

**\*Revised August 2024**

<b>UNIT #1 : Short Stories / Belonging To a Group</b>	<b>TIMEFRAME:</b> September
<p><b>BIG IDEA(S)</b></p> <p><b>Reading (includes vocabulary)</b></p> <ul style="list-style-type: none"> <li>Review of essential literary terms: plot, setting, character, conflict, theme, and symbol (introduce this last one)</li> <li>Difference between argument and evidence</li> <li>Vocabulary Workshop</li> <li>Roots: sol (alone), vince, hyp/o, fract, sci</li> <li>Argument vs. Evidence review steps 1-3</li> </ul> <p><b>Writing (includes grammar)</b></p> <ul style="list-style-type: none"> <li>Grammar: using verb tense pages 407-408, 411-412, 413-414</li> <li>Argument vs. Evidence review steps 1-3</li> </ul> <p><b>Test Prep:</b></p> <ul style="list-style-type: none"> <li>How to answer open-ended response questions</li> <li>How to eliminate answers</li> <li>ELA Common Core Skill Review</li> <li>Vocabulary in Context</li> <li>Annotating Text</li> </ul>	<p><b>ESSENTIAL QUESTIONS:</b></p> <ul style="list-style-type: none"> <li>What does it mean to “actively read” a text?</li> <li>Why do good readers paraphrase and annotate? Why are these two things especially important when we’re taking tests?</li> <li>What’s the difference between argument and evidence? What’s the relationship between the two?</li> <li>Why does being able to write well matter?</li> <li>Why are grammar and vocabulary important?</li> <li>How can Greek roots help us to read and speak?</li> <li>What’s the purpose of discussing literature? What’s the purpose of discussing it specifically through an informal debate rather than a teacher-guided discussion?</li> </ul> <p><b>Content-based Essential Questions:</b></p> <ul style="list-style-type: none"> <li>Do we choose the groups that we belong to? Which ones can we choose, and why?</li> <li>Are our identities determined by the groups we belong to or by the choices we make?</li> <li>What different kinds of groups are there in our society? How do they overlap and conflict with one another?</li> <li>How do the groups that we belong to shape our futures?</li> <li>How do our choices conflict with the groups that we belong to?</li> <li>Why do people want to belong to groups instead of being alone?</li> <li>What value do we place on the elderly?</li> </ul>
<p><b>ENDURING UNDERSTANDINGS: Students will understand that...</b></p> <p><b>Skill-based understandings</b></p> <ul style="list-style-type: none"> <li>The relationship between the narrator and the story describes the point of view as either first-person, limited third-person, or omniscient point of view.</li> <li>one event or action causes another event or action.(cause and effect)</li> <li>Good readers use various story elements (plot, setting, character, conflict, theme, and symbols) in order to analyze narratives and interpret the writer’s message(s).</li> <li>connections between the reader and the story help to aid comprehension.</li> <li>effective arguments are those supported with evidence and explanation; they will understand how to differentiate argument from evidence.</li> <li>Debating a topic requires an argument as well as evidence to support their claims.</li> <li>annotating a text helps them process it and take ownership of it, especially on standardized tests.</li> </ul> <p><b>Content-based understandings: Students will understand that ...</b></p>	

- Our identities are determined by both the groups we belong to and the choices we make.
- We choose some groups we belong to but not others.
- the choices we make can conflict with our group identity.
- We have different social categories that we used to determine identity: race, class, gender, religion, level of education, etc. They will also understand that relying on these classifications to determine identity is dangerous and reductive.

READING and VOCABULARY	RELEVANT RESOURCES/MATERIALS/Standards
<b>Tier 1 Activities/Strategies Students will ... (Knowledge/Comprehension)</b>	<b>Tier 1 Standards:</b> <ul style="list-style-type: none"> <li>• RL.CR.7.1</li> <li>• RL.CI.7.2</li> <li>• RL.VI.7.4</li> <li>• RL.PP.7.5</li> <li>• RL.CR.7.1.</li> <li>• RL.IT.7.3.</li> </ul>
<ul style="list-style-type: none"> <li>• Model reading strategies: Teacher read, partner read, silent read. Students will know the expectations for each process to be used with the two short stories and non-fiction articles.</li> <li>• Define the literary terms “setting,” “plot,” “character,” “conflict,” “theme,” and “symbol.”</li> <li>• Define the main idea as the argument which utilizes how and why questions.</li> <li>• Identify the cause and effect in various texts from the Jamestown Series.</li> <li>• Distinguish argument statements from pieces of evidence (see also Writing).</li> <li>• Keep a running list of the roots of the week and the associated vocabulary words.</li> <li>• Define and differentiate the different types of points of view (first person, third-person limited, and omniscient).</li> <li>• Memorize and use vocabulary words from <i>Vocab Workshop</i>.</li> <li>• Hypothesis the meaning of vocabulary words by using context clues on the vocab hypothesis sheet.</li> <li>• Define vocabulary words in context in the two short stories.</li> <li>• Describe Antonio and Felix from “Amigo Brothers” using adjectives from the text as well as their own schema to be used later during the informal debate. “Who is the better fighter?”</li> <li>• Explain what a debate is and how it is useful in the real world.</li> </ul>	<b>Tier 1 Resources/Materials:</b> <ul style="list-style-type: none"> <li>• <i>Where the Red Fern Grows</i> by Wilson Rawls, <b>fiction</b></li> <li>• “The Wise Old Woman” by Yoshiko Uchida, <b>folktale</b></li> <li>• “Amigo Brothers” by Piri Thomas, <b>fiction short story</b></li> <li>• <i>Vocabulary Workshop</i></li> <li>• Plot diagram –teacher created</li> <li>• Jamestown series non-fiction short stories</li> <li>• Vocab hypothesis sheet</li> <li>• Character analysis sheet –STEAL</li> <li>• Rubric for debate- teacher created</li> <li>• “How to Create Critical Reading Questions” from <a href="http://www.literacycookbook.com/download.php?id=58">http://www.literacycookbook.com/download.php?id=58</a></li> </ul>

<ul style="list-style-type: none"> <li>• Describe what they plan to accomplish after participating in a debate.</li> <li>• Understand the importance of providing evidence during a debate.</li> <li>• Review what makes a vocabulary in context and how to identify them.</li> <li>• Define “summarize” and “paraphrase.”</li> </ul>	
<b>Tier 2 Activities/Strategies (Application/Analysis)</b>	<b>Tier 2 Standards:</b> <ul style="list-style-type: none"> <li>• RL.CR.7.1.</li> <li>• RL CR 7.2</li> <li>• L.VI.7.4.</li> <li>• R L.PP.7.5.</li> <li>• L.VI.7.4</li> <li>• RI.CR.7.1.</li> <li>• RL.IT.7.3.</li> </ul>
<ul style="list-style-type: none"> <li>• Students will map out the plot of “Amigo Brothers” using the plot diagram.</li> <li>• Students will analyze sentences from “Amigo Brothers” to determine if they are arguments or evidence.</li> <li>• Students will annotate specific evidence regarding the character traits in “Amigo Brothers” to be used later in an informal debate.</li> <li>• Students will write evidence on index cards in preparation for their informal debate about who is the better fighter in “Amigo Brothers.”</li> <li>• Students will identify and classify major conflicts in the two short stories and explain their root causes with evidence from the text.</li> <li>• Students will describe how the author develops the point of view of the narrator in “The Wise Old Woman.”</li> <li>• Students will use vocabulary words from both short stories as well as synonyms to describe characters and setting.</li> <li>• Students will write a response to the question, “Who is the better fighter?” using evidence from “Amigo Brothers.” (see writing)</li> <li>• Students will describe the major characters in the novel and short stories using adjectives supported by strong textual evidence, through class discussions.</li> <li>• Students will explain the difference between summarizing and paraphrasing.</li> </ul>	<b>Tier 2 Resources/Materials:</b> <ul style="list-style-type: none"> <li>• <i>Where the Red Fern Grows</i> by Wilson Rawls, <b>fiction</b></li> <li>• “The Wise Old Woman” by Yoshiko Uchida, <b>folktale</b></li> <li>• “Amigo Brothers” by Piri Thomas, <b>fiction short story</b></li> <li>• <i>Vocabulary Workshop</i></li> <li>• Plot diagram- teacher created</li> <li>• Dictionary/glossary/thesaurus</li> <li>• Debate rubric- teacher created</li> </ul>

<ul style="list-style-type: none"> <li>Students will use context clues to figure out the meaning of unfamiliar words in the short stories.</li> <li>Use Greek roots to determine the meaning of unfamiliar words they come across in all subjects.</li> <li>Students will compose a list of synonyms and antonyms for Vocab Workshop words.</li> </ul>	
<b>Tier 3 Activities/Strategies (Synthesis/Evaluation)</b>	<b>Tier 3 Standards:</b> <ul style="list-style-type: none"> <li>RL.CR.7.1.</li> <li>RL.CI.7.2.</li> <li>L.VI.7.4.</li> <li>RL.PP.7.5.</li> <li>RI.CR.7.1.</li> <li>RL.IT.7.3.</li> </ul>
<ul style="list-style-type: none"> <li>Students will debate in teams answering, “Who is the better <u>fighter</u> (Antonio or Felix) in ‘Amigo Brothers’?”</li> <li>Students will debate in teams answering, “Who is a better <u>friend</u>? (Antonio or Felix) in ‘Amigo Brothers’?”</li> <li>Students must generate their own vocabulary questions based on <i>Where the Red Fern Grows</i> using “How to Create Critical Reading Questions” handout.</li> <li>Students will evaluate how the author’s use of plot, character, setting, and symbolism contribute to the overall theme, or message, of the short stories.</li> <li>Students will evaluate the value of older citizens in a town by comparing the old woman to senior citizens in their own lives.</li> <li>Students will write their own riddle for a partner to solve (home practice).</li> <li>Students will compose five sentences using Vocabulary workshop words correctly. (Homework).</li> <li>Students will evaluate the above sentences from their peers. (Classwork)</li> <li>Students will assemble/edit their original five sentences with the corrections from their peers. (Homework)</li> </ul>	<b>Tier 3 Resources/Materials:</b> <ul style="list-style-type: none"> <li><i>Where the Red Fern Grows</i> by Wilson Rawls, <b>fiction</b></li> <li>“The Wise Old Woman” by Yoshiko Uchida, <b>folktale</b></li> <li>“Amigo Brothers” by Piri Thomas, <b>fiction short story</b></li> <li><i>Vocabulary Workshop</i></li> <li>Rubric for debate – teacher created</li> <li>“How to Create Critical Reading Questions” from <a href="http://www.literacycookbook.com/download.php?id=58">http://www.literacycookbook.com/download.php?id=58</a></li> </ul>
<b>STUDENT WORK PRODUCTS/ ASSESSMENTS:</b> <ul style="list-style-type: none"> <li>Tests and quizzes on short stories and summer reading including and point of view</li> <li>Vocab Workshop test</li> </ul>	<b>INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY:</b> <ul style="list-style-type: none"> <li>Laptops for typing</li> <li>Posters to display annotation system, punchy insight</li> </ul>

<ul style="list-style-type: none"> <li>Comprehension will also be assessed informally through class participation</li> <li>Informal class debate, “Who is the better fighter?” in “Amigo Brothers”</li> </ul>	
<b>WRITING and GRAMMAR</b>	<b>RELEVANT RESOURCES/MATERIALS/Standards</b>
<b>Tier 1 Activities/Strategies (Knowledge/Comprehension)</b>	<b>Tier 1 Standards:</b> <ul style="list-style-type: none"> <li>L.SS.7.1.E</li> <li>L.KL.7.2</li> <li>L.KL.7.2 a, b, c</li> <li>L.VL.7.3. a, b, c, d</li> <li>L.VI.7.4., a, b, c, d</li> <li>RL.PP.7.5.</li> <li>W.AW.7.1. a, b, c, d, e</li> <li>W.IW.7.2.</li> </ul>
<ul style="list-style-type: none"> <li>Students will review a handout that cites the steps to follow in order to compose an open-ended response.</li> <li>Students will annotate important information from <i>Where the Red Fern Grows</i> using the “What’s Important Organizer.”</li> <li>Students will practice paraphrasing sections of the text in addition to paraphrasing comprehension questions.</li> <li>Students will use correct verb tenses while speaking and writing.</li> <li>Students will differentiate between past, present, and future tense verbs.</li> <li>Students will define participles and explain how to use them.</li> <li>Students will answer open-ended questions (teacher-created) from the two short stories. (3-5 sentences)</li> </ul>	<b>Tier 1 Resources/Materials:</b> <ul style="list-style-type: none"> <li><i>Where the Red Fern Grows</i> by Wilson Rawls, <b>fiction</b></li> <li>“The Wise Old Woman” by Yoshiko Uchida, <b>folktale</b></li> <li>“Amigo Brothers” by Piri Thomas, <b>fiction short story</b></li> <li><i>Vocabulary Workshop</i></li> <li>7<sup>th</sup> Grade LA textbook</li> <li>Rubric for debate – teacher created</li> <li>Open-ended response checklist- teacher created</li> <li>What’s Important Organizer <a href="http://www.literacycookbook.com/download.php?id=90">http://www.literacycookbook.com/download.php?id=90</a></li> <li>Rubric for the letter- teacher created</li> </ul>
<b>Tier 2 Activities/Strategies (Application/Analysis)</b>	<b>Tier 2 Standards:</b> <ul style="list-style-type: none"> <li>L.SS.7.1. a, b, c, d, e</li> <li>L.KL.7.2 a, b, c</li> <li>L KL 7.2 a, b, c</li> <li>L.VL.7.3. a, b, c, d,</li> <li>L.VL. 7.3. a, b, c, d</li> <li>L.VI.7.4, a, b, c, d</li> <li>L 7.5 a, b, c</li> <li>W.AW.6.1.</li> <li>W.IW.7.2.</li> <li>W 7.10</li> </ul>

<ul style="list-style-type: none"> <li>Students will identify which point of view is used in “The Wise Old Woman.”</li> <li>Students will write a response to the question, “Who is the better fighter?” using evidence from the text. (see reading) using the open-ended writing checklist. (one paragraph)</li> <li>Students will compose a first draft summary for a section of <i>Where the Red Fern Grows</i> to be checked by a peer and the teacher.</li> <li>Students will correct the verb tenses of various sentences.</li> <li>Students will choose the correct verb to place in a sentence using the textbook.</li> <li>Students will create a list of the various tenses that a verb can be in, write the rule, and spell each one correctly.</li> <li>Students will annotate specific evidence regarding the character traits in “Amigo Brothers” to be used later in an informal debate.</li> <li>Students will write evidence on index cards in preparation for their informal debate about who is the better fighter in “Amigo Brothers.”</li> <li>Students will discuss who they think won the fight in “Amigo Brothers” and provide evidence from the text.</li> </ul>	<p><b>Tier 2 Resources/Materials:</b></p> <ul style="list-style-type: none"> <li><i>Where the Red Fern Grows</i> by Wilson Rawls, <b>fiction</b></li> <li>“The Wise Old Woman” by Yoshiko Uchida, <b>folktale</b></li> <li>“Amigo Brothers” by Piri Thomas, <b>fiction short story</b></li> <li><i>Vocabulary Workshop</i></li> <li>7<sup>th</sup> Grade LA Textbook</li> <li>Plot diagram – teacher created</li> <li>Rubric for debate – teacher created</li> <li>Open-ended writing checklist- teacher created</li> <li>What’s Important Organizer <a href="http://www.literacycookbook.com/download.php?id=90">http://www.literacycookbook.com/download.php?id=90</a></li> <li>Rubric for the letter- teacher created</li> </ul>
<p><b>Tier 3 Activities/Strategies (Synthesis/Evaluation)</b></p>	<p><b>Tier 3 Standards:</b></p> <ul style="list-style-type: none"> <li>W.AW.7.1. E</li> <li>W.IW.7.2. (a, b, c, d)</li> <li>W 7.3 (a, b,c, d, e)</li> <li>W 7.10</li> <li>L SS 7.1</li> <li>L KL 7.2</li> </ul>
<ul style="list-style-type: none"> <li>Students will write a new version of “The Wise Old Woman” from the old woman’s point of view.</li> <li>Students will compose punchy insights to the open-ended questions they answer asked by the teacher based on the two short stories. Use an open-ended writing checklist.</li> <li>Students will write an in-depth summary of a section of the <i>Where the Red Fern Grows</i> using key details.</li> </ul>	<p><b>Tier 3 Resources/Materials:</b></p> <ul style="list-style-type: none"> <li><i>Where the Red Fern Grows</i> by Wilson Rawls, <b>fiction</b></li> <li>“The Wise Old Woman” by Yoshiko Uchida, <b>folktale</b></li> <li>“Amigo Brothers” by Piri Thomas, <b>fiction short story</b></li> <li><i>Vocabulary Workshop</i></li> <li>7<sup>th</sup> Grade LA textbook</li> <li>Rubric for debate – teacher created</li> <li>Rubric for the letter- teacher created</li> </ul>

<ul style="list-style-type: none"> <li>• The above assignment will include vocabulary from the text.</li> <li>• Students will compose sentences with correct verb tenses.</li> <li>• Students will write a mini lesson explaining how to know when to use past participle verbs.</li> <li>• Students will evaluate the use of past participles in a given paragraph from the text. (end of unit section)</li> <li>• Students will write a letter to the commissioner of boxing to explain who should have won the Golden Gloves tournament. “Amigo Brothers.”</li> </ul>	
<b>STUDENT WORK PRODUCTS/ ASSESSMENTS:</b> <ul style="list-style-type: none"> <li>• Tests and quizzes</li> <li>• Participation</li> <li>• Vocab workshop test</li> <li>• Index cards with evidence for informal debate “Who was the better fighter?” from “Amigo Brothers”</li> <li>• Participation and evaluation using debate rubric.</li> <li>• Letter to the commissioner of boxing to explain who should have won the Golden Gloves tournament. “Amigo Brothers”</li> <li>• Open-ended questions (looking for correct verb tenses)</li> <li>• New version of “The Wise of Old Woman” told from the Old Woman’s perspective</li> </ul>	<b>INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY</b> <ul style="list-style-type: none"> <li>• Poster for punchy insights</li> <li>• Poster for annotation system</li> </ul>
<b>TEST PREP</b>	<b>RELEVANT RESOURCES/MATERIALS/Standards</b>
<b>Tier 1 Activities/Strategies (Knowledge/Comprehension)</b>	<b>Tier 1 Standards</b> <ul style="list-style-type: none"> <li>• RL.CR 7.1</li> <li>• RL. CI. 7.1</li> <li>• L.VI.7.4. (a, b, c, d)</li> <li>• L.7.4 (a, b, d)</li> <li>• L.7.5 (a, b, c)</li> <li>• RIT 7.1</li> <li>• RIT 7.3</li> </ul>
<ul style="list-style-type: none"> <li>• Students will paraphrase test questions to ensure comprehension.</li> <li>• Students will practice annotating the text for evidence during teacher think-aloud time from Jamestown Series.</li> <li>• Students will practice crossing out incorrect answers through guided</li> </ul>	<b>Tier 1 Resources/Materials</b> <ul style="list-style-type: none"> <li>• <i>Where the Red Fern Grows</i> by Wilson Rawls, <b>fiction</b></li> <li>• “The Wise Old Woman” by Yoshiko Uchida, <b>folktale</b></li> </ul>

<p>discussion using a lower level (5<sup>th</sup> grade) Fresh Read.</p> <ul style="list-style-type: none"> <li>Students will correctly respond to “How” questions get answered with “by,” while “Why” questions get answered with “because.” Students will practice restating the question for open-ended responses, but not writing the entire answer.</li> <li>Students will use the different kinds of punchy insights they can end open-responses with.</li> <li>Students will practice taking computerized tests to familiarize themselves with the format of the PARCC exam.</li> </ul>	<ul style="list-style-type: none"> <li>“Amigo Brothers” by Piri Thomas, <b>fiction short story</b></li> <li><i>Vocabulary Workshop</i></li> <li>Non-fiction stories from Jamestown series</li> <li>“Fresh Read” from 5<sup>th</sup> grade, Pearson</li> <li>Punchy Insight Poster</li> </ul>
<p><b>Tier 2 Activities/Strategies (Application/Analysis)</b></p>	<p><b>Tier 2 Standards:</b></p> <ul style="list-style-type: none"> <li>RL CR 7.1</li> <li>RL 7.4</li> <li><b>L.VI.7.4.( a-d)</b></li> </ul>
<ul style="list-style-type: none"> <li>Students will answer “how” and “why” questions with the appropriate sentence starter. (one-three sentences)</li> <li>Students will practice selecting evidence for open-response questions.</li> <li>Students will practice ending open-responses with punchy insights by editing their previously written responses.</li> <li>Students will practice answering questions about grammar, vocabulary, main idea, author’s purpose, and inference.</li> <li>Students will analyze the open-ended answers of their peers to check for evidence and understanding while working with the student writer.</li> </ul>	<ul style="list-style-type: none"> <li><i>Where the Red Fern Grows</i> by Wilson Rawls, <b>fiction</b></li> <li>“The Wise Old Woman” by Yoshiko Uchida, <b>folktale</b></li> <li>“Amigo Brothers” by Piri Thomas, <b>fiction short story</b></li> <li><i>Vocabulary Workshop</i></li> </ul>
<p><b>Tier 3 Activities/Strategies (Synthesis/Evaluation)</b></p>	<p><b>Tier 3 Standards:</b></p> <ul style="list-style-type: none"> <li>RL CR 7.1</li> <li>RL.7.4</li> <li>L.VI.7.4. (a, b, c, d)</li> </ul>
<ul style="list-style-type: none"> <li>Students will evaluate the strength of different pieces of textual evidence for a potential answer.</li> <li>Students will construct strong open-response answers.</li> <li>Students will evaluate the validity of the “good” answer and the “best” answer, and explain why one works better than the</li> </ul>	<p><b>Tier 3 Resources/Materials:</b></p> <ul style="list-style-type: none"> <li>“How to Create Critical Reading Questions” from <a href="http://www.literacycookbook.com/download.php?id=58">http://www.literacycookbook.com/download.php?id=58</a></li> <li><i>Where the Red Fern Grows</i> by Wilson Rawls, <b>fiction</b></li> <li>“The Wise Old Woman” by Yoshiko Uchida, <b>folktale</b></li> </ul>



<p>other using below level Fresh Reads texts and multiple-choice questions.</p> <ul style="list-style-type: none"> <li>Students will create their own multiple-choice questions. (vocabulary in context only)</li> <li>Students will expand on the theme of identity and use evidence to demonstrate how both the old woman and Felix/Antonio find value in themselves by writing a three-five paragraph essay.</li> </ul>	<ul style="list-style-type: none"> <li>“Amigo Brothers” by Piri Thomas, <b>fiction short story</b></li> <li><i>Vocabulary Workshop</i></li> <li><i>Fresh Reads</i>, Pearson</li> </ul>
<p><b>STUDENT WORK PRODUCTS/ ASSESSMENTS:</b></p> <ul style="list-style-type: none"> <li>Students will respond to open-ended questions about the treatment of senior citizens. “Are senior citizens treated fairly in our society?, What changes would you make, if any, to change how people behave toward the elderly?” One-two paragraphs each.</li> <li>Students will expand on the theme of identity/belonging to a group and use evidence to demonstrate how both the old woman and Felix/Antonio find value in themselves through their actions by writing a three-five paragraph essay.</li> </ul>	<p><b>INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY:</b></p> <ul style="list-style-type: none"> <li>Practice typing open-responses on a regular basis during computer class or on laptops.</li> </ul>
<p><b>SPEAKING/ LISTENING</b></p>	<p><b>RELEVANT RESOURCES/MATERIALS/Standards</b></p>
<p><b>Tier 1 Activities/Strategies (Knowledge/Comprehension)</b></p>	<p><b>Tier 1 Standards:</b></p> <ul style="list-style-type: none"> <li>L.KL.7.2 (a, b, c)</li> <li>L.SS.7.1.</li> <li>L.VL.7.3 (a, b, c, d)</li> </ul>
<ul style="list-style-type: none"> <li>Students will engage in multiple class discussions regarding the plot of <i>Where the Red Fern Grows</i>, “The Wise Old Woman” and “Amigo Brothers.”</li> <li>Students will familiarize themselves with the procedures and expectations for guided discussions and Socratic Seminars to help build scaffolding for an informal class debate. (hand-raising, clear voice, standard English).</li> <li>Students will listen to the opinions of others and possibly change their own opinion during the informal “Amigo Brothers” debate, “Who is the better fighter?” then write a short (one paragraph</li> </ul>	<p><b>Tier 1 Resources/Materials</b></p> <ul style="list-style-type: none"> <li><i>Where the Red Fern Grows</i> by Wilson Rawls, <b>fiction</b></li> <li>“The Wise Old Woman” by Yoshiko Uchida, <b>folktale</b></li> <li>“Amigo Brothers” by Piri Thomas, <b>fiction short story</b></li> <li><i>Vocabulary Workshop</i></li> </ul>

<p>response) explaining if their opinion has changed or not, and why.</p> <ul style="list-style-type: none"> <li>• Prepare for group discussions by reading materials and reflecting on their own time.</li> <li>• Prepare for group discussions with questions for their peers written out on index cards.</li> </ul>	
<b>Tier 2 Activities/Strategies (Application/Analysis)</b>	<b>Tier 2 Standards:</b> <ul style="list-style-type: none"> <li>• L.KL.7.2 (a, b, c)</li> <li>• L.VL.7.3. (a, b, c, d)</li> <li>• L.SS.7.1. (a, b, c, d, e)</li> <li>• L VI 7.4 ( a, b, c, d)</li> <li>• L.VL.7.3 (a, b, c, d)</li> </ul>
<ul style="list-style-type: none"> <li>• Students will cite textual evidence from “Amigo Brothers” to support their claims and opinions about Antonio’s and Felix’s fighting abilities.</li> <li>• Students will analyze the use of literary devices through class discussions.</li> <li>• Students will use current vocabulary words from <i>Vocabulary Workshop</i> during class discussions.</li> <li>• Students will ask questions based on their summer reading, <i>Where the Red Fern Grows</i> with guided teacher coaching to help gear questions toward main ideas.</li> <li>• Students will work in pairs to question and analyze their own personal value before and after reading the two short stories and see if it has changed.</li> </ul>	<b>Tier 2 Resources/Materials:</b> <ul style="list-style-type: none"> <li>• <i>Where the Red Fern Grows</i> by Wilson Rawls, <b>fiction</b></li> <li>• “The Wise Old Woman” by Yoshiko Uchida, <b>folktale</b></li> <li>• “Amigo Brothers” by Piri Thomas, <b>fiction short story</b></li> <li>• <i>Vocabulary Workshop</i></li> <li>• Debate rubric- teacher created</li> </ul>
<b>Tier 3 Activities/Strategies (Synthesis/Evaluation)</b>	<b>Tier 3 Standards</b> <ul style="list-style-type: none"> <li>• L.KL.7.2 (a, b, c)</li> <li>• L.VI.7.4. (a, b, c, d)</li> <li>• L.SS.7.1. (a, b, c, d, e)</li> </ul>
<ul style="list-style-type: none"> <li>• Students will pose original questions for the class to answer based on the summer reading, <i>Where the Red Fern Grows</i>.</li> <li>• Students will evaluate the strength of the arguments made by their peers in the debate(s), based on the evidence presented.</li> <li>• Students will construct original arguments to answer the discussion questions.</li> </ul>	<b>Tier 3 Resources/Materials</b> <ul style="list-style-type: none"> <li>• Handout on creating multiple-choice questions.</li> <li>• <i>Where the Red Fern Grows</i> by Wilson Rawls, <b>fiction</b></li> <li>• “The Wise Old Woman” by Yoshiko Uchida, <b>folktale</b></li> <li>• “Amigo Brothers” by Piri Thomas, <b>fiction short story</b></li> </ul>

<ul style="list-style-type: none"> <li>Students will debate in teams answering, “Who is the better fighter (Antonio or Felix) in ‘Amigo Brothers’?”</li> </ul>	<ul style="list-style-type: none"> <li><i>Vocabulary Workshop</i></li> </ul>
<b>STUDENT WORK PRODUCTS/ ASSESSMENTS:</b> <ul style="list-style-type: none"> <li>Tests and quizzes</li> <li>Vocab workshop test</li> <li>Daily Participation Grade</li> <li>“Amigo Brothers” informal debate “Who is the better fighter?” using robust evidence from the text.</li> </ul>	<b>INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY:</b> <ul style="list-style-type: none"> <li>Type letter during computer class</li> <li>Audio version the short stories</li> </ul>
<b>ADDITIONAL OVERALL NOTES (e.g., field trips, guest speakers):</b>	

New Jersey Legislative Statutes and Administrative Code  
(place an “X” before each law/statute if/when present within the curriculum map)

	Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>	X	Holocaust Law: <i>N.J.S.A. 18A:35-28</i>	X	LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>	X	Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>	X	Standards in Action: <i>Climate Change</i>
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