

<b>UNIT #4: Fitting in as a Citizen of the Community</b>	<b>TIMEFRAME:</b> March-April-May
<p><b>BIG IDEA(S):</b></p> <p><b>Reading (includes vocabulary):</b></p> <ul style="list-style-type: none"> <li>• <i>Wordly Wise</i></li> <li>• Roots: phil/o, mania, idio, not, merge. sta, icon/o, sol (sun)</li> <li>• Argument vs. Evidence review steps 3-5             <ul style="list-style-type: none"> <li>• Paraphrase portions of the text.</li> <li>• Summarize portions of the text and nonfiction articles.</li> </ul> </li> <li>• Connect nonfiction texts to <i>The Giver</i> to draw conclusions about contemporary conditions.</li> <li>• Make inferences supported with evidence, in the form of both background knowledge and textual references.</li> <li>• Identify and explain the elements of science fiction.</li> <li>• Draw theme statements from the text supported with evidence.</li> <li>• Analyze how authors indirectly and directly describe characters in a text.</li> <li>• Analyze how authors use symbols to convey meaning.</li> <li>• Analyze rhetorical patterns, figurative language, and literary devices.</li> <li>• Define words from the texts.</li> <li>• Actively participate in Socratic Seminar.</li> </ul> <p><b>Writing (includes grammar):</b></p> <ul style="list-style-type: none"> <li>• Grammar- Students will take 7<sup>th</sup> grade diagnostic test which will determine the grammar for this unit</li> <li>• Argument vs. Evidence review steps 3-5             <ul style="list-style-type: none"> <li>• Drafting, editing, and revising the literary response paper.</li> <li>• Perform a close reading of a short section of the text that analyzes word choice, rhetoric, and figurative language.</li> <li>• Writing to support a theme with key details.</li> <li>• Dialogue journals (biweekly)</li> <li>• Research Writing Task</li> </ul> </li> </ul> <p><b>Test Prep:</b></p> <ul style="list-style-type: none"> <li>• Continue to practice answering open-ended response questions</li> </ul>	<p><b>ESSENTIAL QUESTIONS:</b></p> <p><b>Skills-Based Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What are the elements of science fiction?</li> <li>• What is the purpose of reading science fiction? What can we learn from reading science fiction?</li> <li>• What is a theme? How do authors advance and support a theme with key details? How is a theme distinct from a topic? How is a theme like a main argument?</li> <li>• How/why would a reader find the theme of a text?</li> <li>• How do authors use characterization to “show” readers their characters?</li> <li>• How do authors use details and mood to influence how readers feel about a setting?</li> <li>• What is a Research Writing Task? (review)</li> </ul> <p><b>Content-Based Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What is the difference between a utopian society and a dystopian society?</li> <li>• Is it possible for something to be objectively perfect?</li> <li>• What are the pros and cons of tradition?</li> <li>• Is a life without hardship worth living? A society without difficulty worth living in?</li> <li>• How much control do you have over your environment?</li> <li>• Is it more important to feel safe or have freedom of choice?</li> <li>• Why are memories important? How do memories affect our actions?</li> <li>• How does new knowledge change our beliefs and behaviors?</li> <li>• How are individual perspectives shaped by knowledge and memory?</li> <li>• What are basic human rights?</li> <li>• Is it ever ok to break a rule or a law?</li> <li>• What are the purposes of government?</li> <li>• How much government control is too much?</li> </ul>

<ul style="list-style-type: none"> <li>● Continue to practice narrative and literary analysis writing</li> <li>● Continue to practice how to eliminate answers</li> <li>● Annotating Text</li> <li>● Research Writing Task</li> </ul>	
<p><b>ENDURING UNDERSTANDINGS: Students will understand that...</b></p> <p><b>Skills-Based Understandings</b></p> <ul style="list-style-type: none"> <li>● Students will understand that science fiction usually contains the following elements: a future time setting, alternate location setting, a plot that creates situations that are different from those of the present day and the known past, and an element of speculation. (In <i>The Giver</i> the element of speculation is focused on the following question: What would a perfect society be like?)</li> <li>● Students will understand that a theme is the message, moral, or lesson conveyed by an author in fiction.</li> <li>● Students will understand that determining the theme of fiction helps readers to better understand the text and the author's purpose in writing it.</li> <li>● Students will understand that authors describe their characters by writing about their dialogue, actions, appearance, and thoughts/beliefs, and that this process is called characterization. Characterization can be direct or indirect.</li> <li>● Students will understand that setting encompasses both time and place, and is further influenced by the mood an author creates for the reader by use of vivid descriptive details.</li> <li>● Students will understand that common types of figurative language include simile, metaphor, hyperbole, idiom, and personification, and that authors use figurative language to make comparisons between two otherwise unlike things.</li> <li>● Students will understand that symbolism is a technique in which writers choose ideas, people, and objects to have additional meaning beyond their literal sense.</li> <li>● Grammar understandings: The 7<sup>th</sup> grade diagnostic test will determine the grammar for this unit.</li> </ul> <p><b>Content-Based understandings:</b></p> <ul style="list-style-type: none"> <li>● Students will understand that what is good for an individual may not be good for the collective and vice versa.</li> <li>● Students will understand that human rights are the fundamental freedoms and rights to which all human beings are entitled – life, liberty, and the pursuit of happiness.</li> <li>● Students will understand that a utopian society can be defined as any idealized place, state, or situation of perfection.</li> <li>● Students will understand that a dystopian society may be characterized by some of the following elements: human misery, squalor, oppression, disease, lack of privacy, and overcrowding.</li> <li>● Students will understand that the government exists to protect people from conflicts and to provide law and order.</li> <li>● Students will understand that democracies, socialist states and communist states manage citizens in different ways.</li> <li>● Students will understand that individuals must sometimes make sacrifices to be a citizen of the community.</li> <li>● Students will understand that tradition can be an oppressive force.</li> <li>● <i>The Giver</i> uses the euphemism “release” to stand in for “death/kill/murder.”</li> <li>● Students will understand that Roger from “Thank You, Ma’am” and Jonas from <i>The Giver</i> were both given opportunities for choice and those choices impacted their lives.</li> </ul>	

READING and VOCABULARY	RELEVANT RESOURCES/MATERIALS/Standards
<b>Tier 1 Activities/Strategies (Knowledge/Comprehension)</b>	<b>Tier 1 Standards:</b> <ul style="list-style-type: none"> <li>● RL.CR.7.1</li> <li>● RL.CI.7.2</li> <li>● RL.IT.7.3</li> <li>● L.VI.7.4</li> <li>● L.VL.7.3 A,B,C,D,E</li> <li>● L.VI.7.4 A,B,C,D</li> </ul>
<ul style="list-style-type: none"> <li>● Students will define main idea as the argument, which addresses how and why questions.</li> <li>● Students will identify the various cause and effect moments in “Thank You, Ma’am.”</li> <li>● Students will review the meaning of “setting.”</li> <li>● Students will identify the setting in “Thank You, Ma’am.”</li> <li>● Students will distinguish argument statements from pieces of evidence (See also Writing).</li> <li>● Students will define science fiction and identify examples of science fiction movies, literature, and television shows.</li> <li>● Students will identify the elements of science fiction with three short stories.</li> <li>● Teacher will provide a model of literary devices from the novel, <i>The Giver</i>. Students will identify common literary devices.</li> <li>● Students will show how characters' perspectives are similar or different from one another using a perspectives mapping organizer (For example: students will map out how Jonas and The Giver's perspectives about memory are similar and different).</li> <li>● Students will read and recall evidence from the texts.</li> <li>● Students will classify and organize plot events in <i>The Giver</i>.</li> <li>● Students will paraphrase sections of various texts in oral and written form.</li> <li>● Students will read and recall specific events from all texts.</li> <li>● Students will summarize the short stories.</li> <li>● Students will define the words “utopia” and “dystopia.”</li> <li>● Students will define the word “government.” and identify the characteristics of a democratic, socialist, and communist state.</li> <li>● Students will track the meaning of the term “release” throughout <i>The Giver</i>.</li> <li>● Students will track the different jobs in <i>The</i></li> </ul>	<b>Tier 1 Resources/Materials:</b> <ul style="list-style-type: none"> <li>● <i>Wordly Wise</i></li> <li>● Character analysis sheet- STEAL</li> <li>● Perspective mapping organizer- teacher created</li> <li>● Plot organizer- teacher created</li> <li>● <i>The Giver</i>, by Lois Lowry</li> <li>● “All Summer in a Day”, by Ray Bradbury</li> <li>● DDAT organizer (Description, Dialogue, Actions, Thoughts) <a href="http://www.literacycookbook.com/download.php?did=94">http://www.literacycookbook.com/download.php?did=94</a></li> <li>● Sample science fiction movies and television scenes in a teacher created SMART Board lesson.</li> <li>● “Thank You Ma’am”, by Langston Hughes</li> </ul>

<p><i>Giver</i> and list their corresponding duties.</p> <ul style="list-style-type: none"> <li>Students will define “tone” as it relates to literature.</li> <li>Students will keep a running list of the roots of the week and the associated vocabulary words.</li> <li>Students will memorize and use vocabulary words from <i>Wordly Wise</i>.</li> <li>Students will define vocabulary words in context as they read.</li> <li>Students will review “point of view” as a literary device.</li> <li>Students will review reading skills that are lacking, based on the ANET DDI 3 results.</li> </ul>	
<p><b>Tier 2 Activities/Strategies (Application/Analysis)</b></p>	<p><b>Tier 2 Standards:</b></p> <ul style="list-style-type: none"> <li>RL.CR.7.1</li> <li>RL.CI.7.2</li> <li>RL.IT.7.3</li> <li>RL.TS.7.4</li> <li>RLRL.PP.7.5</li> <li>RI.TS.7.4</li> <li>L.SS.7.1</li> </ul>
<ul style="list-style-type: none"> <li>Students will make predictions, make connections, infer, and use context clues before and during reading of <i>The Giver</i> and “Thank you, Ma’m.”</li> <li>Students will explain how the setting of “Thank You, Ma’m” affects the actions of the characters.</li> <li>Students will analyze characterization as revealed through a character’s thoughts, speech, and actions while reading <i>The Giver</i> and “Thank you, Ma’m.” This will be done using the DDAT organizer.</li> <li>Students will explain how the literary devices in <i>The Giver</i> contribute to its overall meaning.</li> <li>Students will analyze how the historical time period shapes and impacts the events in <i>The Giver</i> and “Thank you, Ma’m.”</li> <li>Students will identify and analyze the use of symbolism throughout <i>The Giver</i>, recording various examples and their literary implications. This will be done through both class discussions and continual notes recorded from the board.</li> <li>Students will explain how a central idea or theme is shaped and then develops throughout <i>The Giver</i> and “Thank you, Ma’m.” This will be done through class discussions and dialogue journals.</li> </ul>	<p><b>Tier 2 Resources/Materials:</b></p> <ul style="list-style-type: none"> <li><i>Wordly Wise</i></li> <li><i>The Giver</i>, by Lois Lowry</li> <li>“Thank you Ma’m”, by Langston Hughes</li> <li>Plot diagram – teacher created</li> <li>Dictionary/glossary/thesaurus</li> <li>DDAT organizer (Description, Dialogue, Actions, Thoughts)</li> <li>Nonfiction reading passages from Jamestown series</li> <li>“Imagine” by John Lennon, music and lyrics</li> <li>Clip from <i>The Truman Show</i> film</li> <li>Chapter Notes Organizer <a href="http://www.literacycookbook.com/download.php?did=90">http://www.literacycookbook.com/download.php?did=90</a></li> <li>Annotation Rubrics <a href="http://www.literacycookbook.com/download.php?did=90">http://www.literacycookbook.com/download.php?did=90</a></li> </ul>

- Students will analyze and annotate individual chapters in *The Giver*, making inferences using graphic organizers such as the Chapter Notes Organizer.
- Students will skim all texts for key words and ideas.
- Students will annotate effectively (In nonfiction texts students will annotate to identify the main argument, new vocabulary, and questions and comments they may have about the text; for fiction texts, students will annotate to identify key details, new vocabulary and questions and comments they may have about the text).
- Students will compare and contrast their community to Jonas's community through class discussion.
- Students will compare and contrast the different definitions of "release" throughout the text through "Turn and talk" discussions.
- Students will develop a theory about what they think happens at the end of the text, finding evidence to support that theory.
- Students will listen to and analyze the meaning of the lyrics to "Imagine" and make connections between the perfect world described in the song and the one in *The Giver*.
- Students will watch an excerpt of *The Truman Show* and analyze the similarities and differences between Truman's society and Jonas's society.
- Students will create flashcards for Greek roots; the word must be written on one side with the definitions and original sentences on the other.
- Students will analyze sentences from "Thank You, Ma'm" to determine if they are arguments or evidence.
- Students will use vocabulary words from the text as well as synonyms to describe characters and setting.
- Students will describe the major characters in *The Giver* and "Thank You, Ma'm" using adjectives supported by strong textual evidence. (DDAT)
- Students will explain the difference between summarization and paraphrasing.
- Students will use context clues to figure out the meaning of unfamiliar words and come up with synonyms in all texts read.
- Students will use Greek roots to determine the meaning of unfamiliar words.

<ul style="list-style-type: none"> <li>Students will evaluate Hughes's use of setting (both time and place). Is it effective? How? This will be done through class discussion.</li> <li>Describe the point of view used in <i>The Giver</i>.</li> </ul>	
<b>Tier 3 Activities/Strategies (Synthesis/Evaluation)</b>	<b>Tier 3 Standards:</b> <ul style="list-style-type: none"> <li>RL.CR.7.1</li> <li>RL.CI.7.2</li> <li>L.VI.7.4</li> <li>RL.CR.7.1</li> <li>RI.CI.7.2</li> <li>L.VL.7.3 A,B,C,D,E</li> <li>L.SS.7.1</li> <li>L.KL.7.2</li> </ul>
<ul style="list-style-type: none"> <li>Students will critique Lois Lowry's use of literary elements in the novel: to what extent was her usage of literary elements successful at conveying the themes of the novel? This will be done through class discussion and a writing assignment. 4-5 paragraphs (See Writing).</li> <li>Students will infer and explain why Lois Lowry chose to write an ambiguous ending to <i>The Giver</i>.</li> <li>Students will finish the ending of the book so that it is no longer ambiguous. "The ending of <i>The Giver</i> is considered to be ambiguous, leaving the reader to imagine the conclusion. Write your own original ending to <i>The Giver</i>. Explain why you chose the specific ending you did by building evidence presented earlier in the text." 2-3 pages typed, double-spaced (See Writing)</li> <li>Students will evaluate, discuss, and record why and how Lois Lowry uses different definitions of "release" throughout the text using an organizer.</li> <li>Journal Writing- Students must cite evidence to support their responses. See Journal Writing Rubric. (<b>Questions:</b> -Explain the effect of Lowry's word choice in Chapter 1 –How is Jonas' community similar to your own? What is different? –What is Lowry's purpose for describing Jonas' community as the setting of the novel? Summarize the incident with the apple. --And analyze how the flashback connects to present events. –Identify and explain the various references to "eyes" and "seeing" throughout chapter 3. –Should choice be allowed if people make choices that negatively affect others? Is experiencing</li> </ul>	<b>Tier 3 Resources/Materials:</b> <ul style="list-style-type: none"> <li><i>Wordly Wise</i></li> <li><i>The Giver</i>, by Lois Lowry</li> <li>"Newbery Acceptance Speech, June 1994" Lois Lowry</li> <li>Vocabulary Hypothesis Sheets</li> <li><i>The Giver</i> "Release" meanings organizer-teacher created</li> <li>Journal Writing Rubric <a href="http://www.literacycookbook.com/download.php?did=94">http://www.literacycookbook.com/download.php?did=94</a></li> </ul>

<p>colors, joy, and love worth also experiencing pain, war, and hate? Is perfection worth the sacrifice it takes to obtain it? How does a society build on what it values while ensuring that it stays true to its original beliefs? When a challenge arises, how does our society handle that challenge? How does Jonas' society handle the challenge? What sacrifices are made in Jonas' society that are not made in our society? How does knowing about our country's foundational beliefs inform your understanding of <i>The Giver</i>? one paragraph for each question (See Reading).</p> <ul style="list-style-type: none"> <li>• Students will evaluate their classmates' use of vocabulary words in writing. (See Writing)</li> <li>• Students must generate their own questions about the reading and answer them with inferences and evidence. (See Writing)</li> <li>• Students will evaluate how the author's use of plot, character, setting, and symbolism, contribute to the overall theme, or message, of the texts through whole class and small group discussions.</li> <li>• Students will determine the part of speech and meaning of unfamiliar words and phrases from <i>The Giver</i> and "Thank you, Ma'm" and describe how they connect to the tone of the texts using Vocabulary Hypothesis Sheet.</li> </ul>	
<p><b>STUDENT WORK PRODUCTS/ASSESSMENTS:</b></p> <ul style="list-style-type: none"> <li>• Tests and quizzes</li> <li>• Vocab workshop test</li> <li>• Comprehension will also be assessed informally through class participation</li> <li>• Analyze how Jonas' point of view is different from the other characters' points of view in <i>The Giver</i> and why that is important. Write an essay that identifies Jonas' point of view and analyzes and explains how it is developed throughout the novel. Conclude the essay by identifying a theme of <i>The Giver</i> and explaining how Jonas' unique point of view illustrates that theme. Provide reasons and relevant evidence, including direct quotations with proper citation, to support your claim logically and demonstrate an understanding of the text. (See Writing)</li> <li>• <b>Assessment:</b> Read Lois Lowry's Newbery acceptance speech independently and answer a combination of multiple-choice and constructed response questions about the speech and in</li> </ul>	<p><b>INTERDISCIPLINARY CONNECTIONS/USE OF TECHNOLOGY:</b></p> <ul style="list-style-type: none"> <li>• Laptops for typing</li> <li>• Posters to display annotation system, punchy insight</li> <li>• Audio version of "Thank you, Ma'm"</li> </ul>

<p>comparison to <i>The Giver</i>. Be sure to use evidence from the text to support your answers.</p> <ul style="list-style-type: none"> <li>• Timed Literary Response. “Read Lois Lowry’s Newbery acceptance speech and <i>The Giver</i>. Select one of the memories Lois Lowry shares in her acceptance speech. Summarize how the memory is portrayed in <i>The Giver</i>. Then explain how Lois Lowry uses and alters her memories to create a section of <i>The Giver</i>. Provide details from both texts to support your response.” 5 paragraphs (See Writing)</li> <li>• Narrative Writing. Students will finish the ending of the book so that it is no longer ambiguous. “The ending of <i>The Giver</i> is considered to be ambiguous, leaving the reader to imagine the conclusion. Write your own original ending too <i>The Giver</i>. Explain why you chose the specific ending they did by building evidence presented earlier in the text.” 2-3 pages typed, double spaced (See Writing)</li> </ul>	
<b>WRITING and GRAMMAR</b>	<b>RELEVANT RESOURCES/MATERIALS/Standards</b>
<p><b>Tier 1 Activities/Strategies (Knowledge/Comprehension)</b></p>	<p><b>Tier 1 Standards:</b></p> <ul style="list-style-type: none"> <li>• W.AW.7.1 A,B,C,D,E</li> <li>• W.IW.7.2 A,,B,C,D</li> <li>• W.WP.7.4</li> <li>• L.VL.7.3 A,B,C,D,E</li> <li>• L.VI.7.4 A,B,C,D</li> <li>• L.KL.7.2</li> </ul>
<ul style="list-style-type: none"> <li>• Students will review/practice turning prompts into questions “unpack”/paraphrase Research Writing</li> <li>• Students will review annotating symbols and rules, making sure to annotate with the prompt as a guide, focusing on arguments, main ideas, topic sentences, and relevant evidence.</li> <li>• Students will practice using the highlighter on the PARCC online practice test. (green-argument, yellow-evidence)</li> <li>• Students will review the purpose of analyzing videos. (Importance of taking notes on lighting, sound, camera focus or angles)</li> <li>• Students will review the purpose and process of a literary response paper.</li> <li>• Students will review the narrative writing process.</li> <li>• Students will brainstorm a thesis for the literary response paper.</li> </ul>	<p><b>Tier 1 Resources/Materials:</b></p> <ul style="list-style-type: none"> <li>• <i>Wordly Wise</i></li> <li>• 7<sup>th</sup> Grade LA textbook</li> <li>• <i>The Giver</i>, by Lois Lowry</li> <li>• PARCC Research Writing Rubric <a href="http://www.parcconline.org/sites/parcc/files/Grade%206-11%20July%2029%20Rubric%20Final.pdf">http://www.parcconline.org/sites/parcc/files/Grade%206-11%20July%2029%20Rubric%20Final.pdf</a></li> <li>• Nonfiction articles and prompts from <i>NJ Progress</i></li> <li>• Nonfiction articles and prompts from PARCC online</li> <li>• “Thank You, Ma’m”, by Langston Hughes</li> <li>• Narrative Writing Pre Writing Organizer <a href="http://www.literacycookbook.com/download.php?did=156">http://www.literacycookbook.com/download.php?did=156</a></li> <li>• Narrative Writing Rubric <a href="http://www.literacycookbook.com/download.php?did=156">http://www.literacycookbook.com/download.php?did=156</a></li> </ul>



<ul style="list-style-type: none"> <li>• Students will develop a thesis for the literary response paper.</li> <li>• Students will use the “Unpacking Your Thesis” organizer to develop a framework for the literary response paper.</li> <li>• Students will read “My Life’s Sentences” and identify why sentence construction and variety is essential for effective writing and for developing a writing style.</li> <li>• Students will write an in-depth summary of a section of “Thank you, Ma’m” using key details.</li> <li>• Students will practice paraphrasing sections of “Thank you, Ma’m” in addition to paraphrasing comprehension questions.</li> <li>• Students will answer open-ended questions from “Thank you, Ma’m” and <i>The Giver</i>.</li> <li>• Grammar- Students will take 7<sup>th</sup> grade diagnostic test which will determine the grammar for this unit.</li> <li>• Students will list reasons why letter writing is useful.</li> <li>• Students will identify the parts of a friendly letter.</li> <li>• Students will review grammar and/or writing skills that are lacking, based on the ANET DDI 3 results.</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Literary Response Paper Guide</u> <a href="http://www.literacycookbook.com/download.php?did=65">http://www.literacycookbook.com/download.php?did=65</a></li> <li>• “My Life’s Sentences” by Jhumpha Lahiri <a href="http://opinionator.blogs.nytimes.com/2012/03/17/my-lifes-sentences/?_p hp=true&amp;_type=blogs&amp;_r=0">http://opinionator.blogs.nytimes.com/2012/03/17/my-lifes-sentences/?_p hp=true&amp;_type=blogs&amp;_r=0</a></li> </ul>
<b>Tier 2 Activities/Strategies (Application/Analysis)</b>	<b>Tier 2 Standards:</b> <ul style="list-style-type: none"> <li>• W.AW.7.1 A,B,C,D,E</li> <li>• W.IW.7.2 A,,B,C,D</li> <li>• W.WP.7.4</li> <li>• L.VL.7.3 A,B,C,D,E</li> <li>• L.VI.7.4 A,B,C,D</li> <li>• L.SS.7.1</li> <li>• L.KL.7.2</li> </ul>
<ul style="list-style-type: none"> <li>• Students will read three articles/media on the same topic nonfiction while annotating using the prompt as a guide. Each article is read on a different day.</li> <li>• Students will transfer their annotations into a “key points/key differences chart” adding check marks for items found in all three texts/media.</li> <li>• Students will read and annotate an exemplary writing sample with the teacher and discuss how the parts of an essay work together (intro that responds to the question, thesis, punchy insight, etc.)</li> </ul>	<b>Tier 2 Resources/Materials:</b> <ul style="list-style-type: none"> <li>• <i>Wordly Wise</i></li> <li>• 7<sup>th</sup> Grade LA textbook</li> <li>• PARCC Research Writing Rubric <a href="http://www.parcconline.org/sites/parcc/files/Grade%206-11%20July%2029%20Rubric%20Final.pdf">http://www.parcconline.org/sites/parcc/files/Grade%206-11%20July%2029%20Rubric%20Final.pdf</a></li> <li>• “Key Points/Key Differences Chart” for research writing <a href="https://theliteracycookbook.wordpress.com/2014/10/30/parcc-preparation-tackling-the-research-writing-task/">https://theliteracycookbook.wordpress.com/2014/10/30/parcc-preparation-tackling-the-research-writing-task/</a></li> <li>• Nonfiction articles and prompts from <i>NJ Progress</i></li> </ul>

<ul style="list-style-type: none"> <li>• The teacher will conduct the writing process as a “write-aloud,” inviting students to help her compose an essay responding to a research writing prompt.</li> <li>• Perform a close reading of a short section of the text that analyzes word choice, rhetoric, and figurative language.</li> <li>• Students will use vocabulary correctly in their own writing.</li> <li>• Students will draft effective introductory, body (including evidence and explanation of relevance for evidence), and concluding paragraphs for a literary response paper.</li> <li>• Students will write strong topic sentences to clearly present information to readers.</li> <li>• Students will write effective transition sentences to ensure a smooth flow for writing.</li> <li>• Students will use the “quote sandwich” technique to provide adequate context and explanation for quoted evidence in their writing.</li> <li>• Students will compose a list of synonyms and antonyms for Vocab Workshop words.</li> <li>• Grammar- Students will take 7<sup>th</sup> grade diagnostic test which will determine the grammar for this unit.</li> <li>• Students will explain how a central idea or theme is shaped and then develops throughout <i>The Giver</i> and “Thank you, Ma’am.” This will be done through class discussions and dialogue journals.</li> </ul>	<ul style="list-style-type: none"> <li>• Nonfiction articles and prompts from PARCC online</li> <li>• How and Why to Make a Quote Sandwich: <a href="http://www.literacycookbook.com/download.php?did=93">http://www.literacycookbook.com/download.php?did=93</a></li> <li>• Effective Topic Sentences <a href="https://www.literacycookbook.com/download.php?did=64">https://www.literacycookbook.com/download.php?did=64</a></li> <li>• <i>Literary Response Paper Guide</i> <a href="http://www.literacycookbook.com/download.php?did=65">http://www.literacycookbook.com/download.php?did=65</a></li> <li>• Narrative Writing Pre Writing Organizer <a href="http://www.literacycookbook.com/download.php?did=156">http://www.literacycookbook.com/download.php?did=156</a></li> <li>• Narrative Writing Rubric <a href="http://www.literacycookbook.com/download.php?did=156">http://www.literacycookbook.com/download.php?did=156</a></li> </ul>
<b>Tier 3 Activities/Strategies (Synthesis/Evaluation)</b>	<b>Tier 3 Standards:</b> <ul style="list-style-type: none"> <li>• W.AW.7.1 A,B,C,D,E</li> <li>• W.IW.7.2 A,,B,C,D</li> <li>• W.WP.7.4</li> <li>• L.VL.7.3 A,B,C,D,E</li> <li>• L.VI.7.4 A,B,C,D</li> <li>• L.VL.7.3</li> <li>• L.SS.7.1</li> <li>• L.KL.7.2</li> </ul>
<ul style="list-style-type: none"> <li>• Students will critique classmates’ research writing responses using the PARCC writing rubric as a guide.</li> <li>• Students will conference with a partner about the score they gave referencing the PARCC writing rubric.</li> <li>• Students will be timed while they compose their own essay in response to a Research Writing Task using the steps discussed and practiced in class.</li> </ul>	<b>Tier 3 Resources/Materials:</b> <ul style="list-style-type: none"> <li>• <i>Wordly Wise</i></li> <li>• 7<sup>th</sup> Grade LA textbook</li> <li>• PARCC Research Writing Rubric <a href="http://www.parcconline.org/sites/parcc/files/Grade%206-11%20July%2029%20Rubric%20Final.pdf">http://www.parcconline.org/sites/parcc/files/Grade%206-11%20July%2029%20Rubric%20Final.pdf</a></li> <li>• “Key Points/Key Differences Chart” for research writing <a href="https://theliteracycookbook.wordpress.co">https://theliteracycookbook.wordpress.co</a></li> </ul>

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| <ul style="list-style-type: none"> <li>Students will evaluate, edit, and revise essay. Analyze how Jonas' point of view is different from the other characters' points of view in <i>The Giver</i> and why that is important. Write an essay that identifies Jonas' point of view and analyzes how it is developed throughout the novel. Conclude the essay by identifying a theme of <i>The Giver</i> and explaining how Jonas' unique point of view illustrates that theme. Provide reasons and relevant evidence, including direct quotations with proper citation, to support your claim logically and demonstrate an understanding of the text. 2 pages, double-spaced, typed</li> <li>Students will critique Lois Lowry's use of literary elements in the novel: to what extent was her usage of literary elements successful at conveying the themes of the novel? This will be done through class discussion and a writing assignment. (See Reading)</li> <li>Students will finish the ending of the book so that it is no longer ambiguous. They must be able to explain why they chose the specific ending they did by building evidence presented earlier in the text. 2-3 pages typed, double-spaced. (See Reading)</li> <li>Journal Writing- Students must cite evidence to support their responses. See Journal Writing Rubric. (<b>Questions:</b> -Explain the effect of Lowry's word choice in Chapter 1 –How is Jonas' community similar to your own? What is different? –What is Lowry's purpose for describing Jonas' community as the setting of the novel? Summarize the incident with the apple. --And analyze how the flashback connects to present events. –Identify and explain the various references to “eyes” and “seeing” throughout chapter 3. –Should choice be allowed if people make choices that negatively affect others? Is experiencing colors, joy, and love worth also experiencing pain, war, and hate? Is perfection worth the sacrifice it takes to obtain it? How does a society build on what it values while ensuring that it stays true to its original beliefs? When a challenge arises, how does our society handle that challenge? How does Jonas' society handle the challenge? What sacrifices are made in Jonas' society that are not made in our society? How does knowing about our country's foundational beliefs inform your</li> </ul> | <p><a href="http://www.parcc.state.nj.us/2014/10/30/parcc-preparation-tackling-the-research-writing-task/">m/2014/10/30/parcc-preparation-tackling-the-research-writing-task/</a></p> <ul style="list-style-type: none"> <li>Nonfiction articles and prompts from <i>NJ Progress</i></li> <li>Nonfiction articles and prompts from PARCC online</li> <li>Blank Venn diagram</li> <li>Dialogue Journals based on <i>Question Prompts</i> by Pat Pavelka</li> <li>Literary Response Paper Guide <a href="http://www.literacycookbook.com/download.php?did=65">http://www.literacycookbook.com/download.php?did=65</a></li> <li>Literary Response Paper Rubric</li> <li>(Create with the following resources: <a href="http://www.literacycookbook.com/page.php?id=19">http://www.literacycookbook.com/page.php?id=19</a>)</li> <li>Narrative Writing Pre Writing Organizer <a href="http://www.literacycookbook.com/download.php?did=156">http://www.literacycookbook.com/download.php?did=156</a></li> <li>Narrative Writing Rubric <a href="http://www.literacycookbook.com/download.php?did=156">http://www.literacycookbook.com/download.php?did=156</a></li> </ul> |
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<p>understanding of <i>The Giver</i>? one paragraph for each question (See Reading).</p> <ul style="list-style-type: none"> <li>• Students will evaluate their classmates' use of vocabulary words in writing. (See Writing)</li> <li>• Students must generate their own questions about the reading and answer them with inferences and evidence. (See Writing)</li> <li>• Grammar- Students will take 7<sup>th</sup> grade diagnostic test which will determine the grammar for this unit.</li> <li>• Students will compare and contrast their community to Jonas's community by creating a Venn diagram for home practice.</li> <li>• Complete the weekly Dialogue Journal by responding to a question about the text, asking an insightful question to their partner and responding to their partner's previous question. Use evidence to back up their answers. (One page in composition notebook) Example question: "How much government control is too much?"</li> <li>• Students will compose a letter to Mrs. Jones from "Thank You, Ma'm." Imagine that Roger is now a grown man and he writes a letter to Mrs. Jones explaining what that night meant to him. In your letter be sure to include what Roger's life was like before that night, why he did what he did, and how his life is different now. Make sure you are referring to the text in your answer.</li> <li>• Students will finish the ending of the book so that it is no longer ambiguous. "The ending of <i>The Giver</i> is considered to be ambiguous, leaving the reader to imagine the conclusion. Write your own original ending too <i>The Giver</i>. Explain why you chose the specific ending they did by building evidence presented earlier in the text." 2-3 pages typed, double spaced, and timed (See Reading)</li> </ul>	
<p><b>STUDENT WORK PRODUCTS/ ASSESSMENTS:</b></p> <ul style="list-style-type: none"> <li>• Tests and quizzes</li> <li>• Participation</li> <li>• Vocab workshop test</li> <li>• Open-ended questions</li> <li>• Timed Research Writing Task based on prompts from <i>NJ Progress</i>: use the steps discussed and practiced in class.</li> </ul>	<p><b>INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY:</b></p> <ul style="list-style-type: none"> <li>• Poster for punchy insights</li> <li>• Poster for annotation system</li> <li>• Audio version of "Thank you, Ma'm"</li> </ul>

- Dialogue Journal-respond to a weekly question about the text, asking an insightful question to their partner and responding to their partner's previous question. (One page in composition notebook)
- Students will compare and contrast their community to Jonas's community by creating a Venn diagram for home practice.
- Reading Essay. Describe how Jonas' point of view is different from the other characters' points of view in *The Giver* and why that is important. Write an essay that identifies Jonas' point of view and analyzes and explains how it is developed throughout the novel. Conclude the essay by identifying a theme of *The Giver* and explaining how Jonas' unique point of view illustrates that theme. Provide reasons and relevant evidence, including direct quotations with proper citation, to support your claim logically and demonstrate an understanding of the text. 2 pages, double-spaced and typed. (See Reading)
- **Assessment:** Read Lois Lowry's Newbery acceptance speech independently and answer a combination of multiple-choice and constructed response questions about the speech and in comparison to *The Giver*. Be sure to use evidence from the text to support your answers.
- Timed Literary Response. "Read Lois Lowry's Newbery acceptance speech and *The Giver*. Select one of the memories Lois Lowry shares in her acceptance speech. Summarize how the memory is portrayed in *The Giver*. Then explain how Lois Lowry uses and alters her memories to create a section of *The Giver*. Provide details from both texts to support your response." 5 paragraphs (See Reading)
- Students will compose a letter to Mrs. Jones from "Thank You, Ma'm." Imagine that Roger is now a grown man and he writes a letter to Mrs. Jones explaining what that night meant to him. In your letter be sure to include what Roger's life was like before that night, why he did what he did, and how his life is different now. Make sure you are referring to the text in your answer.
- Narrative Writing. Students will finish the ending of the book so that it is no longer ambiguous. "The ending of *The Giver* is considered to be ambiguous, leaving the reader to imagine the conclusion. Write your own original ending too *The Giver*. Explain why you chose the specific

<p>ending they did by building evidence presented earlier in the text.” 2-3 pages typed, double spaced, and timed (See Reading)</p>	
<p><b>TEST PREP</b></p>	<p><b>RELEVANT RESOURCES/MATERIALS/Standards</b></p>
<p><b>Tier 1 Activities/Strategies (Knowledge/Comprehension)</b></p>	<p><b>Tier 1 Standards:</b></p> <ul style="list-style-type: none"> <li>● RL.CR.7.1</li> <li>● RL.CI.7.2</li> <li>● L.7.VL.7.3 A,B,C,D,E</li> <li>● L.VI.7.4 A,B,C,D</li> <li>● W.AW.7.1</li> </ul>
<ul style="list-style-type: none"> <li>● Students will review/practice turning prompts into questions “unpack”/paraphrase Research Writing prompts.</li> <li>● Students will review annotating symbols and rules, making sure to annotate with the prompt as a guide, focusing on arguments, main ideas, topic sentences, and relevant evidence.</li> <li>● Students will practice using the highlighter on the PARCC online practice test. (green-argument, yellow-evidence)</li> <li>● Students will review the purpose of analyzing videos. (Importance of taking notes on lighting, sound, camera focus or angles)</li> <li>● Students will paraphrase test questions to ensure comprehension.</li> <li>● Students will practice annotating the text for evidence that supports a particular answer.</li> <li>● Students will practice crossing out incorrect answers through guided discussion.</li> <li>● Students will use computers frequently to prepare for the format of the PARCC exam.</li> <li>● Students will use Standard English in all writing.</li> <li>● Students will list the components of narrative and literary-critical essays; construct blank outlines for each essay. (Review)</li> <li>● Students will list the components of research writing and construct blank outlines.</li> <li>● Students will correctly respond to “How” questions with “by,” and “Why” questions get with “because.” Students will practice restating the question for open-ended responses.</li> <li>● Students will review the narrative writing process.</li> <li>● Students will review the literary analysis writing process.</li> </ul>	<p><b>Tier 1 Resources/Materials:</b></p> <ul style="list-style-type: none"> <li>● PARCC Research Writing Rubric <a href="http://www.parcconline.org/sites/parcc/files/Grade%206-11%20July%2029%20Rubric%20Final.pdf">http://www.parcconline.org/sites/parcc/files/Grade%206-11%20July%2029%20Rubric%20Final.pdf</a></li> <li>● “Key Points/Key Differences Chart” for research writing <a href="https://theliteracycookbook.wordpress.com/2014/10/30/parcc-preparation-tackling-the-research-writing-task/">https://theliteracycookbook.wordpress.com/2014/10/30/parcc-preparation-tackling-the-research-writing-task/</a></li> <li>● Nonfiction articles and prompts from <i>NJ Progress</i></li> <li>● Nonfiction articles and prompts from PARCC online</li> <li>● Poster exemplar sentence starters.</li> <li>● Sample reading passages from Jamestown series, multiple-choice test items and open-ended test items</li> <li>● Literary Response Paper Guide <a href="http://www.literacycookbook.com/download.php?did=65">http://www.literacycookbook.com/download.php?did=65</a></li> <li>● Literary Response Paper Rubric</li> <li>● (Create with the following resources: <a href="http://www.literacycookbook.com/page.php?id=19">http://www.literacycookbook.com/page.php?id=19</a>)</li> <li>● Narrative Writing Pre Writing Organizer <a href="http://www.literacycookbook.com/download.php?did=156">http://www.literacycookbook.com/download.php?did=156</a></li> <li>● Narrative Writing Rubric <a href="http://www.literacycookbook.com/download.php?did=156">http://www.literacycookbook.com/download.php?did=156</a></li> </ul>

<ul style="list-style-type: none"> <li>Students will continue to practice eliminating answer choices using their graded DDI 3 test.</li> <li>Students will review test-taking skills that are lacking, based on the ANET DDI 3 results.</li> </ul>	
<b>Tier 2 Activities/Strategies (Application/Analysis)</b>	<b>Tier 2 Standards:</b> <ul style="list-style-type: none"> <li>RL.CR.7.1</li> <li>RL.CI.7.2</li> <li>L.7.VL.7.3 A,B,C,D,E</li> <li>L.VI.7.4 A,B,C,D</li> <li>W.AW.7.1</li> </ul>
<ul style="list-style-type: none"> <li>Students will read three articles/media on the same topic nonfiction while annotating using the prompt as a guide. Each article is read on a different day.</li> <li>Students will transfer their annotations into a “key points/key differences chart” adding check marks for items found in all three texts/media.</li> <li>Students will read and annotate an exemplary writing sample with the teacher and discuss how the parts of an essay work together (intro that responds to the question, thesis, punchy insight, etc.)</li> <li>The teacher will conduct the writing process as a “write-aloud,” inviting students to help her compose an essay responding to a research writing prompt.</li> <li>Students will edit and revise their research essays from the ANET DDI 3.</li> <li>Students will explain why one piece of evidence is better than another for supporting a given claim.</li> <li>Students will practice answering questions about grammar, main idea, author’s purpose, and inference.</li> <li>Students will identify the meanings of unknown words through the use of context clues and roots.</li> <li>Students will use the RACER (Restate the evidence, Answer the question, Cite the evidence, Explain the evidence, Raise insight) strategy to compose their responses to open-ended questions.</li> <li>Students will paraphrase test questions to demonstrate comprehension of the question.</li> <li>Students will practice taking computerized exams to familiarize themselves with the format of the PARCC assessment.</li> </ul>	<b>Tier 2 Resources/Materials:</b> <ul style="list-style-type: none"> <li>PARCC Research Writing Rubric <a href="http://www.parcconline.org/sites/parcc/files/Grade%206-11%20July%2029%20Rubric%20Final.pdf">http://www.parcconline.org/sites/parcc/files/Grade%206-11%20July%2029%20Rubric%20Final.pdf</a></li> <li>“Key Points/Key Differences Chart” for research writing <a href="https://theliteracycookbook.wordpress.com/2014/10/30/parcc-preparation-tackling-the-research-writing-task/">https://theliteracycookbook.wordpress.com/2014/10/30/parcc-preparation-tackling-the-research-writing-task/</a></li> <li>Nonfiction articles and prompts from <i>NJ Progress</i></li> <li>Nonfiction articles and prompts from PARCC online</li> </ul>



<ul style="list-style-type: none"> <li>Students will answer “how” and “why” questions with the appropriate sentence starter.</li> <li>Students will practice selecting evidence for open-response questions.</li> <li>Students will practice ending open-responses with punchy insights.</li> <li>Students will practice answering questions about grammar, vocabulary, main idea, author’s purpose, and inference.</li> </ul>	
<b>Tier 3 Activities/Strategies (Synthesis/Evaluation)</b>	<b>Tier 3 Standards:</b> <ul style="list-style-type: none"> <li>W.AW.7.1 A,B,C,D,E</li> <li>W.IW.7.2 A,,B,C,D</li> <li>W.WP.7.4</li> <li>L.VL.7.3 A,B,C,D,E</li> <li>L.SS.7.1</li> <li>L.KL.7.2</li> <li></li> </ul>
<ul style="list-style-type: none"> <li>Students will critique classmates’ research writing responses using the PARCC writing rubric as a guide.</li> <li>Students will conference with a partner about the score they gave referencing the PARCC writing rubric.</li> <li>Students will be timed while they compose their own essay in response to a Research Writing Task using the steps discussed and practiced in class.</li> <li>Students will evaluate the strength of different pieces of textual evidence for a potential answer; select multiple pieces of supporting evidence (a common question on the PARCC).</li> <li>Students will construct strong open-response answers to “Thank You, Ma’m” questions.</li> <li>Students will evaluate the validity of the “good” answer and the “best” answer, and explain why one works better than the other.</li> <li>Students will answer questions that require them to synthesize information across multiple texts.</li> <li>Students will create their own questions, multiple-choice and open-ended. At this point they should be able to create all four types of questions.</li> <li>Students will complete a timed narrative writing piece Students will finish the ending of the book so that it is no longer ambiguous. “The ending of <i>The Giver</i> is considered to be</li> </ul>	<b>Tier 3 Resources/Materials:</b> <ul style="list-style-type: none"> <li>PARCC Research Writing Rubric <a href="http://www.parcconline.org/sites/parcc/files/Grade%206-11%20July%2029%20Rubric%20Final.pdf">http://www.parcconline.org/sites/parcc/files/Grade%206-11%20July%2029%20Rubric%20Final.pdf</a></li> <li>“Key Points/Key Differences Chart” for research writing <a href="https://theliteracycookbook.wordpress.com/2014/10/30/parcc-preparation-tackling-the-research-writing-task/">https://theliteracycookbook.wordpress.com/2014/10/30/parcc-preparation-tackling-the-research-writing-task/</a></li> <li>Nonfiction articles and prompts from <i>NJ Progress</i></li> <li>Nonfiction articles and prompts from PARCC online</li> <li>How To Create Critical Reading Questions- A Recipe <a href="http://www.literacycookbook.com/download.php?did=58">http://www.literacycookbook.com/download.php?did=58</a></li> <li>Sample reading passages from Jamestown series, multiple-choice test items and open-ended test items</li> <li>“Thank You, Ma’m” by Langston Hughes</li> <li>“Thank You, Ma’m” questions, teacher created</li> <li>Literary Response Paper Guide <a href="http://www.literacycookbook.com/download.php?did=65">http://www.literacycookbook.com/download.php?did=65</a></li> <li>Literary Response Paper Rubric</li> <li>(Create with the following resources: <a href="http://www.literacycookbook.com/page.php?id=19">http://www.literacycookbook.com/page.php?id=19</a>)</li> </ul>



<p>ambiguous, leaving the reader to imagine the conclusion. Write your own original ending too <i>The Giver</i>. Explain why you chose the specific ending they did by building evidence presented earlier in the text.” 2-3 pages typed, double spaced, and timed (See Reading)</p> <ul style="list-style-type: none"> <li>Students will complete a timed Literary Response. “Read Lois Lowry’s Newbery acceptance speech and <i>The Giver</i>. Select one of the memories Lois Lowry shares in her acceptance speech. Summarize how the memory is portrayed in <i>The Giver</i>. Then explain how Lois Lowry uses and alters her memories to create a section of <i>The Giver</i>. Provide details from both texts to support your response.” 5 paragraphs (See Reading)</li> </ul>	<ul style="list-style-type: none"> <li>Narrative Writing Pre Writing Organizer <a href="http://www.literacycookbook.com/download.php?did=156">http://www.literacycookbook.com/download.php?did=156</a></li> <li>Narrative Writing Rubric <a href="http://www.literacycookbook.com/download.php?did=156">http://www.literacycookbook.com/download.php?did=156</a></li> </ul>
<p><b>STUDENT WORK PRODUCTS/ ASSESSMENTS:</b></p> <ul style="list-style-type: none"> <li>Timed Research Writing Task based on prompts from <i>NJ Progress</i>, use the steps discussed and practiced in class.</li> <li>Students will respond to open ended questions about the power of making choices and how other people can affect those choices, both positively and negatively.</li> <li>Original, student-generated multiple-choice and open-ended questions.</li> <li>Timed Narrative Writing. Students will finish the ending of the book so that it is no longer ambiguous. “The ending of <i>The Giver</i> is considered to be ambiguous, leaving the reader to imagine the conclusion. Write your own original ending too <i>The Giver</i>. Explain why you chose the specific ending they did by building evidence presented earlier in the text.” 2-3 pages typed, double spaced (See Writing)</li> <li>Timed Literary Response. “Read Lois Lowry’s Newbery acceptance speech and <i>The Giver</i>. Select one of the memories Lois Lowry shares in her acceptance speech. Summarize how the memory is portrayed in <i>The Giver</i>. Then explain how Lois Lowry uses and alters her memories to create a section of <i>The Giver</i>. Provide details from both texts to support your response.” 5 paragraphs (See Reading)</li> </ul>	<p><b>INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY:</b></p> <ul style="list-style-type: none"> <li>Practice typing open-responses on a regular basis during computer class or on laptops.</li> <li>Laptops for practice PARCC exams</li> <li>Audio version of “Thank you, Ma’m”</li> </ul>
<p><b>SPEAKING/ LISTENING</b></p>	<p><b>RELEVANT RESOURCES/MATERIALS/Standards</b></p>

<b>Tier 1 Activities/Strategies (Knowledge/Comprehension)</b>	<b>Tier 1 Standards:</b> <ul style="list-style-type: none"> <li>● L.KL.7.2 A,B,C</li> <li>● L.VL.7.3 A,B,C,D,E</li> <li>● L.KL.7.2</li> </ul>
<ul style="list-style-type: none"> <li>● Students will engage in multiple class discussions regarding based on the essential questions of this unit.</li> <li>● Students will actively listen to the opinions of others by retelling and paraphrasing what they hear from their peers. They may also possibly change their own opinion.</li> <li>● Students will prepare for group discussions by reading materials and reflecting on their own time.</li> <li>● Students will prepare for group discussions with questions for their peers written out.</li> <li>● Students will read passages of the text aloud with correct pronunciation.</li> <li>● Students will follow the procedures and expectations for guided discussions and Socratic Seminars without reminders from the teacher (hand-raising, voice volume, Standard English).</li> <li>● Students will take notes before, during, and after class discussions, guided and Socratic.</li> <li>● Students will complete an Observation Checklist during Socratic Seminars.</li> <li>● Students will participate in discussions using Standard English grammar.</li> <li>● Students will recite a passage from the text (this will be done on a rotating basis, with a few students going every week).</li> </ul>	<b>Tier 1 Resources/Materials:</b> <ul style="list-style-type: none"> <li>● <i>Wordly Wise</i></li> <li>● Poster-sized exemplars of sentence starters for literary criticism.</li> <li>● Socratic Seminar handouts from TLC “Socratic Seminars” page <a href="http://www.literacycookbook.com/page.php?id=31">http://www.literacycookbook.com/page.php?id=31</a></li> </ul>
<b>Tier 2 Activities/Strategies (Application/Analysis)</b>	<b>Tier 2 Standards:</b> <ul style="list-style-type: none"> <li>● L.KL.7.2 A,B,C</li> <li>● L.SS.7.1</li> </ul>
<ul style="list-style-type: none"> <li>● Students will cite textual evidence to support their claims and opinions.</li> <li>● Students will analyze the use of literary devices through discussion.</li> <li>● Students will use current vocabulary words from <i>Wordly Wise</i> during class discussions.</li> <li>● Students will analyze the open-ended answers of their peers to check for evidence and understanding.</li> <li>● Students will use current and previous <i>Wordly Wise</i> words and words with Greek roots during class discussions.</li> </ul>	<b>Tier 2 Resources/Materials:</b> <ul style="list-style-type: none"> <li>● <i>Wordly Wise</i></li> <li>● Socratic Seminar handouts from TLC “Socratic Seminars” page <a href="http://www.literacycookbook.com/page.php?id=31">http://www.literacycookbook.com/page.php?id=31</a></li> <li>● Poster-sized exemplars of sentence starters for literary criticism.</li> </ul>

<ul style="list-style-type: none"> <li>• Students will assume the roles of characters from passages of the text with proper pronunciation and intonation.</li> <li>• Students will prepare for Socratic Seminars, by locating and listing evidence from <i>The Giver</i> based on the prompt. “How much control do you have over your environment? Use strong textual evidence from <i>The Giver</i> and ‘Thank You, Ma’m.’”</li> <li>• Students will acknowledge and build on the views expressed by their peers during Socratic Seminars.</li> <li>• Students will cite textual evidence to support their claims and opinions, calling their peers’ attention to important passages during Socratic Seminars.</li> <li>• Students will identify and analyze the main ideas in both fiction (<i>The Giver</i>) and nonfiction texts (Jamestown series) through discussion.</li> <li>• Students will reference ideas from multiple texts and make connections between them over the course of a discussion.</li> <li>• Students will track speakers, indicate understanding through body language, and paraphrase each other’s thoughts.</li> <li>• Students will prepare notes on their peers’ contributions to class discussions.</li> <li>• Students will explain how a central idea or theme is shaped and then develops throughout <i>The Giver</i> and “Thank you, Ma’m.” This will be done through class discussions and dialogue journals.</li> </ul>	
<b>Tier 3 Activities/Strategies (Synthesis/Evaluation)</b>	<b>Tier 3 Standards:</b> <ul style="list-style-type: none"> <li>• L.KL.7.2 A,B,C</li> <li>• L.SS.7.1</li> <li>• L.KL.7.2</li> </ul>
<ul style="list-style-type: none"> <li>• Students will pose original questions from the text for the class to answer.</li> <li>• Students will evaluate the strength of the arguments made by their peers, based on the evidence presented during Socratic Seminars.</li> <li>• Students will construct original arguments to answer the discussion questions.</li> <li>• Students will read aloud passages from the text in small groups with appropriate emotional expression; justify their interpretive choices through close-reading of the text.</li> <li>• Students will critique their peers during Socratic Seminars.</li> </ul>	<b>Tier 3 Resources/Materials:</b> <ul style="list-style-type: none"> <li>• Poster-sized exemplars of sentence starters for literary criticism.</li> <li>• Socratic Seminar handouts from TLC “Socratic Seminars” page <a href="http://www.literacycookbook.com/page.php?id=31">http://www.literacycookbook.com/page.php?id=31</a></li> <li>• <i>Wordly Wise</i></li> </ul>

<ul style="list-style-type: none"> <li>Students will synthesize a variety of texts on different topics and from different genres during both guided discussions and seminars.</li> <li>Students will participate in a Socratic seminar. “How much control do you have over your environment? Use strong textual evidence from <i>The Giver</i> and ‘Thank You, Ma’m.’”</li> <li>Students will participate in a Socratic Seminar. “Analyze how Jonas’s point of view is different from the characters’ point of views in <i>The Giver</i> and why that is important. Use evidence from the text to support your response.</li> </ul>	
<b>STUDENT WORK PRODUCTS/ ASSESSMENTS:</b> <ul style="list-style-type: none"> <li>Tests and quizzes</li> <li>Daily Participation Grade</li> <li>Recite a passage from the text (this will be done on a rotating basis, with a few students going every week).</li> <li>Participation in Socratic Seminar. “How much control do you have over your environment? Use strong textual evidence from <i>The Giver</i> and ‘Thank You, Ma’m.’”</li> <li>Participation in a Socratic Seminar. “Analyze how Jonas’s point of view is different from the characters’ point of views in <i>The Giver</i> and why that is important. Use evidence from the text to support your response.</li> <li>Notes on classmates’ views.</li> <li>Oral and written critiques of classmates’ views and participation during Socratic Seminars.</li> <li>Use of Standard English and complete sentences in contributions to class discussions.</li> </ul>	<b>INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY:</b> <ul style="list-style-type: none"> <li>Audio version of “Thank you, Ma’m”</li> </ul>
<b>ADDITIONAL OVERALL NOTES (e.g., field trips, guest speakers):</b>	

New Jersey Legislative Statutes and Administrative Code  
(place an “X” before each law/statute if/when present within the curriculum map)

Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>	X	Holocaust Law: <i>N.J.S.A. 18A:35-28</i>	X	LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>	X	Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>	X	Standards in Action: <i>Climate Change</i>
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