

Literature Alive

Related Arts

Department of Equity, Curriculum and
Instruction

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Montclair Public School Elective Overview

Instructional Plan

Course: Literature Alive

Marking Period or Trimester: 4

Pacing: 10 weeks

NJSL

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.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually

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.

Speaking and Listening Standards

<p>and quantitatively, as well as in words.</p>	<p>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.</p> <p>NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>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.</p>
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Framing the Learning			
Timeframe	Big Ideas	Essential Questions	Enduring Understandings
Unit 1: Dystopian Literature (10 weeks)	<ol style="list-style-type: none"> 1. Modern society is becoming more technologically advanced as time passes. 2. It is important to be informed on Global and National issues. 3. Dystopian literature follows a structure. 4. Philosophical messages can come from reading Dystopian literature. 	<ol style="list-style-type: none"> 1. Can censorship ever be justified? 2. Can technology be a danger to our society? 3. Why are reading and writing essential for our society? 4. What are the dangers of having a lack of knowledge? 5. Is choice important for a society to function? 	<ol style="list-style-type: none"> 1. Being dependent upon technology can be dangerous and harmful to a person’s well-being. 2. Moderation is the key to living a balanced life. 3. Knowledge is a powerful tool that should be valued.

Evidence of Learning
<p>Formative Assessments: provided to students through the activities that are completed inside and outside of the classroom (See “Activities” section). These assessments that are given to the student may be independent or collaborative. All are scaffolded and pertain to a specific Language Arts skill.</p> <p>Summative Assessment: Unit Exam (multiple choice and student constructed response questions)</p> <p>Authentic Assessment: Guided Annotation Chart and One pager activity</p>

Activities

- Film to text comparison
- Independent Daily Journal Entries
- 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
- Guided note-taking
- Guided Annotation during whole-group read alouds
- Reciprocal Reading using sticky notes
- Skill-based reteach using interactive notebook graphic organizers

DIFFERENTIATION			
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

