# Unit 2: Turning Points

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**Title Section**

## Department of Curriculum and Instruction

**Belleville Public Schools**

**Curriculum Guide**

# English Language Arts: Grade 7

# Unit 2: Turning Points

(*A Long Walk to Water* and Unit 3 in MyPerspectives ELA text)

**Belleville Board of Education**

**102 Passaic Avenue**

**Belleville, NJ 07109**

**Prepared by:** Ms. Diana Kucko

Dr. Richard Tomko, Ph.D., M.J., Superintendent of Schools

Ms. LucyAnn Demikoff, Director of Curriculum and Instruction K-12

Ms. Nicole Shanklin, Director of Elementary Education

Mr. George Droste, Director of Secondary Education

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## Unit Overview

In this unit, students will improve their skills in reading, writing, research, language, and speaking and listening. Students will read and evaluate explanatory texts. They will also read fiction, drama, a news article, a biography, and a memoir to better understand the ways writers express ideas. Stills will learn the elements of writing an explanatory essay. Throughout this unit, students will be engaged in a Writer's Workshop framework by focusing on explanatory text. They will write their own explanatory essay. Students will also conduct research to clarify and explore ideas. Students will develop a deeper understanding of choosing language that expresses ideas precisely and concisely. Students will work together to build on one another's ideas, develop consensus, and communicate with one another. They will also learn to incorporate audio, visuals, and text in presentations.

## Enduring Understanding

- In most stories, the plot centers on a conflict or struggle between opposing forces.
- We will learn the importance of empathy and connection with other living things. There is a value of exploration and finding things out for oneself.
- There are two types of conflict. External conflict is a struggle between a character and an outside force, such as another character or nature. Internal conflict is a struggle within a character as he or she wrestles with opposing feelings, beliefs, needs, or desires.
- Argument includes the claim that a writer or speaker presents, as well as supporting reasons and evidence. To evaluate a writer's argument, decide whether the claim is clearly presented and strongly supported by logical reasons and relevant evidence.
- Analyzing one of the author's choices regarding the following: patterns, such as repetition or parallelism, structure, such as cause-and-effect or problem solution, techniques, such as description or dialogue, and ideas, such as the author's main idea or claim.

- There are many different types of evidence students can use to support their argument, including facts, statistics, anecdotes, quotations with authorities, and examples.
- Characteristics that make evidence credible are reliable sources, including government, educational, and professional organizations, degree to which experts have reviewed the evidence for accuracy, and credibility of references and confirmation provided by the source of evidence.

## Essential Questions

- What can cause a sudden change in someone's life?
- How does Scrooge's character transform over the course of the play?
- How does Ebenezer's "turning point" change him?
- What can cause a significant change in someone's life?
- How do you influence others using support?
- Does culture really influence one's identity?
- How do tribes impact the identity of our characters in *A Long Walk to Water*?
- How does climate affect the water crisis?
- How does the quality of and quantity of water affect society?
- How does scarcity of water affect a nation?

## Exit Skills

By the end of Unit 2 7th grade ELA students should be able to:

- Write a compare and contrast essay that examines the relationship between events, explaining how one event or situation causes another
- Write a strong introduction that grabs the reader's interest and identifies the main points they will address in essay
- Choose a structure such as chronological order or order of importance
- Use logical evidence and an objective tone
- Edit their draft
- Revise for purpose and organization
- Create and present a final version of essay
- Reflect on what they learned as they wrote essay

## New Jersey Student Learning Standards (NJSLS-S)

Please find below a list of 2016 New Jersey Student Learning Standards for English Language Arts (as most current) required by the first required benchmark, Unit #2

| | |
|---|---|
| LA.RL.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. |
| LA.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. |
| LA.RL.7.3 | Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). |
| LA.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. |
| LA.RL.7.5 | Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning. |
| LA.RL.7.7 | Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film). |
| LA.W.7.1 | Write arguments to support claims with clear reasons and relevant evidence. |
| LA.W.7.1.A | Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. |
| LA.W.7.1.C | Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. |
| LA.W.7.1.D | Establish and maintain a formal style/academic style, approach, and form. |
| LA.W.7.1.E | Provide a concluding statement or section that follows from and supports the argument presented. |
| LA.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. |
| LA.W.7.2.A | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia). |
| LA.W.7.2.B | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
| LA.W.7.2.C | Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. |
| LA.W.7.2.D | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| LA.W.7.2.E | Establish and maintain a formal style academic style, approach, and form. |
| LA.W.7.2.F | Provide a concluding statement or section that follows from and supports the information or explanation presented. |
| LA.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. |
| LA.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. |
| LA.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. |
| LA.W.7.10 | Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |

| | |
|---|---|
| LA.SL.7.1 | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. |
| LA.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. |
| LA.SL.7.1.B | Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. |
| LA.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. |
| LA.SL.7.1.D | Acknowledge new information expressed by others and, when warranted, modify their own views. |
| LA.SL.7.2 | Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. |
| LA.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. |
| LA.SL.7.5 | Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. |
| LA.L.7.1.A | Explain the function of phrases and clauses in general and their function in specific sentences. |
| LA.L.7.1.B | Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. |
| LA.L.7.2.B | Spell correctly. |
| LA.L.7.3 | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| LA.L.7.3.A | Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. |
| LA.L.7.4.B | Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). |
| LA.L.7.4.C | Consult 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. |
| LA.L.7.6 | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

## Interdisciplinary Connections

- Social Studies
- Current Events
- Science

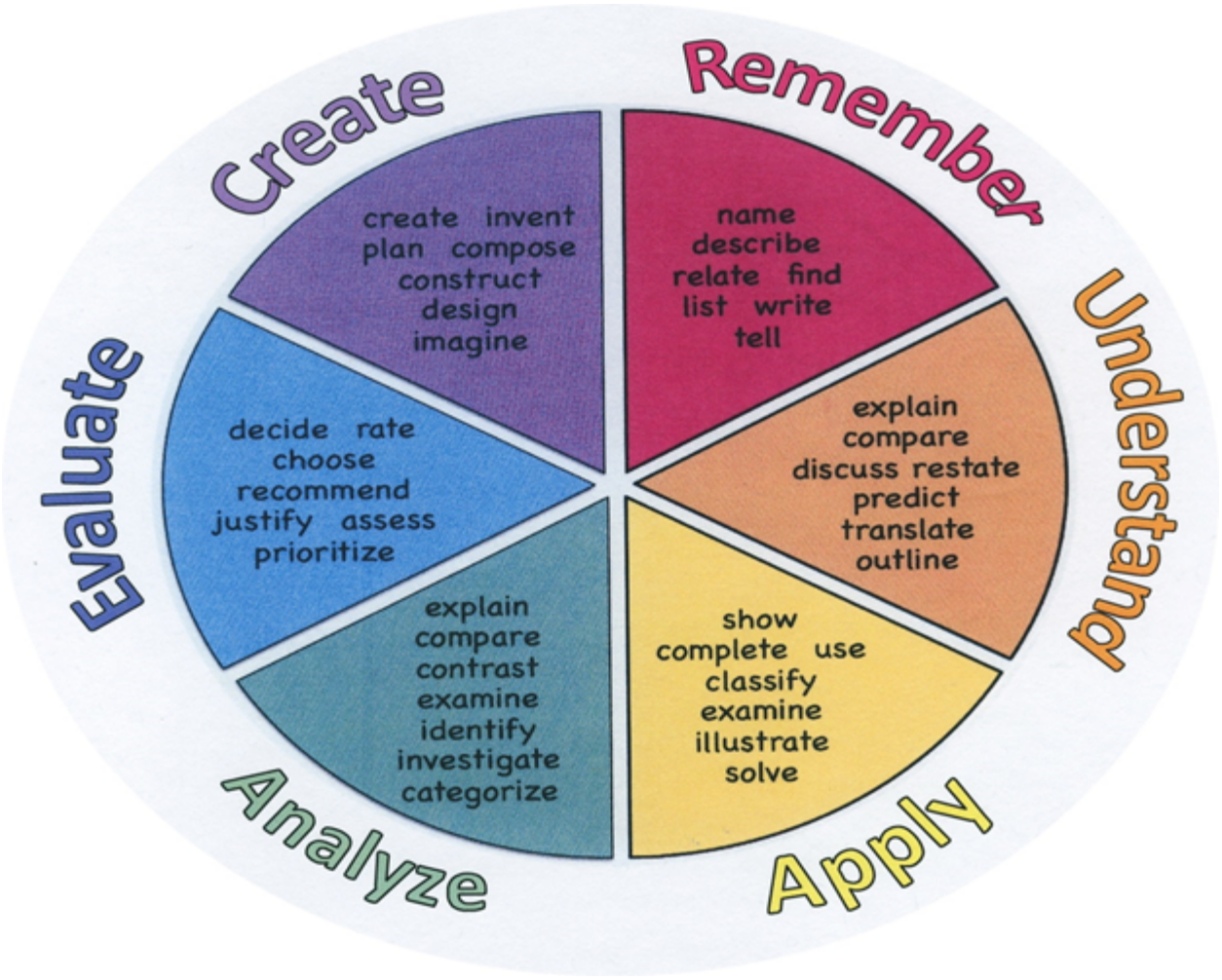
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|---|---|
| SOC.6.3.8.CS1 | Recognize the causes and effects of prejudice on individuals, groups, and society. |
| SOC.6.3.8.CS4 | Listen open-mindedly to views contrary to their own. |

| | |
|---|---|
| SOC.6.3.8.CS5 | Collaboratively develop and practice strategies for managing and resolving conflict. |
| SOC.6.3.8.CS7 | Recognize that the actions or inactions of individuals, groups, and nations can have intended and unintended consequences. |
| SOC.6.3.8.CS9 | Make informed and reasoned decisions. |

## Learning Objectives

- Engage the reader with a strong introduction
- Identify the main points addressed in essay
- Describe the points in support of main points, employing well-articulated, relevant evidence
- Cite sources
- Exclude information that is irrelevant
- Create an organizing structure appropriate to a specific purpose, audience, and context
- Provide a sense of closure/clincher
- Use multi-media such as news blogs, videos, and blog posts for whole-class learning, small-group learning, and independent learning.
- Compare the two voices in "A Long Walk to Water"
- Generate a list of striking quotes
- Analyze how culture, time, and place influences the development of each character's identity

| Remember | Understand | Apply | Analyze | Evaluate | Create |
|---|---|---|---|---|---|
| Choose | Classify | Choose | Categorize | Appraise | Combine |
| Describe | Defend | Dramatize | Classify | Judge | Compose |
| Define | Demonstrate | Explain | Compare | Criticize | Construct |
| Label | Distinguish | Generalize | Differentiate | Defend | Design |
| List | Explain | Judge | Distinguish | Compare | Develop |
| Locate | Express | Organize | Identify | Assess | Formulate |
| Match | Extend | Paint | Infer | Conclude | Hypothesize |
| Memorize | Give Examples | Prepare | Point out | Contrast | Invent |
| Name | Illustrate | Produce | Select | Critique | Make |
| Omit | Indicate | Select | Subdivide | Determine | Originate |
| Recite | Interrelate | Show | Survey | Grade | Organize |
| Select | Interpret | Sketch | Arrange | Justify | Plan |
| State | Infer | Solve | Breakdown | Measure | Produce |
| Count | Match | Use | Combine | Rank | Role Play |
| Draw | Paraphrase | Add | Detect | Rate | Drive |
| Outline | Represent | Calculate | Diagram | Support | Devise |
| Point | Restate | Change | Discriminate | Test | Generate |
| Quote | Rewrite | Classify | Illustrate | | Integrate |
| Recall | Select | Complete | Outline | | Prescribe |
| Recognize | Show | Compute | Point out | | Propose |
| Repeat | Summarize | Discover | Separate | | Reconstruct |
| Reproduce | Tell | Divide | | | Revise |
| | Translate | Examine | | | Rewrite |
| | Associate | Graph | | | Transform |
| | Compute | Interpolate | | | |
| | Convert | Manipulate | | | |
| | Discuss | Modify | | | |
| | Estimate | Operate | | | |
| | Extrapolate | Subtract | | | |
| | Generalize | | | | |
| | Predict | | | | |




## Suggested Activities & Best Practices

- Use Challenge for Reading Support for Advanced students
- Establish a positive atmosphere for writing, reading, and learning.
- Whole-class learning
- Small-group learning- work in groups to discuss and list the striking quotes in *A Long Walk to Water*
- Independent learning
- Close reading

- Analyze the text- Create higher order thinking questions for Newsela articles a *A Long Walk to Water*
- Analyze craft and structure
- Concept vocabulary
- Word Study
- Reinforcing speaking and listening skills
- Assessments

## Assessment Evidence - Checking for Understanding (CFU)

- Fist-to-Five or Thumb-Ometer (formative assessment)
- Unit tests (summative assessment)
- Compare & Contrast- compose a compare & contrast essay on the people of Flint, MI. and Thirst article. Find evidence in both articles to prove their point. (alternate assessment)
- Create a digital multimedia poster using Google Slides (benchmark assessment)

- Admit Tickets
- Anticipation Guide
- Common Benchmarks
- Compare & Contrast- compose a compare & contrast essay on the people of Flint, MI. and Thirst article. Find evidence in both articles to prove their points.
- Create a Multimedia Poster
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets- After reading chapter 15 of A Long Walk to Water, How might Nya's life change after the well is built in her village?
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light

- Self- assessments
- Socratic Seminar
- Study Guide
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit tests

## Primary Resources & Materials

*A Long Walk to Water* by Linda Sue Park and Scope "Thirst" by Kristin Lewis

**From My Perspectives English Language Arts textbook**

**Unit 3 Turning Points**

**Unit Introduction**

Unit Activity and Video page 224

Launch text: explanatory essay model *At the Crossroads* page 228

**Whole-Class Learning**

*A Christmas Carol: Scrooge and Marley, Act I* page 235

*A Christmas Carol: Scrooge and Marley, Act II* page 265

*Scrooge* directed by Henry Edwards

**Small-Group Learning**

*Thank you, M'am* page 315

from *An American Childhood* page 325

*Urban Farming is Growing a Greener Future* page 333

**Independent Learning**

*Little Things Are Big by Jesus Colon*

*Profile: Malala Yousafzai*

*Noor Inayat Khan from Women Heros Of WWII*

*A Retrieved Reformation* by O. Henry

**Performance-Based Assessment**

Explanatory Text: Essay and Oral Presentation page 348

**Unit Reflection**

Reflect on the Unit page 351

## Ancillary Resources

If you wish to use a trade book after completing Unit 3, please refer to the Teaching with Trade Books section in My Perspectives English Language Arts book or online in the Interactive Teacher's Edition for suggestions on how to incorporate the following thematically-related novel in this unit:

- *Hush by Jacqueline Woodson*

Please note that this is not a requirement.

**Ancillary Resources**

*Common Core Progress*

NewsELA

Scholastic Scope magazine

ReadWorks.org

Commonlit

## Technology Infusion

What technology can be used in this unit to enhance learning? Some sites, apps., and programs are listed below, but not limited to:

**Suggested activities and best practices**:

Use of Pearson Realize online for writing tool with feedback (Narrative and Open-ended writing using Google Docs)

Use of Google Classroom for Formative Assessment with all readings (Google Forms)

Use of paired Newsela articles to connect fiction text to non-fiction

Understand:

- Google Classroom - Google Suite for Education
- Word Processing/ Typing essays
- Microsoft Office Suite where applicable
- Apple iWorks Suite where applicable
- Edmodo - Education social networking
- Blog Journaling
- Padlet - For collaboration purposes as well as discussions and debriefings

Apply:

- Story telling - Comic Life
- Movie Making
- GarageBand

Analyze:

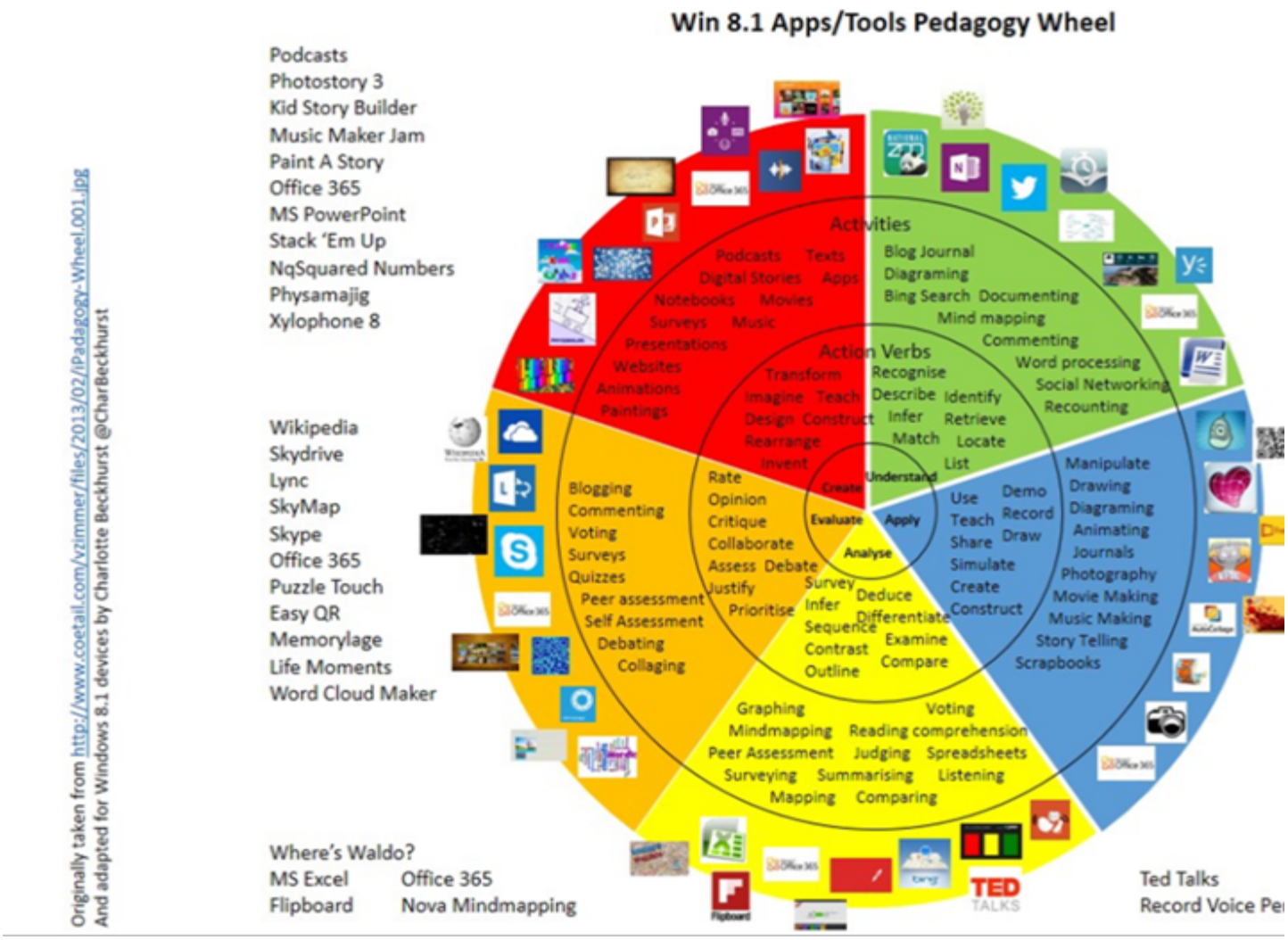
- Google Forms
- Survey Monkey
- PollEverywhere.com
- Use of listening stations

Evaluate:

- Self-Assessment with online Rubric - use of Google Docs
- PearDeck
- Pic Collage
- Online quizzes in Google Forms
- Online quizzes in EdModo
- Twitter for Educators - commenting
- Backchanneling - Today's Meet - commenting
- Plickers (CFUs)
- Kahoot!

Create:

- Google Suite for Education, Google Slides or Sites
- Flipgrid
- Prezi presentations or Excel
- Listening to Podcasts and/or audio
- Remind 101 App - Text updates
- Use of Webquests
- Photostory
- Newsela




## Alignment to 21st Century Skills & Technology

**Key SUBJECTS AND 21st CENTURY THEMES**

Mastery of key subjects and 21st century themes is essential for all students in the 21stcentury.

Key subjects include:

- English, reading or language arts
- World languages
- Arts

- Mathematics
- Economics
- Science
- Geography
- History
- Government and Civics

| | |
|---|---|
| CRP.K-12.CRP1 | Act as a responsible and contributing citizen and employee. |
| CRP.K-12.CRP2 | Apply appropriate academic and technical skills. |
| CRP.K-12.CRP4 | Communicate clearly and effectively and with reason. |
| CAEP.9.2.8.B.3 | Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career. |
| CAEP.9.2.8.B.4 | Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally. |
| CAEP.9.2.8.B.6 | Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce. |
| TECH.8.1.8 | Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. |
| TECH.8.1.8.A | Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations. |
| TECH.8.1.8.A.2 | Create a document (e.g., newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability. |
| TECH.8.1.8.A.CS1 | Understand and use technology systems. |
| TECH.8.1.8.A.CS2 | Select and use applications effectively and productively. |
| TECH.8.1.8.B | Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology. |
| TECH.8.1.8.B.1 | Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web). |
| TECH.8.1.8.C.CS1 | Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media. |
| TECH.8.1.8.C.CS2 | Communicate information and ideas to multiple audiences using a variety of media and formats. |
| TECH.8.1.8.D.1 | Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media. |
| TECH.8.1.8.E | Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information. |
| TECH.8.2.8 | Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they |

| | |
|---|---|
| | relate to the individual, global society, and the environment. |
| TECH.8.2.8.B | Technology and Society: Knowledge and understanding of human, cultural and society values are fundamental when designing technology systems and products in the global society. |

## 21st Century Skills/Interdisciplinary Themes

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

## 21st Century Skills

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

## Differentiation

Differentiation:

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Center-based instruction
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary

- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

Hi-Prep Differentiations:

- Alternative formative and summative assessments- students will present their PSA's about the water crisis or compose a good copy final project of Salva and Nya Diary Entries after reading A Long Walk to Water.
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

Lo-Prep Differentiations

- Choice of books or activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts

- Varied supplemental materials

## Special Education Learning (IEP's & 504's)

Please find a list of Special Education Learning adaptations that may be employed in the unit, using the ones identified below.

**Specific activities related to Unit 2 are:**

- Extended time on all Google Form formative assessments
- Use of highlighted text tool while using Newsela - color code for what you understand and what you would like further clarification on
- Use of color coded RACER system, while constructing open-ended answers to questions
- Students paired with heterogeneous partners while doing required writing assignments

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction- Create group discussions based on A Long Walk to Water chapters 1-9. One center will be questions about the conflicts our characters go through: What internal/external conflicts does Nya go through? Salva? Next center would be about Themes - what theme do you think Park wants us to begin to notice/understand? *survival Last center - The Water Crisis - Explain how Akeer's laugh "was like music." What caused her illness? Is the solution within the means of the family?
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multi-sensory presentation
- multiple test sessions

- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

## English Language Learning (ELL)

Please find a list of English Language Learning adaptations that may be employed in the unit, using the ones identified below.

**Specific activities related to Unit 2 are:**

- Provide study guides and open-book assessments for all texts
- Using "Grammarly" or other technology program to help correct spelling and/ or mechanics while writing
- Create project-based-learning for a visual connection to all readings (Example: poster board on Google Slides or one-pager for any reading)

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarify. For example, watch Youtube video Linda Sue Park interviews Salva Dut https://www.youtube.com/watch?v=xImHDnjR-_o to further understand the author's and main character Salva's point of views in A Long Walk to Water.
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

## At Risk

Please find a list of Intervention Strategies that may be employed in the unit, using the ones identified below.

**Specific activities related to Unit 2 are:**

- Provide study guides and open-book assessments for all texts
- Tutoring or paired with peers who can assist in keeping focus on all studies - applies to all readings and work in Unit 2
- Create problem-based-learning for a real-life authentic connection to all readings

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning. For example, when students present their PSA's about the water crisis, they may use posters, charts, or videos for their final project of A Long Walk to Water.
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing- After reading A Long Walk to Water, students will be given an open book test on chapters 1-18
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

## Talented and Gifted Learning (T&G)

Please find a list of the Talented and Gifted adaptations that may be employed in the unit, using the ones identified below.

**Specific activities related to Unit 2 are:**

- Higher level thinking and problem solving questions, created by students for students

- Partnered by skill for essay writing - all applicable readings in this Unit
- Option to write an additional composition within the unit genre.

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text. For example, students will present a PSA about the water crisis and how to solve it as their final project for A Long Walk to Water.
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

## Sample Lesson

Unit Name: Turning Points

NJSLS
LA.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

LA.RI.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

LA.RI.7.6 Determine an author's point of view or purpose in a text analyze how the author distinguishes his or her position form that of others

Interdisciplinary Connection: History

Statement of Objective: Today, I will read, appreciate, and evaluate an explanatory text. I'll know I've got it when I can successfully read an explanatory essay.

Anticipatory Set/Do Now: What does the phrase turning point suggest to you? Bellwork: Edit today's

sentences in history

Learning Activity:  Tier I -project the introduction video

ask students to open the video in their interactive textbooks

as a class, read the launch text "At the Crossroads" page 228- 231 while identifying interesting words related to the idea of turning points and adding them to their Word Network

share

as a class, discuss how author presents facts without offering opinions in explanatory essay

Student Assessment/CFU's:  3 minute pause

Go around

5 words

Materials: MyPerspectives ELA text, introduction video, Tool Kit Word Network For Turning Points

21st Century Themes and Skills: Creativity and Innovation

Differentiation: brainstorming

Integration of Technology: SmartBoard/ SmartTV