

UNIT # <u>1</u> : Survival <u>Tuck Everlasting</u> (Summer Reading Novel) *No grammar in this Unit	TIMEFRAME: Sept-Oct, 6 weeks
<p>BIG IDEA(S): <u>Practice important reading strategies:</u></p> <ul style="list-style-type: none"> ● Plot organizer ● Paraphrasing ● Summarizing ● Inference ● Main Idea ● Supporting details ● Annotating strategy ● Text-to-self connection <p><u>Topics:</u> Trust, secrets, friendship, devotion</p> <p><u>Writing strategies:</u></p> <ul style="list-style-type: none"> ● Argument vs Evidence (Steps 1 and 2) ● Plot structure <p><u>Grammar:</u> Varying sentence structure</p> <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> ● Root words: san,mid,acro,non,phys <p><u>Test Prep:</u></p> <ul style="list-style-type: none"> ● Annotating for main idea by highlighting 	<p>ESSENTIAL QUESTIONS:</p> <p><u>Topics:</u></p> <ul style="list-style-type: none"> ● What does it mean to trust someone? ● What does devotion mean? <p><u>Thought-Provoking Questions:</u></p> <ul style="list-style-type: none"> ● How would you react if someone close to you broke your trust? Why? ● Have you ever shared someone else's secret? When? Why? ● Debating mortality vs immortality <p><u>Strategies:</u></p> <ul style="list-style-type: none"> ● What strategies do good writers use? ● What strategies do good readers use?
<p>ENDURING UNDERSTANDINGS: Students will understand that...</p> <ul style="list-style-type: none"> ● They should use different reading strategies in order to comprehend texts. ● 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. ● Strong arguments about a text should lead the reader to a new or original understanding. Evidence and the student's own explanation should be used to support an argument, making it stronger and more convincing. ● Surviving forever may not be as wonderful as it sounds. ● The idea of surviving forever has advantages and disadvantages. 	

READING and VOCABULARY	RELEVANT RESOURCES/MATERIALS/Standards
Tier 1 Activities/Strategies (Knowledge/Comprehension)	Tier 1 Standards: <ul style="list-style-type: none"> RL.CR.6.1. RL.CI.6.2 RL.IT. 6.3
<ul style="list-style-type: none"> Identify rules for “how to tell if something is an argument.” Recall details from the novel <u>Tuck Everlasting</u>. Paraphrase different paragraphs from the novel <u>Tuck Everlasting</u> selected by the teacher. Use a plot organizer. Explain why we study root words. Make flashcards for our new root words (san,mid,acro,non,phys). Throughout the week, they will define more words based on their root words. They will add these to a running list. Review the 4 key critical reading skills. 	Tier 1 Resources/Materials: <ul style="list-style-type: none"> <u>Tuck Everlasting</u> Comprehension 101: http://www.literacycookbook.com/page.php?id=5 Teacher made plot organizer
Tier 2 Activities/Strategies (Application/Analysis)	Tier 2 Standards: <ul style="list-style-type: none"> RL..CR.6.1. RL.CI.6.2 RL.TS. 6.4 RL.PP. 6.5
<ul style="list-style-type: none"> Make inferences while reading the novel <u>Tuck Everlasting</u>. Explain how conflict affects the Tuck family and Winnie Foster. Make an argument about how the conflict may influence Winnie Foster’s decision to help the Tuck Family. Analyze the people and make inferences from the Description, Dialogue, Action, and Thoughts (D.DAT). 	Tier 2 Resources/Materials: <ul style="list-style-type: none"> <u>Tuck Everlasting</u> D.DAT Chart TLC: http://www.literacycookbook.com D.DAT Chart with Evidence TLC: http://www.literacycookbook.com Plot organizer (teacher made) http://www.readwritethink.org/files/resources/interactives/plot-diagram/

<ul style="list-style-type: none"> • Make an argument on why Winnie Foster is a brave 10 year old girl and is trustworthy by using evidence from the text. • Compare and Contrast characters from the novel <u>Tuck Everlasting</u>. • Make a self-to-text connection about a time when they had to keep a secret or help a friend/family. • identify a new word based on their root words daily. • Use context clues to infer the meaning of root words and then Check the dictionary to confirm the meaning.. They will add new vocabulary to their vocabulary lists. 	
Tier 3 Activities/Strategies (Synthesis/Evaluation)	Tier 3 Standards: <ul style="list-style-type: none"> • RL..CR.6.1. • RL.CI.6.2
<ul style="list-style-type: none"> • Debate whether you think the Tuck family should tell people about the spring? Why? Write an essay explaining their response using evidence from the text. (Collect responses) • Evaluate the decisions Winnie Foster makes throughout the book and the consequences that may follow by writing a paragraph • Evaluate the events that lead to Winnie Foster's decisions to help Mae Tuck from jail. • Respond to the open-ended question with at least 2 paragraphs. Why do you think if people knew about the spring it could hurt mankind? Use evidence from the text. • Write a 5 paragraph essay making an argument as to whether or not living forever is a positive or negative concept by using evidence from the text. • Students will use root words in their writing. 	Tier 3 Resources/Materials: <ul style="list-style-type: none"> • <u>Tuck Everlasting</u>

STUDENT WORK PRODUCTS/ ASSESSMENTS: <ul style="list-style-type: none"> • Student summaries of the chapters in the novel <u>Tuck Everlasting</u>. • Analyze the conflict in the novel <u>Tuck Everlasting</u>. • Paraphrase paragraphs from the novel <u>Tuck Everlasting</u>. • Respond to open-ended questions. • 5 paragraph essay • Quizzes • Tests • Plot organizer 	INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY: <ul style="list-style-type: none"> • Smartboard
WRITING and GRAMMAR	RELEVANT RESOURCES/MATERIALS/Standards
Tier 1 Activities/Strategies (Knowledge/Comprehension)	Tier 1 Standards: <ul style="list-style-type: none"> • W. NW.6.3 • W. NW.6.3a • W. NW.6.3b • W.NW.6.3c • W.NW.6.3d • W.NW.6.3e
<ul style="list-style-type: none"> • Practice using a plot organizer for a short story.from readwritethink • Annotate by using post-it notes in the book <i>Tuck Everlasting</i>. • Identify varying sentence structure. • Identify the difference between argument and evidence. • Identify the basic pieces of an open-ended response question: topic sentence, evidence/examples, explanation, and concluding sentence. 	Tier 1 Resources/Materials: <ul style="list-style-type: none"> • Plot organizer • http://www.readwritethink.org/classroom-resources/lesson-plans/teaching-plot-structure-through-401.html • Annotation rubric for fiction: http://www.literacycookbook.com/download.php?did=90 • Language Arts Textbook and workbook • Vocabulary hypothesis worksheet <p>http://www.literacycookbook.com/page.php?id=4</p>
Tier 2 Activities/Strategies (Application/Analysis)	Tier 2 Standards: <ul style="list-style-type: none"> • W. NW.6.3 • W. NW.6.3a • W. NW.6.3b • W.NW.6.3c • W.NW.6.3d • W.NW.6.3e • W. WP.6.4

<ul style="list-style-type: none"> • Use a plot organizer for two short stories from readwritethink • Annotate to provide evidence for a specific thesis statement. “Whether or not you think the Tuck family should tell people about the spring? Why or why not?” • Write an essay using varying sentence structure • When given an argument, analyze which pieces of evidence are most relevant for supporting that argument and explain their choice 	<p>Tier 2 Resources/Materials:</p> <ul style="list-style-type: none"> • http://www.readwritethink.org/files/resources/interactives/plot-diagram/ • Annotation rubric for fiction: http://www.literacycookbook.com/download.php?did=90 Argument vs Evidence Steps 1 and 2: <p>https://theliteracycookbook.wordpress.com/?s=argument</p>
<p>Tier 3 Activities/Strategies (Synthesis/Evaluation)</p>	<p>Tier 3 Standards:</p> <ul style="list-style-type: none"> • W. NW.6.3 • W. NW.6.3a • W. NW.6.3b • W.NW.6.3c • W.NW.6.3d • W.NW.6.3e • W. WP.6.4
<ul style="list-style-type: none"> • Write a 5 paragraph essay supporting the argument (“Whether or not you think the Tuck family should tell people about the spring? Why or why not?”) • Use evidence annotated from the text <u>Tuck Everlasting</u> • Respond to the open-ended question with at least 2 paragraphs. Why do you think if people knew about the spring it could hurt mankind? 	<p>Tier 3 Resources/Materials:</p> <ul style="list-style-type: none"> • <u>Tuck Everlasting</u> • http://www.readwritethink.org/files/resources/interactives/plot-diagram/ • Argument vs Evidence Steps 1 and 2: https://theliteracycookbook.wordpress.com/?s=argument • Vocabulary posters rubric
<p>STUDENT WORK PRODUCTS/ ASSESSMENTS:</p> <ul style="list-style-type: none"> • Plot organizer for <u>Tuck Everlasting</u> • Open-ended paragraphs • 5 paragraph essay • Quiz on varying sentence structure • Quiz on argument/evidence • Vocabulary posters 	<p>INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY:</p> <ul style="list-style-type: none"> • Laptops to complete activities on www.readwritethink.org • Smartboard
<p>TEST PREP</p>	<p>RELEVANT RESOURCES/MATERIALS/Standards</p>
<p>Tier 1 Activities/Strategies (Knowledge/Comprehension)</p>	<p>Tier 1 Standards:</p> <ul style="list-style-type: none"> • RL.CI. 6.2 • RL.PP. 6.5 • RI.CR. 6.1

	<ul style="list-style-type: none"> • RI.CI. 6.2 • RI.IT. 6.3 • RI.MF. 6.6 • RI.CT. 6.8
<ul style="list-style-type: none"> • Find main idea/ important ideas and paragraphs and underline them (texts should have a task at the beginning so students have a focus) • Identify 4 major components of an OER (topic sentence, evidence/example, explanation and concluding sentence) • Identify and label vocabulary in context questions 	Tier 1 Resources/Materials: <ul style="list-style-type: none"> • Short non-fiction articles about Euthanasia <p>Euthanasia.com</p> <p>About.com (Euthanasia articles and resources)</p> <p>Euthanasia Euthanasia.com About.com (Euthanasia articles and resources)</p> <ul style="list-style-type: none"> • <u>Tuck Everlasting</u> • Annotation handout <p>http://www.literacycookbook.com/download.php?did=90</p>
Tier 2 Activities/Strategies (Application/Analysis)	Tier 2 Standards: <ul style="list-style-type: none"> • RL.CI. 6.2 • RL.PP. 6.5 • RI.CR. 6.1 • RI.CI. 6.2 • RI.IT. 6.3 • RI.MF. 6.6 • RI.CT. 6.8
<ul style="list-style-type: none"> • Use the annotation strategy to find the main idea. • Analyze paragraphs to identify which details support the main idea. • Define new words using knowledge of roots and context clues. 	Tier 2 Resources/Materials: <ul style="list-style-type: none"> • Short non-fiction articles about Euthanasia <p>Euthanasia.com</p> <p>About.com (Euthanasia articles and resources)</p> <p>Euthanasia Euthanasia.com About.com (Euthanasia articles and resources)</p> <ul style="list-style-type: none"> • <u>Tuck Everlasting</u> • Annotation handout <p>http://www.literacycookbook.com/download.php?did=90</p>
Tier 3 Activities/Strategies (Synthesis/Evaluation)	Tier 3 Standards: <ul style="list-style-type: none"> • RL.CI. 6.2 • RL.PP. 6.5 • RI.CR. 6.1 • RI.CI. 6.2 • RI.IT. 6.3 • RI.MF. 6.6 • RI.CT. 6.8

<ul style="list-style-type: none"> • Evaluate the main ideas of the texts based on what they have underlined in the paragraphs. • Write OERs using <u>Tuck Everlasting</u>. • Evaluate their own OERs using an exemplar provided by the teacher. The teacher will model this strategy first, and students will evaluate their work and the work of their peers. 	Tier 3 Resources/Materials: <ul style="list-style-type: none"> • Short non-fiction articles about Euthanasia <p>Euthanasia.com</p> <p>About.com (Euthanasia articles and resources)</p> <p>Euthanasia Euthanasia.com</p> <p>About.com (Euthanasia articles and resources)</p> <ul style="list-style-type: none"> • <u>Tuck Everlasting</u> • Annotation handout • http://www.literacycookbook.com/download.php?did=90
STUDENT WORK PRODUCTS/ ASSESSMENTS: <ul style="list-style-type: none"> • Exit ticket asking students to annotate and explain their annotations • Score/grade OERs • Quiz on elements of an OER 	INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY: <ul style="list-style-type: none"> • [List ways in which you will connect Test Prep to other disciplines and integrate technology.]
SPEAKING/ LISTENING	RELEVANT RESOURCES/MATERIALS/Standards
Tier 1 Activities/Strategies (Knowledge/Comprehension)	Tier 1 Standards: <ul style="list-style-type: none"> • SL.PE. 6.1 • SL.PE. 6.1a • SL.PE. 6.1c • SL.PE. 6.1d
<ul style="list-style-type: none"> • Review the important components of a debate. • Identify that an argument is: A: Assertion R: Reasoning E: Evidence • Define and practice habits of discussion sentence starters • Define and practice procedures for Think, Pair, Share 	Tier 1 Resources/Materials: <ul style="list-style-type: none"> • Socratic Seminar discussion rubric <p>www.literacycookbook.com</p> <ul style="list-style-type: none"> • Components of a debate <p>http://www.middleschooldebate.com/documents/introdebatehandout.pdf</p> <ul style="list-style-type: none"> • Teaching ARE <p>http://www.middleschooldebate.com/documents/TeachingARE.pdf</p>
Tier 2 Activities/Strategies (Application/Analysis)	Tier 2 Standards: <ul style="list-style-type: none"> • SL.PE. 6.1 • SL.PE. 6.1a • SL.PE. 6.1c • SL.PE. 6.1d
<ul style="list-style-type: none"> • Analyze the text in order to come up with evidence to support their argument. 	Tier 2 Resources/Materials: <ul style="list-style-type: none"> • Socratic Seminar

<ul style="list-style-type: none"> Practice identifying the assertion, reasoning, and evidence of an argument Form a counter argument in order to prepare to disprove or refute the opposite argument. Work in pairs to answer questions about the text. Called on to share the opinion/thoughts of their partner. 	http://www.literacycookbook.com/page.php?id=31 <ul style="list-style-type: none"> <u>Tuck Everlasting</u> ARE practice worksheet http://www.middleschooldebate.com/documents/AREchart.pdf
Tier 3 Activities/Strategies (Synthesis/Evaluation)	Tier 3 Standards: <ul style="list-style-type: none"> SL.PE. 6.1 SL.PE. 6.1a SL.PE. 6.1c SL.PE. 6.1d SL.PI. 6.4
<ul style="list-style-type: none"> Debate: Would it be better to be immortal or mortal and why? If you knew of a spring that could make you live forever, would you keep it a secret or let everyone know about it? Present their opinions through intelligent conversations and use effective habits of conversation. Critique and debate the essential questions from their text. Synthesize the arguments of their peers, providing an overview of the classes' thoughts on the subject. 	Tier 3 Resources/Materials: <ul style="list-style-type: none"> Socratic Seminar http://www.literacycookbook.com/page.php?id=31 <u>Tuck Everlasting</u> <ul style="list-style-type: none"> Debate rubric http://middleschooldebate.com/documents/2010.MSPDP.Judging.Rubric.pdf
STUDENT WORK PRODUCTS/ ASSESSMENTS: <ul style="list-style-type: none"> Written opinion of debate and evidence to support opinion Informal debate (Would it be better to be immortal or mortal and why?) assessment using Debate Rubric 	INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY: <ul style="list-style-type: none"> Videos of think-pair-share models http://www.literacycookbook.com/page.php?id=31

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 52:164-88</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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