</p> <ul style="list-style-type: none"> Students will expand on the theme of conformity and the concept of normal. 	
SPEAKING/ LISTENING	RELEVANT RESOURCES/MATERIALS/Standards
Tier 1 Activities/Strategies (Knowledge/Comprehension)	Tier 1 Standards: <ul style="list-style-type: none"> RL.CR.5.1 RL.CR.5.2 RL.IT.5.3 RI.CR.5.1 RI.CI.5.2 RI.IT.5.3 RI.TS.5.4 L.RF.5.3 L.RF.5.4 L.WF.5.2 L.VL.5.2 L.VI.5.3 W.AW.5.1 SL.PE.5.1 SL.II.5.2
<ul style="list-style-type: none"> Students will apply turn and talk technique in class to investigate various points of view. Students will practice active listening by tracking the speaker. 	Tier 1 Resources/Materials: <ul style="list-style-type: none"> <i>Stargirl</i> http://www.dailymail.co.uk/news/article-2990384/High-school-student-suspended-dying-hair-deep-ultra-intense-red.html Girl suspended for dying hair green
Tier 2 Activities/Strategies (Application/Analysis)	Tier 2 Standards: <ul style="list-style-type: none"> RL.CR.5.1 RL.CR.5.2 RL.IT.5.3 RI.CR.5.1 RI.CI.5.2 RI.IT.5.3 RI.TS.5.4 L.RF.5.3 L.RF.5.4

	<ul style="list-style-type: none"> • L.WF.5.2 • L.VL.5.2 • L.VI.5.3 • W.AW.5.1 • SL.PE.5.1 • SL.II.5.2 • SL.PI.5.4 • SL.UM.5.5
<ul style="list-style-type: none"> • Students will practice active listening by tracking the speaker and paraphrasing the speaker's comment. • Students will practice active listening by formulating questions to ask the speaker. 	Tier 2 Resources/Materials: <ul style="list-style-type: none"> • <i>Stargirl</i> • http://www.dailymail.co.uk/news/article-2990384/High-school-student-suspended-dying-hair-deep-ultra-intense-red.html Girl suspended for dying hair green
Tier 3 Activities/Strategies (Synthesis/Evaluation)	Tier 3 Standards: <ul style="list-style-type: none"> • RL.CR.5.1 • RL.CR.5.2 • RL.IT.5.3 • RI.CR.5.1 • RI.CI.5.2 • RI.IT.5.3 • RI.TS.5.4 • L.RF.5.3 • L.RF.5.4 • L.WF.5.2 • L.VL.5.2 • L.VI.5.3 • W.AW.5.1 • SL.PE.5.1 • SL.II.5.2 • SL.PI.5.4 • SL.UM.5.5
<ul style="list-style-type: none"> • Students will work in pairs to answer questions about the text. • Students will be called on to share the 	Tier 3 Resources/Materials: <ul style="list-style-type: none"> • <i>Stargirl</i> • http://www.dailymail.co.uk/news/article-2990384/High-school-student-suspended-dying-hair-deep-ultra-intense-red.html Girl suspended for dying hair green

<p>opinion/thoughts of their partner.</p> <ul style="list-style-type: none"> Students will analyze peer evidence and arguments and respond to the discussion topics. 	
<p>STUDENT WORK PRODUCTS/ ASSESSMENTS:</p> <ul style="list-style-type: none"> Students will use evidence to discuss who is “normal” in the novel. Speaking and listening will also be informally assessed by participation in class discussions and accuracy of answers. 	<p>INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY:</p> <ul style="list-style-type: none"> [List ways in which you will connect Speaking/ Listening to other disciplines and integrate technology.]

New Jersey Legislative Statutes and Administrative Code
(place an “X” before each law/statute if/when present within the curriculum map)

	Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>	X	Holocaust Law: <i>N.J.S.A. 18A:35-28</i>	X	LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>	X	Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>	X	Standards in Action: <i>Climate Change</i>
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