



6th, 7th and 8th GRADE ELA CURRICULUM

Middle Township Public Schools
216 S. Main Street
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Introduction and Course Description

Sixth grade English consists of reading, writing, speaking, listening and media literacy skills. During the block of literacy instruction students will learn to use reading strategies that help them become effective readers. Some of these strategies include questioning the author, inferring, visualizing, synthesizing and learning multiple strategies to help students learn to monitor their reading comprehension. The 6th grade curriculum is designed around universal themes and essential questions to promote literary analysis of reading, incorporation of textual evidence when writing and to encourage students to engage in deep meaningful discussions to socialize intelligence. The students are exposed to multiple genres of reading and writing such as fiction, non-fiction, short stories, essays, novels, drama and poetry. Students will compose narrative, informational, expository, persuasive, and other pieces of writing required by the teacher. Writer's workshop is employed so that all students can improve their skills and voices as writers. The teachers will instruct students using the workshop model philosophy with the use of the "I DO, WE DO, YOU DO" method of instruction. Other skills such as grammar, vocabulary, listening and speaking are infused in the exploration of effective reading and writing. The 6th grade English Language Arts course and instruction will lay the foundation for successful achievement in English. The New Jersey Student Learning Standards are designed to provide a 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 learners need for success in college and careers. It is our goal to establish a community of learners to become productive citizens in society striving towards pursuing their life-long goals. Through an enriching and rigorous education and with on-going support our students will be fully prepared for the future to compete successfully in the global economy.

Pacing Guide

<u>UNIT TITLE</u>	<u>ENDURING UNDERSTANDINGS</u>	<u>NJSLS</u>		<u>TIMEFRAME</u>
1- Reading: Literature& Informational Writing: Literary Analysis Task, Informational/Explanatory & Research	<ul style="list-style-type: none"> • Capable learners are well equipped to recognize the value of the literary elements authors have chosen. • Determining the meaning in text requires a curious learner to respond personally to the author's intent. • Confident readers are well equipped with complex reading strategies. • Curious learners listen to understand others' thinking and seek to challenge and clarify their own thoughts. • Readers read nonfiction to satisfy their curiosity about the things they are interested in. • Capable readers choose specific strategies to make meaning of nonfiction text • Responsible readers are able to make better personal choices when they evaluate the accuracy of information in a reading to • determine the validity of the writer's view point. • Reading nonfiction text helps me decide what I value and respect. • Critical literacy builds background knowledge in readers, engages them to read beyond the assigned text, and encourages them to take action. • Most words in English have parts that can be identified. • Many words share similar parts. 	RL.6.1 RL.6.2 RL.6.4 RL.6.5 RL.6.6 RI.6.10 RI.6.1 RI.6.2 RI.6.4 RI.6.5 RI.6.6 RI.6.10 W.6.2 W.6.4 W.6.5 W.6.6 W.6.7 W.6.8 W.6.10	SL.6.1 SL.6.4 SL.6.6 L.6.1 L. 6.2 L.6.3. L.6.4. L.6.6	40-45 days

	<ul style="list-style-type: none"> •Students can use the parts of a word to aid their reading comprehension, vocabulary and spelling. 			
2- Reading: Literature& Informational Writing: Research & Argument	<p>Capable learners are well equipped to recognize the value of the literary elements authors have chosen.</p> <ul style="list-style-type: none"> •Determining the meaning in text requires a curious learner to respond personally to the author’s intent. •Confident readers are well equipped with complex reading strategies. •Curious learners listen to understand others’ thinking and seek to challenge and clarify their own thoughts. •Readers read nonfiction to satisfy their curiosity about the things they are interested in. •Capable readers choose specific strategies to make meaning of nonfiction text •Responsible readers are able to make better personal choices when they evaluate the accuracy of information in a reading to •determine the validity of the writer’s view point. •Reading nonfiction text helps me decide what I value and respect. •Critical literacy builds background knowledge in readers, engages them to read beyond the assigned text, and encourages them to take action. 	RL.6.1 RL.6.2 RL.6.6 RL.6.10 RI.6.1 RI.6.2 RI.6.3 RI.6.4 RI.6.5. RI. 6.6. RI. 6.7 RI. 6.8 RI. 6.9 RI.6.10 W.6.1 W.6.4 W.6.5	W.6.6 W.6.7 W.6.10 SL.6.1 SL.6.3 SL.6.4 SL.6.6 L.6.1 L.6.2 L.6.3 L.6.4 L.6.5 L.6.6	40-45 days
3- Reading: Literature& Informational	<ul style="list-style-type: none"> •Capable learners are well equipped to recognize the value of the literary elements 	RL.6.1 RL.6.2	W.6.8 W.6.10	

Writing: Narrative & Literary Analysis	<p>authors have chosen.</p> <ul style="list-style-type: none"> •Determining the meaning in text requires a curious learner to respond personally to the author's intent. • Confident readers are well equipped with complex reading strategies. •Curious learners listen to understand others' thinking and seek to challenge and clarify their own thoughts. •Readers read nonfiction to satisfy their curiosity about the things they are interested in. •Capable readers choose specific strategies to make meaning of nonfiction text •Responsible readers are able to make better personal choices when they evaluate the accuracy of information in a reading to determine the validity of the writer's view point. •Reading nonfiction text helps me decide what I value and respect. •Critical literacy builds background knowledge in readers, engages them to read beyond the assigned text, and encourages them to take action •Most words in English have parts that can be identified. •Many words share similar parts. •Students can use the parts of a word to aid their reading comprehension, vocabulary and spelling •To write is to seize the opportunity to express one's personal voice. 	<p>RL.6.3 RL.6.4 RL. 6.5 RL. 6.6 RL. 6.7 RL.6.9 RL.6.10 RI.6.1 RI.6.2 RI.6.6 RI.6.10 W.6.3 W.6.4 W.6.5 W.6.6</p>	<p>SL.6.1 SL.6.2 SL.6.4 SL.6.6 L.6.1. L.6.2 L.6.3 L.6.4 L. 6.5 L.6.6</p>	<p>40-45 days</p>
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4- Reading: Literature & Informational Writing: Research & Informative and Explanatory	<ul style="list-style-type: none"> • Capable learners are well equipped to recognize the value of the literary elements authors have chosen. • Determining the meaning in text requires a curious learner to respond personally to the author's intent. • Confident readers are well equipped with complex reading strategies. • Curious learners listen to understand others' thinking and seek to challenge and clarify their own thoughts. • Readers read nonfiction to satisfy their curiosity about the things they are interested in. • Capable readers choose specific strategies to make meaning of nonfiction text • Responsible readers are able to make better personal choices when they evaluate the accuracy of information in a reading to determine the validity of the writer's view point. • Reading nonfiction text helps me decide what I value and respect. • Critical literacy builds background knowledge in readers, engages them to read beyond the assigned text, and encourages them to take action • Most words in English have parts that can be identified. • Many words share similar parts. • Students can use the parts of a word to aid their reading comprehension, vocabulary and spelling 	RL.6.1 RL.6.2 RL.6.3 RL.6.4 RL.6.5 RL. 6.6 RL.6.10 RI.6.1 RI.6.2 RI.6.3 RI.6.4 RI.6.5 RI. 6.6 RI. 6.10	W.6.2 W.6.4 W.6.5 W.6.6 W.6.8 W.6.10 SL.6.1 SL.6.2 SL.6.4 SL.6.5 SL.6.6 L.6.1 L.6.2 L.6.4 L.6.6	40-45 days
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Content Area:	ELA	Grade - 6
Unit Plan Title:	Unit 1 -Reading: Literature& Informational Writing: Literary Analysis Task, Informational/Explanatory &Research	
Overview/Rationale: In order to plan instruction inclusive of all students in the English Language Arts classroom, a comprehensive curriculum has been developed. The standards covered during each instructional unit of the Language Arts curriculum are reflective of the New Jersey Student Learning Standards outlined in the New Jersey Curriculum Framework. Each standard in reading and writing has been unpacked to illustrate the critical knowledge and skills students need in order to master the standard. Essential questions and sample activities are included to utilize when teaching such standards.		
Standard(s) Number and Description		
Standards for Reading - NJSJS		
<u>Literature:</u> RL.6.1 Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text. RL.6.10 By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.		
<u>Informational:</u> RI.6.1 Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. RI.6.6 Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text. RI.6.10 By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.		
Standards for Writing - NJSLS		

W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

A. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension.

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

C. Use appropriate transitions to clarify the relationships among ideas and concepts.

D. Use precise language and domain-specific vocabulary to inform about or explain the topic.

E. Establish and maintain a formal/academic style, approach, and form.

F. Provide a concluding statement or section that follows from the information or explanation presented.

W.6.4 Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.6.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

W.6.10 Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Standards for Speaking and Listening - NJSLS

SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

A. Come to discussions prepared having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

SL.6.4

SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Standards for Language - NJSLS

L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
A. Ensure that pronouns are in the proper case (subjective, objective, and possessive).
E. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

L. 6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
A. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
B. Spell correctly.

L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
A. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.
B. Maintain consistency in style and tone.

L.6.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Technology Standard(s) Number and Description

8.1.8. A.1 Demonstrate knowledge of a real world problem using digital tools.
8.1.8. A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
8.1.8. A.3 Use and/or develop a simulation that provides an environment to solve a real world problem or theory.
8.1.8. C.1 Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries.
8.1.8. D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.
8.1.8. D.2 Demonstrate the application of appropriate citations to digital content.
8.1.8. D.3 Demonstrate an understanding of fair use and Creative Commons to intellectual property.
8.1.8. D.4 Assess the credibility and accuracy of digital content.
8.1.8. D.5 Understand appropriate uses for social media and the negative consequences of misuse.
8.1.8. E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.

8.1.8. F.1 Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.

Interdisciplinary Standard(s) Number and Description

Science Connection: Standard: MS-LS4-2

Brain Power: Students will understand the following: The brain is an organ of the body that performs the function of memory; short-term memory retains data recently learned, while long-term memory retains data from the past. People who have excellent short-term memory are not necessarily more intelligent than others; they have trained their brains to retain a lot of information. A variety of strategies can be used train the brain to hold more data in its short-term.

Materials:

This activity requires materials that can be used to test students' abilities to retain a series of numbers or words in their short-term memories. The materials listed here are examples of materials you might distribute to each group:

Deck of cards, Dictionary, Book of short poems, Telephone book

<http://www.discoveryeducation.com/teachers/free-lesson-plans/brain-power.cfm>

Math Connection: Standards: 6.NS.B.2

Misunderstood Minds: In recent years, researchers have examined aspects of the brain that are involved when children think with numbers. Most researchers agree that memory, language, attention, temporal-sequential ordering, higher-order cognition, and spatial ordering are among the neurodevelopmental functions that play a role when children think with numbers. These components become part of an ongoing process in which children constantly integrate new concepts and procedural skills as they solve more advanced math problems. The problem set on the link below is designed to evoke in you the intimidation and frustration a young student with a math disability might feel working out a problem that requires the integration of mathematics skills. Give yourself one minute to solve three problems.

<http://www.pbs.org/wgbh/misunderstoodminds/experiences/mathexp3a.html>

Enduring Understandings:

Students will understand that...

- Capable learners are well equipped to recognize the value of the literary elements authors have chosen.
- Determining the meaning in text requires a curious learner to respond personally to the author's intent.
- Confident readers are well equipped with complex reading strategies.
- Curious learners listen to understand others' thinking and seek to challenge and clarify their own thoughts.

- Readers read nonfiction to satisfy their curiosity about the things they are interested in.
- Capable readers choose specific strategies to make meaning of nonfiction text
- Responsible readers are able to make better personal choices when they evaluate the accuracy of information in a reading to
- Determine the validity of the writer's view point.
- Reading nonfiction text helps me decide what I value and respect.
- Critical literacy builds background knowledge in readers, engages them to read beyond the assigned text, and encourages them to take action.
- Most words in English have parts that can be identified.
- Many words share similar parts.
- Students can use the parts of a word to aid their reading comprehension, vocabulary and spelling.
- Information is more memorable when enriched with clear and interesting examples
- Topic development comes through the use of relevant facts, definitions, concrete details, quotations, or other information and examples.
- Appropriate transitions clarify relationships among ideas and concepts.
- Precise language and vocabulary is necessary to inform or explain the topic.
- There is a logical sequence that includes an introduction, reflection with evidence, and conclusion when writing an informative/explanatory piece.

Essential Questions :

- How can I provide evidence using excerpts from the text?
- How can I make inferences from the excerpt I just read?
- Do I know how to analyze the facts from the story?
- What can I interpret from the story?
- Can I demonstrate understanding of the text by making inferences based on what I already learned? How can I defend my claim using key details from the text?
- What is the theme of the story?
- How can I determine the universal theme of the text?
- How can I determine the main idea of the story?
- How can I summarize the main idea in my own words?
- How can I distinguish between key details and supporting details?
- What is the central idea of the text?
- How can I identify different types of figurative language?
- How can I use context clues to interpret word meanings?

- How can I use words around a vocabulary word to determine its meaning?
- How does the author use words to establish tone?
- How does the use of chapter structure enhance overall meaning?
- How does the organization help to develop the plot?
- How does the author develop the narrator or speaker's point of view?
- How does the author's word choice help develop the narrator or speaker's point of view?
- From whose point of view is the text written?
- How did the author help develop the character's point of view?
- How can I cite textual evidence to support my analysis of the text?
- What is the main idea of the passage?
- What is stated explicitly in the text?
- What inferences can I make based on the information explicitly stated?
- How can I justify and support my inferences?
- How and where can I seek additional information to justify inferences and clarify uncertainties?
- What is the central idea of the text?
- How can I justify my central idea?
- What are the primary details that supported my central idea?
- What are the supporting details that support my central idea?
- How does the author develop the central idea throughout the course of the text?
- What is figurative language?
- How can I determine the deeper meaning an author may be alluding to when using figurative language?
- Why is it important to distinguish the difference between metaphors and similes?
- How can I interpret figurative language?
- What strategies can I use to help me determine the meaning of the word?
- How can I understand and determine technical meanings?
- How does the author use words to establish tone?
- How does the use of specific words establish and enhance meaning?
- How does the author utilize vocabulary specific to the medium in which the piece of writing is presented?
- How do writing styles vary throughout mediums of communication?
- How are writing styles influenced by audience?
- How does the author's word choice help develop the point of view/purpose?
- How can you clearly introduce your topic?
- What organizational structure will best enable to you to convey your information?

- What facts/ details/examples/quotations help to develop your topic?
- What words will assist the reader in clarifying the relationship between the ideas and concepts?
- What makes your piece formal in style?
- How will you organize and develop your thoughts before writing?
- Are you using a formal or informal style of writing?
- Which would be most appropriate for your audience?
- How will you plan your writing piece?
- Is the structure you selected the most effective format for conveying your ideas? Why?
- Is additional evidence, description, or clarification needed anywhere in the piece?
- How can you revise that portion to better fit the overall piece?
- How can the Internet serve as a tool for production, publication, and collaboration?
- How will you use technology to collaborate and interact with others about your writing?
- What makes this information relevant to the topic?
- How do you know that the source is credible?
- How do you cite (various) sources in a bibliography?
- How can you create an outline (with time frames) to facilitate/organize your writing?

21st Century Connections

Check all that apply.		Indicate whether these skills are E -Encouraged, T -Taught, and/or A -Assessed in this unit by marking E , T , A on the line before the appropriate skill.	
21 st Century Interdisciplinary Themes		21 st Century Skills	
	Global Awareness	A	Critical Thinking and Problem Solving
	Environmental Literacy	E	Creativity and Innovation
	Health Literacy	A	Communication and Collaboration
	Civic Literacy		Flexibility and Adaptability
	Financial, Economic , Business and Entrepreneurial Literacy		Initiative and Self-Direction
			Social and Cross-Cultural Skills
		E	Productivity and Accountability

E
A
E
E

Information, Communication, and Technology (ICT) Literacy

Indicate whether these skills are **E**-Encouraged, **T**-Taught, or **A**-Assessed in this unit by marking **E**, **T**, **A** on the line before the appropriate skill.

E	CRP1. Act as a responsible and contributing citizen and employee
E	CRP2. Apply appropriate academic and technical skills
	CRP3. Attend to personal health and financial well-being
E	CRP4. Communicate clearly and effectively with reason
E	CRP5. Consider the environmental, social and economic impacts of decisions
E	CRP6. Demonstrate creativity and innovation
E	CRP7. Employ valid and reliable research strategies
E	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them
E	CRP9. Model integrity, ethical leadership, and effective management
E	CRP10. Plan education and career paths aligned to personal goals
E	CRP11. Use technology to enhance productivity
E	CRP12. Work productively in teams while using cultural global competence

Students will know....

- *What a text says explicitly as well as what simple inferences must be drawn.*
- *To identify details in a text that are related to the theme or*

- **work from ideas within one text and across two texts to develop text based interpretations and draw conclusions**
- **comprehend, analyze, and interpret complex informational texts**

central idea.

- *How word choice changes the meaning in a text.*
- *The structure of a text (e.g., story, poem, or drama).*
- *Words or phrases in the text that describe or show what the narrator or speaker is thinking or feeling.*
- *What a text says explicitly as well as what inferences should be drawn.*
- *The main idea of a passage and details or facts related to it.*
- *How word choice changes the meaning of a text.*
- *How the title fits the structure of the text.*
- *Words or phrases in the text that describe or show the author's point of view.*
- *To share information supported by details.*

with assistance and independently:

- read, reread, take notes and summarize sections of text and texts in their entirety as a means to enhance comprehension
- participate in routines such as maintaining a Reader/Writer Notebook, completing quick writes, and participating in student led discussion
- Produce writing that is appropriate for the task, purpose, or audience.
- Use technology, including the Internet, to produce writing while interacting and collaborating with others.
- Gather information from multiple print and digital sources that relates to a given topic.

Key Vocabulary and Terms:

Using Marzano's Six Step Process Teaching 6th Grade Academic Vocabulary:

author's purpose, autobiography, biography, cause and effect relationship, climax, closing, comparison, compound sentence, compound verb, compound word, conjunction, contrast, dialogue, exclamation mark, exclamatory sentence, imperative sentence, irregular verb, main idea or essential message, makes inferences, organizational pattern, point of view, pre, present tense, re, reference materials, root word, simple word analogies, tone, transition, un

Additional vocabulary will be taken from literature and informational text as needed.

Texts Included (List in Order of Increasing Complexity)	Check Type	
KEY: Structure: C/C = Compare and Contrast C/E = Cause and Effect P/S = Problem/Solution S/O – Sequence/Order D = Description N = Narrative Type: L = Literary I = Informational	L	I
Structure (Check appropriate choice): ____ C/C <u> X </u> C/E ____ P/S <u> X </u> S/O ____ D ____ N Title/Information: <i>Why Monkeys Live in Trees – Julius Lester – (folktale) – Prentice Hall Literature</i>	X	
Structure (Check appropriate choice): ____ C/C <u> X </u> C/E ____ P/S <u> X </u> S/O <u> X </u> D ____ N Title/Information: <i>The Case of the Monkeys That Fell from the Trees – Susan E. Quinlan – (scientific article) – Prentice Hall</i>		X

Literature			
Structure (Check appropriate choice): <input checked="" type="checkbox"/> C/C <input checked="" type="checkbox"/> C/E <input checked="" type="checkbox"/> P/S <input checked="" type="checkbox"/> S/O <input checked="" type="checkbox"/> D <input type="checkbox"/> N Title/Information: https://www.readworks.org/ and https://newsela.com/ - various authors – (nonfiction articles) - internet			X
Structure (Check appropriate choice): <input type="checkbox"/> C/C <input type="checkbox"/> C/E <input checked="" type="checkbox"/> P/S <input type="checkbox"/> S/O <input type="checkbox"/> D <input checked="" type="checkbox"/> N Title/Information: <i>The Honest Truth</i> – Dan Gemeinhart – (realistic fictional novel)		X	
Structure (Check appropriate choice): <input type="checkbox"/> C/C <input type="checkbox"/> C/E <input checked="" type="checkbox"/> P/S <input checked="" type="checkbox"/> S/O <input type="checkbox"/> D <input checked="" type="checkbox"/> N Title/Information: <i>Stray</i> – Cynthia Rylant – (short story) – Prentice Hall Literature		X	
Writing Assignments		Check Type	
KEY: Structure: C/C = Compare and Contrast C/E = Cause and Effect P/S = Problem/Solution S/O – Sequence/Order D = Description N = Narrative Type: A = Argument E = Explanatory/Informational N = Narrative R = Research		A	E N R
<input checked="" type="checkbox"/> Process <input type="checkbox"/> On Demand AND Structure: <input type="checkbox"/> C/C <input checked="" type="checkbox"/> C/E <input checked="" type="checkbox"/> P/S <input checked="" type="checkbox"/> S/O <input checked="" type="checkbox"/> D <input type="checkbox"/> N Title/Description: Literary Essay on a Single Piece of Literature			X
<input checked="" type="checkbox"/> P or <input type="checkbox"/> OD and Structure: <input checked="" type="checkbox"/> C/C <input checked="" type="checkbox"/> C/E <input checked="" type="checkbox"/> P/S <input checked="" type="checkbox"/> S/O <input checked="" type="checkbox"/> D <input type="checkbox"/> N Title/Description: Literary Essay on Paired Texts			X
<input type="checkbox"/> P or <input checked="" type="checkbox"/> OD and Structure: <input type="checkbox"/> C/C <input type="checkbox"/> C/E <input type="checkbox"/> P/S <input checked="" type="checkbox"/> S/O <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/> N Title/Description: District Writing Benchmark			X
<input checked="" type="checkbox"/> P or <input type="checkbox"/> OD and Structure: <input checked="" type="checkbox"/> C/C <input checked="" type="checkbox"/> C/E <input checked="" type="checkbox"/> P/S <input type="checkbox"/> S/O <input checked="" type="checkbox"/> D <input type="checkbox"/> N Title/Description: Responding to Literature/Literary Analysis			
<input type="checkbox"/> P or <input checked="" type="checkbox"/> OD and Structure: <input checked="" type="checkbox"/> C/C <input checked="" type="checkbox"/> C/E <input checked="" type="checkbox"/> P/S <input checked="" type="checkbox"/> S/O <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/> N Title/Description: Journal Writing and Quick Writes		X	X X X
Assessment Evidence:			
Performance Tasks: Short constructed response questions; Essays; Projects; Presentations; Rubrics (either PARCC or teacher created) will be used to judge performances of understanding		Other Assessment Measures: School-wide writing assessment; STAR Reading; Multiple Choice questions; Quizzes; Journals; Essays; Quick writes; Summative chapter test; Exit Slips; Graphic Organizers; Homework; Anecdotal Notes; Student Conferencing	
Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)			

<i>Instructional Strategies and Activities</i>	
1. Close Reading	Given a text, read, discuss, and identify the main idea and the key details of the text.
2. Cooperative Learning	In small groups or as a class, dissect an example of text. Discuss the author's point of view. Using a tone reference sheet, identify words and phrases in text that support that tone.
3. Academic vocabulary and language	In a particular chapter, students explain how the author's choice of words develops the point of view of the speaker.
Resources:	
Prentice Hall Literature – used for the reading of short stories, poetry, essays, etc. ; newsela.com; readworks.org; various novels	
Suggested Time Frame:	40 – 45 days

Content Area:	ELA	Grade - 6
Unit Plan Title:	Reading: Literature& Informational Writing: Research & Argument	
Overview/Rationale		
In order to plan instruction inclusive of all students in the English Language Arts classroom, a comprehensive curriculum has been developed. The standards covered during each instructional unit of the Language Arts curriculum are reflective of the New Jersey Student Learning Standards outlined in the New Jersey Curriculum Framework. Each standard in reading and writing has been unpacked to illustrate the critical knowledge and skills students need in order to master the standard. Essential questions and sample activities are included to utilize when teaching such standard. Given the diverse population of learners in the classrooms, the Essential Elements related to the standards from the Dynamic Learning Maps have been included for the special education students as a means to inform teachers of the learning expectations and outcomes for those students, based on their individual needs.		
Standard(s) Number and Description		
Standards for Reading - NJSLS		
<u>Literature:</u> RL.6.1 Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text. RL.6.10 By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.		
<u>Informational:</u> RI.6.1 Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. RI. 6.6 Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.		

- RI. 6.7** Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
- RI. 6.8** Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
- RI. 6.9** Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
- RI.6.10** By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

Standards for Writing - NJSL

- W.6.1** Write arguments to support claims with clear reasons and relevant evidence.
- A.** Introduce claim(s) and organize the reasons and evidence clearly.
 - B.** Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
 - C.** Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
 - D.** Establish and maintain a formal/academic style, approach, and form.
 - E.** Provide a concluding statement or section that follows from the argument presented.
- W.6.4** Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.6.5** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- W.6.6** Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
- W.6.7** Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
- W.6.10** Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Standards for Speaking and Listening - NJSL

- SL.6.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- A.** Come to discussions prepared having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
 - B.** Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
 - C.** Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
 - D.** Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
- SL.6.3** Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that

are not.

SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).

SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Standards for Language – NJSLS

L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

B. Use intensive pronouns (e.g., myself, ourselves).

E. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

A. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

B. Spell correctly.

L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

A. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.

B. Maintain consistency in style and tone.

L.6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

B. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.

L.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Technology Standard(s) Number and Description

8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools

8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

8.1.8.A.3 Use and/or develop a simulation that provides an environment to solve a real world problem or theory.

8.1.8.C.1 Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries.

8.1.8.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.

8.1.8.D.2 Demonstrate the application of appropriate citations to digital content.

8.1.8.D.3 Demonstrate an understanding of fair use and Creative Commons to intellectual property.

8.1.8.D.4 Assess the credibility and accuracy of digital content.

8.1.8.D.5 Understand appropriate uses for social media and the negative consequences of misuse.

8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.

8.1.8.F.1 Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.

Interdisciplinary Standard(s) Number and Description

Science Connection:

Standard: MS-LS2-1

Point of View on Sleep: Reading and Writing Arguments

Are You Getting Enough Sleep? Students will record their sleep patterns for one week. Students will analyze their data in order to determine how sleep affects them.

http://www.educationworld.com/a_curr/curr340.shtml

Mathematics Connections:

Standard: 6.EE.B.6

Sleep Latency –Students will record the time that it takes them to fall asleep. Using this data, they will create equations using variables.

<https://faculty.washington.edu/chudler/chsleep.html>

Enduring Understandings:

Students will understand that...

- Capable learners are well equipped to recognize the value of the literary elements authors have chosen.
- Determining the meaning in text requires a curious learner to respond personally to the author's intent.
- Confident readers are well equipped with complex reading strategies.
- Curious learners listen to understand others' thinking and seek to challenge and clarify their own thoughts.

- Readers read nonfiction to satisfy their curiosity about the things they are interested in.
- Capable readers choose specific strategies to make meaning of nonfiction text
- Responsible readers are able to make better personal choices when they evaluate the accuracy of information in a reading to determine the validity of the writer's view point.
- Reading nonfiction text helps me decide what I value and respect.
- Critical literacy builds background knowledge in readers, engages them to read beyond the assigned text, and encourages them to take action.
- Most words in English have parts that can be identified.
 - Many words share similar parts.
 - Beliefs can be strengthened or challenged with credible evidence that various sources can be interpreted and referenced to support claims.
 - critical writers analyze sources to determine their trustworthiness.
 - relevant evidence is necessary to substantiate a claim.
 - their argument comes from their understanding of the source.
 - there is a logical sequence that includes an introduction, reflection with evidence, and conclusion when writing an argument.

Essential Questions :

- How can I provide evidence using excerpts from the text?
- How can I make inferences from the excerpt I just read?
- Do I know how to analyze the facts from the story?
- What can I interpret from the story?
- Can I demonstrate understanding of the text by making inferences based on what I already learned? How can I defend my claim using key details from the text?
- What is the theme of the story?
- How can I determine the universal theme of the text?
- How can I determine the main idea of the story?
- How can I summarize the main idea in my own words?
- How can I distinguish between key details and supporting details?
- What is the central idea of the text?
- How does the author develop the narrator or speaker's point of view?
- How does the author's word choice help develop the narrator or speaker's point of view?
- How did the author help develop the character's point of view?
- How can I cite textual evidence to support my analysis of the text?

- What is the main idea of the passage?
- What is stated explicitly in the text?
- What inferences can I make based on the information explicitly stated?
- How can I justify and support my inferences?
- How and where can I seek additional information to justify inferences and clarify uncertainties?
- What is the central idea of the text?
- How can I justify my central idea?
- What are the primary details that supported my asserted central idea?
- What are the supporting details that support my asserted central idea?
- How does the author develop the central idea throughout the course of the text?
- How is an individual, event, or idea introduced?
- Why was it important for the author to introduce an individual, event, or idea at this point in the text?
- How did the individual, event, or idea change over the course of the text?
- Where does the author provide an example or anecdote to support the development of an individual, event, or idea?
- What is figurative language?
- How can I determine the deeper meaning an author may be alluding to when using figurative language?
- Why is it important to distinguish the difference between metaphors and similes?
- How can I interpret figurative language?
- Are there any clues around the word that can help me determine the meaning?
- What strategies can I use to help me determine the meaning of the word?
- How does the author use words to establish tone?
- How does the use of specific words establish and enhance meaning?
- How does the author utilize vocabulary specific to the medium in which the piece of writing is presented?
- How do writing styles vary throughout mediums of communication?
- How are writing styles influenced by audience?
- How does the author's word choice help develop the point of view/purpose?
- What common understanding on the topic/issue did you develop?
- Which format best relays the message?
- What is the argument presented in the text?
- How is the argument developed and supported?
- Is the claim valid? Explain your answer.
- Which of the evidence supporting the argument is most relevant?
- What is common in both texts?

- How do the texts differ?
- Which of the authors' approaches do you prefer? Why?
- Why is it important to include claims and opposing claims in argument writing?
- Why is it important to use credible sources when citing?
- What organizational structure will you use?
- How will you organize and develop your thoughts before writing?
- Did you use vocabulary that is appropriate to your audience?
- Are you using a formal or informal style of writing? Which would be most appropriate for your audience?
- Is the structure you selected the most effective format for conveying your ideas? Why?
- How can you revise that portion to better fit the overall piece?
- What makes this information relevant to the topic?
- How do you know that the source is credible?
- How will you paraphrase the information?
- How do you cite (various) sources in a bibliography?

21st Century Connections :

Check all that apply.		Indicate whether these skills are E -Encouraged, T -Taught, and/or A -Assessed in this unit by marking E , T , A on the line before the appropriate skill.	
21 st Century Interdisciplinary Themes		21 st Century Skills	
	Global Awareness	<input type="checkbox"/> A	Critical Thinking and Problem Solving
	Environmental Literacy	<input type="checkbox"/> E	Creativity and Innovation
	Health Literacy	<input type="checkbox"/> E	Communication and Collaboration
	Civic Literacy	<input type="checkbox"/>	Flexibility and Adaptability
	Financial, Economic , Business and Entrepreneurial Literacy	<input type="checkbox"/>	Initiative and Self-Direction
		<input type="checkbox"/>	Social and Cross-Cultural Skills
		<input type="checkbox"/> E	Productivity and Accountability
		<input type="checkbox"/> E	Leadership and Responsibility

		A	Information Literacy Skills
		E	Media Literacy Skills
		E	Information, Communication, and Technology (ICT) Literacy
Career Ready Practices:			
Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.			
	E	CRP1. Act as a responsible and contributing citizen and employee	
	A	CRP2. Apply appropriate academic and technical skills	
		CRP3. Attend to personal health and financial well-being	
	A	CRP4. Communicate clearly and effectively with reason	
		CRP5. Consider the environmental, social and economic impacts of decisions	
	E	CRP6. Demonstrate creativity and innovation	
	A	CRP7. Employ valid and reliable research strategies	
	A	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them	
	E	CRP9. Model integrity, ethical leadership, and effective management	
		CRP10. Plan education and career paths aligned to personal goals	
	E	CRP11. Use technology to enhance productivity	
		CRP12. Work productively in teams while using cultural global competence	
Student Learning Goals/Objectives:			
Students will know....		Students will be able to (do)...	
<ul style="list-style-type: none">what a text says explicitly as well as what simple inferences must be drawn.details in a text that are related to the theme or central idea.words or phrases in the text that describe or show what the		<ul style="list-style-type: none">read, write about, and discuss textslearn how to analyze professional writer’s arguments and learn what makes arguments effective:use that knowledge to analyze several published arguments: and	

narrator or speaker is thinking or feeling.

- *what a text says explicitly as well as what inferences should be drawn.*
- *the main idea of a passage and details or facts related to it.*
- *details elaborate upon individuals, events, or ideas introduced in a text.*
- *word choice changes the meaning of a text.*
- *words or phrases in the text that describe or show the author's point of view.*
- *claims in a text are supported by reason.*
- *information from multiple print and digital sources can be related to a given topic.*

- determine which argument is most clear and coherent and best supported with relevant and credible textual evidence.
- determine how the title fits the structure of the text.
- find similarities in information presented in different media or formats as well as in text.
- compare and contrast how two texts describe the same event.
- write claims about topics or text.
- produce writing that is appropriate for the task, purpose, or audience.
- use technology, including the Internet, to produce writing while interacting and collaborating with others.

Key Vocabulary and Terms:

Using Marzano's Six Step Process Teaching 6th Grade Academic Vocabulary:

author's purpose, autobiography, biography, cause and effect relationship, climax, closing, comparison, compound sentence, compound verb, compound word, conjunction, contrast, dialogue, exclamation mark, exclamatory sentence, imperative sentence, irregular verb, main idea or essential message, makes inferences, organizational pattern, point of view, pre, present tense, re, reference materials, root word, simple word analogies, tone, transition, un

Additional vocabulary will be taken from literature and informational text as needed.

Texts Included (List in Order of Increasing Complexity)		Check Type	
KEY: Structure: C/C = Compare and Contrast C/E = Cause and Effect P/S = Problem/Solution S/O – Sequence/Order D = Description N = Narrative Type: L = Literary I = Informational		L	I
Structure (Check appropriate choice): <u> X </u> C/C <u> X </u> C/E <u> X </u> P/S <u> X </u> S/O <u> X </u> D <u> </u> N Title/Information: https://www.readworks.org/ and https://newsela.com/ - various authors – (nonfiction articles) - internet			X
Structure (Check appropriate choice): <u> </u> C/C <u> X </u> C/E <u> X </u> P/S <u> X </u> S/O <u> X </u> D <u> X </u> N Title/Information: Dragon, Dragon – John Gardner – (short story) – Prentice Hall Literature		X	

Structure (Check appropriate choice): <input type="checkbox"/> C/C <input type="checkbox"/> C/E <input type="checkbox"/> P/S <input checked="" type="checkbox"/> S/O <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/> N Title/Information: <i>The Drive-In Movies – Gary Soto –(autobiography) – Prentice Hall Literature</i>				X
Structure (Check appropriate choice): <input type="checkbox"/> C/C <input checked="" type="checkbox"/> C/E <input checked="" type="checkbox"/> P/S <input checked="" type="checkbox"/> S/O <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/> N Title/Information: <i>Greyling – Jane Yolen –(fictional short story) –Prentice Hall Literature</i>		X		
Structure (Check appropriate choice): <input type="checkbox"/> C/C <input checked="" type="checkbox"/> C/E <input type="checkbox"/> P/S <input type="checkbox"/> S/O <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/> N Title/Information: <i>Eleven-Sandra Cisneros –(fictional short story-EXEMPLAR) – Prentice Hall Literature</i>		X		
Writing Assignments		Check Type		
KEY: Structure: C/C = Compare and Contrast C/E = Cause and Effect P/S = Problem/Solution S/O – Sequence/Order D = Description N = Narrative Type: A = Argument E = Explanatory/Informational N = Narrative R = Research		A	E	N
<input checked="" type="checkbox"/> Process <input type="checkbox"/> On Demand AND Structure: <input checked="" type="checkbox"/> C/C <input checked="" type="checkbox"/> C/E <input checked="" type="checkbox"/> P/S <input checked="" type="checkbox"/> S/O <input checked="" type="checkbox"/> D <input type="checkbox"/> N Title/Description: Informational Essay			X	X
<input checked="" type="checkbox"/> P or <input type="checkbox"/> OD and Structure: <input type="checkbox"/> C/C <input type="checkbox"/> C/E <input type="checkbox"/> P/S <input type="checkbox"/> S/O <input type="checkbox"/> D <input type="checkbox"/> N Title/Description: Argumentative essay		X		X
<input type="checkbox"/> P or <input checked="" type="checkbox"/> OD and Structure: <input type="checkbox"/> C/C <input type="checkbox"/> C/E <input checked="" type="checkbox"/> P/S <input checked="" type="checkbox"/> S/O <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/> N Title/Description: District Writing Benchmark				X
<input checked="" type="checkbox"/> P or <input type="checkbox"/> OD and Structure: <input checked="" type="checkbox"/> C/C <input checked="" type="checkbox"/> C/E <input checked="" type="checkbox"/> P/S <input type="checkbox"/> S/O <input checked="" type="checkbox"/> D <input type="checkbox"/> N Title/Description: Responding to Literature/Literary Analysis			X	
<input type="checkbox"/> P or <input checked="" type="checkbox"/> OD and Structure: <input checked="" type="checkbox"/> C/C <input checked="" type="checkbox"/> C/E <input checked="" type="checkbox"/> P/S <input checked="" type="checkbox"/> S/O <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/> N Title/Description: Journal Writing and Quick Writes		X	X	X
Assessment Evidence:				
Performance Tasks: Short constructed response questions; Essays;		Other Assessment Measures: School-wide writing assessment; STAR		

Projects; Presentations; Rubrics (either PARCC or teacher created) will be used to judge performances of understanding		Reading; Multiple Choice questions; Quizzes; Journals; Essays; Quick writes; Summative chapter test; Exit Slips; Graphic Organizers; Homework; Anecdotal Notes; Student Conferencing
Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)		
Instructional Strategies and Activities		
Title		
4. Note booking/journaling	Use a double entry journal to chart details and make inferences.	
5. Modeling	Model marking text and charting inferences. Use sentence frames to cite text-	
6. Conferencing	Students will participate in writing conferences with their teacher in order to plan, revise, rewrite and edit their writing.	
Resources:		
Prentice Hall Literature; newsela.com; readworks.org		
Suggested Time Frame	40-45 days	

Content Area:	ELA	Grade 6
Unit Plan Title:	Reading: Literature& Informational Writing: Narrative & Literary Analysis	
Overview/Rationale		
In order to plan instruction inclusive of all students in the English Language Arts classroom, a comprehensive curriculum has been developed. The standards covered during each instructional unit of the Language Arts curriculum are reflective of the New Jersey Student Learning Standards outlined in the New Jersey Curriculum Framework. Each standard in reading and writing has been unpacked to illustrate the critical knowledge and skills students need in order to master the standard. Essential questions and sample activities are included to utilize when teaching such standard.		
Standard(s) Number and Description		
Standards for Reading: NJSLS		
<u>Literature</u> RL.6.1 Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. RL.6.3 Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. RL. 6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. RL. 6.6 Explain how an author develops the point of view of the narrator or speaker in a text. RL. 6.7 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch. RL.6.9 Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.		

RL.6.10 By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.

Informational

RI.6.1 Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

RI.6.10 By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

Standards for Writing: NJSL

W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

A. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

D. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

E. Provide a conclusion that follows from the narrated experiences or events.

W.6.4 Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.6.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

W.6.10 Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Standards for Speaking and Listening: NJSL

SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion

- B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).

SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Standards for Language: NJSLs

L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- A. Ensure that pronouns are in the proper case (subjective, objective, and possessive).
- B. Use intensive pronouns (e.g., *myself*, *ourselves*).
- C. Recognize and correct inappropriate shifts in pronoun number and person.
- D. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
- E. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- A. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
- B. Spell correctly.

L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- A. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.
- B. Maintain consistency in style and tone.

L.6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

- A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L. 6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- A. Interpret figures of speech (e.g., personification) in context.
- C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy*, *scrumping*, *economical*,

unwasteful, thrifty).

L.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Technology Standard(s) Number and Description: NJSL

8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.

8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

8.1.8.A.3 Use and/or develop a simulation that provides an environment to solve a real world problem or theory.

8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).

8.1.8.C.1 Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries.

8.1.8.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.

8.1.8.D.2 Demonstrate the application of appropriate citations to digital content.

8.1.8.D.3 Demonstrate an understanding of fair use and Creative Commons to intellectual property.

8.1.8.D.4 Assess the credibility and accuracy of digital content.

8.1.8.D.5 Understand appropriate uses for social media and the negative consequences of misuse.

8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.

8.1.8.F.1 Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.

Interdisciplinary Standard(s) Number and Description: NJSL

Social Studies: Standard: 6.18.B.1.a

Exploring Personal, Group, and National Identities - The activity is designed to encourage students to make connections between the ways in which they think about their own identities, the ways in which they categorize others and the concept of nation as a particular kind of reference group. By examining the variety of identities each person has the importance of context in the selection of appropriate criteria for categorizing themselves and others. Students will begin an exploration of how individuals balance the concept of nationality with a variety of other kinds of identities in the course of daily life.

http://istep.sdsu.edu/documents/SectionOne_001.pdf

Identity Circles - Identify aspects of personal identity to explore how individual differences contribute to a healthy community. Student will explore how our differences and commonalities make us stronger as a group and in our communities.

<http://www.youthcommunityservice.org/filemgmt/visit.php?lid=167>

Science: Standard: MS-LS4-5

Dusting for Fingerprints – Fingerprints must be removed and transported to the crime lab. They are then compared to the database of fingerprints on file. One way that detectives locate fingerprints is by dusting for them. Fingerprints are coated with powder, then lifted and taken for identification at the lab. In this life science activity, students will learn about the unique patterns that fingerprints leave behind and how these prints can be collected.

http://a2zhomeschooling.com/explore/chemistry_kids/csi_unit_study_forensics_for_kids/

Enduring Understandings:

Students will understand that...

- Capable learners are well equipped to recognize the value of the literary elements authors have chosen.
- Determining the meaning in text requires a curious learner to respond personally to the author's intent.
- Confident readers are well equipped with complex reading strategies.
- Curious learners listen to understand others' thinking and seek to challenge and clarify their own thoughts.
- Readers read nonfiction to satisfy their curiosity about the things they are interested in.
- Capable readers choose specific strategies to make meaning of nonfiction text
- Responsible readers are able to make better personal choices when they evaluate the accuracy of information in a reading to determine the validity of the writer's view point.
- Reading nonfiction text helps me decide what I value and respect.
- Critical literacy builds background knowledge in readers, engages them to read beyond the assigned text, and encourages them to take action
- Most words in English have parts that can be identified.
- Many words share similar parts.
- Students can use the parts of a word to aid their reading comprehension, vocabulary and spelling
- To write is to seize the opportunity to express one's personal voice.
- We write in various forms to share ideas, impart knowledge, and exchange information.
- A writing process helps us more effectively communicate our ideas, describe our experiences, and inform our audience.
- Writers use personal experience to create meaningful texts.

- Writing helps me to clarify my thinking
- That using effective techniques, relevant descriptive details, and sequence allows them to write a narrative that will engage and orient the reader.
- That writing can have different purposes.
- That different types of writing have different organizational structures.
- That task and purpose are reflected in organization and development of a topic.
- That evidence comes from both literary and informational text.
- That they need to analyze and reflect upon their research.

Essential Questions :

- How can I provide evidence using excerpts from the text?
- How can I make inferences from the excerpt I just read?
- Do I know how to analyze the facts from the story?
- What can I interpret from the story?
- Can I demonstrate understanding of the text by making inferences based on what I already learned? How can I defend my claim using key details from the text?
- What is the theme of the story?
- How can I determine the universal theme of the text?
- How can I determine the main idea of the story?
- How can I summarize the main idea in my own words?
- How can I distinguish between key details and supporting details?
- What is the central idea of the text?
- How can I identify the different stages of the plot?
- How does the story's events and setting influence and possibly change the characters?
- What can I learn from identifying the conflict in a story?
- How can I describe the character using specific details from the text?
- How can I identify different types of figurative language?
- How can I use context clues to interpret word meanings?
- How can I use words around a vocabulary word to determine its meaning?
- How does the author use words to establish tone?
- How does the use of chapter structure enhance overall meaning?
- How does the organization help to develop the plot?

- How does the author develop the narrator or speaker's point of view?
- How does the author's word choice help develop the narrator or speaker's point of view?
- Who is the narrator?
- How did the author help develop the character's point of view?
- How does reading a story compare to the audio or video version?
- What was similar/ different? How? Why?
- What are the text forms/genres of each selection?
- What is the topic or theme of each selection?
- Although the topic/theme of these passages is similar, how does the presentation differ?
- Why do you think the author used this approach in relaying the theme? How can I cite textual evidence to support my analysis of the text?
- What is the main idea of the passage?
- What is stated explicitly in the text?
- What inferences can I make based on the information explicitly stated?
- How can I justify and support my inferences?
- How and where can I seek additional information to justify inferences and clarify uncertainties?
- What is the central idea of the text?
- How can I justify the central idea?
- What are the primary details that supported the central idea?
- What are the supporting details that support the central idea?
- How does the author develop the central idea throughout the course of the text?
- What is the author's point of view or purpose?
- How does the author's word choice help develop the point of view/purpose?
- What experience or event will you write about?
- How will you introduce your characters and narrator?
- How will you organize the events in your story? Are they logical?
- How can you use dialogue to convey the experience?
- What transitional expressions did you use to convey the sequence of events? Are the shifts from one time frame to another evident?
- How and where can the use of descriptive language assist in conveying the experience?
- Are the descriptive details appropriate and relevant?
- How will you provide a satisfying conclusion?
- What form of writing does the prompt call for?

- What organizational structure will you use?
- What is the purpose for writing?
- How will you organize and develop your thoughts before writing?
- How will you plan your writing piece?
- How can the Internet serve as a tool for production, publication, and collaboration?
- How will you use technology to collaborate and interact with others about your writing?
- How will you locate information from both print and digital sources?
- How do you know that the source is credible?
- How will you paraphrase the information?
- How do you cite (various) sources in a bibliography?
- What is the purpose of this writing?
- What is the specific task?
- Who is the intended audience?

21st Century Connections

Check all that apply.		Indicate whether these skills are <i>E</i> -Encouraged, <i>T</i> -Taught, and/or <i>A</i> -Assessed in this unit by marking <i>E</i> , <i>T</i> , <i>A</i> on the line before the appropriate skill.	
21 st Century Interdisciplinary Themes		21 st Century Skills	
	Global Awareness	A	Critical Thinking and Problem Solving
	Environmental Literacy	E	Creativity and Innovation
	Health Literacy	E	Communication and Collaboration
	Civic Literacy	E	Flexibility and Adaptability
	Financial, Economic , Business and Entrepreneurial Literacy	E	Initiative and Self-Direction
		E	Social and Cross-Cultural Skills
		E	Productivity and Accountability
		E	Leadership and Responsibility
		A	Information Literacy Skills

		E	Media Literacy Skills
		E	Information, Communication, and Technology (ICT) Literacy
Career Ready Practices:			
Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.			
	E	CRP1. Act as a responsible and contributing citizen and employee	
	A	CRP2. Apply appropriate academic and technical skills	
		CRP3. Attend to personal health and financial well-being	
	A	CRP4. Communicate clearly and effectively with reason	
		CRP5. Consider the environmental, social and economic impacts of decisions	
	E	CRP6. Demonstrate creativity and innovation	
		CRP7. Employ valid and reliable research strategies	
	A	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them	
	E	CRP9. Model integrity, ethical leadership, and effective management	
		CRP10. Plan education and career paths aligned to personal goals	
	E	CRP11. Use technology to enhance productivity	
		CRP12. Work productively in teams while using cultural global competence	
Student Learning Goals/Objectives:			
Students will know....		Students will be able to (do)...	
<ul style="list-style-type: none">what a text says explicitly as well as what simple inferences must be drawnto identify details in a text that are related to the theme or central ideato identify how a character responds to a challenge in a storyhow word choice changes the meaning in a text		<ul style="list-style-type: none">read, write about, and discuss three short stories and two poems to deepen their understanding of identity and themelearn to analyze how themes are developed over the course of a text and how they emerge and are shaped and refined by specific detailslearn how to write essays about their analyses of themes	

- the structure of a text (e.g., story, poem, or drama)
- words or phrases in the text that describe or show what the narrator or speaker is thinking or feeling
- what a text says explicitly as well as what inferences should be drawn
- that words or phrases in the text describe or show the author's point of view
- about events or personal experiences
- to gather information from multiple print and digital sources that relates to a given topic

- compare and contrast two unit texts in terms of their approaches to a similar theme
- produce writing that is appropriate for the task, purpose, or audience
- use technology, including the Internet, to produce writing while interacting and collaborating with others

Key Vocabulary and Terms:

Using Marzano's Six Step Process Teaching Academic Vocabulary:

author's purpose, autobiography, biography, cause and effect relationship, climax, closing, comparison, compound sentence, compound verb, compound word, conjunction, contrast, dialogue, exclamation mark, exclamatory sentence, imperative sentence, irregular verb, main idea or essential message, makes inferences, organizational patterns, point of view, pre, present tense, re, reference materials, root word, simple word, analogies, tone, transition, un

Additional Vocabulary will be taken from Literature and Informational texts as needed.

Texts Included (List in Order of Increasing Complexity)	Check Type	
KEY: Structure: C/C = Compare and Contrast C/E = Cause and Effect P/S = Problem/Solution S/O – Sequence/Order D = Description N = Narrative Type: L = Literary I = Informational	L	I
Structure (Check appropriate choice): _____ C/C <input checked="" type="checkbox"/> C/E <input checked="" type="checkbox"/> P/S <input checked="" type="checkbox"/> S/O <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/> N Title/Information: Zlateh the Goat- Isaac Bashevis Singer- (short story)- Prentice Hall Literature	x	
Structure (Check appropriate choice): _____ C/C _____ C/E <input checked="" type="checkbox"/> P/S <input checked="" type="checkbox"/> S/O <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/> N Title/Information: The All-American Slurp- Lensey Namioka- (short story)- Prentice Hall Literature	x	
Structure (Check appropriate choice): <input checked="" type="checkbox"/> C/C <input checked="" type="checkbox"/> C/E <input checked="" type="checkbox"/> P/S <input checked="" type="checkbox"/> S/O <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/> N Title/Information: https://www.readworks.org/ and https://newsela.com/ - various authors- (nonfiction articles)- internet		x

Structure (Check appropriate choice): <input type="checkbox"/> C/C <input checked="" type="checkbox"/> C/E <input checked="" type="checkbox"/> P/S <input checked="" type="checkbox"/> S/O <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/> N Title/Information: Masterminds- Gordon Korman- (novel)		x			
Structure (Check appropriate choice): <input type="checkbox"/> C/C <input type="checkbox"/> C/E <input type="checkbox"/> P/S <input type="checkbox"/> S/O <input type="checkbox"/> D <input type="checkbox"/> N Title/Information: Jackie Robinson: Justice at Last- Geoffrey C. Ward and Ken Burns- (Expository Essay)- Prentice Hall Literature				x	
Writing Assignments		Check Type			
KEY: Structure: C/C = Compare and Contrast C/E = Cause and Effect P/S = Problem/Solution S/O – Sequence/Order D = Description N = Narrative Type: A = Argument E = Explanatory/Informational N = Narrative R = Research		A	E	N	R
<input checked="" type="checkbox"/> Process <input type="checkbox"/> On Demand AND Structure: <input type="checkbox"/> C/C <input type="checkbox"/> C/E <input type="checkbox"/> P/S <input checked="" type="checkbox"/> S/O <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/> N Title/Description: Personal Memoir				x	
<input checked="" type="checkbox"/> P or <input type="checkbox"/> OD and Structure: <input checked="" type="checkbox"/> C/C <input checked="" type="checkbox"/> C/E <input checked="" type="checkbox"/> P/S <input type="checkbox"/> S/O <input checked="" type="checkbox"/> D <input type="checkbox"/> N Title/Description: Responding to Literature/Literary Analysis			x		
<input checked="" type="checkbox"/> P or <input type="checkbox"/> OD and Structure: <input type="checkbox"/> C/C <input type="checkbox"/> C/E <input type="checkbox"/> P/S <input checked="" type="checkbox"/> S/O <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/> N Title/Description: Original Narrative				x	
<input type="checkbox"/> P or <input checked="" type="checkbox"/> OD and Structure: <input type="checkbox"/> C/C <input checked="" type="checkbox"/> C/E <input checked="" type="checkbox"/> P/S <input checked="" type="checkbox"/> S/O <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/> N Title/Description: School-wide benchmark				x	
<input type="checkbox"/> P or <input checked="" type="checkbox"/> OD and Structure: <input checked="" type="checkbox"/> C/C <input checked="" type="checkbox"/> C/E <input checked="" type="checkbox"/> P/S <input checked="" type="checkbox"/> S/O <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/> N Title/Description: Journal Writing and Quick Writes		x	x	x	x
Assessment Evidence:					
Performance Tasks: Short constructed response questions; Essays; Projects; Presentations; Rubrics (either PARCC or teacher created) will be used to judge performances of understanding		Other Assessment Measures: School-wide writing assessment; STAR Reading; Multiple Choice questions; Quizzes; Journals; Essays; Quick writes; Summative chapter test; Exit Slips; Graphic Organizers; Homework;			

		Anecdotal Notes; Student Conferencing
Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)		
Instructional Strategies and Activities		
Title		
7. Formative assessment process	Develop and write an organized narrative piece that includes descriptive details and sensory language to convey experiences and events.	
2. Cues, questions, activating prior knowledge	In small groups students read a writing piece and determine the audience and the thesis statement. Students will identify words or phrases as evidence.	
3. Peer teaching/collaboration	Using a question framework (e.g., 5 W's and an H) in graphic organizer software, students can take turns entering information into the organizer, seek another peer partner	
Resources:		
Prentice Hall Literature, https://www.readworks.org/ , https://newsela.com/		
Suggested Time Frame	40-45 days	

Content Area:	ELA	Grade 6
Unit Plan Title:	Reading: Literature& Informational Writing: Research & Informative and Explanatory	
Overview/Rationale		
In order to plan instruction inclusive of all students in the English Language Arts classroom, a comprehensive curriculum has been developed. The standards covered during each instructional unit of the Language Arts curriculum are reflective of the New Jersey Student Learning Standards outlined in the New Jersey Curriculum Framework. Each standard in reading and writing has been unpacked to illustrate the critical knowledge and skills students need in order to master the standard. Essential questions and sample activities are included to utilize when teaching such standard.		
Standard(s) Number and Description		
Standards for Reading: NJSLS		
Literature		
RL.6.1 Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.		
RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.		
RL.6.3 Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.		
RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.		
RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.		
RL. 6.6 Explain how an author develops the point of view of the narrator or speaker in a text.		

RL.6.10 By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.

Informational

RI.6.1 Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text

RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

RI. 6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

RI. 6.10 By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

Standards for Writing: NJSLS

W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

A. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension.

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

C. Use appropriate transitions to clarify the relationships among ideas and concepts.

D. Use precise language and domain-specific vocabulary to inform about or explain the topic.

E. Establish and maintain a formal/academic style, approach, and form.

F. Provide a concluding statement or section that follows from the information or explanation presented.

W.6.4 Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.6.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

W.6.10 Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time

frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Standards for Speaking and Listening: NJSLS

SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion

B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).

SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Standards for Language: NJSLS

L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

E. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

A. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

B. Spell correctly.

L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

A. Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.

B. Maintain consistency in style and tone.

L.6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).

C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Technology Standard(s) Number and Description: NJSL

8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.

8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

8.1.8.A.3 Use and/or develop a simulation that provides an environment to solve a real world problem or theory.

8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).

8.1.8.C.1 Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries.

8.1.8.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.

8.1.8.D.2 Demonstrate the application of appropriate citations to digital content.

8.1.8.D.3 Demonstrate an understanding of fair use and Creative Commons to intellectual property.

8.1.8.D.4 Assess the credibility and accuracy of digital content.

8.1.8.D.5 Understand appropriate uses for social media and the negative consequences of misuse.

8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.

8.1.8.F.1 Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.

Interdisciplinary Standard(s) Number and Description: NJSL

Social Studies:

Standard: 6.1.8.B.1.a

Exploring Personal, Group, and National Identities - The activity is designed to encourage students to make connections between the ways in which they think about their own identities, the ways in which they categorize others and the concept of nation as a particular kind of reference group. By examining the variety of identities each person has the importance of context in the selection of appropriate criteria for categorizing themselves and others. Students will begin an exploration of how individuals balance the concept of nationality with a variety of other kinds of

identities in the course of daily life.

http://istep.sdsu.edu/documents/SectionOne_001.pdf

Identity Circles - Identify aspects of personal identity to explore how individual differences contribute to a healthy community. Student will explore how our differences and commonalities make us stronger as a group and in our communities.

<http://www.youthcommunityservice.org/filemgmt/visit.php?lid=167>

Science:

Standard: MS-LS4-1

Dusting for Fingerprints – Fingerprints must be removed and transported to the crime lab. They are then compared to the database of fingerprints on file. One way that detectives locate fingerprints is by dusting for them. Fingerprints are coated with powder, then lifted and taken for identification at the lab. In this life science activity, students will learn about the unique patterns that fingerprints leave behind and how these prints can be collected.

http://a2zhomeschooling.com/explore/chemistry_kids/csi_unit_study_forensics_for_kids/

Enduring Understandings:

Students will understand that...

- Capable learners are well equipped to recognize the value of the literary elements authors have chosen.
- Determining the meaning in text requires a curious learner to respond personally to the author's intent.
- Confident readers are well equipped with complex reading strategies.
- Curious learners listen to understand others' thinking and seek to challenge and clarify their own thoughts.
- Readers read nonfiction to satisfy their curiosity about the things they are interested in.
- Capable readers choose specific strategies to make meaning of nonfiction text
- Responsible readers are able to make better personal choices when they evaluate the accuracy of information in a reading to determine the validity of the writer's view point.
- Reading nonfiction text helps me decide what I value and respect.
- Critical literacy builds background knowledge in readers, engages them to read beyond the assigned text, and encourages them to take action
- Most words in English have parts that can be identified.

- Many words share similar parts.
- Students can use the parts of a word to aid their reading comprehension, vocabulary and spelling
- Beliefs can be strengthened or challenged with credible evidence
- Information is more memorable when enriched with clear and interesting examples
- Research is the process of gaining information from a variety of resources.
- More information in more forms is more easily available today than ever before.
- The ability to access and study various resources enhances understanding of our world and helps us solve problems.
- There is paramount need to verify information in today's ever changing information landscape
- Various strategies (text structures) can be used to clearly develop and support a topic.
- Topic development comes through the use of relevant facts, definitions, concrete details, quotations, or other information and examples.
- Appropriate transitions clarify relationships among ideas and concepts.
- Precise language and vocabulary is necessary to inform or explain the topic.
- There is a logical sequence that includes an introduction, reflection with evidence, and conclusion when writing an informative/ explanatory piece.
- that writing can have different purposes.
- that different types of writing have different organizational structures.
- that task and purpose are reflected in organization and development of a topic.

Essential Questions :

- How can I provide evidence using excerpts from the text?
- How can I make inferences from the excerpt I just read?
- Do I know how to analyze the facts from the story?
- What can I interpret from the story?
- Can I demonstrate understanding of the text by making inferences based on what I already learned? How can I defend my claim using key details from the text?
- What is the theme of the story?
- How can I determine the universal theme of the text?
- How can I determine the main idea of the story?
- How can I summarize the main idea in my own words?
- How can I distinguish between key details and supporting details?

- What is the central idea of the text?
- How can I identify the different stages of the plot?
- How does the story's events and setting influence and possibly change the characters?
- What can I learn from identifying the conflict in a story?
- How can I describe the character using specific details from the text?
- How can I identify different types of figurative language?
- How can I use context clues to interpret word meanings?
- How can I use words around a vocabulary word to determine its meaning?
- How does the author use words to establish tone?
- How does the use of chapter structure enhance overall meaning?
- How does the organization help to develop the plot?
- How does the author develop the narrator or speaker's point of view?
- How does the author's word choice help develop the narrator or speaker's point of view?
- From whose point of view is the text written?
- How did the author help develop the character's point of view?
- How can I cite textual evidence to support my analysis of the text?
- What is the main idea of the passage?
- What is stated explicitly in the text?
- What inferences can I make based on the information explicitly stated?
- How can I justify and support my inferences?
- How and where can I seek additional information to justify inferences and clarify uncertainties?
- What is the central idea of the text?
- How can I justify the central idea?
- What are the primary details that supported the central idea?
- What are the supporting details that support the central idea?
- How does the author develop the central idea throughout the course of the text?
- How did an individual, event, or idea change over the course of the text?
- Where does the author provide an example or anecdote to support the development of an individual, event, or idea?
- What is figurative language?
- How can I determine the deeper meaning an author may be alluding to when using figurative language?
- Why is it important to distinguish the difference between metaphors and similes?
- How can I interpret figurative language?
- What strategies can I use to help me determine the meaning of the word?

- How does the author use words to establish tone?
- How does the use of specific words establish and enhance meaning?
- How are writing styles influenced by audience?
- What is the author's point of view or purpose?
- How does the author's word choice help develop the point of view/purpose?
- How can you clearly introduce your topic?
- What organizational structure will best enable you to convey your information?
- What makes your piece formal in style?
- What form of writing does the prompt call for?
- What is the purpose for writing?
- How will you organize and develop your thoughts before writing?
- How will you plan your writing piece?
- How can the Internet serve as a tool for production, publication, and collaboration?
- How will you use technology to collaborate and interact with others about your writing?
- How will you locate information from both print and digital sources?
- How do you know that the source is credible?
- How will you paraphrase the information?
- How do you cite (various) sources in a bibliography?

21st Century Connections

Check all that apply.		Indicate whether these skills are E -Encouraged, T -Taught, and/or A -Assessed in this unit by marking E , T , A on the line before the appropriate skill.	
21 st Century Interdisciplinary Themes		21 st Century Skills	
	Global Awareness	A	Critical Thinking and Problem Solving
	Environmental Literacy	A	Creativity and Innovation
	Health Literacy	E	Communication and Collaboration
	Civic Literacy		Flexibility and Adaptability
	Financial, Economic , Business and Entrepreneurial	E	Initiative and Self-Direction
		E	Social and Cross-Cultural Skills

		Literacy	A	Productivity and Accountability
			E	Leadership and Responsibility
			A	Information Literacy Skills
			E	Media Literacy Skills
			A	Information, Communication, and Technology (ICT) Literacy
Career Ready Practices:				
<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i>				
	E	CRP1. Act as a responsible and contributing citizen and employee		
	A	CRP2. Apply appropriate academic and technical skills		
		CRP3. Attend to personal health and financial well-being		
	E	CRP4. Communicate clearly and effectively with reason		
	E	CRP5. Consider the environmental, social and economic impacts of decisions		
	E	CRP6. Demonstrate creativity and innovation		
		CRP7. Employ valid and reliable research strategies		
	A	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them		
	E	CRP9. Model integrity, ethical leadership, and effective management		
		CRP10. Plan education and career paths aligned to personal goals		
	E	CRP11. Use technology to enhance productivity		
		CRP12. Work productively in teams while using cultural global competence		
Student Learning Goals/Objectives:				
Students will know....			Students will be able to (do)...	
<ul style="list-style-type: none"> what a text says explicitly as well as what simple inferences 			<ul style="list-style-type: none"> use the elements authors use to make a story creepy, such as setting the mood through the use of an eerie setting 	

<p>must be drawn</p> <ul style="list-style-type: none"> • details in a text that are related to the theme or central idea • to identify how a character responds to a challenge in a story • how word choice changes the meaning in a text • the structure of a text (e.g., story, poem, or drama) • words or phrases in the text that describe or show what the narrator or speaker is thinking or feeling • what a text says explicitly as well as what inferences should be drawn • the main idea of a passage and details or facts related to it • that a detail elaborates upon individuals, events, or ideas introduced in a text • how word choice changes the meaning of a text • how the title fits the structure of the text • words or phrases in the text describe or show the author's point of view • information from multiple print and digital sources may relate to a given topic 	<ul style="list-style-type: none"> • use dialogue that creates mystery • use an ironic ending • use characterization • write a narrative in first person point of view • use plot twists to create suspense • know how authors create tension in a story • demonstrate understanding while actively reading or listening to literary nonfiction • write to share information supported by details • use technology, including the Internet, to produce writing while interacting and collaborating with other • write routinely for a variety of tasks, purposes, and audiences 		
Key Vocabulary and Terms:			
<p>Using Marzano's Six Step Process Teaching Academic Vocabulary:</p> <p>author's purpose, autobiography, biography, cause and effect relationship, climax, closing, comparison, compound sentence, compound verb, compound word, conjunction, contrast, dialogue, exclamation mark, exclamatory sentence, imperative sentence, irregular verb, main idea or essential message, makes inferences, organizational patterns, point of view, pre, present tense, re, reference materials, root word, simple word, analogies, tone, transition, un</p> <p>Additional Vocabulary will be taken from Literature and Informational texts as needed.</p>			
Texts Included (List in Order of Increasing Complexity)	Check Type		
<p>KEY: Structure: C/C = Compare and Contrast C/E = Cause and Effect P/S = Problem/Solution S/O – Sequence/Order</p> <p>D = Description N = Narrative Type: L = Literary I = Informational</p>	<table border="1"> <tr> <td>L</td> <td>I</td> </tr> </table>	L	I
L	I		

Structure (Check appropriate choice): <input checked="" type="checkbox"/> C/C <input checked="" type="checkbox"/> C/E <input checked="" type="checkbox"/> P/S <input checked="" type="checkbox"/> S/O <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/> N Title/Information: https://www.readworks.org/ and https://newsela.com/ - various authors- (nonfiction articles)- internet				x
Structure (Check appropriate choice): <input type="checkbox"/> C/C <input checked="" type="checkbox"/> C/E <input type="checkbox"/> P/S <input checked="" type="checkbox"/> S/O <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/> N Title/Information: Arachne- Olivia E. Coolidge- (Greek Myth)- Prentice Hall Literature	x			
Structure (Check appropriate choice): <input type="checkbox"/> C/C <input checked="" type="checkbox"/> C/E <input checked="" type="checkbox"/> P/S <input type="checkbox"/> S/O <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/> N Title/Information: The Lion and the Bulls- Aesop- (Fable)- Prentice Hall Literature	x			
Structure (Check appropriate choice): <input type="checkbox"/> C/C <input checked="" type="checkbox"/> C/E <input type="checkbox"/> P/S <input checked="" type="checkbox"/> S/O <input type="checkbox"/> D <input checked="" type="checkbox"/> N Title/Information: from This Land Was Made for You and Me- Elizabeth Partridge- (Nonfiction- EXEMPLAR)- Prentice Hall Literature				x
Structure (Check appropriate choice): <input checked="" type="checkbox"/> C/C <input checked="" type="checkbox"/> C/E <input type="checkbox"/> P/S <input checked="" type="checkbox"/> S/O <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/> N Title/Information: Letter From a Concentration Camp- Yoshiko Uchida- (Historical Fiction), Letter to Scottie- F. Scott Fitzgerald (Letter)- Prentice Hall Literature	x			x
Writing Assignments				Check Type
KEY: Structure: C/C = Compare and Contrast C/E = Cause and Effect P/S = Problem/Solution S/O – Sequence/Order D = Description N = Narrative Type: A = Argument E = Explanatory/Informational N = Narrative R = Research				A E N R
<input checked="" type="checkbox"/> Process <input type="checkbox"/> On Demand AND Structure: <input type="checkbox"/> C/C <input type="checkbox"/> C/E <input type="checkbox"/> P/S <input type="checkbox"/> S/O <input type="checkbox"/> D <input type="checkbox"/> N Title/Description: Explanatory/Informative Writing		x		x
<input checked="" type="checkbox"/> P or <input type="checkbox"/> OD and Structure: <input type="checkbox"/> C/C <input type="checkbox"/> C/E <input type="checkbox"/> P/S <input type="checkbox"/> S/O <input type="checkbox"/> D <input type="checkbox"/> N Title/Description: Poetry Writing			x	x
<input type="checkbox"/> P or <input checked="" type="checkbox"/> OD and Structure: <input type="checkbox"/> C/C <input type="checkbox"/> C/E <input type="checkbox"/> P/S <input type="checkbox"/> S/O <input type="checkbox"/> D <input type="checkbox"/> N Title/Description: Journal Writing and Quick Writes	x	x	x	x

___x___ P or ___OD and Structure: ___x___ C/C ___x___ C/E ___x___ P/S ___S/O ___x___ D ___N			x		
Title/Description: Responding on Literature/Literary Analysis					
Assessment Evidence:					
Performance Tasks: Short constructed response questions; Essays; Projects; Presentations; Rubrics (either PARCC or teacher created) will be used to judge performances of understanding			Other Assessment Measures: School-wide writing assessment; STAR Reading; Multiple Choice questions; Quizzes; Journals; Essays; Quick writes; Summative chapter test; Exit Slips; Graphic Organizers; Homework; Anecdotal Notes; Student Conferencing		
Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)					
Instructional Strategies and Activities					
Title					
8. Document-based questions		Write dialogue in speech bubbles to describe the responses of characters to one situation in a given image.			
9. Flexible/strategic grouping		In a small group, complete a Venn Diagram about the character in the beginning of the story vs the end.			
10. Word wall		Use a word wall to identify any word for which students need clarification.			
Resources:					
Prentice Hall Literature, https://www.readworks.org/ , https://newsela.com/ ; various websites; various novels					
Suggested Time Frame		40-45 days			

Curriculum Map- Sixth Grade ELA

Sixth Grade		Unit 1	Unit 2	Unit 3	Unit 4
Reading Literature Text					
Key Ideas and Details					
LA.6.RL.6.1	Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.	✓	✓	✓	✓
LA.6.RL.6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	✓	✓	✓	✓
LA.6.RL.6.3	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.			✓	✓
Craft and Structure					
LA.6.RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	✓		✓	✓
LA.6.RL.6.5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	✓		✓	✓
LA.6.RL.6.6	Explain how an author develops the point of view of the narrator or speaker in a text.	✓	✓	✓	✓
Integration of Knowledge and Ideas					
LA.6.RL.6.7	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they			✓	

	listen or watch.				
LA.6.RL.6.8	(Not applicable to literature)				
LA.6.RL.6.9	Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics			✓	
Range of Reading and Level of Text Complexity					
LA.6.RL.6.10	By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (See Appendix A) or above, scaffolding as needed.	✓	✓	✓	✓
Reading Informational Text					
Key Ideas and Details					
LA.6.RI.6.1	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.	✓	✓	✓	✓
LA.6.RI.6.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	✓	✓	✓	✓
LA.6.RI.6.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).		✓		✓
Craft and Structure					

LA.6.RI.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	✓	✓		✓
LA.6.RI.6.5	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	✓	✓		✓
LA.6.RI.6.6	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	✓	✓	✓	✓
Integration of Knowledge and Ideas					
LA.6.RI.6.7	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.		✓		
LA.6.RI.6.8	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.		✓		
LA.6.RI.6.9	Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).		✓		
Range of Reading and Level of Text Complexity					
LA.6.RI.6.10	By the end of the year read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above, with scaffolding as needed.	✓	✓	✓	✓
Writing					

Text Types and Purposes					
LA.6.W.6.1 (a-e)	<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> a) Introduce claim(s) and organize the reasons and evidence clearly. b) Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. c) Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. d) Establish and maintain a formal/academic style, approach, and form. e) Provide a concluding statement or section that follows from the argument presented. 		✓		
LA.6.W.6.2 (a-f)	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> a) Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension. b) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c) Use appropriate transitions to clarify the relationships among ideas and concepts. d) Use precise language and domain-specific vocabulary to inform about or explain the topic. e) Establish and maintain a formal/academic style, approach, and form. f) Provide a concluding statement or section that follows from the information or explanation presented. 	✓			✓

LA.6.W.6.3 (a-e)	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ul style="list-style-type: none"> a) Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c) Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d) Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. e) Provide a conclusion that follows from the narrated experiences or events. 			✓	
Production and Distribution of Writing					
LA.6.W.6.4	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	✓	✓	✓	✓
LA.6.W.6.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	✓	✓	✓	✓
LA.6.W.6.6	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.	✓	✓	✓	✓

Research to Build and Present Knowledge					
LA.6.W.6.7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	✓	✓		
LA.6.W.6.8	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources	✓		✓	✓
LA.6.W.6.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.				✓
Range of Writing					
LA.6.W.6.10	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	✓	✓	✓	✓
Speaking and Listening					
Comprehension and Collaboration					
LA.6.SL.6.1 (a-d)	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. a) Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b) Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.	✓	✓	✓	✓

	<p>c) Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>d) Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p>				
LA.6.SL.6.2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.			✓	
LA.6.SL.6.3	Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.		✓		
Presentation of Knowledge and Ideas					
LA.6.SL.6.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).	✓	✓	✓	✓
LA.6.SL.6.5	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.				✓
LA.6.SL.6.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	✓	✓	✓	✓

Language
Conventions of Standard English

LA.6.L.6.1 (a-e)	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a) Ensure that pronouns are in the proper case (subjective, objective, possessive). b) Use intensive pronouns (e.g., myself, ourselves). c) Recognize and correct inappropriate shifts in pronoun number and person. d) Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). e) Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language 	✓	✓	✓	✓
LA.6.L.6.2 (a-b)	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a) Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. b) Spell correctly. 	✓	✓	✓	✓
Knowledge of Language					
LA.6.L.6.3 (a-b)	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> a) Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice. b) Maintain consistency in style and tone. 	✓	✓	✓	
Vocabulary Acquisition and Use					
LA.6.L.6.4 (a-d)	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> a) Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b) Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, 	✓	✓	✓	✓

	<p>auditory, audible).</p> <p>c) Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>d) Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>				
LA.6.L.6.5 (a-c)	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a) Interpret figures of speech (e.g., personification) in context.</p> <p>b) Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p> <p>c) Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwhasteful, thrifty</p>		✓	✓	
LA.6.L.6.6	<p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	✓	✓	✓	✓



7th GRADE ELA CURRICULUM

Middle Township Public Schools
216 S. Main Street
Cape May Court House, NJ 08210

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Introduction and Course Description

Seventh grade English consists of reading, writing, speaking, listening and media literacy skills. During the block of literacy instruction students will learn to use reading strategies that help them become effective readers. Some of these strategies include questioning the author, inferring, visualizing, synthesizing and learning multiple strategies to help students learn to monitor their reading comprehension. The 7th grade curriculum is designed around universal themes and essential questions to promote literary analysis of reading, incorporation of textual evidence when writing and to encourage students to engage in deep meaningful discussions to socialize intelligence. The students are exposed to multiple genres of reading and writing such as fiction, non-fiction, short stories, essays, novels, drama and poetry. Students will compose narrative, informational, expository, persuasive, and other pieces of writing required by the teacher. Writer's workshop is employed so that all students can improve their skills and voices as writers. The teachers will instruct students using the workshop model philosophy with the use of the "I DO, WE DO, YOU DO" method of instruction. Other skills such as grammar, vocabulary, listening and speaking are infused in the exploration of effective reading and writing. The 7th grade English Language Arts course and instruction will lay the foundation for successful achievement in English. The New Jersey Student Learning Standards are designed to provide a 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 learners need for success in college and careers. It is our goal to establish a community of learners to become productive citizens in society striving towards pursuing their life-long goals. Through an enriching and rigorous education and with on-going support our students will be fully prepared for the future to compete successfully in the global economy.

Pacing Guide

<u>UNIT TITLE</u>	<u>ENDURING UNDERSTANDINGS</u>	<u>NJSLS</u>		<u>TIMEFRAME</u>
5- Informational and Explanatory Writing	<ul style="list-style-type: none"> •Imaginative texts can provide rich and timeless insights into universal themes, dilemmas and social realities of the world. Literary text represents complex stories in which the reflective and apparent thoughts and actions of human beings are revealed. Life therefore shapes literature and literature shapes life. •Literary text, like all creative products, demonstrates style and craftsmanship. Readers can respond analytically and objectively to text when they understand the purpose or reason behind the author’s intentional choice of tools such as word choice, point of view and structure. •Competent readers can synthesize information from a variety of sources including print, audio and visual. Comparing and contrasting text in a variety of forms or genres provides a full understanding of the author’s message/theme as well as the ideas being explored. •In order to meet the rigorous demands of college and/or the workforce, students must be able to read and comprehend increasingly complex literary text. They must read widely and deeply from among a broad range of high-quality, challenging text and develop the skill, concentration and stamina to read these texts independently and proficiently. •Knowledge-based information is an ever-changing genre, which encompasses daily communication. The ability to comprehend and analyze informational text develops critical thinking, promotes logical reasoning and expands ones’ sense of the world and self. 	RL.7.1 RL.7.2 RL.7.4 RL.7.5 RL.7.6 RL.7.10. RI.7.1 RI.7.2 RI.7.4 RI.7.5 RI.7.6 RI.7.10. W.7.2 W.7.2A W.7.2B W.7.2C W.7.2D W.7.2E W.7.4 W.7.5 W.7.6	W.7.7 W.7.10 SL.7.1 SL.7.1A SL.7.1B SL.7.1C SL.7.1D. SL.7.4 SL.7.6 L.7.1 L.7.1A L.7.2 L.7.2B L.7.3 L.7.3A L.7.4 L.7.4A L.7.4C L.7.4D L.7.6	40-45 days

6- Research and Argument Writing	<ul style="list-style-type: none"> •Imaginative texts can provide rich and timeless insights into universal themes, dilemmas and social realities of the world. Literary text represents complex stories in which the reflective and apparent thoughts and actions of human beings are revealed. Life therefore shapes literature and literature shapes life. •Literary text, like all creative products, demonstrates style and craftsmanship. Readers can respond analytically and objectively to text when they understand the purpose or reason behind the author’s intentional choice of tools such as word choice, point of view and structure. •Competent readers can synthesize information from a variety of sources including print, audio and visual. Comparing and contrasting text in a variety of forms or genres provides a full understanding of the author’s message/theme as well as the ideas being explored. •In order to meet the rigorous demands of college and/or the workforce, students must be able to read and comprehend increasingly complex literary text. They must read widely and deeply from among a broad range of high-quality, challenging text and develop the skill, concentration and stamina to read these texts independently and proficiently. •Knowledge-based information is an ever-changing genre, which encompasses daily communication. The ability to comprehend and analyze informational text develops critical thinking, promotes logical reasoning and expands ones’ sense of the world and self. •Informational text, like all creative products, demonstrates style and craftsmanship. Readers can respond analytically and objectively to text when they understand the purpose or reason behind the author’s intentional choice of tools such as word choice, point of view and structure. 	RL.7.1 RL.7.2 RL.7.6 RL.7.10 RI.7.1 RI.7.2 RI.7.3 RI.7.4 RI.7.5 RI.7.6 RI.7.7 RI.7.8 RI.7.9 RI.7.10 W.7.1. W.7.1A W.7.1B W.7.1C W.7.2D W.7.2E W.7.4 W.7.5 W.7.6 W.7.8	W.7.10 SL.7.1 SL.7.1A SL.7.1B SL.7.1C SL.7.1D SL.7.3 SL.7.4 SL.7.6 L.7.1 L.7.1B L.7.2 L.7.2B L.7.3 L.7.3A L.7.4 L.7.4C L.7.4D L.7.5 L.7.5B L.7.6	40-45 days
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7- Literary Analysis and Narrative Writing	<ul style="list-style-type: none"> •Imaginative texts can provide rich and timeless insights into universal themes, dilemmas and social realities of the world. Literary text represents complex stories in which the reflective and apparent thoughts and actions of human beings are revealed. Life therefore shapes literature and literature shapes life. •Literary text, like all creative products, demonstrates style and craftsmanship. Readers can respond analytically and objectively to text when they understand the purpose or reason behind the author’s intentional choice of tools such as word choice, point of view and structure. •Competent readers can synthesize information from a variety of sources including print, audio and visual. Comparing and contrasting text in a variety of forms or genres provides a full understanding of the author’s message/theme as well as the ideas being explored. •In order to meet the rigorous demands of college and/or the workforce, students must be able to read and comprehend increasingly complex literary text. They must read widely and deeply from among a broad range of high-quality, challenging text and develop the skill, concentration and stamina to read these texts independently and proficiently. •Knowledge-based information is an ever-changing genre, which encompasses daily communication. The ability to comprehend and analyze informational text develops critical thinking, promotes logical reasoning and expands ones’ sense of the world and self. •Informational text, like all creative products, demonstrates style and craftsmanship. Readers can respond analytically and objectively to text when they understand the purpose or reason behind the author’s intentional choice of tools such as word choice, point of view and structure. 	RL.7.1 RL.7.2 RL.7.3 RL.7.4 RL.7.5 RL.7.6 RL.7.7 RL.7.9 RL.7.10. RI.7.1 RI.7.2 RI.7.6 RI.7.10 W.7.3 W.7.3A W.7.3B W.7.3C W.7.3D W.7.3E W.7.4 W.7.5 W.7.6 W.7.9 W.7.9A W.7.9B W.7.10	SL.7.1 SL.7.1A SL.7.1B SL.7.1C SL.7.1D SL.7.2 SL.7.4 SL.7.6 L.7.1 L.7.1C L.7.2 L.7.2A L.7.2B L.7.3 L.7.3A L.7.4 L.7.4A L.7.4C L.7.4D L.7.5 L.7.5A L.7.5C L.7.6	40-45 days
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<p>8- Research, Informative and Explanatory Writing</p>	<ul style="list-style-type: none"> •Imaginative texts can provide rich and timeless insights into universal themes, dilemmas and social realities of the world. Literary text represents complex stories in which the reflective and apparent thoughts and actions of human beings are revealed. Life therefore shapes literature and literature shapes life. •Literary text, like all creative products, demonstrates style and craftsmanship. Readers can respond analytically and objectively to text when they understand the purpose or reason behind the author’s intentional choice of tools such as word choice, point of view and structure. •Competent readers can synthesize information from a variety of sources including print, audio and visual. Comparing and contrasting text in a variety of forms or genres provides a full understanding of the author’s message/theme as well as the ideas being explored. •In order to meet the rigorous demands of college and/or the workforce, students must be able to read and comprehend increasingly complex literary text. They must read widely and deeply from among a broad range of high-quality, challenging text and develop the skill, concentration and stamina to read these texts independently and proficiently. •Knowledge-based information is an ever-changing genre, which encompasses daily communication. The ability to comprehend and analyze informational text develops critical thinking, promotes logical reasoning and expands ones’ sense of the world and self. •Informational text, like all creative products, demonstrates style and craftsmanship. Readers can respond analytically and objectively to text when they understand the purpose or reason behind the author’s intentional choice of tools such as word choice, point of view and structure. 	<p> RL.7.1 RL.7.2 RL.7.4 RL.7.5 RL.7.6 RL.7.10 RI.7.1 RI.7.2 RI.7.4 RI.7.5 RI.7.6 RI.7.10 W.7.2A W.7.2B W.7.2C W.7.2D W.7.2E </p>	<p> W.7.2F W.7.4 W.7.5 W.7.6 W7.7 W.7.10 SL.7.1A SL.7.1B SL.7.1C SL.7.1D SL.7.2 SL.7.5 SL.7.6 L.7.2B L.7.3A L.7.4A L.7.4C L.7.4D L.7.6 </p>	<p>40-45 days</p>
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Middle Township Public Schools Grade 7 ELA Curriculum

Content Area:	Literacy	Grade 7
Unit Plan Title:	Unit 1- Reading Literature and Informational Text/ Informational and Explanatory Writing	
Overview/Rationale		
In order to plan instruction inclusive of all students in the English Language Arts classroom, a comprehensive curriculum has been developed. The standards covered during each instructional unit of the Language Arts curriculum are reflective of the New Jersey Student Learning Standards outlined in the New Jersey Curriculum Framework. Each standard in reading and writing has been unpacked to illustrate the critical knowledge and skills students need in order to master the standard. Essential questions and sample activities are included to utilize when teaching such standard. Given the diverse population of learners in the classrooms, differentiated instruction has been included for the special education and above average students as a means to inform teachers of the learning expectations and outcomes for those students, based on their individual needs.		
Standard(s) Number and Description		
Standards for Reading- NJSLS		
<u>Literature:</u> RL.7.1 Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. RL.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. RL.7.5 Analyze how a dramas or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning. RL.7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. RL.7.10. By the end of the year read and comprehends literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.		
<u>Informational:</u> RI.7.1 Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. RI.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. RI.7.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the		

ideas.

RI.7.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

RI.7.10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

Standards for Writing- NJSLs

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

W.7.2A Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).

W.7.2B Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

W.7.2C Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

W.7.2D Use precise language and domain-specific vocabulary to inform about or explain the topic.

W.7.2E Establish and maintain a formal style academic style, approach, and form.

W.7.4 Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. W.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

W.7.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

W.7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

W.7.10 Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Standards for Speaking and Listening- NJSLs

SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL.7.1A Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

SL.7.1B Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

SL.7.1C Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

SL.7.1D Acknowledge new information expressed by others and, when warranted, modify their own views.

SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Standards for Language- NJSLS

- L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - L.7.1A Explain the function of phrases and clauses in general and their function in specific sentences.
- L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - L.7.2B Spell correctly.
- L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - L.7.3A Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
- L.7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
 - L.7.4A Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
 - L.7.4C Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
 - L.7.4D Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- L.7.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Technology Standard(s) Number and Description- NJSLS

- 8.1.8.A.1 Demonstrate knowledge of a real-world problem using digital tools.
- 8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
- 8.1.8.A.3 Use and/or develop a simulation that provides an environment to solve a real-world problem or theory.
- 8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).
- 8.1.8.C.1 Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries.
- 8.1.8.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.
- 8.1.8.D.2 Demonstrate the application of appropriate citations to digital content.
- 8.1.8.D.3 Demonstrate an understanding of fair use and Creative Commons to intellectual property.
- 8.1.8.D.4 Assess the credibility and accuracy of digital content.
- 8.1.8.D.5 Understand appropriate uses for social media and the negative consequences of misuse.
- 8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real-world problem.
- 8.1.8.F.1 Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.

Interdisciplinary Standard(s) Number and Description- NJSLS

- 6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of

people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

7.NS.A. Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.

Enduring Understandings:

Students will understand that...

- Imaginative texts can provide rich and timeless insights into universal themes, dilemmas and social realities of the world. Literary text represents complex stories in which the reflective and apparent thoughts and actions of human beings are revealed. Life therefore shapes literature and literature shapes life.
- Literary text, like all creative products, demonstrates style and craftsmanship. Readers can respond analytically and objectively to text when they understand the purpose or reason behind the author's intentional choice of tools such as word choice, point of view and structure.
- Competent readers can synthesize information from a variety of sources including print, audio and visual. Comparing and contrasting text in a variety of forms or genres provides a full understanding of the author's message/theme as well as the ideas being explored.
- In order to meet the rigorous demands of college and/or the workforce, students must be able to read and comprehend increasingly complex literary text. They must read widely and deeply from among a broad range of high-quality, challenging text and develop the skill, concentration and stamina to read these texts independently and proficiently.
- Knowledge-based information is an ever-changing genre, which encompasses daily communication. The ability to comprehend and analyze informational text develops critical thinking, promotes logical reasoning and expands ones' sense of the world and self.
- Informational text, like all creative products, demonstrates style and craftsmanship. Readers can respond analytically and objectively to text when they understand the purpose or reason behind the author's intentional choice of tools such as word choice, point of view and structure.
- Integrating knowledge and ideas from informational text expands the knowledge base and the perspectives found in text, which empowers the reader to make informed choices in life.
- To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging informational texts.
- Writers share information, opinions and ideas by using multiple techniques and text types. This knowledge allows them to communicate in appropriate and meaningful ways to achieve their intended purpose.
- Effective writing is the result of a multi-stage, reflective process in which the writer must develop, plan, revise, edit and rewrite work to evoke change or clarify ideas. The stages of these processes are enhanced with collaboration and technology.
- Writing is a tool for thinking and problem solving. In order to create new understandings, activating prior knowledge and engaging in the process of

independent and shared inquiry are essential.

- To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events.
- Strong listening and speaking skills are critical for learning, communicating and allowing better understanding of the world. Applying these skills to collaboration amplifies each individual's contributions and leads to new and unique understandings and solutions.
- Proficient speakers make deliberate choices regarding language, content and media to capture and maintain the audience in order to convey their message.
- Language is an essential tool for understanding our world. Effective written and oral communications rely upon understanding and applying the rules of Standard English. Success in the post-secondary setting, as well as the workplace, requires effective communication.
- Language exists within the contexts of audience and purpose. Knowledge of language and skillful application of conventions and craft enhance expression and aid comprehension. Success in the post-secondary setting, as well as the workplace, requires effective communication.
- Words are powerful. Vocabulary knowledge is fundamental for learning, effective communication and celebrating language. Success in the post-secondary setting, as well as the workplace, requires effective communication.

Essential Questions:

- How do readers construct meaning from text?
- How do you figure out a word you do not know?
- What do readers do when they do not understand everything in a text?
- Why do readers need to pay attention to a writer's choice of words?
- How does reading influence us?
- Why do we need to evaluate what we read?
- Why do writers write?
- How do writers develop a well-written product?
- How does each step in the writing process impact your writing?
- How can writing be evaluated?
- How can evaluation and reflection be used to improve writing?
- How does a speaker communicate so others will listen and understand the message?
- How do you speak effectively?
- How does the choice of words affect the speaker's message and listener's response?
- What is the purpose of applying grammar and mechanic skills?
- How do rules of language affect communication?
- How does word choice affect meaning?
- Why is it important to spell correctly?
- How can you write paragraphs to make a clear picture for your reader?

21 st Century Connections:				
Check all that apply.			Indicate whether these skills are E -Encouraged, T -Taught, and/or A -Assessed in this unit by marking E , T , A on the line before the appropriate skill.	
21 st Century Interdisciplinary Themes			21 st Century Skills	
	<input checked="" type="checkbox"/>	Global Awareness	<input type="checkbox"/> A	Critical Thinking and Problem Solving
	<input type="checkbox"/>	Environmental Literacy	<input type="checkbox"/> E	Creativity and Innovation
	<input checked="" type="checkbox"/>	Health Literacy	<input type="checkbox"/> A	Communication and Collaboration
	<input checked="" type="checkbox"/>	Civic Literacy	<input type="checkbox"/>	Flexibility and Adaptability
	<input type="checkbox"/>	Financial, Economic , Business and Entrepreneurial Literacy	<input type="checkbox"/>	Initiative and Self-Direction
	<input type="checkbox"/>		<input type="checkbox"/>	Social and Cross-Cultural Skills
	<input type="checkbox"/>		<input type="checkbox"/> E	Productivity and Accountability
	<input type="checkbox"/>		<input type="checkbox"/> E	Leadership and Responsibility
	<input type="checkbox"/>		<input type="checkbox"/> A	Information Literacy Skills
	<input type="checkbox"/>		<input type="checkbox"/> E	Media Literacy Skills
	<input type="checkbox"/>		<input type="checkbox"/> E	Information, Communication, and Technology (ICT) Literacy
Career Ready Practices:				
Indicate whether these skills are E -Encouraged, T -Taught, or A -Assessed in this unit by marking E , T , A on the line before the appropriate skill.				
	<input type="checkbox"/> E	CRP1. Act as a responsible and contributing citizen and employee		
	<input type="checkbox"/> E	CRP2. Apply appropriate academic and technical skills		
	<input type="checkbox"/>	CRP3. Attend to personal health and financial well-being		
	<input type="checkbox"/> E	CRP4. Communicate clearly and effectively with reason		
	<input type="checkbox"/> E	CRP5. Consider the environmental, social and economic impacts of decisions		
	<input type="checkbox"/> E	CRP6. Demonstrate creativity and innovation		

E	CRP7. Employ valid and reliable research strategies
E	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them
E	CRP9. Model integrity, ethical leadership, and effective management
E	CRP10. Plan education and career paths aligned to personal goals
E	CRP11. Use technology to enhance productivity
E	CRP12. Work productively in teams while using cultural global competence

Student Learning Goals/Objectives:

Students will know....

- To cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
- To determine a theme or central idea of a text and analyze its development over the course of the text.
- To provide an objective summary of the text.
- To determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
- To analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
- To analyze how a dramas or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
- To analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
- How to read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.
- To determine two or more central ideas in a text and analyze their development over the course of the text.
- To analyze the impact of a specific word choice on meaning and

Students will be able to (do)...

- paraphrase evidence from text
- correctly cite evidence
- closely read the text (questioning, determining importance, looking for patterns) to extract quality evidence to support a claim
- use evidence from the text to make and check predictions as you read
- make personal connections, connections to other texts, and/or global connections, when relevant
- gather evidence from the text to support inferences or explicit meaning
- read and analyze a variety of literary genres and informational texts
- probe a segment of text in order to study and evaluate its multiple, deeper, and varied meanings
- combine text information and prior knowledge (personal experience and/or previous reading) to create new information in the form of inferences
- refer to the text for support when analyzing and drawing inferences
- provide a statement of a theme(s) or a central idea(s) of a fictional text, based on textual evidence
- explain the theme or central idea of a fictional piece using key details as evidence, including details from the beginning, middle, and end of the text
- analyze the development of the theme or central idea over the course of

tone.

- To analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
- To determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
- To read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
- How to write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- to introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).
- To develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- To use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- To use precise language and domain-specific vocabulary to inform about or explain the topic.
- To establish and maintain a formal style academic style, approach, and form.
- How to produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.
- To develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- How to use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
- how to conduct short research projects to answer a question,

the fictional text, including the relationship between characters, setting, and plot over the course of a text

- evaluate recurring ideas and changes in the characters and plot over the course of the text (why did the author make those changes, impact on the reader, effectiveness of the author's choices)
- identify how the theme or central idea relates to the characters, setting, and/or plot over the course of the text
- explain how two or more central ideas in a nonfiction piece develop over the course of the text, including the relationship between people, ideas, and events
- identify and use knowledge of common graphic features (charts, maps, diagrams, captions, illustrations) to help determine two or more central idea of a text
- summarize the text objectively, capturing the main ideas
- distinguish between essential and nonessential details of a text to create an objective summary of the text
- demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical)
- analyze the impact of specific word choice on meaning and/or tone
- explain poetic devices used in text
- analyze the impact of poetic sound devices (rhyme scheme, alliteration, consonance, etc.) on a particular section of a text
- analyze why the author used a specific word choice or sound device
- analyze the impact of a word choice or sound device on the reader
- evaluate the effectiveness of the author's word choice or sound device
- describe the form and structure of a drama or poem
- describe the structure used to organize a nonfiction text
- explain how text structure impacts overall meaning of text
- identify how the differing form or structure of a text contributes to its meaning
- analyze how parts of a text contribute to meaning
- explain why the author chose a specific form or structure
- analyze the impact of the form or structure on the reader (how would the

drawing on several sources and generating additional related, focused questions for further research and investigation.

- How to write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- how to engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- To come to discussions prepared having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- To follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
- To pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
- To acknowledge new information expressed by others and, when warranted, modify their own views.
- To present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
- To adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
- To demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
- To explain the function of phrases and clauses in general and their function in specific sentences.
- To demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
- To spell correctly.

text be different if the form changed?)

- evaluate the effectiveness of the chosen form or structure
- identify the viewpoints of characters in a text
- compare and contrast the characters' points-of-view
- trace how the author created and conveyed the similar and/or dissimilar characters
- analyze the impact of the author's point of view choices on the reader
- evaluate the effectiveness of the author's point of view choices
- identify the author's point of view
- explain the techniques the author uses to distinguish his/her point of view from others
- evaluate the effectiveness of the techniques the author
- focus writing on thoroughly describing or explaining a topic
- identify the defining elements of this specific writing genre
- explore topics from their content area classes.
- introduce a topic clearly, previewing what is to follow
- organize ideas, concepts, and information into broader categories using strategies such as definition, classification, comparison/contrast, and cause/effect
- include relevant supporting facts, information, and details
- transition between ideas using appropriate words and phrases
- select precise language and domain-specific vocabulary
- consistently use an appropriate style
- create language that is appropriate to one's audience and follows a formal tone
- write a conclusion to bring the text to a close
- identify defining characteristics of different genres of writing
- unpack the writing prompt
- write for a specific purpose and audience
- select an appropriate text structure or format for the task
- use language that is precise and powerful to create voice in writing
- create a tone that is appropriate for one's audience
- revise and edit intentionally to improve writing.

- | | |
|---|---|
| <ul style="list-style-type: none"> • To use knowledge of language and its conventions when writing, speaking, reading, or listening. • To choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. • To determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. • To use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. • To consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. • To verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). • To acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. | <ul style="list-style-type: none"> • generate ideas to develop topic • revise writing with a partner or self-editing checklists • View writing from the vantage point of the audience in order to determine the effectiveness of their words, organization, etc. • use technological resources to enhance writing • follow appropriate typing format and conventions • use technology to broaden research base • use evidence found online to support ideas • give and receive feedback using technology • seek out authentic publishing opportunities • engage in short research projects to answer a self-selected or teacher-assigned questions • develop research questions • determine keywords or topics for each question • search for informational sources in an effort to answer the question • compose follow-up research questions based on the initial search • explain quotations used as support to enhance meaning • research and synthesize information from several sources • conduct research and synthesize multiple sources of information • Practice writing in a myriad of situations (journals, dialogues, creative tasks, etc.) • reflect on and be able to explain decisions made while crafting a piece of writing • produce written reflections • write for a variety of audiences and purposes on an array of cross-curricular topics • read required texts prior to discussions • prepare for discussions • use previous knowledge to expand discussions about a topic • engage in conversations about grade-appropriate topics and texts • participate in a variety of rich, structured conversations • define and identify rules for discussions, including group and individual roles |
|---|---|

- model appropriate behavior during discussions
- craft and respond to specific questions based on the topic or text, elaborating when necessary
- reflect on and paraphrase what was discussed
- summarize the ideas expressed
- Present information using sound, detailed, and relevant evidence in a coherent manner.
- build arguments to prepare for persuasive speeches on topics of interest or address the class on a teacher-assigned topic
- use practices that engage the audience (i.e.: eye contact, volume, pronunciation)
- emphasize important points with different pitch or volume
- elaborate on a point that listeners may need more explanation to understand
- Orally present information, using appropriate speech, in a variety of situations.
- recognize and consider the audience
- determine if the topic and language style correspond appropriately
- reflect on the use of language and revise as needed
- identify a series of adjectives in writing
- use a comma to separate adjectives in a series
- apply common rules and patterns to spell words correctly
- select precise language
- revise writing for wordiness and redundancies
- use a combination of context clues, structural clues, and the word's position in a sentence to determine the meaning of unknown words or phrases
- use dictionaries, glossaries, and/or thesauruses to find the pronunciation of a word
- use dictionaries, glossaries, and/or thesauruses to determine the actual meaning of a word or its part of speech
- verify the inferred meaning of a word is the actual meaning by using dictionaries, glossaries, and/or thesauruses

- consult reference materials that are both printed and digital
- understand and apply conversational, academic, and domain specific vocabulary
- interpret unknown words and their meanings, using context clues, understanding Greek and Latin roots, and applying grammatical knowledge of function and form

Key Vocabulary and Terms:

Using Marzano Six Step Process Teaching 7th Grade Academic Vocabulary:

able, adjective phrase, caption, comparative adjective, conflict resolution, descriptive language, dis, editorial, er, est, fact vs opinion, foreshadowing, interjection, interview, italics, less, ly, mis, non, paraphrase, personification, plot development, predicate adjective, relevant supporting details, salutation, sentence combining, stereotype, superlative adjective, synonym, verb phrase

*Additional vocabulary will be taken from literature and informational texts as needed.

Texts Included (List in Order of Increasing Complexity)		Check Type	
KEY: Structure: C/C = Compare and Contrast C/E = Cause and Effect P/S = Problem/Solution S/O – Sequence/Order D = Description N = Narrative Type: L = Literary I = Informational		L	I
Structure (Check appropriate choice): ____ C/C ____ C/E <input checked="" type="checkbox"/> P/S ____ S/O ____ D <input checked="" type="checkbox"/> N Title/Information: The Three-Century Woman (pages 11-17) - Richard Peck - Fiction - Prentice Hall Literature Grade 7	✓		
Structure (Check appropriate choice): <input checked="" type="checkbox"/> C/C <input checked="" type="checkbox"/> C/E ____ P/S <input checked="" type="checkbox"/> S/O ____ D ____ N Title/Information: The Fall of the Hindenburg (page 20) - Michael Morrison - Nonfiction - Prentice Hall Literature Grade 7		✓	
Structure (Check appropriate choice): ____ C/C <input checked="" type="checkbox"/> C/E <input checked="" type="checkbox"/> P/S ____ S/O ____ D <input checked="" type="checkbox"/> N Title/Information: Papa's Parrot (pages 26-30) - Cynthia Rylant - Short Story - Prentice Hall Literature Grade 7	✓		
Structure (Check appropriate choice): <input checked="" type="checkbox"/> C/C ____ C/E ____ P/S <input checked="" type="checkbox"/> S/O <input checked="" type="checkbox"/> D ____ N Title/Information: mk (pages 34-44) – Jean Fritz - Autobiography - Prentice Hall Literature Grade 7		✓	
Structure (Check appropriate choice): ____ C/C ____ C/E <input checked="" type="checkbox"/> P/S <input checked="" type="checkbox"/> S/O ____ D ____ N Title/Information: from Barrio Boy (pages 80-85) - Ernesto Galarza - Reflective Essay - Prentice Hall Literature Grade 7		✓	
Structure (Check appropriate choice): <input checked="" type="checkbox"/> C/C <input checked="" type="checkbox"/> C/E <input checked="" type="checkbox"/> P/S <input checked="" type="checkbox"/> S/O <input checked="" type="checkbox"/> D ____ N Title/Information: https://www.readworks.org/ and https://newsela.com/ - nonfiction texts (teacher's choice)		✓	
Writing Assignments		Check Type	
KEY: Structure: C/C = Compare and Contrast C/E = Cause and Effect P/S = Problem/Solution S/O – Sequence/Order D = Description N = Narrative Type: A = Argument E = Explanatory/Informational N = Narrative R = Research		A	E N R

<input checked="" type="checkbox"/> P or <input type="checkbox"/> OD and Structure: <input checked="" type="checkbox"/> C/C <input checked="" type="checkbox"/> C/E <input type="checkbox"/> P/S <input checked="" type="checkbox"/> S/O <input checked="" type="checkbox"/> D <input type="checkbox"/> N Title/Description: Literary Analysis Research Essay (on a single piece of literature)			<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/> P or <input type="checkbox"/> OD and Structure: <input checked="" type="checkbox"/> C/C <input checked="" type="checkbox"/> C/E <input type="checkbox"/> P/S <input checked="" type="checkbox"/> S/O <input checked="" type="checkbox"/> D <input type="checkbox"/> N Title/Description: Literary Analysis Research Essay (paired texts)			<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/> P or <input type="checkbox"/> OD and Structure: <input checked="" type="checkbox"/> C/C <input checked="" type="checkbox"/> C/E <input checked="" type="checkbox"/> P/S <input type="checkbox"/> S/O <input checked="" type="checkbox"/> D <input type="checkbox"/> N Title/Description: Responding to Literature			<input checked="" type="checkbox"/>		
<input type="checkbox"/> P or <input checked="" type="checkbox"/> OD and Structure: <input type="checkbox"/> C/C <input checked="" type="checkbox"/> C/E <input checked="" type="checkbox"/> P/S <input checked="" type="checkbox"/> S/O <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/> N Title/Description: District Writing Benchmark		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
<input type="checkbox"/> P or <input checked="" type="checkbox"/> OD and Structure: <input checked="" type="checkbox"/> C/C <input checked="" type="checkbox"/> C/E <input checked="" type="checkbox"/> P/S <input checked="" type="checkbox"/> S/O <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/> N Title/Description: Journal Writing and Quick Writes (teacher's choice)		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Assessment Evidence:					
Performance Tasks: <ul style="list-style-type: none"> Group/partner projects that enable students to work together on a complex problem that requires planning, research, internal discussion, and group presentation. Essays assessing students' understanding of a subject through a written description, analysis, explanation, or summary. Writing Portfolios allowing students to provide a broad portrait of their performance through files that contain collections of students' work, assembled over time. 			Other Assessment Measures: <ul style="list-style-type: none"> STAR Reading District Writing Benchmark Unit 1 Benchmark Assessment Homework Daily Journals Spelling Tests Vocabulary Tests Critical Thinking Questions (corresponds with texts read in class, found in textbooks) Selection Tests (corresponds with texts read in class, found in Prentice Hall Teacher Unit Guides) 		
Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)					
<i>Instructional Strategies and Activities (add rows as needed)</i> *D		Consider how will the design will:			
Title		Description with Modifications, number of days, etc.			
11. Time/General		<ul style="list-style-type: none"> Extra time for assigned tasks Adjust length of assignment 			

	<ul style="list-style-type: none"> • Timeline with due dates for reports and projects • Communication system between home and school • Provide notes/outlines of content/material
12. Processing	<ul style="list-style-type: none"> • Extra response time • Have students verbalize steps • Repeat, clarify or reword directions • Mini- breaks between tasks • Provide a warning for transitions • Reading partners
13. Comprehension	<ul style="list-style-type: none"> • Precise step-by-step directions • Short manageable tasks • Brief and concrete directions • Provide immediate feedback • Small group instruction • Emphasize multi-sensory learning
14. Recall	<ul style="list-style-type: none"> • Teacher- made checklist • Use visual graphic organizers • Reference resources to promote independence • Visual and verbal reminders • Graphic organizers
15. Assistive Technology	<ul style="list-style-type: none"> • Computer/whiteboard • Spell-checker • Audio books
16. Tests/Quizzes/Grading	<ul style="list-style-type: none"> • Extended time • Study guides • Shortened tests • Read directions aloud
17. Behavior/Attention	<ul style="list-style-type: none"> • Consistent daily structured routine • Simple and clear classroom rules • Frequent feedback
18. Organization	<ul style="list-style-type: none"> • Individual daily planner

	<ul style="list-style-type: none"> • Display a written agenda • Note-taking assistance • Color code materials
19. Enrichment (options for Above Average Learners)	<p>The goal of Enrichment is to provide learners the opportunity to participate in extension activities that are differentiated and augment the district's curriculum. Teachers are to accommodate based on student individual needs.</p> <ul style="list-style-type: none"> • Evaluate vocabulary • Elevate Text Complexity • Inquiry based assignments and projects • Independent student options • Tiered/Multi-level activities • Open-ended activities and projects • Form and build on learning communities • Providing pupils with experiences outside the 'regular' curriculum • Altering the pace the student uses to cover regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level. • The promotion of a higher level of thinking and making connections. • The inclusion of additional subject areas and/or activities (cross-curricular). • Using supplementary materials in addition to the normal range of resources.
Resources:	
<p>Prentice Hall Literature Common Core Teacher's Edition (textbook, support materials, and online component)</p> <p>News ELA (teacher's choice) - https://newsela.com/</p> <p>Readworks (teacher's choice) - https://www.readworks.org/</p> <p>Support Materials (websites, journal writes, etc. will be added at teacher's discretion)</p>	
Suggested Time Frame (Days):	40-45 days

*D – Indicates differentiation/scaffolding at the Lesson Level (Identify Modifications for ELL, Gifted and Talented, Title 1, Special Education)

Content Area:	Literacy	Grade 7
Unit Plan Title:	Unit 2- Reading Literature and Informational Text/ Research and Argument Writing	
Overview/Rationale		
In order to plan instruction inclusive of all students in the English Language Arts classroom, a comprehensive curriculum has been developed. The standards covered during each instructional unit of the Language Arts curriculum are reflective of the New Jersey Student Learning Standards outlined in the New Jersey Curriculum Framework. Each standard in reading and writing has been unpacked to illustrate the critical knowledge and skills students need in order to master the standard. Essential questions and sample activities are included to utilize when teaching such standard. Given the diverse population of learners in the classrooms, differentiated instruction has been included for the special education and above average students as a means to inform teachers of the learning expectations and outcomes for those students, based on their individual needs.		
Standard(s) Number and Description		
Standards for Reading- NJSLS		
<u>Literature:</u> RL.7.1 Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. RL.7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. RL.7.10 By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.		
<u>Informational:</u> RI.7.1 Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. RI.7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). RI.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. RI.7.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. RI.7.6 Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. RI.7.7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words). RI.7.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and		

sufficient to support the claims.

RI.7.9 Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

RI.7.10 By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

Standards for Writing- NJSL

W.7.1. Write arguments to support claims with clear reasons and relevant evidence.

W.7.1A Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

W.7.1B Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

W.7.1C Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

W.7.2D Establish and maintain a formal style/academic style, approach, and form.

W.7.2E Provide a concluding statement or section that follows from and supports the argument presented.

W.7.4 Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.

W.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

W.7.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

W.7.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

W.7.10 Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Standards for Speaking and Listening- NJSL

SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL.7.1A Come to discussions prepared having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

SL.7.1B Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

SL.7.1C Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

SL.7.1D Acknowledge new information expressed by others and, when warranted, modify their own views.

SL.7.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples;

use appropriate eye contact, adequate volume, and clear pronunciation.

SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Standards for Language- NJSLS

L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.7.1B Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.7.2B Spell correctly.

L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.7.3A Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

L.7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

L.7.4C Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

L.7.4D Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.7.5B Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.

L.7.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Technology Standard(s) Number and Description- NJSLS

8.1.8.A.1 Demonstrate knowledge of a real-world problem using digital tools.

8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

8.1.8.A.3 Use and/or develop a simulation that provides an environment to solve a real-world problem or theory.

8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).

8.1.8.C.1 Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries.

8.1.8.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.

8.1.8.D.2 Demonstrate the application of appropriate citations to digital content.

8.1.8.D.3 Demonstrate an understanding of fair use and Creative Commons to intellectual property.

8.1.8.D.4 Assess the credibility and accuracy of digital content.

8.1.8.D.5 Understand appropriate uses for social media and the negative consequences of misuse.

8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real-world problem.

8.1.8.F.1 Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.

Interdisciplinary Standard(s) Number and Description- NJSL

6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

7.SP.C.5. Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around $\frac{1}{2}$ indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.

NGSS.6-8 Patterns can be used to identify cause and effect relationships.

NGSS.6-8 Systems may interact with other systems; they may have sub-systems and be a part of larger complex systems.

Enduring Understandings:***Students will understand that...***

- Imaginative texts can provide rich and timeless insights into universal themes, dilemmas and social realities of the world. Literary text represents complex stories in which the reflective and apparent thoughts and actions of human beings are revealed. Life therefore shapes literature and literature shapes life.
- Literary text, like all creative products, demonstrates style and craftsmanship. Readers can respond analytically and objectively to text when they understand the purpose or reason behind the author's intentional choice of tools such as word choice, point of view and structure.
- Competent readers can synthesize information from a variety of sources including print, audio and visual. Comparing and contrasting text in a variety of forms or genres provides a full understanding of the author's message/theme as well as the ideas being explored.
- In order to meet the rigorous demands of college and/or the workforce, students must be able to read and comprehend increasingly complex literary text. They must read widely and deeply from among a broad range of high-quality, challenging text and develop the skill, concentration and stamina to read these texts independently and proficiently.
- Knowledge-based information is an ever-changing genre, which encompasses daily communication. The ability to comprehend and analyze informational text develops critical thinking, promotes logical reasoning and expands ones' sense of the world and self.
- Informational text, like all creative products, demonstrates style and craftsmanship. Readers can respond analytically and objectively to text when they understand the purpose or reason behind the author's intentional choice of tools such as word choice, point of view and structure.
- Integrating knowledge and ideas from informational text expands the knowledge base and the perspectives found in text, which empowers the reader to make informed choices in life.
- To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality,

increasingly challenging informational texts.

- Writers share information, opinions and ideas by using multiple techniques and text types. This knowledge allows them to communicate in appropriate and meaningful ways to achieve their intended purpose.
- Effective writing is the result of a multi-stage, reflective process in which the writer must develop, plan, revise, edit and rewrite work to evoke change or clarify ideas. The stages of these processes are enhanced with collaboration and technology.
- Writing is a tool for thinking and problem solving. In order to create new understandings, activating prior knowledge and engaging in the process of independent and shared inquiry are essential.
- To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events.
- Strong listening and speaking skills are critical for learning, communicating and allowing better understanding of the world. Applying these skills to collaboration amplifies each individual's contributions and leads to new and unique understandings and solutions.
- Proficient speakers make deliberate choices regarding language, content and media to capture and maintain the audience in order to convey their message.
- Language is an essential tool for understanding our world. Effective written and oral communications rely upon understanding and applying the rules of Standard English. Success in the post-secondary setting, as well as the workplace, requires effective communication.
- Language exists within the contexts of audience and purpose. Knowledge of language and skillful application of conventions and craft enhance expression and aid comprehension. Success in the post-secondary setting, as well as the workplace, requires effective communication.
- Words are powerful. Vocabulary knowledge is fundamental for learning, effective communication and celebrating language. Success in the post-secondary setting, as well as the workplace, requires effective communication.

Essential Questions:

- How do readers use the text to support an interpretation?
- How do readers determine the message the author is trying to convey?
- How do readers analyze point of view and/or purpose?
- How do readers use comprehension strategies to improve understanding of text?
- How do readers use text to support answers to questions?
- How do readers use key details from the text to support the main idea?
- How do readers make connections between concepts in a text?
- How do readers determine the meaning and use of content specific vocabulary?
- How do readers use text features to locate information?
- How do readers analyze point of view and/or purpose?
- How do readers use information from illustrations and text to demonstrate understanding?
- How do readers determine and make meaning of the arguments/claims presented in a text?
- How do readers make connections or determine differences and/or similarities among texts of the same topic?

- How do readers understand information texts in all subject areas?
- How do writers use valid evidence to support claims?
- How do writers explore topics and convey ideas?
- How do writers create effective pieces of writing?
- How do writers use the writing process to improve text?
- How do writers use technology to facilitate writing and collaboration?
- How do writers evaluate and use sources?
- How does the selection of resources impact the quality and validity of the research process and product?
- How do writers successfully create text based upon the established time frame, task, purpose and audience?
- How do students express thoughts and ideas in an effective manner?
- How do listeners evaluate speakers?
- How do speakers vary their presentation of information dependent upon the established task, purpose, and audience?
- How do students demonstrate command of formal English?
- How do students effectively use the conventions of standard English to convey a message?
- How do students effectively use the conventions of standard English mechanics to convey a message?
- How do students use their knowledge of language to communicate effectively and increase understanding?
- How do students use context clues and word parts to clarify the meaning of unknown words?
- How do students demonstrate their understanding of word meaning when making connections between related words?
- How do students apply their knowledge of the English language to communicate most effectively?

21st Century Connections:

Check all that apply.			Indicate whether these skills are E -Encouraged, T -Taught, and/or A -Assessed in this unit by marking E , T , A on the line before the appropriate skill.		
21 st Century Interdisciplinary Themes			21 st Century Skills		
	<input type="checkbox"/>	Global Awareness		<input type="checkbox"/> A	Critical Thinking and Problem Solving
	<input type="checkbox"/>	Environmental Literacy		<input type="checkbox"/> E	Creativity and Innovation
	<input type="checkbox"/>	Health Literacy		<input type="checkbox"/> E	Communication and Collaboration
	<input type="checkbox"/>	Civic Literacy		<input type="checkbox"/>	Flexibility and Adaptability
	<input type="checkbox"/>	Financial, Economic , Business and Entrepreneurial		<input type="checkbox"/>	Initiative and Self-Direction
				<input type="checkbox"/>	Social and Cross-Cultural Skills

		Literacy	E	Productivity and Accountability
			E	Leadership and Responsibility
			A	Information Literacy Skills
			E	Media Literacy Skills
			E	Information, Communication, and Technology (ICT) Literacy
Career Ready Practices:				
<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i>				
	E	CRP1. Act as a responsible and contributing citizen and employee		
	A	CRP2. Apply appropriate academic and technical skills		
		CRP3. Attend to personal health and financial well-being		
	A	CRP4. Communicate clearly and effectively with reason		
		CRP5. Consider the environmental, social and economic impacts of decisions		
	E	CRP6. Demonstrate creativity and innovation		
	A	CRP7. Employ valid and reliable research strategies		
	A	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them		
	E	CRP9. Model integrity, ethical leadership, and effective management		
		CRP10. Plan education and career paths aligned to personal goals		
	E	CRP11. Use technology to enhance productivity		
		CRP12. Work productively in teams while using cultural global competence		
Student Learning Goals/Objectives:				
Students will know....			Students will be able to (do)...	
<ul style="list-style-type: none"> To cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as 			<ul style="list-style-type: none"> paraphrase evidence from text correctly cite evidence 	

well as inferences drawn from the text.

- To determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
- To analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
- How to read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.
- To cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
- To determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
- To analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
- To determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
- To analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
- To determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
- To compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
- To trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
- closely read the text (questioning, determining importance, looking for patterns) to extract quality evidence to support a claim
- use evidence from the text to make and check predictions as you read
- make personal connections, connections to other texts, and/or global connections, when relevant
- gather evidence from the text to support inferences or explicit meaning
- read and analyze a variety of literary genres and informational texts
- probe a segment of text in order to study and evaluate its multiple, deeper, and varied meanings
- combine text information and prior knowledge (personal experience and/or previous reading) to create new information in the form of inferences
- refer to the text for support when analyzing and drawing inferences
- provide a statement of a theme(s) or a central idea(s) of a fictional text, based on textual evidence
- explain the theme or central idea of a fictional piece using key details as evidence, including details from the beginning, middle, and end of the text
- analyze the development of the theme or central idea over the course of the fictional text, including the relationship between characters, setting, and plot over the course of a text
- evaluate recurring ideas and changes in the characters and plot over the course of the text (why did the author make those changes, impact on the reader, effectiveness of the author's choices)
- identify how the theme or central idea relates to the characters, setting, and/or plot over the course of the text
- explain how two or more central ideas in a nonfiction piece develop over the course of the text, including the relationship between people, ideas, and events
- identify and use knowledge of common graphic features (charts, maps, diagrams, captions, illustrations) to help determine two or more central idea of a text
- summarize the text objectively, capturing the main ideas

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| <ul style="list-style-type: none"> • to analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. • To read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed. • To write arguments to support claims with clear reasons and relevant evidence. • To introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. • To support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. • To use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. • To establish and maintain a formal style/academic style, approach, and form. • To provide a concluding statement or section that follows from and supports the argument presented. • To produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. • To develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. • How to use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. • how to gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. | <ul style="list-style-type: none"> • distinguish between essential and nonessential details of a text to create an objective summary of the text • identify the viewpoints of characters in a text • compare and contrast the characters' points-of-view • trace how the author created and conveyed the similar and/or dissimilar characters • analyze the impact of the author's point of view choices on the reader • evaluate the effectiveness of the author's point of view choices • Use a note taking structure to track key individuals, events, and/or ideas in informational texts. • explain the relationships between individuals, events, and ideas in a text • reflect on how historical figures influenced ideas or events of the period and vice versa • analyze why the author chose to describe the interaction between ideas, individuals, and events in a particular way • analyze the impact of the interaction between ideas, individuals, and events on the reader • analyze the effectiveness of the interaction between ideas, individuals, and events in communicating the author's central idea • demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical) • analyze the impact of specific word choice on meaning and/or tone • explain poetic devices used in text • analyze the impact of poetic sound devices (rhyme scheme, alliteration, consonance, etc.) on a particular section of a text • analyze why the author used a specific word choice or sound device • analyze the impact of a word choice or sound device on the reader • evaluate the effectiveness of the author's word choice or sound device • describe the structure used to organize a nonfiction text • explain how text structure impacts overall meaning of text • identify how the differing form or structure of a text contributes to its |
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<ul style="list-style-type: none"> • How to write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. • how to engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. • To come to discussions prepared having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. • To follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. • To pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. • To acknowledge new information expressed by others and, when warranted, modify their own views. • To delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. • To present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. • To adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. • To demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. • To choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. • To demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. 	<p>meaning</p> <ul style="list-style-type: none"> • analyze how parts of a text contribute to meaning • explain why the author chose a specific form or structure • Analyze the impact of the form or structure on the reader (how would the text be different if the form changed?) • evaluate the effectiveness of the chosen form or structure • identify the author's point of view • explain the techniques the author uses to distinguish his/her point of view from others • evaluate the effectiveness of the techniques the author uses to distinguish his/her point of view from others • analyze how content differs depending on the medium in which it is presented • explain how content shifts/transforms/re-shapes when presented in written, audio, video or multimedia formats • identify techniques present in each format • compare/contrast two or more formats' portrayal of the same subject • reflect upon how the techniques within all mediums utilized affect and/or shape/color of the particular segment of text • Support arguments presented in text with evidence. • identify arguments and specific claims in a text • determine which textual segments most strongly support the author's claim • determine the validity of the reasoning • determine the relevance and sufficiency of the evidence • delineate and evaluate the argument and specific claims in a text • Track key individuals, events, and/or ideas in informational texts from two or more authors. • investigate how one topic may be presented in different ways • Compare and contrast two or more authors' presentations of key information. • analyze the importance of the different information each author emphasized and excluded
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<ul style="list-style-type: none"> • To spell correctly. • To use knowledge of language and its conventions when writing, speaking, reading, or listening. • To choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. • To determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. • To consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. • To verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). • To demonstrate understanding of figurative language, word relationships, and nuances in word meanings. • To use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. • To acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. 	<ul style="list-style-type: none"> • analyze how the authors use the same information, but produce different texts because of interpretation • use a variety of previous knowledge (e.g. practical knowledge, historical/cultural context, and background knowledge) to make connections to and reflect on the text • evaluate the effectiveness of the authors' emphasis of specific evidence and different interpretations of facts for promoting their view • write arguments to support claims • support arguments with clear reasons and relevant evidence • introduce claim(s) • write a clear thesis statement • address opposing claims • Organize the reasons and evidence logically. • choose appropriate reasoning and evidence to support claims • evaluate sources for accuracy and reliability • demonstrate an understanding of the topic or text • use transitional words and phrases • use transitions to clarify the relationships among claim(s), counterclaims, reasons, and evidence • select precise language and domain-specific vocabulary • consistently use an appropriate style • create language that is appropriate to one's audience and follows a formal tone • identify defining characteristics of different genres of writing • unpack the writing prompt • write for a specific purpose and audience • select an appropriate text structure or format for the task • use language that is precise and powerful to create voice in writing • create a tone that is appropriate for one's audience • Revise and edit intentionally to improve writing. • generate ideas to develop topic • revise writing with a partner or self-editing checklists • View writing from the vantage point of the audience in order to
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determine the effectiveness of their words, organization, etc.

- use technological resources to enhance writing
- follow appropriate typing format and conventions
- use technology to broaden research base
- use evidence found online to support ideas
- give and receive feedback using technology
- seek out authentic publishing opportunities
- use search terms effectively
- write a clear thesis statement
- draw evidence from texts to support thesis
- assess the credibility and accuracy of each source
- select direct and indirect quotations that relate to the topic as evidence
- follow published guidelines (MLA, APA, etc.) to cite direct and indirect quotations
- identify examples of plagiarism in writing
- paraphrase source information to avoid plagiarism in writing
- Practice writing in a myriad of situations (journals, dialogues, creative tasks, etc.)
- reflect on and explain decisions made while crafting a piece of writing
- produce written reflections
- write for a variety of audiences and purposes on an array of cross-curricular topics
- read required texts prior to discussions
- prepare for discussions
- use previous knowledge to expand discussions about a topic
- engage in conversations about grade-appropriate topics and texts
- participate in a variety of rich, structured conversations
- define and identify rules for discussions, including group and individual roles
- model appropriate behavior during discussions
- craft and respond to specific questions based on the topic or text, elaborating when necessary
- reflect on and paraphrase what was discussed

- summarize the ideas expressed
- determine the speaker's argument and claims
- evaluate whether the speaker's reasoning is rational and legitimate
- evaluate whether there is enough evidence to support the claims
- Present information using sound, detailed, and relevant evidence in a coherent manner.
- build arguments to prepare for persuasive speeches on topics of interest or address the class on a teacher-assigned topic
- use practices that engage the audience (i.e.: eye contact, volume, pronunciation)
- emphasize important points with different pitch or volume
- elaborate on a point that listeners may need more explanation to understand
- Orally present information, using appropriate speech, in a variety of situations.
- recognize and consider the audience
- determine if the topic and language style correspond appropriately
- reflect on the use of language and revise as needed
- identify phrases and clauses in sentences when reading
- identify a series of adjectives in writing
- use a comma to separate adjectives in a series
- apply common rules and patterns to spell words correctly
- select precise language
- revise writing for wordiness and redundancies
- use a combination of context clues, structural clues, and the word's position in a sentence to determine the meaning of unknown words or phrases
- use dictionaries, glossaries, and/or thesauruses to find the pronunciation of a word
- use dictionaries, glossaries, and/or thesauruses to determine the actual meaning of a word or its part of speech
- verify the inferred meaning of a word is the actual meaning by using dictionaries, glossaries, and/or thesauruses

	<ul style="list-style-type: none">• consult reference materials that are both printed and digital• define and identify figures of speech• determine the meaning of and purpose of figures of speech in context• understand and apply conversational, academic, and domain specific vocabulary• interpret unknown words and their meanings, using context clues, understanding Greek and Latin roots, and applying grammatical knowledge of function and form	
Key Vocabulary and Terms:		
Using Marzano Six Step Process Teaching 7 th Grade Academic Vocabulary: able, adjective phrase, caption, comparative adjective, conflict resolution, descriptive language, dis, editorial, er, est, fact vs opinion, foreshadowing, interjection, interview, italics, less, ly, mis, non, paraphrase, personification, plot development, predicate adjective, relevant supporting details, salutation, sentence combining, stereotype, superlative adjective, synonym, verb phrase *Additional vocabulary will be taken from literature and informational texts as needed.		
Texts Included (List in Order of Increasing Complexity)		Check Type
KEY: Structure: C/C = Compare and Contrast C/E = Cause and Effect P/S = Problem/Solution S/O – Sequence/Order D = Description N = Narrative Type: L = Literary I = Informational		L I
Structure (Check appropriate choice): ____ C/C ____ C/E <input checked="" type="checkbox"/> P/S <input checked="" type="checkbox"/> S/O ____ D <input checked="" type="checkbox"/> N Title/Information: Riki-tikki-tavi (pages 228-244) - Rudyard Kipling - Short Story - Prentice Hall Literature Grade 7		<input checked="" type="checkbox"/>
Structure (Check appropriate choice): ____ C/C <input checked="" type="checkbox"/> C/E <input checked="" type="checkbox"/> P/S ____ S/O <input checked="" type="checkbox"/> D ____ N Title/Information: Mongoose on the Loose (pages 283-286) - Larry Luxner - Expository Text - Prentice Hall Literature Grade 7		<input checked="" type="checkbox"/>
Structure (Check appropriate choice): ____ C/C <input checked="" type="checkbox"/> C/E <input checked="" type="checkbox"/> P/S <input checked="" type="checkbox"/> S/O ____ D <input checked="" type="checkbox"/> N Title/Information: Seventh Grade (pages 290-295) - Gary Soto - Short Story - Prentice Hall Literature Grade 7		<input checked="" type="checkbox"/>
Structure (Check appropriate choice): <input checked="" type="checkbox"/> C/C <input checked="" type="checkbox"/> C/E ____ P/S <input checked="" type="checkbox"/> S/O <input checked="" type="checkbox"/> D ____ N Title/Information: Melting Pot (pages 296-300) - Anna Quindlen - Reflective Essay - Prentice Hall Literature Grade 7		<input checked="" type="checkbox"/>
Structure (Check appropriate choice): <input checked="" type="checkbox"/> C/C <input checked="" type="checkbox"/> C/E <input checked="" type="checkbox"/> P/S <input checked="" type="checkbox"/> S/O <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/> N Title/Information: A Christmas Carol: Scrooge and Marley (pages 739-806) - Israel Horovitz - Drama - Prentice Hall Literature Grade 7		<input checked="" type="checkbox"/>
Structure (Check appropriate choice): <input checked="" type="checkbox"/> C/C <input checked="" type="checkbox"/> C/E <input checked="" type="checkbox"/> P/S <input checked="" type="checkbox"/> S/O <input checked="" type="checkbox"/> D ____ N Title/Information: https://www.readworks.org/ and https://newsela.com/ - nonfiction texts (teacher’s choice)		<input checked="" type="checkbox"/>
Writing Assignments		Check Type

KEY: Structure: C/C = Compare and Contrast C/E = Cause and Effect P/S = Problem/Solution S/O – Sequence/Order D = Description N = Narrative Type: A = Argument E = Explanatory/Informational N = Narrative R = Research		A	E	N	R
<input checked="" type="checkbox"/> Process or <input type="checkbox"/> On Demand Structure: <input checked="" type="checkbox"/> C/C <input checked="" type="checkbox"/> C/E <input checked="" type="checkbox"/> P/S <input checked="" type="checkbox"/> S/O <input checked="" type="checkbox"/> D <input type="checkbox"/> N Title/Description: Informational Essay			<input checked="" type="checkbox"/>		
<input checked="" type="checkbox"/> P or <input type="checkbox"/> OD and Structure: <input type="checkbox"/> C/C <input checked="" type="checkbox"/> C/E <input checked="" type="checkbox"/> P/S <input type="checkbox"/> S/O <input type="checkbox"/> D <input type="checkbox"/> N Title/Description: Argument Writing		<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/> P or <input type="checkbox"/> OD and Structure: <input checked="" type="checkbox"/> C/C <input checked="" type="checkbox"/> C/E <input type="checkbox"/> P/S <input type="checkbox"/> S/O <input checked="" type="checkbox"/> D <input type="checkbox"/> N Title/Description: Research Simulation Task		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
<input type="checkbox"/> P or <input checked="" type="checkbox"/> OD and Structure: <input type="checkbox"/> C/C <input checked="" type="checkbox"/> C/E <input checked="" type="checkbox"/> P/S <input checked="" type="checkbox"/> S/O <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/> N Title/Description: District Writing Benchmark			<input checked="" type="checkbox"/>		
<input type="checkbox"/> P or <input checked="" type="checkbox"/> OD and Structure: <input checked="" type="checkbox"/> C/C <input checked="" type="checkbox"/> C/E <input checked="" type="checkbox"/> P/S <input checked="" type="checkbox"/> S/O <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/> N Title/Description: Journal Writing and Quick Writes (teacher's choice)		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Assessment Evidence:					
Performance Tasks: <ul style="list-style-type: none"> Group/partner projects that enable students to work together on a complex problem that requires planning, research, internal discussion, and group presentation. Essays assessing students' understanding of a subject through a written description, analysis, explanation, or summary. Writing Portfolios allowing students to provide a broad portrait of their performance through files that contain collections of students' work, assembled over time. 		Other Assessment Measures: <ul style="list-style-type: none"> STAR Reading District Writing Benchmark Unit 2 Benchmark Assessment Homework Daily Journals Spelling Tests Vocabulary Tests Critical Thinking Questions (corresponds with texts read in class, found in textbooks) Selection Tests (corresponds with texts read in class, found in Prentice Hall Teacher Unit Guides) 			
Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)					
Instructional Strategies and Activities (add rows as needed) *D Title		Consider how will the design will: Description with Modifications, number of days, etc.			

1. Time/General	<ul style="list-style-type: none"> • Extra time for assigned tasks • Adjust length of assignment • Timeline with due dates for reports and projects • Communication system between home and school • Provide notes/outlines of content/material
2. Processing	<ul style="list-style-type: none"> • Extra response time • Have students verbalize steps • Repeat, clarify or reword directions • Mini- breaks between tasks • Provide a warning for transitions • Reading partners
3. Comprehension	<ul style="list-style-type: none"> • Precise step-by-step directions • Short manageable tasks • Brief and concrete directions • Provide immediate feedback • Small group instruction • Emphasize multi-sensory learning
4. Recall	<ul style="list-style-type: none"> • Teacher- made checklist • Use visual graphic organizers • Reference resources to promote independence • Visual and verbal reminders • Graphic organizers
5. Assistive Technology	<ul style="list-style-type: none"> • Computer/whiteboard • Spell-checker • Audio books
6. Tests/Quizzes/Grading	<ul style="list-style-type: none"> • Extended time • Study guides • Shortened tests • Read directions aloud
7. Behavior/Attention	<ul style="list-style-type: none"> • Consistent daily structured routine • Simple and clear classroom rules • Frequent feedback

8. Organization	<ul style="list-style-type: none"> • Individual daily planner • Display a written agenda • Note-taking assistance • Color code materials
9. Enrichment (options for Above Average Learners)	<p>The goal of Enrichment is to provide learners the opportunity to participate in extension activities that are differentiated and augment the district's curriculum. Teachers are to accommodate based on student individual needs.</p> <ul style="list-style-type: none"> • Evaluate vocabulary • Elevate Text Complexity • Inquiry based assignments and projects • Independent student options • Tiered/Multi-level activities • Open-ended activities and projects • Form and build on learning communities • Providing pupils with experiences outside the 'regular' curriculum • Altering the pace the student uses to cover regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level. • The promotion of a higher level of thinking and making connections. • The inclusion of additional subject areas and/or activities (cross-curricular). • Using supplementary materials in addition to the normal range of resources.
Resources:	
Prentice Hall Literature Common Core Teacher's Edition (textbook, support materials, and online component) News ELA (teacher's choice) - https://newsela.com/ Readworks (teacher's choice) - https://www.readworks.org/ Support Materials (websites, journal writes, etc. will be added at teacher's discretion)	
Suggested Time Frame (Days):	40-45 days

*D – Indicates differentiation/scaffolding at the Lesson Level (Identify Modifications for ELL, Gifted and Talented, Title 1, Special Education)

Content Area:	Literacy	Grade 7
Unit Plan Title:	Unit 3- Reading Literature and Informational Text/ Literary Analysis and Narrative Writing	
Overview/Rationale		
In order to plan instruction inclusive of all students in the English Language Arts classroom, a comprehensive curriculum has been developed. The standards covered during each instructional unit of the Language Arts curriculum are reflective of the New Jersey Student Learning Standards outlined in the New Jersey Curriculum Framework. Each standard in reading and writing has been unpacked to illustrate the critical knowledge and skills students need in order to master the standard. Essential questions and sample activities are included to utilize when teaching such standard. Given the diverse population of learners in the classrooms, differentiated instruction has been included for the special education and above average students as a means to inform teachers of the learning expectations and outcomes for those students, based on their individual needs.		
Standard(s) Number and Description		
Standards for Reading- NJSLS		
<u>Literature:</u> RL.7.1 Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). RL.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. RL.7.5 Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning. RL.7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. RL.7.7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film). RL.7.9 Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history. RL.7.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.		
<u>Informational:</u> RI.7.1 Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. RI.7.6 Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. RI.7.10 By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.		

Standards for Writing- NJSLS

W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

W.7.3A Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

W.7.3B Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

W.7.3C Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

W.7.3D Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

W.7.3E Provide a conclusion that follows from and reflects on the narrated experiences or events.

W.7.4 Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.

W.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

W.7.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.7.9A Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).

W.7.9B Apply grade 7 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).

W.7.10 Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Standards for Speaking and Listening- NJSLS

SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

SL.7.1A Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

SL.7.1B Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

SL.7.1C Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

SL.7.1D Acknowledge new information expressed by others and, when warranted, modify their own views.

SL.7.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Standards for Language- NJSLS

L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.7.1C Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.7.2A Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).

L.7.2B Spell correctly.

L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.7.3A Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

L.7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

L.7.4A Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

L.7.4C Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

L.7.4D Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.7.5A Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.

L.7.5C Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

L.7.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Technology Standard(s) Number and Description- NJSLS

8.1.8.A.1 Demonstrate knowledge of a real-world problem using digital tools.

8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

8.1.8.A.3 Use and/or develop a simulation that provides an environment to solve a real-world problem or theory

8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).

8.1.8.C.1 Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries.

8.1.8.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media

8.1.8.D.2 Demonstrate the application of appropriate citations to digital content.

8.1.8.D.3 Demonstrate an understanding of fair use and Creative Commons to intellectual property.8.1.8.D.4 Assess the credibility and accuracy of

digital content.

8.1.8.D.5 Understand appropriate uses for social media and the negative consequences of misuse.

8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.

8.1.8.F.1 Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.

Interdisciplinary Standard(s) Number and Description- NJSLS

6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

MS-LS3-1, MS-LS3-2 Cite specific textual evidence to support analysis of science and technical texts.

MS-LS3-1, MS-LS3-2 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.

MS-LS3-1, MS-LS3-2 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). MS-LS3-1, MS-LS3-2 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

Enduring Understandings:

Students will understand that...

- Imaginative texts can provide rich and timeless insights into universal themes, dilemmas and social realities of the world. Literary text represents complex stories in which the reflective and apparent thoughts and actions of human beings are revealed. Life therefore shapes literature and literature shapes life.
- Literary text, like all creative products, demonstrates style and craftsmanship. Readers can respond analytically and objectively to text when they understand the purpose or reason behind the author's intentional choice of tools such as word choice, point of view and structure.
- Competent readers can synthesize information from a variety of sources including print, audio and visual. Comparing and contrasting text in a variety of forms or genres provides a full understanding of the author's message/theme as well as the ideas being explored.
- In order to meet the rigorous demands of college and/or the workforce, students must be able to read and comprehend increasingly complex literary text. They must read widely and deeply from among a broad range of high-quality, challenging text and develop the skill, concentration and stamina to read these texts independently and proficiently.
- Knowledge-based information is an ever-changing genre, which encompasses daily communication. The ability to comprehend and

analyze informational text develops critical thinking, promotes logical reasoning and expands ones' sense of the world and self.

- Informational text, like all creative products, demonstrates style and craftsmanship. Readers can respond analytically and objectively to text when they understand the purpose or reason behind the author's intentional choice of tools such as word choice, point of view and structure.
- Integrating knowledge and ideas from informational text expands the knowledge base and the perspectives found in text, which empowers the reader to make informed choices in life.
- To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging informational texts.
- Writers share information, opinions and ideas by using multiple techniques and text types. This knowledge allows them to communicate in appropriate and meaningful ways to achieve their intended purpose.
- Effective writing is the result of a multi-stage, reflective process in which the writer must develop, plan, revise, edit and rewrite work to evoke change or clarify ideas. The stages of these processes are enhanced with collaboration and technology.
- Writing is a tool for thinking and problem solving. In order to create new understandings, activating prior knowledge and engaging in the process of independent and shared inquiry are essential.
- To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events.
- Strong listening and speaking skills are critical for learning, communicating and allowing better understanding of the world. Applying these skills to collaboration amplifies each individual's contributions and leads to new and unique understandings and solutions.
- Proficient speakers make deliberate choices regarding language, content and media to capture and maintain the audience in order to convey their message.
- Language is an essential tool for understanding our world. Effective written and oral communications rely upon understanding and applying the rules of standard English. Success in the post-secondary setting, as well as the workplace, requires effective communication.
- Language exists within the contexts of audience and purpose. Knowledge of language and skillful application of conventions and craft enhance expression and aid comprehension. Success in the post-secondary setting, as well as the workplace, requires effective communication.
- Words are powerful. Vocabulary knowledge is fundamental for learning, effective communication and celebrating language. Success in the post- secondary setting, as well as the workplace, requires effective communication.

Essential Questions:

- Cite textual evidence to support your analysis of the text.
- What inferences can you draw from your analysis of the text?
- What can you conclude from the text?
- What can you infer from this paragraph? Explain your thinking.
- What is the theme or central idea of the text?

- How are the central ideas developed?
- Cite evidence from the text to support your determination of the theme/central idea.
- Discuss how the theme recurs/is developed in the text.
- How does the plot unfold?
- Describe the conflict or problem in the text and how was it resolved.
- Which significant events reveal the problem in the story?
- What details of the event that indicate the problem has been resolved.
- Provide an example of how the plot is shaped by the setting.
- What can you infer about the main character and how he is shaped by the setting?
- How does the main character evolve with plot?
- How does the use of dialogue help the reader understand character and plot?
- How does the author's word choice impact the meaning and tone of the passage?
- How does the structure of the text contribute to its meaning?
- How does this sentence, chapter, scene, or stanza fit into the overall structure of the text.
- What perspective or point of view does each character have?
- How does the author's word choice help to develop the narrator's or speaker's point of view?
- How are historical events and the fictional event the same and/ or different?
- What could the author have done to provide a more accurate portrayal of the time period/place?
- What is the author's point or view or purpose?
- How does the author's word choice help develop the point of view/purpose?
- Identify the details the author uses to create the mood of the story.
- How is foreshadowing used in the story?
- What form of writing does the writing prompt call for? How do you know?
- How do writers select the genre of writing for a specific purpose and audience?
- Who is the audience for your writing and what is the purpose?
- Discuss whether the writing requires a formal or informal approach and the clues for how you know this.
- How do essential components of the writing process guide writers in the communication of ideas?
- How do regular, varied writing opportunities make you a stronger writer?
- What can you add in this paragraph to make your writing clearer?

21st Century Connections:

Check all that apply.

*Indicate whether these skills are **E**-Encouraged, **T**-Taught, and/or **A**-Assessed in this unit by marking **E**, **T**, **A** on the line before the appropriate skill.*

21 st Century Interdisciplinary Themes			21 st Century Skills		
		Global Awareness	A		Critical Thinking and Problem Solving
		Environmental Literacy	E		Creativity and Innovation
		Health Literacy	E		Communication and Collaboration
		Civic Literacy	E		Flexibility and Adaptability
		Financial, Economic, Business and Entrepreneurial Literacy	E		Initiative and Self-Direction
			E		Social and Cross-Cultural Skills
			E		Productivity and Accountability
			E		Leadership and Responsibility
			A		Information Literacy Skills
			E		Media Literacy Skills
			E		Information, Communication, and Technology (ICT) Literacy
Career Ready Practices:					
<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i>					
	E	CRP1. Act as a responsible and contributing citizen and employee			
	A	CRP2. Apply appropriate academic and technical skills			
		CRP3. Attend to personal health and financial well-being			
	A	CRP4. Communicate clearly and effectively with reason			
		CRP5. Consider the environmental, social and economic impacts of decisions			
	E	CRP6. Demonstrate creativity and innovation			
		CRP7. Employ valid and reliable research strategies			
	A	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them			

	E	CRP9. Model integrity, ethical leadership, and effective management
		CRP10. Plan education and career paths aligned to personal goals
	E	CRP11. Use technology to enhance productivity
		CRP12. Work productively in teams while using cultural global competence
Student Learning Goals/Objectives		
<i>Students will know....</i>		<i>Students will be able to (do)...</i>
<ul style="list-style-type: none"> to cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. to determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. to analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). to determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. to analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning. to analyze how an author develops and contrasts the points of view of different characters or narrators in a text. to compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film). to compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) a fictional portrayal of a time, place, or character and a historical account of 		<ul style="list-style-type: none"> paraphrase evidence from text correctly cite evidence closely read the text (questioning, determining importance, looking for patterns) to extract quality evidence to support a claim use evidence from the text to make and check predictions as you read make personal connections, connections to other texts, and/or global connections, when relevant gather evidence from the text to support inferences or explicit meaning read and analyze a variety of literary genres and informational texts probe a segment of text in order to study and evaluate its multiple, deeper, and varied meanings combine text information and prior knowledge (personal experience and/or previous reading) to create new information in the form of inferences refer to the text for support when analyzing and drawing inferences provide a statement of a theme(s) or a central idea(s) of a fictional text, based on textual evidence explain the theme or central idea of a fictional piece using key details as evidence, including details from the beginning, middle, and end of the text analyze the development of the theme or central idea over the course of the fictional text, including the relationship between characters, setting, and plot over the course of a text evaluate recurring ideas and changes in the characters and plot over the

the same period as a means of understanding how authors of fiction use or alter history.

- how to read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.
- to cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
- to determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
- to determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
- to read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
- to write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- how to engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- how to use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- to use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- to use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- to provide a conclusion that follows from and reflects on the narrated experiences or events.
- to produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and

course of the text (why did the author make those changes, impact on the reader, effectiveness of the author's choices)

- identify how the theme or central idea relates to the characters, setting, and/or plot over the course of the text
- explain how two or more central ideas in a nonfiction piece develop over the course of the text, including the relationship between people, ideas, and events
- identify and use knowledge of common graphic features (charts, maps, diagrams, captions, illustrations) to help determine two or more central ideas of a text
- summarize the text objectively, capturing the main ideas
- distinguish between essential and nonessential details of a text to create an objective summary of the text
- use a note taking structure to track key individuals, events, and/or ideas in informational texts.
- explain the relationships between individuals, events, and ideas in a text
- reflect on how historical figures influenced ideas or events of the time period and vice versa
- analyze why the author chose to describe the interaction between ideas, individuals, and events in a particular way
- analyze the impact of the interaction between ideas, individuals, and events on the reader
- analyze the effectiveness of the interaction between ideas, individuals, and events in communicating the author's central idea
- demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical)
- analyze the impact of specific word choice on meaning and/or tone
- explain poetic devices used in text
- analyze the impact of poetic sound devices (rhyme scheme, alliteration, consonance, etc.) on a particular section of a text
- analyze why the author used a specific word choice or sound device

audience.

- to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- how to use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
- how to draw evidence from literary or informational texts to support analysis, reflection, and research.
- how to apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).
- how to apply grade 7 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).
- how to write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- how to engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.
- to come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- to follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
- to pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

- analyze the impact of a word choice or sound device on the reader
- evaluate the effectiveness of the author’s word choice or sound device
- describe the form and structure of a drama or poem
- describe the structure used to organize a nonfiction text
- explain how text structure impacts overall meaning of text
- identify how the differing form or structure of a text contributes to its meaning
- analyze how parts of a text contribute to meaning
- explain why the author chose a specific form or structure
- analyze the impact of the form or structure on the reader (how would the text be different if the form changed?)
- evaluate the effectiveness of the chosen form or structure
- identify the viewpoints of characters in a text
- compare and contrast the characters’ points-of-view
- trace how the author created and conveyed the similar and/or dissimilar characters
- analyze the impact of the author’s point of view choices on the reader
- evaluate the effectiveness of the author’s point of view choices
- analyze how content differs depending on the medium in which it is presented
- explain how content shifts/transforms/re-shapes when presented in written, audio, video or multimedia formats
- identify techniques present in each format
- compare/contrast two or more formats’ portrayal of the same subject
- reflect upon how the techniques within all mediums utilized affect and/or shape/color the particular segment of text
- analyze how content differs depending on the medium in which it is presented
- explain how content shifts/transforms/re-shapes when presented in written, audio, video or multimedia formats
- identify techniques present in each format
- compare/contrast two or more formats’ portrayal of the same subject
- reflect upon how the techniques within all mediums utilized affect

<ul style="list-style-type: none"> • to acknowledge new information expressed by others and, when warranted, modify their own views. • to analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. • to present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. • to adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. • to demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • to place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. • to demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. • to use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt). • how to spell correctly. • to use knowledge of language and its conventions when writing, speaking, reading, or listening. • to choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. • to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. • to use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. • to consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of 	<ul style="list-style-type: none"> and/or shape/color the particular segment of text • track key individuals, events, and/or ideas in informational texts from two or more authors. • investigate how one topic may be presented in different ways • compare and contrast two or more authors' presentations of key information. • analyze the importance of the different information each author emphasized and excluded • analyze how the authors use the same information, but produce different texts because of interpretation • use a variety of previous knowledge (e.g. practical knowledge, historical/cultural context, and background knowledge) to make connections to and reflect on the text • evaluate the effectiveness of the authors' emphasis of specific evidence and different interpretations of facts for promoting their view • identify the author's point of view • explain the techniques the author uses to distinguish his/her point of view from others • evaluate the effectiveness of the techniques the author uses to distinguish his/her point of view from others • engage the reader with a story hook • introduce a narrator and/or characters • establish a point of view and background story • organize an event sequence that unfolds naturally and logically • use narrative techniques effectively to develop experiences, events, and/or characters • transition from one idea to the next by using appropriate words and phrases • use figurative language to aid in description • describe ideas by using sensory and specific language • write a conclusion that brings the story events to a meaningful close • clearly convey a conflict and a resolution to the conflict • identify defining characteristics of different genres of writing
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speech.

- to verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
 - to demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - to interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
 - to distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).
 - to acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- unpack the writing prompt
 - write for a specific purpose and audience
 - select an appropriate text structure or format for the task
 - use language that is precise and powerful to create voice in writing
 - create a tone that is appropriate for one's audience
 - revise and edit intentionally to improve writing.
 - generate ideas to develop topic
 - revise writing with a partner or self-editing checklists
 - view writing from the vantage point of the audience in order to determine the effectiveness of their words, organization, etc.
 - use technological resources to enhance writing
 - follow appropriate typing format and conventions
 - use technology to broaden research base
 - use evidence found online to support ideas
 - give and receive feedback using technology
 - seek out authentic publishing opportunities
 - incorporate ideas from literary or informational texts to support writing
 - deconstruct and reflect upon textual evidence
 - identify evidence that supports claims in literary analysis
 - logically connect evidence to claims in writing
 - select direct and indirect quotations that relate to the topic as evidence
 - cite in-text direct and indirect quotations appropriately
 - explain quotations used as support to enhance meaning
 - recognize and identify multiple organizational models
 - apply a specific organizational strategy to a writing
 - practice writing in a myriad of situations (journals, dialogues, creative tasks, etc.)
 - reflect on and be able to explain decisions made while crafting a piece of writing
 - produce written reflections
 - write for a variety of audiences and purposes on an array of cross-curricular topics
 - read required texts prior to discussions

- prepare for discussions
- use previous knowledge to expand discussions about a topic
- engage in conversations about grade-appropriate topics and texts
- participate in a variety of rich, structured conversations
- define and identify rules for discussions, including group and individual roles
- model appropriate behavior during discussions
- craft and respond to specific questions based on the topic or text, elaborating when necessary
- reflect on and paraphrase what was discussed
- summarize the ideas expressed
- extract the main ideas and the details used to support it presented in different media formats
- synthesize the information, sorting between the main points and smaller details that work to support the main points
- use a graphic organizer (e.g., web, outline, etc.) to analyze presented information
- explain how the main idea and supporting details help to clarify a topic, text, or issue
- present information using sound, detailed, and relevant evidence in a coherent manner.
- build arguments to prepare for persuasive speeches on topics of interest or address the class on a teacher-assigned topic
- use practices that engage the audience (i.e.: eye contact, volume, pronunciation)
- emphasize important points with different pitch or volume
- elaborate on a point that listeners may need more explanation to understand
- orally present information, using appropriate speech, in a variety of situations.
- recognize and consider the audience
- determine if the topic and language style correspond appropriately
- reflect on the use of language and revise as needed

	<ul style="list-style-type: none"> • identify phrases and clauses in sentences when reading • accurately use phrases and clauses within a sentence in writing • recognize and correct misplaced and dangling modifiers • identify a series of adjectives in writing • use a comma to separate adjectives in a series • apply common rules and patterns to spell words correctly • select precise language • revise writing for wordiness and redundancies • use a combination of context clues, structural clues, and the word's position in a sentence to determine the meaning of unknown words or phrases • use dictionaries, glossaries, and/or thesauruses to find the pronunciation of a word • use dictionaries, glossaries, and/or thesauruses to determine the actual meaning of a word or its part of speech • verify the inferred meaning of a word is the actual meaning by using dictionaries, glossaries, and/or thesauruses • consult reference materials that are both printed and digital • define and identify figures of speech • determine the meaning of and purpose of figures of speech in context • identify the relationship of words • clarify words by using the relationship between them • discern the difference in meaning between closely related words • understand and apply conversational, academic, and domain specific vocabulary • interpret unknown words and their meanings, using context clues, understanding Greek and Latin roots, and applying grammatical knowledge of function and form
Key Vocabulary and Terms:	
<p>Using Marzano Six Step Process Teaching 7th Grade Academic Vocabulary: able, adjective phrase, caption, comparative adjective, conflict resolution, descriptive language, dis, editorial, er, est, fact vs opinion, foreshadowing, interjection, interview, italics, less, ly, mis, non, paraphrase, personification, plot development, predicate adjective, relevant supporting details, salutation, sentence combining, stereotype, superlative adjective, synonym, verb phrase</p>	

*Additional vocabulary will be taken from literature and informational texts as needed.				
Texts Included (List in Order of Increasing Complexity)				Check Type
KEY: Structure: C/C = Compare and Contrast C/E = Cause and Effect P/S = Problem/Solution S/O – Sequence/Order D = Description N = Narrative Type: L = Literary I = Informational				L I
Structure (Check appropriate choice): <input type="checkbox"/> C/C <input checked="" type="checkbox"/> C/E <input checked="" type="checkbox"/> P/S <input checked="" type="checkbox"/> S/O <input type="checkbox"/> D <input checked="" type="checkbox"/> N Title/Information: Life Without Gravity (pages 424-428) - Robert Zimmerman - Expository Essay - Prentice Hall Literature Grade 7				<input type="checkbox"/> <input checked="" type="checkbox"/>
Structure (Check appropriate choice): <input checked="" type="checkbox"/> C/C <input type="checkbox"/> C/E <input type="checkbox"/> P/S <input checked="" type="checkbox"/> S/O <input checked="" type="checkbox"/> D <input type="checkbox"/> N Title/Information: from What Makes a Rembrandt a Rembrandt (page 415) - Richard Muhlberger - Narrative Essay - Prentice Hall Literature Grade 7				<input checked="" type="checkbox"/> <input type="checkbox"/>
Structure (Check appropriate choice): <input checked="" type="checkbox"/> C/C <input checked="" type="checkbox"/> C/E <input checked="" type="checkbox"/> P/S <input checked="" type="checkbox"/> S/O <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/> N Title/Information: All Summer in a Day (pages 102-110) - Ray Bradbury - Short Story - Prentice Hall Literature Grade 7				<input checked="" type="checkbox"/> <input type="checkbox"/>
Structure (Check appropriate choice): <input type="checkbox"/> C/C <input checked="" type="checkbox"/> C/E <input checked="" type="checkbox"/> P/S <input checked="" type="checkbox"/> S/O <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/> N Title/Information: from Angela's Ashes (pages 140-148) - Frank McCourt - Autobiography - Prentice Hall Literature Grade 7				<input type="checkbox"/> <input checked="" type="checkbox"/>
Structure (Check appropriate choice): <input checked="" type="checkbox"/> C/C <input checked="" type="checkbox"/> C/E <input checked="" type="checkbox"/> P/S <input checked="" type="checkbox"/> S/O <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/> N Title/Information: Touching Spirit Bear - Ben Mikaelson - Novel				<input checked="" type="checkbox"/> <input type="checkbox"/>
Structure (Check appropriate choice): <input checked="" type="checkbox"/> C/C <input checked="" type="checkbox"/> C/E <input checked="" type="checkbox"/> P/S <input checked="" type="checkbox"/> S/O <input checked="" type="checkbox"/> D <input type="checkbox"/> N Title/Information: https://www.readworks.org/ and https://newsela.com/ - various others - nonfiction texts (teacher's choice)				<input type="checkbox"/> <input checked="" type="checkbox"/>
Writing Assignments				Check Type
KEY: Structure: C/C = Compare and Contrast C/E = Cause and Effect P/S = Problem/Solution S/O – Sequence/Order D = Description N = Narrative Type: A = Argument E = Explanatory/Informational N = Narrative R = Research				A E N R
<input checked="" type="checkbox"/> Process or <input type="checkbox"/> On Demand Structure: <input checked="" type="checkbox"/> C/C <input checked="" type="checkbox"/> C/E <input checked="" type="checkbox"/> P/S <input type="checkbox"/> S/O <input checked="" type="checkbox"/> D <input type="checkbox"/> N Title/Description: Analysis of Theme/Responding to Literature				<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<input type="checkbox"/> P or <input type="checkbox"/> OD and Structure: <input checked="" type="checkbox"/> C/C <input checked="" type="checkbox"/> C/E <input checked="" type="checkbox"/> P/S <input checked="" type="checkbox"/> S/O <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/> N Title/Description: Compare and Contrast Essay				<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>
<input type="checkbox"/> P or <input type="checkbox"/> OD and Structure: <input type="checkbox"/> C/C <input type="checkbox"/> C/E <input type="checkbox"/> P/S <input checked="" type="checkbox"/> S/O <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/> N Title/Description: Original Narrative				<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>
<input type="checkbox"/> P or <input checked="" type="checkbox"/> OD and Structure: <input type="checkbox"/> C/C <input type="checkbox"/> C/E <input checked="" type="checkbox"/> P/S <input checked="" type="checkbox"/> S/O <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/> N Title/Description: District Writing Benchmark				<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>
<input type="checkbox"/> P or <input checked="" type="checkbox"/> OD and Structure: <input checked="" type="checkbox"/> C/C <input checked="" type="checkbox"/> C/E <input checked="" type="checkbox"/> P/S <input checked="" type="checkbox"/> S/O <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/> N				<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>

Title/Description: Journal Writing and Quick Writes (teacher’s choice)					
Assessment Evidence:					
Performance Tasks: <ul style="list-style-type: none">• Group/partner projects that enable students to work together on a complex problem that requires planning, research, internal discussion, and group presentation.• Essays assessing students' understanding of a subject through a written description, analysis, explanation, or summary.• Writing Portfolios allowing students to provide a broad portrait of their performance through files that contain collections of students' work, assembled over time.			Other Assessment Measures: <ul style="list-style-type: none">• STAR Reading• District Writing Benchmark• Unit 3 Benchmark Assessment• Homework• Daily Journals• Spelling Tests• Vocabulary Tests• Critical Thinking Questions (corresponds with texts read in class, found in textbooks)• Selection Tests (corresponds with texts read in class, found in Prentice Hall Teacher Unit Guides)		
Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)					
<i>Instructional Strategies and Activities (add rows as needed)</i> *D		Consider how will the design will:			
Title		Description with Modifications, number of days, etc.			
1. Time/General		<ul style="list-style-type: none">• Extra time for assigned tasks• Adjust length of assignment• Timeline with due dates for reports and projects• Communication system between home and school• Provide notes/outlines of content/material			
2. Processing		<ul style="list-style-type: none">• Extra response time• Have students verbalize steps• Repeat, clarify or reword directions• Mini- breaks between tasks• Provide a warning for transitions• Reading partners			

3. Comprehension	<ul style="list-style-type: none"> • Precise step-by-step directions • Short manageable tasks • Brief and concrete directions • Provide immediate feedback • Small group instruction • Emphasize multi-sensory learning
4. Recall	<ul style="list-style-type: none"> • Teacher- made checklist • Use visual graphic organizers • Reference resources to promote independence • Visual and verbal reminders • Graphic organizers
5. Assistive Technology	<ul style="list-style-type: none"> • Computer/whiteboard • Spell-checker • Audio books
6. Tests/Quizzes/Grading	<ul style="list-style-type: none"> • Extended time • Study guides • Shortened tests • Read directions aloud
7. Behavior/Attention	<ul style="list-style-type: none"> • Consistent daily structured routine • Simple and clear classroom rules • Frequent feedback
8. Organization	<ul style="list-style-type: none"> • Individual daily planner • Display a written agenda • Note-taking assistance • Color code materials
9. Enrichment (options for Above Average Learners)	<p>The goal of Enrichment is to provide learners the opportunity to participate in extension activities that are differentiated and augment the district's curriculum. Teachers are to accommodate based on student individual needs.</p> <ul style="list-style-type: none"> • Evaluate vocabulary • Elevate Text Complexity • Inquiry based assignments and projects • Independent student options

	<ul style="list-style-type: none"> • Tiered/Multi-level activities • Open-ended activities and projects • Form and build on learning communities • Providing pupils with experiences outside the 'regular' curriculum • Altering the pace the student uses to cover regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level. • The promotion of a higher level of thinking and making connections. • The inclusion of additional subject areas and/or activities (cross-curricular). • Using supplementary materials in addition to the normal range of resources.
Resources:	
Prentice Hall Literature Common Core Teacher's Edition (textbook, support materials, and online component) News ELA (teacher's choice) - https://newsela.com/ Readworks (teacher's choice) - https://www.readworks.org/ Support Materials (websites, journal writes, etc. will be added at teacher's discretion)	
Suggested Time Frame (Days):	40-45 days

*D – Indicates differentiation/scaffolding at the Lesson Level (Identify Modifications for ELL, Gifted and Talented, Title 1, Special Education)

Content Area:	Literacy	Grade(s) 7
Unit Plan Title:	Unit 4- Reading Literature and Informational Text/ Research, Informative and Explanatory Writing	
Overview/Rationale		
In order to plan instruction inclusive of all students in the English Language Arts classroom, a comprehensive curriculum has been developed. The standards covered during each instructional unit of the Language Arts curriculum are reflective of the New Jersey Student Learning Standards outlined in the New Jersey Curriculum Framework. Each standard in reading and writing has been unpacked to illustrate the critical knowledge and skills students need in order to master the standard. Essential questions and sample activities are included to utilize when teaching such standard. Given the diverse population of learners in the classrooms, differentiated instruction has been included for the special education and above average students as a means to inform teachers of the learning expectations and outcomes for those students, based on their individual needs.		
Standard(s) Number and Description		
Standards for Reading- NJSLS		
<u>Literature:</u> RL.7.1 Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text RL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. RL.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. RL.7.5 Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning. RL.7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. RL.7.10 By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed		
<u>Informational:</u> RI.7.1 Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. RI.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone RI.7.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. RI.7.6 Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. RI.7.10 By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed		

Standards for Writing- NJSLS

W.7.2A Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).

W.7.2B Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

W.7.2C Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

W.7.2D Use precise language and domain-specific vocabulary to inform about or explain the topic.

W.7.2E Establish and maintain a formal style academic style, approach, and form.

W.7.2F Provide a concluding statement or section that follows from and supports the information or explanation presented

W.7.4 Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed

W.7.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources

W.7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation

W.7.10 Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences

Standards for Speaking and Listening

SL.7.1A Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

SL.7.1B Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

SL.7.1C Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

SL.7.1D Acknowledge new information expressed by others and, when warranted, modify their own views.

SL.7.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points

SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Standards for Language

L.7.2B Spell correctly

L.7.3A Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy

L.7.4A Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a

word or phrase

L.7.4C Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech

L.7.4D Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.7.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression

Technology Standard(s) Number and Description

8.1.8.A.1 Demonstrate knowledge of a real-world problem using digital tools.

8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

8.1.8.A.3 Use and/or develop a simulation that provides an environment to solve a real-world problem or theory

8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).

8.1.8.C.1 Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries.

8.1.8.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media

8.1.8.D.2 Demonstrate the application of appropriate citations to digital content.

8.1.8.D.3 Demonstrate an understanding of fair use and Creative Commons to intellectual property.

8.1.8.D.4 Assess the credibility and accuracy of digital content.

8.1.8.D.5 Understand appropriate uses for social media and the negative consequences of misuse.

8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real-world problem.

8.1.8.F.1 Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision

Interdisciplinary Standard(s) Number and Description

6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

MS-LS3-1, MS-LS3-2 Cite specific textual evidence to support analysis of science and technical texts.

MS-LS3-1, MS-LS3-2 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.

MS-LS3-1, MS-LS3-2 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). MS-LS3-1, MS-LS3-2 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

Enduring Understandings:

Students will understand that...

- Imaginative texts can provide rich and timeless insights into universal themes, dilemmas and social realities of the world. Literary text represents complex stories in which the reflective and apparent thoughts and actions of human beings are revealed. Life therefore shapes literature and literature shapes life.
- Literary text, like all creative products, demonstrates style and craftsmanship. Readers can respond analytically and objectively to text when they understand the purpose or reason behind the author's intentional choice of tools such as word choice, point of view and structure.
- Competent readers can synthesize information from a variety of sources including print, audio and visual. Comparing and contrasting text in a variety of forms or genres provides a full understanding of the author's message/theme as well as the ideas being explored.
- In order to meet the rigorous demands of college and/or the workforce, students must be able to read and comprehend increasingly complex literary text. They must read widely and deeply from among a broad range of high-quality, challenging text and develop the skill, concentration and stamina to read these texts independently and proficiently.
- Knowledge-based information is an ever-changing genre, which encompasses daily communication. The ability to comprehend and analyze informational text develops critical thinking, promotes logical reasoning and expands ones' sense of the world and self.
- Informational text, like all creative products, demonstrates style and craftsmanship. Readers can respond analytically and objectively to text when they understand the purpose or reason behind the author's intentional choice of tools such as word choice, point of view and structure.
- Integrating knowledge and ideas from informational text expands the knowledge base and the perspectives found in text, which empowers the reader to make informed choices in life.
- To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging informational texts.
- Writers share information, opinions and ideas by using multiple techniques and text types. This knowledge allows them to communicate in appropriate and meaningful ways to achieve their intended purpose.
- Effective writing is the result of a multi-stage, reflective process in which the writer must develop, plan, revise, edit and rewrite work to evoke change or clarify ideas. The stages of these processes are enhanced with collaboration and technology.
- Writing is a tool for thinking and problem solving. In order to create new understandings, activating prior knowledge and engaging in the process of independent and shared inquiry are essential.
- To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events.

- Strong listening and speaking skills are critical for learning, communicating and allowing better understanding of the world. Applying these skills to collaboration amplifies each individual's contributions and leads to new and unique understandings and solutions.
- Proficient speakers make deliberate choices regarding language, content and media to capture and maintain the audience in order to convey their message.
- Language is an essential tool for understanding our world. Effective written and oral communications rely upon understanding and applying the rules of standard English. Success in the post-secondary setting, as well as the workplace, requires effective communication.
- Language exists within the contexts of audience and purpose. Knowledge of language and skillful application of conventions and craft enhance expression and aid comprehension. Success in the post-secondary setting, as well as the workplace, requires effective communication.
- Words are powerful. Vocabulary knowledge is fundamental for learning, effective communication and celebrating language. Success in the post-secondary setting, as well as the workplace, requires effective communication.

Essential Questions:

- Cite textual evidence to support your analysis of the text.
- What inferences can you draw from your analysis of the text?
- What can you conclude from the text?
- What can you infer from this paragraph? Explain your thinking.
- What is the theme or central idea of the text?
- How are the central ideas developed?
- Cite evidence from the text to support your determination of the theme/central idea.
- Discuss how the theme recurs/is developed in the text.
- How does the plot unfold?
- Describe the conflict or problem in the text and how was it resolved.
- Which significant events reveal the problem in the story?
- What details of the event that indicate the problem has been resolved.
- Provide an example of how the plot is shaped by the setting.
- What can you infer about the main character and how he is shaped by the setting?
- How does the main character evolve with plot?
- How does the use of dialogue help the reader understand character and plot?
- How does the author's word choice impact the meaning and tone of the passage?
- How does the structure of the text contribute to its meaning?
- How does this sentence, chapter, scene, or stanza fit into the overall structure of the text.
- What perspective or point of view does each character have?
- How does the author's word choice help to develop the narrator's or speaker's point of view?

- How are historical events and the fictional event the same and/ or different?
- What could the author have done to provide a more accurate portrayal of the time period/place?
- What is the author's point or view or purpose?
- How does the author's word choice help develop the point of view/purpose?
- Identify the details the author uses to create the mood of the story.
- How is foreshadowing used in the story?
- How does the author conclude the selection?
- Does the conclusion support the information or explanation presented?
- What form of writing does the writing prompt call for? How do you know?
- How do writers select the genre of writing for a specific purpose and audience?
- Who is the audience for your writing and what is the purpose?
- Discuss whether the writing requires a formal or informal approach and the clues for how you know this.
- How do essential components of the writing process guide writers in the communication of ideas?
- How do regular, varied writing opportunities make you a stronger writer?
- What can you add in this paragraph to make your writing clearer?

21st Century Connections:

Check all that apply.		Indicate whether these skills are E -Encouraged, T -Taught, and/or A -Assessed in this unit by marking E , T , A on the line before the appropriate skill.	
21 st Century Interdisciplinary Themes		21 st Century Skills	
<input type="checkbox"/>	Global Awareness	<input type="checkbox"/> A	Critical Thinking and Problem Solving
<input type="checkbox"/>	Environmental Literacy	<input type="checkbox"/> A	Creativity and Innovation
<input type="checkbox"/>	Health Literacy	<input type="checkbox"/> E	Communication and Collaboration
<input type="checkbox"/>	Civic Literacy	<input type="checkbox"/>	Flexibility and Adaptability
<input type="checkbox"/>	Financial, Economic, Business and Entrepreneurial Literacy	<input type="checkbox"/> E	Initiative and Self-Direction
<input type="checkbox"/>		<input type="checkbox"/> E	Social and Cross-Cultural Skills
<input type="checkbox"/>		<input type="checkbox"/> A	Productivity and Accountability
<input type="checkbox"/>		<input type="checkbox"/> E	Leadership and Responsibility

		A	Information Literacy Skills
		E	Media Literacy Skills
		A	Information, Communication, and Technology (ICT) Literacy
Career Ready Practices:			
Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.			
	E	CRP1. Act as a responsible and contributing citizen and employee	
	A	CRP2. Apply appropriate academic and technical skills	
		CRP3. Attend to personal health and financial well-being	
	E	CRP4. Communicate clearly and effectively with reason	
	E	CRP5. Consider the environmental, social and economic impacts of decisions	
	E	CRP6. Demonstrate creativity and innovation	
		CRP7. Employ valid and reliable research strategies	
	A	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them	
	E	CRP9. Model integrity, ethical leadership, and effective management	
		CRP10. Plan education and career paths aligned to personal goals	
	E	CRP11. Use technology to enhance productivity	
		CRP12. Work productively in teams while using cultural global competence	
Student Learning Goals/Objectives			
Students will know....		Students will be able to (do)...	
<ul style="list-style-type: none">to cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.to determine a theme or central idea of a text and analyze its development over the course of the text.		<ul style="list-style-type: none">paraphrase evidence from textcorrectly cite evidenceclosely read the text (questioning, determining importance, looking for patterns) to extract quality evidence to support a claimuse evidence from the text to make and check predictions as you read	

- | | |
|---|---|
| <ul style="list-style-type: none"> • to provide an objective summary of the text. • to determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. • to analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. • to analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning. • to analyze how an author develops and contrasts the points of view of different characters or narrators in a text. • how to read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed. • to determine two or more central ideas in a text and analyze their development over the course of the text. • to analyze the impact of a specific word choice on meaning and tone. • to analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. • to determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. • to read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed. • how to introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia). • to develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. • to use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. | <ul style="list-style-type: none"> • make personal connections, connections to other texts, and/or global connections, when relevant • gather evidence from the text to support inferences or explicit meaning • read and analyze a variety of literary genres and informational texts • probe a segment of text in order to study and evaluate its multiple, deeper, and varied meanings • combine text information and prior knowledge (personal experience and/or previous reading) to create new information in the form of inferences • refer to the text for support when analyzing and drawing inferences • provide a statement of a theme(s) or a central idea(s) of a fictional text, based on textual evidence • explain the theme or central idea of a fictional piece using key details as evidence, including details from the beginning, middle, and end of the text • analyze the development of the theme or central idea over the course of the fictional text, including the relationship between characters, setting, and plot over the course of a text • evaluate recurring ideas and changes in the characters and plot over the course of the text (why did the author make those changes, impact on the reader, effectiveness of the author's choices) • identify how the theme or central idea relates to the characters, setting, and/or plot over the course of the text • explain how two or more central ideas in a nonfiction piece develop over the course of the text, including the relationship between people, ideas, and events • identify and use knowledge of common graphic features (charts, maps, diagrams, captions, illustrations) to help determine two or more central idea of a text • summarize the text objectively, capturing the main ideas • distinguish between essential and nonessential details of a text to create an objective summary of the text • demonstrate the ability to determine the meaning of words and |
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|---|---|
| <ul style="list-style-type: none"> • to use precise language and domain-specific vocabulary to inform about or explain the topic. • to establish and maintain a formal style academic style, approach, and form. • to provide a concluding statement or section that follows from and supports the information or explanation presented to produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. • to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed • how to use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources • how to conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation • how to write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences • to come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. • to follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. • to pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. • to acknowledge new information expressed by others and, when warranted, modify their own views. • how to analyze the main ideas and supporting details presented in | <p>phrases as they are used in a text (e.g., figurative, connotative, technical)</p> <ul style="list-style-type: none"> • analyze the impact of specific word choice on meaning and/or tone • explain poetic devices used in text • analyze the impact of poetic sound devices (rhyme scheme, alliteration, consonance, etc.) on a particular section of a text • analyze why the author used a specific word choice or sound device • analyze the impact of a word choice or sound device on the reader • evaluate the effectiveness of the author's word choice or sound device • describe the form and structure of a drama or poem • describe the structure used to organize a nonfiction text • explain how text structure impacts overall meaning of text • identify how the differing form or structure of a text contributes to its meaning • analyze how parts of a text contribute to meaning • explain why the author chose a specific form or structure • analyze the impact of the form or structure on the reader (how would the text be different if the form changed?) • evaluate the effectiveness of the chosen form or structure • identify the viewpoints of characters in a text • compare and contrast the characters' points-of-view • trace how the author created and conveyed the similar and/or dissimilar characters • analyze the impact of the author's point of view choices on the reader • evaluate the effectiveness of the author's point of view choices • identify the author's point of view • explain the techniques the author uses to distinguish his/her point of view from others • evaluate the effectiveness of the techniques the author • focus writing on thoroughly describing or explaining a topic • identify the defining elements of this specific writing genre • explore topics from their content area classes. • introduce a topic clearly, previewing what is to follow |
|---|---|

diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

- how to include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points
- how to adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
- to spell correctly
- to choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy
- to use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase
- to consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech
- to verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- to acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression

- organize ideas, concepts, and information into broader categories using strategies such as definition, classification, comparison/contrast, and cause/effect
- include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension
- include relevant supporting facts, information, and details
- transition between ideas using appropriate words and phrases
- select precise language and domain-specific vocabulary
- consistently use an appropriate style
- create language that is appropriate to one's audience and follows a formal tone
- write a conclusion to bring the text to a close
- identify defining characteristics of different genres of writing
- unpack the writing prompt
- write for a specific purpose and audience
- select an appropriate text structure or format for the task
- use language that is precise and powerful to create voice in writing
- create a tone that is appropriate for one's audience
- revise and edit intentionally to improve writing.
- generate ideas to develop topic
- revise writing with a partner or self-editing checklists
- view writing from the vantage point of the audience in order to determine the effectiveness of their words, organization, etc.
- use technological resources to enhance writing
- follow appropriate typing format and conventions
- use technology to broaden research base
- use evidence found online to support ideas
- give and receive feedback using technology
- seek out authentic publishing opportunities
- engage in short research projects to answer a self-selected or teacher-assigned questions
- develop research questions
- determine keywords or topics for each question

- search for informational sources in an effort to answer the question
- compose follow-up research questions based on the initial search
- explain quotations used as support to enhance meaning
- research and synthesize information from several sources
- conduct research and synthesize multiple sources of information
- practice writing in a myriad of situations (journals, dialogues, creative tasks, etc.)
- reflect on and be able to explain decisions made while crafting a piece of writing
- produce written reflections
- write for a variety of audiences and purposes on an array of cross-curricular topics
- read required texts prior to discussions
- prepare for discussions
- use previous knowledge to expand discussions about a topic
- engage in conversations about grade-appropriate topics and texts
- participate in a variety of rich, structured conversations
- define and identify rules for discussions, including group and individual roles
- model appropriate behavior during discussions
- craft and respond to specific questions based on the topic or text, elaborating when necessary
- reflect on and paraphrase what was discussed
- summarize the ideas expressed
- extract the main ideas and the details used to support it presented in different media formats
- synthesize the information, sorting between the main points and smaller details that work to support the main points
- use a graphic organizer (e.g., web, outline, etc.) to analyze presented information
- explain how the main idea and supporting details help to clarify a topic, text, or issue
- orally present information, using appropriate speech, in a variety of

	<p>situations.</p> <ul style="list-style-type: none"> • recognize and consider the audience • determine if the topic and language style correspond appropriately • reflect on the use of language and revise as needed • identify a series of adjectives in writing • use a comma to separate adjectives in a series • apply common rules and patterns to spell words correctly • select precise language • revise writing for wordiness and redundancies • use a combination of context clues, structural clues, and the word's position in a sentence to determine the meaning of unknown words or phrases • use dictionaries, glossaries, and/or thesauruses to find the pronunciation of a word • use dictionaries, glossaries, and/or thesauruses to determine the actual meaning of a word or its part of speech • verify the inferred meaning of a word is the actual meaning by using dictionaries, glossaries, and/or thesauruses • consult reference materials that are both printed and digital • understand and apply conversational, academic, and domain specific vocabulary • interpret unknown words and their meanings, using context clues, understanding Greek and Latin roots, and applying grammatical knowledge of function and form 		
Key Vocabulary and Terms:			
<p>Using Marzano's Six-Step Process Teaching 7th Grade Academic Vocabulary: able, adjective phrase, caption, comparative adjective, conflict resolution, descriptive language, dis, editorial, er, est, fact vs opinion, foreshadowing, interjection, interview, italics, less, ly, mis, non, paraphrase, personification, plot development, predicate adjective, relevant supporting details, salutation, sentence combining, stereotype, superlative adjective, synonym, verb phrase *Additional vocabulary will be taken from literature and informational text as needed.</p>			
Texts Included (List in Order of Increasing Complexity)	Check Type		
KEY: Structure: C/C = Compare and Contrast C/E = Cause and Effect P/S = Problem/Solution S/O – Sequence/Order	<table> <tr> <td data-bbox="1766 1349 1881 1388">L</td> <td data-bbox="1881 1349 1982 1388">I</td> </tr> </table>	L	I
L	I		

D = Description N = Narrative		Type: L = Literary I = Informational					
Structure (Check appropriate choice): <input type="checkbox"/> C/C <input checked="" type="checkbox"/> C/E <input type="checkbox"/> P/S <input checked="" type="checkbox"/> S/O <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/> N				✓			
Title/Information: The Night the Bed Fell (pages 162-167) - James Thurber - Humorous Essay - Prentice Hall Literature Grade 7							
Structure (Check appropriate choice): <input type="checkbox"/> C/C <input checked="" type="checkbox"/> C/E <input checked="" type="checkbox"/> P/S <input checked="" type="checkbox"/> S/O <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/> N				✓			
Title/Information: Stolen Day (pages 168-174) - Sherwood Anderson - Short Story - Prentice Hall Literature Grade 7							
Structure (Check appropriate choice): <input checked="" type="checkbox"/> C/C <input checked="" type="checkbox"/> C/E <input checked="" type="checkbox"/> P/S <input checked="" type="checkbox"/> S/O <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/> N					✓		
Title/Information: Letters from Rifka (pages 252-256) - Karen Hesse - Short Story - Prentice Hall Literature Grade 7							
Structure (Check appropriate choice): <input checked="" type="checkbox"/> C/C <input checked="" type="checkbox"/> C/E <input checked="" type="checkbox"/> P/S <input checked="" type="checkbox"/> S/O <input type="checkbox"/> D <input checked="" type="checkbox"/> N					✓		
Title/Information: I Am a Native of North American (pages 444-448) - Chief Dan George - Reflective Essay - Prentice Hall Literature Grade 7							
Structure (Check appropriate choice): <input checked="" type="checkbox"/> C/C <input checked="" type="checkbox"/> C/E <input checked="" type="checkbox"/> P/S <input checked="" type="checkbox"/> S/O <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/> N				✓			
Title/Information: Ghost of Spirit Bear - Ben Mikaelson - Novel							
Structure (Check appropriate choice): <input checked="" type="checkbox"/> C/C <input checked="" type="checkbox"/> C/E <input checked="" type="checkbox"/> P/S <input checked="" type="checkbox"/> S/O <input checked="" type="checkbox"/> D <input type="checkbox"/> N					✓		
Title/Information: https://www.readworks.org/ and https://newsela.com/ - various others - nonfiction texts (teacher's choice)							
Writing Assignments				Check Type			
KEY: Structure: C/C = Compare and Contrast C/E = Cause and Effect P/S = Problem/Solution S/O – Sequence/Order D = Description N = Narrative Type: A = Argument E = Explanatory/Informational N = Narrative R = Research				A	E	N	R
<input checked="" type="checkbox"/> P or <input type="checkbox"/> OD and Structure: <input checked="" type="checkbox"/> C/C <input checked="" type="checkbox"/> C/E <input checked="" type="checkbox"/> P/S <input checked="" type="checkbox"/> S/O <input checked="" type="checkbox"/> D <input type="checkbox"/> N				✓	✓	✓	✓
Title/Description: Explanatory/Informative							
<input checked="" type="checkbox"/> P or <input type="checkbox"/> OD and Structure: <input type="checkbox"/> C/C <input type="checkbox"/> C/E <input type="checkbox"/> P/S <input type="checkbox"/> S/O <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/> N						✓	✓
Title/Description: Poetry Writing							
<input type="checkbox"/> P or <input checked="" type="checkbox"/> OD and Structure: <input checked="" type="checkbox"/> C/C <input checked="" type="checkbox"/> C/E <input checked="" type="checkbox"/> P/S <input checked="" type="checkbox"/> S/O <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/> N				✓	✓	✓	✓
Title/Description: Journal Writing and Quick Writes (teacher's choice)							
Assessment Evidence:							
Performance Tasks:				Other Assessment Measures:			
<ul style="list-style-type: none">Group/partner projects that enable students to work together on a complex problem that requires planning, research, internal discussion, and group presentation.Essays assessing students' understanding of a subject through a written description, analysis, explanation, or summary.				<ul style="list-style-type: none">STAR ReadingUnit 4 Benchmark AssessmentHomeworkDaily JournalsSpelling Tests			

<ul style="list-style-type: none"> • Writing Portfolios allowing students to provide a broad portrait of their performance through files that contain collections of students' work, assembled over time. 	<ul style="list-style-type: none"> • Vocabulary Tests • Critical Thinking Questions (corresponds with texts read in class, found in textbooks) • Selection Tests (corresponds with texts read in class, found in Prentice Hall Teacher Unit Guides)
<i>Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)</i>	
<i>Instructional Strategies and Activities (add rows as needed)</i> <i>*D</i> Title	Consider how will the design will: Description with Modifications, number of days, etc.
1. Time/General	<ul style="list-style-type: none"> • Extra time for assigned tasks • Adjust length of assignment • Timeline with due dates for reports and projects • Communication system between home and school • Provide notes/outlines of content/material
2. Processing	<ul style="list-style-type: none"> • Extra response time • Have students verbalize steps • Repeat, clarify or reword directions • Mini- breaks between tasks • Provide a warning for transitions • Reading partners
3. Comprehension	<ul style="list-style-type: none"> • Precise step-by-step directions • Short manageable tasks • Brief and concrete directions • Provide immediate feedback • Small group instruction • Emphasize multi-sensory learning
4. Recall	<ul style="list-style-type: none"> • Teacher- made checklist • Use visual graphic organizers • Reference resources to promote independence • Visual and verbal reminders

	<ul style="list-style-type: none"> • Graphic organizers
5. Assistive Technology	<ul style="list-style-type: none"> • Computer/whiteboard • Spell-checker • Audio books
6. Tests/Quizzes/Grading	<ul style="list-style-type: none"> • Extended time • Study guides • Shortened tests • Read directions aloud
7. Behavior/Attention	<ul style="list-style-type: none"> • Consistent daily structured routine • Simple and clear classroom rules • Frequent feedback
8. Organization	<ul style="list-style-type: none"> • Individual daily planner • Display a written agenda • Note-taking assistance • Color code materials
9. Enrichment (options for Above Average Learners)	<p>The goal of Enrichment is to provide learners the opportunity to participate in extension activities that are differentiated and augment the district's curriculum. Teachers are to accommodate based on student individual needs.</p> <ul style="list-style-type: none"> • Evaluate vocabulary • Elevate Text Complexity • Inquiry based assignments and projects • Independent student options • Tiered/Multi-level activities • Open-ended activities and projects • Form and build on learning communities • Providing pupils with experiences outside the 'regular' curriculum • Altering the pace the student uses to cover regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level. • The promotion of a higher level of thinking and making connections. • The inclusion of additional subject areas and/or activities (cross-curricular). • Using supplementary materials in addition to the normal range of resources.
Resources:	

Prentice Hall Literature Common Core Teacher's Edition (textbook, support materials, and online component)

News ELA (teacher's choice) - <https://newsela.com/>

Readworks (teacher's choice) - <https://www.readworks.org/>

Support Materials (websites, journal writes, etc. will be added at teacher's discretion)

Suggested Time Frame (Days):

40-45 days

**D* – Indicates differentiation/scaffolding at the Lesson Level (Identify Modifications for ELL, Gifted and Talented, Title 1, Special Education)

Curriculum Map- Seventh Grade ELA

Seventh Grade		Unit 1	Unit 2	Unit 3	Unit 4
Reading Literature Text					
Key Ideas and Details					
LA.7.RL.7.1	Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.	✓	✓	✓	✓
LA.7.RL.7.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	✓	✓	✓	✓
LA.7.RL.7.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).			✓	
Craft and Structure					
LA.7.RL.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	✓		✓	✓
LA.7.RL.7.5	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	✓		✓	✓
LA.7.RL.7.6	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	✓	✓	✓	✓
Integration of Knowledge and Ideas					
LA.7.RL.7.7	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).			✓	

LA.7.RL.7.8	(Not applicable to literature)				
LA.7.RL.7.9	Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history			✓	
Range of Reading and Level of Text Complexity					
LA.7.RL.7.10	By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (see Appendix A) or above, scaffolding as needed.	✓	✓	✓	✓
Reading Informational Text					
Key Ideas and Details					
LA.7.RI.7.1	Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.	✓	✓	✓	✓
LA.7.RI.7.2	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	✓	✓	✓	✓
LA.7.RI.7.3	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).		✓		
Craft and Structure					
LA.7.RI.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on	✓	✓		✓

	meaning and tone.				
LA.7.RI.7.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	✓	✓		✓
LA.7.RI.7.6	Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	✓	✓	✓	✓
Integration of Knowledge and Ideas					
LA.7.RI.7.7	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).		✓		
LA.7.RI.7.8	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.		✓		
LA.7.RI.7.9	Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.		✓		
Range of Reading and Level of Text Complexity					
LA.7.RI.7.10	By the end of the year read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above, with scaffolding as needed.	✓	✓	✓	✓
Writing					

Text Types and Purposes					
LA.7.W.7.1 (a-e)	<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> a) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. b) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. d) Establish and maintain a formal style/academic style, approach, and form. e) Provide a concluding statement or section that follows from and supports the argument presented. 		✓		
LA.7.W.7.2 (a-f)	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> a) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia). b) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. d) Use precise language and domain-specific vocabulary to inform about or explain the topic. e) Establish and maintain a formal style academic style, approach, and form. f) Provide a concluding statement or section that follows from and supports the information or explanation 	✓	✓		✓

	presented.				
LA.7.W.7.3 (a-e)	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>a) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>b) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>c) Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>d) Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>e) Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>			✓	
Production and Distribution of Writing					
LA.7.W.7.4	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	✓	✓	✓	✓
LA.7.W.7.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	✓	✓	✓	✓
LA.7.W.7.6	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and	✓	✓	✓	✓

	collaborate with others, including linking to and citing sources.				
Research to Build and Present Knowledge					
LA.7.W.7.7	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	✓			
LA.7.W.7.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.		✓		
LA.7.W.7.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.			✓	
Range of Writing					
LA.7.W.7.10	Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences	✓	✓		✓
Speaking and Listening					
Comprehension and Collaboration					

LA.7.SL.7.1 (a-d)	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. a) Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b) Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. c) Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. d) Acknowledge new information expressed by others and, when warranted, modify their own views.	✓	✓	✓	✓
LA.7.SL.7.2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.			✓	
LA.7.SL.7.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.		✓		
Presentation of Knowledge and Ideas					
LA.7.SL.7.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.	✓	✓	✓	

LA.7.SL.7.5	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.				✓
LA.7.SL.7.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate	✓	✓	✓	✓

Language					
Conventions of Standard English					
LA.7.L.7.1 (a-c)	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a) Explain the function of phrases and clauses in general and their function in specific sentences. b) Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. c) Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	✓	✓	✓	
LA.7.L.7.2 (a-b)	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a) Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt). b) Spell correctly.	✓	✓	✓	✓
Knowledge of Language					
LA.7.L.7.3 (a)	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a) Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	✓	✓	✓	✓

Vocabulary Acquisition and Use					
LA.7.L.7.4 (a-d)	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> a) Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b) Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). c) Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d) Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). 	✓	✓	✓	✓
LA.7.L.7.5 (a-c)	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> a) Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. b) Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. c) Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending). 		✓	✓	
LA.7.L.7.6	<p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	✓	✓	✓	✓



8th GRADE ELA CURRICULUM

Middle Township Public Schools
216 S. Main Street
Cape May Court House, NJ 08210

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Introduction and Course Description

Eighth grade English consists of reading, writing, speaking, listening and media literacy skills. During the block of literacy instruction students will learn to use reading strategies that help them become effective readers. Some of these strategies include questioning the author, inferring, visualizing, synthesizing and learning multiple strategies to help students learn to monitor their reading comprehension. The 8th grade curriculum is designed around universal themes and essential questions to promote literary analysis of reading, incorporation of textual evidence when writing and to encourage students to engage in deep meaningful discussions to socialize intelligence. The students are exposed to multiple genres of reading and writing such as fiction, non-fiction, short stories, essays, novels, drama and poetry. Students will compose narrative, informational, expository, persuasive, and other pieces of writing required by the teacher. Writer's workshop is employed so that all students can improve their skills and voices as writers. The teachers will instruct students using the workshop model philosophy with the use of the "I DO, WE DO, YOU DO" method of instruction. Other skills such as grammar, vocabulary, listening and speaking are infused in the exploration of effective reading and writing. The 8th grade English Language Arts course and instruction will lay the foundation for successful achievement in English. The New Jersey Student Learning Standards are designed to provide a 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 learners need for success in college and careers. It is our goal to establish a community of learners to become productive citizens in society striving towards pursuing their life-long goals. Through an enriching and rigorous education and with on-going support our students will be fully prepared for the future to compete successfully in the global economy.

Pacing Guide

<u>UNIT TITLE</u>	<u>ENDURING UNDERSTANDINGS</u>	<u>NJSLS</u>		<u>TIMEFRAME</u>
1- Reading Literature & Informational Text & Informational Text/ Informational and Explanatory Writing	<ul style="list-style-type: none"> • Reading is an active process between the reader and the text. • Reading can provide us with news, information, enjoyment, and comfort. • Literature provides a window for us to understand humanity past and present. • Effective readers use a variety of appropriate critical thinking and comprehension strategies to construct meaning. • Effective readers seek out text for their own interest and enjoyment and to gather information. • Strong listening and speaking skill allows us to better understand our world and each other. • Understanding audience will improve communication. • Fundamental understanding of the connection between reading, writing, and language will enhance listening and oral communication. • To write is to seize the opportunity to express one's personal voice. • We write in various forms to share ideas, impart knowledge, and exchange information. • Making claims that one can support with evidence is important in critical reading and writing. • A writing process helps us more effectively communicate our ideas, describe our experiences, and inform our audience. • Collaborative, self-directed learners read and respond widely and deeply to foster a deeper understanding of the human experience. 	RL.8.1 RL.8.2 RL.8.3 RL.8.4 RL.8.6 RI.8.1 RI.8.2. RI.8.3 RI.8.4 RI.8.6 W.8.2.	W.8.4. W.8.5. W.8.6. W.8.7 W.8.8 SL.8.1. SL.8.4. SL.8.6. L.8.1. L.8.2. L.8.4. L.8.6.	40-46 days

2- Reading Informational Text Argument and Research	<ul style="list-style-type: none"> • Research is the process of gaining information from a variety of resources. • More information in more forms is more easily available today than ever before. <ul style="list-style-type: none"> • The ability to access and study various resources enhances understanding of our world and helps us solve problems. • There is paramount need to verify information in today's ever-changing information landscape. • Language is power. • There is a fundamental connection between reading, writing, and language skills. • The ability to communicate effectively is the mark of civilized society. • Clear and proper presentation of complete thoughts is essential in written and oral language. • Using conventions of Standard American English will enhance my ability to clearly communicate my ideas 	RL.8.1 RL.8.2 RL.8.6 RI.8.1. RI.8.2. RI.8.3. RI.8.4. RI.8.5. RI.8.6. RI.8.7. RI.8.8. RI.8.9. W8.1. W.8.4. W.8.5. W.8.8. W.8.10.	SL.8.1. SL.8.2. SL.8.4. SL.8.6. L.8.1. L.8.2. L.8.3. L.8.4. L.8.5. L.8.6.	40-46 days
3- Reading Literature and Informational Text & Narrative Writing	<p>Writing is the process of communicating in print for a variety of audiences and purposes</p> <ul style="list-style-type: none"> • Good writers develop and refine their ideas for thinking, learning, communicating, and aesthetic expression. • Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts. • Rules, conventions of language, help readers understand what is being communicated. • A writer selects a form based on audience and purpose. The ability to read a variety of texts requires independence, comprehension and fluency • Understanding of a text's features, structures, and 	RL.8.1 RL.8.2 RL.8.3 RL.8.4 RL.8.6 RI.8.7. RL.8.1 RL.8.2 RL.8.3 RL.8.4 RL.8.5	W.8.5 W.8.6 W.8.9. W.8. SL.8.1. SL.8.2 SL.8.4 SL.8.6 L.8.1. L.8.2. L.8.3.	40-46 days

	<p>characteristics facilitate the reader's ability to make meaning of the text</p> <ul style="list-style-type: none"> • Readers use language structure and content clues to identify the intended meaning of words and phrases as they are used in text. • Fluent readers group words quickly to help them gain meaning from what they read. • Good readers employ strategies to help them understand text. • Words powerfully affect meaning. • Good readers compare, infer, synthesize and make connections to make text personally relevant and useful. • Researchers gather and critique information from different sources for specific purposes. 	<p>RL.8.6 RL.8.7 RL.8.9 RI.8.1 RI.8.2. RI.8.3 RI.8.4 RI.8.5 RI.8.6 W.8.3. W.8.4</p>	<p>L.8.4. L.8.5. L.8.6</p>	
4- Reading Literature and Informational Texts & Research, Writing, and Explanatory	<ul style="list-style-type: none"> •Collaborative, self-directed learners use a variety of thinking strategies to analyze, understand, and create text for personal enrichment, inquiry, and problem solving. •Reading expands understanding of the world, its people and oneself. •Readers use strategies to construct meaning. •Authors write with different purposes in mind. •Readers develop a deeper understanding through reflection of text. •People communicate through words. •People rely on a variety of resources to obtain information. •New information may result in a new idea or a change of stance. •Effective communication relies on the usage of proper forms. •Writers have a purpose for writing. •Writing is a multi-stage process. •Writing is a reflective process. 	<p>RL.8.1 RL.8.2 RL.8.3 RL.8.4 RL.8.6 RL.10. RI.8.1 RI.8.2 RI.8.3 RI.8.4 RI.8.5 RI.8.6 RI.8.10</p>	<p>W.8.2. W.8.4. W.8.5. W.8.6. W.8.7 W.8.10 SL.8.1. SL.8.2. SL.8.5. SL.8.6. L.8.1. L.8.2. L.8.4. L.8.6</p>	45 days

Content Area:	ELA	Grade 8
Unit Plan Title:	Reading Literature & Informational Text & Informational Text/ Informational and Explanatory Writing	
Overview/Rationale		
In order to plan instruction inclusive of all students in the English Language Arts classroom, a comprehensive curriculum has been developed. The standards covered during each instructional unit of the Language Arts curriculum are reflective of the New Jersey Student Learning Standards outlined in the New Jersey Curriculum Framework. Each standard in reading and writing has been unpacked to illustrate the critical knowledge and skills students need in order to master the standard. Essential questions and sample activities are included to utilize when teaching such standards.		
Standard(s) Number and Description		
Standards for Reading		
<u>Literature:</u> RL.8.1 Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. RL.8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. RL.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). RL.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. RL.8.6 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.		
<u>Informational</u> RI.8.1, RI.8.2, RI.8.3, RI.8.4, RI.8.6		
Standards for Writing		
<u>Writing Standards:</u> W.8.2.A. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia). W.8.2.B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. W.8.2.C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. W.8.2.D. Use precise language and domain-specific vocabulary to inform about or explain the topic. W.8.2.E. Establish and maintain a formal style. W.8.2.F. Provide a concluding statement or section that follows from and supports the information or explanation presented.		

- W.8.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- W.8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
- W.8.7 (Choice). Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- W.8.8 (Choice). Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Standards for Speaking and Listening

- SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
 - B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
 - C. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
 - D. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
- SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
- SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Standards for Language

- L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- A. Explain the function of verbal's (gerunds, participles, infinitives) in general and their function in particular sentences.

L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

C. Spell correctly.

L.8.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.

- A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Technology Standard(s) Number and Description
8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.
8.1.8.A.2, Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
8.1.8.A.3 Use and/or develop a simulation that provides an environment to solve a real world problem or theory.
8.8.C.1 Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries.
8.1.8.D.1, Understand the need for and use of copyrights.
8.1.8.D.2, Demonstrate the application of appropriate citations to digital content.

8.1.8.D.3, Demonstrate an understanding of fair use and Creative Commons to intellectual property.

8.1.8.D.4 Assess the credibility and accuracy of digital content.

8.1.8.D.5, Understand appropriate uses for social media and the negative consequences of misuse

8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.

8.1.8.F.1 Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.

Interdisciplinary Standard(s) Number and Description

Social Studies Connection: RH.6-8.2

The Outsiders: The civil unrest in the sixties is an unspoken backdrop to this story. The Vietnam War, the civil rights movement, the Space Race—even the British Invasion—are all cultural phenomenon that readers don't need to be familiar with in order to understand *The Outsiders*, but it helps with insights and builds interdisciplinary connections. Students can create a Venn Diagram outlining the similarities and differences between the Civil Rights Movement and the opposing gangs in the novel.

http://www.encyclopedia.com/topic/Civil_Rights_Movement.aspx

Science Connection: MS-PS1-2, MS-PS1-4

The Outsiders: Within the second half of the novel, there is a scene at a burning church. Students may identify the properties of fire, and discuss and analyze the interaction of substances to determine if a chemical reaction has occurred.

<http://theoutsiders.wikia.com/wiki/Church>

Enduring Understandings:

- Reading is an active process between the reader and the text.
- Reading can provide us with news, information, enjoyment, and comfort.
- Literature provides a window for us to understand humanity past and present.
- Effective readers use a variety of appropriate critical thinking and comprehension strategies to construct meaning.
- Effective readers seek out text for their own interest and enjoyment and to gather information.

- Strong listening and speaking skill allows us to better understand our world and each other.
- Understanding audience will improve communication.
- Fundamental understanding of the connection between reading, writing, and language will enhance listening and oral communication.
 - To write is to seize the opportunity to express one's personal voice.
 - We write in various forms to share ideas, impart knowledge, and exchange information.
 - Making claims that one can support with evidence is important in critical reading and writing.
 - A writing process helps us more effectively communicate our ideas, describe our experiences, and inform our audience.
 - Collaborative, self-directed learners read and respond widely and deeply to foster a deeper understanding of the human experience.

Essential Questions :

- How can I defend my position using key and supporting details?
- How can I make an inference based on details to identify the underlying meaning?
- How can I seek additional information to justify inferences?
- How can I provide strong textual evidence? • What is the central idea of the text?
- What evidence can I find to support my determined theme?
- How can I use facts, inferences, and implied meanings to identify a theme?
- What detail first indicated the central theme in the text?
- How does the author develop the central idea?
- What is revealed about the character by events or dialogue?
- What statement or action leads to a shift in advancement of plot?
- How can I determine a phrase's implied message?
- How do tone and voice impact a phrase's meaning?
- How can I prove the formality or informality of the text? What is the characters' point of view?
- What is the author's text effect?
- What is the narrator's intended response from the reader?
- How does the narrator feel about the topic?
- What is the narrator's motivation for creating this narrative voice here?
- How can I provide strong textual evidence from the informational text to support my analysis?
- What is stated explicitly in the text?
What inferences can I make based on the information explicitly stated?
- How can I justify and support my inferences?

- What is the central idea?
- How is the central idea developed?
- What supporting ideas are included in the text?
- Was the central idea revealed through examples that repeated the idea through images, or the authors' conclusions?

How can I make connections to other informational texts I have read?

- How is the text structure presented, and how does it link information?
- How can I determine the connotative and figurative meaning of words as they are used in an informational text?
- How can I use words found around unknown multiple meaning words to understand meaning?
- How can I differentiate between a literal meaning and a figurative meaning?
- How can I understand technical meanings?

Who is the intended audience?

- What affect would this figurative language have on the audience?
- What is the point of view in this text?
- What is the purpose of this text? What is the author's thesis?
- Which sentences best support the author's thesis?
- How does the author organize his ideas?
- Does my writing have concrete details?
- Am I incorporating examples to support my writing?
- How can I determine what is relevant information?
- How do I know my writing is organized?
- How do I know when to incorporate transitions when writing?
- How can I determine if I am using precise language?
- Why is it important to explain the topic?
- Why is it important to develop and establish a formal style to writing?
- How can I write a concluding section that supports the information presented. What are the best ways for me to create logical sequence in my writing?
- How can I use precise and powerful language to create voice? Which editing and revising techniques will I use to improve my writing?
- How can I address the purpose and audience effectively?
- What resources can I utilize in order to enhance my writing?
- How can I embed evidence found online into my writing?
- In what ways can I provide feedback to my peers? Which evidence can I choose to support my claim?
- How do I know I chose the best evidence for my writing?
- What forms can writing take in other academic subjects?

- How can I develop a piece of writing appropriate to task, purpose, and audience?

21st Century Connections

Check all that apply.			Indicate whether these skills are E -Encouraged, T -Taught, and/or A -Assessed in this unit by marking E , T , A on the line before the appropriate skill.		
21 st Century Interdisciplinary Themes			21 st Century Skills		
		Global Awareness	A		Critical Thinking and Problem Solving
		Environmental Literacy	E		Creativity and Innovation
		Health Literacy	A		Communication and Collaboration
		Civic Literacy			Flexibility and Adaptability
		Financial, Economic , Business and Entrepreneurial Literacy			Initiative and Self-Direction
					Social and Cross-Cultural Skills
			E		Productivity and Accountability
			E		Leadership and Responsibility
			A		Information Literacy Skills
			E		Media Literacy Skills
			E		Information, Communication, and Technology (ICT) Literacy

Career Ready Practices:

Indicate whether these skills are E -Encouraged, T -Taught, or A -Assessed in this unit by marking E , T , A on the line before the appropriate skill.		
E		CRP1. Act as a responsible and contributing citizen and employee
E		CRP2. Apply appropriate academic and technical skills
		CRP3. Attend to personal health and financial well-being
E		CRP4. Communicate clearly and effectively with reason
E		CRP5. Consider the environmental, social and economic impacts of decisions

E	CRP6. Demonstrate creativity and innovation
E	CRP7. Employ valid and reliable research strategies
E	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them
E	CRP9. Model integrity, ethical leadership, and effective management
E	CRP10. Plan education and career paths aligned to personal goals
E	CRP11. Use technology to enhance productivity
	CRP12. Work productively in teams while using cultural global competence
Student Learning Goals/Objectives:	
<p><i>Students will know....</i></p> <ul style="list-style-type: none"> • why elite athletes and those who are considered experts sometimes fail. • the different types of failures. • different ways to overcome the possibility of failure. • how narratives and research work together to convey information to the reader. Required Resources for IFL • to closely read the text • how to use strategies: questioning, determining importance, looking for patterns to extract quality evidence to support a claim • author's purposeful use of language and literary devices • personal connections, make connections to other text, and/or global connections when relevant • to gather evidence from the text to support inferences or explicit meaning • to paraphrase and directly quote evidence from text 	<p>Students will be able to (do)...</p> <ul style="list-style-type: none"> • Cite text to support inferences from stories and poems. • Recount an event related to the theme or central idea, including details about character and setting. • Identify which incidents in a story or drama lead to subsequent action. • Determine connotative meanings of words and phrases in a text. <p>Determine the difference in the points of view of a character and the audience or reader in a text with suspense or humor.</p> <ul style="list-style-type: none"> • Cite text to support inferences from informational text. • Recount events in the order they were presented in the text. • Determine an author's purpose or point of view and identify from text to that describe or support it.. • Produce writing that is appropriate for the task, purpose, or audience. • With guidance and support from adults and peers, plan before writing and revise own writing. • Use technology, including the Internet, to produce writing to interact and collaborate with others. • Write routinely for a variety of tasks, purposes, and audiences.

Key Vocabulary and Terms:

Using Marzano's Six Step Process Teaching 8th Grade Academic Vocabulary:

antonym, bibliography, business letter, character development, context clues. Coordinating conjunction, demonstrative pronoun, drawing conclusions, elaboration, figurative language, formal language, -ful, in-, independent clause, informal language, intonation, metaphor, narration, -ness, parallel structure, perspective, persuasive text, plagiarism, problem-solution, report, simile, subordinating conjunction, synthesize, viewpoint

Additional vocabulary will be taken from literature and informational text as needed.

Texts Included (List in Order of Increasing Complexity)		Check Type	
KEY: Structure: C/C = Compare and Contrast C/E = Cause and Effect P/S = Problem/Solution S/O – Sequence/Order D = Description N = Narrative Type: L = Literary I = Informational		L	I
Structure (Check appropriate choice): ____ C/C <input checked="" type="checkbox"/> C/E <input checked="" type="checkbox"/> P/S ____ S/O ____ D ____ N Title/Information: <i>The 11:59</i> - Patricia C. McKissack – (fiction) – Prentice Hall Literature		X	
Structure (Check appropriate choice): ____ C/C <input checked="" type="checkbox"/> C/E <input checked="" type="checkbox"/> P/S <input checked="" type="checkbox"/> S/O ____ D ____ N Title/Information: from <i>The Baker Heater League</i> – Patricia C. McKissack and Fredrick McKissack – Prentice Hall Literature			X
Structure (Check appropriate choice): <input checked="" type="checkbox"/> C/C <input checked="" type="checkbox"/> C/E <input checked="" type="checkbox"/> P/S <input checked="" type="checkbox"/> S/O <input checked="" type="checkbox"/> D ____ N Title/Information: https://www.readworks.org/ and https://newsela.com/ - various authors – (nonfiction articles) - internet			X
Structure (Check appropriate choice): ____ C/C ____ C/E ____ P/S ____ S/O ____ D <input checked="" type="checkbox"/> N Title/Information: <i>Midnight Without Moon</i> – Linda Williams Jackson – realistic fiction novel		X	
Structure (Check appropriate choice): ____ C/C ____ C/E ____ P/S ____ S/O ____ D ____ N Title/Information: <i>The Adventures of the Speckled Band</i> – Sir Arthur Conan Doyle – short story – Prentice Hall Literature		X	

Writing Assignments		Check Type			
KEY: Structure: C/C = Compare and Contrast C/E = Cause and Effect P/S = Problem/Solution S/O – Sequence/Order D = Description N = Narrative Type: A = Argument E = Explanatory/Informational N = Narrative R = Research		A	E	N	R
__X__ Process __ On Demand AND Structure: ____ C/C __X__ C/E __X__ P/S __X__ S/O ____ D ____ N Title/Description: Literary Essay on a Single Piece of Literature			X		
__X__ P or ____ OD and Structure: __X__ C/C __X__ C/E __X__ P/S __X__ S/O __X__ D ____ N Title/Description: Literary Essay on Paired Texts			X		
____ P or __X__ OD and Structure: ____ C/C ____ C/E ____ P/S __X__ S/O __X__ D __X__ N Title/Description: District Writing Benchmark				X	
__X__ P or ____ OD and Structure: __X__ C/C __X__ C/E __X__ P/S ____ S/O __X__ D ____ N Title/Description: Responding to Literature/Literary Analysis		X	X	X	X
____ P or __X__ OD and Structure: __X__ C/C __X__ C/E __X__ P/S __X__ S/O __X__ D __X__ N Title/Description: Journal Writing and Quick Writes		X	X	X	X
Assessment Evidence:					
Performance Tasks: Short constructed response questions; Essays; Projects; Presentations; Rubrics (either PARCC or teacher created) will be used to judge performances of understanding			Other Assessment Measures: School-wide writing assessment; STAR Reading; Multiple Choice questions; Quizzes; Journals; Essays; Quick writes; Summative chapter test; Exit Slips; Graphic Organizers; Homework; Anecdotal Notes; Student Conferencing		

<i>Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)</i>	
<i>Instructional Strategies and Activities</i>	
Title	
20. Graphic organizers	Use a graphic organizer to chart main idea supporting details.
21. Read-aloud	After reading aloud an adapted text and following teacher's exemplar, students will pair up to complete a chart featuring citations from text, their inferences, and supporting evidence.
22. Jigsaw	Synthesize theme and story elements by noting how each develops over the course of a text. Students can chart elemental changes by noting the differences that occur throughout the course of the text.
Resources	
Prentice Hall Literature – used for the reading of short stories, poetry, essays, etc. ; newsela.com; readworks.org; various novels	
Suggested Time Frame	40-45 days

Content Area:	ELA	Grade 8
Unit Plan Title:	Reading Informational Text Argument and Research	
Overview/Rationale		
<p>In order to plan instruction inclusive of all students in the English Language Arts classroom, a comprehensive curriculum has been developed. The standards covered during each instructional unit of the Language Arts curriculum are reflective of the New Jersey Student Learning Standards outlined in the New Jersey Curriculum Framework. Each standard in reading and writing has been unpacked to illustrate the critical knowledge and skills students need in order to master the standard. Essential questions and sample activities are included to utilize when teaching such standard.</p>		
Standard(s) Number and Description		
Standards for Reading		
RL.8.1 Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.		
RL.8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.		
RL.8.6 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.		
RI.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.		
RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.		
RI.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).		
RI.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.		
RI.8.5. Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.		
RI.8.6. Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.		
RI.8.7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular		

topic or idea.

RI.8.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

RI.8.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

Standards for Writing

W.8.1. Write arguments to support claims with clear reasons and relevant evidence.

- A. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- B. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- D. Establish and maintain a formal style.
- E. Provide a concluding statement or section that follows from and supports the argument presented.

W.8.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

W.8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

W.8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

W.8.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Standards for Speaking and Listening

SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- E. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence

on the topic, text, or issue to probe and reflect on ideas under discussion.

- F. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- G. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
- H. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Standards for Language

L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- B. Form and use verbs in the active and passive voice.

L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- B. Use an ellipsis to indicate an omission.
- C. Spell correctly.

L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- A. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

L.8.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.

- A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

B. Use the relationship between particular words to better understand each of the words.

L.8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Technology Standard(s) Number and Description

8.1.8.

A.1 Understand and use technology systems. Demonstrate knowledge of a real world problem using digital tools.

A.2 Select and use applications effectively and productively. Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

A.3 Select and use applications effectively and productively. Use and/or develop a simulation that provides an environment to solve a real world problem or theory.

8.1.8.C.1 Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries.

8.1.8.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.

8.1.8.D.2 Demonstrate the application of appropriate citations to digital content.

8.1.8.D.3 Demonstrate an understanding of fair use and Creative Commons to intellectual property.

8.1.8.D.4 Assess the credibility and accuracy of digital content.

8.1.8.D.5 Understand appropriate uses for social media and the negative consequences of misuse.

8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.

8.1.8.F.1 Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.

Interdisciplinary Standard(s) Number and Description

Social Studies Connection: RH.6-8.3, RH.6-8.7

Discuss any major historical events that have contributed to the field of Forensic Science. Students will compare the body structure of individuals from different parts of the world, different cultures, and/or different periods in history.

http://www.softschools.com/timelines/forensic_science_timeline/99/

<http://www.buzzle.com/articles/human-body-diagram.html>

Science Connection: MS-LS3-1, MS-LS3-2

As students get a firsthand look on how crime scenes are investigated, they will learn different interview techniques. Students will fill in the shoes of police detectives using the information learned from reading about fingerprinting and teeth analysis to solve crime activities.

http://www.ehow.com/info_7970276_crime-scene-investigations-kids.html

Math Connection: 8.SP

Prepare a timeline that shows significant individuals and events that led to the present-day Forensic Science. Students will prepare a table of statistics and try to find a relationship between the overall height of an individual and the length of certain bones in the body.

<http://www.timetoast.com/timelines/major-developments-in-forensic-science-history--6>

Art Connection: 1.1.8.D.1, 1.2.8.A.1

Students will be given a replica of a skull. Given details on the “victim”, students will recreate the face. Details can include gender, race, age, facial markings, teeth, scars, etc.

http://anthropology.si.edu/writteninbone/facial_reconstruction.html

Enduring Understandings

- Research is the process of gaining information from a variety of resources.
- More information in more forms is more easily available today than ever before.
- The ability to access and study various resources enhances understanding of our world and helps us solve problems.
- There is paramount need to verify information in today’s ever-changing information landscape.
- Language is power.
- There is a fundamental connection between reading, writing, and language skills.

- The ability to communicate effectively is the mark of civilized society.
- Clear and proper presentation of complete thoughts is essential in written and oral language.
- Using conventions of Standard American English will enhance my ability to clearly communicate my ideas

Essential Questions :

- How can I defend my position using key and supporting details?
 - How can I make an inference based on details to identify the underlying meaning?
 - How can I seek additional information to justify inferences?
 - How can I provide strong textual evidence?
 - What is the central idea of the text?
 - What evidence can I find to support my determined theme?
 - How can I use facts, inferences, and implied meanings to identify a theme?
 - What detail first indicated the central theme in the text?
 - How does the author develop the central idea? details that support the central idea or theme ____ or ____?
 - Do the characters develop over the course of the story? details that support the central idea or theme ____ or ____?
 - Do the characters develop over the course of the story?
- What is the characters' point of view?
- What is the author's text effect?
 - What is the narrator's intended response from the reader?
 - How does the narrator feel about the topic?
 - What is the narrator's motivation for creating this narrative voice here?
- How can I provide strong textual evidence from the informational text to support my analysis?
- What is stated explicitly in the text?
- What inferences can I make based on the information explicitly stated?
- How can I justify and support my inferences?
 - What is the central idea?
 - How is the central idea developed?
 - What supporting ideas are included in the text?
 - Was the central idea revealed through examples that repeated the idea through images, or the authors' conclusions?

How can I make connections to other informational texts I have read?

- How is the text structure presented, and how does it link information?

How can I determine the connotative and figurative meaning of words as they are used in an informational text?

- How can I use words found around unknown multiple-meaning words to understand meaning?
- How can I differentiate between a literal meaning and a figurative meaning?
- How can I understand technical meanings?
- Who is the intended audience?
- What affect would this figurative language have on the audience?

What is the structure of the text?

- How is this paragraph organized?
- What is the key concept?
- How was the key concept developed?
- Which sentence(s) specifically develop the concept?
- What information does _____ (text feature) provide?
- Is this information also included in the text or solely found in the _____ (text feature)?

What is the point of view in this text?

- What is the purpose of this text?
- What conflicting viewpoints does the text explore?
- How does the author treat the conflicting evidence?
- Is the author effective in his examination of conflicting evidence?

What topic or idea is presented?

- How is the topic similar and different when presented in the various mediums?
- Which medium is most effective in presenting the topic?
- What limitations are realized when using _____ (medium) to present the topic? What argument is presented?
- What claims support the argument?
- In what manner is the argument and claims presented
- Is the reasoning presented logical? What evidence is presented?
- Is the evidence relevant to the argument? Why or why not?
- Is enough evidence presented to support the argument?
- Is all of the evidence relevant? If not, why?
- What topic do both of the texts address?
- How do the texts differ in the information they present?
- Is the differing information factual or interpretive?

- Which text do you think is accurate? Why?
- How can I select the appropriate subject for my argument writing piece?
- How can I ensure the accuracy of research in my writing?
- How did you distinguish your claim from opposing claims?
- How are your claims and reasons organized? Is the arrangement logical?
- How do you maintain this style?
- How does your concluding statement (section) support the arguments presented? What are the best ways for me to create logical sequence in my writing?
- How can I use precise and powerful language to create voice?
- Which editing and revising techniques will I use to improve my writing?
- How can I address the purpose and audience effectively?
- What resources can I utilize in order to enhance my writing?
- How can I embed evidence found online into my writing?
- In what ways can I provide feedback to my peers?
- How can I better organize my ideas and claims?
- Why is it important to include quotations when writing?
- Why are multiple sources important to include in writing?
- How do you know the information is credible?
- How do you know the source is credible?
- What format did you use when citing sources for your bibliography?
- How did you cite a digital source?
- Once you read the data, what did you do to summarize the information for easier readability?
- What forms can writing take in other academic subjects?
- How can I develop a piece of writing appropriate to task, purpose, and audience?

21st Century Connections

Check all that apply.		Indicate whether these skills are E -Encouraged, T -Taught, and/or A -Assessed in this unit by marking E , T , A on the line before the appropriate skill.	
21 st Century Interdisciplinary Themes		21 st Century Skills	
<input type="checkbox"/>	Global Awareness	<input type="checkbox"/> A	Critical Thinking and Problem Solving
<input type="checkbox"/>	Environmental Literacy	<input type="checkbox"/> E	Creativity and Innovation

		Health Literacy	E	Communication and Collaboration
		Civic Literacy		Flexibility and Adaptability
		Financial, Economic , Business and Entrepreneurial Literacy		Initiative and Self-Direction
				Social and Cross-Cultural Skills
			E	Productivity and Accountability
			E	Leadership and Responsibility
			A	Information Literacy Skills
			E	Media Literacy Skills
			E	Information, Communication, and Technology (ICT) Literacy
Career Ready Practices:				
<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i>				
	E	CRP1. Act as a responsible and contributing citizen and employee		
	A	CRP2. Apply appropriate academic and technical skills		
		CRP3. Attend to personal health and financial well-being		
	A	CRP4. Communicate clearly and effectively with reason		
		CRP5. Consider the environmental, social and economic impacts of decisions		
	E	CRP6. Demonstrate creativity and innovation		
	A	CRP7. Employ valid and reliable research strategies		
	A	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them		
	E	CRP9. Model integrity, ethical leadership, and effective management		
		CRP10. Plan education and career paths aligned to personal goals		

	E	<p>CRP11. Use technology to enhance productivity</p> <p>CRP12. Work productively in teams while using cultural global competence</p>
Student Learning Goals/Objectives:		
<ul style="list-style-type: none"> • <i>Students will know....</i> • arguments support claims with clear reasons and relevant evidence • how to Introduce claim(s) • what constitutes a clear thesis statement • how to Address opposing claims • opposing claims • organization of the reasons and evidence • appropriate evidence to support claims • to Evaluate sources • an understanding of the topic or text 	<ul style="list-style-type: none"> • <i>Students will be able to (do)...</i> • Cite text and make connections to support inferences from stories and poems. • Recount an event related to the theme or central idea, including details about character and setting. • Determine the difference in the points of view of a character and the audience or reader in a text with suspense or humor. • Cite text to support inferences and make connections from informational text. • Provide a summary of a familiar informational text. • Recount events in the order they were presented in the text. • Determine connotative meanings of words and phrases in a text. • Locate the topic sentence and supporting details in a paragraph. • Determine an author's purpose or point of view and identify from text to that describe or support. • Determine whether a topic is best presented as audio, video, multimedia, or text. • Determine the argument made by an author in an informational text. • Identify and reflect where two different texts on the same topic differ in their interpretation of the details. • Write claims about topics or texts. • Produce writing that is appropriate for the task, purpose, or audience. • With guidance and support from adults and peers, plan before 	

	<p>writing and revise own writing.</p> <ul style="list-style-type: none">• Use technology, including the Internet, to produce writing to interact and collaborate with others.• Select quotes providing relevant information about a topic from multiple print or digital sources.• Write routinely for a variety of tasks, purposes, and audiences.	
Key Vocabulary and Terms:		
<p>Using Marzano’s Six Step Process Teaching 8th Grade Academic Vocabulary: Bias, confirm, contradict, doubtful, evidence, factual, illogical, investigate, fantasy, objective, observation, opinion, persuade, prove, theory, observation Additional vocabulary will be taken from literature and informational text as needed.</p>		
Texts Included (List in Order of Increasing Complexity)		Check Type
KEY: Structure: C/C = Compare and Contrast C/E = Cause and Effect P/S = Problem/Solution S/O – Sequence/Order D = Description N = Narrative Type: L = Literary I = Informational		L I
Structure (Check appropriate choice): <input checked="" type="checkbox"/> C/C <input checked="" type="checkbox"/> C/E <input checked="" type="checkbox"/> P/S <input checked="" type="checkbox"/> S/O <input checked="" type="checkbox"/> D <input type="checkbox"/> N Title/Information: https://www.readworks.org/ and https://newsela.com/ - various authors – (nonfiction articles) - internet		X
Structure (Check appropriate choice): <input type="checkbox"/> C/C <input checked="" type="checkbox"/> C/E <input checked="" type="checkbox"/> P/S <input checked="" type="checkbox"/> S/O <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/> N Title/Information: <i>Flowers for Algernon</i> – Daniel Keyes – (short story) – Prentice Hall Literature		X
Structure (Check appropriate choice): <input type="checkbox"/> C/C <input type="checkbox"/> C/E <input checked="" type="checkbox"/> P/S <input checked="" type="checkbox"/> S/O <input checked="" type="checkbox"/> D <input type="checkbox"/> N Title/Information: <i>A Glow in the Dark from Woodsong</i> – Gary Paulsen – nonfiction – Prentice Hall Literature		X
Structure (Check appropriate choice): <input type="checkbox"/> C/C <input checked="" type="checkbox"/> C/E <input checked="" type="checkbox"/> P/S <input checked="" type="checkbox"/> S/O <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/> N Title/Information: <i>Tears of Autumn</i> – Yoshiko Uchida – short story – Prentice Hall Literature		X

Structure (Check appropriate choice): ____ C/C __X__ C/E ____ P/S __X__ S/O __X__ D ____ N Title/Information: from <i>Harriet Tubman: Conductor on the Underground Railroad</i> – narrative essay-EXEMPLAR – Prentice Hall Literature	X			
Writing Assignments	Check Type			
KEY: Structure: C/C = Compare and Contrast C/E = Cause and Effect P/S = Problem/Solution S/O – Sequence/Order D = Description N = Narrative Type: A = Argument E = Explanatory/Informational N = Narrative R = Research	A	E	N	R
__X__ Process ____ On Demand AND Structure: __X__ C/C __X__ C/E __X__ P/S __X__ S/O __X__ D ____ N Title/Description: Informational Essay		X		X
__X__ P or ____ OD and Structure: ____ C/C ____ C/E ____ P/S ____ S/O __X__ D ____ N Title/Description: Argumentative Essay	X			X
____ P or __X__ OD and Structure: ____ C/C ____ C/E __X__ P/S __X__ S/O __X__ D __X__ N Title/Description: District Writing Benchmark			X	
__X__ P or ____ OD and Structure: __X__ C/C __X__ C/E __X__ P/S ____ S/O __X__ D ____ N Title/Description: Responding to Literature/Literary Analysis		X		
____ P or __X__ OD and Structure: __X__ C/C __X__ C/E __X__ P/S __X__ S/O __X__ D __X__ N Title/Description: Journal Writing and Quick Writes	X	X	X	X

Assessment Evidence:	
Performance Tasks: Short constructed response questions; Essays; Projects; Presentations; Rubrics (either PARCC or teacher created) will be used to judge performances of understanding	Other Assessment Measures: School-wide writing assessment; STAR Reading; Multiple Choice questions; Quizzes; Journals; Essays; Quick writes; Summative chapter test; Exit Slips; Graphic Organizers; Homework; Anecdotal Notes; Student Conferencing
<i>Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)</i>	
<i>Instructional Strategies and Activities</i>	
Title	
23. Reading and writing across the curriculum	Students will compose multiple pieces of writing in a variety of time frames, in multiple content areas, and for different audiences, tasks, and purposes.
24. Analysis of student work	With a partner, compare each other's claims; After reading a writing piece, incorporate quotations where it is necessary.
25. Generating and testing hypotheses	As a whole group review and discuss a shared writing product, add words to sentences in the electronic shared writing product.
Resources:	
Prentice Hall Literature; newsela.com; readworks.org	
Suggested Time Frame	40-45 days

Content Area:	ELA	Grade 8
Unit Plan Title:	Reading Literature and Informational Text & Narrative Writing	
Overview/Rationale		
In order to plan instruction inclusive of all students in the English Language Arts classroom, a comprehensive curriculum has been developed. The standards covered during each instructional unit of the Language Arts curriculum are reflective of the New Jersey Student Learning Standards outlined in the New Jersey Curriculum Framework. Each standard in reading and writing has been unpacked to illustrate the critical knowledge and skills students need in order to master the standard. Essential questions and sample activities are included to utilize when teaching such standard.		
Standard(s) Number and Description		
Standards for Reading		
RL.8.1 Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.		
RL.8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.		
RL.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).		
RL.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.		
RL.8.6 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.		
RI.8.7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.		
RI.8.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.		
RL.8.1, RL.8.2, RL.8.3, RL.8.4, RL.8.5, RL.8.6, RL.8.7, RL.8.9 Informational RI.8.1, RI.8.2. RI.8.3, RI.8.4, RI.8.5, RI.8.6		
Standards for Writing		
W.8.3.A, W.8.3.B, W.8.3.C, W.8.3.D, W.8.3.E, W.8.4, W.8.5, W.8.6, W.8.9.A, W.8.		
Standards for Speaking and Listening		
SL.8.1.A, SL.8.1.B, SL.8.1.C, SL.8.1.D, SL.8.2, SL.8.4, SL.8.6		
Standards for Language		

L.8.1.C, L.8.2.A, L.8.2.C, L.8.3.A, L.8.4.A, L.8.4.C, L.8.4.D, L.8.5.A, L.8.5.C L.8.6 L.8.1.A, L.8.2.C, L.8.4.A, L.8.4.C, L.8.4.D, L.8.6

Technology Standard(s) Number and Description

8.1.8.A.1, 8.1.8.A.2, 8.1.8.A.3, 8.1.8.B.2, 8.1.8.C.1, 8.1.8.D.1, 8.1.8.D.2, 8.1.8.D.3, 8.1.8.D.4, 8.1.8.D.5, 8.1.8.E.1, 8.1.8.F.1

Interdisciplinary Standard(s) Number and Description

Social Studies Connection: RH.6-8.5, RH.6-8.7

Excerpt from Soldier's Heart. Students will gain a better understanding of the inhumane tragedies that occurred during World War II, by taking a virtual tour of Auschwitz concentration camp. The virtual field trip will give students a background of the Holocaust.

<http://www.remember.org/auschwitz/> (Must have Flash Player)

Science Connection: MS.LS1-8

Excerpt from Soldier's Heart. Students will learn the causes and effects of Post-traumatic Stress Disorder (PTSD) on the human body and create a T chart (cause vs. effect). The more tours American soldiers have been through, and the more intense the battles they have experienced, the more likely they are to be affected.

<http://traumaabusetreatment.com/how-trauma-affects-the-human-body>

Math Connection: 8.EE, 8.F

Stopping Distance, Study: Distractions Cause Most Car Crashes, and Texting While Driving: How Dangerous Is It? Different mathematical concepts will be discussed such as stopping distance, reaction distance, breaking distance, and following distance. Students will analyze bar graphs and charts to compare and contrast the averages (baseline, reading, and texting) at thirty five miles per hour versus seventy five miles per hour.

<http://www.countcalculate.com/cars-and-speed/stopping-braking-distance>

Enduring Understandings:

Students will understand that...

Writing is the process of communicating in print for a variety of audiences and purposes

- Good writers develop and refine their ideas for thinking, learning, communicating, and aesthetic expression.
- Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts.
- Rules, conventions of language, help readers understand what is being communicated.
- A writer selects a form based on audience and purpose.

The ability to read a variety of texts requires independence, comprehension and fluency

- Understanding of a text's features, structures, and characteristics facilitate the reader's ability to make meaning of the text
- Readers use language structure and content clues to identify the intended meaning of words and phrases as they are used in text.
- Fluent readers group words quickly to help them gain meaning from what they read.
- Good readers employ strategies to help them understand text.
- Words powerfully affect meaning.
- Good readers compare, infer, synthesize and make connections to make text personally relevant and useful.
- *Researchers gather and critique information from different sources for specific purposes.*

Essential Questions :

- How can I defend my position using key and supporting details?
- How can I make an inference based on details to identify the underlying meaning?
- How can I seek additional information to justify inferences?
- How can I provide strong textual evidence?
- What is the central idea of the text?
- What evidence can I find to support my determined theme?
- How can I use facts, inferences, and implied meanings to identify a theme?
- What detail first indicated the central theme in the text?
- How does the author develop the central idea?
- What is revealed about the character by events or dialogue?
- What statement or action leads to a shift in advancement of plot?
- How can I determine the connotative and figurative meaning of words as they are used in an informational text?
- How can I use words found around unknown multiple-meaning words to understand meaning?

- How can I differentiate between a literal meaning and a figurative meaning?
- How can I understand technical meanings?
- Who is the intended audience?
- What affect would this figurative language have on the audience?
- How can I incorporate dialogue?
- How can I determine what temporal words to incorporate in my narrative writing?
- Why is sequence important when writing a narrative piece?

21st Century Connections

Check all that apply.			Indicate whether these skills are E -Encouraged, T -Taught, and/or A -Assessed in this unit by marking E , T , A on the line before the appropriate skill.		
21 st Century Interdisciplinary Themes			21 st Century Skills		
		Global Awareness	A		Critical Thinking and Problem Solving
		Environmental Literacy	E		Creativity and Innovation
		Health Literacy	E		Communication and Collaboration
		Civic Literacy	E		Flexibility and Adaptability
		Financial, Economic , Business and Entrepreneurial Literacy	E		Initiative and Self-Direction
			E		Social and Cross-Cultural Skills
			E		Productivity and Accountability
			E		Leadership and Responsibility
			A		Information Literacy Skills
			E		Media Literacy Skills
			E		Information, Communication, and Technology (ICT) Literacy
Career Ready Practices:					
Indicate whether these skills are E -Encouraged, T -Taught, or A -Assessed in this unit by marking E , T , A on the line before the appropriate skill.					
	E	CRP1. Act as a responsible and contributing citizen and employee			

A	CRP2. Apply appropriate academic and technical skills
	CRP3. Attend to personal health and financial well-being
A	CRP4. Communicate clearly and effectively with reason
	CRP5. Consider the environmental, social and economic impacts of decisions
E	CRP6. Demonstrate creativity and innovation
	CRP7. Employ valid and reliable research strategies
A	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them
E	CRP9. Model integrity, ethical leadership, and effective management
	CRP10. Plan education and career paths aligned to personal goals
E	CRP11. Use technology to enhance productivity
	CRP12. Work productively in teams while using cultural global competence
Student Learning Goals/Objectives:	
<i>Students will know....</i> <ul style="list-style-type: none"> • a point of view and context • to identify a story hook • defining characteristics of a variety of writing tasks • strategies to unpack a writing prompt • to write for a specific purpose and audience • an appropriate text structure or format for the task • language that is precise and powerful to create voice • a tone that is appropriate for one's audience • Understand characteristics of writing tasks • how to unpack a writing prompt • how to write for audience and purpose 	<i>Students will be able to (do)...</i> <ul style="list-style-type: none"> • Use narrative techniques (dialogue, pacing, and description, etc) to develop experiences, events, and/or characters • Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another • Use figurative language to aid in description • Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events • Provide a conclusion that follows from and reflects on the narrated experiences or events • Identify the author's point of view

- text structure
- how to create a tone Audience
- how to Revise and edit intentionally to improve writing
- how to Generate ideas to develop topic
- writing with a partner or self-editing checklists
- writing from the vantage point of the audience in order to determine the effectiveness of their words, organization,

- Identify the author's purpose in a fiction and nonfiction text
- Understand bias
- Understand that the author acknowledges and responds to counterarguments
- Understand literary devices are used to develop effects such as suspense or humor
- Identify the effectiveness of the author's point of view or purpose choices

Key Vocabulary and Terms:

Using Marzano's Six Step Process Teaching 8th Grade Academic Vocabulary:

Accumulate, challenge, decision, development, discrimination, factor, global, reveal, statistics, explanation, exploration, inequality, quality, quantity, valuable

Additional vocabulary will be taken from literature and informational text as needed.

Texts Included (List in Order of Increasing Complexity)	Check Type	
KEY: Structure: C/C = Compare and Contrast C/E = Cause and Effect P/S = Problem/Solution S/O – Sequence/Order D = Description N = Narrative Type: L = Literary I = Informational	L	I
Structure (Check appropriate choice): _____ C/C <input checked="" type="checkbox"/> C/E <input checked="" type="checkbox"/> P/S <input checked="" type="checkbox"/> S/O <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/> N Title/Information: The Governess – Neil Simon – Dramatic Adaptation – Prentice Hall Literature	X	
Structure (Check appropriate choice): _____ C/C _____ C/E <input checked="" type="checkbox"/> P/S <input checked="" type="checkbox"/> S/O <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/> N Title/Information: The Ninny – Anton Chekhov – short story – Prentice Hall Literature	X	
Structure (Check appropriate choice): <input checked="" type="checkbox"/> C/C <input checked="" type="checkbox"/> C/E <input checked="" type="checkbox"/> P/S <input checked="" type="checkbox"/> S/O <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/> N Title/Information: https://www.readworks.org/ and https://newsela.com/ - various authors- (nonfiction articles)- internet		X
Structure (Check appropriate choice): _____ C/C <input checked="" type="checkbox"/> C/E <input checked="" type="checkbox"/> P/S <input checked="" type="checkbox"/> S/O <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/> N	X	

Title/Information: <i>The Diary of Anne Frank, Act I</i> – Frances Goodrich and Albert Hackett – EXEMPLAR- Prentice Hall Literature			
Structure (Check appropriate choice): ____ C/C ____X____ C/E ____X____ P/S ____X____ S/O ____X____ D ____X____ N Title/Information: <i>The Diary of Anne Frank, Act II</i> – Frances Goodrich and Albert Hackett – EXEMPLAR- Prentice Hall Literature		X	
Writing Assignments		Check Type	
KEY: Structure: C/C = Compare and Contrast C/E = Cause and Effect P/S = Problem/Solution S/O – Sequence/Order D = Description N = Narrative Type: A = Argument E = Explanatory/Informational N = Narrative R = Research		A	E
____X____ Process ____ On Demand AND Structure: ____ C/C ____ C/E ____ P/S ____X____ S/O ____X____ D ____X____ N Title/Description: Personal Memoir			X
____X____ P or ____ OD and Structure: ____X____ C/C ____X____ C/E ____X____ P/S ____ S/O ____X____ D ____ N Title/Description: Responding to Literature/Literary Analysis			X
____X____ P or ____ OD and Structure: ____ C/C ____ C/E ____ P/S ____X____ S/O ____X____ D ____X____ N Title/Description: Original Narrative			X
____ P or ____X____ OD and Structure: ____ C/C ____X____ C/E ____X____ P/S ____X____ S/O ____X____ D ____X____ N Title/Description: School-wide benchmark			X
____ P or ____X____ OD and Structure: ____X____ C/C ____X____ C/E ____X____ P/S ____X____ S/O ____X____ D ____X____ N Title/Description: Journal Writing and Quick Writes		X	X

Assessment Evidence:	
Performance Tasks: Short constructed response questions; Essays; Projects; Presentations; Rubrics (either PARCC or teacher created) will be used to judge performances of understanding	Other Assessment Measures: School-wide writing assessment; STAR Reading; Multiple Choice questions; Quizzes; Journals; Essays; Quick writes; Summative chapter test; Exit Slips; Graphic Organizers; Homework; Anecdotal Notes; Student Conferencing
Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)	
<i>Instructional Strategies and Activities</i>	
Title	
26. Academic vocabulary and language	In small groups, students determine an author's point of view/purpose. The group states evidence that supports the point of view/purpose. Students focus on examining the author's tone and word choice.
27. Close read	Analyze a piece of narrative writing and include dialogue, transition words and sensory language.
28. Targeted feedback	In a guided reading activity, use a flow chart and phrases / sentences to show the development of a central idea in a simple text
Resources:	
Prentice Hall Literature, https://www.readworks.org/ , https://newsela.com/	
Suggested Time Frame:	40-45 days

Content Area:	ELA	Grade 8
Unit Plan Title:	Reading Literature and Informational Texts & Research, Writing, and Explanatory	
Overview/Rationale		
In order to plan instruction inclusive of all students in the English Language Arts classroom, a comprehensive curriculum has been developed. The standards covered during each instructional unit of the Language Arts curriculum are reflective of the New Jersey Student Learning Standards outlined in the New Jersey Curriculum Framework. Each standard in reading and writing has been unpacked to illustrate the critical knowledge and skills students need in order to master the standard. Essential questions and sample activities are included to utilize when teaching such standard.		
Standard(s) Number and Description:		
Standards for Reading		
RL.8.1 Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.		
RL.8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.		
RL.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).		
RL.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.		
RL.8.6 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.		
RL.10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.		
RI.8.1 Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.		
RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.		
RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).		
RI.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.		
RI.8.5 Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.		
RI.8.6 Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or		

viewpoints.

RI.8.10 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

Standards for Writing

W.8.2. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

A. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

B. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

D. Establish and maintain a formal style.

E. Provide a concluding statement or section that follows from and supports the argument presented.

F. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

W.8.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

W.8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

W.8.7 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

W.8.10 Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Standards for Speaking and Listening

SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

A. Come to discussions prepared having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

C. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

D. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Standards for Language

L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

D. Recognize and correct inappropriate shifts in verb voice and mood.

L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

C. Spell correctly.

L.8.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.

A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede*, *recede*, *secede*).

C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Technology Standard(s) Number and Description

8.1.8.A.1. Demonstrate knowledge of a real world problem using digital tools.

A.2. Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

A.3. Use and/or develop a simulation that provides an environment to solve a real world problem or theory.

B.1. Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).

C.1. Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries.

D.1. Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.

D.2. Demonstrate the application of appropriate citations to digital content.

D.3. Demonstrate an understanding of fair use and Creative Commons to intellectual property.

D.4. Assess the credibility and accuracy of digital content.

D.5. Understand appropriate uses for social media and the negative consequences of misuse.

E.1. Effectively uses a variety of search tools and filters in professional public databases to find information to solve a real world problem.

F.1. Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.

Interdisciplinary Standard(s) Number and Description

Social Studies Connection: RH.6-8.1, RH.6-8.4, RH.6-8.7

Video games give players the means to save worlds and incentive to learn the habits of heroes. After watching the video, “Gaming Can Make a Better World,” students will be able to discuss and harness this gamer power to solve real-world problems through an Accountable Talk discussion.

http://www.ted.com/talks/jane_mcgonigal_gaming_can_make_a_better_world

Math Connection: 8.G

One of the basic areas of both video game and animation is designing 3D images on a computer using mathematical formulas. Made from a combination of polygons, these images can range from a rabbit to a junk heap. It's these polygons that the images the player/student sees, from the character to the scenery to the enemies and obstacles. Students will create their own video game using the link below for assistance.

<http://www.sciencebuddies.org/science-fair-projects/Intro-Video-Games.shtml>

Enduring Understandings:

Students will understand that...

- Collaborative, self-directed learners use a variety of thinking strategies to analyze, understand, and create text for personal enrichment, inquiry, and problem solving.
- Reading expands understanding of the world, its people and oneself.
- Readers use strategies to construct meaning.
- Authors write with different purposes in mind.
- Readers develop a deeper understanding through reflection of text.
- People communicate through words.
- People rely on a variety of resources to obtain information.
- New information may result in a new idea or a change of stance.

- Effective communication relies on the usage of proper forms.
- Writers have a purpose for writing.
- Writing is a multi-stage process.
- Writing is a reflective process.

Essential Questions :

- How can I defend my position using key and supporting details?
- How can I make an inference based on details to identify the underlying meaning?
- How can I seek additional information to justify inferences?
- How can I provide strong textual evidence?
- What is the central idea of the text?
- What evidence can I find to support my determined theme?
- How can I use facts, inferences, and implied meanings to identify a theme?
- What detail first indicated the central theme in the text?
- How does the author develop the central idea?
- What is revealed about the character by events or dialogue?
- What statement or action leads to a shift in advancement of plot?
- How can I determine a phrase's implied message?
- How do tone and voice impact a phrase's meaning?
- How can I prove the formality or informality of the text?
- What is the structure of each text?
- How are the structures similar/different?
- What is the meaning of each text?
- How does the structure of the text contribute to its meaning?
- How would the meaning of the text have been different if it were written as a _____?
- What is the characters' point of view?
- What is the author's text effect?
- What is the narrator's intended response from the reader?
- How does the narrator feel about the topic?
- What is the narrator's motivation for creating this narrative voice here?
- What have you read independently lately?
- What reading strategies can you use to comprehend difficult text?

- Do you think you are ready to read a more complex text or different types of literary texts?
- What made this text or reading complex?
- How can I provide strong textual evidence from the informational text to support my analysis?
- What is stated explicitly in the text?
- What inferences can I make based on the information explicitly stated?
- How can I justify and support my inferences?
- What is the central idea?
- How is the central idea developed?
- What supporting ideas are included in the text?
- Was the central idea revealed through examples that repeated the idea through images, or the authors' conclusions?
- How can I make connections to other informational texts I have read?
- How is the text structure presented, and how does it link information?
- How can I determine the connotative and figurative meaning of words as they are used in an informational text?
- How can I use words found around unknown multiple-meaning words to understand meaning?
- How can I differentiate between a literal meaning and a figurative meaning?
- How can I understand technical meanings?
- Who is the intended audience?
- What affect would this figurative language have on the audience?
- What is the structure of the text?
- How is this paragraph organized?
- What is the key concept?
- How was the key concept developed?
- Which sentence(s) specifically develop the concept?
- What information does _____ (text feature) provide?
- Is this information also included in the text or solely found in the _____ (text feature)?
- What is the point of view in this text?
- What is the purpose of this text?
- What conflicting viewpoints does the text explore?
- How does the author treat the conflicting evidence?
- Is the author effective in his examination of conflicting evidence?
- What have you read independently lately?
- What reading strategies can you use to comprehend difficult text?
- Do you think you are ready to read a more complex text or different types of nonfiction texts?

- What made this text or reading complex?
- What is the author's thesis?
- Which sentences best support the author's thesis?
- How does the author organize his ideas?
- Does my writing have concrete details?
- Am I incorporating examples to support my writing?
- How can I determine what is relevant information?
- How do I know my writing is organized?
- How do I know when to incorporate transitions when writing?
- How can I determine if I am using precise language?
- Why is it important to explain the topic?
- Why is it important to develop and establish a formal style to writing?
- How can I write a concluding section that supports the information presented?
- What are the best ways for me to create logical sequence in my writing?
- How can I use precise and powerful language to create voice?
- Which editing and revising techniques will I use to improve my writing?
- How can I address the purpose and audience effectively?
- What resources can I utilize in order to enhance my writing?
- How can I embed evidence found online into my writing?
- In what ways can I provide feedback to my peers?
- How did I use technology to interact and collaborate with others?
- What question does your report answer?
- What new questions do you have?
- How will you explore them for your research?
- Did you give credit for the information you used?
- How did you know that the source was credible?
- What is the correct way to site your sources in your bibliography or citation page?
- Looking at your sources, which source would be the most valid? Why?
- What forms can writing take in other academic subjects?
- How can I develop a piece of writing to task, purpose, and audience?

21st Century Connections

Check all that apply.

Indicate whether these skills are E-Encouraged, T-Taught, and/or A-Assessed in this unit by

21 st Century Interdisciplinary Themes			marking E, T, A on the line before the appropriate skill. 21 st Century Skills	
		Global Awareness	A	Critical Thinking and Problem Solving
		Environmental Literacy	A	Creativity and Innovation
		Health Literacy	E	Communication and Collaboration
		Civic Literacy		Flexibility and Adaptability
		Financial, Economic , Business and Entrepreneurial Literacy	E	Initiative and Self-Direction
			E	Social and Cross-Cultural Skills
			A	Productivity and Accountability
			E	Leadership and Responsibility
			A	Information Literacy Skills
			E	Media Literacy Skills
			A	Information, Communication, and Technology (ICT) Literacy
Career Ready Practices:				
Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.				
	E	CRP1. Act as a responsible and contributing citizen and employee		
	A	CRP2. Apply appropriate academic and technical skills		
		CRP3. Attend to personal health and financial well-being		
	E	CRP4. Communicate clearly and effectively with reason		
	E	CRP5. Consider the environmental, social and economic impacts of decisions		
	E	CRP6. Demonstrate creativity and innovation		
		CRP7. Employ valid and reliable research strategies		

	A	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them
	E	CRP9. Model integrity, ethical leadership, and effective management
		CRP10. Plan education and career paths aligned to personal goals
	E	CRP11. Use technology to enhance productivity
		CRP12. Work productively in teams while using cultural global competence
Student Learning Goals/Objectives:		
<i>Students will know....</i>		<i>Students will be able to (do)...</i>
<ul style="list-style-type: none"> • How to Closely read the text • questioning, determining importance, looking for patterns to extract quality evidence to support a claim • author's purposeful use of language and literary devices • to Make personal connections, make connections to other text, and/or global connections when relevant • evidence from the text supports inferences or explicit meaning • a theme or central idea of a fictional or informational text, based on textual evidence • the development of the theme or central idea over the course of the fictional or informational text • the theme or central idea relates to the characters, setting, and/or plot or important details and facts • how to Summarize the text objectively, capturing 		<ul style="list-style-type: none"> • Demonstrate comprehension of various excerpts from dramas, stories or poems • Know what appropriate strategies can be used in order to increase comprehension • Understand textual evidence • Read appropriately leveled text in order to develop the mature language skills • Make connections among ideas and between texts • Closely read the text • Use strategies: questioning, determining importance, looking for patterns to extract quality evidence to support a claim • Identify and analyze author's purposeful use of language and literary devices • Make personal connections, make connections to other text, and/or global connections when relevant • Gather evidence from the text to support inferences or explicit meaning • Write an introduction that clearly outlines ideas to follow • Organize ideas and information using text structures and text features

<ul style="list-style-type: none">the main ideashow to compare and contrast the structure of two textsthe teachers analysis of how the differing structure of each text contributes to its meaning and style	<ul style="list-style-type: none">Write a thesis statementSelect facts, definitions, concrete details, quotations, or other information and examplesUse transitional words and phrasesChoose specific vocabulary and languageDevelop and use a consistent style, approach and form for the taskWrite a conclusion to close the ideas in the text
Key Vocabulary and Terms:	
Using Marzano’s Six Step Process Teaching Academic Vocabulary: Class, discriminate, distinguish, divide, identify, judge, represent, assumption, common, generalization, separate, superficial, sympathy, tolerance, unify, comedy, tragedy, tragic flaw, comic relief, discrepancies, discharged, lax, guileless	
Additional Vocabulary will be taken from Literature and Informational texts as needed.	
Texts Included (List in Order of Increasing Complexity)	
Check Type	
KEY: Structure: C/C = Compare and Contrast C/E = Cause and Effect P/S = Problem/Solution S/O – Sequence/Order D = Description N = Narrative Type: L = Literary I = Informational	L I
Structure (Check appropriate choice): <input checked="" type="checkbox"/> C/C <input type="checkbox"/> C/E <input type="checkbox"/> P/S <input type="checkbox"/> S/O <input type="checkbox"/> D <input type="checkbox"/> N Title/Information: https://www.readworks.org/ and https://newsela.com/ - various authors- (nonfiction articles)- internet	X
Structure (Check appropriate choice): <input type="checkbox"/> C/C <input checked="" type="checkbox"/> C/E <input type="checkbox"/> P/S <input checked="" type="checkbox"/> S/O <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/> N Title/Information: Coyote Steals the Sun and Moon – Richard Erdoes and Alfonso Ortiz –(zuni myth) – Prentice Hall Literature	X
Structure (Check appropriate choice): <input type="checkbox"/> C/C <input checked="" type="checkbox"/> C/E <input checked="" type="checkbox"/> P/S <input type="checkbox"/> S/O <input checked="" type="checkbox"/> D <input checked="" type="checkbox"/> N Title/Information: Brer Possum’s Dilemma – Jackie Torrence – (African American tale) – Prentice Hall Literature	X

Structure (Check appropriate choice): ____ C/C ____X__ C/E ____ P/S ____X__ S/O ____ D ____X__ N Title/Information: We the People from Words We Live By – Linda R. Monk – EXEMPLAR text: nonfiction – Prentice Hall Literature			X
Structure (Check appropriate choice): ____X__ C/C ____X__ C/E ____ P/S ____X__ S/O ____X__ D ____X__ N Title/Information: Choice: A Tribute to Martin Luther King, Jr. – Alice Walker – Speech – Prentice Hall Literature; Marching for Freedom – Informational text – Prentice Hall Literature		X	X
Writing Assignments		Check Type	
KEY: Structure: C/C = Compare and Contrast C/E = Cause and Effect P/S = Problem/Solution S/O – Sequence/Order D = Description N = Narrative Type: A = Argument E = Explanatory/Informational N = Narrative R = Research		A	E
____X__ Process ____ On Demand AND Structure: ____ C/C ____ C/E ____ P/S ____ S/O ____ D ____ N Title/Description: Explanatory/Informative Writing			X
____X__ P or ____ OD and Structure: ____ C/C ____ C/E ____ P/S ____ S/O ____ D ____ N Title/Description: Poetry Writing			X
____ P or ____X__ OD and Structure: ____ C/C ____ C/E ____ P/S ____ S/O ____ D ____ N Title/Description: Journal Writing and Quick Writes		X	X
____X__ P or ____ OD and Structure: ____X__ C/C ____X__ C/E ____X__ P/S ____ S/O ____X__ D ____ N Title/Description: Responding on Literature/Literary Analysis			X
Assessment Evidence:			
Performance Tasks: Short constructed response questions; Essays;		Other Assessment Measures: School-wide writing assessment; STAR	

Projects; Presentations; Rubrics (either PARCC or teacher created) will be used to judge performances of understanding	Reading; Multiple Choice questions; Quizzes; Journals; Essays; Quick writes; Summative chapter test; Exit Slips; Graphic Organizers; Homework; Anecdotal Notes; Student Conferencing
<i>Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)</i>	
<i>Instructional Strategies and Activities</i>	
Title	
29. Analysis of student work	Analyze a peer’s writing and explain the thesis statement, supporting details and examine the topic.
30. Direct instruction	During whole class instruction, engage students to create an anchor chart to use it as a guide for their writing piece.
31. Student self-assessment	Using a Class Wiki/Blog/Google Docs, students will publish a writing piece, using evidence found online to support ideas. Students will respond to 1-2 peers, providing feedback delineated by the rubric used.
Resources:	
Prentice Hall Literature, https://www.readworks.org/ , https://newsela.com/ ; various websites; various novels	
Suggested Time Frame:	40-45 days

Curriculum Map- Eighth Grade ELA

Eighth Grade		Unit 1	Unit 2	Unit 3	Unit 4
Reading Literature Text					
Key Ideas and Details					
LA.8.RL.8.1	Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.	✓	✓	✓	✓
LA.8.RL.8.2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	✓	✓	✓	✓
LA.8.RL.8.3	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	✓		✓	✓
Craft and Structure					
LA.8.RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	✓		✓	✓
LA.8.RL.8.5	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.			✓	
LA.8.RL.8.6	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.	✓	✓	✓	✓
Integration of Knowledge and Ideas					
LA.8.RL.8.7	Evaluate the choices made by the directors or actors by analyzing the extent to which a filmed or live production of a			✓	

	story or drama stays faithful to or departs from the text or script.				
LA.8.RL.8.8	(Not applicable to literature)				
LA.8.RL.8.9	Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.			✓	
Range of Reading and Level of Text Complexity					
LA.8.RL.8.10	By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (See Appendix A) or above, scaffolding as needed.				✓
Reading Informational Text					
Key Ideas and Details					
LA.8.RI.8.1	Cite the textual evidence and make relevant connections that most strongly support an analysis of what the text says explicitly as well as inferences drawn from the text.	✓	✓	✓	✓
LA.8.RI.8.2	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.	✓	✓	✓	✓
LA.8.RI.8.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	✓	✓	✓	✓

Craft and Structure					
LA.8.RI.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	✓	✓	✓	✓
LA.8.RI.8.5	Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.		✓	✓	✓
LA.8.RI.8.6	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	✓	✓	✓	✓
Integration of Knowledge and Ideas					
LA.8.RI.8.7	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.		✓		
LA.8.RI.8.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.		✓		
LA.8.RI.8.9	Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.		✓		
Range of Reading and Level of Text Complexity					

LA.8.RI.8.10	By the end of the year read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above, with scaffolding as needed.				✓
Writing					
Text Types and Purposes					
LA.8.W.8.1 (a-e)	<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a) Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>c) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>d) Establish and maintain a formal style.</p> <p>e) Provide a concluding statement or section that follows from and supports the argument presented.</p>		✓		
LA.8.W.8.2 (a-f)	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a) Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).</p> <p>b) Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c) Use appropriate and varied transitions to create</p>	✓			✓

	<p>cohesion and clarify the relationships among ideas and concepts.</p> <p>d) Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e) Establish and maintain a formal style/academic style, approach, and form.</p> <p>f) Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>				
LA.8.W.8.3 (a-e)	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>a) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>b) Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</p> <p>c) Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.</p> <p>d) Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>e) Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>			✓	
Production and Distribution of Writing					
LA.8.W.8.4	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are	✓	✓	✓	✓

	defined in standards 1–3 above.)				
LA.8.W.8.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	✓	✓	✓	✓
LA.8.W.8.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	✓		✓	✓
Research to Build and Present Knowledge					
LA.8.W.8.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	✓			✓
LA.8.W.8.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	✓	✓		
LA.8.W.8.9 (a-b)	Draw evidence from literary or informational texts to support analysis, reflection, and research. a) Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”). b) Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific			✓	

	claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).				
Range of Writing					
LA.8.W.8.10	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.		✓	✓	✓
Speaking and Listening					
Comprehension and Collaboration					
LA.8.SL.8.1 (a-d)	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> a) Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b) Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. c) Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas. d) Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. 	✓	✓	✓	✓

LA.8.SL.8.2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.		✓	✓	✓
LA.8.SL.8.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.				✓
Presentation of Knowledge and Ideas					
LA.8.SL.8.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.	✓	✓	✓	
LA.8.SL.8.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.				✓
LA.8.SL.8.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	✓	✓	✓	✓

Language
Conventions of Standard English

LA.8.L.8.1 (a-d)	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a) Explain the function of verbal's (gerunds, participles, infinitives) in general and their function in particular sentences. b) Form and use verbs in the active and passive voice. c) Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. d) Recognize and correct inappropriate shifts in verb voice and mood. 	✓	✓	✓	✓
LA.8.L.8.2 (a-b)	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a) Use punctuation (comma, ellipsis, dash) to indicate a pause or break. b) Use an ellipsis to indicate an omission. c) Spell correctly. 	✓	✓	✓	✓
Knowledge of Language					
LA.8.L.8.3	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).</p>		✓	✓	
Vocabulary Acquisition and Use					
LA.8.L.8.4 (a-d)	<p>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> a) Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b) Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, 	✓	✓	✓	✓

	<p>recede, secede).</p> <p>c) Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>d) Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>				
LA.8.L.8.5 (a-c)	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a) Interpret figures of speech (e.g. verbal irony, puns) in context.</p> <p>b) Use the relationship between particular words to better understand each of the words.</p> <p>c) Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).</p>		✓	✓	
LA.8.L.8.6	<p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	✓	✓	✓	✓