

Literature Alive

Related Arts

Department of Equity, Curriculum and
Instruction

Revised: July 2019

Approved by the Montclair Board of Education: August 2019



Montclair Public School Elective Overview

Instructional Plan

Course: Literature Alive

Marking Period or Trimester: 2

Pacing: 10 weeks

NJSLS

Reading Standards

NJSLSA.R1. 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.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

Writing Standards

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Speaking and Listening Standards

NJSLSA.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.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.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.

Framing the Learning

Timeframe	Big Ideas	Essential Questions	Enduring Understandings
Unit 1: Gothic Literature (5 weeks)	1. Writing style and word choice create a roadmap for the reader to follow with complex characters and conflicts that mimic the real world.	1. How does an author evoke a feeling of suspense and fear with the text? 2. What makes a text relevant through time and place? 3. How do the experiences of an author’s life affect their writing? 4. Is evil nature or nurture?	1. There is a common structure when writing Gothic Literature. 2. Authors use different writing techniques for different genres of literature. 3. An author’s life can have a profound effect on a text through word choice, style, and characterization. 4. Imagery and word choice can have a profound impact on a reader’s engagement with the text.
Unit 2: Mystery (5 weeks)	1. Writing style and word choice create a roadmap for the reader to follow with complex characters and conflicts that mimic the real world.	1. How does an author evoke a feeling of suspense and fear with the text? 2. What makes a text relevant through time and place? 3. How do the experiences of an author’s life affect their writing?	1. There is a common structure when writing Gothic Literature. 2. Authors use different writing techniques for different genres of literature. 3. An author’s life can have a profound effect on a text through word choice, style, and characterization. 4. Imagery and word choice can have a profound impact on a reader’s engagement with the text.

Evidence of Learning

Formative Assessments: Formative assessments are provided to students through activities that are completed inside and outside of the classroom (See “Activities” section). These assessments that are given may be independent or collaborative. All are scaffolded and pertain to a specific Language Arts skill. Teacher observation and anecdotal notes can determine the type of activities and amount of complex texts that are used in each unit.

Summative Assessment: Unit Exam (multiple choice and student constructed response questions)

Authentic Assessment: Literary Analysis Essay and Collaborative project

Activities

Gothic Literature

- Independent Daily Journal Entries
- Film-Text Comparison
- Skill-based reteach using interactive notebook graphic organizers
- Guided Annotation during a whole-group read aloud
 - Reciprocal Reading with sticky notes
- Collaborative Activities
 - Jigsaw
 - Gallery Walk
 - Double-entry journal

Mystery

- Independent Daily Journal Entries
- Literature Circles (focusing on reading from a different perspective)
 - Critic
 - Historian
 - Linguist
 - Philosopher
 - Psychologist
 - Reader’s Response
- Detective Bullet Journal

DIFFERENTIATION

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Special Education	ELL	Intervention	Acceleration

<ul style="list-style-type: none"> ● Modify and accommodate as listed in student’s IEP or 504 plan ● Prioritize instruction ● Utilize wait-time ● Ensure directions are clear and concise ● Utilize probing and clarifying questions ● Support instruction with scaffolding ● Model (provide step by step instructions) use of learning strategies ● Provide extended time for practice and review of learning strategies ● Identify, categorize, and teach words critical to understanding instructional texts ● Utilize multiple approaches to monitor student understanding ● Create rubrics to develop assessments ● Vary assessments ● Assign peer assisted reading and tutoring ● Provide individual help to all students ● Create opportunities for/Monitor peer collaboration ● Monitor student progress frequently ● Utilize flexible/cooperative grouping based on instructional goals ● Prioritize and chunk lengthy assignments ● Utilize assistive technology, when appropriate ● Provide ongoing, effective, specific feedback ● Model/Utilize graphic organizers ● Provide leveled reading materials ● Utilize visual aids and props (flashcards, pictures, symbols) when possible 	<ul style="list-style-type: none"> ● Get to know student ● Set high expectations ● Learn/Utilize/Display some words in student’s heritage language ● Allow electronic translator ● Reword, repeat, and clarify directions ● Determine student knowledge and level of understanding ● Research instruction that best matches student need ● Utilize ongoing informal assessments ● Refer to NJDOE Resources: https://www.state.nj.us/education/bilingual/resources/ ● NJDOE ELL Support Descriptions: https://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf <p>*Review Special Education list for additional recommendations.*</p>	<ul style="list-style-type: none"> ● Tiered Interventions following RtI framework ● RtI Intervention Bank ● Foundations Double-Dose (Tier II) ● LLI (Tier III) ● FFI Skill Report: DRA On-Line ● enVision intervention supports NJDOE resources 	<ul style="list-style-type: none"> ● Process should be modified: higher order thinking skills, open-ended thinking, discovery ● Utilize project-based learning for greater depth of knowledge ● Utilize exploratory connections to higher grade concepts ● Contents should be modified: abstraction, complexity, variety, organization ● Products should be modified: real world problems, audiences, deadlines, evaluation, transformations ● Learning environment should be modified: student-centered learning, independence, openness, complexity, groups varied
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- Utilize a multi-sensory approach to new topics

