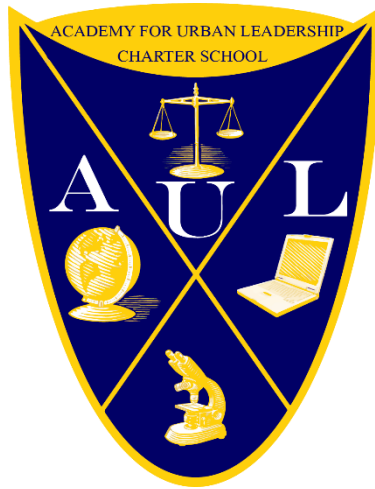


# English Language Arts Curriculum – Grade 7

## 2023-2024



Approved by the Academy for Urban Leadership Board of Trustees

April 2023

Founded in 2010 in Perth Amboy, New Jersey, the Academy for Urban Leadership Charter School is one of Middlesex County's comprehensive Public Charter Schools that serves students in seventh through twelfth grades. The school operates under the terms of a charter granted by the New Jersey Department of Education. AUL offers an advanced academic track and AP courses.

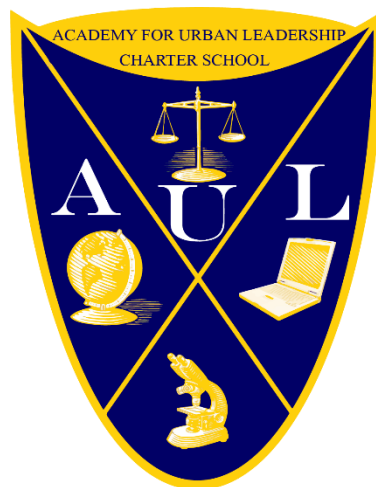
AUL has designed its curriculum to focus on Four Academies which include Applied Science, Law/Public & Safety, Business & Technology and Human Development. Students are given an opportunity to explore interests and take courses related to their chosen field, proving students with an opportunity to utilize knowledge in their everyday life.

**MISSION STATEMENT OF ACADEMY FOR URBAN LEADERSHIP CHARTER SCHOOL:**

To employ an educational design and experience that merges the highest standards of academic excellence while fostering convictions and commitment to social and economic justice.

**Goals:**

- Provide each student the resources necessary to excel to his/her maximum ability
- Prepare students for success in post-secondary education
- Prepare students with the skills for the workforce
- Prepare students to be leaders in this community
- Prepare students for their civic responsibilities and instill values of good citizenship



## UNIT OVERVIEW

<b>CONTENT AREA:</b> English Language Arts	<b>UNIT:</b> Literary Analysis
<b>TARGET COURSE/GRADE LEVEL:</b> 7th	<b>SUGGESTION TIMEFRAME:</b> 10 weeks. If your class meets every other day, a full marking period is recommended.
<b>TOPIC:</b> Reading Comprehension	<b>CHAPTERS COVERED:</b> n/a

### **UNIT SUMMARY/ UNIT RATIONALE:**

Students will have this class time to prepare for the standardized tests as well develop the necessary literacy skills to prepare them for the high school curriculums. At the high school, students will be expected to write lab reports, responses to data-based questions, and research papers.

This class is heavily based off of the New Jersey State testing in that the unit is an official unit of the NJ test. The pdf attached has excellent introductions to the facets of literary analysis. The teacher should be free to use excerpts of the e-book at their own discretion.

The activities/links for pdfs are options for the teacher to use in accordance with the needs of the students. If a teacher has other materials more suitable for references, guides, etc, he or she should feel free to use those.

### **INTERDISCIPLINARY CONNECTIONS / PROBLEM-BASED LEARNING:**

In relation to the data-based questions students complete in social studies, students will be adequately prepared to complete.

Students will be able to read primary and secondary documents based at various levels/time periods of the English language.

Students will be able to have strong writing fluency and reading comprehension for labs and science reports.

Students will have developed the necessary critical thinking skills to excel in all disciplines.

### **ESSENTIAL QUESTIONS:**

- What is literature?
- What does it mean to be a reader?
- How does one analyze literature?
- What evidence effectively supports an analysis?

## LEARNING TARGETS

### **NEW JERSEY STUDENT LEARNING 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.R6. Assess how point of view or purpose shapes the content and style of a text.

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

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

**21st Century Skills, 21<sup>ST</sup> CENTURY LIFE AND CAREER and TECHNOLOGY Standards:**

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies

**CPI #: CUMULATIVE PROGRESS INDICATORS (CPI) from NJCCCS if applicable:**

1.12 E. Reading Strategies (before, during, and after reading)

1. Identify, assess, and apply personal reading strategies that were most effective in previous learning from a variety of texts.

2. Practice visualizing techniques before, during, and after reading to aid in comprehension.

3. Judge the most effective graphic organizers to use with various text types for memory retention and monitoring comprehension.

3.1.12 F. Vocabulary and Concept Development

1. Use knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meanings of specialized vocabulary.

2. Use knowledge of root words to understand new words.

3. Apply reading vocabulary in different content areas.

3.1.12 G. Comprehension Skills and Response to Text

1. Identify, describe, evaluate, and synthesize the central ideas in informational texts.

2. Understand the study of literature and theories of literary criticism.

3. Understand that our literary heritage is marked by distinct literary movements and is part of a global literary tradition.

4. Compare and evaluate the relationship between past literary traditions and contemporary writing.

5. Analyze how works of a given period reflect historical and social events and conditions.
6. Recognize literary concepts, such as rhetorical device, logical fallacy, and jargon, and their effect on meaning.
7. Interpret how literary devices affect reading emotions and understanding.
8. Analyze and evaluate the appropriateness of diction and figurative language (e.g., irony, paradox).
9. Distinguish between essential and nonessential information, identifying the use of proper references and propaganda techniques where present.
10. Differentiate between fact and opinion by using complete and accurate information, coherent arguments, and points of view.
11. Analyze how an author's use of words creates tone and mood, and how choice of words advances the theme or purpose of the work.
12. Demonstrate familiarity with everyday texts such as job and college applications, W-2 forms, and contracts

**Content: What information do students need to know?**

Students need to know that there are genres of literature.

Students need to understand the perspective of the reader and its relevance to comprehending any text they read.

Students need to know that forming an analysis on literature requires students to have to quality evidence with it.

**Process: What will students be able to do with the information?**

Students will be able to apply their knowledge of literary genres to successfully comprehend a variety of texts in the standardized testing model.

Students will be able to identify examples of the author's choices in a text.

Students will be able to identify perspectives readers can have on literature by using evidence from the text to support their findings.

**Modifications:**

<b>Special Education</b>	<b>ESL</b>	<b>At-risk</b>	<b>Gifted and Talented</b>
Modifications and accommodations for students with IEPS are designed and documented in daily lesson plans	Modifications and accommodations for ELL students are designed and documented in daily lesson plans	Interventions and strategies to support students at-risk for are designed and documented in daily lesson plans	Enrichment and acceleration opportunities for G&T students are designed and documented in daily lesson plans

**INSTRUCTION**

**CONTENT VOCABULARY:**

Literature, Analysis, evidence, claims, readers/audience, writer's purpose, references, literature movements, literary periods Literary Terms, Figurative Language.

**ASSESSMENTS (BENCHMARK, FORMATIVE, SUMMATIVE, ALTERNATIVE):**

Daily Do Now should be to analyze quotes from great speakers and iconic stories.

Use excerpts of pages 6-7 in the e-book (in the resources row below) to answer the essential unit questions on index cards or google slides for students to complete as a formative assessment.

Use excerpts of pages 3-5 and 12-24 in the e-book(in the resources row below) to answer the essential unit questions on index cards or google slides for students to complete as a formative assessment.

Use excerpts of pages 27-36 in the e-book (in the resources row below)to answer the essential unit questions on index cards or google slides for students to complete as a formative assessment.

Have students analyze poems and form opinions on what they are about.

Have students analyze the websites of famous authors such as Shel Silverstien, Stephenie Meyer, R. L. Stine, etc. Have their opinions supported with evidence from the text and samples of their writing.

Use kahoot style assessments to reinforce content covered so far. Content from the index cards and do nows could be incorporated into the kahoot or other form of assessment.

Students should complete weekly writings or monthly writings analyzing short stories. Adjust the writing length to the timeframe of the class and student needs. Teacher's discretion will dictate which stories are best.

Use questions stems from the NJSLA test or bloom's taxonomy for students to make their own test on the content of the unit. Have students swap questions with other groups and answer their questions with their own group.

**INSTRUCTIONAL RESOURCES (ELA - INCLUDE VARIOUS LEVELS OF TEXT):**

<https://wps.ablongman.com/wps/media/objects/327/335558/AnalyzingLit.pdf>

**Technology resources:**

Prepared By \_\_\_\_\_ Diana Collazo \_\_\_\_\_

<b>UNIT OVERVIEW</b>	
<b>CONTENT AREA:</b>	<b>UNIT:</b> Research Simulation
<b>TARGET COURSE/GRADE LEVEL:</b> 7th	<b>SUGGESTION TIMEFRAME:</b> 10 weeks. If your class meets every other day, a full marking period is recommended.
<b>TOPIC:</b> Standardized Testing	<b>CHAPTERS COVERED:</b> N/A
<b>UNIT SUMMARY/ UNIT RATIONALE:</b>	
This point of the year is critical for students. They will need to develop autonomy to think critically of a text, apply said analysis in a standardized test environment. The concept of a research unit is not only an entire section of the NJ state tests, but is a critical life skill our students need to succeed as learners and individuals.	

The official practice sample of the ELA NJSLA and answer key is attached on this unit's resource row.

This unit is designed for teachers to follow the curriculum at the pace best for their students.

**INTERDISCIPLINARY CONNECTIONS / PROBLEM-BASED LEARNING:**

The reading and thinking critical skills are interchangeable with the skills necessary to succeed in the science and social studies classes. If connections could be made consistently in all subjects, students will grow proficient as writers and thinkers.

The Social Studies, World Language and Art department can relate to the concepts of genres in their respective disciplines. The subject matter of the other disciplines may appear in the rThe concept of writing or addressing an audience should be made relevant in consistent coursework throughout the year.

Both the Math and ELA departments use the NJSLA software. Familiarity with the logging procedures or visuals of the software should be related periodically and consistently.

**ESSENTIAL QUESTIONS:**

Why is it important to know how to conduct research?

What are the main components to research?

How does one know if the research is reliable and valid?

How does one keep track of the information located in the research process?

**LEARNING TARGETS**

**NEW JERSEY STUDENT LEARNING STANDARDS:**

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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.

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

A. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

B. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

C. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.

D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

E. Provide a conclusion that follows from and reflects on the narrated experiences or events

**21st Century Skills, 21<sup>ST</sup> CENTURY LIFE AND CAREER and TECHNOLOGY Standards:**

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies

**CPI #: CUMULATIVE PROGRESS INDICATORS (CPI) from NJCCCS if applicable:**

3.1.12 D. Fluency

1. Read developmentally appropriate materials at an independent level with accuracy and speed.

2. Use appropriate rhythm, flow, meter, and pronunciation when reading.

3. Read a variety of genres and types of text with fluency and comprehension.

3.1.12 E. Reading Strategies (before, during, and after reading)

1. Identify, assess, and apply personal reading strategies that were most effective in previous learning from



- a variety of texts.
- 2. Practice visualizing techniques before, during, and after reading to aid in comprehension.
- 3. Judge the most effective graphic organizers to use with various text types for memory retention and monitoring comprehension.
- 3.1.12 F. Vocabulary and Concept Development
  - 1. Use knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meanings of specialized vocabulary.
  - 2. Use knowledge of root words to understand new words.
  - 3. Apply reading vocabulary in different content areas.
- 3.1.12 G. Comprehension Skills and Response to Text
  - 1. Identify, describe, evaluate, and synthesize the central ideas in informational texts.
  - 2. Understand the study of literature and theories of literary criticism.
  - 3. Understand that our literary heritage is marked by distinct literary movements and is part of a global literary tradition.
  - 4. Compare and evaluate the relationship between past literary traditions and contemporary writing.
  - 5. Analyze how works of a given period reflect historical and social events and conditions.
  - 6. Recognize literary concepts, such as rhetorical device, logical fallacy, and jargon, and their effect on meaning.
  - 7. Interpret how literary devices affect reading emotions and understanding.
  - 8. Analyze and evaluate the appropriateness of diction and figurative language (e.g., irony, paradox).
  - 9. Distinguish between essential and nonessential information, identifying the use of proper references and propaganda techniques where present.
  - 10. Differentiate between fact and opinion by using complete and accurate information, coherent arguments, and points of view.
  - 11. Analyze how an author's use of words creates tone and mood, and how choice of words advances the theme or purpose of the work.
  - 12. Demonstrate familiarity with everyday texts such as job and college applications, W-2 forms, and contracts

**Content: What information do students need to know?**

Students must know what the components are to researching a subject.

Students must know that there is a difference between reliable information and unreliable information.

Students must know that the skill of conducting research is applicable in the standardized test atmosphere and course subjects of their middle school career.

**Process: What will students be able to do with the information?**

Students will be able to know how to conduct research on a variety of content.

Students will be able to determine high quality information from low-quality/no-quality information.

Students will be able to relate the atmosphere of standardized testing with the research conducted in the English course classroom.

**Modifications:**

<b>Special Education</b>	<b>ESL</b>	<b>At-risk</b>	<b>Gifted and Talented</b>
Modifications and accommodations for students with IEPS are designed and documented in daily lesson plans	Modifications and accommodations for ELL students are designed and documented in daily lesson plans	Interventions and strategies to support students at-risk for are designed and documented in daily lesson plans	Enrichment and acceleration opportunities for G&T students are designed and documented in daily lesson plans

**INSTRUCTION****CONTENT VOCABULARY:**

Research, investigation, evidence, Modern Language Association, citations, plagiarism, relevant content, dictionary, thesaurus, annotation.

**ASSESSMENTS (BENCHMARK, FORMATIVE, SUMMATIVE, ALTERNATIVE):**

Daily Do Now can be for students to use the link for “research glossary” to complete graphic organizers with a neighbor analyzing sets of vocabulary pre-assigned by instructor. This should flow into a monthly lesson of students teaching their peers the meaning of their assigned vocabulary.

Use excerpts of pages 37-45 in the e-book (in the resources row below) to answer the essential unit questions on index cards or google slides for students to complete as a formative assessment.

Use questions stems from the NJSLA test or bloom’s taxonomy for students to make their own test on the content of the unit. Have students swap questions with other groups and answer their questions with their own group.

Assign categories of current events to groups of students. Students should then research articles/links for their assigned category. Their findings should be composed into lists for a weekly analysis of evidence/resources that are of strong quality. Students can edit out or replace articles as needed.

Have students create a class discussion rubric that addresses the expectations of the NJ state test and New Jersey learning standards.

With the lists and rubric finalized, students should use a socratic seminar guide to analyze the contents of the research and form claims of the subjects/current events they selected by completing graphic organizers. Students should use their graphic organizer to prepare to participate in the class discussion with peers discussing the same subjects.

Have students routinely reference the dictionary and thesaurus in short-term or long-term writing assignments so as to ensure familiarity with these two resources. It could be writing to analyze images from current events or from quotes from iconic texts.

Use the attachments (in the resources row below) of the Pearson practice test and answer key to conduct practice rounds of the “research” skill as it is tested on the state test.

Routine familiarity with the language of the Pearson practice test can be applied in the completion of a five paragraph essay either on the subject from the class discussion or of a new subject.

**INSTRUCTIONAL RESOURCES (ELA – INCLUDE VARIOUS LEVELS OF TEXT):**

<https://wps.ablongman.com/wps/media/objects/327/335558/AnalyzingLit.pdf>

[https://nj.mypearsonsupport.com/resources/Practice-Tests/ela/PaperPracticeTests/PC1117010\\_Gr7ELATB\\_PT.pdf](https://nj.mypearsonsupport.com/resources/Practice-Tests/ela/PaperPracticeTests/PC1117010_Gr7ELATB_PT.pdf)

<https://nj.mypearsonsupport.com/resources/Practice-Tests/ela/AnswerKeys/ELAGrade7AnswerkeysforallPaper-Basedtests.pdf>

<https://libguides.usc.edu/writingguide/researchglossary>

[http://english3hnsbard.weebly.com/uploads/5/5/8/0/5580519/handbook\\_of\\_literary\\_terms.pdf](http://english3hnsbard.weebly.com/uploads/5/5/8/0/5580519/handbook_of_literary_terms.pdf)

**Technology resources:**

Prepared By \_\_\_\_\_ **Diana Collazo** \_\_\_\_\_

#### UNIT OVERVIEW

**CONTENT AREA:**  
English Language Arts

**UNIT:**  
Narrative Writing Task

**TARGET COURSE/GRADE LEVEL:**  
7th

**SUGGESTION TIMEFRAME:**  
10 weeks.  
If your class meets every other day, a full marking period is recommended.

**TOPIC:**  
Narrative Writing/Reading

**CHAPTERS COVERED:**  
n/a

#### UNIT SUMMARY/ UNIT RATIONALE:

This unit is designed to be completely complementary to what the teacher detects as needs of the students. There are options of pdfs of narratives that can be used for sustained silent reading, following along with an audiobook, or whole class reading.

The Pearson test has an entire section for narrative reading and writing.

This unit prepares students for the research paper unit that is assigned every year in the English class at the high school.

#### INTERDISCIPLINARY CONNECTIONS / PROBLEM-BASED LEARNING:

The Social Studies, World Language and Art department can relate to the concepts of genres in their respective disciplines. The concept of writing or addressing an audience should be made relevant in consistent coursework throughout the year.

Both the Math and ELA departments use the NJSLA software. Familiarity with the logging procedures or visuals of the software should be related periodically and consistently.

#### ESSENTIAL QUESTIONS:

How does narrative differ from other styles of texts?

How do literary narratives connect to readers?

How do writers compose distinct narratives?

What role(s) does figurative language or sensory language play in the field of reading?

What role(s) does figurative language or sensory language play in the field of writing?

## LEARNING TARGETS

### NEW JERSEY STUDENT LEARNING STANDARDS:

RL.11-12.6 Analyze ...point of view distinguishing what is directly stated in a text from what is really meant

RL.11-12.9 Demonstrate knowledge of 18th, 19th & 20th-C American literature...

RL.11-12.10 read and comprehend literature in the grades 11-CCR text complexity band proficiently...

W.11-12.2 Write

informative/explanatory texts 2a 2b 2c 2d 2e 2f

SL.11-12.1c Propel conversations by posing and responding to questions ...

SL.11-12.1d Respond thoughtfully to diverse perspectives; synthesize comments...

L.11-12.1 ...use standard grammar and usage when writing or speaking.

2a Observe hyphenation conventions. / 2b Spell correctly.

### 21st Century Skills, 21<sup>ST</sup> CENTURY LIFE AND CAREER and TECHNOLOGY Standards:

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies

### CPI #: CUMULATIVE PROGRESS INDICATORS (CPI) from NJCCCS if applicable:

3.1.12 D. Fluency

1. Read developmentally appropriate materials at an independent level with accuracy and speed.

2. Use appropriate rhythm, flow, meter, and pronunciation when reading.

3. Read a variety of genres and types of text with fluency and comprehension.

3.1.12 E. Reading Strategies (before, during, and after reading)

1. Identify, assess, and apply personal reading strategies that were most effective in previous learning from a variety of texts.

2. Practice visualizing techniques before, during, and after reading to aid in comprehension.

3. Judge the most effective graphic organizers to use with various text types for memory retention and monitoring comprehension.

3.1.12 F. Vocabulary and Concept Development

1. Use knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meanings of specialized vocabulary.

2. Use knowledge of root words to understand new words.

3. Apply reading vocabulary in different content areas.

3.1.12 G. Comprehension Skills and Response to Text

1. Identify, describe, evaluate, and synthesize the central ideas in informational texts.

2. Understand the study of literature and theories of literary criticism.

	<p>3. Understand that our literary heritage is marked by distinct literary movements and is part of a global literary tradition.</p> <p>4. Compare and evaluate the relationship between past literary traditions and contemporary writing.</p> <p>5. Analyze how works of a given period reflect historical and social events and conditions.</p> <p>6. Recognize literary concepts, such as rhetorical device, logical fallacy, and jargon, and their effect on meaning.</p> <p>7. Interpret how literary devices affect reading emotions and understanding.</p> <p>8. Analyze and evaluate the appropriateness of diction and figurative language (e.g., irony, paradox).</p> <p>9. Distinguish between essential and nonessential information, identifying the use of proper references and propaganda techniques where present.</p> <p>10. Differentiate between fact and opinion by using complete and accurate information, coherent arguments, and points of view.</p> <p>11. Analyze how an author’s use of words creates tone and mood, and how choice of words advances the theme or purpose of the work.</p> <p>12. Demonstrate familiarity with everyday texts such as job and college applications, W-2 forms, and contracts</p>
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<p><b>Content: What information do students need to know?</b></p> <p>Students must know that the narrative is distinct to other forms of literature.</p> <p>Students must know the relationship between the narrative text and its audience.</p> <p>Students must know that figurative language is used to make a comparison, emphasize a message, or say something in a fresh or creative way.</p>	<p><b>Process: What will students be able to do with the information?</b></p> <p>Students will be able to identify the components to a narrative.</p> <p>Students will be able to identify the mood, tone and use of figurative language in the text.</p> <p>Students will be able to write narratives using figurative language.</p>
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<b>Modifications:</b>			
<b>Special Education</b>	<b>ESL</b>	<b>At-risk</b>	<b>Gifted and Talented</b>
Modifications and accommodations for students with IEPs are designed and documented in daily lesson plans	Modifications and accommodations for ELL students are designed and documented in daily lesson plans	Interventions and strategies to support students at-risk for are designed and documented in daily lesson plans	Enrichment and acceleration opportunities for G&T students are designed and documented in daily lesson plans

<b>INSTRUCTION</b>
<p><b>CONTENT VOCABULARY:</b>  narrative, non-fiction, fiction, author’s voice, figurative language, sensory language.</p>
<p><b>ASSESSMENTS (BENCHMARK, FORMATIVE, SUMMATIVE, ALTERNATIVE):</b>  Daily Do Now should touch on the conventions of grammar using a graphic organizer or think-pair-share style of classwork.</p>

Weekly reading journal that requires students to use the bloom's taxonomy concepts on either of the pdf narratives in the resources row below (*The Immortal Life of Henrietta Lacks*, *Treasure Island*, or *Twilight*, or *Alice in Wonderland* [Teacher is free to use other resources at his or her discretion]). Reading can be done with an audio book, sustained silent reading, or as a class.

Have students complete a google slideshow on a book that was read in class highlighting how the text represents a narrative or has elements of a narrative.

Have kahoot style quizzes or hands-on activities such as comics strip desks. Comic strip desks are where students plan a series of captioned cartoons that relay major aspects of the reading.

Use questions stems from the NJSLA test or bloom's taxonomy for students to make their own test on the content of the narrative writing unit. Have students swap questions with other groups and answer their questions with their own group.

Students should write a narrative. The length should be determined by the teacher in accordance with students' needs. Then the process of revising the narratives should be conducted through peer-editing and self-editing activities.

**INSTRUCTIONAL RESOURCES (ELA – INCLUDE VARIOUS LEVELS OF TEXT):**

<https://issuhub.com/view/index/3816>

[https://www1.udel.edu/LLL/language/deutsch/handouts/summer\\_2015/Schatzinsel\\_E.pdf](https://www1.udel.edu/LLL/language/deutsch/handouts/summer_2015/Schatzinsel_E.pdf)

<https://docs.google.com/viewer?a=v&pid=sites&srcid=ZGVmYXVsdGRvbWVpbnxLYm9va3NmcmVlNzc3fGd4OjNjNmE3N2QwNzM4ZWxZWl>

[https://www.adobe.com/be\\_en/active-use/pdf/Alice\\_in\\_Wonderland.pdf](https://www.adobe.com/be_en/active-use/pdf/Alice_in_Wonderland.pdf)

**Technology resources:**

Prepared By \_\_\_\_\_ Diana Collazo