

# Literature Alive

## Related Arts

Department of Equity, Curriculum and  
Instruction

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Montclair Public School Elective Overview

Instructional Plan

Course: Literature Alive

Marking Period or Trimester: 3

Pacing: 10 weeks

NJSLS

Reading Standards

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Writing Standards

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Speaking and Listening Standards

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

### Framing the Learning

| Timeframe  | Big Ideas   | Essential Questions  | Enduring Understandings   |
|--|---|--|---|
| <b>Unit 1: Research Study<br/>“Project Genius”</b> | <ol style="list-style-type: none"> <li>1. Research writing must be objective.</li> <li>2. Sources must be analyzed for its credibility and relevance.</li> <li>3. District resources must be utilized first when conducting research to maximize the number of credible sources for a given topic.</li> </ol> | <ol style="list-style-type: none"> <li>1. How is research writing different from other forms of writing?</li> <li>2. Where do I find reliable and valid information for my research?</li> <li>3. What indicators can I look for to see if a source is credible?</li> <li>4. Why is it important to conduct research when learning new information about a given topic?</li> <li>5. How can I identify the purpose of a web source, and why is this important?</li> <li>6. How can I effectively keep my audience engaged during a presentation?</li> </ol> | <ol style="list-style-type: none"> <li>1. When conducting research, it is important to browse through numerous sources to identify one that is both credible and relevant to a given topic.</li> <li>2. Using MLA standard citation allows the reader the capability to trace the origin of sources used in a presentation.</li> <li>3. Using public speaking techniques can effectively keep an audience engaged while watching a presentation.</li> </ol> |

### Evidence of Learning

**Formative Assessments:** Formative assessments are provided to students through activities that are completed inside and outside of the classroom (See “Activities” section). These assessments that are given may be independent or collaborative. All are scaffolded and pertain to a specific Language Arts skill. Teacher observation and anecdotal notes can determine the type of activities and amount of complex texts that are used in each unit.

**Summative Assessment:** MLA Citation Exam (multiple choice and student constructed response questions)

**Authentic Assessment:** Annotated Bibliography, Formal Presentation based on “Project Genius” topic, Presentation notecards

### Activities

- Objective Summary writing
- Guided notes
  - MLA standard citation
    - In-text citation
    - Work Cited Page
  - Web-based Presentation Programs
    - Prezi
    - Microsoft Powerpoint
    - Google Slides Tutorial
- Skill-based reteach using interactive notebook graphic organizers
- Peer-Review

| DIFFERENTIATION          |            |                     |                     |
|--------------------------|------------|---------------------|---------------------|
| <b>Special Education</b> | <b>ELL</b> | <b>Intervention</b> | <b>Acceleration</b> |

|  |   |   |  |
|--|---|---|--|
| <ul style="list-style-type: none"> <li>● Modify and accommodate as listed in student’s IEP or 504 plan</li> <li>● Prioritize instruction</li> <li>● Utilize wait-time</li> <li>● Ensure directions are clear and concise</li> <li>● Utilize probing and clarifying questions</li> <li>● Support instruction with scaffolding</li> <li>● Model (provide step by step instructions) use of learning strategies</li> <li>● Provide extended time for practice and review of learning strategies</li> <li>● Identify, categorize, and teach words critical to understanding instructional texts</li> <li>● Utilize multiple approaches to monitor student understanding</li> <li>● Create rubrics to develop assessments</li> <li>● Vary assessments</li> <li>● Assign peer assisted reading and tutoring</li> <li>● Provide individual help to all students</li> <li>● Create opportunities for/Monitor peer collaboration</li> <li>● Monitor student progress frequently</li> <li>● Utilize flexible/cooperative grouping based on instructional goals</li> <li>● Prioritize and chunk lengthy assignments</li> <li>● Utilize assistive technology, when appropriate</li> <li>● Provide ongoing, effective, specific feedback</li> <li>● Model/Utilize graphic organizers</li> <li>● Provide leveled reading materials</li> <li>● Utilize visual aids and props (flashcards, pictures, symbols) when possible</li> </ul> | <ul style="list-style-type: none"> <li>● Get to know student</li> <li>● Set high expectations</li> <li>● Learn/Utilize/Display some words in student’s heritage language</li> <li>● Allow electronic translator</li> <li>● Reword, repeat, and clarify directions</li> <li>● Determine student knowledge and level of understanding</li> <li>● Research instruction that best matches student need</li> <li>● Utilize ongoing informal assessments</li> <li>● Refer to NJDOE Resources: <a href="https://www.state.nj.us/education/bilingual/resources/">https://www.state.nj.us/education/bilingual/resources/</a></li> <li>● NJDOE ELL Support Descriptions: <a href="https://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf">https://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf</a></li> </ul> <p><b>*Review Special Education list for additional recommendations.*</b></p> | <ul style="list-style-type: none"> <li>● Tiered Interventions following RtI framework</li> <li>● RtI Intervention Bank</li> <li>● Foundations Double-Dose (Tier II)</li> <li>● LLI (Tier III)</li> <li>● FFI Skill Report: DRA On-Line</li> <li>● enVision intervention supports NJDOE resources</li> </ul> | <ul style="list-style-type: none"> <li>● Process should be modified: higher order thinking skills, open-ended thinking, discovery</li> <li>● Utilize project-based learning for greater depth of knowledge</li> <li>● Utilize exploratory connections to higher grade concepts</li> <li>● Contents should be modified: abstraction, complexity, variety, organization</li> <li>● Products should be modified: real world problems, audiences, deadlines, evaluation, transformations</li> <li>● Learning environment should be modified: student-centered learning, independence, openness, complexity, groups varied</li> </ul> |
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- Utilize a multi-sensory approach to new topics

