

Summit Public Schools
Summit, New Jersey
Grade Level: 6 - 12
Content Area: Intermediate ESL
Length of Course: One Full Year

Curriculum

Course Description:

Intermediate ESL builds on beginning levels of ESL instruction with greater focus on further developing levels of linguistic complexity, language forms and vocabulary usage through the use of literature, research, presentation and discourse.

This class is designed to help students improve their level of English language proficiency in reading, writing, speaking and listening. The goal is for students to refine their skills in reading comprehension, written text, as well as, control of specific and technical language, grammatical structures, mechanics, and fluency.

Unit 1: Having a Rightful Place (Sep/Oct 6 weeks)

WIDA Standard 1: English Language Learners (ELL’s) communicate for social and instructional purposes within the school setting.

WIDA Standard 2: English Language Learners (ELL’s) communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.

WIDA Standard 5: English Language Learners (ELL’s) communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

Thematic Unit 1 Having a Rightful Place (September/October)

- Belonging to our community
- Belonging to the world

Big Ideas: *Course Objectives / Content Statement(s)*

- Make meaningful connections to the text being read
- Draw inferences
- Paraphrase information
- Produce written document
- Demonstrate understanding of the present perfect tense and time clause

Essential Questions

What provocative questions will foster inquiry, understanding, and transfer of learning?

Enduring Understandings

What will students understand about the big ideas?

<ul style="list-style-type: none"> ● How do learners make meaningful connections? ● What do learners need to focus on when making inferences? ● How do learners paraphrase a written text? ● What is the purpose for reading different genres such as novels, short biographies or letters? ● How do learners know what reading strategies to apply and why? ● How and when do learners use the present perfect tense and time clauses? 	<p>Students will understand that...</p> <ul style="list-style-type: none"> ● Everyone comes to a new country with a sense of wanting to belong. ● They belong to a community/world that will support them throughout their language journey. ● There are various ways to make meaningful connections (text-to-text, text-to-self and text-to-world). ● Developing reading behaviors from the beginning requires daily practice. ● Reading strategies help learners read for meaning, further developing reading comprehension skills. ● Reading strategies serve different functions to help readers make sense of the text ● Different genres have specific formats and structures. ● As learners read different genres they will learn to use strategies to help them navigate the text to locate the information needed. ● Depending what written text a learner will produce there will be a specific layout to follow. ● Construct appropriate sentences using the correct tense.
<p style="text-align: center;">Areas of Focus: Proficiencies (Cumulative Progress Indicators)</p>	<p style="text-align: center;">Examples, Outcomes, Assessments</p>
<p>Students will:</p> <p>English Language Arts Language Common Core: CCSS.ELA-Literacy.L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CCSS.ELA-Literacy.L.7.1.a Explain the function of phrases and clauses in general and their function in specific sentences. CCSS.ELA-Literacy.L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CCSS.ELA-Literacy.L.7.2.b Spell correctly. CCSS.ELA-Literacy.L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. CCSS.ELA-Literacy.L.7.3.a</p>	<p>Instructional Focus:</p> <ul style="list-style-type: none"> ● Orally explain how ideas in the text relate to personal experiences, beliefs or events happening in the world. ● Demonstrate ability to locate evidence to support inferences made. ● Use acquired vocabulary in reading and writing. ● Use acquired grammar to produce appropriate written sentences. ● Use learned information to help navigate different formats of genres such as biographies, novels and informational text to locate specific information (e.g. determine what information is included in biographies, novels and informational text. Identify the text structure and features found in biographies, novels and informational text and explain why it is used.)

Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*

[CCSS.ELA-Literacy.L.7.4.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.

[CCSS.ELA-Literacy.L.7.4.c](#)

Consult general and specialized 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.

[CCSS.ELA-Literacy.L.7.4.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).

English Language Arts Reading Literature Common Core:

[CCSS.ELA-Literacy.RL.7.1](#)

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

[CCSS.ELA-Literacy.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.

English Language Arts Reading Informational Common Core:

[CCSS.ELA-Literacy.RI.7.1](#)

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

[CCSS.ELA-Literacy.RI.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.

[CCSS.ELA-Literacy.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.

English Language Arts Writing Common Core:

[CCSS.ELA-Literacy.W.7.1.d](#)

Establish and maintain a formal style.

- Choose from learned reading strategies to assist with comprehension: inferencing, making connections and paraphrasing
- After reading summarize main ideas of text in your own words.
- Identify vocabulary they were uncertain about and what strategies or reference materials were used to determine meaning.
- Produce a letter and short biography using correct format.

Sample Assessments:

Formative

- Teacher Observation- Anecdotal record keeping in the form of anecdotal notebook, note cards or sticky notes.
- Socratic online tool to assess students comprehension on the spot through the use of games, quizzes, pools and posed questions
- Text Dependent Questions to assess comprehension
- Group discussions about the importance of belonging
- Peer/Self Assessments: Colored cups- students flip over the green cup to let the teacher know they are ok while completing a task, the yellow cup means they need clarification to complete parts of the task and the red cup means that they don't understand and are having trouble with the entire task. The teacher could individually work with students that have red cups flipped up and green cups could be paired with yellow cups. The goal is to have all green cups flipped over to show all students understood the lesson.
- Exit tickets that assess students understanding of key concepts
- Daily Journals/Writing Samples related to personal experiences and student interest.
- Daily home activities about the daily lesson learned that helps create a bridge between school and home. Students will need to

[CCSS.ELA-Literacy.W.7.1.e](#)

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

[CCSS.ELA-Literacy.W.7.2.a](#)

Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

[CCSS.ELA-Literacy.W.7.2](#)

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

[CCSS.ELA-Literacy.W.7.2.c](#)

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

[CCSS.ELA-Literacy.W.7.2.d](#)

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

[CCSS.ELA-Literacy.W.7.2.e](#)

Establish and maintain a formal style.

[CCSS.ELA-Literacy.W.7.2.f](#)

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

[CCSS.ELA-Literacy.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.

[CCSS.ELA-Literacy.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.

English Language Arts Speaking and Listening Common Core:

[CCSS.ELA-Literacy.SL.7.1](#)

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

apply inferencing strategies to independent reading assignment.

- Weekly use of RAZ Kids and Reading A-Z to track reading levels

Summative

- WIDA/W-APT Assessments- Initial benchmark assessment tool
- ACCESS Data from previous year- Initial benchmark for continuing students
- End of unit chapter test
- **Letter Project/Presentation-** The student will research school clubs and choose a club they would like to volunteer for. They will write a letter expressing their interest in belonging to the club. To complete this activity they will include the correct use of letter writing, present perfect tense, as well as, demonstrate control of capitalization, punctuation, and spelling when writing.
- **Personal Poster and Community Connections Project/Presentation-** Students will choose a classmate to write a short biography about. They will write about their classmate's experience of coming to this country for the first time. When presenting their information they will paraphrase their findings. Their presentations will be accompanied by a visual component. The collage will represent their classmate, who they are and where they come from.
- Pre-Assessment - Use of TC Running Records to determine baseline reading level

Instructional Strategies:

Listening:

During/After- Read Aloud, Discussions, Oral Class/Interactive Activities

[CCSS.ELA-Literacy.SL.7.1.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.

[CCSS.ELA-Literacy.SL.7.1.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.

[CCSS.ELA-Literacy.SL.7.1.d](#)

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

[CCSS.ELA-Literacy.SL.7.5](#)

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

**English Language Arts History/Social Studies
Common Core:**

[CCSS.ELA-Literacy.RH.6-8.4](#)

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

[CCSS.ELA-Literacy.RH.6-8.5](#)

Describe how a text presents information (e.g., sequentially, comparatively, causally).

[CCSS.ELA-Literacy.RH.6-8.7](#)

Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

- Identify main ideas and details found in the text.
- Make meaningful connections (text-self).
- Locate evidence to produce inferences.
- Cut out a specific part of the text they listened to and have the students in pairs organize the text strips.
- Students will participate in a relay game. They will listen to the sentences provided and attach the correct grammar piece. (present perfect or time clauses) to the blank space.
- Distinguish between the usage of present perfect and time clauses.

Speaking:

During/After- read aloud, independent readings, discussions, class/interactive activities

- Retell text
- Paraphrase information read or discussed in class.
- Express their thoughts in regards to the importance or lack of importance of belonging to a community (create an interactive activity (e.g. four corners) that portrays this issue).
- Describe the point of view of the text. Do you agree? Why or Why not?
- Explain their research on a school club and why did they decide to write a letter expressing their interest in belonging to it.
- Predict a different outcome for the text based on the teacher's reconstruction of a specific part of the story.

Reading:

**Before reading, During reading After reading
Genre Focus- Novel, Informational Text, Short Biography**

- Identify the purpose for reading the text (e.g. Ask yourself why you are reading it.)
- Outline their knowledge of the topic using a graphic organizer (e.g. KWL).
- Analyze the text in order to respond to what they read (e.g. summarize, state the main idea, ask a question to reflect upon, predict what will come next, relate the text to oneself or the world etc.)
- Identify information in text that assisted in helping them infer meaning.
- Compare and Contrast someone's experience of arriving to a new country for the first time to that of a student arriving to a new school for the first time. What does the word belong mean in each context? Does it have a different sentiment? Why or Why not?
- Stop, summarize and question your thoughts of each genre format.

Writing:

- Compare and Contrast (using a Venn Diagram) the different genres
- Take notes during class discussions
- Give examples of a time you felt you belonged/ didn't belong
- Explain in writing your reasoning behind making someone feel as though they belong.
- Create a multiple paragraph essay that explains the need of animals to belong in certain environments and why?
- Jot down vocabulary that is unfamiliar.
- Simple List- Student in pairs will be have to list (erase board) as many vocabulary words pertaining to the unit. The group with the most words listed wins

Interdisciplinary Connections

- Social Studies - connect Immigration with studies of American Government (7th grade curriculum)
- Reading and Writing integration with Language Arts

Technology Integration

- Web-based integration of reading program (RAZ Kids, Reading A-Z)
- Students will use Google Earth to view communities across the globe (Compare and Contrast Activity)
- Letters of interest developed using Google Docs where students can view teacher comments
- Students will record classmates interview responses using iPads/Chrome books (Audacity)
- Students will use advanced Google search for appropriate images for final presentations
- Collaborize Classroom will be used to structure class discussions, study groups, collaborative group work
- Google Classroom will be used for updates, assignments and additional resources
- Socrative- Student will use this to provide answers to posed questions (e.g quizzes, exit tickets etc.)

Global Perspectives

- Review communities around the globe (for example: text readings on Native Americans (tribes).
- Immigration - Discussion on the immigration process, a look at Ellis Island, non-fiction articles related to Immigration Process
- Student discussions about countries from which they have immigrated

Culturally Responsive Teaching

- Student Reflection - discussion about what they have learned about other cultures and share what they know about other cultures.

- If your life was a story, who would be the characters and what are they like? What community would you belong to? What club(s) or activities would you belong to?

The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.

21st Century Skills:

Creativity and Innovation

Critical Thinking and Problem Solving

Communication and Collaboration

Information Literacy

Media Literacy

Life and Career Skills

21st Century Themes (as applies to content area):

Financial, Economic, Business, and Entrepreneurial Literacy

Civic Literacy

Health Literacy

S.T.E.A.M. (Science, Technology, Engineering, Arts, Mathematics)

REQUIRED KEY VOCABULARY WORDS:

<p>Thematic Vocabulary:</p> <ul style="list-style-type: none">● Belonging● Immigration● Immigrants● Community - local, global, school● Native Americans● Tribes● Clubs● Environments● Habitat● Global <p>Technology Covered:</p> <ul style="list-style-type: none">● Google Earth● Google Docs● Collaborize Classroom● Socrative	<p>Reading and Writing Vocabulary:</p> <ul style="list-style-type: none">● Inference● Making connections● Paraphrase● Summarize● Genres<ul style="list-style-type: none">○ novel○ biography: non-fiction○ informational text● Letter correspondence● Parts of a letter<ul style="list-style-type: none">○ greeting○ salutation○ body○ closing○ signature
<p>Grammar Covered:</p> <ul style="list-style-type: none">● Present perfect● Time clauses	

Texts and Resources

Resources

- WIDA Standards
- NJ Student Learning Standards
- WIDA Can Do Descriptors
- Reading A-Z
- Leveled Library
- *The ESL/ELL Teacher's Survival Guide* by Larry Ferlazzo
- *Making Content Comprehensible for English Language Learners: The SIOP Model*, Echevarria, J., Vogt, M., Short, D.J
- World Map
- Animal and their habitat. ppt

Texts

- *Sumi's First Day of School*, Kim.J.U (Novel)
- *The Witch of Blackbird Pond*, Elizabeth George Speare (Novel)
- *I See a Kookaburra!: Discovering Animal Habitats Around the World*, Steve Jenkins

Reading A-Z

- *Gandhi*, Jennifer Dobner (Biography: non-fiction)
- *Pocahontas at Jamestown*, Terry Miller Shannon (Biography: non-fiction)
- *The Story of Immigration*, Robert Charles (Informational Text)
- *Native Americans of the Great Plains*, Linda Johns (Informational Text)

Unit 2: Family (Oct/Nov. 6 weeks)

WIDA Standard 1: English Language Learners (ELL's) communicate for social and instructional purposes within the school setting.

WIDA Standard 2: English Language Learners (ELL's) communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.

WIDA Standard 5: English Language Learners (ELL's) communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

Big Ideas: *Course Objectives / Content Statement(s)*

Thematic Unit 2: Family (October/November)

- Family Characteristics & Traits
- Lessons we learn from our families

Big Ideas: *Course Objectives / Content Statement(s)*

- Use of visualization as core reading strategy
- Draw conclusions
- Paraphrase information
- Focus on descriptive writing
- Demonstrate understanding of the present progressive tense and present tense
- Grammatical focus includes an introduction to adjectives
- Understanding of the family structure

<p style="text-align: center;">Essential Questions</p> <p style="text-align: center;"><i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p style="text-align: center;">Enduring Understandings</p> <p style="text-align: center;"><i>What will students understand about the big ideas?</i></p>
<ul style="list-style-type: none"> ● What are the lessons we learn from our families? ● What characteristics and traits are specific to families? ● How do you use imagery and visualization to help with reading comprehension? ● How do you use context to help us draw conclusions? ● How can we paraphrase a text while still maintaining the meaning? ● How do we identify adjectives for descriptive writing? ● How do we use our five senses to guide our descriptive writing? ● How do we identify the present progressive and present tense in writing? 	<p>Students will understand that...</p> <ul style="list-style-type: none"> ● Traditions, lessons and morals are passed down by family members ● Home life varies from culture to culture ● Imagery develops the setting and theme of a story ● Visualization creates a mental picture as a way to understand text and make connections (personal experiences) ● Use hints and clues that writers give us to draw conclusions ● Paraphrasing is a skill that includes the expansion or shortening of ideas while maintaining the idea of the original passage ● Use your five senses (touch, smell, sight, hearing, taste) to develop vivid images when writing to incorporate the identification of rich vocabulary. ● Understand the development of sentences using the present progressive and present tense writing
<p style="text-align: center;">Areas of Focus: Proficiencies (Cumulative Progress Indicators)</p>	<p style="text-align: center;">Examples, Outcomes, Assessments</p>
<p>Students will:</p>	<p>Instructional Focus:</p>
<p>English Language Arts Language Common Core:</p> <p>CCSS.ELA-Literacy.L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>CCSS.ELA-Literacy.L.7.1.a Explain the function of phrases and clauses in general and their function in specific sentences.</p> <p>CCSS.ELA-Literacy.L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>CCSS.ELA-Literacy.L.7.2.b Spell correctly.</p> <p>CCSS.ELA-Literacy.L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>CCSS.ELA-Literacy.L.7.3.a</p>	<ul style="list-style-type: none"> ● Orally explain how ideas in the text relate to personal experiences, beliefs or events happening in the world. ● Demonstrate ability to locate evidence to draw conclusions. ● Use acquired vocabulary in reading and writing. (Refer to the list at the end of the unit) ● Use acquired grammar to produce appropriate written sentences.(Refer to the list at the end of the unit) ● Use learned information to help navigate different formats of genres such as biographies, novels and informational text to locate specific information (e.g. determine what information is included in short stories, interviews, informational text and biographies. Identify the text structure and features found in short stories, interviews, informational text and biographies and explain why it is used.) ● Choose from learned reading strategies such as: visualize, ask questions, and paraphrasing to assist with comprehension.

Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*

[CCSS.ELA-Literacy.L.7.4.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.

[CCSS.ELA-Literacy.L.7.4.c](#)

Consult general and specialized 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.

[CCSS.ELA-Literacy.L.7.4.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).

English Language Arts Reading Literature Common Core:

[CCSS.ELA-Literacy.RL.7.1](#)

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

[CCSS.ELA-Literacy.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.

English Language Arts Reading Informational Common Core:

[CCSS.ELA-Literacy.RI.7.1](#)

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

[CCSS.ELA-Literacy.RI.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.

[CCSS.ELA-Literacy.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.

English Language Arts Writing Common Core:

[CCSS.ELA-Literacy.W.7.1.d](#)

Establish and maintain a formal style.

[CCSS.ELA-Literacy.W.7.1.e](#)

- After reading summarize main ideas of text in your own words.
- Use context clues to determine meaning in reading.
- Use of imagery and descriptive writing to “show not tell”
- Use descriptive language to write about a favorite place and themselves

Sample Assessments:

Formative

- Teacher Observation- Anecdotal record keeping in the form of anecdotal notebook, note cards or sticky notes.
- Socratic online tool to assess student comprehension using engaging online activities such as space races, quizzes, questions, polls etc.
- Text Dependent Questions to assess comprehension
- Peer/Self Assessments: Fist to Five signal where students create a fist if they don't understand the lesson, raise all five fingers if they do or some fingers (1-4) if they understand somewhat but need clarification with some concepts.
- Group discussions about family traits and characteristics.
- Exit tickets that assess students understanding of key concepts - e.g. naming characteristics and traits of a character presented in class using descriptive adjectives.
- Daily home activities about the daily lesson learned that helps create a bridge between school and home. (e.g. Students will need to apply visualization, inferencing strategies etc. to independent reading assignments.
- Daily Journals/Writing Samples related to personal experiences and student interest.
 - E.g. Journal Entry - Write about a trait that you think you inherited from one of your parents, provide evidence as to how you know.
- Weekly use of RAZ Kids and Reading A-Z to track reading levels
- Sentence Sort for grammar check-in

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

[CCSS.ELA-Literacy.W.7.2.a](#)

Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

[CCSS.ELA-Literacy.W.7.2](#)

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

[CCSS.ELA-Literacy.W.7.2.c](#)

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

[CCSS.ELA-Literacy.W.7.2.d](#)

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

[CCSS.ELA-Literacy.W.7.2.e](#)

Establish and maintain a formal style.

[CCSS.ELA-Literacy.W.7.2.f](#)

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

[CCSS.ELA-Literacy.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.

[CCSS.ELA-Literacy.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.

English Language Arts Speaking and Listening Common Core:

[CCSS.ELA-Literacy.SL.7.1](#)

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

[CCSS.ELA-Literacy.SL.7.1.a](#)

Summative

- End of unit chapter test
- **Team Jigsaw** - students will be provided with a specific culture that students must research to identify family traits and characteristics. Each team member will share and connect their findings on a classroom size map.
- **Family Tree** - Students will create their own digital Family Tree (Ancestry.com) and present to the class. Students will use learned vocabulary from unit to describe family members, values and culture.

Instructional Strategies:

Listening:

During/After- Read Aloud, Discussions, Oral Class/Interactive Activities

- Identify main ideas and details found in the text.
- Make meaningful connections (text-self).
- Draw conclusions using context clues and imagery.
- Dictogloss: Students will listen to a read aloud. Each time they will write down what they heard (adding as they go). Students will work with a peer to reconstruct the text with what they heard.
- Students will listen to sample (authentic) interviews and class will create higher order questions to ask of a classmate.
- Students will complete comprehension questions OR complete a retell of 5 facts following a presentation on family characteristics and traits

Speaking:

During/After- read aloud, independent readings, discussions, class/interactive activities

- Students will complete comprehension questions or complete a retell of 5 facts following a presentation on family characteristics and traits.
- Retell text
- Paraphrase information read or discussed in class.
- Present their individual family tree.
- Ask questions to conduct an interview (students will generate questions to ask).

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.

[CCSS.ELA-Literacy.SL.7.1.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.

[CCSS.ELA-Literacy.SL.7.1.d](#)

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

[CCSS.ELA-Literacy.SL.7.5](#)

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

English Language Arts History/Social Studies Common Core:

[CCSS.ELA-Literacy.RH.6-8.4](#)

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

[CCSS.ELA-Literacy.RH.6-8.5](#)

Describe how a text presents information (e.g., sequentially, comparatively, causally).

[CCSS.ELA-Literacy.RH.6-8.7](#)

Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

- Orally give examples using descriptive features of family members.
- Headbangz - Students will play this game and use to create the visual image using adjectives for home life vocabulary.
- Identify and discuss family traits.
- Discuss the difference between inherited and acquired traits.
- Erase the Word- Students in teams will take turns pointing to a unit word on the white board and producing a sentence using it in the correct context. Whoever gets it right erases the word. The team with no words left wins.

Reading:

Genre Focus- Short Story, Informational Text, Biography

Before reading, During reading After reading

- Identify the purpose for reading the text (e.g. Ask yourself why you are reading it.)
- Outline their knowledge of the topic using a graphic organizer (e.g. KWL)
- Highlight context clues in sentences and text to develop meaning.
- Use of boxes and bullets strategy to read information text, key ideas and facts pulled from reading.
- Use of concept map during reading for comprehension (identify major ideas) - see additional resources.
- Think Aloud - use sentence frames to develop questions about the reading.

Writing:

- Compare and Contrast (using a Venn Diagram) the different genres
- Take notes during class discussions.
- Development of interview questions
- Assemble 4 star sentences (for example: My cat runs outside to, My fluffy black cat runs quickly outside.) Continue to add descriptive details as they extend the sentence.

- Develop a list of lessons that families should teach, think value list.
- Engage in the writing process (prewrite, draft, revisions, edit, and publish) to write 2 paragraphs describing themselves.
- Write descriptive captions for your favorite place.

Interdisciplinary Connections

- Students will be using journalism skills to interview students and ask questions
- Writing and Reading skills span across content areas
- Cultures and traditions relate to social studies, specifically, World History content

Technology Integration

- Web-based integration of reading program (RAZ Kids, Reading A-Z)
- Students can use iBrainstorm or the Google Draw function of Docs to create concept maps and Venn Diagrams for visual aids.
- Use Google Docs to draft interview questions, take notes and use the highlight and comment features to annotate text.
- Students will record classmates interview responses using iPads/Chrome books (Audacity).
- Students can record interviews using WeVideo or ClipChamp for short video clips.
- A writing portfolio can be established using Google Docs as a way to organize all writing assignments
- Google Classroom will be used for updates, assignments and additional resources.
- Use of Chrome book extensions and related apps to use highlighting, search, and just text features to make reading accessible to students.
- WillYou.Typewith.me- Students will use to collaborate on a single document online (e.g creating short stories during pass it on activities, locating grammatical errors, producing logical paragraphs etc.)

	<p>Global Perspectives</p> <ul style="list-style-type: none"> ● Authentic videos of interviews with students across the globe can be shared ● Ancestry.com can be used to explore family roots and origins <p>Culturally Responsive Teaching</p> <ul style="list-style-type: none"> ● Prior to the introduction to family structures, create and use a survey to ask students about their own family structures ● Present a variety of family structures and traits to celebrate differences in beliefs and values associated with specific cultures
<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p>21st Century Skills:</p> <ul style="list-style-type: none"> Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy Life and Career Skills <p>21st Century Themes (as applies to content area):</p> <ul style="list-style-type: none"> Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy Health Literacy S.T.E.A.M. (Science, Technology, Engineering, Arts, Mathematics)

REQUIRED KEY VOCABULARY WORDS:

Thematic Vocabulary:

- Characteristics (features and qualities)
- Traits (personality) -
 - adaptable
 - reflective
 - gregarious
 - intuitive
 - exuberant
 - resourceful
 - philosophical
 - self-disciplined
 - versatile
 - conscientious
- Features
- Qualities
- Inherited
- Acquired
- Genre
- Lessons
- Values

Technology Covered:

- Google Draw
- WeVideo
- ClipChamp
- Google classroom
- Google doc
- Collaborize Classroom
- WillYou.Typewith.me

Reading and Writing Vocabulary:

- Imagery
- Visualization
- Descriptive
- Adjectives
- Discussion
- Interview
- Conduct

Genres

- short stories,
- interviews,
- informational text
- biographies

Grammar Covered:

- Present progressive
- Present tense

Texts and Resources

Resources

- WIDA Can Do Descriptors
- Reading A-Z
- Leveled Library
- WIDA Speaking Rubric
- *The ESL/ELL Teacher's Survival Guide* by Larry Ferlazzo
- *Making Content Comprehensible for English Language Learners: The SIOP Model*, Echevarria, J., Vogt, M., Short, D.J
- Reading Rockets: www.readingrockets.org (templates located under teaching reading: classroom strategies)
- Descriptive adjective poster
- How-To guide: present progressive, present tense, adjectives
- Sample interview dialogues
- Examples of higher order thinking questions: Focus on Bloom's Taxonomy action verbs- Analysis and Synthesis
- List of traits, definitions and visuals (celebrities)
- Templates for family trees

Texts

- *Storytelling Traditions of Native Americans*,
<http://www.teachercertification.org/generalteaching/storytelling-traditions-of-native-americans.html> (Informational)

Reading A-Z

- *A Hero's Name*, Marvin Bird (Short Story)
- *What's in a Name*, Francis Morgan (Informational)
- *Adventures with Abuela*, Carolina B. Page (Short Story)
- *Families in Many Cultures: Life Around the World*, Heather Adamson (Informational)
- *Families*, Francis Morgan (Informational)
- *Families in Ancient Rome*,
http://www.ducksters.com/history/ancient_rome/family_life.php (Informational)
- *Aesop's Fables*, Retold by Julie Harding (Short Story-Fiction)
- *Climbing Mountains: An interview with Erik Weinbenmayer*, Katie Lester (Interview)
- *Cesar Chavez: Migrant Hero*, Terry L. Scott (Biography)
- *Cathy Freeman, Bea Silverberg* (Biography)

Unit 3: Aspirations (Dec/Jan. 6 weeks)

WIDA Standard 1: English Language Learners (ELL's) communicate for social and instructional purposes within the school setting.

WIDA Standard 2: English Language Learners (ELL's) communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.

WIDA Standard 5: English Language Learners (ELL's) communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

Thematic Unit 3 Aspirations (December/January)

- Fulfilling Our Dreams
- Dreams of Famous People

Big Ideas: *Course Objectives / Content Statement(s)*

- Make meaningful connections to the text being read.
- Compare and Contrast Information
- Distinguish between fact and opinion
- Identify repetitive features in poetry
- Produce written documents in expository and persuasive format
- Demonstrate understanding of modals (can, could, should, must)

Essential Questions

What provocative questions will foster inquiry, understanding, and transfer of learning?

- How do learners make meaningful connections and why?
- What features do we focus on when comparing/contrasting information?
- How do learners know when something is a fact as opposed to an opinion and vice versa?
- What is the purpose for reading different genres such as a play and poetry?
- Are there different types of repetitions in poetry? If so, how could learners recognize which kind is being used?
- What constitutes as expository and persuasive writing?
- How do learners know when to apply reading strategies such as, compare and contrast, connections and identification to text and why?
- How and when do learners use modals (can, could, should and must)?

Enduring Understandings

What will students understand about the big ideas?

- Students will understand that...
- Everyone has dreams of success and prosperity. However, what someone may deem as success and prosperity depends on values they hold dear.
 - Many influential figures (Martin Luther King Jr., Benjamin Franklin, Abraham Lincoln, George Washington Carver etc.) have moved their dreams from abstract visions to concrete plans.
 - There are various ways to make meaningful connections (text-to-text, text-to-self and text-to-world).
 - Comparing and contrasting information has numerous steps that need to be taken into consideration such as, analyzing what the learner is being asked to compare and contrast, method to use to assist with organization of information (Venn diagram, web, flow charts or tables) and selection of key details pertaining to the specific topic.
 - Facts can be proved while opinions relate to thoughts or feelings

	<ul style="list-style-type: none"> ● Reading strategies help learners read for meaning, further developing reading comprehension skills. ● Reading strategies such as compare and contrast, connections etc. serve different functions to help readers make sense of the text ● Different writing genres have specific formats and structures to follow (expository and persuasive). ● As learners read different genres they will learn to use strategies to help them navigate the text to locate the information needed. ● Poetry requires different strategies (rereading, questioning, interpretation and evaluation) than that from reading other kinds of text. ● Reading plays develops prosody or expressive reading skills (pitch, stress and timing) that further strengthen comprehension. ● Constructing appropriate sentences using correct modals accurately delivers intended meaning.
<p align="center">Areas of Focus: Proficiencies (Cumulative Progress Indicators)</p>	<p align="center">Examples, Outcomes, Assessments</p>
<p>Students will:</p> <p>English Language Arts Language Common Core: CCSS.ELA-Literacy.L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CCSS.ELA-Literacy.L.7.2.a Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old[,] green shirt</i>). CCSS.ELA-Literacy.L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CCSS.ELA-Literacy.L.7.2.b Spell correctly. CCSS.ELA-Literacy.L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. CCSS.ELA-Literacy.L.7.3.a Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*</p>	<p>Instructional Focus:</p> <ul style="list-style-type: none"> ● Verbally express what their dreams are and list values that assisted in developing these dreams. ● Demonstrate ability to locate evidence to support text -to- text connections. ● Use analyzation, specific learned methods (Venn diagram, webs, flowing charts) and details to compare and contrast text ● Use acquired thematic unit 3 vocabulary, strategic and genre vocabulary (found in vocabulary section) in reading and writing. ● Use acquired grammar (conjunctions and modals) to produce appropriate written sentences. ● Distinguish between facts and opinions ● Select the most useful reading strategy to strengthen comprehension for a specific reading task (identification, compare and contrast and connections) ● Identify some types of repetitions found in poetry (alliteration, anaphora, antistasis).

[CCSS.ELA-Literacy.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.

[CCSS.ELA-Literacy.L.7.4.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.

[CCSS.ELA-Literacy.L.7.4.c](#)

Consult general and specialized 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.

checking the inferred meaning in context or in a dictionary).

[CCSS.ELA-Literacy.L.7.4.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).

[CCSS.ELA-Literacy.L.7.5](#)

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

[CCSS.ELA-Literacy.L.7.5.a](#)

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

[CCSS.ELA-Literacy.L.7.5.b](#)

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

[CCSS.ELA-Literacy.L.7.5.c](#)

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

English Language Arts Reading Literature Common Core:

[CCSS.ELA-Literacy.RL.7.1](#)

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

[CCSS.ELA-Literacy.RL.7.2](#)

- Apply expressive skills during suited readings (stress, pitch and timing).
- Use learned information to help navigate different formats of genres such as plays, poetry and informational text to locate specific information (e.g. determine what information is included in each. Identify the text structure and features found in each and explain why it is used.)
- Locate references to clarify meaning of words.
- Produce an expository and persuasive written document using correct format.

Sample Assessments:

Formative

- Teacher Observation- Anecdotal record keeping in the form of anecdotal notebook, note cards or sticky notes.
- Socrative online tool to assess student comprehension using engaging online activities such as space races, quizzes, questions, polls etc.
- Peer/Self Assessments: Two stars and a wish assessment to be used by students to assess a classmates writing. In pairs they read each other's work and the reader identifies two things the writer did well (stars) and one suggestion or improvement (wish)
- Text Dependent Questions to assess comprehension
- Group discussions about the impact the dreams of people have had on the world
- Exit tickets that assess students understanding of key concepts repetitive poetry and grammar (conjunction and modals)
- Daily Journals/Writing Samples related to their interpretations or thoughts about open class discussions
- Daily home activities about the daily lesson learned (compare and contrast informational text, classify as fact or opinion, grammatical clozes (modals and conjunctions), name the repetition etc.) that helps create a bridge between school and home.

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.

[CCSS.ELA-Literacy.RL.7.3](#)

Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

[CCSS.ELA-Literacy.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.

[CCSS.ELA-Literacy.RL.7.5](#)

Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning

[CCSS.ELA-Literacy.RL.7.6](#)

Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

English Language Arts Reading Informational Common Core:

[CCSS.ELA-Literacy.RI.7.1](#)

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

[CCSS.ELA-Literacy.RI.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.

[CCSS.ELA-Literacy.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.

[CCSS.ELA-Literacy.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.

- Quick-writes- Write the first thing that comes to mind from the visual provided
- Brainstorm different dreams or wants someone could have to better themselves or the world (better education, create a vaccine for cancer, opening their own business, buying a house etc.)
- Daily home activities about the daily lesson learned that helps create a bridge between school and home (e.g. using connections, compare and contrasting strategies to independent reading assignments.)
- Weekly use of RAZ Kids and Reading A-Z to track reading levels
- Weekly quizzes to assess understanding of grammar, reading and writing strategies and distinguishing of genres

Summative

- End of unit chapter test
- Build your dream.....Students will use all the lessons and strategies they have learned this unit and previous units (descriptive adjectives from unit 2 and expository format unit 3 to help guide them throughout their creative process. They will identify a dream they have and write a paper (minimum of 2 paragraphs) that depicts how they will bring this dream to life. They will use descriptive details to help create a picture of this idea. Questions to keep in mind- What is the dream (descriptive)? Why is it important? What will I need to construct, develop, create, and formulate etc. this thought (Use Bloom's Taxonomy: Synthesis to help identify the correct action verb to guide your idea)?
- Project/Presentation: What famous figure should be nominated to have a holiday? Students will choose from figures they have read in class (if they have someone else in mind they will have to run it by the teacher first to make sure it fits the project criteria). They will write a persuasive piece using the format and features learned in unit 3. The purpose

English Language Arts Writing

Common Core:

[CCSS.ELA-Literacy.W.7.1.d](#)

Establish and maintain a formal style.

[CCSS.ELA-Literacy.W.7.1.e](#)

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

[CCSS.ELA-Literacy.W.7.2.a](#)

Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

[CCSS.ELA-Literacy.W.7.2](#)

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

[CCSS.ELA-Literacy.W.7.2.b](#)

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

[CCSS.ELA-Literacy.W.7.2.c](#)

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

[CCSS.ELA-Literacy.W.7.2.d](#)

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

[CCSS.ELA-Literacy.W.7.2.e](#)

Establish and maintain a formal style.

[CCSS.ELA-Literacy.W.7.2.f](#)

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

[CCSS.ELA-Literacy.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.

[CCSS.ELA-Literacy.W.7.6](#)

is to convince the class that if it was not for this individuals dream and their determination to bring it to fruition the world would be lacking something (depends on what they brought to the world)

- Biweekly Pre-Assessment - Use of TC Running Records to determine baseline reading level

Instructional Strategies:

Listening:

During/After- Read Aloud, Discussions, Oral Class/Interactive Activities

- Identify similarities and differences found in text
- Describe steps taken by individuals to cement their dreams
- Make meaningful connections (text-to-text and text-to-self).
- Distinguish between facts and opinions found in text.
- Express interpretation of words that communicate meaning(e.g. poems).
- Listen for expressive skills found during reading.
- Identify which prosodic skills need strengthening
- Think-pair share during class discussions.
- Distinguish between the usage of conjunction and modals.
- Gather three new ideas from three different people regarding what they learned from the unit.
- Describe the poetic repetitions found in lyrics.

Speaking:

During/After- read aloud, independent readings, discussions, class/interactive activities

- Explain the importance of having dreams.
- Recall the reasons why or why not some people choose not to fulfill their dreams.
- Explain why the text reminds them of another text or to a personal experience.

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.

English Language Arts Speaking and Listening Common Core:

[CCSS.ELA-Literacy.SL.7.1](#)

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

[CCSS.ELA-Literacy.SL.7.1.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.

[CCSS.ELA-Literacy.SL.7.1.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.

[CCSS.ELA-Literacy.SL.7.1.d](#)

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

[CCSS.ELA-Literacy.SL.7.4](#)

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

[CCSS.ELA-Literacy.SL.7.5](#)

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

English Language Arts History/Social Studies Common Core:

[CCSS.ELA-Literacy.RH.6-8.4](#)

- Match the picture to the correct individual (historical figure) and give a brief summary of their dream and how they made it a reality.
- Verbally express what their dreams are and list values that assisted or will assist in developing these dreams.
- Justify their reasoning for choosing the person they did to receive a holiday in their name.
- Verbally improvise a scene from a play with prosody.
- Provide oral explanation to questions using unit vocabulary.
- Dramatize a play script (e.g. An episode of Dr. King's childhood or life)
- Summarize, clarify and question text during a reciprocal teaching class activity.
- Vocab Shot: Students will be placed in one of two teams. The teacher will pose a vocabulary unit question (definition, spelling etc.). Whoever gets it right gets a point for their team. If they make the basketball ball shot they have the chance of answering another question. They need to take two steps backs after each correct shot they make.

Reading:

Genre Focus- Play, Informational, Poetry

Before reading, During reading After reading

- Identify the purpose for reading the text (e.g. Ask yourself why you are reading it.)
- Use a graphic organizer such as a t- chart to locate differences and similarities between two text.
- Underline information relevant for making text -to-text/text-to-self connections
- Reread text to help clarify meaning and make accurate interpretations of what is being read (e.g. When reading poetry it's important to reread every

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

[CCSS.ELA-Literacy.RH.6-8.5](#)

Describe how a text presents information (e.g., sequentially, comparatively, causally).

[CCSS.ELA-Literacy.RH.6-8.7](#)

Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

[CCSS.ELA-Literacy.RH.6-8.8](#)

Distinguish among fact, opinion, and reasoned judgment in a text.

word more than once especially since unlike other text, every word in poetry carries significance.)

- Evaluate understanding when distinguishing fact from opinion (e.g. Why is this a fact?)
- Annotate the text by circling important key words (e.g. anaphoras, alliterations or antisasis) found in text
- SQ3R (survey, question, read, recite, review) when reading informational text

Writing:

- Compare and Contrast (using a Venn Diagram, t-charts) the different genres (play, poetry and informational text)
- Compose a list consisting of dreams individuals may have (e.g. to create, develop, design, invent etc.)
- Write down their interpretations of detailed audio they heard (e.g. Martin Luther King Jr.’s speech “I have a dream “or recordings of their classmates dreams)
- Rewrite the “*I Have a Dream*” speech based on how they think they could improve the world
- Jot down information using a flow chart to show the steps taken by individuals to cement their dreams (also could be used to demonstrate how the learner intends to make their dreams come true)
- Proofread, edit and revise expository and persuasive written documents for written class assignments
- Create a short script “The American Dream” with focus on what their dream is.
- Mark down vocabulary that is unfamiliar.
- Use the PMI graphic organizer (plus, minus, interesting) to give students written feedback during presentations

Interdisciplinary Connections

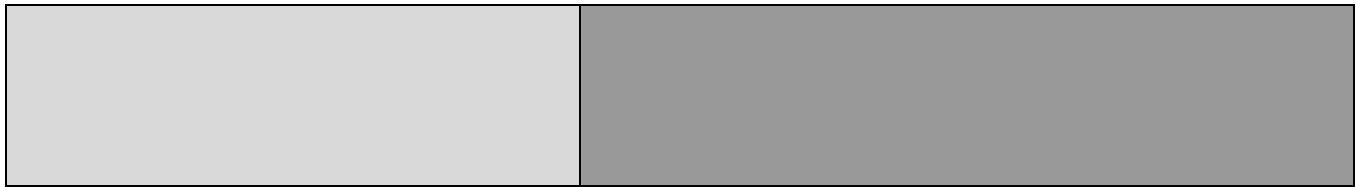
- Social Studies - connect political and societal advancements with studies of American History (7th grade curriculum)
- Reading and Writing integration with Language Arts- provide opportunities for natural reading and writing situations to take place.

Technology Integration

- Web-based integration of reading program (RAZ Kids, Reading A-Z)
- Students will use Google search to research innovations, inventions, creations etc. (Compare and Contrast Activity)
- Compose expository and persuasive documents using Google Docs therefore, allowing students to view teacher comments
- Students will record their dreams using iPads/Chrome book (Audacity)
- Write poems and use podcast to showcase their work
- Use digital cameras or related technology to find poetic inspiration from everyday beauty that was once the dream of someone (e.g. light bulb, an airplane, group of students from diverse backgrounds walking together etc.)
- Use of digital photography to increase their understanding of the importance of fulfilling your dreams (e.g. photo of countries lacking clean water resources next to that of filters invented and the outcome)
- Students will use advanced Google Image search for appropriate images for final presentations
- Use YouTube to analyze songs and Google search to locate visuals that depict the learners interpretations
- Collaborize Classroom will be used to structure class discussions, study groups, collaborative in class group work
- Explain Everything- Students will use to capture stills of images or videos (e.g what images reflect your dreams, what image speaks to you poetically etc.)
- Storybird or Story Jumper- To be used as a storytelling tool that will bring their writing to life (e.g bring you scripts to life)

Global Perspectives

	<ul style="list-style-type: none"> ● Research important figures from around the globe that contributed to advancements in civilization by fulfilling their dreams ● Immigration - Discussion on dreams immigrants have for themselves and their future ● Students will discuss the dreams they have for their countries <p>Culturally Responsive Teaching</p> <ul style="list-style-type: none"> ● Student Reflection - discussion about what they have learned about other cultural contributions to society. How have the values of their culture shaped their dreams? ● Comprehend the importance of cultural values as the blueprint for shaping the dreams of people
<p>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</p>	<p>21st Century Skills:</p> <ul style="list-style-type: none"> Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy Life and Career Skills <p>21st Century Themes (as applies to content area):</p> <ul style="list-style-type: none"> Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy Health Literacy S.T.E.A.M. (Science, Technology, Engineering, Arts, Mathematics)



REQUIRED KEY VOCABULARY WORDS:

<p>Thematic Vocabulary:</p> <ul style="list-style-type: none">● Dream<ul style="list-style-type: none">○ professional○ political○ global● American Dream● Fulfillment● Ambition● Goals● Civilization - local, global,● Speech● Innovations● Creation● Invention● Prosperity● Success● Value● Influential● Abstract● Concrete <p>Technology Vocabulary:</p> <ul style="list-style-type: none">● Podcast● Digital photography● Storybird● Explain Everthing● Collaborize classroom● YouTube● Google image● Google docs	<p>Reading and Writing Vocabulary</p> <ul style="list-style-type: none">● Making connections● Compare and contrast● Distinguish- fact/opinion● Identification● Justify● Analyze● Methods-<ul style="list-style-type: none">○ flow chart○ t-chart○ web ● Interpretation● Evaluation● Genres<ul style="list-style-type: none">○ play- prosody: stress, pitch, timing○ script○ informational text○ poetry<ul style="list-style-type: none">- repetition: alliteration, anaphora, antiasis○ expository○ persuasion
<p>Grammar Covered:</p> <ul style="list-style-type: none">● Conjunctions● Modals	

Texts and Resources

Resources

- NJ Student Learning Standards
- WIDA Can Do Descriptors
- Reading A-Z
- Leveled Library
- *The ESL/ELL Teacher's Survival Guide* by Larry Ferlazzo
- *Making Content Comprehensible for English Language Learners: The SIOP Model*, Echevarria, J., Vogt, M., Short, D.J
- <http://literarydevices.net/repetition/>
- www.favoritepoem.org
- <http://www.familyfriendpoems.com/poem/dreaming>
- <https://www.dramanotebook.com/plays-for-kids/>
- <https://www.readinga-z.com/fluency/readers-theater-scripts/>
- http://www.busyteacherscafe.com/literacy/readers_theater.html
- <http://www.readingrockets.org/article/readers-theater-oral-language-enrichment-and-literacy-development-ells>

Texts

- *The King of the Wild Frontier*, Chase Young (Play)
http://www.thebestclass.org/uploads/5/6/2/4/56249715/the_king_of_the_wild_frontier.pdf
- *I Have a Dream*, Scripted by Mack Lewis (Play)
http://www.scholastic.com/teachers/sites/default/files/asset/file/king_repro.pdf
- *Alexander the Great*, Demi (Biography)
- *A New Dream of Politics*, Ben Okri (poem)
<https://www.theguardian.com/commentisfree/2015/oct/12/ben-okri-politics-poem-jeremy-corbyn>
- *Try*, by anitapoems.com (poem)
- *Dreaming*, Johnitha Anderson (poem)
<http://www.familyfriendpoems.com/poem/dreaming>

Reading A-Z

- *Female Sport Stars*, Kathie Lester (Informational Text: non-fiction)

- *Sally's Secret Ambition*, Anne Weil (Historical fiction)
- *Building Big Dreams*, Jane Sellman (Informational Text)
- *Historic Peacemakers*, Terry Miller Shannon ((Informational Text)
- *Martin Luther King Jr.*, Bea Silverberg (Informational Text)
- *George Washington Carver*, Cynthia Kennedy Henzel (Informational Text)
- *Benjamin Franklin*, Jane Sellman (Biography)
- *Leaving Home*, N.M. Ryan (Play)

Unit 4: Unearthing (Jan/Feb 6 weeks)

WIDA Standard 1: English Language Learners (ELL's) communicate for social and instructional purposes within the school setting.

WIDA Standard 2: English Language Learners (ELL's) communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.

WIDA Standard 5: English Language Learners (ELL's) communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

Thematic Unit 4 Unearthing (January/February)

- Self-Discovery
- Discovering New Things

Big Ideas: *Course Objectives / Content Statement(s)*

- Recognize aspects of self-discovery
- Make predictions
- Use dialogue for conflict resolution purposes
- Demonstrate and understand sequence of events
- Identify mood features found in poetry
- Produce creative written extensions to already existing documents
- Distinguish between genres and identify their use (play, historical fiction , poetry)
- Demonstrate understanding of capitalization, pronouns, imperatives, and simple past tense

Essential Questions

What provocative questions will foster inquiry, understanding, and transfer of learning?

- What is self-discovery?
- What does it mean to predict?
- What is conflict resolution and why is dialogue a necessary facet?
- How do learners sequence events?

Enduring Understandings

What will students understand about the big ideas?

- Students will understand that...
- Self-discovery has many meanings (finding the purpose in life, identifying events that shaped your character, discovering your values etc.)

<ul style="list-style-type: none"> ● Are there different types of moods in poetry? If so, how could learners recognize which kind is being used? ● What constitutes as creative writing? ● How do I generate creative extensions for written compositions? ● How do learners know which genre they are reading (historical, play, poetry)? ● What is the purpose for reading different genres such as plays, poetry and historical text? ● How and when do learners use capitalization, pronouns, imperatives, and simple past tense? 	<ul style="list-style-type: none"> ● Predictions help anticipate what comes next using clues found in text or prior knowledge of the topic ● Dialogue is crucial for situations where conflict resolution is needed. Dialogue is more than just talking it's about learning. It changes the way people talk, think, handle situations and communicate with each other. ● The tools that a learner will use to sequence events (story map, timeline, transitional words) will depend on its purpose (identify the components of a story, place events in chronological order, write two or more paragraphs etc.) ● The mood of a poem is created by using the setting, tone and theme to evoke emotions and feelings from the reader. ● Creative writing is writing that expresses the learners thoughts and feeling in an imaginative way. ● Learners are able to produce creative extensions by adding ingenious writings to work in progress or already existing material in order to provide a continuation (e.g. during class activities, discussions, readings, add poetic, lyrical or creative prediction extensions etc.). ● Reading strategies such as predictions, dialogues, sequencing, identification serve different functions to help readers make sense of the text. ● Different writing genres have specific formats and structures to follow (creative writing). ● As learners read different genres they will learn to use strategies to help them navigate the text to locate the information needed (e.g. where is certain information located in a historical text? Do I use sequencing to help understand the order of events in such text?)
<p style="text-align: center;">Areas of Focus: Proficiencies (Cumulative Progress Indicators)</p>	<p style="text-align: center;">Examples, Outcomes, Assessments</p>
<p>English Language Arts Language Common Core: CCSS.ELA-Literacy.L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CCSS.ELA-Literacy.L.7.2.a</p>	<p>Instructional Focus:</p> <ul style="list-style-type: none"> ● Express discoveries they uncovered about themselves. ● Apply prior knowledge and/or context clues to anticipate what will come next.

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

[CCSS.ELA-Literacy.L.7.2](#)

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

[CCSS.ELA-Literacy.L.7.2.b](#)

Spell correctly.

[CCSS.ELA-Literacy.L.7.3](#)

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

[CCSS.ELA-Literacy.L.7.3.a](#)

Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*

[CCSS.ELA-Literacy.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.

[CCSS.ELA-Literacy.L.7.4.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.

[CCSS.ELA-Literacy.L.7.4.c](#)

Consult general and specialized 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.

Checking the inferred meaning in context or in a dictionary).

[CCSS.ELA-Literacy.L.7.4.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).

[CCSS.ELA-Literacy.L.7.5](#)

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

[CCSS.ELA-Literacy.L.7.5.a](#)

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

[CCSS.ELA-Literacy.L.7.5.b](#)

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

- Use graphic organizers (timeline, story map, three column prediction list) to organize ideas that will generate predictions.
- Revise predictions and refer to context that assisted with determining what revisions were needed.
- To identify what mood is present (fear, pride, doom, longing, uncertainty, love etc.) in a poem learners need to analyze the interactions between the setting, tone and theme.
- List reasons as to why dialogue is the best process to settle discords.
- Provide examples using research of instances where conflict resolution was used (global and local level)
- Critique whether dialogues read were effective for intended purposes (to solve a dispute, address needs or concerns, facilitate interactions etc.). Rewrite dialogues to meet intended purpose.
- Generate extensions to dialogues, scripts, readings, outcomes etc.
- Distinguish between the uses of sequencing organizers (timeline , story map, transitional words
- Analyze the interactions between the setting, tone and theme in literature to infer what mood is present
- Apply transitional words to two or more paragraphs in order to connect ideas in a sequential manner.
- Reread text multiple times to increase comprehension and fluency especially when reading play scripts (reader's theater)
- Strengthen their fluency, vocabulary and comprehension skills by reading plays
- Develop prosody or expressive reading skills (pitch, stress and timing) that further strengthens comprehension.
- Construct appropriate sentences using correct capitalization, pronouns, imperatives, and simple past tense to accurately deliver intended meaning.
- Use acquired thematic unit 4 vocabulary, strategic and genre vocabulary (found in vocabulary section) in reading and writing.
- Use acquired grammar (capitalization, pronouns, imperatives, and simple past tense) to produce appropriate written sentences.

[CCSS.ELA-Literacy.L.7.5.c](#)

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

English Language Arts Reading Literature Common Core:

[CCSS.ELA-Literacy.RL.7.1](#)

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

[CCSS.ELA-Literacy.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.

[CCSS.ELA-Literacy.RL.7.3](#)

Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

[CCSS.ELA-Literacy.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.

[CCSS.ELA-Literacy.RL.7.5](#)

Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning

[CCSS.ELA-Literacy.RL.7.6](#)

Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

English Language Arts Reading Informational Common Core:

[CCSS.ELA-Literacy.RI.7.1](#)

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

[CCSS.ELA-Literacy.RI.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.

[CCSS.ELA-Literacy.RI.7.5](#)

Analyze the structure an author uses to organize a text, including how the major sections

- Select the most useful reading strategy to strengthen comprehension for a specific reading task (identification, prediction, dialogues)
- Identify some types of moods found in poetry (fear, longing, romance, doom, uncertainty, pride).
- Apply expressive skills during suited readings such as scripts (intonation, stress, pitch and timing).
- Use learned information to help navigate different formats of genres such as plays, poetry and historical text to locate specific information (e.g. determine what information is included in each. Identify the text structure and features found in each and explain why it is used.)
- Locate references to clarify meaning of words.
- Produce a creative writing piece using correct format.

Sample Assessments:

Formative

- Teacher Observation- Anecdotal record keeping in the form of anecdotal notebook, note cards or sticky notes to be used daily to assess comprehension of lessons and strategies given.
- Socratic online tool to assess student comprehension using engaging online activities such as space races, quizzes, questions, polls etc.
- Peer/Self Assessments: Windshield check. Students assess their understanding of a lesson or concept given
 - clear-understand it
 - buggy- understand it for the most part but some things are still unclear
 - muddy-don't understand it
- Practice presentations (reading scripts, poems)
- Text Dependent Questions to assess comprehension (What did they discover about themselves? What event in the man's childhood did the text state shaped his life/character/values? Etc.)
- Group discussions about the importance of self-reflection and the benefits of being open

contribute to the whole and to the development of the ideas.

[CCSS.ELA-Literacy.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.

English Language Arts Writing Common Core:

[CCSS.ELA-Literacy.W.7.1.d](#)

Establish and maintain a formal style.

[CCSS.ELA-Literacy.W.7.1.e](#)

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

[CCSS.ELA-Literacy.W.7.2.a](#)

Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

[CCSS.ELA-Literacy.W.7.2](#)

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

[CCSS.ELA-Literacy.W.7.2.b](#)

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

[CCSS.ELA-Literacy.W.7.2.c](#)

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

[CCSS.ELA-Literacy.W.7.2.d](#)

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

[CCSS.ELA-Literacy.W.7.2.e](#)

Establish and maintain a formal style.

[CCSS.ELA-Literacy.W.7.2.f](#)

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

to discover new things whether it be academically, personally or worldly.

- Exit tickets that assess students understanding of key concepts of grammar (capitalization, pronouns, imperatives, simple past tense) strategies (reading, writing, listening, speaking) or thematic
- Daily Journals/Writing Samples related to self-discovery (e.g. Today I learned/predicted/concluded etc.) writing prompts, creative writings about new discoveries, generate creative extensions to readings etc.
- Daily home activities about the daily lesson learned (making predictions, identifying appropriate grammatical sentences, classifying mood in literature, constructing creative writings around topics provided)
- Quick-writes- Write the first thing that comes to mind from the visual provided or action/expression created
- Brainstorm what are things someone could learn about themselves that they didn't know. What situations in life force us to discover new things (moving to another country, school, making friends) what important discoveries have been made by important scientist, doctors etc.?
- Weekly use of RAZ Kids and Reading A-Z to track reading levels
- Weekly quizzes to assess understanding of grammar, reading and writing strategies and distinguishing of genres
- Reader's Theater Performance Rubric
 - pitch
 - clarity of pronunciation
 - expression
 - posture
 - eye contact
 - stress
 - timing
 - intonation

Summative

- End of unit chapter test
- **Creative Theatrical Extension:** Students will choose one script from the ones that have been read in class and create five scenes to add to it that contain a surprise twist from

[CCSS.ELA-Literacy.W.7.3.c](#)

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

[CCSS.ELA-Literacy.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.

[CCSS.ELA-Literacy.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.

[CCSS.ELA-Literacy.W.7.7](#)

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

[CCSS.ELA-Literacy.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

English Language Arts Speaking and Listening Common Core:

[CCSS.ELA-Literacy.SL.7.1](#)

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

[CCSS.ELA-Literacy.SL.7.1.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.

[CCSS.ELA-Literacy.SL.7.1.c](#)

Pose questions that elicit elaboration and respond to others' questions and comments with

that found in the original story line. Writers will need to focus on how they would like to depict the atmosphere (mood) of each scene(s) whether it be through the setting, tone or diction.

- Use of Reader's Theater Performance Rubric
 - pitch
 - clarity of pronunciation
 - expression
 - posture
 - eye contact
 - stress
 - timing
 - intonation
- **New Discovery**- Students will create a two-three page historical fiction paper about a famous sudden discovery in history. They will use technology to research their chosen discovery.
- **The Soundtrack of My Life**-Students will create a story that reflects moments of self-discovery. These experiences will be related through the use of sounds. Learners will apply learned material about poetic elements such as tone and theme to convey their meaning. The final product will be a Glogster page.
- Biweekly Pre-Assessment - Use of TC Running Records to determine baseline reading level.

Instructional Strategies:

Listening:

During/After- Read Aloud, Discussions, Oral Class/Interactive Activities

- Identify words/phrases that showed proper intonation, stress, pitch and timing
- Recall from the script an instance where the main character discovers something about himself/herself.
- Make meaningful connections (text-to-text, text-to-self and text-to-world)
- Distinguish between moods found in text.
- Match self-discoveries to appropriate categories (life, values, character, childhood)
- Decide what comes next in the text.
- Think-pair-share during class discussions about eureka moments (discoveries) in history

relevant observations and ideas that bring the discussion back on topic as needed.

[CCSS.ELA-Literacy.SL.7.1.d](#)

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

[CCSS.ELA-Literacy.SL.7.4](#)

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

[CCSS.ELA-Literacy.SL.7.5](#)

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

English Language Arts History/Social Studies Common Core:

[CCSS.ELA-Literacy.RH.6-8.4](#)

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

[CCSS.ELA-Literacy.RH.6-8.5](#)

Describe how a text presents information (e.g., sequentially, comparatively, causally).

[CCSS.ELA-Literacy.RH.6-8.7](#)

Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

[CCSS.ELA-Literacy.RH.6-8.8](#)

Distinguish among fact, opinion, and reasoned judgment in a text.

[CCSS.ELA-Literacy.RH.6-8.10](#)

By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

- Distinguish between the usage of conjunction and modals.
- Gather three new ideas from three different people regarding what they learned from the unit.
- Construct the sequence of events (class activity, text) using illustrations, erase boards, sentence strips etc.
- Identify effective dialogues using two corners (I agree, I disagree)
- Provide sound effects to match self-discoveries of characters, experiences, life passions etc.
- What Word Am I: One student from each group will come to the front. The teacher will read a clue about the vocabulary word. The student to press the buzzer first and identify the word wins a point for their team.

Speaking:

During/After- read aloud, independent readings, discussions, class/interactive activities

- Explain the importance of needing to self-reflect in order to discover oneself
- Dramatize the play script with appropriate intonation, stress, timing, and pitch
- Express self-discovery moments in their life
- Compare and contrast genres (play, historical fiction and poetry)
- Explain why the text reminds them of another text (What I just read reminds me of (Book, story, article), personal experience (What I just read reminds me of a time when...) or worldly events (What I just read makes me think about (worldly events in the past, present
- Improvise lyrics using imagination and interest (creative process)
- Sequence events using transitional words to point out this order

- Justify the reasoning as to why some discoveries were considered instrumental for history and not others
- Verbally improvise a scene from a play with prosody.
- Summarize, clarify and question text during a reciprocal teaching class activity
- Revise dialogues that were deemed not effective
- Produce dialogue that moves the plot along, disclose something new about a character, add creative extensions to ongoing dialogues
- Using a t-chart list the elements that are required to create the atmosphere found in poems and stories (e.g. in novels or stories the mood is created either through the setting, tone or diction. While in poems the setting, tone and theme have to interact to create the mood)
- During family feud style game students will identify grammatical irregularities found in sentences, phrases and paragraphs

Reading:

Genre Focus- Play, Informational, Poetry, Historical Fiction

Before reading, During reading After reading

- Identify the purpose for reading the text (e.g. Ask yourself why you are reading it. What am I looking for? What is the text trying to tell me? How should I read this (prosody).
- Read aloud for clarification and to increase focus.
- Ask questions- What is the most important thing in the text, what makes this text a historical, informational, poetic play?
- Outline sequential information
- Underline context clues that helped guide predictions.
- Use a graphic organizer such as a t- chart to locate differences and similarities between two types text.
- Use mapping to identify information (mood(s) in poetry, discoveries etc.)
- Underline information relevant for making text -to-text/text-to-self/text-to-world connections.
- Reread text to help clarify meaning and make accurate interpretations of what is being read (e.g. When reading poetry it's important to

reread every word more than once especially since unlike other text, every word in poetry carries significance.)

- Evaluate and determine importance (Why was it so important to discover)
- Annotate the text by circling important key words found in text that need clarification
- SQ3R (survey, question, read, recite, review) when reading informational text
- Circle imperatives, underline words in simple past tense and check words that are pronouns

Writing:

- Use graphic organizers (e.g. timelines, story maps to sequence events)
- Use transitional words to create paragraphs that contain fluency during class writing activities and end of unit projects (e.g. writing prompts about self-discovery, historical fiction paper etc.)
- Write sentences and paragraphs using capitalization, pronouns, imperatives and simple past tense when appropriate
- Compare and Contrast (using a Venn Diagram, t-charts) the different genres and elements found in plays, poetry and informational and historical text
- Compose creative extensions to add to original storylines
- List reasons for the importance of some discoveries and not others (e.g. scientific, historical etc.)
- Produce poems that consist of specific moods
- Revise poems in order to change the mood to another mood (from humorous to serious, longing to loathing etc.)
- Write down their interpretations of detailed audio they heard (e.g. Martin Luther King Jr.'s speech "I have a dream" or recordings of their classmates dreams)
- Jot down information using a flow chart to show the steps learners took to discover something about themselves (could also be applied to characters in a text)
- Proofread, edit and revise creative writings documents for written class assignments
- Construct a poem about a sculpture that resonates with them (Remember to focus on the mood you want to evoke in the reader)

- Create scenes to add to original story lines in an effort to move the plot forward in an unexpected manner
- Mark down vocabulary that is unfamiliar.
- Use the PMI graphic organizer (plus, minus, interesting) to give students written feedback during presentations
- Use word sorts to sequence event in the text
- Unscramble the paragraphs using sequencing strategies such as story map or transitional words (first, second, third, next, after that, last etc.) (in addition, in addition to, furthermore, in conclusion etc.)

Interdisciplinary Connections

- Social Studies - connect with expansion and reform topics found in American History (7th grade curriculum)
- Music/Fine Arts - lyrically poetry, use of tone to set a mood, images for creating visuals and expression of ideas

Technology Integration

- Web-based integration of reading program (RAZ Kids, Reading A-Z)
- Students will use Google search to research historical and scientific discoveries
- Compose creative writings using Google Docs therefore, allowing students to view teacher comments
- Use chrome books/ iPads to record their poems.
- Students will use advanced Google search for appropriate images for final presentations and to locate scripts (Reader's Theater)
- Create a Glogster page OR their own iTunes playlist to showcase their soundtracks
- Tiki-Toki- Student will create interactive timelines (e.g. create a timeline of historical discoveries etc.)
- Storybird or Story Jumper- To be used as a storytelling tool that will bring their writing to life (e.g. your story of self-discovery).
- Collaborize Classroom will be used to structure class discussions, study groups, collaborative group work
- Students can use iBrainstorm or the Google Draw function of Docs to create concept maps and Venn Diagrams for visual aids.

	<p>Global Perspectives</p> <ul style="list-style-type: none"> ● Research important discoveries from around the world (scientific or historical) ● Immigration - Discussion on how moving to a new country helped them discover new aspects of themselves that they never knew they had (e.g. coming to a new country made them more introverts, extroverts, courageous, sensitive etc.) ● Students will discuss the influence their native country has had in shaping the person they (or their parents) are today. ● Explain past and recent global discoveries that have had a famous eureka (sudden, unexpected) moment <p>Culturally Responsive Teaching</p> <ul style="list-style-type: none"> ● Student Reflection - Discussion on the cultural values that have become stronger/weaker in their new country ● Express what they have discovered about themselves that they wish they could share with others back home
<p>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</p>	<p>21st Century Skills:</p> <ul style="list-style-type: none"> Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy Life and Career Skills <p>21st Century Themes (as applies to content area):</p> <ul style="list-style-type: none"> Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy Health Literacy S.T.E.A.M. (Science, Technology,

REQUIRED KEY VOCABULARY WORDS:

<p>Thematic Vocabulary:</p> <ul style="list-style-type: none"> ● Self-reflect ● Self-discovery ● Purpose ● Meaning ● Character ● Values ● Historical ● Scientific ● Eureka ● Conflict Resolution <p>Technology Vocabulary:</p> <ul style="list-style-type: none"> ● Glogster page ● Google docs ● Storymap ● Story Jumper ● Collaborize classroom ● Tiki-Toki ● Google Draw ● iBrainstorm 	<p>Reading and Writing Vocabulary</p> <ul style="list-style-type: none"> ● Predictions ● Prior Knowledge ● Dialogue ● Sequence ● Chronological ● Recognizing ● Discovery ● Creative writing ● Revise ● Extensions ● Methods- <ul style="list-style-type: none"> ○ story maps ○ timeline ○ web ○ transitional words ● genres <ul style="list-style-type: none"> ○ <i>play</i>- prosody: stress, pitch, timing, intonation, script ○ <i>informational text</i> ○ <i>poetry</i> - mood, tone, theme, setting ○ <i>historical fiction</i>
<p>Grammar Covered:</p> <ul style="list-style-type: none"> ● Capitalization ● Pronouns ● Imperatives ● Simple past tense 	

Resources

- NJ Student Learning Standards
- WIDA Can Do Descriptors
- Reading A-Z
- Leveled Library
- *The ESL/ELL Teacher's Survival Guide* by Larry Ferlazzo
- *Making Content Comprehensible for English Language Learners: The SIOP Model*, Echevarria, J., Vogt, M., Short, D.J
- <http://classroom.synonym.com/define-mood-poem-1882.html>
- www.favoritepoem.org
- <http://www.poetrysoup.com/poems/mood>
- <http://www.familyfriendpoems.com/poems/other/http://www.poetseers.org/sri-chinmoy/library/copy-of-copy-of-my-flute/the-absolute/index.html>
- <https://www.readinga-z.com/fluency/readers-theater-scripts/>
- http://www.busyteacherscafe.com/literacy/readers_theater.html
- <http://www.readingrockets.org/article/readers-theater-oral-language-enrichment-and-literacy-development-ells>

Text

- This is your life Amelia Bedelia, <http://www.teachingheart.net/readerstheater.htm> (Play)
- While you weren't here, Janet Michael (poem)
<http://www.familyfriendpoems.com/poems/life/inspirational/>
- The Absolute, Sri Chinmoy(Poem) <http://www.poetseers.org/sri-chinmoy/library/copy-of-copy-of-my-flute/the-absolute/index.html>

Reading A-Z

- *Leaving Home*, N.M Ryan (Play)
- *Abraham Lincoln: From Log Cabin to White House*, Bea Silverberg (Play)
- *Voyagers in Space*, Cheryl Reifsnyder (Informational)
- *What the Boys Found*, Dina Anastasio (Informational)
- *Walking in Roman Footsteps*, Sherry Sterling (Historical Fiction)
- *The Cheyennes*, David L.Dreier (Historical Fiction)

Unit 5: Resolving Contentions (Mar/Apr 6 weeks)

WIDA Standard 1: English Language Learners (ELL's) communicate for social and instructional purposes within the school setting.

WIDA Standard 2: English Language Learners (ELL's) communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.

WIDA Standard 5: English Language Learners (ELL's) communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

Thematic Unit 5 Resolving Contentions (March/April)

- Personal Conflicts
- Political Conflicts

Big Ideas: *Course Objectives / Content Statement(s)*

- Identify cause and effect
- Make meaningful connections to the text being read
- Create outlines to organize important information
- Draw inferences
- The importances of dialogues
- Paraphrase information
- Summarize information

<ul style="list-style-type: none"> ● Produce written document (persuasive and personal narrative) ● Demonstrate understanding of the adverbs of frequency, future tense (will and be going to), definite articles (some, any, the) 	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
<ul style="list-style-type: none"> ● How do we define cause and effect? ● How do you identify an event as the cause or effect of a situation? ● How do learners make meaningful connections? ● How do you create an effective informational outline? ● What do learners need to focus on when making inferences? ● What are the differences between paraphrasing and summarizing? ● What is the purpose for reading different genres such as informational, fable, folktale, diaries? ● How do learners distinguish between a fable and folktale? ● What elements should be taken in consideration when writing a personal narrative or persuasive document? ● How do learners know what reading strategies to apply and why? ● How and when do learners use adverbs of frequency, future tense (will and be going to), definite articles (some, any, the)? 	<p>Students will understand that...</p> <ul style="list-style-type: none"> ● Personal conflicts could take various forms. These are conflicts that arise between people due to long term decisions they have made or decisions they have to make in an instant. Some types of personal conflict that may arise between people are due to responsibility, ethical dilemmas, group activity, big decisions, revenge etc. ● Political conflicts are disagreements relevant to a society. These conflicts affect not just a person but a society as a whole (e.g. Democratic Republic of Congo, Southern Sudan etc.) ● Conflict resolution is a way to solve problems that arise in a civilized manner. ● Dialogue is crucial for situations where conflict resolution is needed. Dialogue is more than just talking it's about learning. It changes the way people talk, think, handle situations and communicate with each other. ● Cause is why something happens and the effect is what happens. Cause and effect is the relationship between events. ● There are various ways to make meaningful connections (text-to-text, text-to-self and text-to-world). ● Outlines are organizational strategies. ● In English we don't have a specific verb that express the future tense that is why we need to choose from a few forms such as will and be going to . ● "Will" does not always determine the future it is also used emphasize certain situations (e.g. I will drink this!) ● Folktales and fables contain moral advice or lessons that pertain to human behavior.
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
<p>Students will:</p> <p>English Language Arts Language Common Core: CCSS.ELA-Literacy.L.7.1.</p>	<p>Instructional Focus:</p> <ul style="list-style-type: none"> ● Explain the difference between some types of personal conflicts that may arise (e.g. ethical

<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CCSS.ELA-Literacy.L.7.1.a Explain the function of phrases and clauses in general and their function in specific sentences. CCSS.ELA-Literacy.L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CCSS.ELA-Literacy.L.7.2.b Spell correctly. CCSS.ELA-Literacy.L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. CCSS.ELA-Literacy.L.7.3.a Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.* CCSS.ELA-Literacy.L.7.4.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. CCSS.ELA-Literacy.L.7.4.c Consult general and specialized 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. CCSS.ELA-Literacy.L.7.4.d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<p>dilemmas, responsibility, group activity, big decisions, take revenge)</p> <ul style="list-style-type: none"> ● Explain the key differences between fables and folktales. ● Apply different reading strategies to help them navigate different genres in order to locate information needed. ● Identify cause and effect in text (e.g. after reading the text what cause and effect relationship gave rise to the personal conflict that arose between the individuals?) ● Give examples of meaningful text-to-self, text-to-text, text-to-world connections found in the text (e.g. This personal conflict reminds me of ... , The characters in this story make me think of another story where....., This political conflict sounds similar to a conflict in(country, society etc.) ● Organize their thoughts for written or spoken work using full sentence outlines. ● Construct inferences using evidence found in text (e.g. I don't believe that the political conflict will subside because in the article the president of ... kept giving excuses as to why they could not agree on a resolution and he did not seem content with the solutions presented.) ● Paraphrase parts of a text or article such as newspaper editorials without losing the meaning of the original article. ● Distinguish between a fable and folktale. ● Identify elements to be taken in consideration when writing a personal narrative or persuasive document ● Correctly produce grammatical structures using adverbs of frequency, future tense (will and be going to), definite articles (some, any, the). ● Use acquired unit 5 vocabulary in reading and writing (found in vocabulary section). ● Use acquired grammar to produce appropriate written sentences (adverbs of frequency, future tense and definite articles).
--	---

English Language Arts Reading Literature Common Core:

[CCSS.ELA-Literacy.RL.7.1](#)

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

[CCSS.ELA-Literacy.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.

English Language Arts Reading Informational Common Core:

[CCSS.ELA-Literacy.RI.7.1](#)

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

[CCSS.ELA-Literacy.RI.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.

[CCSS.ELA-Literacy.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.

English Language Arts Writing Common Core:

[CCSS.ELA-Literacy.W.7.1.d](#)

Establish and maintain a formal style.

[CCSS.ELA-Literacy.W.7.1.e](#)

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

[CCSS.ELA-Literacy.W.7.2.a](#)

Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

[CCSS.ELA-Literacy.W.7.2](#)

- Use learned information to help navigate different formats of genres such as diaries, informational text, fables and folktales to locate specific information (e.g. determine what information is included in diaries, informational text, fables and folktales. Identify the text structure and features found in each text and explain why it is used.)
- Choose from learned reading strategies to assist with comprehension (e.g. cause and effect, inferencing, making connections, paraphrasing, summarizing, outline
- Identify vocabulary they were uncertain about and what strategies or reference materials were used to determine meaning.
- Produce a personal narrative and persuasive document using correct format.

Sample Assessments:

Formative

- Teacher Observation- Anecdotal record keeping in the form of anecdotal notebook, note cards or sticky notes.
- Text Dependent Questions to assess comprehension (e.g. what factors led to political division? What dialogue techniques were responsible for bringing the conflict to an end? What would you have recommended to solve the Civil War conflict?)
- Group discussions about the importance of identifying personal conflicts
- Socratic online tool to assess student comprehension using engaging online activities such as space races, quizzes, questions, polls etc.
- Peer/Self Assessments: Traffic lights- use the color cups provided (green, red and yellow) to share your level of comprehension.
- Exit tickets that assess students understanding of key concepts such as grammatical points
- Daily Journals/Writing Samples related to personal experiences and thoughts about the topic and hand (e.g. personal conflicts and political conflicts)
- Daily home activities about the daily lesson learned students will need to apply inference, paraphrasing, summarizing, cause and effect, compare and contrast strategies to independent reading assignment.
- Weekly use of RAZ Kids and Reading A-Z to track reading levels

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

[CCSS.ELA-Literacy.W.7.2.c](#)

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

[CCSS.ELA-Literacy.W.7.2.d](#)

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

[CCSS.ELA-Literacy.W.7.2.e](#)

Establish and maintain a formal style.

[CCSS.ELA-Literacy.W.7.2.f](#)

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

[CCSS.ELA-Literacy.W.7.3](#)

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

[CCSS.ELA-Literacy.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.

[CCSS.ELA-Literacy.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.

[CCSS.ELA-Literacy.W.7.7](#)

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

[CCSS.ELA-Literacy.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

Summative

- **Historical Fiction Personal Narrative Diary Entry** -After reading and analyzing various diary entries students will research a historical period and place themselves in that era. They will write five detailed personal narratives about their voyage to the new country and personal conflicts that have risen in their new homeland.
- **Please Don't Send Me Back**-Students will create a persuasive paper. They will create a historical character that has just arrived to Ellis Island but has been given a marked label by a physician on the island and escorted out of the line for additional screenings. Your paper should convince a panel that you should not be sent back and that you could explain the misunderstanding.
- **Newspaper Editorial: Political Conflict a Digital History** - Use technology to research a past or current political conflict and how they would have resolved the matter. Use IMovie to showcase your final work. Remember to include cause and effect relationships that are, were, should have been or should be present.
- Writing and Speaking Rubric
- Pre-Assessment - Use of TC Running Records to determine baseline reading level

Instructional Strategies:

Listening:

During/After- Read Aloud, Discussions, Oral Class/Interactive Activities

- Identify cause and effect relationships that are present in excerpts
- Match the correct cause to the effect
- Generate an effect that relates to the cause
- Make meaningful connections (text-self)
- Locate evidence in the text to produce inferences
- Cut out a completed outline and have the students in pairs organize the outline
- Students will participate in a relay game. They will listen to the sentences provided and attach the

others while avoiding plagiarism and following a standard format for citation.

English Language Arts Speaking and Listening Common Core:

[CCSS.ELA-Literacy.SL.7.1](#)

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

[CCSS.ELA-Literacy.SL.7.1.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.

[CCSS.ELA-Literacy.SL.7.1.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.

[CCSS.ELA-Literacy.SL.7.1.d](#)

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

[CCSS.ELA-Literacy.SL.7.5](#)

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

English Language Arts History/Social Studies Common Core:

[CCSS.ELA-Literacy.RH.6-8.4](#)

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

[CCSS.ELA-Literacy.RH.6-8.5](#)

Describe how a text presents information (e.g., sequentially, comparatively, causally).

[CCSS.ELA-Literacy.RH.6-8.7](#)

correct grammar piece (adverbs of frequency, future tense, definite articles) to complete the cloze.

- Distinguish between the diaries and persuasive written pieces
- List dialogue skills that were most/least effective during conflict resolution videos

Speaking:

During/After- read aloud, independent readings, discussions, class/interactive activities

- Retell text in paraphrase form
- Summarize (main ideas only) information read in class(article, informational text, class discussion)
- Provide positive feedback to classmates during pair dialogues (give pairs a conflict card that they will have to verbally act out)
- Describe the point of view of the text. Do you agree? Why or Why not? (Civil War conflict, Deportation of Immigrants in Ellis Island, Personal conflicts of immigrants in their new homeland)
- Identify problems using I-statements
- Explain how a fable differs from that of a folktale. Given examples of elements that could be found in each genre.
- Express the inferences that could be made from both text (folktale and fable)

Reading:

Genre Focus- Diary, Informational Text, Fable, Folktale

Before reading, During reading After reading

- Identify the purpose for reading the text (e.g. Ask yourself why you are reading this? What is important for me to know? What keywords will help me understand the text better?)
- Use working outlines to organize their understanding of the main and supporting ideas in order to make sense of the text.
- Locate and underline cause and effect relationships found in the text
- Use a Venn diagram to compare and contrast fables and folktales
- Infer moral from fables and themes from folktales
- Identify information in text that assisted in helping you infer meaning.
- Analyze the text in order to respond to what they read (e.g. summarize, state the main idea, ask a question to reflect upon, predict what will come next, relate the text to oneself or the world etc.)
- Illustrate visualizations from diary excerpts to express their interpretations of the content

Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

- Interpret conflicts between two elements of nature (e.g. water and fire, rain and sun etc.)
- Stop, summarize and question your thoughts of each genre format.

Writing:

- Generate cause and effect relationships
- Compose personal narratives about conflicts that they have encountered
- Generate a persuasive piece to justify the South or the North view had on the Civil War.
- Write a fable (creative writing piece) about two elemental conflicts of nature
- Jot down thoughts using a full sentence outline
- Using a t chart list all causes and their respective effects
- Take notes during class discussions
- Construct an IMovie about a past or current political conflict
- Prepare an execution plan to stop a personal or political conflict
- Create a multiple paragraph persuasive essay that uses an outline skeleton in great detail.
- Jot down vocabulary that is unfamiliar.
- List conflicts that have arisen in their own countries
- Vocabulary Hangman- Students in teams will identify the vocabulary word before their chances run out

Interdisciplinary Connections

- Social Studies - connect Immigration, Civil War with studies of American History (7th grade curriculum)

Technology Integration

- Web-based integration of reading program (RAZ Kids, Reading A-Z)
- Students will use Google Earth to view societies across the globe (Compare and Contrast Activity: Impact that positive or ineffective dialogues have had of societies. e.g. Syria, Ukraine, Turkey etc.)
- Use Google Docs to write papers so students are able to view teacher comments
- Google search to research past and current political conflicts.

	<ul style="list-style-type: none"> ● Collaborize Classroom will be used to structure class discussions, study groups, collaborative group work. ● YouTube videos to listen to effective/ineffective dialogues. ● iMovie's to showcase newspaper editorials ● Students will use advanced Google search or Newseum Website for appropriate images for final presentations and to locate newspaper editorials from around the world. ● Storybird or Story Jumper- To be used as a storytelling tool that will bring their writing to life (e.g. Stories illustrating cause and effect relationships) ● WillYou.Typewith.me- Students will use to collaborate on a single document online (e.g creating short stories during pass it on activities, locating grammatical errors, producing logical paragraphs etc) <p>Global Perspectives</p> <ul style="list-style-type: none"> ● Review societies affected by political conflicts around the globe (e.g. Democratic Republic of Congo, Southern Sudan) ● Immigration - Discussion on the immigration process, a look at Ellis Island, non-fiction articles related to political conflicts ● Newspaper editorials from different countries to assess the way dialogues are structured ● Student discussion about countries from which they have immigrated and conflicts they may have been exposed to. <p>Culturally Responsive Teaching</p> <ul style="list-style-type: none"> ● Student Reflection - Students will discuss different personal conflicts that they were confronted with when they came from other countries ● Share how political conflicts in their countries have been resolved ● Analyze folktales told in their countries and how they are similar to those studied in class
<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p>21st Century Skills:</p> <p>Creativity and Innovation</p> <p>Critical Thinking and Problem Solving</p> <p>Communication and Collaboration</p>

	<p>Information Literacy</p> <p>Media Literacy</p> <p>Life and Career Skills</p> <p>21st Century Themes (as applies to content area):</p> <p>Financial, Economic, Business, and Entrepreneurial Literacy</p> <p>Civic Literacy</p> <p>Health Literacy</p> <p>S.T.E.A.M. (Science, Technology, Engineering, Arts, Mathematics)</p>
--	---

REQUIRED KEY VOCABULARY WORDS:

<p>Thematic Vocabulary:</p> <ul style="list-style-type: none"> ● Conflict <ul style="list-style-type: none"> ○ personal- interpersonal, intrapersonal, intragroup, intergroup ○ political ● Disagreement ● Conflict Resolution ● Ownership ● Policymakers ● Conflict prevention ● Actors <p>Technology Covered:</p> <ul style="list-style-type: none"> ● RAZ Kids, Reading A-Z ● Google Earth ● Google Docs ● Collaborize Classroom ● YouTube videos ● iMovie's 	<p>Reading and Writing Vocabulary:</p> <ul style="list-style-type: none"> ● Inference ● Cause and effect ● Dialogue ● Outlines ● Making connections ● Paraphrasing ● Summarizing ● Genres <ul style="list-style-type: none"> ○ fable ○ folktale ○ informational text ● Personal narratives ● Persuasive
---	--

- Google search
- Newseum Website
- Storybird
- Story Jumper
- WillYou.Typewith.me

Grammar Vocabulary:

- Adverbs of frequency
- Future tense (will, be going to)
- Definite Articles (some, any, the)

Texts and Resources

Resources

- WIDA Standards
- NJ Student Learning Standards
- WIDA Can Do Descriptors
- Reading A-Z
- Leveled Library
- *The ESL/ELL Teacher's Survival Guide* by Larry Ferlazzo
- *Making Content Comprehensible for English Language Learners: The SIOP Model*, Echevarria, J., Vogt, M., Short, D.J
- <http://www.usnews.com/news/articles/2011/05/12/3-ongoing-conflicts-you-may-not-be-paying-attention-to-but-should>
- <http://www.k12reader.com/subject/reading-skills/cause-and-effect/>
- <http://www.skilledup.com/articles/how-to-write-an-outline-techniques-resources>
- <https://www.theguardian.com/world/world+tone/editorials>
- http://www.undp.org/content/dam/undp/library/crisis%20prevention/dialogue_conflict.pdf

Texts

- *Anne Frank: Diary of a Young Girl*, Anne Frank (Diary)
- *Diary of a Wimpy Kid*, Jeff Kinney (Diary, Realistic Fiction Novel)
- <https://www.theguardian.com/world/world+tone/editorials> (Newspaper Editorials , Informational)

Reading A-Z

- *The Gettysburg Address*, Jennifer McStotts (Informational Text)
- *1865: The End of the Civil War*, David Dreier (Informational Text)

- *The Story of Immigration*, Robert Charles (Informational Text)
- *Anca's Journey*, Ruth Siburt (Historical Fiction)
- *Aesop's Fables*, Julie Harding (Folktale)
- *A Dog's Tale*, retold by. Lorena F. Di Bello (Pourquoi Tale)
- *The Goat and the Singing Wolf*, retold by. Anthony Curran (Fable)

Unit 6: Continuance (May/Jun 6 weeks)

<p>WIDA Standard 1: English Language Learners (ELL's) communicate for social and instructional purposes within the school setting.</p> <p>WIDA Standard 2: English Language Learners (ELL's) communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p> <p>WIDA Standard 3: English Language Learners (ELL's) communicate information, ideas and concepts necessary for academic success in the content area of Math.</p> <p>WIDA Standard 4: English Language Learners (ELL's) communicate information, ideas and concepts necessary for academic success in the content area of Science.</p> <p>WIDA Standard 5: English Language Learners (ELL's) communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.</p>	
<p>Big Ideas: <i>Course Objectives / Content Statement(s)</i></p> <p style="text-align: center;">Thematic Unit 6: Continuance (May/June)</p> <ul style="list-style-type: none"> ● Personal Survival ● Surviving in Nature <p>Big Ideas: <i>Course Objectives / Content Statement(s)</i></p> <ul style="list-style-type: none"> ● Use of visualization as core reading strategy ● Implement think aloud to guide understanding ● Evaluate comprehension ● Recognize chronological order ● Map information using graphic organizers ● Draw conclusions ● Paraphrase information ● Demonstrate understanding of the past progressive tense and present progressive tense ● Distinguish between genres: Graphic novel, short story, and textbook ● Grammatical focus includes adjectives (comparatives/superlative) and commas ● Understanding the need for survival 	
<p>Essential Questions</p> <p><i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p>Enduring Understandings</p> <p><i>What will students understand about the big ideas?</i></p>
<ul style="list-style-type: none"> ● What does survival really mean? ● What makes a person a survivor? ● How do you use imagery and visualization to help with reading comprehension? ● How do learners productively think aloud? ● How could learners effectively evaluate their own comprehension? 	<p>Students will understand that...</p> <ul style="list-style-type: none"> ● Survival means many things to different people. What is clear is that there are two types of survival that people at one point or another in their life may be faced with (personal or environmental (nature). ● Personal survival you have control of (e.g. Someone trying to survive in English class or school) while environmental survival is out of your

<ul style="list-style-type: none"> ● How do learners use context to help them draw conclusions? ● What is the difference between chronological and sequential order? ● How do we apply the correct comparative or superlative adjective during oral or written tasks? ● How do we identify the past progressive and present progressive tense in writing? 	<p>control (e.g. Someone caught in the middle of a severe thunderstorm).</p> <ul style="list-style-type: none"> ● Imagery develops the setting and theme of a story ● Thinking aloud is a strategy that good readers are constantly using to make meaning of the text. ● Graphic organizers create a visual image of relationships between concepts, thoughts or ideas. ● Sequential and chronological order are both patterns of organization with different usage. ● Understand the development of sentences using the past and present progressive as well as comparative and superlative adjectives.
<p style="text-align: center;">Areas of Focus: Proficiencies (Cumulative Progress Indicators)</p>	<p style="text-align: center;">Examples, Outcomes, Assessments</p>
<p>Students will:</p>	<p>Instructional Focus:</p>
<p>English Language Arts Language Common Core: CCSS.ELA-Literacy.L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CCSS.ELA-Literacy.L.7.1.a Explain the function of phrases and clauses in general and their function in specific sentences. CCSS.ELA-Literacy.L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CCSS.ELA-Literacy.L.7.2.b Spell correctly. CCSS.ELA-Literacy.L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. CCSS.ELA-Literacy.L.7.3.a Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.* CCSS.ELA-Literacy.L.7.4.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. CCSS.ELA-Literacy.L.7.4.c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the</p>	<ul style="list-style-type: none"> ● Identify the difference between existing and living, life or death situations ● Apply appropriate survival skills for specific situations. ● Explain and describe visualizations. ● Use of imagery and descriptive writing to “show not tell”. ● Generate set of questions that will help monitor their reading. ● Reread or read ahead for clarification and justify their reasons for doing so. ● Restate difficult reading passages in paraphrased form. ● Reflect on areas of difficulty and success after reading. ● Use a variety of graphic organizers to organize information (timelines, outlines, box and bullets, main idea herringbone or hierarchy chart). ● Indicate context that assisted in generating conclusions. ● Use context clues to determine meaning in reading. ● Locate evidence of chronological sequence ● Produce written works both in chronological and sequential order. ● Use acquired unit 6 vocabulary in reading and writing. (Refer to the list at the end of the unit). ● Use acquired grammar to produce appropriate written sentences.(Refer to the list at the end of the unit). ● Use learned information to help navigate different formats of genres such as graphic novels, textbook and short story (e.g. determine what information is included in short stories, textbooks and graphic

pronunciation of a word or determine or clarify its precise meaning or its part of speech.

[CCSS.ELA-Literacy.L.7.4.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).

English Language Arts Reading Literature Common Core:

[CCSS.ELA-Literacy.RL.7.1](#)

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

[CCSS.ELA-Literacy.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.

English Language Arts Reading Informational Common Core:

[CCSS.ELA-Literacy.RI.7.1](#)

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

[CCSS.ELA-Literacy.RI.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.

[CCSS.ELA-Literacy.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.

English Language Arts Writing Common Core:

[CCSS.ELA-Literacy.W.7.1.d](#)

Establish and maintain a formal style.

[CCSS.ELA-Literacy.W.7.1.e](#)

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

[CCSS.ELA-Literacy.W.7.2.a](#)

Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings),

novels. Identify the text structure and features found in each and explain why it is used.).

- Choose from learned reading strategies such as: think aloud, visualization, paraphrasing, chronological sequence, connections, mapping.
- Summarize main ideas and details of text in your own words.
- Devise solutions for problems presented

Sample Assessments:

Formative

- Socrative- Online assessment tool to gain on the spot insight into student comprehension
- Teacher Observation- Anecdotal record keeping in the form of anecdotal notebook, note cards or sticky notes.
- Text Dependent Questions to assess comprehension (e.g. what was the main idea? What details supported the main idea? Where your predictions correct? Why or why not? What part of the story reminded you...?)
- Group discussions: Instances where they felt they have to survive (to get through) a situation. Why they felt that way, what would they have changed. Have they ever been in a situation that was out of their control and they needed to survive (life or death) etc.
- Exit tickets that assess students understanding of key concepts - e.g. Identifying the correct strategy to use, main idea, classifying a situation as life/death or existing/living, placing situations or images under personal survival or environmental survival, filling in the cloze with correct grammatical focus such as past/ present progressive tense or comparative/ superlative adjectives.
- Daily Journals/Writing Samples related to personal experiences and student interest
 - e.g. Writing prompts pertaining to what would you do situations,
 - Journal entries consisting of survival strategies or skills needed for various instances,
 - Entries detailing personal survival moments etc.
 - Thoughts about a news coverage or story about surviving nature.

graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

[CCSS.ELA-Literacy.W.7.2](#)

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

[CCSS.ELA-Literacy.W.7.2.c](#)

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

[CCSS.ELA-Literacy.W.7.2.d](#)

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

[CCSS.ELA-Literacy.W.7.2.e](#)

Establish and maintain a formal style.

[CCSS.ELA-Literacy.W.7.2.f](#)

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

[CCSS.ELA-Literacy.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.

[CCSS.ELA-Literacy.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.

English Language Arts Speaking and Listening Common Core:

[CCSS.ELA-Literacy.SL.7.1](#)

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

[CCSS.ELA-Literacy.SL.7.1.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.

[CCSS.ELA-Literacy.SL.7.1.c](#)

- Weekly use of RAZ Kids and Reading A-Z to track reading levels
- Paragraph Sort for grammar check-in
- Speaking and writing rubric to assess progress

Summative

- End of unit chapter test
- **Team Jigsaw - We Need a Plan!** Students will create a PSA regarding safety measures to be taken during natural disasters. Students will be provided with a nature event that affects different parts of the world (e.g. floods, earthquakes, tsunamis, tornadoes, volcanic eruptions, tropical cyclones etc.). They will research an area of the world where this natural event has the most probability of occurring. They will locate measures taken in the past to secure safety of its occupants. However, their task is on improving these measures. They will use strategies from this and past units if applicable (e.g. chronological sequence, mapping, outlines, visualization, predictions, connections) to guide this process.
- Class Presentation: Students will present their PSA in class and place their poster containing the country with images of the natural event on a classroom size map (poster needs to be cut the same shape as country)
- Survival Guide: Students will choose an area of their life that they felt they wished they would have had a survival guide for (e.g. First day at school, science class, issues with friends, coming to a new country etc.). They will create a brochure with information detailing what they would need to do to survive this personal event. Brochures could be creating using Canvas
<https://www.canva.com/create/brochures/>
- Why Do I Need This? Students will classify information for different categories provided (e.g. food, clothing, supplies, music etc.). Their goal is to create and /or choose items that they would need to survive in a deserted island for 20 years. They need to justify their choices in detail. In class they will unveil their survival backpack. Students will need to be as creative as possible with their choices and justifications. The class will be able to dispute their peers reasoning as well. In the end

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.

[CCSS.ELA-Literacy.SL.7.1.d](#)

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

[CCSS.ELA-Literacy.SL.7.5](#)

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

English Language Arts History/Social Studies Common Core:

[CCSS.ELA-Literacy.RH.6-8.4](#)

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

[CCSS.ELA-Literacy.RH.6-8.5](#)

Describe how a text presents information (e.g., sequentially, comparatively, causally).

[CCSS.ELA-Literacy.RH.6-8.7](#)

Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

English Language Arts Science Common Core:

[CCSS.ELA-Literacy.RST.6-8.1](#)

Cite specific textual evidence to support analysis of science and technical texts.

[CCSS.ELA-Literacy.RST.6-8.2](#)

Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

[CCSS.ELA-Literacy.RST.6-8.4](#)

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

[CCSS.ELA-Literacy.RST.6-8.5](#)

Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.

[CCSS.ELA-Literacy.RST.6-8.8](#)

the backpack that gets the most votes will be chosen as the **Golden Backpack**.

- Extension: Using technology such as iMovie, Storybird or Story Jumper. Students will work in pairs to make art inspired stories for their writings (e.g. The old man and the golden backpack. They will use elements of creative writing paired with historical fiction to make the short narrative come to life.

Instructional Strategies:

Listening:

During/After- Read Aloud, Discussions, Oral Class/Interactive Activities

- Identify the passages that are in chronological or sequential order while participating in individual family feud.
- Match the chances of probability of a specific natural disaster happening in a certain part of the world
- Classify events as life and death or existing and living situations (e.g. A flood is heading towards a car full of people, you friends are not including you in afterschool activities etc.).
- Select phrases that are metaphorically expressing existing vs. living instances (e.g. "Some people feel the rain while others just get wet" Bob Marley this is an example of existing vs. living)
- Arrange the items into the appropriate survival categories (wild, desert, school, ocean, home etc.)
- Express thoughts during read aloud to address think aloud
- Sketch out what a passage read aloud made them visualize
- Jot down key elements such as main idea and details
- Make meaningful connections (text-to-self, text-to-text, text-to-world)
- Draw conclusions using context clues and imagery.
- Numbered Heads Together: Students will be paired in groups of 2, 3, or 4 (depends on number of students). Each student in groups will be numbered off. Students will work together to answer posed questions. The number called, those students from each team will face off with each other.

Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.

[CCSS.ELA-Literacy.RST.6-8.9](#)

Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.

- Students will complete comprehension questions or complete a compare/contrast activity on natural disasters
- Fishbowl Strategy: Students outside the fishbowl circle listen to classmates share their opinions, generate questions share information on a topic (e.g. Why does the word survival mean different things for different people, What questions did you generate while thinking aloud to help you understand the text, Why is this information a detail not a main idea etc.). They will then add to information shared.
- Jeopardy game on grammatical focus (past/present progressive, comparative/superlative adjectives)
 - * past grammar learned could also be included

Speaking:

During/After- read aloud, independent readings, discussions, class/interactive activities

- After watching episodes of Survivorman or Alone give examples of items you would have suggested they took to help them survive and why
- Construct an oral timeline of their day
- Rearrange chronological information into sequential
- Explain how a text reminds them of themselves, another text or the world (e.g. I agree with/understand what I just read because in my own life..., The ideas in this text are similar to the ideas in _____ because..., What I just read makes me wonder about the future because...)
- Fishbowl Strategy: Students inside the fishbowl circle share their opinions, generate questions share information on a topic (e.g. Why does the word survival mean different things for different people, what questions did you generate while thinking aloud to help you understand the text, Why is this information a detail not a main idea etc.)
- Student assess their learning of a unit (e.g. what lessons they found most/ least challenging etc.)
- Generate higher order thinking questions to ask a classmate about the worst natural disaster they have ever seen or heard of.
- Give examples of moments when you identifying a situations as life or death when in reality is was an existing/ living situation.

- Paraphrase facts about natural disasters
- Relate how math is used to survive in the wild/desert/ocean etc. (e.g. How much water needs to be collected, using a compass, your watch etc.)
- Describe images created in your mind and locate words, phrases or passages that assisted with formulating these images
- Justify their answers with reasonable evidence.
- Restate difficult reading passages in paraphrased form
- Distinguish between graphic organizers and usage (timelines, outlines, box and bullets, main idea herringbone or hierarchy chart)
- Address context that assisted in generating conclusions and meaning
- Conversation competition-Students in pairs have to use 5-10 unit vocabulary words. As they use them they will check them off.
- Categories- The teacher chooses a past or present unit grammatical categories (e.g. imperatives, past/present progressive tense, comparatives/ superlatives etc.) students in groups need to name as many words as they could for the categories (a mixed word chart could also be provided)
- Defend your solutions for problems presented
- Mention the elemental differences found in each genre (e.g. graphic novel, informational text: textbook, short story)
- Infer attributes of a survivor from text

Reading:

Genre Focus- Short Story, Informational Text, Graphic Novel

Before reading, During reading After reading

- Identify the purpose for reading the text (e.g. ask yourself: Why you are reading it? What does the teacher want me to focus on? What evidence supports my ideas? etc.)
- Highlight information is chronological order/ underline sequential order
- Use graphic organizers (outlines, box and bullets, main idea herringbone or hierarchy chart) to organize key ideas and facts pulled from reading
- Make connections using concept maps which allows a visual relationship to be created between text-to-text, text-to-self or text-to-world
- Make predictions regarding what will come next

- Locate evidence that refutes or supports predictions made
- Reread text for clarification
- Analyze how characters had to adapt to a change in order to survive a challenging situation
- Infer meaning of unknown words or sentences by applying prior knowing and context clues
- Use think aloud: Generate questions and use those questions to guide your comprehension (e.g. Why did this happen?How come she feels this way? etc.)
- Monitor understanding by jotting down information that was challenging or that they were able to understand with ease.
- Paraphrase information to make sense of information in text

Writing:

- Compare and contrast (using a Venn Diagram) the different genres
- Using a t-chart list the advantages and disadvantages of having survival measures in place
- Produce a short story of a family who survives a natural disaster
- Make a list of natural disaster survival items
- Design a home or school emergency survival kit
- Research facts of two natural disasters and write an informational piece regarding each.
- Write a news piece to be broadcast over the “radio” (tape recorder) regarding how to survive in a new country.
- Using a Y chart (looks like, sounds like, feels like) identify the characteristics of three natural disasters
- Complete a KWL before, after a lesson
- Pass it on- In groups of three students will write a creative piece by adding information and passing it along.
- Proof read and edit writing piece
- Rewrite information using correct grammatical structure
- Devise solutions to problems presented
- Write recommendations to would have given to prevent a disaster from having occurred (e.g. The sinking of the Titanic)
- Take notes during class discussions

Interdisciplinary Connections

- Students will be using journalism/radio journalism skills to interview students, ask questions, write and create stories

- Geography content relates to social studies, specifically, World History content (7th grade curriculum)
- Natural disasters connects to science, specifically, weather/ climate patterns (7th grade curriculum and meteorology unit (8th grade curriculum)
- Problem solving, estimation and probability relate to math (6th, 7th, 8th grade math curriculum)

Technology Integration

- Google Search for locate images, facts etc. about information pertaining to specific unit topics (e.g. natural disasters, survival kits etc.)
- Collaborize Classroom will be used to structure class discussions, study groups, collaborative group work
- Use Google Docs to draft interview questions, take notes, compose writing pieces and use the highlight and comment features to annotate text.
- A writing portfolio can be established using Google Docs as a way to organize all writing assignments
- Use of Chrome book extensions and related apps to use highlighting, search, and just text features to make reading accessible to student
- Google Classroom will used for updates, assignments and additional resources
- Web-based integration of reading program (RAZ Kids, Reading A-Z)
- Students can use iBrainstorm or the Google Draw function of Docs to create concept maps and Venn Diagrams for visual aids
- Students will record classmates interview responses using iPads/Chrome books (Audacity)
- Students can record interviews using WeVideo or ClipChamp for short video clips
- YouTube- Students will view videos to engage students in classroom discussions (e.g. Survivorman, Alone)
- IMovie trailer to produce a preview of future feature films (e.g. The old man and the golden backpack)
- Google Earth-Will be used to analyze global terrain (desert, ocean, island, wild etc.)
- Explain Everything- Students will use to capture stills of images or videos (e.g. images of natural disasters or destruction left behind by it)

	<ul style="list-style-type: none"> ● Tape recorder- Students will use tape recorder to record their “radio” broadcast ● Storybird or Story Jumper- To be used as a storytelling tool that will bring their writing to life (e.g. I survived a natural disaster) ● WillYou.Typewith.me- Students will use to collaborate on a single document online (e.g. creating short stories during class, passing it on activities, locating grammatical errors, producing logical paragraphs etc.) ● Tiki-Toki- Student will create interactive timelines ● Socrative- Student will use this to provide answers to posed questions (e.g. quizzes, exit tickets etc.) <p>Global Perspectives</p> <ul style="list-style-type: none"> ● Authentic videos of different survival measures taken across the globe ● Impact natural disasters have had on different parts of the world <p>Culturally Responsive Teaching</p> <ul style="list-style-type: none"> ● Reflect on what the meaning of personal survival means to each of them. Explain how in their country what someone may deem as a necessity for survival may be deemed not as such in another. ● Reflect on natural devastations that have touched their homeland
<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p>21st Century Skills:</p> <p>Creativity and Innovation</p> <p>Critical Thinking and Problem Solving</p> <p>Communication and Collaboration</p> <p>Information Literacy</p> <p>Media Literacy</p> <p>Life and Career Skills</p> <p>21st Century Themes (as applies to content area):</p> <p>Financial, Economic, Business, and Entrepreneurial Literacy</p> <p>Civic Literacy</p> <p>Health Literacy</p>

S.T.E.A.M. (Science, Technology,
Engineering, Arts, Mathematics)

REQUIRED KEY VOCABULARY WORDS:

Thematic Vocabulary:

- Survival
 - personal
 - environmental

- Existence
- Living
- Life
- Death
- Emergency
- Kit
- Plan
- Measure
- Evacuation
- Meteorology
- Geography
- Probability
- Pattern
- Category
- Natural disaster
 - earthquake
 - tropical cyclone
 - tornado
 - tsunami
 - volcanic eruption
 - flood
 - hurricane
 - typhoon
 - mudslides
 - windstorms
 - avalanche

Technology Covered:

- Tiki Toki
- Socratic
- IBrainstorm

Reading and Writing Vocabulary:

- Imagery
- Visualization
- Chronological
- Sequential
- Main ideas
- Supporting details
- Think aloud
- Mapping
 - concept map
 - story map

- Graphic organizer
 - timeline
 - t-chart
 - y-chart
 - box and Bullets
 - main idea Herringbone
 - hierarchy Chart
 - outlines
 - Venn diagram

- Graphic novels
- Short story
- Textbook
- Personal narrative
- Creative writing
- Interview

<ul style="list-style-type: none"> ● Google Draw ● Clip Champ ● Explain Everything ● IMovie Trailer ● Story Jumper ● Storybird ● WillYou.Typewith.me 	
<p>Grammar Covered:</p> <ul style="list-style-type: none"> ● Past progressive ● Present progressive ● Comparative adjectives ● Superlative tense ● Commas 	

Texts and Resources

Resources

- WIDA Can Do Descriptors
- Reading A-Z
- Leveled Library
- WIDA Speaking Rubric
- WIDA Writing Rubric
- *The ESL/ELL Teacher's Survival Guide* by Larry Ferlazzo
- *Making Content Comprehensible for English Language Learners: The SIOP Model*, Echevarria, J., Vogt, M., Short, D.J
- How-To guide: past and present progressive, comparative and superlative adjectives
- <https://www.flocabulary.com/vocabulary-mini-games/>
- Sample interview dialogues
- Examples of higher order thinking questions: Focus on Bloom's Taxonomy action verbs- Analysis and Synthesis
- http://www.readingrockets.org/strategies/think_alouds
- <http://www.factmonster.com/ipka/A0775896.html> (facts about natural disasters)
- <https://www.theguardian.com/world/natural-disasters>
- <https://www.canva.com/create/brochures/>
- https://www.goodreads.com/list/show/24894.Best_Graphic_Novels_for_Middle_School
- Voyage of the Great Titanic, Margaret Ann Brady (Historical fiction)

Texts

- *Since You've Been Gone*, Morgan Matson (Novel -Personal Survival)
- *American Born Chinese*, Gene Luen Yang (Graphic Nove-Personal Survivall)
- *The Stonekeeper (Amulet #1)*, Kazu Kibuishi (Graphic Novel- Environmental Survival)
- *Bad Island*, Doug TenNapel (Graphic Novel- Environemental Survival)
- *Using Math to Survive in the Wild*, Hillary Koll (Informational Text)
- *Voyage of the Great Titanic*, Margaret Ann Brady (Historical fiction)

Reading A-Z

- *Earthquakes, Volcanoes, Tsunamis*, Elizabeth Austin(Informational Text)
- *Ghosttowns*, Kira Freed (Informational Text)
- *Otzji: The Iceman*, Jan Goldberg (Informational Text)
- *I'm the Tall One*, Rus Buyok (Personal Narrative)

Curricular Addendum

<p>Career-Ready Practices</p> <p>CRP1: Act as a responsible and contributing citizen and employee.</p> <p>CRP2: Apply appropriate academic and technical skills.</p> <p>CRP3: Attend to personal health and financial well-being.</p> <p>CRP4: Communicate clearly and effectively and with reason.</p> <p>CRP5: Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6: Demonstrate creativity and innovation.</p> <p>CRP7: Employ valid and reliable research strategies.</p> <p>CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9: Model integrity, ethical leadership and effective management.</p> <p>CRP10: Plan education and career paths aligned to personal goals.</p> <p>CRP11: Use technology to enhance productivity.</p> <p>CRP12: Work productively in teams while using cultural global competence.</p>	<p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> ● Close Reading of works of art, music lyrics, videos, and advertisements ● Use Standards for Mathematical Practice and Cross-Cutting Concepts in science to support debate/ inquiry across thinking processes <p>Technology Integration</p> <p><u>Ongoing:</u></p> <ul style="list-style-type: none"> ● Listen to books on CDs, Playaways, videos, or podcasts if available. ● Use document camera or overhead projector for shared reading of texts. <p><u>Other:</u></p> <ul style="list-style-type: none"> ● Use Microsoft Word, Inspiration, or SmartBoard Notebook software to write the words from their word sorts. ● Use available technology to create concept maps of unit learning.
--	---

Instructional Strategies: Supports for English Language Learners:

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects (realia)	Charts	In pairs or partners
Manipulatives	Graphic organizers	In triads or small groups
Pictures & photographs	Tables	In a whole group
Illustrations, diagrams, & drawings	Graphs	Using cooperative group structures
Magazines & newspapers	Timelines	
Physical activities	Number lines	With the Internet (websites) or software programs
Videos & films		In the home language
Broadcasts		With mentors
Models & figures		

from <https://wida.wisc.edu>

Media Literacy Integration

- Use multiple forms of print media (including books, illustrations/ photographs/ artwork, video clips, commercials, podcasts, audiobooks, Playaways, newspapers, magazines) to practice reading and comprehension skills.

Global Perspectives

- [The Global Learning Resource Library](#)

Differentiation Strategies:

Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/ expectations
Repeat/ confirm directions	Increase task structure (e.g., directions, checks for understanding, feedback)	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding (e.g., writing, reading aloud, answering questions in class)	Individualized assessment tools based on student need
Audio Books	Utilize prereading strategies and activities: previews, anticipatory guides, and semantic mapping	Modified assessment grading