

<p>UNIT # 1:</p> <ol style="list-style-type: none"> 1. <i>Dicey's Song</i> by Cynthia Voigt 2. <i>The House on Mango Street</i> by Sandra Cisneros 	<p>TIMEFRAME: [September - October]</p> <ul style="list-style-type: none"> ● Students will hand in summer reading packets. ● Students will take an assessment on summer reading (<i>Dicey's Song</i>) during the first week of school.
<p>BIG IDEA(S):</p> <p>Reading/Vocabulary:</p> <ul style="list-style-type: none"> ● About the Author <ul style="list-style-type: none"> - Cynthia Voigt - Sandra Cisneros ● Introduce Creative Writing/Narrative Writing in Fiction/Short Stories. ● Review literary elements and devices: <ul style="list-style-type: none"> - Repetition - Simile - Personification - Imagery/Symbolism - Allusion - Setting - Point of View - Tone - Plot - Theme ● Root Words: ten, tin, tent, sept, rhin/o, cline, zyg/o <p>Topics:</p> <ul style="list-style-type: none"> ● Prejudice versus Tolerance within Society ● Individuality versus Collective Identity ● Belonging versus Exclusion ● Decision Making versus Indecisiveness <p>Writing and Grammar:</p> <ul style="list-style-type: none"> ● Narrative Writing – building suspense, incorporating figurative language, creating mood through setting, using dialogue and internal dialogue, dramatic irony, character and plot development. 	<p>ESSENTIAL QUESTIONS:</p> <p>Skills-based Essential Questions:</p> <ul style="list-style-type: none"> ● What is creative writing/narrative writing? ● What does it mean to maintain a consistent style and tone? ● Why do good writers maintain a consistent style and tone? ● What are the elements of a short story? ● How do we apply the “<i>show, don't tell</i>” technique to creative writing? ● How do we use adverbs and adjectives with restraint? ● How do good creative writers create action in their stories? ● How do good creative writers create a good plot for their story? ● How do we create effective characterization? ● How do we introduce dialogue? <p>Content-based Essential Questions:</p> <ul style="list-style-type: none"> ● What role does community and interactions with people play on the choices that individuals make? ● What role does death play in <i>The House on Mango Street</i>? How do the many deaths in the novel relate to one another, and how do they influence Esperanza? ● What role does magic or the supernatural play in <i>The House on Mango Street</i>? How does it affect and influence Esperanza? ● How can Esperanza's relationship with her parents be characterized? In what ways is it different or similar to other characters' parent/child relationships in the novel?

<ul style="list-style-type: none"> ● Use semi-colons, coordinate adjectives, and commas <p>Speaking/Listening</p> <ul style="list-style-type: none"> ● Review habit of speaking and listening for Socratic Seminars ● Sentence Starters ● Take notes for Socratic Seminars ● Observation Checklist for Socratic Seminars ● Discussion using Standard English grammar <p>Test Prep:</p> <ul style="list-style-type: none"> ● annotating evidence ● crossing out incorrect answer ● paraphrasing test questions ● identify elements of a narrative ● practice PARCC online ● practice ANet online 	<ul style="list-style-type: none"> ● How does poverty shape the choices that characters make in <i>The House on Mango Street</i>? ● How are women depicted throughout <i>The House on Mango Street</i>? ● How do race and gender come into conflict in <i>The House on Mango Street</i>? Does one triumph as the more important concern, or do both issues receive equal consideration? ● In what ways does writing set Esperanza apart from her neighborhood? In what ways does it help her integrate into her neighborhood?
<p>ENDURING UNDERSTANDINGS:</p> <p>Skill-based understandings:</p> <ul style="list-style-type: none"> ● Students will understand that one purpose of creative writing/narrative writing is to express thoughts, feelings and emotions rather than to simply convey information. ● Students will understand that it is important to maintain a consistent style and tone in order to match their purpose for writing. ● Students will understand that using adjectives and adverbs with restraint will prevent their writing from sounding artificial. ● Students will understand that developing a good plot should have questions that the reader wants to be answered, logic to the sequence of events, a conflict to be resolved, and an element of the unexpected. ● Students will understand that non-fiction texts can help them analyze a work of literature in two ways: 1) by positioning it in the historical context in which it was produced, and 2) by connecting it to contemporary issues that make it relevant for the modern day. <p>Content-based understandings:</p> <ul style="list-style-type: none"> ● Students will understand that pressure from outside sources or other people can have a significant impact on the choices we make. ● Students will understand that cultural identity can affect our life choices in complex ways. ● Students will understand that upward mobility is difficult to attain when people face certain socio-economic barriers. 	

- Students will understand how the role of community can have a crucial impact on the choices that individuals make.
- Students will understand that family can have a positive and negative influence on our choices.
- Students will understand that literary devices such as symbolism, allusion, and irony contribute to the overall meaning of a text.

READING and VOCABULARY	RELEVANT RESOURCES/MATERIALS/Standards
Tier 1 Activities/Strategies (Knowledge/Comprehension)	Tier 1 Standards: Reading Literature: <ul style="list-style-type: none"> • RL.CR.8.1 • RL.CR.8.2 • RL.IT.8.3 • L.VI.8.4 Reading Informational Texts: <ul style="list-style-type: none"> • RI.CR.8.1 • RI.CI.8.2 • RI.IT.8.3 • L.VI.8.4
<ul style="list-style-type: none"> • Recall factual details “About the Author” to review in class. • Define poetic literary devices such as “symbolism”, “allusion”, and “irony”, etc. • Define “creative writing.” • Watch and recall elements of a short story using a video. • Review creative writing samples in short stories to make connections between them. • Define the root of the week. <ul style="list-style-type: none"> • Explain why we study root words. • Make flashcards for our new root words: ten, tin, tent, sept, rhin/o, cline, zyg/o • Define more words based on their root words. They will add these to a running list. • Introduce Story Vocabulary: Students will define vocabulary selected by the teacher from the book 	Tier 1 Resources/Materials: <ul style="list-style-type: none"> • Copy of “About the Author” from textbook (Glencoe Literature Course 3) pg. 8 • Definitions of literary devices using ppt: (https://curriculum.prairiepride.org/Uploads/.../Literary%20Devices.ppt) • Definition of creative writing: https://twp.duke.edu/uploads/assets/creative%20writing.pdf • Samples of creative writing :http://www.nottingham.ac.uk/english/documents/innervate/09-10/0910adamscreative.pdf • Short Story Elements: http://www.schooltube.com/video/9cebf9a4ffbdac0a69b5/Flocabula

<p><u>House on Mango Street</u>. They will create a user-friendly definition by using the context in the story/passage. Students will read, identify, and discuss vocabulary words in sentences. The words will be placed on the word wall.</p>	<p>ry-Five-Things-Elements-of-a-Short-Story</p> <ul style="list-style-type: none"> ● Journals for students to keep track of the roots of the week and associated vocabulary words. ● Root of the Week word wall at the back of the classroom.
<p>Tier 2 Activities/Strategies (Application/Analysis)</p>	<p>Tier 2 Standards:</p> <p>Reading Literature:</p> <ul style="list-style-type: none"> ● RL.CR.8.1 ● RL.CR.8.2 ● RL.IT.8.3 ● L.VI.8.4 <p>Reading Informational Texts:</p> <ul style="list-style-type: none"> ● RI.CR.8.1 ● RI.CI.8.2 ● RI.IT.8.3 ● L.VI.8.4
<ul style="list-style-type: none"> ● Discuss how “tone” and “mood” contributes to the overall meaning of <i>House on Mango Street</i>. ● Analyze the author’s style, tone, and mood using a graphic organizer. ● Respond to short creative writing prompts. ● Analyze and explain in paragraphs the significance that shorter passages of the text have for the novel as a whole. ● Analyze the root of the week. ● Identify a new word based on their root words daily. ● Use context clues to infer the meaning of root words ● Check the dictionary to confirm the meaning. They will add new vocabulary to their vocabulary lists. ● Finish sentence starters with the vocabulary which demonstrates the 	<p>Tier 2 Resources/Materials:</p> <ul style="list-style-type: none"> ● <i>The House on Mango Street</i> by Sandra Cisneros ● Tone and Mood handout: http://www.fallriverschools.org/Tone%20and%20Mood%20words%20(unedited).pdf ● Teacher generated graphic organizer for Tone and Mood. ● Creative Writing Prompts: http://www.writingforward.com/writing-prompts/creative-writing-prompts/25-creative-writing-prompts ● Journals for students to keep track of the roots of the week and associated vocabulary words. ● Root of the Week word wall at the back of the classroom.

<p>knowledge of the vocabulary and how to use it correctly in particular context.</p>	
<p>Tier 3 Activities/Strategies (Synthesis/Evaluation)</p>	<p>Tier 3 Standards:</p> <ul style="list-style-type: none"> ● RL.CR.8.1 ● RL.CR.8.2 ● RL.IT.8.3 ● L.VI.8.4 <p>Reading Informational Texts:</p> <ul style="list-style-type: none"> ● RI.CR.8.1 ● RI.CI.8.2 ● RI.IT.8.3 ● L.VI.8.4 ● RL.MF.8.6
<ul style="list-style-type: none"> ● Analyze non-fiction text and make connections to the novel by participating in Socratic Seminars. ● Generate questions that warrant debate, in both writing and discussion. ● Evaluate the validity of inferences drawn from the text, through use of textual evidence and background knowledge. ● Critique the use of plot, action, style, tone, voice in given sample creative writing essay. ● Evaluate and explain how literary devices contribute to the novel's overall messages or themes. ● Use root words in their writing. ● Students will write in vocabulary journal entries that use some of the vocabulary words properly. ● Create posters of vocabulary words. The poster will include definitions, sentences, synonyms, antonyms, and 	<p>Tier 3 Resources/Materials:</p> <ul style="list-style-type: none"> ● <i>The House on Mango Street</i> by Sandra Cisneros ● Nonfiction partner texts: articles about poverty (http://articles.chicagotribune.com/keyword/poverty); discrimination (http://www.academia.edu/1553810/Racial_Identity_and_Racial_Treatment_of_Mexican_Americans); Chicano culture (http://articles.latimes.com/keyword/chicano-movement); cultural identity (http://www.nytimes.com/2012/01/14/us/for-many-latinos-race-is-more-culture-than-color.html?pagewanted=all&_r=0); and community (http://www.cnn.com/2012/06/01/health/enayati-importance-of-belonging/) ● Teacher generated open-ended questions related to novel and non-fiction texts.

<p>pictures that will help synthesize the word.</p>	<ul style="list-style-type: none"> ● Observation Checklist (Socratic Seminar): http://www.literacycookbook.com/page.php?id=31 ● Creative writing samples (http://www.nottingham.ac.uk/english/documents/innervate/09-10/0910adamscreative.pdf) ● Teacher created checklist for creative writing analysis ● Journals for students to keep track of the roots of the week and associated vocabulary words. ● Journals for students to keep track of the roots of the week and associated vocabulary words. ● Root of the Week word wall at the back of the classroom.
<p>STUDENT WORK PRODUCTS/ ASSESSMENTS:</p> <p>General Assessments:</p> <ul style="list-style-type: none"> ● Answer open-ended and multiple-choice of the text. ● Write summaries of both non-fiction articles as well as sections of the text (see also Writing). ● Evaluate pieces of creative writing produced by their peers, identifying and articulating the strengths and weaknesses of each one. ● Participate in Socratic Seminars on the novel and the non-fiction partner texts. 	<p>INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY:</p> <p>Interdisciplinary Connections:</p> <ul style="list-style-type: none"> ● Nonfiction partner texts: articles about poverty (http://articles.chicagotribune.com/keyword/poverty); discrimination (http://www.academia.edu/1553810/Racial_Identity_and_Racial_Treatment_of_Mexican_Americans); Chicano culture (http://articles.latimes.com/keyword/chicano-movement); cultural identity (http://www.nytimes.com/2012/01/14/us/for-many-latinos-race-is-more-culture-than-color.html?pagewanted=all&_r=0); and community(http://www.cnn.com/2012/06/01/health/enayati-importance-of-belonging/) ● Identifying the main idea of non-fiction articles and synthesizing

	<p>ideas across documents is the focus of Social Studies.</p> <ul style="list-style-type: none"> Evaluating interpretations of history is a critical-thinking skill they'll need in Social Studies and outside the classroom. <p>Technology:</p> <ul style="list-style-type: none"> SmartBoard for class presentations. Internet for historical documents, photographs, and non-fiction articles.
WRITING and GRAMMAR	RELEVANT RESOURCES/MATERIALS/Standards
Tier 1 Activities/Strategies (Knowledge/Comprehension)	<p>Tier 1 Standards: Writing Standards:</p> <ul style="list-style-type: none"> W.SE.8.6 W.RW.8.7 <p>Language Standards:</p> <ul style="list-style-type: none"> L.SS.8.1
<ul style="list-style-type: none"> Identify and explain the necessary components of a narrative work (plot, characters, setting, conflict, theme). Paraphrase the definitions for the terms "active voice" and "passive voice." Identify and explain the difference between active and passive voice. Define the term "Catchy Hook" and identify in a given sample. Paraphrase passages of <i>The House on Mango Street</i> using the bubble-wrap and underline strategy. Summarize secondary sources and portions of the text using the "What's Important" organizer. Define the term "coordinate adjectives" and identify them in a given sample. 	<p>Tier 1 Resources/Materials:</p> <ul style="list-style-type: none"> <i>The House on Mango Street</i> by Sandra Cisneros Components of Narrative Writing: (http://txla.org/sites/tla/files/groups/YART/docs/2015SPOTHigh-Mathieu_AcademicProgram_PointofViewWritingHandout.pdf) How to Paraphrase: (http://www.literacycookbook.com/download.php?did=58) Active/Passive Voice: (http://www.biomedicaleditor.com/active-voice.html) Catchy Hooks: https://www.literacycookbook.com/download.php?did=152 "What's Important" organizer (http://theliteracycookbook.wordpress.com/2012/08/20/approaches)

<ul style="list-style-type: none"> • Use semicolon to separate items in a series. • Use commas to separate an introductory element from the rest of the sentence. 	<p>-to-the-common-core-teaching-whats-important/).</p> <ul style="list-style-type: none"> • Nonfiction partner texts: articles about poverty (http://articles.chicagotribune.com/keyword/poverty); discrimination (http://www.academia.edu/1553810/Racial_Identity_and_Racial_Treatment_of_Mexican_Americans); Chicano culture (http://articles.latimes.com/keyword/chicano-movement); cultural identity (http://www.nytimes.com/2012/01/14/us/for-many-latinos-race-is-more-culture-than-color.html?pagewanted=all&r=0); and community(http://www.cnn.com/2012/06/01/health/enayati-importance-of-belonging/) • Coordinate Adjectives: (http://grammarist.com/grammar/coordinate-adjectives/) • Semi-colon: <i>Mechanically Inclined</i> by Jeff Anderson (pg. 150) • Comma: <i>Mechanically Inclined</i> by Jeff Anderson (pg. 166)
<p>Tier 2 Activities/Strategies (Application/Analysis)</p>	<p>Tier 2 Standards:</p> <p>Writing Standards:</p> <ul style="list-style-type: none"> • W.NW.8.3 • W.WP.8.5. • W.WR.8.5 • W.SE.8.6. • W.RW.8.7. <p>Language Standards:</p> <ul style="list-style-type: none"> • L.SS.7.1 (the function of phrases and clauses) • L.SS 7.1 (use commas to separate coordinate adjectives)
<ul style="list-style-type: none"> • Analyze and explain how the author uses plot, character, setting, conflict, and theme in <i>The House on Mango Street</i>. 	<p>Tier 2 Resources/Materials:</p> <p>Additional Resources:</p> <ul style="list-style-type: none"> • Components of Narrative Writing: (http://txla.org/sites/tla/files/grou

<ul style="list-style-type: none"> ● Explain the significance of a Catchy Hook in Narrative Writing. ● Analyze and discuss examples of Catchy Hooks in Narrative Writing using Exemplars (LCB). ● Write journal entries based on topics/themes covered in <i>The House on Mango Street</i>. ● Use vocabulary words correctly in their own writing. ● Apply the rules of comma usage to separate coordinate adjectives to their own writing; self-correct comma usage and edit their peers' papers for them. ● Identify "coordinate adjectives" in sentences. ● Identify the correct usage of semicolons to separate items in a series of sentences. ● Identify the correct usage of commas to separate an introductory element in sentences. 	<p>ps/YART/docs/2015SPOTHigh-Mathieu_AcademicProgram_PointofViewWritingHandout.pdf)</p> <ul style="list-style-type: none"> ● Catchy Hooks: https://www.literacycookbook.com/download.php?did=152 ● Writing Prompts https://ctillotson.wikispaces.com/file/view/HOM+Journal+Prompts.pdf ● Semi-colon: <i>Mechanically Inclined</i> by Jeff Anderson (pg. 150) ● Comma: <i>Mechanically Inclined</i> by Jeff Anderson (pg. 166)
<p>Tier 3 Activities/Strategies (Synthesis/Evaluation)</p>	<p>Tier 3 Standards: Writing Standards:</p> <ul style="list-style-type: none"> ● W.NW.8.3 (A – D) ● W.WP.8.4 ● W.SE.8.6 ● W.RW.8.7 ● W.8.10 <p>Language Standards:</p> <ul style="list-style-type: none"> ● L.SS.7.1 (the function of phrases and clauses) ● L.SS 7.1 (use commas to separate coordinate adjectives)
<ul style="list-style-type: none"> ● Evaluate the significance and development of words, phrases, image patterns, and symbols through discussion, written responses, and journal entries. ● Revise and edit as needed with help from adults and peers 	<p>Tier 3 Resources/Materials:</p> <ul style="list-style-type: none"> ● Poster showing components and qualities of effective creative writing. ● Generate Questions: https://theliteracycookbook.wordpress.com/2012/09/15/approaches-to-

<ul style="list-style-type: none"> ● Generate discussion questions rooted in an understanding of the text's major themes, conflicts, characters, and symbols. ● Lead small-group discussions about sections of the text in literature circles. ● Write strong narrative writing stories that maintain a consistent style and tone. ● Write strong narrative writing stories that contain an effective plot, action, and characterization. ● Write strong narrative writing stories that contain "coordinate adjectives." ● Write strong narrative writing stories that contain the correct usage of semi-colons to separate items in a series in sentences. ● Write strong narrative writing stories that contain the correct usage of commas to separate an introductory element in sentences. ● Short narrative writing assignments (PARCC Prep): Students will read short stories or excerpts of stories. Students will be timed and asked to write narratives to continue the story based on the events in the short story. 	<p>the-common-core-argument-vs-evidence-step-5/</p> <ul style="list-style-type: none"> ● What's Important" organizer (http://theliteracycookbook.wordpress.com/2012/08/20/approaches-to-the-common-core-teaching-whats-important/). ● Writing rubric (http://old.sandi.net/depts/literacy/rubrics/6_writing.pdf) ● Narrative Writing Organizer: https://www.literacycookbook.com/download.php?did=152 ● Short Stories: http://www.mrswatersenglish.com/2014/05/40-excellent-short-stories-for-middle-school/
<p>STUDENT WORK PRODUCTS/ ASSESSMENTS:</p> <p>Required Assessments:</p> <p>Creative Writing Project: Create a book with at least 5 chapters that contain original stories about the following topics:</p> <p>Your Neighborhood, Games or Favorite Toys from your Childhood, A Time You Got Into Trouble, A Time You Saw Someone Else Get Into Trouble, Advice From an Adult, A Positive Story From Your Experiences at School, A Negative Story From Your Experiences at School, A Special Family</p>	<p>INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY:</p> <p>Interdisciplinary Connections:</p> <ul style="list-style-type: none"> ● Analyzing and evaluating the language of historical documents gives them a literary lens that they can use to study history even more effectively. <p>Technology:</p>

<p>Member, A Happy Time For You, Going to Work, A Special Holiday, A Special Birthday, The Big Game, A Birth, 1 Chapter on anything you wish</p> <p>Book must have the following items:</p> <p>An Original Cover</p> <ul style="list-style-type: none"> • Title/Title Page • Dedication • Table of Contents • 5 Chapters <p>General Assessments:</p> <ul style="list-style-type: none"> • Open-ended and multiple-choice questions related to text • Summaries that capture the main points of a portion of the text • Feedback on their peers' essays, as well as their own • Using vocabulary words correctly in their own writing • Quiz on coordinating adjectives • Quiz on semicolons • Quiz on commas 	<ul style="list-style-type: none"> • SmartBoard for class presentations. • Internet for photographs. • Databases for articles and historical documents.
SPEAKING/LISTENING	RELEVANT RESOURCES/MATERIALS/CPIs
<p>Tier 1 Activities/Strategies (Knowledge/Comprehension)</p> <ul style="list-style-type: none"> • Read passages of the text aloud with correct pronunciation. • Pronounce dialect correctly when reading from both <i>The House on Mango Street</i> and historical documents. • Use the sentence starters from the “habits of discussion” in guided discussions. 	<p>Tier 1 CPIs:</p> <ul style="list-style-type: none"> • SL.PE.8.1 A • SL.AS.8.6 • SL.ES.8.3 <p>Tier 1 Resources/Materials:</p> <ul style="list-style-type: none"> • Posters with sentence starters for “When you agree” and “When you disagree.”

<ul style="list-style-type: none"> ● Follow the procedures and expectations for guided discussions and Socratic Seminars. ● Take notes before, during, and after class discussions, guided and Socratic. ● Complete an Observation Checklist during Socratic Seminars. ● Participate in discussions using Standard English grammar. 	<ul style="list-style-type: none"> ● Socratic Seminar: http://www.literacycookbook.com/page.php?id=31 ● Observation checklist http://www.literacycookbook.com/uploaded_files/fck/Soc%20Seminar%20OBSERVATION%20CHECKLIST.doc
<p>Tier 2 Activities/Strategies (Application/Analysis)</p> <ul style="list-style-type: none"> ● Perform passages from the text for the class with proper pronunciation and appropriate expression. ● Explain the difference between dialect and standard English. ● Participate in Socratic Seminars, responding to teacher-generated questions. ● Acknowledge and build on the views expressed by their peers. ● Cite textual evidence to support their claims and opinions, calling their peers' attention to important passages. ● Analyze and explain the use of literary devices through discussion; discuss the significance of individual passages and their relation to the whole text. ● Identify and analyze the main ideas in both fiction and non-fiction texts through discussion. Reference ideas from multiple texts and make connections between them over the course of a discussion. 	<p>Tier 2 CPIs:</p> <ul style="list-style-type: none"> ● SL.PE.8.1 A, B, D ● SL.II.8.2 ● SLES..8.3 ● SL.PI.8.4 ● SL.AS.8.6 <p>Tier 2 Resources/Materials:</p> <p>Additional Resources:</p> <ul style="list-style-type: none"> ● Performance rubric. ● Posters with sentence starters for “When you agree” and “When you disagree.” ● Observation checklist. ● Socratic Seminar: http://www.literacycookbook.com/page.php?id=31
<p>Tier 3 Activities/Strategies (Synthesis/Evaluation)</p> <ul style="list-style-type: none"> ● Evaluate the strength of the arguments made by their peers, 	<p>Tier 3 CPIs:</p> <ul style="list-style-type: none"> ● SL.8.1 A, B, C, D ● SL.8.2

<p>based on the quality of their evidence and analysis.</p> <ul style="list-style-type: none"> ● Pose original questions for the class to answer based on the text. ● Construct original arguments to answer the discussion questions based on the text. ● Evaluate the strengths and weaknesses of their peers' performances. 	<ul style="list-style-type: none"> ● SL.8.3 ● SL.8.4 ● SL.8.6 <p>Tier 3 Resources/Materials:</p> <ul style="list-style-type: none"> ● Rubric for open responses: https://theliteracycookbook.wordpress.com/2013/03/20/open-ended-response-care-package/ . ● Practice passages: ANet, PARCC, Readworks.
TEST PREP	RELEVANT RESOURCES/MATERIALS/ CPIs
Tier 1 Activities/Strategies (Knowledge/Comprehension)	<p>Tier 1 CPIs:</p> <ul style="list-style-type: none"> ● RI.CI.8.2 ● RI.MF. 8.6 ● W.AW.8.1 ● W.IW.8.2
<ul style="list-style-type: none"> ● Practice reading and annotating the text for evidence that supports a particular answer. ● Differentiate between relevant and irrelevant evidence. ● Practice crossing out incorrect answers through guided discussion. ● Students will use the bubble-wrap and underline strategy to paraphrase test questions and answer choices ● Students will define and explain the elements of a narrative (setting, conflict, character, plot, and theme). ● Students will read and identify the elements of a narrative in "Harrison Bergeron" as well as other short stories. ● Use computers frequently to prepare for the format of the PARCC exam. ● Use Standard English in all writing. 	<p>Tier 1 Resources/Materials:</p> <ul style="list-style-type: none"> ● Bubble Wrap: https://theliteracycookbook.wordpress.com/2012/08/22/approaches-to-the-common-core-how-to-paraphrase/ ● Students will read and identify the elements of a narrative in "Harrison Bergeron" as well as other short stories. ● Sample reading passages, multiple-choice test items and open-ended test items (achievementnetwork.org) ● Narrative prewriting organizer (http://www.literacycookbook.com/download.php?did=66).

	<ul style="list-style-type: none"> ● Practice passages: ANet, PARCC, Readworks.
Tier 2 Activities/Strategies (Application/Analysis)	Tier 2 CPIs: <ul style="list-style-type: none"> ● RL.CR.8.1 ● L.VI.8.4 ● RI.CR.8.1 ● RI.IT.8.3 ● W.WP.8.4
<ul style="list-style-type: none"> ● Analyze how an author incorporates the 5 elements of a narrative (setting conflict, character, plot, and theme) into a cohesive short story. ● Students will craft an argument considering information across multiple texts. ● Students will analyze answer choices and eliminate the incorrect answers ● Students will analyze answer choices and provide justification for why an answer choice is incorrect. ● Students will practice taking computerized exams to familiarize themselves with the format of the PARCC assessment ● Identify the meanings of unknown words through the use of context clues and roots. 	Tier 2 Resources/Materials: <ul style="list-style-type: none"> ● Short stories: http://www.mrswatersenglish.com/2014/05/40-excellent-short-stories-for-middle-school/. ● Poster exemplary sentence starters ● Practice passages, multiple-choice test items and open-ended test items: ANet, PARCC, Readworks.
Tier 3 Activities/Strategies(Synthesis/Evaluation)	Tier 3 CPIs: <ul style="list-style-type: none"> ● RI.CI.8.2 ● RI.PP.8.5 ● RI.MF.8.6 ● RI.CT. 8.9 ● W.AW.8.1 ● W.NW.8.3 ● W 8.7
<ul style="list-style-type: none"> ● Write a timed narrative based on situations from short stories. ● Evaluate PARCC narrative writing samples (created by the teacher and some by the students) using PARCC rubric. 	Tier 3 Resources/Materials: <ul style="list-style-type: none"> ● PARCC Rubric: PARCC writing rubric (http://theliteracycookbook.wordpress.com/2014/09/05/)

<ul style="list-style-type: none"> ● Evaluate the strength of different pieces of textual evidence for a potential answer; select multiple pieces of supporting evidence (a common question on the PARCC). ● Evaluate the validity of the “good” answer and the “best” answer, and explain why one works better than the other. ● Answer questions that synthesize information across multiple texts from different genres, both fiction and non-fiction. ● Create questions, multiple-choice and open-ended. 	<p>parcc-update-new-writing-rubrics/)</p> <ul style="list-style-type: none"> ● PARCC Narrative Writing Samples created by teacher and some by students ● Narrative Pre-write Organizer: https://www.literacycookbook.com/download.php?did=152 ● Practice passages: ANet, PARCC, Readworks.
<p>STUDENT WORK PRODUCTS/ SUMMATIVE ASSESSMENTS:</p> <ul style="list-style-type: none"> ● Practice tests on multiple-choice and open-response skills. ● Original, student-generated multiple-choice and open-ended questions. ● ANet. ● Practice test on PARCC Narrative Writing 	<p>INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY:</p> <p>Technology:</p> <ul style="list-style-type: none"> ● Computerized practice assessments. ● Practice typing open-responses on a regular basis. ● Show students the percentage of respondents who picked each answer choice for selected test questions.

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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