Cliffside Park Public Schools

Literacy

Unit Name: Conflict & Cooperation **Resource:** *Visions; Making Connections* **Duration: 4 - 6 Weeks**
Enduring Understanding ● Students will understand what is meant by conflict and cooperation in literature and in life as they develop skills and strategies across English modalities.
Essential Questions ● How do students summarize information they read? ● How do students use strategies to persuade people with their writing? ● How do students identify the main idea and the details in a text? ● How do students infer information from what they read?

Focus of Standards

Student Outcomes	Skills	Assessments	Resources
● I can read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. ● I can analyze how and why individuals, events, and ideas develop and interact over the course of a text. ● I can read and analyze inference, cause and effect, and extract main ideas and details from a song, a diary excerpt, a personal narrative, and an informational text and summarize some of those forms. ● I can identify tone. ● I can use headings to find information. ● I can identify problems and solutions.	● **Vocabulary**: words about conflict and resolution in literature and in real life ● **Reading Strategy**: making inferences, cause and effect, main idea and details, recognizing sequence of events, and making connections ● **Grammar and Writing**: subjects and verbs in sentences; verb tenses; object pronouns; comparative adjectives; writings in different forms	● Teacher Observation ● Oral response ● Written response ● Questioning and answering ● Authentic assessments ● Chapter tests ● Reader's notebook ● Writer's notebook	● Visions Textbook ● Activity Book ● Audio CD-ROM ● More Grammar Practice ● Making Connections ● Picture dictionaries ● Bilingual dictionaries ● Dictionary.com ● www.newsela.com ● www.vocabulary.com ● Teacher-selected videos

WIDA STANDARDS
WIDA.S1: English Language Learners communicate for Social and Instructional purposes within the school setting.
WIDA.S2: English Language Learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.
WIDA.S.5: English Language Learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.

NJSLS ELA Standards
Anchor Standard for Reading
R.1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
R.3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Progress Indicators for Reading Literature
Keys Ideas and Details
RL.7.1 Cite several pieces of textual evidence to make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
Craft and Structure
RL.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
RL.7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
RL.8.6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
Progress Indicators Informational Text
Keys Ideas and Details
RI.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
Anchor Standard for Writing
Text Types and Purposes
W.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
Production and Distribution of Writing
W 7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.8.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.
Anchor Standard for Speaking and Listening
Comprehension and Collaboration
SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
Presentation of Knowledge and Ideas
SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
Anchor Standards for Language
Conventions of Standard English

L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

Career Ready Practices

CRP1: Act as a responsible and contributing citizen and employee.

CRP6: Demonstrate creativity and innovation

CRP7: Employ valid and reliable research strategies.

CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.

	Beginner	Intermediate	Advanced
ESL Modifications and Teaching Strategies	- Use pictures / visuals - Cue students before asking a question during class discussions - Small group activities - Frontloading vocabulary - Graphic organizers - Accept verbal responses in lieu of written work - Extended time for written work - Modify length of reading passages - Simplified assignments - Bilingual dictionaries - hands -on activities - Demonstrations - Use realia, maps, photos, and manipulatives - TPR (total physical response) - Sentence strips - Word walls with pictures - hands-on activities - Demonstrations - Use realia, maps, photos, and manipulatives	- Check for comprehension of directions - Modify content to focus on key concepts - Have students paraphrase key ideas - Provide outlines of class notes - Use pictures / visuals - Cue students before asking a question during class discussions - Small group activities - Frontloading vocabulary - Graphic organizers - Accept verbal responses in lieu of written work - Extended time for written work - Modify length of reading passages - Simplified assignments - Bilingual dictionaries - hands -on activities - Demonstrations - Use realia, maps, photos, and manipulatives	- Ask open ended questions - Allow extended time for reading and writing activities - Use comprehension strategies such as highlighting, sticky notes, summarizing, making connections, etc. - Check for comprehension of directions - Modify content to focus on key concepts - Have students paraphrase key ideas - Provide outlines of class notes - Use pictures / visuals - Cue students before asking a question during class discussions - Small group activities - Frontloading vocabulary - Graphic organizers - Accept modified written work - Modify length of reading passages - Bilingual dictionaries - hands-on activities - Demonstrations - Use realia, maps, photos, and manipulatives

Differentiation/Accommodations/Modification _(Alternate Modes of Instruction and Support)_			
Gifted and Talented	**English Language Learners**	**Students with IEPs/504s**	**At-Risk Learners**
Provide appropriate challenge for wide ranging skills and development areas. Participate in inquiry and project-based learning units of study Assigning roles within partnerships Differentiated supports: content, process, product, environment	Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary) Pair visual prompts with verbal presentations Front load and immerse students in literacy and language experiences related to content Provide students with visual models, sentence stems, concrete objects, and hands-on materials. Model procedures for life skills. Collaboration between ELL and general education teacher to maximize learning	Review student individual educational plan and/or 504 plan. Establish procedures for accommodations and modifications for assessments as per IEP/504. Establish procedures for modification of classwork and homework as per IEP/504. Modify classroom environment to support academic and physical needs of the students as per IEP/504. Provide appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team. Differentiation through content, process, product, environment	Provide Title I services to students not meeting academic standards in ELA and/or Math. Provide instructional adaptations and interventions in the general education classroom. Modify classroom environment to support student needs. Differentiated instruction Basic Skills Intensive individual intervention

Sources
New Jersey Student Learning Standards (2016) http://www.state.nj.us/education/cccs/2016/ela/g05.pdf
Career Ready Practices (2014) http://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf
WIDA (2012) https://www.wida.us/DownloadDocs/standards/2012Amplification/2012Tutorial/player.html
Visions http://ngl.cengage.com/ott/visions_intro_inservice/pages/teacher_website/teacher_website1/