

UNIT # 2 <i>An Island Like You</i> by Judith Ortiz Cofer <i>The Skin I'm In</i> by Sharon Flake	TIMEFRAME: November-December
BIG IDEA(S): Reading/Vocabulary: <ul style="list-style-type: none"> ● About the Author: Judith Ortiz Cofer, Sharon G. Flake ● Build background on “immigration” and how it connects to “American identity” in literature. ● Introduce themes: Assimilation, Belonging, Bullying, and Decision Making, Gender, Race ● Review literary elements and devices: Characterization, Conflict, Imagery, Motivation, Foreshadowing. ● Paraphrasing and Inference Skills ● Cite evidence to describe a positive and/or negative relationship ● Reading non-fiction articles to supplement texts and concepts covered. ● Root words: (infro, ethno, scend, jiga, vor) 	ESSENTIAL QUESTIONS: Skills-based Essential Questions: <ul style="list-style-type: none"> ● What does it mean to be an individual? ● What does it mean to be a part of a group? ● Is it possible to belong to a group and still retain your individuality? ● How can we develop our own identity in a conflicted society? ● To what extend does the author’s use of literary devices enhance understanding? How does symbolism contribute to the overall meaning of a text? Content-based Essential Questions: <i>An Island Like You</i> <ul style="list-style-type: none"> ● Anita felt that the barrio was “like an alternate universe.” How does life in the barrio differ from life in your neighborhood? How is it similar?
Writing and Grammar: <ul style="list-style-type: none"> ● Literary Analysis ● Use punctuation to separate items in a series ● Use commas to separate introductory elements from the rest of the sentence ● Argument versus Evidence- Steps ● Paragraph Responses 	<ul style="list-style-type: none"> ● How had Doris changed from the girl in “The One Who Watches”? ● The barrio is a strong Puerto Rican community. What are the advantages and disadvantages of living and working in close ethnic communities? ● Did Ortiz Cofer’s inclusion of Spanish words help or hinder reading the story? ● How did people in the barrio reflect pride or shame in their Puerto Rican heritage?
Speaking/Listening <ul style="list-style-type: none"> ● Review habits of speaking and listening ● Socratic Seminars ● Oral Presentation 	<ul style="list-style-type: none"> ● How do the cultural values and traditions that the parents and grandparents brought with them from Puerto Rico affect how they interact with their children?
Test Prep: Grammar Literary Analysis Writing ANet Identifying parts of a Literary Analysis Task PARCC online	Why did the author choose to write the book as a collection of short stories and not a novel? <i>The Skin I'm In</i> <ul style="list-style-type: none"> ● How do outward appearances affect how others are treated? ● How does “prejudice” and “bullying” relate?

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	<ul style="list-style-type: none"> • How does bullying affect a person's confidence? • Why might someone be prejudice? • Why might someone bully? • Why might a person be scared to fight or speak against a bully?
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ENDURING UNDERSTANDINGS:

- Cliques and peer groups shape social skills for people as they grow up.
- Writing process requires five different stages necessary to write effectively: pre-writing, drafting, editing, and publishing.
- Language, story elements, and literary devices contribute to the reader's understanding of fiction.
- Humans cannot live and grow without experiencing a full range of emotions.
- The purpose of a Socratic Seminar is to achieve a deeper understanding about the ideas and values in a text by questioning, debating, and analyzing text-based questions in a group setting.
- Commas separate elements in a sentence and can be use to indicate a brief pause.
- An argument is a claim, opinion, or debatable statement that that requires proof or evidence for support.
- Evidence is facts.

READING and VOCABULARY	RELEVANT RESOURCES/MATERIALS/Standards
Tier 1 Activities/Strategies (Knowledge/Comprehension)	Tier 1 Standards: <ul style="list-style-type: none"> • RL.CR.8.1 • RL.CR.8.2 • RL.IT.8.3 • L.VI.8.4
<ul style="list-style-type: none"> • Recall factual details "About the Author" for Judith Ortiz Cofer to review in class. • Review close reading strategies with text from <i>An Island Like You</i> using QIEE organizer. • Teacher will model literary devices using <i>An Island Like You</i> terms (Characterization, Conflict, Imagery, 	Tier 1 Resources/Materials: <i>An Island Like You</i> <ul style="list-style-type: none"> • About Judith Ortiz Cofer: http://www.poetryfoundation.org/bio/judith-ortiz-cofer • QIEE organizer: http://www.literacycookbook.com/download.php?did=58

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<p>Motivation); students will take notes along with the teacher.</p> <ul style="list-style-type: none"> Define “characterization,” “conflict,” “imagery,” “foreshadowing,” and “motivation” in notebook/journal. Read non-fiction excerpt to supplement texts and concepts covered. Recall factual details “About the Author” for Sharon G. Flake. Unpack Sample Literary Analysis Writing Prompts based on PARCC and paraphrase into journal. Define the root of the week: (info, ethno, scend, jiga, vor). Define more words based on their root words. They will add these to a running list Introduce Story Vocabulary: Students will define vocabulary selected by the teacher from the book <i>An Island Like You/The Skin I’m In</i>. They will create a user-friendly definition by using the context in the story/passage. Students will read, identify, and discuss vocabulary words in sentences. The words will be placed on the word wall. Define “topic sentence” in order to prepare for paragraph responses. 	<ul style="list-style-type: none"> Non-fiction Excerpt from the book <i>Grandfather’s Journey</i> by Allen Say <p><i>The Skin I’m In</i></p> <ul style="list-style-type: none"> About Sharon G. Flake: http://www.scholastic.com/teachers/contributor/sharon-g-flake Teacher-made Literary Analysis Writing Prompts Paraphrasing: https://theliteracycookbook.wordpress.com/2012/08/22/approaches-to-the-common-core-how-to-paraphrase/ Notebook/Journal
<p>Tier 2 Activities/Strategies (Application/Analysis)</p>	<p>Tier 2 Standards:</p> <ul style="list-style-type: none"> RL.CR.8.1 RL.IT.8.3 L.VI.8.4 RI.CR.8.1 RI.CI.8.2 RI.IT.8.3 L.VI.8.4
<ul style="list-style-type: none"> Close reading of <i>An Island Like You</i> – questioning, paraphrasing, making inferences, supporting, drawing conclusions, making predictions. 	<p>Tier 2 Resources/Materials:</p> <ul style="list-style-type: none"> Close reading: https://theliteracycookbook.wordpress.com/2013/11/27/the-1-close-reading-skill/

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<ul style="list-style-type: none"> • Close reading of <i>The Skin I'm In</i>—questioning, paraphrasing, making inferences, supporting, drawing conclusions, making predictions. • <i>An Island Like You</i> reading activity: students will answer specific questions about the use of characterization, foreshadowing, motivation, imagery, and conflict. They will use evidence from the text to support their answers. • <i>The Skin I'm In</i> reading activity: students will answer specific questions about the use of characterization, foreshadowing, motivation, imagery, and conflict. They will use evidence from the text to support their answers. • Annotate two literary analysis passages, prioritizing key information in response to the prompt. • Compare and contrast two texts by checking notes that are similar and different using a “Text-1 and Text-2” chart. • Produce and use flashcards for new root words (info, ethno, scend, jiga, vor). • Choose and demonstrate 5 words that have the roots (info, ethno, scend, jiga, vor) and write the meanings in journal. • Compare words with the same root to find out how they relate. • Examine a sample of a paragraph response. 	<ul style="list-style-type: none"> • Reading Activity (Character Trait): http://www.literacycookbook.com/download.php?did=90 • Journals for students to keep track of the roots of the week and associated vocabulary words. • Root of the Week word wall at the back of the classroom. • Bullying: www.readworks.org/passage/mean-machines • Cultural Bullying: www.readworks.org/passages/irish-americans • Sample Literary Analysis Writing Prompt and Text-1/Text-2 Chart: https://theliteracycookbook.wordpress.com/2014/12/23/parcc-prep-literary-analysis-writing-task/ • Example of a paragraph response: http://www.literacycookbook.com/page.php?id=41
Tier 3 Activities/Strategies (Synthesis/Evaluation)	Tier 3 Standards: <ul style="list-style-type: none"> • RL.CR.8.1 • RL.IT.8.3 • L.VI.8.4
<ul style="list-style-type: none"> • Write sentences using words with identified roots. • Develop 3 character traits for Maleeka, citing evidence from the text. 	Tier 3 Resources/Materials: <ul style="list-style-type: none"> • Chapter Question Study Guide: <i>An Island Like You</i> and <i>The Skin I'm In</i> • Text: <i>An Island Like You</i>

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<ul style="list-style-type: none"> Develop 3 character traits for Luis, citing evidence from the text. Describe an example of foreshadowing in <i>An Island Like You</i> and <i>The Skin I'm In</i> in citing evidence from the text. Answer chapter questions related to bullying, motivation, conflict, and imagery for <i>An Island Like You</i> and <i>The Skin I'm In</i>. Arrange words using the same root and explain how they are similar and different in meaning. Write a paragraph proving a topic sentence by citing evidence from <i>An Island Like You</i> using Paragraph Responses. Write a paragraph proving a topic sentence by citing evidence from <i>The Skin I'm In</i> using Paragraph Responses. 	<ul style="list-style-type: none"> Text: <i>The Skin I'm In</i> Paragraph Responses for <i>An Island Like You</i>: http://www.literacycookbook.com/page.php?id=41 Paragraph Responses for <i>The Skin I'm In</i>: teacher-created
STUDENT WORK PRODUCTS/ ASSESSMENTS: <ul style="list-style-type: none"> Vocabulary Quizzes Character trait organizer Annotate Literary Analysis Prompt. Literary Analysis Task (See also "Writing and Grammar") Paragraph Responses 	INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY: <ul style="list-style-type: none"> SmartBoard Laptop
WRITING and GRAMMAR	RELEVANT RESOURCES/MATERIALS/Standards
Tier 1 Activities/Strategies (Knowledge/Comprehension)	Tier 1 Standards: <ul style="list-style-type: none"> W.AW.8.1 A-E W.WP.8.4 W.SE.8.6 RL.IT.8.3 RL.TS.8.4 L.SS.8.1 L.KL.8.2 L.VL8.3
<ul style="list-style-type: none"> Identify the parts that make up a Literary Analysis essay: Intro, Body 1, Body 2, Body 3, Conclusion and explain what each part does/contains. 	Tier 1 Resources: <ul style="list-style-type: none"> Parts of a Literary Analysis: https://theliteracycookbook.wordpress.co

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<ul style="list-style-type: none"> Paraphrase the difference between an “argument” and “evidence” by reading teacher created worksheet. Distinguish “argument” and “evidence” using teacher-created example worksheets. Recognize and translate how commas are useful after introduction words or phrases using teacher-created worksheet. List situations in which commas are used. Discuss how different types of punctuation like commas, colon, and semi-colons are used within sentences. 	<ul style="list-style-type: none"> m/2014/12/23/parcc-prep-literary-analysis-writing-task/ Teacher-created worksheet and “argument” and “evidence” based on: http://writingcenter.unc.edu/handouts/argument/ Teacher-created worksheet about “commas” based on: https://owl.english.purdue.edu Punctuation worksheets: http://www.englishforeveryone.org and book- <i>Mechanically Inclined</i> by Jeff Anderson
Tier 2 Activities/Strategies (Application/Analysis)	Tier 2 Standards: <ul style="list-style-type: none"> W.AW.8.1 A-E W.WP.8.4 W.SE.8.6 RL.CR.8.1 RL.IT.8.3 RL.CR.8.2 RL.VI.8.4 L.SS.8.1 L.KL.8.2 L.VL.8.3
<ul style="list-style-type: none"> Analyze the parts of a Literary Analysis essay: Intro, Body 1, Body 2, Body 3, Conclusion and illustrate by labeling each part. Practice unpacking teacher-generated prompts. Examine an Exemplary Response to the writing prompt. Practice identifying “argument” and “evidence” statements using teacher-generated examples. Practice differentiating “argument” and “evidence” sentences by using “Boxes and Bullets” approach. Practice supporting an argument with relevant evidence and explanation, referring back to “The Falling Man” (LCB). Summarize how “argument” and “evidence” are different. 	Tier 2 Resources/Materials: <ul style="list-style-type: none"> Parts of a Literary Analysis Task and exemplars: https://theliteracycookbook.wordpress.com/2014/12/23/parcc-prep-literary-analysis-writing-task/ Teacher-generated prompts for unpacking. Teacher-generated examples of “evidence” and “arguments”. Argument vs. Evidence (Boxes and Bullets): https://theliteracycookbook.wordpress.com/2012/09/04/approaches-to-the-common-core-argument-vs-evidence-step-2/ Argument vs. Evidence (Supporting Argument/The Fallen Man): https://theliteracycookbook.wordpress.com/2012/09/05/approaches-to-the-

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<ul style="list-style-type: none"> • Create sentences using introductions and appropriate punctuation s that separate ideas. • Analyze how sentences use commas, colons, and semi-colons. • Practice writing sentence using commas, colons, and semi-colons. 	<p>common-core-argument-vs-evidence-step-3/</p> <ul style="list-style-type: none"> • Book: <i>Mechanically Inclined</i> by Jeff Anderson (Section and Section 6)
Tier 3 Activities/Strategies (Synthesis/Evaluation)	<p>Tier 3 Standards:</p> <ul style="list-style-type: none"> • W.AW.8.1 A-E • W.WP.8.4 • W.SE.8.6 • RL.CR.8.1 • RL.IT.8.3 • RL.CR.8.2 • RL.VI.8.4 • L.SS.8.1 • L.KL.8.2 • L.VL8.3
<ul style="list-style-type: none"> • Plan and develop a Literary Analysis Task Essay and critique it in relation to the PARCC Writing Rubric. • Write a paragraph proving a topic sentence by citing evidence from <i>An Island Like You</i> using Paragraph Responses. • Write a paragraph proving a topic sentence by citing evidence from <i>The Skin I'm In</i> using using Paragraph Responses. • Based on specific chapters in <i>The Skin I'm In</i> students will write their own "argument" and "evidence" statements. • Create 5 sentences using commas, colons, or semi-colons correctly. • Evaluate teacher-created punctuation paragraph for accuracy. • Select the correct use of punctuation from a multiple-choice teacher-created test. 	<p>Tier 3 Resources/Materials:</p> <ul style="list-style-type: none"> • Punctuation: Why Punctuation is Important (LCB) • Analyze Literary Analysis Task and Rubric: http://www.roanestate.edu/owl/Deep.html, http://www.tapestryofgrace.com/company/writingaids/pdf/LitAnalysis-sample8.pdf • Book: <i>An Island Like You</i> • Book: <i>The Skin I'm In</i> • Paragraph Responses for <i>An Island Like You</i>: http://www.literacycookbook.com/download.php?did=80 • Paragraph Responses for <i>The Skin I'm In</i>: teacher-created • Punctuation: https://theliteracycookbook.wordpress.com/2012/08/24/approaches-to-the-common-core-unpacking-syntax-and-grammar/
STUDENT WORK PRODUCTS/ ASSESSMENTS:	INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY:

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<ul style="list-style-type: none"> • PARCC sample assessments on Literary Analysis Task • Paragraph Response on <i>An Island Like You</i> and <i>The Skin I'm In</i> • ANet sample assessments • Teacher-created multiple-choice and assessments based on "argument" and "evidence" • Teacher-created multiple-choice and open-ended assessments based on punctuation • Unpack Literary Analysis Task prompt and make into statement • Develop a Literary Analysis Task Essay using PARCC rubric • Paragraph Responses 	<ul style="list-style-type: none"> • SmartBoard • Laptop • Ipad • Computerized practice assessments • Practice typing open-responses on a regular basis. • Show students the percentage of respondents who picked each answer choice for selected test questions.
TEST PREP	RELEVANT RESOURCES/MATERIALS/Standards
Tier 1 Activities/Strategies (Knowledge/Comprehension)	Tier 1 Standards: <ul style="list-style-type: none"> • W.AW.8.1 A-E • W.WP.8.4 • W.SE.8.6 • RL.CR.8.1 • RL.IT.8.3 • RL.CR.8.2 • RL.VI.8.4 • L.SS.8.1 • L.KL.8.2 • L.VL8.3
<ul style="list-style-type: none"> • Read sentences and match/name the appropriate punctuation (commas, colons, and/or semi-colons) from examples in <i>Mechanically Inclined</i>. • Read sentences and express which appropriate punctuation (commas, colons, and/or semi-colons) is used in examples from <i>Mechanically Inclined</i>. • Identify major components of Literary Analysis Task (Introduction, Body 1, Body 2, Conclusion) by labeling paragraphs. • Identify roots (info, ethno, scend, jiga, vor) in context. 	Tier 1 Resources/Materials: <ul style="list-style-type: none"> • Comma, colons, semi-colons quiz/test: Source 1 - www.grammarbook.com/grammar_quiz/semicolons_and_colons_1.asp , Source 2 - www.niu.edu/writingtutorial/punctuation/quizzes/Comma.htm , Source 3 - www.uis.edu/ctl/wp-content/uploads/sites/76/2013/03/CommaandColonsandSemicolonsQuiz.pdf.pdf • Book: <i>Mechanically Inclined</i> • Sample Literary Analysis Task: www.tapestryofgrace.com/company/writingaids/pdf/LitAnalysis- • Roots in context: Wordly Wise workbook

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Tier 2 Activities/Strategies (Application/Analysis)	Tier 2 Standards: <ul style="list-style-type: none"> • W.AW.8.1 A-E • W.WP.8.4 • W.SE.8.6 • RL.CR.8.1 • RL.IT.8.3 • RL.CR.8.2 • RL.VI.8.4 • L.SS.8.1 • L.KL.8.2 • L.VL.8.3
<ul style="list-style-type: none"> • Use appropriate punctuation to construct well-organized sentences. • Use the annotation strategy to find the main idea. • Analyze paragraphs to identify which details support the main idea in Literacy Analysis Task. • Write new words using knowledge of roots (infro, ethno, scend, jiga, vor) and interpret its meaning in journal. 	Tier 2 Resources/Materials: <ul style="list-style-type: none"> • Annotation handout: http://www.literacycookbook.com/download.php?did=90 • PARCC Writing Sample: <i>Confetti Girl</i> by Diana Lopez www.parcc.pearson.com/resources/practice-tests/English/grade-8/pba/pc194819-001_8elatb_pt.pdf • PARCC Writing Sample: <i>Tortilla Sun</i> by Jennifer Cervantes www.parcc.pearson.com/resources/practice-tests/English/grade-8/pba/pc194819-001_8elatb_pt.pdf
Tier 3 Activities/Strategies (Synthesis/Evaluation)	Tier 3 Standards: <ul style="list-style-type: none"> • W.AW.8.1 A-E • W.WP.8.4 • W.SE.8.6 • RL.CR.8.1 • RL.IT.8.3 • RL.CR.8.2 • RL.VI.8.4 • L.SS.8.1 • L.KL.8.2 • L.VL.8.3
<ul style="list-style-type: none"> • Evaluate the main ideas of the text based on what they have underlined in the paragraphs. • Write a Literary Analysis Task from two Literary Analysis excerpts on the PARCC assessment sample. • Evaluate Literary Analysis Task using rubric. The teacher will model this 	Tier 3 Resources/Materials: <ul style="list-style-type: none"> • Annotation handout: http://www.literacycookbook.com/download.php?did=90 • PARCC Writing Sample: <i>Confetti Girl</i> by Diana Lopez www.parcc.pearson.com/resources/practice-tests/English/grade-8/pba/pc194819-001_8elatb_pt.pdf

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strategy first, and students will evaluate their work and the work of their peers.	ce-tests/English/grade-8/pba/pc194819-001_8elatb_pt.pdf <ul style="list-style-type: none"> PARCC Writing Sample: <i>Tortilla Sun</i> by Jennifer Cervantes www.parcc.pearson.com/resources/practice-tests/English/grade-8/pba/pc194819-001_8elatb_pt.pdf
STUDENT WORK PRODUCTS/ASSESSMENTS: <ul style="list-style-type: none"> Exit ticket asking students to annotate and explain their annotations. Score/grade LAT. Quiz on elements of an LAT. 	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.8. 1 A SL. AS.8.6 SL. ES.8.3
<ul style="list-style-type: none"> Read passages of the text aloud with correct pronunciation. Use sentence starters “Habits of Discussion” in guided discussions. Follow the procedure and expectations for guided discussions in Socratic Seminars. Take notes before, during, and after class discussions, guided and Socratic. Complete an Observation Checklist during Socratic Seminars. Participate in discussions using Standard English grammar. 	Tier 1 Resources/Materials: <ul style="list-style-type: none"> Poster with sentence starters for “When you agree” and “When you disagree” Socratic Seminar: http://www.literacycookbook.com/page.php?id=31 Observation checklist: http://www.literacycookbook.com/uploaded_fires/fck/Soc%20Seminar%20OBSERVATION%20CHECKLIST.doc Journals/Notebooks
Tier 2 Activities/Strategies (Application/Analysis)	Tier 2 Standards: <ul style="list-style-type: none"> SL.8.1 A-D SL. II.8.2 SL. ES.8.3 SL. PI.8.4 SL. AS.8.6
<ul style="list-style-type: none"> Participate in Socratic Seminars, responding to teacher-generated questions. Acknowledge and build on the view expressed by their peers Cite textual evidence to support their claims and opinions, calling their peers’ attention to important passages. Analyze and explain the use of literary devices through discussion Discuss the significance of individual passages (and their themes of bullying 	Tier 2 Resources/Materials: <ul style="list-style-type: none"> Socratic Seminar: http://www.literacycookbook.com/page.php?id=31 Observation checklist: http://www.literacycookbook.com/uploaded_fires/fck/Soc%20Seminar%20OBSERVATION%20CHECKLIST.doc Socratic Seminar teacher-generated questions Journals/Notebooks Supplementary Text:

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<p>and cultural identity) and their relation to the whole text using supplementary texts.</p> <ul style="list-style-type: none"> Identify and analyze the main ideas and themes in texts through discussion. Reference ideas from multiple texts and make connections between them over the course of a discussion. 	<p>a. “Everyday Use”, by Alice Walker b. “Names and Nombres”, by Julia Alvarez c. “The Road Not Taken”, by Robert Frost d. “As I Grew Older”, by Langston Hughes e. “I’m Nobody! Who Are You?” by Emily Dickinson f. “Becoming the Person You Were Meant to Be”, magazine article from O Magazine: http://www.oprah.com/spirit/How-To-Find-Out-Who-You-Really-Are-by-Anne-Lamott</p>
<p>Tier 3 Activities/Strategies (Synthesis/Evaluation)</p>	<p>Tier 3 Standards:</p> <ul style="list-style-type: none"> L.8.1 A-D SL. II.8.2 SL. ES.8.3 SL. PI.8.4 SL. AS.8.6
<ul style="list-style-type: none"> Evaluate the strengths of the arguments made by their peers, based on the quality of their evidence and analysis. Pose original questions for the class to answer based on the text. Construct original arguments to answer the discussion questions based on the text. Evaluate the strengths and weaknesses of their peers’ performances. 	<p>Tier 3 Resources/Materials:</p> <ul style="list-style-type: none"> Socratic Seminar: http://www.literacycookbook.com/page.php?id=31 Observation checklist: http://www.literacycookbook.com/uploaded_files/fck/Soc%20Seminar%20OBSERVATION%20CHECKLIST.doc Journals/Notebooks Supplementary Text: a. “Everyday Use”, by Alice Walker b. “Names and Nombres”, by Julia Alvarez c. “The Road Not Taken”, by Robert Frost d. “As I Grew Older”, by Langston Hughes e. “I’m Nobody! Who Are You?” by Emily Dickinson f. “Becoming the Person You Were Meant to Be”, magazine article from O Magazine: http://www.oprah.com/spirit/How-To-Find-Out-Who-You-Really-Are-by-Anne-Lamott
<p>STUDENT WORK PRODUCTS/ ASSESSMENTS:</p> <ul style="list-style-type: none"> Practice reading and annotating the text for evidence that supports a particular answer. Differentiate between relevant and irrelevant evidence. Participate in Socratic Seminar discussions. <p>❖ Socratic Seminar teacher-</p>	<p>INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY:</p>

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<p><u>generated question samples:</u></p> <p>- <u>What is identity?</u></p> <p>- <u>How much of who you are is determined at birth?</u></p> <p>- How much of identity is something you decide?</p> <p>- How much identity is determined by your experiences with others?</p> <p>- How do short stories affect the mood and tone of the overall message of a text?</p>	
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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>		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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