Twists and Turns

Content Area: **ELA**
Course(s):
Time Period: **Full Year**
Length: **Full Year**
Status: **Published**

Unit Overview

Students will read a variety of fiction and non-fiction that explores the theme of “Twists and Turns”; focus on vocabulary skills using context clues, dictionaries, glossaries and thesauri to determine the meaning of words; participate in collaborative discussion; identify elements of non-fiction/informative; organize a response to non-fiction; use textual evidence to build an analysis of written material; analyze author’s point of view; differentiate between and locate main and supporting ideas in non-fiction; compare and contrast texts in different forms; read both aloud and independently; developing research skills.

Enduring Understandings

Proficient readers are able to understand the story and extend meaning, developing their own ideas beyond the text.
Proficient readers are able to use comprehension strategies to enhance their story experience and understanding of various elements of a story.
Some challenging situations bring about long-lasting change.
Relationships and respect for nature and the environment can exist in many forms.

Essential Questions

How does conflict affect the story's plot?
What is the difference between internal and external conflict?
What valuable lessons do characters learn when experiencing a hardship?
How do decisions you make prepare you to face challenges with courage?
What attitude toward life and nature do these accounts convey?
What do these accounts communicate to you about the relationship between humans and animals?

Learning Objectives

Read stories about people who confront tough decisions with courage and ingenuity.
Read stories about the natural world and people’s place within it.
Analyze the literary elements found in fiction and non-fiction text.
Apply active reading strategies for reading fiction and non-fiction accounts.
Develop critical thinking skills about varying texts and be able to compare and contrast differing accounts of the same situation.
Use the following reading and thinking skills: making predictions, inferring, sequencing events and plot, cause and effect, making informed judgments, analyzing arguments, using critical thinking, drawing

conclusions, identifying author's purpose and main idea.
Use vocabulary skills including context clues and ancillary materials to understand unfamiliar words.
Analyze fiction and non-fiction through writing and discussion.
Readiness to read independently and successfully.

Standards: Content

L	Language
L.SS.7.1	Demonstrate command of the system and structure of the English language when writing or speaking.
L.SS.7.1.A	Explain the function of phrases and clauses in general and their function in specific sentences.
L.SS.7.1.B	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
L.SS.7.1.C	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
L.SS.7.1.D	Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old green shirt).
L.SS.7.1.E	Recognize spelling conventions.
L.KL.7.2	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.KL.7.2.A	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
L.KL.7.2.B	Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.
L.KL.7.2.C	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
L.VL.7.3	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, including technical meanings, choosing flexibly from a range of strategies.
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.
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).
L.VL.7.3.C	Analyze the impact of a specific word choice on meaning and tone.
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.
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).
L.VI.7.4	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
RL.CR.7.1	Cite several pieces of textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.

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.
RL.IT.7.3	Analyze how particular elements of a text interact including how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
RL.TS.7.4	Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
RL.PP.7.5	Determine how an author conveys or develops perspective or purpose in a text through contrasting the points of view of different characters or narrators in a text.
RL.MF.7.6	Compare and contrast texts (e.g., a written story, drama, or poem) to its audio, filmed, staged, or multimedia version and analyze the unique qualities of different mediums, including the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
RL.CT.7.8	Compare and contrast a fictional portrayal of an event, time, place, or character and a historical or scientific account of the same period or event as a means of understanding how authors of fiction use or alter history and/or events.
W.AW.7.1	Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.
W.IW.7.2	Write informative/explanatory texts (including the narration of historical events, scientific procedures/experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
W.NW.7.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
W.WP.7.4	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices and sustaining effort to complete complex writing tasks; and focusing on how well purpose and audience have been addressed.
W.WR.7.5	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
W.SE.7.6	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
W.RW.7.7	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.
SL	Speaking and Listening
SL.PE.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.
SL.II.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.
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.
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.
SL.AS.7.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Standards: Interdisciplinary

9.4.8.IML.1	Critically curate multiple resources to assess the credibility of sources when searching for information.
9.4.8.IML.7	Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).
8.2.8.ITH.1	Explain how the development and use of technology influences economic, political, social, and cultural issues.

Assessment Evidence

Formative	Class discussions, activities, in-class activities, Graphic Organizers, Kahoot, Exit Tickets, book clubs, questions from leveled readers, teacher observations of student's phonic awareness, and oral reading skills, running records of students, Latic checklists, conferences.
Summative	Test, Quiz, Project, Leveled-Reading Assessments, Writing Assessments, Problem Based Learning Student Presentations.
Alternative & Benchmark	Alternative - Read to the student and chart oral responses. Word banks, sentence frames, oral responses, graphic organizers, observations, portfolios of student work, orally administered assessments, and anecdotal notes. Benchmark – LinkIt Benchmark Assessment, Reading Levels, TPA
Assessment Evidence Resource	

Instructional Resources

Textbooks, Maps, Laptops, Smart Board, Primary & Secondary Source Documents, Commonlit.org, Readworks.org, Leveled Readers, Online Platform, Percy Jackson and The Sea of Monsters by Rick Riordan, Glencoe Literature: The Reader's Choice Course 2 Published by McGraw-Hill, Hatchet by Gary Paulsen, I Know Who I Am by Brent Ashabranner, Teacher-generated materials and resources, Readwritethink.org,

Instructional Resource List

Curricular Mandates

Below are the curricular requirements as defined in NJ Administrative Code and Statute

	Amistad		Diversity, Equity, and Inclusion
	Holocaust		LGBT and Disabilities (Grades 6-12)
	Climate Change		Asian American & Pacific Islander

Social Emotional Learning (SEL) Competencies

NJ Social and Emotional Learning Competencies & Sub-Competencies

	Self-Awareness		Relationship Skills
	Responsible Decision-Making		Social Awareness
X	Self-Management		

21st Century Skills & Themes

X	Global and Cultural Awareness		Technology Literacy		Planning and Budgeting
X	Creativity and Innovation		Financial Institutions		Risk Management and Insurance
X	Information and Media Literacy		Digital Citizenship		Economic and Government Influences
X	Critical Thinking and Problem Solving		Credit Profile		Career Awareness and Planning
	Civic Financial Responsibility		Financial Psychology		