

**English Language Arts Grades 6-8
Dennis Township Schools**

SUBJECT: Language Arts

GRADE LEVEL: 6

UNIT TITLE: Compositional Risks, Grammar, Textbook-fiction and nonfiction, Poetry

LENGTH OF STUDY: MP 1

START OF UNIT: September

END OF UNIT: November

Core Ideas

Grammar
Smiley Face Tricks/Compositional Risks
Text evidence
Theme
Figurative language
Point of view
Central Idea
Give a speech
Class discussions

Materials

Textbook: Pearson Realize My Perspectives
Scholastic magazine
Nonfiction text
Fiction text
Writing prompts
IXL

Daily Targets	NJSLs Performance Expectations	Instructional Activities
<ul style="list-style-type: none"> • quote textual evidence (citations mention the source of quoted text) • discuss explicit and implicit meanings that can be drawn from a text <ul style="list-style-type: none"> ▪ relevant connections and text evidence are used to make inferences ▪ cite textual evidence to support analysis of what the text says explicitly ▪ cite textual evidence to support analysis of inferences drawn from the text ▪ make relevant connections to support analysis of what the text says explicitly ▪ make relevant connections to support analysis of inferences drawn from the text ▪ draw inferences from the text • discuss that theme or central idea is conveyed through particular details in a text <ul style="list-style-type: none"> ▪ write summaries that do not include personal opinions ▪ determine a theme or central idea of a text ▪ provide a summary distinct from personal opinions or judgments • discuss how words have figurative meanings <ul style="list-style-type: none"> ▪ determine that specific word choice in a text has an impact on meaning and tone <ul style="list-style-type: none"> ▪ determine the meaning of words and phrases as used in a text ▪ determine the meaning of figurative language as used in a text ▪ analyze the impact of word choice on meaning and tone • authors make deliberate decisions to include particular sentences, chapters, scenes, and/or stanzas to contribute to the overall development of the theme, setting, or plot • discuss how the plot of a story or drama unfolds in a series of episodes (i.e. literary elements: exposition, rising action, etc.) <ul style="list-style-type: none"> ▪ determine that characters respond or change as the plot moves towards a resolution ▪ describe how the story's or drama's plot unfolds in a series of episodes ▪ describe how the characters respond or change as the plot moves toward a resolution • discuss that there are different points of view in a story or poem 	<p>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.</p> <p>RL.6.2. Determine a theme/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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text. 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.</p> <p>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.</p> <p>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</p> <p>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.</p> <p>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.</p> <p>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</p>	<p>Memory speech-read Wilfrid Gordon McDonald Partridge and then present a speech of 5 memories</p> <p>Parts of speech- review each one & create google slides project</p> <p>Choice reading time: Students read choice books - independently, daily, 10 minutes</p> <p>Smiley Face Tricks-review samples of each one and write own examples, figurative language</p> <p>SPICE - review a couple SPICE tricks each day - read samples, write some together, students write their own.</p> <p>Textbook: “Wagon Train at Dusk” p2-9 Read and discuss and write a summary, inference, connections,theme, plot</p> <p>“Brown Girl Dreaming” p12-25 Read this memoir in verse containing 7 poems, point of view, connections , theme, summarize each poem, figurative language, compare/contrast reading a poem and listening to a poem</p> <p>“Calvin and Hobbes” p26-31 Read and discuss this cartoon, inference</p> <p>“Michaela DePrince: The War Orphan Who Became a Ballerina” p50-59 and watch video Read and discuss this nonfiction narrative, synonyms and antonyms, connections, summary, plot</p> <p>From “Bad Boy” p60-67 Read this nonfiction narrative, central idea, connections</p> <p>“I Was a Skinny Tomboy Kid” p68-77 Read this poem and discuss theme, figurative language</p> <p>Independent online selection p80-81 Apply skills from other selections</p>

<ul style="list-style-type: none"> ▪ discuss how an author develops the point of view of the narrator or speaker ▪ explain how an author develops the point of view of the narrator in a text ▪ explain how an author develops the point of view of the speaker in a text <p>▪ compare, contrast, and reflect on events presented by different authors through different texts</p> <ul style="list-style-type: none"> ▪ determine that there is a difference between what readers “see” and “hear” when reading a story, drama, or poem and between what they perceive when listening to its audio, video, or live version ▪ 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 <p>▪ read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above</p> <ul style="list-style-type: none"> ▪ discuss that citing is one way of quoting textual evidence (citations mention the source of quoted text) ▪ determine that there are explicit and implicit meanings that can be drawn from a text 	<p>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 and anecdotes).</p> <p>RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p>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.</p> <p>RI.6.6. Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text</p> <p>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.</p> <p>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).</p> <p>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.</p>	<p>Scholastic Magazine-every other week Read, discuss, videos, writing prompt, text evidence</p> <p>IXL - grammar/literary elements that coincide with lit book selections</p> <p>IXL- Roots/Prefixes/Suffixes</p>
<ul style="list-style-type: none"> ▪ providing a summary is distinct from personal opinions or judgments <ul style="list-style-type: none"> ▪ discuss how a key individual is illustrated and elaborated in a text through examples or anecdotes ▪ discuss how a key event is illustrated and elaborated in a text through examples or anecdotes ▪ discuss how a key idea is illustrated and elaborated in a text through examples or anecdotes <ul style="list-style-type: none"> ▪ discuss how the structure of a text contributes to the overall development of ideas ▪ learn that authors make decisions to include particular sentences, paragraphs, chapters, and/or sections to contribute to the overall structure of a text ▪ learn that authors make decisions to include particular sentences, paragraphs, chapters, and/or sections to contribute to the overall development of ideas <ul style="list-style-type: none"> ▪ discuss how authors write for different purposes ▪ discuss how an author’s point of view is conveyed in a text <ul style="list-style-type: none"> ▪ discuss how information can be presented in different media or formats as well as words to develop an understanding of a topic or issue 	<p>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.</p> <p>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</p> <p>B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <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> <p>SL.6.2 interprets information presented in diverse media and formats (e.g. visually, quantitatively, orally) and explains how it contributes to a topic, text, or issue under study.</p> <p>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.</p> <p>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).</p>	

- integrate information presented in different media or formats and in words to develop an understanding of a topic or issue
- discuss how one author's presentation of events may differ with that of another (e.g., memoir and biography)
- read and comprehend literary nonfiction at grade-level text-complexity
- engage effectively in a range of collaborative discussions (one-on-one) with diverse partners on grade 6 topics, texts, and issue building on others' ideas and expressing their own clearly
 - building on others' ideas and expressing our own clearly helps us engage effectively in a range of collaborative discussions
 - come to discussions prepared, having read or studied required material
- following rules for collegial discussions helps us engage in collaborative discussion
 - discuss how defining individual roles as needed helps us engage in collaborative discussion
 - posing and responding to questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion helps us engage in collaborative discussion
 - reviewing the key ideas expressed and demonstrating understanding of multiple perspectives through reflection and paraphrasing helps us engage in collaborative discussion
 - come to discussions prepared, having read or studied required material
- learn that eye contact, adequate volume and clear pronunciation are appropriate speaking behaviors
- determine how to present claims and findings
- determine how to sequence ideas logically
- learn that information can be clarified by including multimedia components and visual displays in presentation
- learn that speakers adapt their speech appropriate to a task and situation
- learn that the use of conventions of standard English grammar and usage help to communicate ideas effectively when writing or speaking
 - demonstrate command of the conventions of standard English grammar and usage when writing or speaking
 - recognize variations from standard English in their own and others' writing and speaking

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

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, 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, 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.

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 in context

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

- identify and use strategies to improve expression in conventional language
- ensure that pronouns are in the proper case (subjective, objective, possessive)
- use intensive pronouns (e.g., myself, ourselves)
- recognize and correct inappropriate shifts in pronoun number and person
- recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents)
- learn that following capitalization, punctuation and spelling rules when writing help us demonstrate that we have command of the conventions of standard English
 - demonstrate command of the conventions of standard English capitalization, punctuation (commas, parentheses, dashes) , and spelling when writing
 - use punctuation to set off nonrestrictive/parenthetical elements
- spell correctly
- learn that varying sentence patterns impacts meaning, interest, style and voice
- be consistent in style and tone

• discuss how the meaning of unknown or multiple-meaning words can be determined through different contexts, such as its position in a sentence

• discuss how the meaning of unknown or multiple-meaning words can be determined through different contexts, such as its Greek or Latin roots

• discuss how the meaning of unknown or multiple-meaning words can be determined through consulting different materials

- 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
- learn that words carry different meanings depending on how they are used
- learn that vocabulary knowledge is important to comprehension

• draw evidence from informational texts to support analysis, reflection, and research

• draw evidence from informational texts to support analysis, reflection, and research by applying non-fiction reading standards to writing

• write routinely over extended time frames (time for research, reflection, metacognition/self correction and revision) for a range of discipline specific tasks, purposes, and audiences

C. Distinguish among the connotations of words with denotations

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.

W.6.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

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 audience.

Accommodations and Modifications	
Special Education	<ul style="list-style-type: none"> • follow 504/IEP accommodations • create visual word wall with labels • highlight and define important vocabulary • ask yes/no questions • provide sentence frames or sentence stems • allow for use of pictures in science journal with dictation support • create a word map
English Language Learners	<ul style="list-style-type: none"> • create visual word wall with labels • highlight and define important vocabulary • ask yes/no questions • provide sentence frames or sentence stems • allow for use of pictures in science journal with dictation support • create a word map
Students At-Risk of School Failure	<ul style="list-style-type: none"> • Allow verbalization before writing • Use audio materials when necessary • Read tests aloud • Restate, reword, clarify directions • Re-teach concepts using small groups • Provide educational “breaks” as necessary • Chunking content into “digestible bites” • Shorten assignments to focus on mastery concept • Assignment, Project, and Assessment Modification Based on Individual Student Needs • Use mnemonic devices
Gifted and Talented	<ul style="list-style-type: none"> • Student Choice • Assignment, Project, and Assessment Modification Based on Individual Student Needs
Students with 504 Plans	<ul style="list-style-type: none"> • Allow verbalization before writing • Use audio materials when necessary • Read tests aloud • Restate, reword, clarify directions • Re-teach concepts using small groups • Provide educational “breaks” as necessary • Chunking content into “digestible bites” • Shorten assignments to focus on mastery concept • Use mnemonic devices

Assessments	
Formative	<ul style="list-style-type: none"> • Lesson quick checks (Exit tickets) • Teacher Observation
Summative	End-of-Unit, Common Assessment
Benchmark	End-of-Unit, Common Assessment
Alternative	<ul style="list-style-type: none"> • Performance Tasks

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| | <ul style="list-style-type: none">• Projects |
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Interdisciplinary Connections

Read science or Social Studies articles for examples of nonfiction Write responses to Science/ S.S. related prompts from Scholastic
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21st Century Skills, Technology, Career Education
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Personal Financial Literacy, Career Awareness, CTE, and Life Literacies and Key Skills

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| <ul style="list-style-type: none">• Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.• Standard 9.2 Career Awareness, Exploration, Preparation, and Training. This standard outlines the importance of being knowledgeable about one's interests and talents and being well informed about postsecondary and career options, career planning, and career requirements.• Standard 9.3: This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.• Standard 9.4 Life Literacies and Key Skills. This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy. |
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SUBJECT: Language Arts

GRADE LEVEL: 6

UNIT TITLE: Nonfiction Narrative, Argument/Debate, Wonder novel study

LENGTH OF STUDY: MP 2

START OF UNIT: November

END OF UNIT: January

Core Ideas

Use writing process to write a nonfiction narrative

Use writing process to write a debate essay

Text evidence

Theme

Plot

Point of view

Characterization

Class discussions

Figurative language

Written responses to literature

Materials

Textbook

Scholastic magazine

Nonfiction text

Fiction text

Writing prompts

Wonder: novel by R.J. Palacio

IXL

Daily Targets	NJSLs Performance Expectations	Instructional Activities
<p>Brainstorm ideas Complete template for plan for essay Write first draft revise/edit based on rubric Peer conference Teacher conference Final copy</p> <ul style="list-style-type: none"> narratives use effective technique, relevant descriptive details, and well structured event sequences write narratives to develop real or imagined experiences or events using effective technique use relevant descriptive details to create a narrative use well-structured event sequences to create a narrative engage and orient the reader by establishing a context in narrative writing introduce a narrator and/or characters in narrative writing organize an event sequence that unfolds naturally and logically in narrative writing use narrative techniques (such as dialogue, pacing, description, and reflection) to develop experiences, events, and/or characters in narrative writing transition words, phrases, and clauses convey the sequence or signal shifts in narrative writing in narrative writing transition words, phrases, and clauses show the relationship among experiences and events in narrative writing use a variety of transition words, phrases, and clauses to convey sequence use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events in narrative writing provide a conclusion that follows from the narrated experiences or events writers use different voice and style according to task, purpose and audience organize writing that is appropriate to task, purpose and audience develop writing that is appropriate to task, purpose and audience with some guidance and support from peers and adults, develop and strengthen writing by planning 	<p>W.6.1. Write arguments to support claims with clear reasons and relevant evidence.</p> <p>A. Introduce claim(s) and organize the reasons and evidence clearly.</p> <p>B. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p> <p>C. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p> <p>D. Establish and maintain a formal/academic style, approach, and form.</p> <p>E. Provide a concluding statement or section that follows from the argument presented</p> <p>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.</p> <p>A. Introduce a topic and organize ideas, concepts, and information, using text structures (e.g.definition, multimedia) when useful to aid in comprehension.</p> <p>B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>C. Use appropriate transitions to 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/academic style, approach, and form.</p> <p>F. Provide a concluding statement or section that follows from the information or explanation presented.</p> <p>W.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p>	<p>Choice reading time: Students read choice books - independently, daily, 10 minutes</p> <p>After reading a few nonfiction narratives, follow the writing process and write one</p> <p>Nonfiction Narrative writing: sample topics: “When did a challenge lead to a triumph?” “Write about a time when you used your imagination to find a new way to do something.”</p> <p>Review plot diagram</p> <p>Explain writing process</p> <p>Model the steps to write a nonfiction narrative</p> <p>Read and discuss Scholastic magazine and write an argument/debate essay on given topic</p> <p>Review writing process</p> <p>Model the steps for argument/debate essay</p> <p>Introduction to <i>Wonder</i> novel and disease</p> <p>Pages 1-40, packet, discussion</p> <p>Pages 41-80, packet, discussion</p> <p>Pages 81-117, packet, discussion</p> <p>Pages 118-159, packet, discussion</p> <p>Pages 160-204, packet, discussion</p> <p>Pages 205-248, packet, discussion</p>

- with some guidance and support from peers and adults, develop and strengthen writing by revising
 - with some guidance and support from peers and adults, develop and strengthen writing by editing
 - with some guidance and support from peers and adults, develop and strengthen writing by rewriting
 - with some guidance and support from peers and adults, develop and strengthen writing by trying a new approach
- use technology, including the internet, to produce and publish writing
 - use technology, including the internet, to interact and collaborate with others to produce and publish writing
 - write routinely over extended time frames (time for research, reflection, metacognition/self correction and revision) for a range of discipline specific tasks, purposes, and audiences
 - write routinely over shorter time frames for a range of discipline specific tasks, purposes, and audiences
- write routinely over extended time frames (time for research, reflection, metacognition/self correction and revision) for a range of discipline specific tasks, purposes, and audiences
- arguments and claims are supported by clear reasoning and relevant evidence
 - write arguments to support claims with clear reasons and relevant evidence
 - introduce claims in argumentative writing
 - organize the reasons and evidence clearly in argumentative writing
 - support a claim(s) with clear reasoning and relevant evidence in argumentative writing
 - use credible sources to demonstrate an understanding of the topic or text in argumentative writing
 - use words, phrases, and clauses in argumentative writing
 - clarify the relationships among claim(s), reasons, and evidence in argumentative writing
 - writing can establish and maintain a formal style in argumentative writing
 - establish and maintain a formal style/academic style, approach, and form in argumentative writing
 - provide a concluding statement or section that follows from the argument presented
- informative/explanatory texts examine topics and convey ideas, concepts and information through the selection, organization and analysis of relevant content
 - write informative/explanatory texts to examine a topic by selecting, organizing, and analyzing relevant content
 - write informative/explanatory texts to convey ideas, concepts, and information by selecting, organizing, and analyzing relevant content

- 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.
- 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.6.9.** Draw evidence from literary or informational texts to support analysis, reflection, and research. B. Apply grade 6 Reading standards to literary nonfiction (e.g., "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").
- 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 audience
- 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/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 towards a resolution.

Pages 249-310, packet, discussion

End of novel project

IXL - grammar/literary elements that coincide with lit book selections

IXL- Roots/Prefixes/Suffixes

- informative/explanatory writing has text structures when useful, (e.g., definition, classification, comparison/contrast, cause/effect, etc.)
- informative/explanatory writing has text features when useful, e.g., headings, graphics, and multimedia
- use text structures to organize ideas, concepts, and information in informative/explanatory writing when useful in aiding comprehension
- use text features to organize ideas, concepts, and information in informative/explanatory writing when useful in aiding comprehension
- develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples in informative/explanatory text
- appropriate transitions can create cohesion and clarify the relationship of ideas in informative/explanatory text
- use appropriate transitions to create cohesion in informative/explanatory text
- use appropriate transitions to clarify the relationships among ideas and concepts in informative/explanatory text
- use precise language to inform about or explain the topic in informative/explanatory text
- use domain-specific vocabulary
- establish and maintain a formal/academic style, approach, and form in informative/explanatory text
- provide a concluding statement or section that follows from the information or explanation presented in informative/explanatory text

- draw evidence from informational texts to support analysis, reflection, and research
- draw evidence from informational texts to support analysis, reflection, and research by applying non-fiction reading standards to writing

- an author makes specific claims in a text
- arguments and claims are supported by reasons and evidence
- trace argument and specific claims in a text
- evaluate an argument and its specific claims in a text
- distinguish claims that are supported by reasons and evidence from claims that are not

- write routinely over extended time frames (time for research, reflection, metacognition/self correction and revision) for a range of discipline specific tasks, purposes, and audiences

- citing is a specific way of quoting textual evidence (citations mention the source of quoted text)
- there are different types of connections
- there are explicit and implicit meanings that can be drawn from a text

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. 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.

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.6.8. 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.6.10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed

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;

- relevant connections and text evidence are used to make inferences
 - cite textual evidence to support analysis of what the text says explicitly
 - cite textual evidence to support analysis of inferences drawn from the text
 - make relevant connections to support analysis of what the text says explicitly
 - make relevant connections to support analysis of inferences drawn from the text
 - draw inferences from the text
- discuss that theme or central idea is conveyed through particular details in a text
- write summaries that do not include personal opinions
 - determine a theme or central idea of a text
- provide a summary distinct from personal opinions or judgments
- discuss how the plot of a story or drama unfolds in a series of episodes (i.e. literary elements: exposition, rising action, etc.)
- determine that characters respond or change as the plot moves towards a resolution
- describe how the story's or drama's plot unfolds in a series of episodes
- describe how the characters respond or change as the plot moves toward a resolution
- discuss how words have figurative meanings
- determine that specific word choice in a text has an impact on meaning and tone
 - determine the meaning of words and phrases as used in a text
 - determine the meaning of figurative language as used in a text
 - analyze the impact of word choice on meaning and tone
- authors make deliberate decisions to include particular sentences, chapters, scenes, and/or stanzas to contribute to the overall development of the theme, setting, or plot
- discuss that there are different points of view in a story or poem
 - discuss how an author develops the point of view of the narrator or speaker
 - explain how an author develops the point of view of the narrator in a text
 - explain how an author develops the point of view of the speaker in a text

explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe

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).

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, 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, 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.

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

- read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above
- discuss that citing is one way of quoting textual evidence (citations mention the source of quoted text)
 - determine that there are explicit and implicit meanings that can be drawn from a text
- providing a summary is distinct from personal opinions or judgments
- discuss how a key individual is illustrated and elaborated in a text through examples or anecdotes
- discuss how a key event is illustrated and elaborated in a text through examples or anecdotes
- discuss how a key idea is illustrated and elaborated in a text through examples or anecdotes
- how words and phrases are used in a text determine its meaning ▪ words and phrases have figurative meanings ▪ words and phrases have connotative meanings ▪ words and phrases have technical meanings
- discuss how the structure of a text contributes to the overall development of ideas
 - learn that authors make decisions to include particular sentences, paragraphs, chapters, and/or sections to contribute to the overall structure of a text
 - learn that authors make decisions to include particular sentences, paragraphs, chapters, and/or sections to contribute to the overall development of ideas
- discuss how authors write for different purposes
 - discuss how an author's point of view is conveyed in a text
- read and comprehend literary nonfiction at grade-level text-complexity
- engage effectively in a range of collaborative discussions (one-on-one) with diverse partners on grade 6 topics, texts, and issue building on others' ideas and expressing their own clearly
 - building on others' ideas and expressing our own clearly helps us engage effectively in a range of collaborative discussions
 - come to discussions prepared, having read or studied required material
 - following rules for collegial discussions helps us engage in collaborative discussion
 - discuss how defining individual roles as needed helps us engage in collaborative discussion
 - posing and responding to questions with elaboration and detail by making comments that contribute to the topic, text,

- interpret figures of speech in context
- Use the relationship between particular words to better understand each of the words.
- Distinguish among the connotations of words with denotations

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.

- 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.
- Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.
- 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.
- 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).

or issue under discussion helps us engage in collaborative discussion

- reviewing the key ideas expressed and demonstrating understanding of multiple perspectives through reflection and paraphrasing helps us engage in collaborative discussion

- speakers adapt their speech appropriate to a task and situation

- come to discussions prepared, having read or studied required material

- claims need to be supported by reasons and evidence ▪ deconstruct a speaker's argument

- distinguish claims that are supported by reasons and evidence from those that are not

- learn that eye contact, adequate volume and clear pronunciation are appropriate speaking behaviors

- determine how to present claims and findings

- determine how to sequence ideas logically

- learn that the use of conventions of standard English grammar and usage help to communicate ideas effectively when writing or speaking

- demonstrate command of the conventions of standard English grammar and usage when writing or speaking

- recognize variations from standard English in their own and others' writing and speaking

- identify and use strategies to improve expression in conventional language

- ensure that pronouns are in the proper case (subjective, objective, possessive)

- use intensive pronouns (e.g., myself, ourselves)

- recognize and correct inappropriate shifts in pronoun number and person

- recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents)

- learn that following capitalization, punctuation and spelling rules when writing help us demonstrate that we have command of the conventions of standard English

- demonstrate command of the conventions of standard English capitalization, punctuation (commas, parentheses, dashes) , and spelling when writing

- use punctuation to set off nonrestrictive/parenthetical elements

- spell correctly

- spell correctly

- learn that varying sentence patterns impacts meaning, interest, style and voice

- be consistent in style and tone

- discuss how the meaning of unknown or multiple-meaning words can be determined through different contexts, such as its position in a sentence

<ul style="list-style-type: none"> • discuss how the meaning of unknown or multiple-meaning words can be determined through different contexts, such as its Greek or Latin roots • discuss how the meaning of unknown or multiple-meaning words can be determined through consulting different materials <ul style="list-style-type: none"> ▪ 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 • learn that words carry different meanings depending on how they are used • learn that vocabulary knowledge is important to comprehension 		
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Accommodations and Modifications		
Special Education	<ul style="list-style-type: none"> • follow 504/IEP accommodations • create visual word wall with labels • highlight and define important vocabulary • ask yes/no questions • provide sentence frames or sentence stems • allow for use of pictures in science journal with dictation support • create a word map 	
English Language Learners	<ul style="list-style-type: none"> • create visual word wall with labels • highlight and define important vocabulary • ask yes/no questions • provide sentence frames or sentence stems • allow for use of pictures in science journal with dictation support • create a word map 	
Students At-Risk of School Failure	<ul style="list-style-type: none"> • Allow verbalization before writing • Use audio materials when necessary • Read tests aloud • Restate, reword, clarify directions • Re-teach concepts using small groups • Provide educational "breaks" as necessary • Chunking content into "digestible bites" • Shorten assignments to focus on mastery concept • Assignment, Project, and Assessment Modification Based on Individual Student Needs • Use mnemonic devices 	
Gifted and Talented	<ul style="list-style-type: none"> • Student Choice • Assignment, Project, and Assessment Modification Based on Individual Student Needs 	

Students with 504 Plans	<ul style="list-style-type: none"> • Allow verbalization before writing • Use audio materials when necessary • Read tests aloud • Restate, reword, clarify directions • Re-teach concepts using small groups • Provide educational “breaks” as necessary • Chunking content into “digestible bites” • Shorten assignments to focus on mastery concept • Use mnemonic devices
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Assessments	
Formative	<ul style="list-style-type: none"> • Lesson quick checks (Exit tickets) • Teacher Observation
Summative	End-of-Unit, Common Assessment
Benchmark	End-of-Unit, Common Assessment
Alternative	<ul style="list-style-type: none"> • Performance Tasks • Projects

Interdisciplinary Connections
<p>Science/SS- debate topic can be one from Scholastic magazine</p> <p>Music- listen to the songs from <i>Wonder</i> and discuss why author included them in novel</p>

21st Century Skills, Technology, Career Education
Personal Financial Literacy, Career Awareness, CTE, and Life Literacies and Key Skills
<ul style="list-style-type: none"> • Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers. • Standard 9.2 Career Awareness, Exploration, Preparation, and Training. This standard outlines the importance of being knowledgeable about one's interests and talents and being well informed about postsecondary and career options, career planning, and career requirements. • Standard 9.3: This standard outlines what students should know and be able to do upon completion of a CTE Program of Study. • Standard 9.4 Life Literacies and Key Skills. This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

SUBJECT: Language Arts

GRADE LEVEL: 6

UNIT TITLE: Novel Study, Compare/Contrast essay, Textbook, Poetry Unit

LENGTH OF STUDY: MP 3

START OF UNIT: January

END OF UNIT: March

Core Ideas

Text evidence

Theme

Plot

Summaries

Point of view

Characterization

Class discussions

Figurative language

Written responses to literature

Grammar

Compare/Contrast novel and movie

Use writing process to write a compare/contrast 3-5 paragraph essay

Use writing process to write an informative/explanatory essay

Figurative language

Use the writing process to write original poems

Materials

Hatchet: novel by Gary Paulsen

Textbook

Nonfiction text

Fiction text

Writing prompts

Daily Targets	NJSLs Performance Expectations	Instructional Activities
<ul style="list-style-type: none"> citing is a specific way of quoting textual evidence (citations mention the source of quoted text) there are different types of connections there are explicit and implicit meanings that can be drawn from a text relevant connections and text evidence are used to make inferences cite textual evidence to support analysis of what the text says explicitly cite textual evidence to support analysis of inferences drawn from the text make relevant connections to support analysis of what the text says explicitly make relevant connections to support analysis of inferences drawn from the text draw inferences from the text <ul style="list-style-type: none"> theme or central idea is conveyed through particular details in a text summaries do not include personal opinions determine a theme or central idea of a text provide a summary distinct from personal opinions or judgments <ul style="list-style-type: none"> the plot of a story or drama unfolds in a series of episodes (i.e. literary elements: exposition, rising action, etc.) characters respond or change as the plot moves towards a resolution describe how the story's or drama's plot unfolds in a series of episodes describe how the characters respond or change as the plot moves toward a resolution <ul style="list-style-type: none"> words have figurative meanings specific word choice in a text has an impact on meaning and tone determine the meaning of words and phrases as used in a text determine the meaning of figurative language as used in a text analyze the impact of word choice on meaning and tone 	<p>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.</p> <p>RL.6.2. Determine a theme/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.</p> <p>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 towards a resolution.</p> <p>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.</p> <p>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.</p> <p>RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text. 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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>A. Introduce a topic and organize ideas, concepts, and information, using text structures</p>	<p>Choice reading time: Students read choice books - independently, daily, 10 minutes</p> <p>Hatchet:</p> <p>Pre Reading activity alone and with group Read Chapters 1-2 Read chapters 3-5 Group discussion chapters 1-5 Questions chapters 1-5 Kahoot Read Chapters 6-7 Read chapters 8-10 Group discussion chapters 6-10 Questions chapters 6-10 Kahoot Read Chapters 11-12 Read chapters 13-15 Group discussion chapters 11-15 Questions chapters 11-15 Kahoot Read Chapters 16-17 Read chapters 18-Epilogue Group discussion chapters 16-E Questions chapters 16-E Kahoot</p> <p>Compare/Contrast essay Book/Movie:</p> <p>Brainstorm ideas Complete template for plan for essay Write first draft revise/edit based on rubric Peer conference Teacher conference Final copy</p> <p>Textbook:</p> <p>"Reading Buddies" explanatory text p90-97</p>

- authors make deliberate decisions to include particular sentences, chapters, scenes, and/or stanzas to contribute to the overall development of the theme, setting, or plot
- there are different points of view in a story or poem
 - an author develops the point of view of the narrator or speaker
 - explain how an author develops the point of view of the narrator in a text
 - explain how an author develops the point of view of the speaker in a text
- there is a difference between what readers “see” and “hear” when reading a story, drama, or poem and between what they perceive when listening to its audio, video, or live version
 - 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
- read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above
- informative/explanatory texts examine topics and convey ideas, concepts and information through the selection, organization and analysis of relevant content
 - write informative/explanatory texts to examine a topic by selecting, organizing, and analyzing relevant content
 - write informative/explanatory texts to convey ideas, concepts, and information by selecting, organizing, and analyzing relevant content
 - informative/explanatory writing has text structures when useful, (e.g., definition, classification, comparison/contrast, cause/effect, etc.)
 - informative/explanatory writing has text features when useful, e.g., headings, graphics, and multimedia
 - use text structures to organize ideas, concepts, and information in informative/explanatory writing when useful in aiding comprehension
 - use text features to organize ideas, concepts, and information in informative/explanatory writing when useful in aiding comprehension
 - develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples in informative/explanatory text
 - appropriate transitions can create cohesion and clarify the relationship of ideas in informative/explanatory text
 - use appropriate transitions to create cohesion in informative/explanatory text
 - use appropriate transitions to clarify the relationships among ideas and concepts in informative/explanatory text
 - use precise language to inform about or explain the topic in informative/explanatory text

(e.g.definition, multimedia) when useful to aid in comprehension.

- Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- Use appropriate transitions to clarify the relationships among ideas and concepts.
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Establish and maintain a formal/academic style, approach, and form.
- 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.

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

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 audience.

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.

- Come to discussions prepared, having read or studied required material; explicitly draw on that preparation be referring to evidence on the topic, text, or issue to probe
- Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

Write summary

“Hachiko” fiction p118-127
Read and discuss this historical fiction passage, spelling/capitalization

“A Blessing” poem p138-143
Read and discuss this poem, elements of poetry

“Predators” poem p144-151
Read and discuss poem, poetic structures, word choice and tone

Independent online selection p 174-175
Apply skills from other selections

Informative/Explanatory Essay:

How can people and animals help one another?

How can people and animals relate to each other?

Scholastic Magazine-every other week
Read, discuss, videos, writing prompt

Poetry Slides:

Google slides of 10-14 poems
Present one memorized poem

IXL - grammar/literary elements that coincide with lit book selections

IXL- Roots/Prefixes/Suffixes

- use domain-specific vocabulary to inform about or explain the topic in informative/explanatory text
- establish and maintain a formal/academic style, approach, and form in informative/explanatory text
- provide a concluding statement or section that follows from the information or explanation presented in informative/explanatory text

- produce clear and coherent writing with a voice that is appropriate to task, purpose and audience
- produce clear and coherent writing with a style that is appropriate to task, purpose and audience

- with some guidance and support from peers and adults, develop and strengthen writing by planning
- with some guidance and support from peers and adults, develop and strengthen writing by revising
 - with some guidance and support from peers and adults, develop and strengthen writing by editing
- with some guidance and support from peers and adults, develop and strengthen writing by rewriting
 - with some guidance and support from peers and adults, develop and strengthen writing by trying a new approach

- use technology, including the internet, to produce and publish writing
- use technology, including the internet, to interact and collaborate with others to produce and publish writing

- draw evidence from informational texts to support analysis, reflection, and research
 - draw evidence from informational texts to support analysis, reflection, and research by applying non-fiction reading standards to writing

- write routinely over extended time frames (time for research, reflection, metacognition/self correction and revision) for a range of discipline specific tasks, purposes, and audiences
 - write routinely over shorter time frames for a range of discipline specific tasks, purposes, and audiences

- engage effectively in a range of collaborative discussions (one-on-one) with diverse partners on grade 6 topics, texts, and issue building on others' ideas and expressing their own clearly
- building on others' ideas and expressing our own clearly helps us engage effectively in a range of collaborative discussions
 - come to discussions prepared, having read or studied required materia
- following rules for collegial discussions helps us engage in collaborative discussion

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

SL.6.2 interprets information presented in diverse media and formats (e.g. visually, quantitatively, orally) and explains how it contributes to a topic, text, or issue under study. re 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.6.5. 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

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, 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, 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.

- defining individual roles as needed helps us engage in collaborative discussion
- posing and responding to questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion helps us engage in collaborative discussion
- reviewing the key ideas expressed and demonstrating understanding of multiple perspectives through reflection and paraphrasing helps us engage in collaborative discussion
- information in diverse media and formats can be interpreted
 - information in diverse media contributes to a topic, text, or issue under study
 - interpret information presented in diverse media and format
- eye contact, adequate volume and clear pronunciation are appropriate speaking behaviors
- present claims and findings
- sequence ideas logically
- information can be clarified by including multimedia components and visual displays in presentation
- adapt speech to a variety of contexts and tasks
- demonstrate command of the conventions of standard English grammar and usage when writing or speaking
 - recognize variations from standard English in their own and others' writing and speaking
 - identify and use strategies to improve expression in conventional language
 - recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language
- demonstrate command of the conventions of standard English capitalization, punctuation (commas, parentheses, dashes) , and spelling when writing
 - use punctuation to set off nonrestrictive/parenthetical elements
 - spell correctly
- vary sentence patterns for meaning (syntax)
- vary sentence patterns for reader/listener interest
- vary sentence patterns for style/voice
- maintain consistency in style and tone
- 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).

- 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.
- Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.
 - 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.
 - 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.
- Interpret figures of speech in context
 - Use the relationship between particular words to better understand each of the words.
 - Distinguish among the connotations of words with denotations
- 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.
- .
- 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

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|---|--|--|
| <ul style="list-style-type: none">▪ demonstrate understanding of figurative language, word relationships, and nuances in word meanings▪ use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words▪ 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▪ citing is one way of quoting textual evidence (citations mention the source of quoted text)<ul style="list-style-type: none">▪ there are explicit and implicit meanings that can be drawn from a text▪ providing a summary is distinct from personal opinions or judgments▪ a key individual is illustrated and elaborated in a text through examples or anecdotes<ul style="list-style-type: none">▪ a key event is illustrated and elaborated in a text through examples or anecdotes▪ a key idea is illustrated and elaborated in a text through examples or anecdotes▪ determine the meaning of words and phrases as used in a text<ul style="list-style-type: none">▪ determine the technical meaning of words and phrases as used in a text▪ the structure of a text contributes to the overall development of ideas<ul style="list-style-type: none">▪ authors make decisions to include particular sentences, paragraphs, chapters, and/or sections to contribute to the overall structure of a text▪ authors make decisions to include particular sentences, paragraphs, chapters, and/or sections to contribute to the overall development of ideas▪ determine an author's point of view▪ determine an author's purpose▪ read and comprehend literary nonfiction at grade-level text-complexity | | |
|---|--|--|

Accommodations and Modifications	
Special Education	<ul style="list-style-type: none"> • follow 504/IEP accommodations • create visual word wall with labels • highlight and define important vocabulary • ask yes/no questions • provide sentence frames or sentence stems • allow for use of pictures in science journal with dictation support • create a word map
English Language Learners	<ul style="list-style-type: none"> • create visual word wall with labels • highlight and define important vocabulary • ask yes/no questions • provide sentence frames or sentence stems • allow for use of pictures in science journal with dictation support • create a word map
Students At-Risk of School Failure	<ul style="list-style-type: none"> • Allow verbalization before writing • Use audio materials when necessary • Read tests aloud • Restate, reword, clarify directions • Re-teach concepts using small groups • Provide educational “breaks” as necessary • Chunking content into “digestible bites” • Shorten assignments to focus on mastery concept • Assignment, Project, and Assessment Modification Based on Individual Student Needs • Use mnemonic devices
Gifted and Talented	<ul style="list-style-type: none"> • Student Choice • Assignment, Project, and Assessment Modification Based on Individual Student Needs
Students with 504 Plans	<ul style="list-style-type: none"> • Allow verbalization before writing • Use audio materials when necessary • Read tests aloud • Restate, reword, clarify directions • Re-teach concepts using small groups • Provide educational “breaks” as necessary • Chunking content into “digestible bites” • Shorten assignments to focus on mastery concept • Use mnemonic devices

Assessments	
Formative	<ul style="list-style-type: none"> • Lesson quick checks (Exit tickets) • Teacher Observation
Summative	End-of-Unit, Common Assessment
Benchmark	End-of-Unit, Common Assessment
Alternative	<ul style="list-style-type: none"> • Performance Tasks

	<ul style="list-style-type: none">• Projects
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Interdisciplinary Connections

Read science or SS articles for examples of nonfiction Write responses to Science/ SS related prompts from Scholastic
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21st Century Skills, Technology, Career Education
--

Personal Financial Literacy, Career Awareness, CTE, and Life Literacies and Key Skills

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| <ul style="list-style-type: none">• Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.• Standard 9.2 Career Awareness, Exploration, Preparation, and Training. This standard outlines the importance of being knowledgeable about one's interests and talents and being well informed about postsecondary and career options, career planning, and career requirements.• Standard 9.3: This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.• Standard 9.4 Life Literacies and Key Skills. This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy. |
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SUBJECT:Language Arts

GRADE LEVEL: 6

UNIT TITLE: Textbook, Argument Essay, Creative Writing, Literature Circles

LENGTH OF STUDY: MP 4

START OF UNIT: March

END OF UNIT: June

Core Ideas

Grammar
Smiley Face Tricks/Compositional Risks
Text evidence
Theme/central idea
Universal theme
Plot
Figurative language
Point of view
Characterization
Author's purpose
Author's perspective
Inferences
Class discussions
Responses to literature

Use writing process to write an argument essay

Use writing process to write a creative narrative

Research a topic
Use the writing process write a brief research report

Materials

Textbook: Pearson Realize My Perspectives
Scholastic magazine
Nonfiction text
Fiction text
Writing prompts
Novels
IXL

Daily Targets

- citing is a specific way of quoting textual evidence (citations mention the source of quoted text)
- there are different types of connections
- there are explicit and implicit meanings that can be drawn from a text
- relevant connections and text evidence are used to make inferences
- cite textual evidence to support analysis of what the text says explicitly
- cite textual evidence to support analysis of inferences drawn from the text
- make relevant connections to support analysis of what the text says explicitly
- make relevant connections to support analysis of inferences drawn from the text
- draw inferences from the text
- theme or central idea is conveyed through particular details in a text
- summaries do not include personal opinions
- determine a theme or central idea of a text
- provide a summary distinct from personal opinions or judgments
- the plot of a story or drama unfolds in a series of episodes (i.e. literary elements: exposition, rising action, etc.)
- characters respond or change as the plot moves towards a resolution
- describe how the story's or drama's plot unfolds in a series of episodes
- describe how the characters respond or change as the plot moves toward a resolution
- words have figurative meanings

NJSLs Performance Expectations

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/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. 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.6.9. 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

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.

Instructional Activities

Choice reading time: Students read choice books - independently, daily, 10 minutes

Textbook:

"That's Not Progress" p184-191

Video, write summary, quick write

"Feather Friend" p194-205
Comprehension questions, theme, word study, compound words

"Teens and Technology Share a Future" p206-213
Comprehension questions, author's perspective, appositives, word study

"The Black Hole of Technology" p214-223
Comprehension questions, claims, word study, independent and dependent clauses

"The Fun They Had" p 238-247
Comprehension questions, word study, science fiction, action verbs, linking verbs

Is Our Gain Our Loss?" p248-255
Comprehension questions, word study, comparative and superlative degrees

Independent online selection p 263
Comprehension questions, review with group

- specific word choice in a text has an impact on meaning and tone
- determine the meaning of words and phrases as used in a text
- determine the meaning of figurative language as used in a text
- analyze the impact of word choice on meaning and tone
- authors make deliberate decisions to include particular sentences, chapters, scenes, and/or stanzas to contribute to the overall development of the theme, setting, or plot
- there are different points of view in a story or poem
- an author develops the point of view of the narrator or speaker
- explain how an author develops the point of view of the narrator in a text
- explain how an author develops the point of view of the speaker in a text
- compare, contrast, and reflect on events presented by different authors through different texts
- read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above
- citing is one way of quoting textual evidence (citations mention the source of quoted text)
- there are explicit and implicit meanings that can be drawn from a text
- providing a summary is distinct from personal opinions or judgments
- a key individual is illustrated and elaborated in a text through examples or anecdotes
- a key event is illustrated and elaborated in a text through examples or anecdotes
- a key idea is illustrated and elaborated in a text through examples or anecdotes
- determine the meaning of words and phrases as used in a text
- determine the technical meaning of words and phrases as used in a text
- the structure of a text contributes to the overall development of ideas
- authors make decisions to include particular sentences, paragraphs, chapters, and/or sections to contribute to the overall structure of a text
- authors make decisions to include particular sentences, paragraphs, chapters, and/or sections to contribute to the overall development of ideas

- 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 and 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.
- W.6.1** Write arguments to support claims with clear reasons and relevant evidence
- Introduce claims and organize the reasons and evidence clearly
 - Support claims with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
 - Use words, phrases, and clauses to clarify the relationships among claims and reasons .
 - Establish and maintain a formal/academic style, approach, and form.
 - Provide a concluding statement or section that follows from the argument presented.
- 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.
- Introduce a topic and organize ideas, concepts, and information, using text structures (e.g.definition, multimedia) when useful to aid in comprehension.

- "Mission Twinpossible" p444-446
Comprehension questions, word study, inferences, prepositions
- "From Tales From the Odyssey" p452-457
Comprehension questions, word study, universal theme
- "To the Top of Everest" p462-469
Comprehension questions,word study, central idea
- "Mars Can Wait" p487
Online independent selection
- Scholastic Magazine-every other week
Read, discuss, videos, writing prompt
- Argument essay: Sample:
"Do electronic devices and online access really improve our lives?"
"Can anyone be an explorer?"
"Why should we explore new frontiers?"
"Do we rely on technology too much?"
- Brainstorm ideas
Complete template for plan for essay
Write first draft
revise/edit based on rubric
Peer conference
Teacher conference
Final copy
- Creative narrative: Sample:
"Pretend you are an egg and explain how you navigate your daily life"
"One day in the Kingdom of Wisdom..."
"What might happen if a fictional character were to come into the real world?"
- Brainstorm ideas
Complete template for plan for essay
Write first draft
revise/edit based on rubric
Peer conference
Teacher conference
Final copy
- Literature circles:
Determine with your group how many chapters to read at a time
Meet as a group to discuss chapters read
Meet with teacher to conference

- determine an author's point of view
- determine an author's purpose

- understanding of a topic or issue
 - information can be presented in different media or formats as well as words to develop an understanding of a topic or issue
 - integrate information presented in different media or formats and in words to develop an understanding of a topic or issue

- trace argument and specific claims in a text
 - evaluate an argument and its specific claims in a text
- distinguish claims that are supported by reasons and evidence from claims that are not

- compare, contrast, and reflect on events presented by different authors through different texts

- read and comprehend literary nonfiction at grade-level text-complexity

- arguments and claims are supported by clear reasoning and relevant evidence
 - write arguments to support claims with clear reasons and relevant evidence
- introduce claims in argumentative writing
- organize the reasons and evidence clearly in argumentative writing
- support a claim(s) with clear reasoning and relevant evidence in argumentative writing
- use credible sources to demonstrate an understanding of the topic or text in argumentative writing
- use words, phrases, and clauses in argumentative writing
 - clarify the relationships among claim(s), reasons, and evidence in argumentative writing
- writing can establish and maintain a formal style in argumentative writing
- establish and maintain a formal style/academic style, approach, and form in argumentative writing
- provide a concluding statement or section that follows from the argument presented

- informative/explanatory texts examine topics and convey ideas, concepts and information through the selection, organization and analysis of relevant content
- write informative/explanatory texts to examine a topic by selecting, organizing, and analyzing relevant content
- write informative/explanatory texts to convey ideas, concepts, and information by selecting, organizing, and analyzing relevant content
- informative/explanatory writing has text structures when useful, (e.g., definition, classification, comparison/contrast, cause/effect, etc.)

- 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.

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 timeframe or setting to another.

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

W.6.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.

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

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

IXL - grammar/literary elements that coincide with lit book selections

IXL- Roots/Prefixes/Suffixes

- informative/explanatory writing has text features when useful, e.g., headings, graphics, and multimedia
- use text structures to organize ideas, concepts, and information in informative/explanatory writing when useful in aiding comprehension
- use text features to organize ideas, concepts, and information in informative/explanatory writing when useful in aiding comprehension
- develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples in informative/explanatory text
- appropriate transitions can create cohesion and clarify the relationship of ideas in informative/explanatory text
- use appropriate transitions to create cohesion in informative/explanatory text
- use appropriate transitions to clarify the relationships among ideas and concepts in informative/explanatory text
- use precise language to inform about or explain the topic in informative/explanatory text
- use domain-specific vocabulary to inform about or explain the topic in informative/explanatory text
- establish and maintain a formal/academic style, approach, and form in informative/explanatory text
- provide a concluding statement or section that follows from the information or explanation presented in informative/explanatory text

- narratives use effective technique, relevant descriptive details, and wellstructured event sequences
- write narratives to develop real or imagined experiences or events using effective technique
- use relevant descriptive details to create a narrative
- use well-structured event sequences to create a narrative
- engage and orient the reader by establishing a context in narrative writing
- introduce a narrator and/or characters in narrative writing
- organize an event sequence that unfolds naturally and logically in narrative writing
- use narrative techniques (such as dialogue, pacing, description, and reflection) to develop experiences, events, and/or characters in narrative writing
- transition words, phrases, and clauses convey the sequence or signal shifts in narrative writing in narrative writing
- transition words, phrases, and clauses show the relationship among experiences and events in narrative writing
- use a variety of transition words, phrases, and clauses to convey sequence
- use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events in narrative writing
- provide a conclusion that follows from the narrated experiences or events

two) for a range of discipline-specific tasks, purposes, and audience

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, 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, 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.

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).

- writers use different voice and style according to task, purpose and audience
- organize writing that is appropriate to task, purpose and audience
- develop writing that is appropriate to task, purpose and audience
- with some guidance and support from peers and adults, develop and strengthen writing by planning
- with some guidance and support from peers and adults, develop and strengthen writing by revising
- with some guidance and support from peers and adults, develop and strengthen writing by editing
- with some guidance and support from peers and adults, develop and strengthen writing by rewriting
- with some guidance and support from peers and adults, develop and strengthen writing by trying a new approach
- use technology, including the internet, to produce and publish writing
- use technology, including the internet, to interact and collaborate with others to produce and publish writing
- understanding of a topic or issue
- information can be presented in different media or formats as well as words to develop an understanding of a topic or issue
- integrate information presented in different media or formats and in words to develop an understanding of a topic or issue
- trace argument and specific claims in a text
- evaluate an argument and its specific claims in a text
- distinguish claims that are supported by reasons and evidence from claims that are not
- draw evidence from informational texts to support analysis, reflection, and research
- write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) for a range of discipline specific tasks, purposes, and audiences
- write routinely over shorter time frames for a range of discipline specific tasks, purposes, and audiences
- the use of conventions of standard English grammar and usage help to communicate ideas effectively when writing or speaking
- demonstrate command of the conventions of standard English grammar and usage when writing or speaking
- recognize variations from standard English in their own and others' writing and speaking

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

- Interpret figures of speech in context
- Use the relationship between particular words to better understand each of the words.
- Distinguish among the connotations of words with denotations

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.

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.

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

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

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.6.5. 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

- identify and use strategies to improve expression in conventional language
- ensure that pronouns are in the proper case (subjective, objective, possessive)
- use intensive pronouns (e.g., myself, ourselves)
- recognize and correct inappropriate shifts in pronoun number and person
- recognize and correct inappropriate shifts in pronoun number and person
- following capitalization, punctuation and spelling rules when writing help us demonstrate that we have command of the conventions of standard English
- demonstrate command of the conventions of standard English capitalization, punctuation (commas, parentheses, dashes) , and spelling when writing
 - use punctuation to set off nonrestrictive/parenthetical elements
- spell correctly
- varying sentence patterns impacts meaning, interest, style and voice
- be consistent in style and tone
- vary sentence patterns for meaning (syntax)
- vary sentence patterns for reader/listener interest
- vary sentence patterns for style/voice
- maintain consistency in style and tone
- 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).
- demonstrate understanding of figurative language, word relationships, and nuances in word meanings
 - use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words
- distinguish between the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwhasteful, thrifty)
- 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
- following rules for collegial discussions helps us engage in collaborative discussion
- defining individual roles as needed helps us engage in collaborative discussion
- posing and responding to questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion helps us engage in collaborative discussion

<ul style="list-style-type: none"> ▪ reviewing the key ideas expressed and demonstrating understanding of multiple perspectives through reflection and paraphrasing helps us engage in collaborative discussion ▪ information in diverse media and formats can be interpreted ▪ information in diverse media contributes to a topic, text, or issue under study <ul style="list-style-type: none"> ▪ interpret information presented in diverse media and format ▪ claims need to be supported by reasons and evidence ▪ deconstruct a speaker's argument ▪ distinguish claims that are supported by reasons and evidence from those that are not ▪ eye contact, adequate volume and clear pronunciation are appropriate speaking behaviors <ul style="list-style-type: none"> ▪ present claims and findings ▪ sequence ideas logically ▪ information can be clarified by including multimedia components and visual displays in presentation ▪ adapt speech to a variety of contexts and tasks 		
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Accommodations and Modifications		
Special Education	<ul style="list-style-type: none"> • follow 504/IEP accommodations • create visual word wall with labels • highlight and define important vocabulary • ask yes/no questions • provide sentence frames or sentence stems • allow for use of pictures in science journal with dictation support • create a word map 	
English Language Learners	<ul style="list-style-type: none"> • create visual word wall with labels • highlight and define important vocabulary • ask yes/no questions • provide sentence frames or sentence stems • allow for use of pictures in science journal with dictation support • create a word map 	

Students At-Risk of School Failure	<ul style="list-style-type: none"> • Allow verbalization before writing • Use audio materials when necessary • Read tests aloud • Restate, reword, clarify directions • Re-teach concepts using small groups • Provide educational “breaks” as necessary • Chunking content into “digestible bites” • Shorten assignments to focus on mastery concept • Assignment, Project, and Assessment Modification Based on Individual Student Needs • Use mnemonic devices
Gifted and Talented	<ul style="list-style-type: none"> • Student Choice • Assignment, Project, and Assessment Modification Based on Individual Student Needs
Students with 504 Plans	<ul style="list-style-type: none"> • Allow verbalization before writing • Use audio materials when necessary • Read tests aloud • Restate, reword, clarify directions • Re-teach concepts using small groups • Provide educational “breaks” as necessary • Chunking content into “digestible bites” • Shorten assignments to focus on mastery concept • Use mnemonic devices

Assessments	
Formative	<ul style="list-style-type: none"> • Lesson quick checks (Exit tickets) • Teacher Observation
Summative	End-of-Unit, Common Assessment
Benchmark	End-of-Unit, Common Assessment
Alternative	<ul style="list-style-type: none"> • Performance Tasks • Projects

Interdisciplinary Connections	
Research a science or SS topic for research report	

SUBJECT: Language Arts

GRADE LEVEL: 7

UNIT TITLE: Building Reading and Writing Stamina, Personal Narrative, Novel Study

LENGTH OF STUDY: MP 1

START OF UNIT: September

END OF UNIT: November

Core Ideas

Building reading and writing stamina

Literature Book Unit 1 Generations

Summarizing
1st Read/Close Read
Point of view
Grammar

Writing basics

Smiley Face Tricks/Compositional Risks
Narrative elements
Writing with SPICE - what is good writing?
Modeling mentor texts/mentor writing

Personal Narrative: In each mini-lesson, students will read mentor texts that include a specific writing technique, analyze the use of that technique in the work, and then write their own piece using the technique. In doing so, students will have a collection of low-stakes, short, personal narratives from which they can pull ideas for the culminating writing piece while building confidence in their writing. Students will be required to use all of these writing techniques in the final culminating piece, a personal narrative under 600 words that students can submit to the NYTimes Writing Contest if they choose.

Novel Study:

Students will look for and analyze literary devices, motifs, and plot elements while reading and jotting active reading notes that focus on reading comprehension and analysis/extensions of what is read. This novel has wonderful vocabulary, imagery, and writing techniques that students can mimic in their own writing. Students will use context clues and root/prefix knowledge to identify new vocabulary words.

Literary devices
Reading comprehension
Comparison to other literature
Vocabulary - roots/prefixes/suffixes

Materials

Textbook: Pearson Realize My Perspectives
 Fiction
 Nonfiction
 Writing prompts
 Novels
 IXL
 Scholastic Magazine

Daily Targets

- there are explicit and implicit meanings that can be drawn from a text
- relevant connections and text evidence are used to make inferences
- there are different types of connections
 - analysis is based on inferences made from text evidence and relevant connections
 - multiple pieces of text evidence should be used to support analysis
 - citing is a specific way of including textual evidence (citations mention the source of quoted text)
- cite several pieces of textual evidence to support analysis of what the text says explicitly
- cite several pieces of textual evidence to support analysis of inferences drawn from the text
- make relevant connections to support analysis of what the text says explicitly
 - make relevant connections to support analysis of inferences drawn from the text
 - citing is a specific way of quoting textual evidence (citations mention the source of quoted text)
 - draw inferences from the text
- summaries are objective and free from opinion or analysis
- provide an objective summary of the text
 - authors develop a theme or central idea over the course of a text
- determine a theme/central idea of a text
- analyze the development of a theme or central idea over the course of a text
- elements of a story or drama interact with and impact one another

NJSLS Performance Expectations

- 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).
 Craft and Structure
- 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.
- RI.7.1.** Cite several pieces of textual evidence and make

Instructional Activities

Choice reading time

- Students read choice books - independently, daily, 10 minutes

Model and practice each Smiley Face Trick - using picture prompts. Read examples, write some together, then students write their own.

SPICE - review a couple SPICE tricks each day - read samples, write some together, students write their own.

Literature Book Unit 1 Generations

- from *An Invisible Thread* - POV, coordinate and cumulative adjectives
- "A Simple Act" - POV, adverbs
- from *Mom and Me and Mom* "Learning to Love My Mother" - characterization, clauses
- "Mother to Son" - symbolism, theme, connotation/denotation, rhythm and repetition
- "To James"
- Independent learning choices

Characterization

IXL - grammar/literary elements that coincide with lit book selections

- coordinate/cumulative/order adjectives
- phrase/clauses
- dependent/independent clauses
- Narrative point of view

- analyze how story elements interact (For example, how setting shapes the characters or plot)
- words have figurative and connotative meanings
 - rhymes and other repetitions of sounds (e.g., alliteration) impact the meaning of a specific verse or stanza of a poem
 - rhymes and other repetitions of sounds (e.g., alliteration) impact the meaning of a section of a story or drama
 - determine meaning of words and phrases as used in a text
 - determine the meaning of figurative language and connotative language as used in a text
 - analyze impact of rhymes and other repetitions of sounds on specific verse or stanza
 - analyze impact of rhymes and other repetitions of sounds on a section of a story
- authors make deliberate decisions about the form or structure of a drama or poem and that contributes to its overall meaning
 - identify the different structures of poetry (e.g., soliloquy, sonnet) and drama
 - analyze how the structure or form of a poem or drama contributes to its meaning
- authors develop characters with contrasting points of view
 - analyze how the author contrasts different points of view in characters or narrators
- lighting, sound, color, or camera focus/angles in a film or multimedia presentation have an impact on its overall delivery
 - compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version
 - analyze the effects of techniques unique on a medium (e.g., lighting, sound, color, or camera focus and angles in a film)
- authors choose to use and alter historical events when creating fiction
 - compare, contrast, and reflect on a fictional account and its historical account
 - understand how and why author uses history to create fiction
- read and comprehend literature at grade-level text-complexity, with scaffolding as needed.
- texts differ in complexity
 - read and comprehend literature, stories, drama, and poems, at grade level text-complexity or above
- central ideas are developed over the course of a text
- a text may contain more than one central idea

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.

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.7.4. 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.7.10. Write routinely over extended time frames (time for

- Adverbs
- Roots/Prefixes/Suffixes - in lit book and IXL
- un, dis, in, im, non
 - Mis, Sub, Re, pre, super, -ity
- Personal Narrative
1. Telling Short, Memorable Stories From Your Life: Tiny Love Stories
 2. Using Details to Show, Not Tell: The Iguana in the Bathtub
 3. Reflecting on an Experience: The Monster of Kings Island
 4. Narrative Arc: Mentor Texts/Children's books
 5. Dropping the Reader Into a Scene: A Wedding Dress I Never Expected: A Sari-
 6. Writing Dialogue: The Missing Piece Son
 7. WRITING: Brainstorm - Somebody wants but so then
 8. WRITING: Plan, Draft
 9. WRITING: Revise + Type
 10. WRITING: Type, submit
- Novel Study: *Down a Dark Hall*
Read and jot active reading notes (options: 2 column or SWBSTP)
- Vocabulary - using what we already know to identify and break down meanings
- -ous, -ly, Viv, lum, Vis, inter, Sin, fore, Pre, able
- Literary Devices/Analysis
- Foreshadowing, Sensory details, Mood, Setting and atmosphere, Figurative language - metaphors, similes, personification, Cliffhanger, Symbolism, Plot structure, Character analysis, Predictions
- Compare to *And Then There Were None* and analyze similarities in the genre (food motif, symbolism, storms,
- Compare to the movie version of *Down a Dark Hall*
- Scholastic Magazine-every other week
Read, discuss, videos, writing prompt

- determine two or more central ideas of a text
 - analyze the development of two or more central ideas over the course of a text
 - provide an objective summary of the text.
- individuals, events, and ideas interact in a text
 - analyze how individuals, events, and ideas in a text influence one another
- words and phrases have figurative, connotative and technical meanings
 - word choices affect meaning and tone
 - determine meaning of words and phrases in a text
 - determine figurative, connotative, and technical meaning of words in a text
 - analyze impact of specific word choice on meaning and tone
- the structure and sections of a text contribute to the development of the ideas
 - analyze the structure an author uses to organize a text
 - analyze how major sections contribute to the whole text
 - analyze how major sections contribute to the development of the author's ideas
- an author's point of view can be distinct from that of others
 - determine an author's point of view in a text
 - determine an author's purpose for writing a text
 - analyze how the author distinguishes his/her position from the position of others
- a text, audio video, or multimedia version of a text portrays subjects in similar and different ways
 - the medium of a text impacts the reader's understanding of a subject
- arguments and claims need to be supported by sound reasoning
 - arguments and claims need to be supported by evidence that is relevant and sufficient
 - trace the argument and specific claims in a text
 - evaluate an argument by assessing whether the reasoning is sound
 - evaluate an argument by assessing whether the evidence is relevant to the claims
 - evaluate an argument by assessing whether the evidence is sufficient to support the claims
- authors shape their presentations of a topic by emphasizing different evidence or advancing different interpretations of facts
 - two or more authors can interpret events differently
 - evidence helps shape interpretation of a topic

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.

L.7.1. 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.

L.7.2. 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.

L.7.3. 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.

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. 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).

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

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.

- analyze and reflect on how authors shape their presentations of a topic by emphasizing different evidence or advancing different interpretations of facts
- read and comprehend literary nonfiction at grade-level text-complexity, with scaffolding as needed.
- narratives develop real or imagined experiences or events
 - narratives use effective technique, relevant descriptive details, and well structured event sequences write narratives to develop real or imagined experiences or events
 - use effective technique to create a narrative use relevant descriptive details to create a narrative
 - use well-structured event sequences to create a narrative
- development, organization, voice and style produce clear and coherent writing. organize writing that is appropriate to task, purpose and audience
 - develop writing that is appropriate to task, purpose and audience
 - produce clear and coherent writing with a voice that is appropriate to task, purpose and audience
 - produce clear and coherent writing with a style that is appropriate to task, purpose and audience
- guidance and support from peers and adults help strengthen and develop writing
 - writing has a purpose and an intended audience
 - purpose and audience are important to writing
 - with some guidance and support from peers and adults, develop and strengthen writing by planning
 - with some guidance and support from peers and adults, develop and strengthen writing by revising
 - with some guidance and support from peers and adults, develop and strengthen writing by editing
 - with some guidance and support from peers and adults, develop and strengthen writing by rewriting
- the internet and technology can be used to publish and produce writing
 - use technology, including the internet, to produce and publish writing
 - use technology, including the internet, to link and cite sources
 - use technology to interact and collaborate with others to produce and publish writing
- writing in extended time frames and shorter time frames are for different specific tasks, purposes and audiences
 - write routinely over extended time frames to allow for research, reflection, metacognition/self-correction, and revision, for a range of discipline-specific tasks, purposes, and audiences

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.

- 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.

- write routinely over shorter time frames for a range of discipline specific tasks, purposes, and audiences
- demonstrate command of the conventions of standard English grammar and usage when writing or speaking
 - different types of sentences (simple, compound, complex, and compound-complex sentences) have different roles in writing
 - choose between different types of sentences to signal differing relationships and ideas (For example, simple, compound, complex, and compound-complex sentences)
 - demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
 - use a comma to separate coordinate adjectives when writing
 - spell correctly when writing
- use knowledge of language and its conventions when writing, speaking, reading, or listening
 - choose language that expresses ideas precisely and concisely
 - recognize and eliminate wordiness and redundancy
- the meaning of unknown or multiple-meaning words can be determined through different contexts, such as its position in a sentence
 - 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
 - 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
- demonstrate understanding of figurative language, word relationships, and nuances in word meanings
- interpret figures of speech in context.
- distinguish between connotations and denotations of words with similar denotations.
- acquire accurately grade-appropriate general academic words and phrases
 - 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
- building on others' ideas and expressing our own clearly helps us engage effectively in a range of collaborative discussions
 - 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

<ul style="list-style-type: none"> ▪ build on others' ideas and express own ideas clearly ▪ being prepared by researching the material helps us engage in effective collaborative discussions ▪ come to discussions prepared having read and researched material ▪ explicitly draw on and refer to researched material to probe and reflect on ideas during discussion ▪ tracking progress towards specific goals and deadlines helps us engage in collaborative discussion ▪ follow rules for collegial discussions ▪ track progress toward specific goals and deadlines ▪ posing questions that elicit elaboration helps us engage in collaborative discussion ▪ responding to others' questions and comments with relevant observations and ideas helps us engage in collaborative discussion ▪ bringing the discussion back on topic as needed helps us engage in collaborative discussion ▪ pose questions that elicit elaboration during discussions ▪ respond to others' questions and comments with relevant observations and ideas ▪ acknowledge new information expressed by others ▪ modify our own views when warranted 		
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Accommodations and Modifications		
Special Education	<ul style="list-style-type: none"> • follow 504/IEP accommodations • create visual word wall with labels • highlight and define important vocabulary • ask yes/no questions • provide sentence frames or sentence stems • allow for use of pictures in science journal with dictation support • create a word map 	
English Language Learners	<ul style="list-style-type: none"> • create visual word wall with labels • highlight and define important vocabulary • ask yes/no questions • provide sentence frames or sentence stems • allow for use of pictures in science journal with dictation support • create a word map 	
Students At-Risk of School Failure	<ul style="list-style-type: none"> • Allow verbalization before writing • Use audio materials when necessary • Read tests aloud • Restate, reword, clarify directions • Re-teach concepts using small groups • Provide educational "breaks" as necessary • Chunking content into "digestible bites" • Shorten assignments to focus on mastery concept • Assignment, Project, and Assessment Modification Based on Individual Student Needs • Use mnemonic devices 	

Gifted and Talented	<ul style="list-style-type: none"> • Student Choice • Assignment, Project, and Assessment Modification Based on Individual Student Needs
Students with 504 Plans	<ul style="list-style-type: none"> • Allow verbalization before writing • Use audio materials when necessary • Read tests aloud • Restate, reword, clarify directions • Re-teach concepts using small groups • Provide educational “breaks” as necessary • Chunking content into “digestible bites” • Shorten assignments to focus on mastery concept • Use mnemonic devices

Assessments	
Formative	<ul style="list-style-type: none"> • Lesson quick checks (Exit tickets) • Teacher Observation
Summative	End-of-Unit, Common Assessment
Benchmark	End-of-Unit, Common Assessment
Alternative	<ul style="list-style-type: none"> • Performance Tasks • Projects

Interdisciplinary Connections
<p>Drama: act out a scene from <i>Down a Dark Hall</i></p> <p>Art: research the different artists from <i>Down a Dark Hall</i></p>

21st Century Skills, Technology, Career Education
Personal Financial Literacy, Career Awareness, CTE, and Life Literacies and Key Skills
<ul style="list-style-type: none"> • Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers. • Standard 9.2 Career Awareness, Exploration, Preparation, and Training. This standard outlines the importance of being knowledgeable about one's interests and talents and being well informed about postsecondary and career options, career planning, and career requirements. • Standard 9.3: This standard outlines what students should know and be able to do upon completion of a CTE Program of Study. • Standard 9.4 Life Literacies and Key Skills. This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

SUBJECT: Language Arts

GRADE LEVEL: 7

UNIT TITLE: Textbook Literature and Novel study, Argument Writing

LENGTH OF STUDY: MP 2

START OF UNIT: November

END OF UNIT: January

Core Ideas

Literature Book Unit 3 Turning Points

Summarizing

1st Read/Close Read

Point of view

Grammar

In this unit, students will read examples of turning points in people's lives.

Students will be able to:

- Read and analyze explanatory texts.
- Expand knowledge and use of academic and concept vocabulary.
- Write an explanatory text to examine a topic and convey ideas.
- Conduct research projects of various lengths to explore a topic and clarify meaning.
- Choose language that expresses ideas precisely and concisely recognizing and eliminating wordiness and redundancy.
- Collaborate with teams to build on the ideas of others, develop consensus, and communicate.
- Integrate audio, visuals, and text in presentations.
- Share information from research with fellow students.
- Learn that writers use stories and distinctive characters to teach us lessons.
- Explore how the choices of characters affect the plot and build the theme of a story.
- Understand that redemption can be found in selflessness and valuing people over material possessions.
- Explore how literature that resonates with readers has “staying power,” influencing other writers and becoming a part of our language, culture, and moral code.

ESSENTIAL QUESTION: ***What can cause a sudden change in someone's life?***

Argument Writing: Students identify and analyze the effectiveness of “writer’s moves” in student-written mentor texts to use in their own argument writing. Daily/regular low-stakes writing gets students comfortable with the skills and the idea of argument writing. Then, students combine all the skills when they research, plan, and compose their argument essay.

- Exploring the role of a newspaper opinion section
- Understanding the difference between fact and opinion
- Analyzing the use of rhetorical strategies like ethos, pathos and logos
- Working with claims, evidence and counterarguments
- Helping students discover the issues that matter to them

- Breaking out of the “echo chamber” when researching hot-button issues

Materials

Textbook: Pearson Realize My Perspectives
Fiction
Nonfiction
Writing prompts
Novels
IXL
Scholastic Magazine

Daily Targets

- building on others' ideas and expressing our own clearly helps us engage effectively in a range of collaborative discussions
 - 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
 - build on others' ideas and express own ideas clearly
- being prepared by researching the material helps us engage in effective collaborative discussions
 - come to discussions prepared having read and researched material
 - explicitly draw on and refer to researched material to probe and reflect on ideas during discussion
 - tracking progress towards specific goals and deadlines helps us engage in collaborative discussion
 - follow rules for collegial discussions
 - track progress toward specific goals and deadlines
- posing questions that elicit elaboration helps us engage in collaborative discussion
 - responding to others' questions and comments with relevant observations and ideas helps us engage in collaborative discussion
 - bringing the discussion back on topic as needed helps us engage in collaborative discussion
 - pose questions that elicit elaboration during discussions
- respond to others' questions and comments with relevant observations and ideas
- acknowledge new information expressed by others
- modify our own views when warranted

NJSLS Performance Expectations

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.

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.

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.7.3. Delineate speaker's argument and 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

Instructional Activities

Choice reading time

- Students read choice books - independently, daily, 10 minutes

Textbook: *A Christmas Carol*

- Read A Christmas Carol in parts
- Act I - Dialogue in drama, conflict, mal-, subject-verb agreement, compound subject
- Act II - stage directions, para, sentence structures - compound, complex, compound complex
- Historical context research of Victorian England
- Write Tribute to Scrooge from a fictionalized Victorian character's POV

“Thank You, M'am”

- Journal entry from a character's POV
- Analyze plot, prepositions and prepositional phrases

from *An American Childhood*

Independent choices

Argument: ANALYZING + PRACTICING MENTOR TEXTS SKILLS

1. Know the difference between fact and opinion. (1 period)

<ul style="list-style-type: none"> information in diverse media and formats can be analyzed <ul style="list-style-type: none"> analyze the main ideas and supporting details presented in diverse media and formats explain how the main ideas and supporting details clarify a topic, text, or issue under study reasons and evidence need to be sound and relevant <ul style="list-style-type: none"> delineate a speaker's argument and specific claims evaluate the soundness of the reasoning and the relevance and sufficiency of the evidence claims and findings should be presented in a focused, coherent manner <ul style="list-style-type: none"> present claims and findings emphasize salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation) claims and findings can be clarified by including multimedia components and visual displays to presentations <ul style="list-style-type: none"> include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. reasons and evidence need to be sound and relevant <ul style="list-style-type: none"> delineate a speaker's argument and specific claims evaluate the soundness of the reasoning and the relevance and sufficiency of the evidence there are explicit and implicit meanings that can be drawn from a text <ul style="list-style-type: none"> relevant connections and text evidence are used to make inferences there are different types of connections <ul style="list-style-type: none"> analysis is based on inferences made from text evidence and relevant connections multiple pieces of text evidence should be used to support analysis <ul style="list-style-type: none"> citing is a specific way of including textual evidence (citations mention the source of quoted text) cite several pieces of textual evidence to support analysis of what the text says explicitly cite several pieces of textual evidence to support analysis of inferences drawn from the text make relevant connections to support analysis of what the text says explicitly <ul style="list-style-type: none"> make relevant connections to support analysis of inferences drawn from the text citing is a specific way of quoting textual evidence (citations mention the source of quoted text) draw inferences from the text 	<p>descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p> <p>SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>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.</p> <p>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.</p> <p>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</p> <p>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.</p> <p>RL.7.5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</p> <p>RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p> <p>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.</p> <p>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.</p> <p>L.7.1. 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.</p> <p>L.7.2. 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.</p> <p>L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Choose language that expresses ideas precisely and concisely, recognizing</p>	<ol style="list-style-type: none"> Elements of an Argument (2 periods) Understanding Rhetorical Appeals: Ethos, Pathos and Logos (2 periods) Identifying Elements of an Argument: Claim-Hunting and Evidence-Citing (1-2 periods) Annotate Style: Experimenting With Tone, Style and Voice (1 period) Writing Effective Counter Arguments + Rebuttals (2 periods) STRUCTURE (1-2 periods) Opening paragraphs (2 periods) Closings + Call to Action (2 periods) <p>WRITING the ARGUMENT</p> <ol style="list-style-type: none"> WRITING: SPEED WRITING (1-2 periods) BRAINSTORM + Rubric (1-2 periods) BRAINSTORM/RESEARCH top 2-3 topics to decide (1-2 periods) PLAN (1 period) WRITE (2 periods) REVISE (1 period) TYPE FINAL (2 periods) <p>IXL - grammar/literary elements that coincide with lit book selections</p> <p>IXL- Roots/Prefixes/Suffixes</p> <p>Scholastic Magazine-every other week Read, discuss, videos, writing prompt</p>
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- summaries are objective and free from opinion or analysis
- provide an objective summary of the text
- authors develop a theme or central idea over the course of a text
- determine a theme/central idea of a text
- analyze the development of a theme or central idea over the course of a text
- elements of a story or drama interact with and impact one another
 - analyze how story elements interact (For example, how setting shapes the characters or plot)
- words have figurative and connotative meanings
 - rhymes and other repetitions of sounds (e.g., alliteration) impact the meaning of a specific verse or stanza of a poem
 - rhymes and other repetitions of sounds (e.g., alliteration) impact the meaning of a section of a story or drama
 - determine meaning of words and phrases as used in a text
 - determine the meaning of figurative language and connotative language as used in a text
 - analyze impact of rhymes and other repetitions of sounds on specific verse or stanza
 - analyze impact of rhymes and other repetitions of sounds on a section of a story
- authors make deliberate decisions about the form or structure of a drama or poem and that contributes to its overall meaning
 - identify the different structures of poetry (e.g., soliloquy, sonnet) and drama
 - analyze how the structure or form of a poem or drama contributes to its meaning
- authors develop characters with contrasting points of view
 - analyze how the author contrasts different points of view in characters or narrators
- authors choose to use and alter historical events when creating fiction
 - compare, contrast, and reflect on a fictional account and its historical account
 - understand how and why author uses history to create fiction
- read and comprehend literature at grade-level text-complexity, with scaffolding as needed.
- demonstrate command of the conventions of standard English grammar and usage when writing or speaking
 - different types of sentences (simple, compound, complex, and compound-complex sentences) have different roles in writing

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

- choose between different types of sentences to signal differing relationships and ideas (For example, simple, compound, complex, and compound-complex sentences)
- demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
- use a comma to separate coordinate adjectives when writing
- spell correctly when writing
- use knowledge of language and its conventions when writing, speaking, reading, or listening
- choose language that expresses ideas precisely and concisely
- recognize and eliminate wordiness and redundancy
- the meaning of unknown or multiple-meaning words can be determined through different contexts, such as its position in a sentence
- 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
- 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
- demonstrate understanding of figurative language, word relationships, and nuances in word meanings
- interpret figures of speech in context.
- distinguish between connotations and denotations of words with similar denotations.
- acquire accurately grade-appropriate general academic words and phrases
- 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
- texts differ in complexity
- read and comprehend literature, stories, drama, and poems, at grade level text-complexity or above
- central ideas are developed over the course of a text
- a text may contain more than one central idea
- determine two or more central ideas of a text
- analyze the development of two or more central ideas over the course of a text
- provide an objective summary of the text.
- individuals, events, and ideas interact in a text

whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

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.

W.7.1. Write arguments to support claims with clear reasons and relevant evidence. A. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

Write arguments to support claims with clear reasons and relevant evidence. B. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

Write arguments to support claims with clear reasons and relevant evidence. C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

Write arguments to support claims with clear reasons and relevant evidence. D. Establish and maintain a formal style/academic style, approach, and form.

Write arguments to support claims with clear reasons and relevant evidence. E. 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. (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

- analyze how individuals, events, and ideas in a text influence one another
- words and phrases have figurative, connotative and technical meanings
 - word choices affect meaning and tone
 - determine meaning of words and phrases in a text
- determine figurative, connotative, and technical meaning of words in a text
 - analyze impact of specific word choice on meaning and tone
- the structure and sections of a text contribute to the development of the ideas
 - analyze the structure an author uses to organize a text
 - analyze how major sections contribute to the whole text
 - analyze how major sections contribute to the development of the author's ideas
- an author's point of view can be distinct from that of others
- determine an author's point of view in a text
 - determine an author's purpose for writing a text
- analyze how the author distinguishes his/her position from the position of others
- a text, audio video, or multimedia version of a text portrays subjects in similar and different ways
 - the medium of a text impacts the reader's understanding of a subject
- arguments and claims need to be supported by sound reasoning
- arguments and claims need to be supported by evidence that is relevant and sufficient
 - trace the argument and specific claims in a text
 - evaluate an argument by assessing whether the reasoning is sound
 - evaluate an argument by assessing whether the evidence is relevant to the claims
 - evaluate an argument by assessing whether the evidence is sufficient to support the claims
- authors shape their presentations of a topic by emphasizing different evidence or advancing different interpretations of facts
 - two or more authors can interpret events differently
 - evidence helps shape interpretation of a topic
 - analyze and reflect on how authors shape their presentations of a topic by emphasizing different evidence or advancing different interpretations of facts
- read and comprehend literary nonfiction at grade-level text-complexity, with scaffolding as needed.

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.7.10. 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.

- arguments and claims need to be supported by clear reasoning and relevant evidence
 - writers may present alternate or opposing claims in their arguments to strengthen their own argument
 - introduce claim(s) in argumentative writing
 - acknowledge alternate or opposing claims in argumentative writing
 - organize the reasons and evidence logically in argumentative writing
 - support claim(s) with logical reasoning and relevant evidence in argumentative writing
 - use accurate, credible sources in argumentative writing
 - demonstrate an understanding of the topic or text in argumentative writing
 - arguments and claims need to be supported by clear reasoning and relevant evidence
 - use words, phrases, and clauses to create cohesion in argumentative writing
 - clarify the relationships among claim(s), reasons, and evidence in argumentative writing
 - arguments and claims need to be supported by clear reasoning and relevant evidence
 - writing can establish and maintain a formal style in argumentative writing
 - establish and maintain a formal style/academic style, approach, and form in argumentative writing
 - arguments and claims need to be supported by clear reasoning and relevant evidence
 - provide a concluding statement or section that follows from and supports the argument presented in argumentative writing
- development, organization, voice and style produce clear and coherent writing. organize writing that is appropriate to task, purpose and audience
- develop writing that is appropriate to task, purpose and audience
 - produce clear and coherent writing with a voice that is appropriate to task, purpose and audience
 - produce clear and coherent writing with a style that is appropriate to task, purpose and audience
- guidance and support from peers and adults help strengthen and develop writing
- writing has a purpose and an intended audience
 - purpose and audience are important to writing
 - with some guidance and support from peers and adults, develop and strengthen writing by planning
 - with some guidance and support from peers and adults, develop and strengthen writing by revising
 - with some guidance and support from peers and adults, develop and strengthen writing by editing
 - with some guidance and support from peers and adults, develop and strengthen writing by rewriting

<ul style="list-style-type: none"> ▪ the internet and technology can be used to publish and produce writing ▪ use technology, including the internet, to produce and publish writing ▪ use technology, including the internet, to link and cite sources ▪ use technology to interact and collaborate with others to produce and publish writing <ul style="list-style-type: none"> ▪ writing in extended time frames and shorter time frames are for different specific tasks, purposes and audiences ▪ write routinely over extended time frames to allow for research, reflection, metacognition/self-correction, and revision, for a range of discipline-specific tasks, purposes, and audiences ▪ write routinely over shorter time frames for a range of discipline specific tasks, purposes, and audiences 		
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Accommodations and Modifications		
Special Education	<ul style="list-style-type: none"> • follow 504/IEP accommodations • create visual word wall with labels • highlight and define important vocabulary • ask yes/no questions • provide sentence frames or sentence stems • allow for use of pictures in science journal with dictation support • create a word map 	
English Language Learners	<ul style="list-style-type: none"> • create visual word wall with labels • highlight and define important vocabulary • ask yes/no questions • provide sentence frames or sentence stems • allow for use of pictures in science journal with dictation support • create a word map 	
Students At-Risk of School Failure	<ul style="list-style-type: none"> • Allow verbalization before writing • Use audio materials when necessary • Read tests aloud • Restate, reword, clarify directions • Re-teach concepts using small groups • Provide educational “breaks” as necessary • Chunking content into “digestible bites” • Shorten assignments to focus on mastery concept • Assignment, Project, and Assessment Modification Based on Individual Student Needs • Use mnemonic devices 	
Gifted and Talented	<ul style="list-style-type: none"> • Student Choice • Assignment, Project, and Assessment Modification Based on Individual Student Needs 	

Students with 504 Plans	<ul style="list-style-type: none"> • Allow verbalization before writing • Use audio materials when necessary • Read tests aloud • Restate, reword, clarify directions • Re-teach concepts using small groups • Provide educational “breaks” as necessary • Chunking content into “digestible bites” • Shorten assignments to focus on mastery concept • Use mnemonic devices
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Assessments	
Formative	<ul style="list-style-type: none"> • Lesson quick checks (Exit tickets) • Teacher Observation
Summative	End-of-Unit, Common Assessment
Benchmark	End-of-Unit, Common Assessment
Alternative	<ul style="list-style-type: none"> • Performance Tasks • Projects

Interdisciplinary Connections
<p>Drama- act out a scene from <i>A Christmas Carol</i></p> <p>SS/Science- write argument essay about a SS or science topic</p>

21st Century Skills, Technology, Career Education
Personal Financial Literacy, Career Awareness, CTE, and Life Literacies and Key Skills
<ul style="list-style-type: none"> • Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers. • Standard 9.2 Career Awareness, Exploration, Preparation, and Training. This standard outlines the importance of being knowledgeable about one's interests and talents and being well informed about postsecondary and career options, career planning, and career requirements. • Standard 9.3: This standard outlines what students should know and be able to do upon completion of a CTE Program of Study. • Standard 9.4 Life Literacies and Key Skills. This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

SUBJECT: Language Arts

GRADE LEVEL: 7

UNIT TITLE: The Giver, Hamlet

LENGTH OF STUDY: MP 3

START OF UNIT: January

END OF UNIT: March

Core Ideas

Novel Studies:

Students will look for and analyze literary devices, motifs, and plot elements while reading and jotting active reading notes that focus on reading comprehension and analysis/extensions of what is read. These novels have wonderful vocabulary, imagery, and writing techniques that students can mimic in their own writing. Students will use context clues and root/prefix knowledge to identify new vocabulary words.

Literary devices

Mood

Tone

Theme

Universal themes

Reading comprehension

Comparison to other literature

Respond to literature

Write a compare/contrast essay

Use writing process to write a compare/contrast 3-5 paragraph essay

Materials

Textbook: Pearson Realize My Perspectives

Fiction

Nonfiction

Writing prompts

Novels

Movie

IXL

Scholastic Magazine

Daily Targets	NJSLs Performance Expectations	Instructional Activities
<ul style="list-style-type: none"> • there are explicit and implicit meanings that can be drawn from a text • relevant connections and text evidence are used to make inferences • there are different types of connections <ul style="list-style-type: none"> ▪ analysis is based on inferences made from text evidence and relevant connections ▪ multiple pieces of text evidence should be used to support analysis <ul style="list-style-type: none"> ▪ citing is a specific way of including textual evidence (citations mention the source of quoted text) ▪ cite several pieces of textual evidence to support analysis of what the text says explicitly ▪ cite several pieces of textual evidence to support analysis of inferences drawn from the text ▪ make relevant connections to support analysis of what the text says explicitly <ul style="list-style-type: none"> ▪ make relevant connections to support analysis of inferences drawn from the text <ul style="list-style-type: none"> ▪ citing is a specific way of quoting textual evidence (citations mention the source of quoted text) ▪ draw inferences from the text • summaries are objective and free from opinion or analysis • provide an objective summary of the text <ul style="list-style-type: none"> ▪ authors develop a theme or central idea over the course of a text • determine a theme/central idea of a text • analyze the development of a theme or central idea over the course of a text • elements of a story or drama interact with and impact one another <ul style="list-style-type: none"> ▪ analyze how story elements interact (For example, how setting shapes the characters or plot) • words have figurative and connotative meanings <ul style="list-style-type: none"> ▪ rhymes and other repetitions of sounds (e.g., alliteration) impact the meaning of a specific verse or stanza of a poem ▪ rhymes and other repetitions of sounds (e.g., alliteration) impact the meaning of a section of a story or drama <ul style="list-style-type: none"> ▪ determine meaning of words and phrases as used in a text ▪ determine the meaning of figurative language and connotative language as used in a text <ul style="list-style-type: none"> ▪ analyze impact of rhymes and other repetitions of sounds on specific verse or stanza 	<p>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.</p> <p>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.</p> <p>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</p> <p>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.</p> <p>RL.7.5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</p> <p>RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p> <p>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).</p> <p>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.</p> <p>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.</p> <p>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.)</p> <p>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 the purpose and audience have been addressed.</p> <p>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</p>	<p>Choice reading time: Students read choice books - independently, daily, 10 minutes</p> <p>Novel study: <i>The Giver</i></p> <p>Pre Reading activities</p> <p>Each day: Do Now Lesson Read Exit Questions</p> <p>Write a compare/contrast essay of book and movie :</p> <p>Brainstorm ideas Complete template for plan for essay Write first draft revise/edit based on rubric Peer conference Teacher conference Final copy</p> <p>Novel study: <i>Hamlet</i></p> <p>Pre Reading activities</p> <p>Each day: Do Now Lesson Read Exit Questions</p> <p>IXL - grammar/literary elements that coincide with lit book selections</p>

- analyze impact of rhymes and other repetitions of sounds on a section of a story
- authors make deliberate decisions about the form or structure of a drama or poem and that contributes to its overall meaning
 - identify the different structures of poetry (e.g., soliloquy, sonnet) and drama
 - analyze how the structure or form of a poem or drama contributes to its meaning
- authors develop characters with contrasting points of view
 - analyze how the author contrasts different points of view in characters or narrators
- lighting, sound, color, or camera focus/angles in a film or multimedia presentation have an impact on its overall delivery
 - compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version
 - analyze the effects of techniques unique on a medium (e.g., lighting, sound, color, or camera focus and angles in a film)
- authors choose to use and alter historical events when creating fiction
 - compare, contrast, and reflect on a fictional account and its historical account
 - understand how and why author uses history to create fiction
- read and comprehend literature at grade-level text-complexity, with scaffolding as needed.
- development, organization, voice and style produce clear and coherent writing. organize writing that is appropriate to task, purpose and audience
 - develop writing that is appropriate to task, purpose and audience
 - produce clear and coherent writing with a voice that is appropriate to task, purpose and audience
 - produce clear and coherent writing with a style that is appropriate to task, purpose and audience
- guidance and support from peers and adults help strengthen and develop writing
 - writing has a purpose and an intended audience
 - purpose and audience are important to writing
 - with some guidance and support from peers and adults, develop and strengthen writing by planning
 - with some guidance and support from peers and adults, develop and strengthen writing by revising
 - with some guidance and support from peers and adults, develop and strengthen writing by editing

citing sources.

W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. A. 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.7.10. 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.

L.7.1. 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.

L.7.2. 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.

L.7.3. 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.

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. 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).

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

IXL- Roots/Prefixes/Suffixes

Scholastic Magazine-every other week

Read, discuss, videos, writing prompt

- with some guidance and support from peers and adults, develop and strengthen writing by rewriting
- the internet and technology can be used to publish and produce writing
 - use technology, including the internet, to produce and publish writing
 - use technology, including the internet, to link and cite sources
 - use technology to interact and collaborate with others to produce and publish writing
- draw evidence from literary texts support analysis, reflection and research
 - draw evidence from literary text to support analysis, reflection, and research by applying literary reading standards to writing
- writing in extended time frames and shorter time frames are for different specific tasks, purposes and audiences
 - write routinely over extended time frames to allow for research, reflection, metacognition/self-correction, and revision, for a range of discipline-specific tasks, purposes, and audiences
 - write routinely over shorter time frames for a range of discipline specific tasks, purposes, and audiences
- demonstrate command of the conventions of standard English grammar and usage when writing or speaking
 - different types of sentences (simple, compound, complex, and compound-complex sentences) have different roles in writing
 - choose between different types of sentences to signal differing relationships and ideas (For example, simple, compound, complex, and compound-complex sentences)
- demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
 - use a comma to separate coordinate adjectives when writing
 - spell correctly when writing
- use knowledge of language and its conventions when writing, speaking, reading, or listening
 - choose language that expresses ideas precisely and concisely
 - recognize and eliminate wordiness and redundancy
- the meaning of unknown or multiple-meaning words can be determined through different contexts, such as its position in a sentence
 - determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6

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.

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.

- 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.

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

reading and content, choosing flexibly from a range of strategies

- 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

- demonstrate understanding of figurative language, word relationships, and nuances in word meanings
- interpret figures of speech in context.
- distinguish between connotations and denotations of words with similar denotations.

- acquire accurately grade-appropriate general academic words and phrases
- 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

- building on others' ideas and expressing our own clearly helps us engage effectively in a range of collaborative discussions
- 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
- build on others' ideas and express own ideas clearly
- being prepared by researching the material helps us engage in effective collaborative discussions
- come to discussions prepared having read and researched material
- explicitly draw on and refer to researched material to probe and reflect on ideas during discussion
- tracking progress towards specific goals and deadlines helps us engage in collaborative discussion
- follow rules for collegial discussions
- track progress toward specific goals and deadlines
- posing questions that elicit elaboration helps us engage in collaborative discussion
- responding to others' questions and comments with relevant observations and ideas helps us engage in collaborative discussion
- bringing the discussion back on topic as needed helps us engage in collaborative discussion
- pose questions that elicit elaboration during discussions
- respond to others' questions and comments with relevant observations and ideas
- acknowledge new information expressed by others
- modify our own views when warranted

- adapt speech to a variety of contexts and tasks
- demonstrate command of formal English speech when indicated or appropriate

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Accommodations and Modifications		
Special Education	<ul style="list-style-type: none"> • follow 504/IEP accommodations • create visual word wall with labels • highlight and define important vocabulary • ask yes/no questions • provide sentence frames or sentence stems • allow for use of pictures in science journal with dictation support • create a word map 	
English Language Learners	<ul style="list-style-type: none"> • create visual word wall with labels • highlight and define important vocabulary • ask yes/no questions • provide sentence frames or sentence stems • allow for use of pictures in science journal with dictation support • create a word map 	
Students At-Risk of School Failure	<ul style="list-style-type: none"> • Allow verbalization before writing • Use audio materials when necessary • Read tests aloud • Restate, reword, clarify directions • Re-teach concepts using small groups • Provide educational “breaks” as necessary • Chunking content into “digestible bites” • Shorten assignments to focus on mastery concept • Assignment, Project, and Assessment Modification Based on Individual Student Needs • Use mnemonic devices 	
Gifted and Talented	<ul style="list-style-type: none"> • Student Choice • Assignment, Project, and Assessment Modification Based on Individual Student Needs 	
Students with 504 Plans	<ul style="list-style-type: none"> • Allow verbalization before writing • Use audio materials when necessary • Read tests aloud • Restate, reword, clarify directions • Re-teach concepts using small groups • Provide educational “breaks” as necessary • Chunking content into “digestible bites” • Shorten assignments to focus on mastery concept • Use mnemonic devices 	

Assessments		
Formative	<ul style="list-style-type: none"> • Lesson quick checks (Exit tickets) • Teacher Observation 	
Summative	End-of-Unit, Common Assessment	

Benchmark	End-of-Unit, Common Assessment
Alternative	<ul style="list-style-type: none">• Performance Tasks• Projects

Interdisciplinary Connections
Math: write using Roman numerals Drama: using props, act out parts of <i>Hamlet</i>

21st Century Skills, Technology, Career Education
Personal Financial Literacy, Career Awareness, CTE, and Life Literacies and Key Skills
<ul style="list-style-type: none">• Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.• Standard 9.2 Career Awareness, Exploration, Preparation, and Training. This standard outlines the importance of being knowledgeable about one's interests and talents and being well informed about postsecondary and career options, career planning, and career requirements.• Standard 9.3: This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.• Standard 9.4 Life Literacies and Key Skills. This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

SUBJECT: Language Arts

GRADE LEVEL: 7

UNIT TITLE: A Midsummer Night's Dream

LENGTH OF STUDY: MP 4

START OF UNIT: March

END OF UNIT: June

Core Ideas

Novel Studies:

Students will look for and analyze literary devices, motifs, and plot elements while reading and jotting active reading notes that focus on reading comprehension and analysis/extensions of what is read. These novels have wonderful vocabulary, imagery, and writing techniques that students can mimic in their own writing. Students will use context clues and root/prefix knowledge to identify new vocabulary words.

Literary devices

Mood

Tone

Theme

Propaganda

Foreshadowing

Reading comprehension

Comparison to other literature

Respond to literature

Literature Book Unit 4 People and Planets

- Evaluate written arguments by analyzing how authors state and support their claims.
- Expand your knowledge and use of academic and concept vocabulary.
- Write an argumentative essay in which you effectively incorporate the key elements of an argument.
- Conduct research projects of various lengths to explore a topic and clarify meaning.
- Demonstrate command of the use of participles and participial phrases.
- Collaborate with your team to build on the ideas of others, develop consensus, and communicate.
- Integrate audio, visuals, and text in presentations.

Materials

Textbook: Pearson Realize My Perspectives

Fiction

Nonfiction

Writing prompts
 Novels
 Movie
 IXL
 Scholastic Magazine

Daily Targets	NJSLS Performance Expectations	Instructional Activities
<ul style="list-style-type: none"> • there are explicit and implicit meanings that can be drawn from a text • relevant connections and text evidence are used to make inferences • there are different types of connections <ul style="list-style-type: none"> • analysis is based on inferences made from text evidence and relevant connections • multiple pieces of text evidence should be used to support analysis • citing is a specific way of including textual evidence (citations mention the source of quoted text) • cite several pieces of textual evidence to support analysis of what the text says explicitly • cite several pieces of textual evidence to support analysis of inferences drawn from the text • make relevant connections to support analysis of what the text says explicitly <ul style="list-style-type: none"> • make relevant connections to support analysis of inferences drawn from the text • citing is a specific way of quoting textual evidence (citations mention the source of quoted text) • draw inferences from the text • summaries are objective and free from opinion or analysis • provide an objective summary of the text <ul style="list-style-type: none"> • authors develop a theme or central idea over the course of a text • determine a theme/central idea of a text • analyze the development of a theme or central idea over the course of a text • elements of a story or drama interact with and impact one another <ul style="list-style-type: none"> • analyze how story elements interact (For example, how setting shapes the characters or plot) • words have figurative and connotative meanings <ul style="list-style-type: none"> • rhymes and other repetitions of sounds (e.g., alliteration) impact the meaning of a specific verse or stanza of a poem • rhymes and other repetitions of sounds (e.g., alliteration) impact the meaning of a section of a story or drama 	<p>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.</p> <p>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.</p> <p>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</p> <p>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.</p> <p>RL.7.5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</p> <p>RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p> <p>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).</p> <p>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.</p> <p>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.</p> <p>W.7.1. Write arguments to support claims with clear reasons and relevant evidence. A. Introduce claim(s), acknowledge</p>	<p><i>Night</i> novel study Routine</p> <ol style="list-style-type: none"> 1. Read the "Before You Read" 2. Complete the "Focus Activity" 3. Read "Background" info 4. Review vocabulary 5. Read/listen together 6. Complete active reading 7. Complete after reading questions 8. Complete comprehension questions after reading each section 9. Choose one writing activity to complete for HW following each section- as time allows 10. Ongoing homework – complete found poem <p>Select favorite response to literature and produce final copy</p> <p>Novel study: <i>A Midsummer Night's Dream</i></p> <p>Pre Reading activities</p> <p>Each day: Do Now Lesson Read Exit Questions</p> <p>Literature Book Unit 4 People and Planets Do Now Lesson Read Summarizing 1st Read/Close Read Point of view Exit questions</p> <p>Argument: ANALYZING + PRACTICING MENTOR TEXTS SKILLS</p> <ol style="list-style-type: none"> 1. Know the difference between fact and opinion. (1

<ul style="list-style-type: none"> ▪ determine meaning of words and phrases as used in a text ▪ determine the meaning of figurative language and connotative language as used in a text ▪ analyze impact of rhymes and other repetitions of sounds on specific verse or stanza ▪ analyze impact of rhymes and other repetitions of sounds on a section of a story <ul style="list-style-type: none"> ▪ authors make deliberate decisions about the form or structure of a drama or poem and that contributes to its overall meaning ▪ identify the different structures of poetry (e.g., soliloquy, sonnet) and drama ▪ analyze how the structure or form of a poem or drama contributes to its meaning <ul style="list-style-type: none"> ▪ authors develop characters with contrasting points of view ▪ analyze how the author contrasts different points of view in characters or narrators <ul style="list-style-type: none"> ▪ lighting, sound, color, or camera focus/angles in a film or multimedia presentation have an impact on its overall delivery ▪ compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version ▪ analyze the effects of techniques unique on a medium (e.g., lighting, sound, color, or camera focus and angles in a film) <ul style="list-style-type: none"> ▪ authors choose to use and alter historical events when creating fiction ▪ compare, contrast, and reflect on a fictional account and its historical account ▪ understand how and why author uses history to create fiction <ul style="list-style-type: none"> ▪ read and comprehend literature at grade-level text-complexity, with scaffolding as needed. <ul style="list-style-type: none"> ▪ development, organization, voice and style produce clear and coherent writing. organize writing that is appropriate to task, purpose and audience ▪ develop writing that is appropriate to task, purpose and audience ▪ produce clear and coherent writing with a voice that is appropriate to task, purpose and audience ▪ produce clear and coherent writing with a style that is appropriate to task, purpose and audience <ul style="list-style-type: none"> ▪ guidance and support from peers and adults help strengthen and develop writing ▪ writing has a purpose and an intended audience ▪ purpose and audience are important to writing 	<p>alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>Write arguments to support claims with clear reasons and relevant evidence. 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>Write arguments to support claims with clear reasons and relevant evidence. C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</p> <p>Write arguments to support claims with clear reasons and relevant evidence. D. Establish and maintain a formal style/academic style, approach, and form.</p> <p>Write arguments to support claims with clear reasons and relevant evidence. E. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>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.)</p> <p>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 the purpose and audience have been addressed.</p> <p>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.</p> <p>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.</p> <p>W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. A. 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”).</p> <p>W.7.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and</p>	<p>period)</p> <ol style="list-style-type: none"> 2. Elements of an Argument (2 periods) 3. Understanding Rhetorical Appeals: Ethos, Pathos and Logos (2 periods) 4. Identifying Elements of an Argument: Claim-Hunting and Evidence-Citing (1-2 periods) 5. Annotate Style: Experimenting With Tone, Style and Voice (1 period) 6. Writing Effective Counter Arguments + Rebuttals (2 periods) 7. STRUCTURE (1-2 periods) 8. Opening paragraphs (2 periods) 9. Closings + Call to Action (2 periods) <p>WRITING the ARGUMENT</p> <ol style="list-style-type: none"> 10. WRITING: SPEED WRITING (1-2 periods) 11. BRAINSTORM + Rubric (1-2 periods) 12. BRAINSTORM/RESEARCH top 2-3 topics to decide (1-2 periods) 13. PLAN (1 period) 14. WRITE (2 periods) 15. REVISE (1 period) 16. TYPE FINAL (2 periods) <p>IXL - grammar/literary elements that coincide with lit book selections</p> <p>IXL- Roots/Prefixes/Suffixes</p> <p>Scholastic Magazine-every other week Read, discuss, videos, writing prompt</p>
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- with some guidance and support from peers and adults, develop and strengthen writing by planning
 - with some guidance and support from peers and adults, develop and strengthen writing by revising
 - with some guidance and support from peers and adults, develop and strengthen writing by editing
 - with some guidance and support from peers and adults, develop and strengthen writing by rewriting
- the internet and technology can be used to publish and produce writing
 - use technology, including the internet, to produce and publish writing
 - use technology, including the internet, to link and cite sources
 - use technology to interact and collaborate with others to produce and publish writing
- print and digital sources are ways to gather relevant information
 - gather relevant information from multiple print and digital sources
 - use search terms correctly
 - assess the credibility and accuracy of each source
 - quote and paraphrase the data and conclusion of others
 - avoid plagiarism and follow a standard format for citation
- draw evidence from literary texts support analysis, reflection and research
 - draw evidence from literary text to support analysis, reflection, and research by applying literary reading standards to writing
- writing in extended time frames and shorter time frames are for different specific tasks, purposes and audiences
 - write routinely over extended time frames to allow for research, reflection, metacognition/self-correction, and revision, for a range of discipline-specific tasks, purposes, and audiences
 - write routinely over shorter time frames for a range of discipline specific tasks, purposes, and audiences
- demonstrate command of the conventions of standard English grammar and usage when writing or speaking
 - different types of sentences (simple, compound, complex, and compound-complex sentences) have different roles in writing
 - choose between different types of sentences to signal differing relationships and ideas (For example, simple, compound, complex, and compound-complex sentences)

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

L.7.1. 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.

L.7.2. 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.

L.7.3. 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.

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. 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).

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

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.

SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with

- demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
- use a comma to separate coordinate adjectives when writing
- spell correctly when writing
- use knowledge of language and its conventions when writing, speaking, reading, or listening
- choose language that expresses ideas precisely and concisely
- recognize and eliminate wordiness and redundancy
- the meaning of unknown or multiple-meaning words can be determined through different contexts, such as its position in a sentence
- 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
- 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
- demonstrate understanding of figurative language, word relationships, and nuances in word meanings
- interpret figures of speech in context.
- distinguish between connotations and denotations of words with similar denotations.
- acquire accurately grade-appropriate general academic words and phrases
- 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
- building on others' ideas and expressing our own clearly helps us engage effectively in a range of collaborative discussions
- 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
- build on others' ideas and express own ideas clearly ▪ being prepared by researching the material helps us engage in effective collaborative discussions
- come to discussions prepared having read and researched material
- explicitly draw on and refer to researched material to probe and reflect on ideas during discussion
- tracking progress towards specific goals and deadlines helps us engage in collaborative discussion
- follow rules for collegial discussions

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.

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

- 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.

- track progress toward specific goals and deadlines▪ posing questions that elicit elaboration helps us engage in collaborative discussion
 - responding to others' questions and comments with relevant observations and ideas helps us engage in collaborative discussion
 - bringing the discussion back on topic as needed helps us engage in collaborative discussion
 - pose questions that elicit elaboration during discussions ▪ respond to others' questions and comments with relevant observations and ideas▪ acknowledge new information expressed by others ▪ modify our own views when warranted

- information in diverse media and formats can be analyzed
- analyze the main ideas and supporting details presented in diverse media and formats ▪ explain how the main ideas and supporting details clarify a topic, text, or issue under study

- adapt speech to a variety of contexts and tasks ▪ demonstrate command of formal English speech when indicated or appropriate

- texts differ in complexity ▪ read and comprehend literature, stories, drama, and poems, at grade level text-complexity or above

- central ideas are developed over the course of a text
- a text may contain more than one central idea
- determine two or more central ideas of a text
 - analyze the development of two or more central ideas over the course of a text
 - provide an objective summary of the text.

- individuals, events, and ideas interact in a text
- analyze how individuals, events, and ideas in a text influence one another

- words and phrases have figurative, connotative and technical meanings
 - word choices affect meaning and tone
 - determine meaning of words and phrases in a text
 - determine figurative, connotative, and technical meaning of words in a text
 - analyze impact of specific word choice on meaning and tone

- the structure and sections of a text contribute to the development of the ideas
 - analyze the structure an author uses to organize a text
 - analyze how major sections contribute to the whole text
 - analyze how major sections contribute to the development of the author's ideas

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.

<ul style="list-style-type: none"> ▪ an author's point of view can be distinct from that of others ▪ determine an author's point of view in a text ▪ determine an author's purpose for writing a text ▪ analyze how the author distinguishes his/her position from the position of others <ul style="list-style-type: none"> ▪ a text, audio video, or multimedia version of a text portrays subjects in similar and different ways ▪ the medium of a text impacts the reader's understanding of a subject <p>RI 8 ▪ arguments and claims need to be supported by sound reasoning</p> <ul style="list-style-type: none"> ▪ arguments and claims need to be supported by evidence that is relevant and sufficient ▪ trace the argument and specific claims in a text ▪ evaluate an argument by assessing whether the reasoning is sound ▪ evaluate an argument by assessing whether the evidence is relevant to the claims ▪ evaluate an argument by assessing whether the evidence is sufficient to support the claims <ul style="list-style-type: none"> ▪ authors shape their presentations of a topic by emphasizing different evidence or advancing different interpretations of facts ▪ two or more authors can interpret events differently ▪ evidence helps shape interpretation of a topic ▪ analyze and reflect on how authors shape their presentations of a topic by emphasizing different evidence or advancing different interpretations of facts <ul style="list-style-type: none"> ▪ read and comprehend literary nonfiction at grade-level text-complexity, with scaffolding as needed. 		
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Accommodations and Modifications		
Special Education	<ul style="list-style-type: none"> • follow 504/IEP accommodations • create visual word wall with labels • highlight and define important vocabulary • ask yes/no questions • provide sentence frames or sentence stems • allow for use of pictures in science journal with dictation support • create a word map 	
English Language Learners	<ul style="list-style-type: none"> • create visual word wall with labels • highlight and define important vocabulary • ask yes/no questions • provide sentence frames or sentence stems 	

	<ul style="list-style-type: none"> • allow for use of pictures in science journal with dictation support • create a word map
Students At-Risk of School Failure	<ul style="list-style-type: none"> • Allow verbalization before writing • Use audio materials when necessary • Read tests aloud • Restate, reword, clarify directions • Re-teach concepts using small groups • Provide educational “breaks” as necessary • Chunking content into “digestible bites” • Shorten assignments to focus on mastery concept • Assignment, Project, and Assessment Modification Based on Individual Student Needs • Use mnemonic devices
Gifted and Talented	<ul style="list-style-type: none"> • Student Choice • Assignment, Project, and Assessment Modification Based on Individual Student Needs
Students with 504 Plans	<ul style="list-style-type: none"> • Allow verbalization before writing • Use audio materials when necessary • Read tests aloud • Restate, reword, clarify directions • Re-teach concepts using small groups • Provide educational “breaks” as necessary • Chunking content into “digestible bites” • Shorten assignments to focus on mastery concept • Use mnemonic devices

Assessments	
Formative	<ul style="list-style-type: none"> • Lesson quick checks (Exit tickets) • Teacher Observation
Summative	End-of-Unit, Common Assessment
Benchmark	End-of-Unit, Common Assessment
Alternative	<ul style="list-style-type: none"> • Performance Tasks • Projects

Interdisciplinary Connections
SS- review the Holocaust (who, what, where, when, why, how)

21st Century Skills, Technology, Career Education
Personal Financial Literacy, Career Awareness, CTE, and Life Literacies and Key Skills
<ul style="list-style-type: none">• Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.• Standard 9.2 Career Awareness, Exploration, Preparation, and Training. This standard outlines the importance of being knowledgeable about one's interests and talents and being well informed about postsecondary and career options, career planning, and career requirements.• Standard 9.3: This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.• Standard 9.4 Life Literacies and Key Skills. This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

SUBJECT: Language Arts

GRADE LEVEL: 8

UNIT TITLE: Human Intelligence, Writing Basics, Compare/Contrast, Informational/Explanatory

LENGTH OF STUDY: MP 1

START OF UNIT: September

END OF UNIT: November

Core Ideas

Literature Book Unit 4 Human Intelligence

Summarizing
1st Read/Close Read
Point of view
Grammar
Text evidence
Theme
Figurative language
Central Idea
Class discussions
Latin prefixes and suffixes

Writing basics

Smiley Face Tricks/Compositional Risks
Narrative elements
Narrative writing
Writing with SPICE - what is good writing?
Modeling mentor texts/mentor writing

Compare/Contrast writing
Informational/Explanatory writing

Materials
Textbook: Pearson Realize My Perspectives Fiction Nonfiction Writing prompts Novels IXL

Daily Targets	NJSLS Performance Expectations	Instructional Activities
<ul style="list-style-type: none"> ▪ cite textual evidence that most strongly supports analysis of what the text says explicitly ▪ cite textual evidence that most strongly supports analysis of inferences drawn from the text ▪ make relevant connections that most strongly support analysis of what the text says explicitly ▪ make relevant connections that most strongly support analysis of inferences drawn from the text ▪ citing is a specific way of quoting textual evidence (citations mention the source of quoted text) ▪ there are different types of connections ▪ there are explicit and implicit meanings that can be drawn from a text ▪ relevant connections and text evidence are used to make inferences ▪ analysis is based on inferences made from text evidence and relevant connections ▪ draw inferences from the text ▪ pieces of textual evidence vary in strength and relevance <ul style="list-style-type: none"> ▪ determine a theme/central idea ▪ analyze the theme's relationship to character ▪ analyze the theme's relationship to setting ▪ analyze the theme's relationship to plot ▪ provide an objective summary of the text ▪ there is a difference between theme and central idea ▪ themes have a relationship with characters, setting, and plot ▪ authors develop a theme or central idea over the course of a text ▪ summaries are objective and free from opinion or analysis 	<p>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</p> <p>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.</p> <p>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.</p> <p>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 specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>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</p> <p>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.</p>	<p>Choice reading time</p> <ul style="list-style-type: none"> - Students read choice books - independently, daily, 10 minutes <p>Textbook:</p> <p>“The Human Brain” launch text</p> <p>“Flowers for Algernon” excerpt</p> <p>“Flowers for Algernon” script</p> <p>Compare/contrast the two formats in an essay</p> <p>“From Blue Nines and Red Words” memoir</p> <p>“From Born on a Blue Day” memoir</p> <p>“The Theory of Multiple Intelligences Infographic”</p> <p>“Retort” poetry</p> <p>“From The People, Yes” poetry</p> <p>Independent selections: Apply skills from other selections</p>

- dialogue can propel the actions of a story, reveal aspects of a character, or provoke decisions
 - incidents (specific events) propel the actions of a story, reveal aspects of a character, or provoke decisions
 - analyze how lines of dialogue propel action in the story
 - analyze how dialogue reveals aspects of a character
 - analyze how dialogue helps provoke a decision
 - analyze how incidents in the story propel action
 - analyze how incidents in the story reveal aspects of a character
 - analyze how incidents in the story provoke a decision
- determine the meaning of words and phrases as used in a text
 - determine the meaning of figurative language and connotative language as used in a text
 - analyze the impact of word choice on meaning and tone
 - words have figurative and connotative meanings
 - specific word choices in a text has an impact on meaning and tone
 - analogies and allusions to other texts affect meaning and tone
- compare and contrast the structure of two or more texts
 - analyze how different structure contributes to the meaning of the texts
 - analyze how different structure contributes to the style of the texts
 - text structures contribute to the meaning of the text
 - text structures contribute to the style of the text
 - authors make deliberate decisions about the structure of texts and that contributes to its overall meaning
- determine points of view of characters, the audience, or reader
 - define and analyze the use of dramatic irony
 - analyze how point of view of the character creates effects in the text
 - analyze how the point of view of the reader/audience creates effects in the text
 - characters in the text, the audience, and the reader can have different points of view
 - different points of view create effects such as suspense or humor
- evaluate choices made by actors and directors
 - analyze how the film stays faithful to the text/script
 - analyze how the film departs from the text/script
 - actors and directors make deliberate decisions on how much they choose to stay faithful to or depart from the original text or script

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.

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.

RL.8.10. 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.

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.

Informative/Explanatory Essay: sample topics:
Write from Charlie's point of view: "What has happened to you so far as a result of the experiment, and what do you predict will happen to you as time progresses?"

"In what different ways can people be intelligent?"

IXL - grammar/literary elements that coincide with lit book selections

IXL - Roots/Prefixes/Suffixes

- modern works create new meaning by drawing on older texts
 - analyze and reflect on 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
-
- read and comprehend literature, stories, drama, and poems, at grade level text-complexity or above
 - texts differ in complexity
-
- pieces of textual evidence vary in strength and relevance
 - cite text evidence that most strongly supports an analysis of what the text says explicitly
 - cite text evidence that most strongly supports an analysis of inferences drawn from the text
 - make relevant connections that most strongly supports analysis of what the text says explicitly
 - make relevant connections that most strongly supports analysis of inferences drawn from the text
-
- a central idea is developed over the course of a text
 - a central idea is developed through its relationship to supporting ideas
 - determine a central idea of a text
 - analyze [a central idea's] development over the course of the text, including its relationship to supporting ideas
 - provide an objective summary of the text
-
- analyze how a text makes connections among individuals, ideas, or events (e.g., through comparisons, analogies, or categories)
 - analyze how a text makes distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories)
-
- analyze the impact of specific word choices on meaning/tone, including analogies or allusions to other texts
-
- authors can use different structures for different paragraphs in a text
 - authors can craft specific sentences in a paragraph to develop and refine a key concept
 - analyze the structure an author uses to organize a paragraph in a text
 - identify the role of particular sentences to develop and refine concepts

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.8.9. 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.

RI.8.10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

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

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

- different mediums have advantages and disadvantages when presenting a particular topic or idea
 - evaluate the advantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic/ idea
 - evaluate the disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic/ idea

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

- read and comprehend literary nonfiction at grade-level text-complexity, with scaffolding as needed

- building on others' ideas and expressing our own clearly helps us engage effectively in a range of collaborative discussions
 - engage effectively in a range of discussions, such as one-on-one, ingroups, and teacher-led
 - 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
 - being prepared by researching the material helps us engage in effective collaborative discussions
 - build on others' ideas ▪ express our own [ideas] clearly
 - come to discussions prepared by reading or researching materials
 - explicitly draw on our reading/research preparation by referring to evidence on the topic, text, or issue
 - probe and reflect on ideas under discussion
 - having rules for decision-making, helps us engage in collaborative discussions
 - follow rules for decision-making
 - track progress toward specific goals and deadlines

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

A. Explain the function of verbals (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.

L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use an ellipsis to indicate an omission.

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.

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.

- posing questions that connect other speakers' ideas help engage in collaborative discussions
- pose questions that connect the ideas of several speakers
- respond to others' questions and comments with relevant evidence▪ acknowledging new information expressed by others and, when warranted, qualifying or justifying our own views in light of the evidence presented helps us engage in collaborative discussion
- qualify or justify our own views in light of the evidence presented

- information in diverse media and formats can be analyzed
- there are various motives for presenting information in diverse media and formats
- analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally)
 - evaluate the motives (e.g., social, commercial, political) behind its presentation

- adapt speech to a variety of contexts and tasks
- demonstrate command of formal English when indicated or appropriate.

- demonstrate command of the conventions of standard English grammar and usage when writing or speaking
 - verbs can be used in passive or active voice
 - form and use verbs in active voice
 - form and use verbs in passive voice
- demonstrate command of the conventions of standard English grammar and usage when writing or speaking
 - verbs have several functions in the context of particular sentences
 - explain the function of verbals (gerunds, participles, infinitives) in general
 - explain the function of verbals (gerunds, participles, infinitives) in the context of particular sentences
 - form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood

- use an ellipsis to indicate an omission

- verbs in the active and passive voice can emphasize the actor or the action
 - verbs in the conditional or subjunctive mood can express uncertain or describe a state contrary to the fact
 - use knowledge of language and its conventions when writing
 - use knowledge of language and its conventions when speaking

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

. A. Interpret figures of speech (e.g. verbal irony, puns) in context.

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

C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

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.

W.8.2. 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).

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

C. Use appropriate and varied 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

- use knowledge of language and its conventions when reading
- use knowledge of language and its conventions when listening
- use verbs in the active and passive voice in the conditional mood to achieve particular effects
- use verbs in the active and passive voice in the subjunctive mood to achieve particular effects.

- the meaning of unknown or multiple-meaning words can be determined through different contexts, such as its position in a sentence
- the meaning of unknown or multiple-meaning words can be determined through different contexts, such as its Greek or Latin roots
- 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
- 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
- use Greek/Latin root words and affixes to determine the meaning of word
- consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital
- determine or clarify its precise meaning or its part of speech
- 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)

- words carry different meanings depending on how they are used
- interpret figures of speech (e.g. verbal irony, puns) in context
- use relationships between words to better understand each word
- distinguish between connotation and denotation of words (e.g., bullheaded, willful, firm, persistent, resolute)

- 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.

- informative/explanatory texts examine topics and convey ideas, concepts and information through the selection, organization and analysis of relevant content

W.8.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.

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 the 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.8.9. 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").

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.

- write informative/explanatory texts to examine a topic by selecting, organizing, and analyzing relevant content
 - write informative/explanatory texts to convey ideas, concepts, and information by selecting, organizing, and analyzing relevant content
- informative/explanatory writing has text structures, e.g., definition, classification, comparison/contrast, cause/effect, etc
 - introduce a topic and organize ideas, concepts and information using text structure and text features
 - informative/explanatory writing has text features, e.g., headings, graphics, and multimedia
 - use text structures to organize ideas, concepts, and information in informative/explanatory writing
 - use text features to organize ideas, concepts, and information in informative/explanatory writing
 - in informative/explanatory text, the topic can be developed with relevant and well-chosen facts, definitions, concrete details, quotations, or other information and examples
 - develop the topic with relevant and well-chosen facts, definitions, concrete details, quotations, or other information and examples in informative/explanatory text
 - appropriate transitions can create cohesion and clarify the relationship of ideas in informative/explanatory text
 - transitions can be varied
 - use appropriate and varied transitions to create cohesion in informative/explanatory text
 - use appropriate and varied transitions to clarify the relationships among ideas and concepts in informative/explanatory text
 - use precise language to inform about or explain the topic in informative/explanatory text
 - use domain-specific vocabulary to inform about or explain the topic in informative/explanatory text
 - establish and maintain a formal/academic style, approach, and form in informative/explanatory text
 - provide a concluding statement or section that follows from the information or explanation presented in informative/explanatory text
 - provide a concluding statement or section that supports the information or explanation presented in informative/explanatory text

- development, organization, voice and style produce clear and coherent writing
 - organize writing that is appropriate to task, purpose and audience
 - develop writing that is appropriate to task, purpose and audience
 - produce clear and coherent writing with a voice that is appropriate to task, purpose and audience

- produce clear and coherent writing with a style that is appropriate to task, purpose and audience
- guidance and support from peers and adults help strengthen and develop writing
 - writing has a purpose and an intended audience ▪ purpose and audience are important to writing
 - with some guidance and support from peers and adults, develop and strengthen writing by planning
 - with some guidance and support from peers and adults, develop and strengthen writing by revising
 - with some guidance and support from peers and adults, develop and strengthen writing by editing
 - with some guidance and support from peers and adults, develop and strengthen writing by rewriting
 - with some guidance and support from peers and adults, develop and strengthen writing by trying a new approach
 - with some guidance and support from peers and adults, develop and strengthen writing by focusing on how well purpose and audience have been addressed
- the internet and technology can be used to publish and produce writing
 - use technology, including the internet, to produce and publish writing
 - use technology to interact and collaborate with others to produce and publish writing
 - use technology, including the internet, to present the relationship between information and ideas efficiently
- evidence from literary or informational texts support analysis, reflection and research
 - draw evidence from literary text to support analysis, reflection, and research by applying literary reading standards to writing
- writing in extended time frames and shorter time frames are for different specific tasks, purposes and audiences
 - write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) for a range of discipline specific tasks, purposes, and audiences
 - write routinely over shorter time frames for a range of discipline specific tasks, purposes, and audiences

Accommodations and Modifications

Special Education	<ul style="list-style-type: none"> • follow 504/IEP accommodations • create visual word wall with labels • highlight and define important vocabulary • ask yes/no questions • provide sentence frames or sentence stems • allow for use of pictures in science journal with dictation support • create a word map
English Language Learners	<ul style="list-style-type: none"> • create visual word wall with labels • highlight and define important vocabulary • ask yes/no questions • provide sentence frames or sentence stems • allow for use of pictures in science journal with dictation support • create a word map
Students At-Risk of School Failure	<ul style="list-style-type: none"> • Allow verbalization before writing • Use audio materials when necessary • Read tests aloud • Restate, reword, clarify directions • Re-teach concepts using small groups • Provide educational “breaks” as necessary • Chunking content into “digestible bites” • Shorten assignments to focus on mastery concept • Assignment, Project, and Assessment Modification Based on Individual Student Needs • Use mnemonic devices
Gifted and Talented	<ul style="list-style-type: none"> • Student Choice • Assignment, Project, and Assessment Modification Based on Individual Student Needs
Students with 504 Plans	<ul style="list-style-type: none"> • Allow verbalization before writing • Use audio materials when necessary • Read tests aloud • Restate, reword, clarify directions • Re-teach concepts using small groups • Provide educational “breaks” as necessary • Chunking content into “digestible bites” • Shorten assignments to focus on mastery concept • Use mnemonic devices

Assessments	
Formative	<ul style="list-style-type: none"> • Lesson quick checks (Exit tickets) • Teacher Observation
Summative	End-of-Unit, Common Assessment
Benchmark	End-of-Unit, Common Assessment
Alternative	<ul style="list-style-type: none"> • Performance Tasks • Projects

Interdisciplinary Connections

Drama: act out a scene from *Flowers for Algernon*

21st Century Skills, Technology, Career Education

Personal Financial Literacy, Career Awareness, CTE, and Life Literacies and Key Skills

- Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.
- Standard 9.2 Career Awareness, Exploration, Preparation, and Training. This standard outlines the importance of being knowledgeable about one's interests and talents and being well informed about postsecondary and career options, career planning, and career requirements.
- Standard 9.3: This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.
- Standard 9.4 Life Literacies and Key Skills. This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

SUBJECT: Language Arts

GRADE LEVEL: 8

UNIT TITLE: Rites of Passage, Narrative, Argument

LENGTH OF STUDY: MP 2

START OF UNIT: November

END OF UNIT: January

Core Ideas

Literature Book Unit 1 Rites of Passage

- Summarizing
- 1st Read/Close Read
- Point of view
- Grammar
- Text evidence
- Theme
- Figurative language
- Central Idea
- Class discussions
- Latin prefixes and suffixes

- Narrative writing
- Argument writing

Novel Study:
Students will look for and analyze literary devices, motifs, and plot elements while reading and jotting active reading notes that focus on reading comprehension and analysis/extensions of what is read. This novel has wonderful vocabulary, imagery, and writing techniques that students can mimic in their own writing. Students will use context clues and root/prefix knowledge to identify new vocabulary words.
Literary devices
Reading comprehension

Materials
<p>Textbook: Pearson Realize My Perspectives</p> <p>Fiction</p> <p>Nonfiction</p> <p>Writing prompts</p> <p>Novels</p> <p>IXL</p>

Daily Targets	NJSLS Performance Expectations	Instructional Activities
<ul style="list-style-type: none"> ▪ cite textual evidence that most strongly supports analysis of what the text says explicitly ▪ cite textual evidence that most strongly supports analysis of inferences drawn from the text ▪ make relevant connections that most strongly support analysis of what the text says explicitly ▪ make relevant connections that most strongly support analysis of inferences drawn from the text ▪ citing is a specific way of quoting textual evidence (citations mention the source of quoted text) ▪ there are different types of connections ▪ there are explicit and implicit meanings that can be drawn from a text ▪ relevant connections and text evidence are used to make inferences ▪ analysis is based on inferences made from text evidence and relevant connections ▪ draw inferences from the text ▪ pieces of textual evidence vary in strength and relevance <ul style="list-style-type: none"> ▪ determine a theme/central idea ▪ analyze the theme’s relationship to character ▪ analyze the theme’s relationship to setting ▪ analyze the theme’s relationship to plot ▪ provide an objective summary of the text ▪ there is a difference between theme and central idea ▪ themes have a relationship with characters, setting, and plot ▪ authors develop a theme or central idea over the course of a text ▪ summaries are objective and free from opinion or analysis 	<p>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</p> <p>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.</p> <p>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.</p> <p>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 specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>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</p> <p>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.</p>	<p>Choice reading time</p> <ul style="list-style-type: none"> - Students read choice books - independently, daily, 10 minutes <p>Textbook:</p> <p>“Red Roses” launch text</p> <p>“The Medicine Bag” short story</p> <p>“Apache Girl’s Rite of Passage” media video</p> <p>“You are the Electric Boogaloo” letter</p> <p>“Just Be Yourself” letter</p> <p>Independent selections: Apply skills from other selections</p> <p>“From I Know Why the Caged Bird Sings”</p> <p>Narrative writing: write a nonfiction narrative</p> <p>Argument writing</p>

- dialogue can propel the actions of a story, reveal aspects of a character, or provoke decisions
 - incidents (specific events) propel the actions of a story, reveal aspects of a character, or provoke decisions
 - analyze how lines of dialogue propel action in the story
- analyze how dialogue reveals aspects of a character
 - analyze how dialogue helps provoke a decision
 - analyze how incidents in the story propel action
 - analyze how incidents in the story reveal aspects of a character
- analyze how incidents in the story provoke a decision

- determine the meaning of words and phrases as used in a text
 - determine the meaning of figurative language and connotative language as used in a text
- analyze the impact of word choice on meaning and tone
 - words have figurative and connotative meanings
- specific word choices in a text has an impact on meaning and tone
- analogies and allusions to other texts affect meaning and tone

- compare and contrast the structure of two or more texts
 - analyze how different structure contributes to the meaning of the texts
- analyze how different structure contributes to the style of the texts
 - text structures contribute to the meaning of the text
 - text structures contribute to the style of the text
 - authors make deliberate decisions about the structure of texts and that contributes to its overall meaning

- determine points of view of characters, the audience, or reader
 - define and analyze the use of dramatic irony
- analyze how point of view of the character creates effects in the text
 - analyze how the point of view of the reader/audience creates effects in the text
- characters in the text, the audience, and the reader can have different points of view
- different points of view create effects such as suspense or humor

- modern works create new meaning by drawing on older texts
 - analyze and reflect on 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

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.

RL.8.10. 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.

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

Novel Study: *Outsiders*

IXL - grammar/literary elements that coincide with lit book selections

IXL- Roots/Prefixes/Suffixes

- read and comprehend literature, stories, drama, and poems, at grade level text-complexity or above
- texts differ in complexity
- pieces of textual evidence vary in strength and relevance
- cite text evidence that most strongly supports an analysis of what the text says explicitly
- cite text evidence that most strongly supports an analysis of inferences drawn from the text
- make relevant connections that most strongly supports analysis of what the text says explicitly
- make relevant connections that most strongly supports analysis of inferences drawn from the text
- a central idea is developed over the course of a text
- a central idea is developed through its relationship to supporting ideas
- determine a central idea of a text
- analyze [a central idea's] development over the course of the text, including its relationship to supporting ideas
- provide an objective summary of the text
- analyze how a text makes connections among individuals, ideas, or events (e.g., through comparisons, analogies, or categories)
- analyze how a text makes distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories)
- analyze the impact of specific word choices on meaning/tones, including analogies or allusions to other texts
- authors can use different structures for different paragraphs in a text
- authors can craft specific sentences in a paragraph to develop and refine a key concept
- analyze the structure an author uses to organize a paragraph in a text
- identify the role of particular sentences to develop and refine concepts
- determine an author's point of view or purpose in a text
- analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

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.

RI.8.10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

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.8.3. 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.

SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence,

- different mediums have advantages and disadvantages when presenting a particular topic or idea
 - evaluate the advantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic/ idea
 - evaluate the disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic/ idea

- the reasonings of an argument should be sound
- the evidence of an argument should be relevant and sufficient
 - authors may introduce irrelevant evidence in arguments
 - delineate the argument and specific claims in a text
 - evaluate the argument and specific claims in a text
- assess whether the reasoning is sound and the evidence is relevant and sufficient
 - recognize when irrelevant evidence is introduced

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

- read and comprehend literary nonfiction at grade-level text-complexity, with scaffolding as needed

- building on others' ideas and expressing our own clearly helps us engage effectively in a range of collaborative discussions
 - engage effectively in a range of discussions, such as one-on-one, ingroups, and teacher-led
 - 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
- being prepared by researching the material helps us engage in effective collaborative discussions
 - build on others' ideas ▪ express our own [ideas] clearly
 - come to discussions prepared by reading or researching materials
 - explicitly draw on our reading/research preparation by referring to evidence on the topic, text, or issue

sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

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

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.8.3. 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 point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically

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

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

- probe and reflect on ideas under discussion
- having rules for decision-making, helps us engage in collaborative discussions
- follow rules for decision-making
- track progress toward specific goals and deadlines
- posing questions that connect other speakers' ideas help engage in collaborative discussions
- pose questions that connect the ideas of several speakers
- respond to others' questions and comments with relevant evidence▪ acknowledging new information expressed by others and, when warranted, qualifying or justifying our own views in light of the evidence presented helps us engage in collaborative discussion
- qualify or justify our own views in light of the evidence presented

- information in diverse media and formats can be analyzed
- there are various motives for presenting information in diverse media and formats
- analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally)
- evaluate the motives (e.g., social, commercial, political) behind its presentation

- Delineate a speaker's argument and specific claims
- evaluate the soundness of the reasoning and relevance and sufficiency of the evidence
- identify when irrelevant evidence is introduced.

- claims and findings should be presented with relevant evidence, sound valid reasoning, and well-chosen details
- use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation)

- presentations can clarify information, strengthen claims and evidence, and add interest
- integrate multimedia and visual displays into presentations to clarify information, strengthen claims and add interest

- adapt speech to a variety of contexts and tasks
- demonstrate command of formal English when indicated or appropriate.

- arguments and claims need to be supported by clear reasoning and relevant evidence
- introduce claim(s) in argumentative writing
- distinguishing claims explain how they are different from each other

to another, and show the relationships among experiences and events.

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

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

W.8.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.

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 the 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. 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. 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.8.9. 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").

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

- acknowledge and distinguish claim(s) from alternate and opposing claims in argumentative writing
- organize reasons and evidence logically in argumentative writing
- support claims with clear reasons and relevant evidence in argumentative writing
- support claims with logical reason and relevant evidence in argumentative writing
- use accurate and credible sources in argumentative writing
- demonstrate an understanding of the topic or text in argumentative writing
- use words, phrases and clauses to create cohesion in argumentative writing
- clarify the relationship among claims, counterclaims, reasons and evidence in argumentative writing
- writing can establish and maintain a formal style in argumentative writing
- there are various approaches and forms to establish and maintain a formal/academic style
- establish and maintain a formal style in argumentative writing
- provide a concluding statement or section that follows from and supports the argument presented in argumentative writing

- narratives develop real or imagined experiences or events
- narratives use effective technique, relevant descriptive details, and well structured event sequences
- write narratives to develop real or imagined experiences or events

- use effective technique to create a narrative
- use relevant descriptive details to create a narrative
- use well-structured event sequences to create a narrative
- engage and orient the reader by establishing a context and point of view in narrative writing
- introduce a narrator and/or characters in narrative writing
- organize an event sequence that unfolds naturally and logically in narrative writing
- there are different narrative techniques, e.g., dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters
- use narrative techniques (such as dialogue, pacing, description, and reflection) to develop experiences, events, and/or characters in narrative writing
- transition words, phrases, and clauses convey the sequence or signal shifts in narrative writing in narrative writing
- transition words, phrases, and clauses show the relationship among experiences and events in narrative writing
- use a variety of transition words, phrases, and clauses to convey sequence
- use a variety of transition words, phrases, and clauses to show the relationships among experiences and events in narrative writing

two) for a range of discipline-specific tasks, purposes, and audiences.

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

A. Explain the function of verbals (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.

L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use an ellipsis to indicate an omission.

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.

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)

- use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events in narrative writing
- provide a conclusion that follows from and reflects on the narrated experiences or events

- development, organization, voice and style produce clear and coherent writing
 - organize writing that is appropriate to task, purpose and audience
- develop writing that is appropriate to task, purpose and audience
 - produce clear and coherent writing with a voice that is appropriate to task, purpose and audience
 - produce clear and coherent writing with a style that is appropriate to task, purpose and audience

- guidance and support from peers and adults help strengthen and develop writing
 - writing has a purpose and an intended audience ▪ purpose and audience are important to writing
 - with some guidance and support from peers and adults, develop and strengthen writing by planning
 - with some guidance and support from peers and adults, develop and strengthen writing by revising
 - with some guidance and support from peers and adults, develop and strengthen writing by editing
 - with some guidance and support from peers and adults, develop and strengthen writing by rewriting
 - with some guidance and support from peers and adults, develop and strengthen writing by trying a new approach
 - with some guidance and support from peers and adults, develop and strengthen writing by focusing on how well purpose and audience have been addressed

- the internet and technology can be used to publish and produce writing
 - use technology, including the internet, to produce and publish writing
 - use technology to interact and collaborate with others to produce and publish writing
 - use technology, including the internet, to present the relationship between information and ideas efficiently

- questions can be answered by conducting short research projects
 - generate our own questions for short research projects
 - conduct short research projects to answer a question, including questions we generated

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

. A. Interpret figures of speech (e.g. verbal irony, puns) in context.

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

C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

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.

- our questioning can generate multiple avenues of exploration

- use search terms correctly
- quote and paraphrase the data and conclusion of others
- avoid plagiarism and follow a standard format for citation

- evidence from literary or informational texts support analysis, reflection and research
 - draw evidence from literary text to support analysis, reflection, and research by applying literary reading standards to writing

- writing in extended time frames and shorter time frames are for different specific tasks, purposes and audiences
- write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) for a range of discipline specific tasks, purposes, and audiences
- write routinely over shorter time frames for a range of discipline specific tasks, purposes, and audiences

- demonstrate command of the conventions of standard English grammar and usage when writing or speaking
 - verbs can be used in passive or active voice
 - form and use verbs in active voice
 - form and use verbs in passive voice
- demonstrate command of the conventions of standard English grammar and usage when writing or speaking
 - verbs have several functions in the context of particular sentences
 - explain the function of verbals (gerunds, participles, infinitives) in general
 - explain the function of verbals (gerunds, participles, infinitives) in the context of particular sentences
- form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood

- use an ellipsis to indicate an omission

- verbs in the active and passive voice can emphasize the actor or the action
 - verbs in the conditional or subjunctive mood can express uncertain or describe a state contrary to the fact
 - use knowledge of language and its conventions when writing
 - use knowledge of language and its conventions when speaking

- use knowledge of language and its conventions when reading
 - use knowledge of language and its conventions when listening
 - use verbs in the active and passive voice in the conditional mood to achieve particular effects
 - use verbs in the active and passive voice in the subjunctive mood to achieve particular effects.
-
- the meaning of unknown or multiple-meaning words can be determined through different contexts, such as its position in a sentence
 - the meaning of unknown or multiple-meaning words can be determined through different contexts, such as its Greek or Latin roots
 - 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
 - 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
 - use Greek/Latin root words and affixes to determine the meaning of word
 - consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital
 - determine or clarify its precise meaning or its part of speech
 - 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)
-
- words carry different meanings depending on how they are used
 - interpret figures of speech (e.g. verbal irony, puns) in context
 - use relationships between words to better understand each word
 - distinguish between connotation and denotation of words (e.g., bullheaded, willful, firm, persistent, resolute)
-
- 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.

Accommodations and Modifications	
Special Education	<ul style="list-style-type: none"> • follow 504/IEP accommodations • create visual word wall with labels • highlight and define important vocabulary • ask yes/no questions • provide sentence frames or sentence stems • allow for use of pictures in science journal with dictation support • create a word map
English Language Learners	<ul style="list-style-type: none"> • create visual word wall with labels • highlight and define important vocabulary • ask yes/no questions • provide sentence frames or sentence stems • allow for use of pictures in science journal with dictation support • create a word map
Students At-Risk of School Failure	<ul style="list-style-type: none"> • Allow verbalization before writing • Use audio materials when necessary • Read tests aloud • Restate, reword, clarify directions • Re-teach concepts using small groups • Provide educational “breaks” as necessary • Chunking content into “digestible bites” • Shorten assignments to focus on mastery concept • Assignment, Project, and Assessment Modification Based on Individual Student Needs • Use mnemonic devices
Gifted and Talented	<ul style="list-style-type: none"> • Student Choice • Assignment, Project, and Assessment Modification Based on Individual Student Needs
Students with 504 Plans	<ul style="list-style-type: none"> • Allow verbalization before writing • Use audio materials when necessary • Read tests aloud • Restate, reword, clarify directions • Re-teach concepts using small groups • Provide educational “breaks” as necessary • Chunking content into “digestible bites” • Shorten assignments to focus on mastery concept • Use mnemonic devices

Assessments	
Formative	<ul style="list-style-type: none"> • Lesson quick checks (Exit tickets) • Teacher Observation
Summative	End-of-Unit, Common Assessment
Benchmark	End-of-Unit, Common Assessment
Alternative	<ul style="list-style-type: none"> • Performance Tasks

- | | |
|--|--|
| | <ul style="list-style-type: none"> Projects |
|--|--|

Interdisciplinary Connections

Social Studies- research the Mescalero Apaches lifestyle and most sacred traditions
 Social Studies- research Maya Angelou and her most famous accomplishments

21st Century Skills, Technology, Career Education

Personal Financial Literacy, Career Awareness, CTE, and Life Literacies and Key Skills

- Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.
- Standard 9.2 Career Awareness, Exploration, Preparation, and Training. This standard outlines the importance of being knowledgeable about one's interests and talents and being well informed about postsecondary and career options, career planning, and career requirements.
- Standard 9.3: This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.
- Standard 9.4 Life Literacies and Key Skills. This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

SUBJECT: Language Arts

GRADE LEVEL: 8

UNIT TITLE: Holocaust

LENGTH OF STUDY: MP 3

START OF UNIT: January

END OF UNIT: March

Core Ideas

Literature Book Unit 2 The Holocaust

- Summarizing
- 1st Read/Close Read
- Point of view
- Grammar
- Text evidence
- Theme
- Figurative language
- Central Idea
- Class discussions
- Latin prefixes and suffixes

- Informational/Explanatory writing

Novel Study:
Students will look for and analyze literary devices, motifs, and plot elements while reading and jotting active reading notes that focus on reading comprehension and analysis/extensions of what is read. This novel has wonderful vocabulary, imagery, and writing techniques that students can mimic in their own writing. Students will use context clues and root/prefix knowledge to identify new vocabulary words.
Literary devices
Reading comprehension

Materials
Textbook: Pearson Realize My Perspectives Fiction Nonfiction Writing prompts Novels IXL

Daily Targets	NJSLS Performance Expectations	Instructional Activities
<ul style="list-style-type: none"> ▪ cite textual evidence that most strongly supports analysis of what the text says explicitly ▪ cite textual evidence that most strongly supports analysis of inferences drawn from the text ▪ make relevant connections that most strongly support analysis of what the text says explicitly ▪ make relevant connections that most strongly support analysis of inferences drawn from the text ▪ citing is a specific way of quoting textual evidence (citations mention the source of quoted text) ▪ there are different types of connections ▪ there are explicit and implicit meanings that can be drawn from a text ▪ relevant connections and text evidence are used to make inferences ▪ analysis is based on inferences made from text evidence and relevant connections ▪ draw inferences from the text ▪ pieces of textual evidence vary in strength and relevance <ul style="list-style-type: none"> ▪ determine a theme/central idea ▪ analyze the theme's relationship to character ▪ analyze the theme's relationship to setting ▪ analyze the theme's relationship to plot ▪ provide an objective summary of the text ▪ there is a difference between theme and central idea ▪ themes have a relationship with characters, setting, and plot ▪ authors develop a theme or central idea over the course of a text ▪ summaries are objective and free from opinion or analysis 	<p>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</p> <p>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.</p> <p>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.</p> <p>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 specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>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</p> <p>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.</p>	<p>Choice reading time</p> <ul style="list-style-type: none"> - Students read choice books - independently, daily, 10 minutes <p>Textbook:</p> <p>“The Grand Mosque of Paris” launch text</p> <p>“The Diary of Anne Frank” Acts I and II drama</p> <p>“Acceptance Speech for the Nobel Peace Prize” speech</p> <p>“From Maus” media</p> <p>Independent selections: Apply skills from other selections</p> <p>Informative/Explanatory essay: sample topics: “How are historical events reflected in the play, <i>The Diary of Anne Frank</i>?” “How do we remember and honor the victims of the Holocaust?” “How can literature help us remember the past</p> <p>Novel study: <i>Anne Frank</i></p>

- dialogue can propel the actions of a story, reveal aspects of a character, or provoke decisions
 - incidents (specific events) propel the actions of a story, reveal aspects of a character, or provoke decisions
 - analyze how lines of dialogue propel action in the story
- analyze how dialogue reveals aspects of a character
 - analyze how dialogue helps provoke a decision
 - analyze how incidents in the story propel action
 - analyze how incidents in the story reveal aspects of a character
 - analyze how incidents in the story provoke a decision
- determine the meaning of words and phrases as used in a text
 - determine the meaning of figurative language and connotative language as used in a text
 - analyze the impact of word choice on meaning and tone
 - words have figurative and connotative meanings
 - specific word choices in a text has an impact on meaning and tone
 - analogies and allusions to other texts affect meaning and tone
- compare and contrast the structure of two or more texts
 - analyze how different structure contributes to the meaning of the texts
 - analyze how different structure contributes to the style of the texts
 - text structures contribute to the meaning of the text
 - text structures contribute to the style of the text
 - authors make deliberate decisions about the structure of texts and that contributes to its overall meaning
- determine points of view of characters, the audience, or reader
 - define and analyze the use of dramatic irony
 - analyze how point of view of the character creates effects in the text
 - analyze how the point of view of the reader/audience creates effects in the text
 - characters in the text, the audience, and the reader can have different points of view
 - different points of view create effects such as suspense or humor
- evaluate choices made by actors and directors
 - analyze how the film stays faithful to the text/script
 - analyze how the film departs from the text/script
 - actors and directors make deliberate decisions on how much they choose to stay faithful to or depart from the original text or script

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.

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.

RL.8.10. 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.

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.

Speech: present a speech about your research on the Holocaust

IXL - grammar/literary elements that coincide with lit book selections

IXL- Roots/Prefixes/Suffixes

- modern works create new meaning by drawing on older texts
- analyze and reflect on 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
- read and comprehend literature, stories, drama, and poems, at grade level text-complexity or above
 - texts differ in complexity
- pieces of textual evidence vary in strength and relevance
 - cite text evidence that most strongly supports an analysis of what the text says explicitly
 - cite text evidence that most strongly supports an analysis of inferences drawn from the text
 - make relevant connections that most strongly supports analysis of what the text says explicitly
 - make relevant connections that most strongly supports analysis of inferences drawn from the text
- a central idea is developed over the course of a text
- a central idea is developed through its relationship to supporting ideas
 - determine a central idea of a text
 - analyze [a central idea's] development over the course of the text, including its relationship to supporting ideas
 - provide an objective summary of the text
- analyze how a text makes connections among individuals, ideas, or events (e.g., through comparisons, analogies, or categories)
 - analyze how a text makes distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories)
- analyze the impact of specific word choices on meaning/tone, including analogies or allusions to other texts
- authors can use different structures for different paragraphs in a text
 - authors can craft specific sentences in a paragraph to develop and refine a key concept
 - analyze the structure an author uses to organize a paragraph in a text
 - identify the role of particular sentences to develop and refine concepts

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.8.9. 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.

RI.8.10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

W.8.2. 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).

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

C. Use appropriate and varied 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

W.8.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.

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

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

- different mediums have advantages and disadvantages when presenting a particular topic or idea
 - evaluate the advantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic/ idea
 - evaluate the disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic/ idea

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

- read and comprehend literary nonfiction at grade-level text-complexity, with scaffolding as needed

- informative/explanatory texts examine topics and convey ideas, concepts and information through the selection, organization and analysis of relevant content
- write informative/explanatory texts to examine a topic by selecting, organizing, and analyzing relevant content
 - write informative/explanatory texts to convey ideas, concepts, and information by selecting, organizing, and analyzing relevant content
- informative/explanatory writing has text structures, e.g., definition, classification, comparison/contrast, cause/effect, etc
 - introduce a topic and organize ideas, concepts and information using text structure and text features
 - informative/explanatory writing has text features, e.g., headings, graphics, and multimedia
 - use text structures to organize ideas, concepts, and information in informative/explanatory writing
 - use text features to organize ideas, concepts, and information in informative/explanatory writing

approach, focusing on how well the 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. 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. 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.8.9. 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").

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.

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.

- in informative/explanatory text, the topic can be developed with relevant and well-chosen facts, definitions, concrete details, quotations, or other information and examples
 - develop the topic with relevant and well-chosen facts, definitions, concrete details, quotations, or other information and examples in informative/explanatory text
 - appropriate transitions can create cohesion and clarify the relationship of ideas in informative/explanatory text
 - transitions can be varied
 - use appropriate and varied transitions to create cohesion in informative/explanatory text
 - use appropriate and varied transitions to clarify the relationships among ideas and concepts in informative/explanatory text
 - use precise language to inform about or explain the topic in informative/explanatory text
 - use domain-specific vocabulary to inform about or explain the topic in informative/explanatory text
 - establish and maintain a formal/academic style, approach, and form in informative/explanatory text
 - provide a concluding statement or section that follows from the information or explanation presented in informative/explanatory text
 - provide a concluding statement or section that supports the information or explanation presented in informative/explanatory text

- development, organization, voice and style produce clear and coherent writing
 - organize writing that is appropriate to task, purpose and audience
- develop writing that is appropriate to task, purpose and audience
 - produce clear and coherent writing with a voice that is appropriate to task, purpose and audience
 - produce clear and coherent writing with a style that is appropriate to task, purpose and audience

- guidance and support from peers and adults help strengthen and develop writing
 - writing has a purpose and an intended audience ▪ purpose and audience are important to writing
 - with some guidance and support from peers and adults, develop and strengthen writing by planning
 - with some guidance and support from peers and adults, develop and strengthen writing by revising
 - with some guidance and support from peers and adults, develop and strengthen writing by editing
 - with some guidance and support from peers and adults, develop and strengthen writing by rewriting
 - with some guidance and support from peers and adults, develop and strengthen writing by trying a new approach

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.8.4. 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.8.5. 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

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

A. Explain the function of verbals (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.

- with some guidance and support from peers and adults, develop and strengthen writing by focusing on how well purpose and audience have been addressed
- the internet and technology can be used to publish and produce writing
 - use technology, including the internet, to produce and publish writing
 - use technology to interact and collaborate with others to produce and publish writing
 - use technology, including the internet, to present the relationship between information and ideas efficiently
- questions can be answered by conducting short research projects
 - generate our own questions for short research projects
 - conduct short research projects to answer a question, including questions we generated
 - our questioning can generate multiple avenues of exploration
- use search terms correctly
- quote and paraphrase the data and conclusion of others
- avoid plagiarism and follow a standard format for citation
- evidence from literary or informational texts support analysis, reflection and research
 - draw evidence from literary text to support analysis, reflection, and research by applying literary reading standards to writing
- writing in extended time frames and shorter time frames are for different specific tasks, purposes and audiences
- write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) for a range of discipline specific tasks, purposes, and audiences
- write routinely over shorter time frames for a range of discipline specific tasks, purposes, and audiences
- building on others' ideas and expressing our own clearly helps us engage effectively in a range of collaborative discussions
 - engage effectively in a range of discussions, such as one-on-one, ingroups, and teacher-led
 - 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
 - being prepared by researching the material helps us engage in effective collaborative discussions

L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use an ellipsis to indicate an omission.

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.

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

A. Interpret figures of speech (e.g. verbal irony, puns) in context.

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

C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

- build on others' ideas
- express our own [ideas] clearly
- come to discussions prepared by reading or researching materials
 - explicitly draw on our reading/research preparation by referring to evidence on the topic, text, or issue
 - probe and reflect on ideas under discussion
- having rules for decision-making, helps us engage in collaborative discussions
- follow rules for decision-making
- track progress toward specific goals and deadlines
- posing questions that connect other speakers' ideas help engage in collaborative discussions
- pose questions that connect the ideas of several speakers
- respond to others' questions and comments with relevant evidence
- acknowledging new information expressed by others and, when warranted, qualifying or justifying our own views in light of the evidence presented helps us engage in collaborative discussion
- qualify or justify our own views in light of the evidence presented

- information in diverse media and formats can be analyzed
- there are various motives for presenting information in diverse media and formats
- analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally)
 - evaluate the motives (e.g., social, commercial, political) behind its presentation

- claims and findings should be presented with relevant evidence, sound valid reasoning, and well-chosen details
- use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation)

- presentations can clarify information, strengthen claims and evidence, and add interest
 - integrate multimedia and visual displays into presentations to clarify information, strengthen claims and add interest

- adapt speech to a variety of contexts and tasks
- demonstrate command of formal English when indicated or appropriate.

- demonstrate command of the conventions of standard English grammar and usage when writing or speaking
 - verbs can be used in passive or active voice
 - form and use verbs in active voice
 - form and use verbs in passive voice

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.

- demonstrate command of the conventions of standard English grammar and usage when writing or speaking
 - verbs have several functions in the context of particular sentences
 - explain the function of verbals (gerunds, participles, infinitives) in general
 - explain the function of verbals (gerunds, participles, infinitives) in the context of particular sentences
 - form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood
- use an ellipsis to indicate an omission
- verbs in the active and passive voice can emphasize the actor or the action
 - verbs in the conditional or subjunctive mood can express uncertain or describe a state contrary to the fact
 - use knowledge of language and its conventions when writing
 - use knowledge of language and its conventions when speaking
 - use knowledge of language and its conventions when reading
 - use knowledge of language and its conventions when listening
 - use verbs in the active and passive voice in the conditional mood to achieve particular effects
 - use verbs in the active and passive voice in the subjunctive mood to achieve particular effects.
- the meaning of unknown or multiple-meaning words can be determined through different contexts, such as its position in a sentence
- the meaning of unknown or multiple-meaning words can be determined through different contexts, such as its Greek or Latin roots
- 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
 - 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
 - use Greek/Latin root words and affixes to determine the meaning of word
 - consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital
 - determine or clarify its precise meaning or its part of speech

<ul style="list-style-type: none"> ▪ 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) ▪ words carry different meanings depending on how they are used ▪ interpret figures of speech (e.g. verbal irony, puns) in context ▪ use relationships between words to better understand each word ▪ distinguish between connotation and denotation of words (e.g., bullheaded, willful, firm, persistent, resolute) <p>L6</p> <ul style="list-style-type: none"> ▪ 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. 		
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Accommodations and Modifications		
Special Education	<ul style="list-style-type: none"> • follow 504/IEP accommodations • create visual word wall with labels • highlight and define important vocabulary • ask yes/no questions • provide sentence frames or sentence stems • allow for use of pictures in science journal with dictation support • create a word map 	
English Language Learners	<ul style="list-style-type: none"> • create visual word wall with labels • highlight and define important vocabulary • ask yes/no questions • provide sentence frames or sentence stems • allow for use of pictures in science journal with dictation support • create a word map 	
Students At-Risk of School Failure	<ul style="list-style-type: none"> • Allow verbalization before writing • Use audio materials when necessary • Read tests aloud • Restate, reword, clarify directions • Re-teach concepts using small groups • Provide educational “breaks” as necessary • Chunking content into “digestible bites” • Shorten assignments to focus on mastery concept • Assignment, Project, and Assessment Modification Based on Individual Student Needs • Use mnemonic devices 	
Gifted and Talented	<ul style="list-style-type: none"> • Student Choice 	

	<ul style="list-style-type: none"> • Assignment, Project, and Assessment Modification Based on Individual Student Needs
Students with 504 Plans	<ul style="list-style-type: none"> • Allow verbalization before writing • Use audio materials when necessary • Read tests aloud • Restate, reword, clarify directions • Re-teach concepts using small groups • Provide educational “breaks” as necessary • Chunking content into “digestible bites” • Shorten assignments to focus on mastery concept • Use mnemonic devices

Assessments	
Formative	<ul style="list-style-type: none"> • Lesson quick checks (Exit tickets) • Teacher Observation
Summative	End-of-Unit, Common Assessment
Benchmark	End-of-Unit, Common Assessment
Alternative	<ul style="list-style-type: none"> • Performance Tasks • Projects

Interdisciplinary Connections
<p>SS- research one aspect of the Holocaust and present to the class</p> <p>Drama: act out a scene from Anne Frank</p>

21st Century Skills, Technology, Career Education
Personal Financial Literacy, Career Awareness, CTE, and Life Literacies and Key Skills
<ul style="list-style-type: none"> • Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers. • Standard 9.2 Career Awareness, Exploration, Preparation, and Training. This standard outlines the importance of being knowledgeable about one's interests and talents and being well informed about postsecondary and career options, career planning, and career requirements. • Standard 9.3: This standard outlines what students should know and be able to do upon completion of a CTE Program of Study. • Standard 9.4 Life Literacies and Key Skills. This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

SUBJECT: Language Arts

GRADE LEVEL: 8

UNIT TITLE: What Matters, Invention, Compare/Contrast, Argument

LENGTH OF STUDY: MP 4

START OF UNIT: April

END OF UNIT: June

Core Ideas

Literature Book Unit 3 What Matters
Literature Book Unit 5 Invention

Summarizing
1st Read/Close Read
Point of view
Grammar
Text evidence
Theme
Figurative language
Central Idea
Class discussions
Latin prefixes and suffixes

Compare/contrast essay
Argument essay

Novel Study:
Students will look for and analyze literary devices, motifs, and plot elements while reading and jotting active reading notes that focus on reading comprehension and analysis/extensions of what is read. This novel has wonderful vocabulary, imagery, and writing techniques that students can mimic in their own writing. Students will use context clues and root/prefix knowledge to identify new vocabulary words.
Literary devices
Reading comprehension

Materials
Textbook: Pearson Realize My Perspectives Fiction Nonfiction Writing prompts Novels IXL

Daily Targets	NJSLS Performance Expectations	Instructional Activities
<ul style="list-style-type: none"> ▪ cite textual evidence that most strongly supports analysis of what the text says explicitly ▪ cite textual evidence that most strongly supports analysis of inferences drawn from the text ▪ make relevant connections that most strongly support analysis of what the text says explicitly ▪ make relevant connections that most strongly support analysis of inferences drawn from the text ▪ citing is a specific way of quoting textual evidence (citations mention the source of quoted text) ▪ there are different types of connections ▪ there are explicit and implicit meanings that can be drawn from a text ▪ relevant connections and text evidence are used to make inferences ▪ analysis is based on inferences made from text evidence and relevant connections ▪ draw inferences from the text ▪ pieces of textual evidence vary in strength and relevance <ul style="list-style-type: none"> ▪ determine a theme/central idea ▪ analyze the theme's relationship to character ▪ analyze the theme's relationship to setting ▪ analyze the theme's relationship to plot ▪ provide an objective summary of the text ▪ there is a difference between theme and central idea ▪ themes have a relationship with characters, setting, and plot ▪ authors develop a theme or central idea over the course of a text ▪ summaries are objective and free from opinion or analysis 	<p>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</p> <p>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.</p> <p>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.</p> <p>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 specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>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</p> <p>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.</p>	<p>Choice reading time</p> <ul style="list-style-type: none"> - Students read choice books - independently, daily, 10 minutes <p>Textbook:</p> <p>“Freedom of the Press” launch text</p> <p>“Barrington Irving, Pilot and Educator” magazine article</p> <p>“Three Cheers for Nanny State” opinion piece</p> <p>“Ban the Ban!” opinion piece</p> <p>“Soda’s a Problem...but” opinion piece</p> <p>“Inspiration is Overrated!” launch text</p> <p>“Nikola Tesla: The Greatest Inventor of All” biography</p> <p>“From the Invention of Everything Else” novel excerpt</p> <p>“25 Years Late, Hubble Sees Beyond Troubled Start” science article</p> <p>Independent selections: Apply skills from other selections</p>

- dialogue can propel the actions of a story, reveal aspects of a character, or provoke decisions
 - incidents (specific events) propel the actions of a story, reveal aspects of a character, or provoke decisions
 - analyze how lines of dialogue propel action in the story
 - analyze how dialogue reveals aspects of a character
 - analyze how dialogue helps provoke a decision
 - analyze how incidents in the story propel action
 - analyze how incidents in the story reveal aspects of a character
 - analyze how incidents in the story provoke a decision
-
- determine the meaning of words and phrases as used in a text
 - determine the meaning of figurative language and connotative language as used in a text
 - analyze the impact of word choice on meaning and tone
 - words have figurative and connotative meanings
 - specific word choices in a text has an impact on meaning and tone
 - analogies and allusions to other texts affect meaning and tone
-
- compare and contrast the structure of two or more texts
 - analyze how different structure contributes to the meaning of the texts
 - analyze how different structure contributes to the style of the texts
 - text structures contribute to the meaning of the text
 - text structures contribute to the style of the text
 - authors make deliberate decisions about the structure of texts and that contributes to its overall meaning
-
- determine points of view of characters, the audience, or reader
 - define and analyze the use of dramatic irony
 - analyze how point of view of the character creates effects in the text
 - analyze how the point of view of the reader/audience creates effects in the text
 - characters in the text, the audience, and the reader can have different points of view
 - different points of view create effects such as suspense or humor
-
- evaluate choices made by actors and directors
 - analyze how the film stays faithful to the text/script
 - analyze how the film departs from the text/script
 - actors and directors make

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.

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.

RL.8.10. 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.

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.

Compare/Contrast essay: sample:

Analyze the ways in which each text reveals an aspect of Tesla's life and personality

Writing prompt: develop an invention app

Argument prompt: sample:

"What is a problem you think needs to be solved? How would you solve it?"

"When is it right to take a stand?"

"Is it important for people to make their own choices in life?"

"Which invention described in Unit 5 has had the biggest impact on humanity?"

Novel study:

Much Ado About Nothing

IXL - grammar/literary elements that coincide with lit book selections

IXL- Roots/Prefixes/Suffixes

deliberate decisions on how much they choose to stay faithful to or depart from the original text or script

- modern works create new meaning by drawing on older texts
- analyze and reflect on 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

- read and comprehend literature, stories, drama, and poems, at grade level text-complexity or above
- texts differ in complexity

- pieces of textual evidence vary in strength and relevance
- cite text evidence that most strongly supports an analysis of what the text says explicitly
- cite text evidence that most strongly supports an analysis of inferences drawn from the text
- make relevant connections that most strongly supports analysis of what the text says explicitly
- make relevant connections that most strongly supports analysis of inferences drawn from the text

- a central idea is developed over the course of a text
- a central idea is developed through its relationship to supporting ideas
- determine a central idea of a text
- analyze [a central idea's] development over the course of the text, including its relationship to supporting ideas
- provide an objective summary of the text

- analyze how a text makes connections among individuals, ideas, or events (e.g., through comparisons, analogies, or categories)
- analyze how a text makes distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories)

- analyze the impact of specific word choices on meaning/tone, including analogies or allusions to other texts

- authors can use different structures for different paragraphs in a text
- authors can craft specific sentences in a paragraph to develop and refine a key concept

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.8.9. 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.

RI.8.10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

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.8.2. 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).

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

- analyze the structure an author uses to organize a paragraph in a text
 - identify the role of particular sentences to develop and refine concepts
- determine an author's point of view or purpose in a text
- analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
- different mediums have advantages and disadvantages when presenting a particular topic or idea
 - evaluate the advantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic/ idea
 - evaluate the disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic/ idea
- two or more texts can provide conflicting information on the same topic
 - texts can disagree on matters of fact or interpretation
 - analyze (e.g. practical knowledge, historical/cultural context, and background knowledge) two or more texts that provide conflicting information on the same topic
 - reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) two or more texts that provide conflicting information on the same topic
 - identify where the texts disagree on matters of fact
 - identify where the texts disagree on matters of interpretation
- read and comprehend literary nonfiction at grade-level text-complexity, with scaffolding as needed
- arguments and claims need to be supported by clear reasoning and relevant evidence
 - introduce claim(s) in argumentative writing
 - distinguishing claims explain how they are different from each other
 - acknowledge and distinguish claim(s) from alternate and opposing claims in argumentative writing
 - organize reasons and evidence logically in argumentative writing
 - support claims with clear reasons and relevant evidence in argumentative writing
 - support claims with logical reason and relevant evidence in argumentative writing
 - use accurate and credible sources in argumentative writing
 - demonstrate an understanding of the topic or text in

C. Use appropriate and varied 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

W.8.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.

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 the 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.8.9. 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").

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.

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.

argumentative writing▪ use words, phrases and clauses to create cohesion in argumentative writing

- clarify the relationship among claims, counterclaims, reasons and evidence in argumentative writing
- writing can establish and maintain a formal style in argumentative writing
- there are various approaches and forms to establish and maintain a formal/academic style
- establish and maintain a formal style in argumentative writing
- provide a concluding statement or section that follows from and supports the argument presented in argumentative writing

- informative/explanatory texts examine topics and convey ideas, concepts and information through the selection, organization and analysis of relevant content
- write informative/explanatory texts to examine a topic by selecting, organizing, and analyzing relevant content
 - write informative/explanatory texts to convey ideas, concepts, and information by selecting, organizing, and analyzing relevant content
- informative/explanatory writing has text structures, e.g., definition, classification, comparison/contrast, cause/effect, etc
 - introduce a topic and organize ideas, concepts and information using text structure and text features
 - informative/explanatory writing has text features, e.g., headings, graphics, and multimedia
 - use text structures to organize ideas, concepts, and information in informative/explanatory writing
 - use text features to organize ideas, concepts, and information in informative/explanatory writing
 - in informative/explanatory text, the topic can be developed with relevant and well-chosen facts, definitions, concrete details, quotations, or other information and examples
 - develop the topic with relevant and well-chosen facts, definitions, concrete details, quotations, or other information and examples in informative/explanatory text
 - appropriate transitions can create cohesion and clarify the relationship of ideas in informative/explanatory text
 - transitions can be varied
 - use appropriate and varied transitions to create cohesion in informative/explanatory text
 - use appropriate and varied transitions to clarify the relationships among ideas and concepts in informative/explanatory text
 - use precise language to inform about or explain the topic in informative/explanatory text
 - use domain-specific vocabulary to inform about or explain the topic in informative/explanatory text
 - establish and maintain a formal/academic style, approach, and form in informative/explanatory text

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.8.3. 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.

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.8.5. 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

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

- provide a concluding statement or section that follows from the information or explanation presented in informative/explanatory text
- provide a concluding statement or section that supports the information or explanation presented in informative/explanatory text

- development, organization, voice and style produce clear and coherent writing
- organize writing that is appropriate to task, purpose and audience
- develop writing that is appropriate to task, purpose and audience
- produce clear and coherent writing with a voice that is appropriate to task, purpose and audience
- produce clear and coherent writing with a style that is appropriate to task, purpose and audience

- guidance and support from peers and adults help strengthen and develop writing
- writing has a purpose and an intended audience ▪ purpose and audience are important to writing
- with some guidance and support from peers and adults, develop and strengthen writing by planning
- with some guidance and support from peers and adults, develop and strengthen writing by revising
- with some guidance and support from peers and adults, develop and strengthen writing by editing
- with some guidance and support from peers and adults, develop and strengthen writing by rewriting
- with some guidance and support from peers and adults, develop and strengthen writing by trying a new approach
- with some guidance and support from peers and adults, develop and strengthen writing by focusing on how well purpose and audience have been addressed

- the internet and technology can be used to publish and produce writing
- use technology, including the internet, to produce and publish writing
- use technology to interact and collaborate with others to produce and publish writing
- use technology, including the internet, to present the relationship between information and ideas efficiently

- evidence from literary or informational texts support analysis, reflection and research
- draw evidence from literary text to support analysis, reflection, and research by applying literary reading standards to writing

A. Explain the function of verbals (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.

L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use an ellipsis to indicate an omission.

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.

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

- writing in extended time frames and shorter time frames are for different specific tasks, purposes and audiences
- write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) for a range of discipline specific tasks, purposes, and audiences
- write routinely over shorter time frames for a range of discipline specific tasks, purposes, and audiences

- building on others' ideas and expressing our own clearly helps us engage effectively in a range of collaborative discussions
 - engage effectively in a range of discussions, such as one-on-one, ingroups, and teacher-led
 - 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
 - being prepared by researching the material helps us engage in effective collaborative discussions
 - build on others' ideas ▪ express our own [ideas] clearly
 - come to discussions prepared by reading or researching materials
 - explicitly draw on our reading/research preparation by referring to evidence on the topic, text, or issue
 - probe and reflect on ideas under discussion
 - having rules for decision-making, helps us engage in collaborative discussions
 - follow rules for decision-making
 - track progress toward specific goals and deadlines
 - posing questions that connect other speakers' ideas help engage in collaborative discussions
 - pose questions that connect the ideas of several speakers
 - respond to others' questions and comments with relevant evidence▪ acknowledging new information expressed by others and, when warranted, qualifying or justifying our own views in light of the evidence presented helps us engage in collaborative discussion
 - qualify or justify our own views in light of the evidence presented

- information in diverse media and formats can be analyzed
- there are various motives for presenting information in diverse media and formats
- analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally)
 - evaluate the motives (e.g., social, commercial, political) behind its presentation

- reasons and evidence need to be sound and relevant

. A. Interpret figures of speech (e.g. verbal irony, puns) in context.

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

C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

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.

- a speaker may have irrelevant evidence for arguments and claims
 - delineate a speaker's argument and specific claims
 - evaluate the soundness of the reasoning and relevance and sufficiency of the evidence
 - identify when irrelevant evidence is introduced
-
- claims and findings should be presented with relevant evidence, sound valid reasoning, and well-chosen details
 - use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation)
-
- presentations can clarify information, strengthen claims and evidence, and add interest
 - integrate multimedia and visual displays into presentations to clarify information, strengthen claims and add interest
-
- adapt speech to a variety of contexts and tasks
 - demonstrate command of formal English when indicated or appropriate.
-
- demonstrate command of the conventions of standard English grammar and usage when writing or speaking
 - verbs can be used in passive or active voice
 - form and use verbs in active voice
 - form and use verbs in passive voice
 - demonstrate command of the conventions of standard English grammar and usage when writing or speaking
 - verbs have several functions in the context of particular sentences
 - explain the function of verbals (gerunds, participles, infinitives) in general
 - explain the function of verbals (gerunds, participles, infinitives) in the context of particular sentences
 - form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood
-
- use an ellipsis to indicate an omission
-
- verbs in the active and passive voice can emphasize the actor or the action
 - verbs in the conditional or subjunctive mood can express uncertain or describe a state contrary to the fact
 - use knowledge of language and its conventions when writing
 - use knowledge of language and its conventions when speaking

- use knowledge of language and its conventions when reading
 - use knowledge of language and its conventions when listening
 - use verbs in the active and passive voice in the conditional mood to achieve particular effects
 - use verbs in the active and passive voice in the subjunctive mood to achieve particular effects.
-
- the meaning of unknown or multiple-meaning words can be determined through different contexts, such as its position in a sentence
 - the meaning of unknown or multiple-meaning words can be determined through different contexts, such as its Greek or Latin roots
 - 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
 - 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
 - use Greek/Latin root words and affixes to determine the meaning of word
 - consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital
 - determine or clarify its precise meaning or its part of speech
 - 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)
-
- words carry different meanings depending on how they are used
 - interpret figures of speech (e.g. verbal irony, puns) in context
 - use relationships between words to better understand each word
 - distinguish between connotation and denotation of words (e.g., bullheaded, willful, firm, persistent, resolute)
-
- 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.

Accommodations and Modifications	
Special Education	<ul style="list-style-type: none"> • follow 504/IEP accommodations • create visual word wall with labels • highlight and define important vocabulary • ask yes/no questions • provide sentence frames or sentence stems • allow for use of pictures in science journal with dictation support • create a word map
English Language Learners	<ul style="list-style-type: none"> • create visual word wall with labels • highlight and define important vocabulary • ask yes/no questions • provide sentence frames or sentence stems • allow for use of pictures in science journal with dictation support • create a word map
Students At-Risk of School Failure	<ul style="list-style-type: none"> • Allow verbalization before writing • Use audio materials when necessary • Read tests aloud • Restate, reword, clarify directions • Re-teach concepts using small groups • Provide educational “breaks” as necessary • Chunking content into “digestible bites” • Shorten assignments to focus on mastery concept • Assignment, Project, and Assessment Modification Based on Individual Student Needs • Use mnemonic devices
Gifted and Talented	<ul style="list-style-type: none"> • Student Choice • Assignment, Project, and Assessment Modification Based on Individual Student Needs
Students with 504 Plans	<ul style="list-style-type: none"> • Allow verbalization before writing • Use audio materials when necessary • Read tests aloud • Restate, reword, clarify directions • Re-teach concepts using small groups • Provide educational “breaks” as necessary • Chunking content into “digestible bites” • Shorten assignments to focus on mastery concept • Use mnemonic devices

Assessments	
Formative	<ul style="list-style-type: none"> • Lesson quick checks (Exit tickets) • Teacher Observation
Summative	End-of-Unit, Common Assessment
Benchmark	End-of-Unit, Common Assessment
Alternative	<ul style="list-style-type: none"> • Performance Tasks

	<ul style="list-style-type: none">• Projects
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Interdisciplinary Connections

SS- research the timeframe of Shakespeare, the Elizabethan and Jacobean ages of British theater and present to the class
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21st Century Skills, Technology, Career Education
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Personal Financial Literacy, Career Awareness, CTE, and Life Literacies and Key Skills

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| <ul style="list-style-type: none">• Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.• Standard 9.2 Career Awareness, Exploration, Preparation, and Training. This standard outlines the importance of being knowledgeable about one's interests and talents and being well informed about postsecondary and career options, career planning, and career requirements.• Standard 9.3: This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.• Standard 9.4 Life Literacies and Key Skills. This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy. |
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