

Unit 3: Language Acquisition/Development (Weeks 14-21)

Content Area: **English Language Arts**
Course(s):
Time Period: **Full Year**
Length: **9 Weeks**
Status: **Published**

Unit 3: Language Acquisition/Development

Unit Rationale

A foundational underpinning of our students' ability to convey their understandings through articulating themselves effectively, both verbally and in writing, is a working knowledge of syntax, semantics, grammar, and a variety of rhetorical devices. This unit serves to augment the students' active and passive vocabulary, as well as refine their ongoing development of syntactical, semantical, grammatical and rhetorical skills. Students will develop a deeper understanding of discrete skills such as: demonstrating command of the conventions of standard English grammar and usage when writing or speaking, explaining the function of phrases and clauses in general and their function in specific sentences, choosing among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas, placing phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers, demonstrating command of the conventions of standard English capitalization, punctuation, and spelling when writing, using a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt), spelling correctly, using knowledge of language and its conventions when writing, speaking, reading, or listening, choosing language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy, determining or clarifying the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies, using context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase, using common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel), consulting 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, verifying the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary), demonstrating understanding of figurative language, word relationships, and nuances in word meanings, interpreting figures of speech (e.g., literary, biblical, and mythological allusions) in context, using the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words, distinguishing among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending), and acquiring and using accurately grade-appropriate general academic and domain-specific words and phrases, gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Essential Questions

- How does one determine where certain words can and should be used?
- How does a robust repertoire of vocabulary allow one to shape their language for the purpose of connecting with their audience?

- How can language serve as both a galvanizing force and a means of alienating others?
- How does punctuation and grammar impact peoples' understandings and how they perceive what they read?
- How can active listening promote deeper understanding and connection with others?

Pre-Assessments

Data can be pulled from the previous benchmark assessments.

Instructional Plan

See lessons below.

Possible Texts and Resources:

The Skin I'm In

Flipped

The Watsons Go to Birmingham, 1963

Roll of Thunder, Hear My Cry

Treasure Island

Eleven by Tom Rogers

Freak the Mighty by Rodman Philbrick

The Westing Game by Ellen Raskin

CommonLit short stories and informational texts

Windows and Mirrors textbook

ALL LESSONS CAN TAKE SEVERAL DAYS

Skill Set 1: Speaking & Listening

Student Learning Intentions or We are learning to ... (WALT)

WALT build on others' ideas and express own ideas clearly.

WALT come to discussions prepared having read and researched material.

WALT 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.

WALT follow rules for collegial discussions.

WALT bringing the discussion back on topic as needed helps us engage in collaborative discussion.

WALT pose questions that elicit elaboration during discussions.

Student Success Criteria ... "I can statements"

I can....follow agreed-upon rules for participating in collegial discussions.

I can...listen to others and pose questions.

I can...collaborate one-on-one and in a group.

I can...come to discussions prepared.

Instructional Strategies and Activities

- Visible Learning Techniques
- Direct Instruction
- Differentiated Instruction
- Small Group Work
- Whole Group Work
- Guided Reading
- Independent Reading
- Journaling (Bell Ringers)
- Annotating
- RACE Responses
- Field Trips (Virtual and/or Actual)
- Guest Speakers
- Projects
- Et Al.

Formative Assessments

- RACE Writing Prompts
- CommonLit Assessments
- Scholastic Reading Inventory
- Study Guide Materials

- Graphic Organizers
- Instructional Dialogue
- Student Explanation Videos (Loom/Zoom)
- Quizzes/Tests
- Projects
- Closure Activities
- Et Al.

Instructional Materials and Resources

- CommonLit
- Vocabulary .com
- Scholastic Reading Inventory
- Scholastic Scope
- Bell Ringers
- Projects
- Videos/Audio Clips
- ZOOM/LOOM Video

Reflections and Suggested Modifications

ELA.SL.PE.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.
ELA.SL.PE.7.1.B	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
ELA.SL.PE.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.
ELA.SL.PE.7.1.D	Acknowledge new information expressed by others and, when warranted, modify their own views.

Skill Set 2: Main Idea

Student Learning Intentions or We are learning to ... (WALT)

WALT analyze the main ideas and supporting details presented in diverse media and formats.

WALT explain how the main ideas and supporting details clarify a topic, text, or issue under study.

Student Success Criteria ... "I can statements"

I can...analyze the main idea.

I can...identify supporting details.

Instructional Strategies and Activities

- Visible Learning Techniques
- Direct Instruction
- Differentiated Instruction
- Small Group Work
- Whole Group Work
- Guided Reading
- Independent Reading
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Reflections and Suggested Modifications

ELA.RL.CI.7.2

Determine a theme in a literary text (e.g., stories, plays or poetry) and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

ELA.RI.CI.7.2

Determine a central idea in an informational text and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

Skill Set 3: Claims & Evidence

Student Learning Intentions or We are learning to ... (WALT)

WALT delineate a speaker's argument and specific claims.

WALT emphasize salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples.

Student Success Criteria ... "I can statements"

I can...identify an author's argument.

I can...support a claim with evidence and details.

Instructional Strategies and Activities

- Visible Learning Techniques
- Direct Instruction
- Differentiated Instruction
- Small Group Work
- Whole Group Work
- Guided Reading
- Independent Reading
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Reflections and Suggested Modifications

ELA.RI.PP.7.5	Determine how an author conveys or develops perspective or purpose in a text through distinguishing their position from that of others using evidence.
ELA.SL.ES.7.3	Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
ELA.SL.PI.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.

Skill Set 4:

Student Learning Intentions or We are learning to ... (WALT)

WALT include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

WALT adapt speech to a variety of contexts and tasks.

Student Success Criteria ... “I can statements”

I can...include visual and multimedia components to find claims.

I can...adapt speech to a variety of contexts and tasks.

Instructional Strategies and Activities

- Visible Learning Techniques
- Direct Instruction
- Differentiated Instruction
- Small Group Work
- Whole Group Work
- Guided Reading
- Independent Reading
- Journaling (Bell Ringers)
- Annotating
- RACE Responses
- Field Trips (Virtual and/or Actual)

- Guest Speakers
- Projects
- Et Al.

Formative Assessments

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Reflections and Suggested Modifications

ELA.RI.MF.7.6	Compare and contrast texts to analyze the unique qualities of different mediums, including the integration of information from multiple formats and sources to develop deeper understanding of the concept, topic or subject and resolve conflicting information.
ELA.RI.AA.7.7	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
ELA.SL.UM.7.5	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
ELA.SL.AS.7.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Skill Set 5: Language & Vocabulary

Student Learning Intentions or We are learning to ... (WALT)

WALT use knowledge of language and its conventions when writing, speaking, reading, or listening.

WALT determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

WALT the meaning of unknown or multiple-meaning words can be determined through different contexts, such as its position in a sentence.

WALT consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital.

WALT use Greek/Latin root words and affixes to determine the meaning of words.

WALT demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Student Success Criteria ... “I can statements”

I can...use context clues to determine the meaning of unknown words.

I can...use strategies to identify unknown and multi-meaning words.

I can...refer to print and digital resources for support.

Instructional Strategies and Activities

- Visible Learning Techniques
- Direct Instruction
- Differentiated Instruction
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Reflections and Suggested Modifications

ELA.L.KL.7.2.B	Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.
ELA.L.VL.7.3.A	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
ELA.L.VL.7.3.B	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
ELA.L.VL.7.3.C	Analyze the impact of a specific word choice on meaning and tone.
ELA.L.VL.7.3.D	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.
ELA.L.VL.7.3.E	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Modifications and/or Accommodations

Suggested Modifications (ELL, Sp. Ed, Gifted, At-risk of Failure)

English Language Learners

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

Special Education Students

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans

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Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs

students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

Integration of Diversity, Equity and Inclusion, Climate Change, Informational and Media Literacy

See Crosswalks

This unit allows for great discussion on a variety of informational texts. This can include DEI, climate change, and informational and media literacy.

<https://docs.google.com/spreadsheets/d/1uf0fWDvpqWFOAb51rOq7mN5xq-xu-M5Yp2FbEVZ9Kt8/edit?gid=0#gid=0>

New Jersey Student Learning Standards: Content Area

ELA.L.KL.7.2.B	Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.
ELA.L.VL.7.3.A	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
ELA.L.VL.7.3.B	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
ELA.L.VL.7.3.C	Analyze the impact of a specific word choice on meaning and tone.
ELA.L.VL.7.3.D	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.
ELA.L.VL.7.3.E	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
ELA.RL.CI.7.2	Determine a theme in a literary text (e.g., stories, plays or poetry) and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
ELA.RI.CI.7.2	Determine a central idea in an informational text and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
ELA.RI.PP.7.5	Determine how an author conveys or develops perspective or purpose in a text through distinguishing their position from that of others using evidence.
ELA.RI.MF.7.6	Compare and contrast texts to analyze the unique qualities of different mediums, including the integration of information from multiple formats and sources to develop deeper understanding of the concept, topic or subject and resolve conflicting information.
ELA.RI.AA.7.7	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
ELA.SL.PE.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.
ELA.SL.PE.7.1.B	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
ELA.SL.PE.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.
ELA.SL.PE.7.1.D	Acknowledge new information expressed by others and, when warranted, modify their own views.
ELA.SL.ES.7.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
ELA.SL.PI.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.

ELA.SL.UM.7.5

Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

ELA.SL.AS.7.6

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Integration of Career Readiness, Life Literacies and Key Skills

TECH.K-12.P.1

Act as a responsible and contributing community members and employee.

TECH.K-12.P.4

Demonstrate creativity and innovation.

Integration of Computer Science and Design Thinking

CS.6-8.8.2.8.ITH.4

Identify technologies that have been designed to reduce the negative consequences of other technologies and explain the change in impact.

Interdisciplinary Connections: NJSL for ELA, Social Studies, Science and/or Math

The reading and writing skills taught throughout this unit will provide knowledge, practice, and support in all content areas where reading and writing are required.

<https://docs.google.com/spreadsheets/d/1bNUBwwW9BLgTLqjfVVAJiet6rbmQ3THg-sXDz2rEnXk/edit?gid=0#gid=0>

MA.K-12.3

Construct viable arguments and critique the reasoning of others.

Cause and effect relationships may be used to predict phenomena in natural or designed systems.

An individual's perspective is impacted by one's background and experiences.

SOC.6.3.8.CivicsPI.3

Use a variety of sources from multiple perspectives to examine the role of individuals, political parties, interest groups, and the media in a local or global issue and share this information with a governmental or nongovernmental organization as a way to gain support for addressing the issue.

SOC.6.3.8.EconET.1

Using quantitative data, evaluate the opportunity cost of a proposed economic action, and take a position and support it (e.g., healthcare, education, transportation).

Analyze and interpret data to determine similarities and differences in findings.

21st Century Life and Career

CAEP.9.2.12.C.3

Identify transferable career skills and design alternate career plans.

CAEP.9.2.12.C.9

Analyze the correlation between personal and financial behavior and employability.

SEL Competencies and Standards

SEL.PK-12.1.4

Recognize the importance of self-confidence in handling daily tasks and challenges

SEL.PK-12.2.2

Recognize the skills needed to establish and achieve personal and educational goals