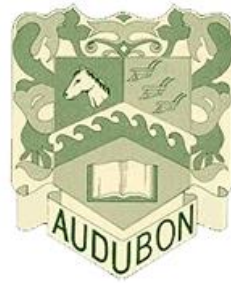


# Audubon Public Schools



Grade 7: English Language Arts

Curriculum Guide

Developed by:

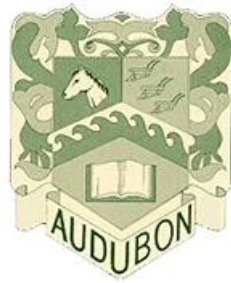
Mrs. Denise Allman

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## **Course Description**

### **Grade 7: English Language Arts**

The Language Arts 7 course has been designed to give students a strong background in the basics of the English language. The writing process is reviewed, along with grammar and sentence structure, and is practiced through daily practice, essay writing, and responding to literature. Emphasis will be placed on paragraph organization and adding facts and details. Reading and literature are taught with an emphasis on plot development, theme, and characterization. Selections include short stories, poetry, and essays. Vocabulary and grammar study is included as an integral part of the curriculum. Students are required to read at least three outside novels, which are specifically chosen to demonstrate many different writing styles, including modern, mystery, and classic. All lessons should be aligned to the New Jersey Student Learning Standards. Teachers will use a multitude of approaches to promote student growth, including whole group, small group, and individual teaching techniques in the classroom.

## Overview / Progressions

Overview		Reading		Writing	Speaking & Listening	Language
<b>Unit 1</b>	<b>Focus standards (Objectives)</b>	RL 1 RL 2 RL 3 RL 4 RL 6	RI 1 RI 2 RI 3 RI 4 RI 5 RI 6	W1 W2 W4 W5 W8 W9	SL1	L1 L2 L3 L4 L5 L6
	<b>Ancillary standards (Review)</b>					
<b>Unit 2</b>	<b>Focus standards (Objectives)</b>	RL 1 RL 2 RL 3 RL 4 RL 5 RL 6 RL 7	RI 1 RI 2 RI 3 RI 4 RI 5 RI 6 RI 7 RI 8 RI 9 RI 10	W1 W2 W3 W4 W6 W7 W8 W9 W10	SL 1 SL 2 SL 3	L1 L2 L3 L4 L5 L6
	<b>Ancillary standards (Review)</b>	RL 1 RL 2	RI 1 RI 2	W2	SL1 SL2	L1

<b>Unit 3</b>	<b>Focus standards (Objectives)</b>	RL 1 RL 2 RL 3 RL 4 RL 5 RL 9 RL 10	RI 1 RI 2 RI 7 RI 9 RI 10	W1 W 6 W 9 W10	SL 1	L 3 L 5 L 6
	<b>Ancillary standards (Review)</b>	RL 1 RL 2 RL 6	RI 1 RI 2 RI 3 RI 4	W4 W5		L 1 L 2
<b>Unit 4</b>	<b>Focus standards (Objectives)</b>	RL 5 RL 7 RL 9 RL 10		W 6 W 9 W 10	SL 1	L 3
	<b>Ancillary standards (Review)</b>	RL 1 RL 2 RL 3 RL 4 RL 6	RI 1 RI 2 RI 3 RI 4 RI 5 RI 6	W4 W5 W6		L 1 L 2

**Unit 1a Overview**  
**Launching 7th Grade ELA reading and writing expectations.**  
**Primary Reading Resource: Scholastic Scope and various short stories**

Through shared reading (and modeling) of various pieces of informational text as well as fiction, students will understand grade 7 reading and writing expectations.

	<b>Reading</b>		<b>Writing</b>	<b>Speaking &amp; Listening</b>	<b>Language</b>
<b>Focus standards (Objectives)</b>	RL.7.1 RL.7.2 RL.7.3 RL.7.4 RL.7.6	RI.7.1 RI.7.2 RI.7.3 RI.7.4 RI.7.5 RI.7.6	W.1 W.2 W.4 W.5 W.8 W.9	SL.7.1	L.1 L.2 L.3 L.4 L.5 L.6
<b>Ancillary standards (Review)</b>					

**Unit 1b Overview**  
**The Elements of Literature and Analyzing Author’s Craft**  
**Primary Reading Resource: Various short stories**

Through shared reading (and modeling) of various short stories students will explore the elements of literature.

	<b>Reading</b>		<b>Writing</b>	<b>Speaking &amp; Listening</b>	<b>Language</b>
<b>Focus standards (Objectives)</b>	RL.7.1 RL.7.2 RL.7.3 RL.7.4 RL.7.6 RL.7.7 RL.7.9	RI.7.1 RI.7.2 RI.7.3 RI.7.4	W.1 W.2 W.3 W.4 W.5 W.6 W.7 W.9	SL.7.1	L.1 L.2 L.3 L.4 L.5 L.6
<b>Ancillary standards (Review)</b>					

<b>Subject: ELA</b>	<b>Grade: 7</b>	<b>Unit: 1</b>	<b>1<sup>st</sup> Marking Period</b>
<b>Focus Standards: Reading</b>		<b>Critical Knowledge and Skills</b>	
RL.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of	RI.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says	<ul style="list-style-type: none"> <li>● Paraphrase evidence from text</li> <li>● Correctly cite evidence</li> </ul>	

<p>what the text says explicitly as well as inferences drawn from the text.</p>	<p>explicitly as well as inferences drawn from the text.</p>	<ul style="list-style-type: none"> <li>● Closely read the text (questioning, determining importance, looking for patterns) to extract quality evidence to support a claim</li> <li>● Use evidence from the text to make and check predictions as you read</li> <li>● Make personal connections, connections to other texts, and/or global connections, when relevant</li> <li>● Refer to the text for support when analyzing and drawing inferences</li> </ul>
<p>RL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p>	<p>RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p>	<p>Provide a statement of a theme(s) or a central idea(s) of a fictional text, based on textual evidence</p> <ul style="list-style-type: none"> <li>• Explain the theme or central idea of a fictional piece using key details as evidence, including details from the beginning, middle, and end of the text</li> <li>• Analyze the development of the theme or central idea over the course of the fictional text, including the relationship between characters, setting, and plot over the course of a text</li> <li>• Evaluate recurring ideas and changes in the characters and plot over the course of the text (why did the author make those changes, impact on the reader, effectiveness of the author’s choices)</li> <li>• Identify how the theme or central idea relates to the characters, setting, and/or plot over the course of the text</li> <li>• Identify and use knowledge of common graphic features (charts, maps, diagrams, captions, illustrations) to help determine two or more central idea of a text</li> <li>• Summarize the text objectively, capturing the main ideas</li> <li>• Distinguish between essential and nonessential details of a text to create an objective summary of the text</li> </ul> <p>• Explain how two or more central ideas in a nonfiction piece develop over the course of the text, including the relationship between people, ideas, and events</p>



		<ul style="list-style-type: none"> <li>• Identify and use knowledge of common graphic features (charts, maps, diagrams, captions, illustrations) to help determine two or more central idea of a text</li> <li>• Summarize the text objectively, capturing the main ideas</li> <li>• Distinguish between essential and nonessential details of a text to create an objective summary of the text</li> </ul>
RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	RI.7.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	<ul style="list-style-type: none"> <li>• Use a note taking structure to track key individuals, events, and/or ideas in informational texts.</li> <li>• Explain the relationships between individuals, events, and ideas in a text</li> <li>• Analyze the impact of the interaction between ideas, individuals, and events on the reader</li> <li>• Analyze the effectiveness of the interaction between ideas, individuals, and events in communicating the author’s central idea</li> </ul>
RL.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	RI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.	<ul style="list-style-type: none"> <li>• Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical)</li> <li>• Analyze the impact of specific word choice on meaning and/or tone</li> </ul> <p>-Analyze why the author used a specific word choice or sound device</p> <ul style="list-style-type: none"> <li>• Analyze the impact of a word choice or sound device on the reader</li> <li>-Evaluate the effectiveness of the author’s word choice or sound device</li> </ul>
RL.	RI.7.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	<ul style="list-style-type: none"> <li>• Describe the structure used to organize a nonfiction text texts</li> <li>- Explain how text structure impacts overall meaning of text</li> <li>• Identify how the differing form or structure of a text contributes to its meaning</li> <li>• Analyze how parts of a text contribute to meaning</li> </ul>

		<ul style="list-style-type: none"> <li>• Explain why the author chose a specific form or structure</li> </ul>
<p>RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p>	<p>RI.7.6 Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p>	<ul style="list-style-type: none"> <li>• Identify the viewpoints of characters in a text</li> <li>• Compare and contrast the characters’ points-of-view</li> <li>• Trace how the author created and conveyed the similar and/or dissimilar characters</li> <li>• Analyze the impact of the author’s point of view choices on the reader</li> <li>• Evaluate the effectiveness of the author’s point of view choices</li> <li>• Identify the author’s point of view</li> <li>• Explain the techniques the author uses to distinguish his/her point of view from others</li> <li>• Evaluate the effectiveness of the techniques the author uses to distinguish his/her point of view from others</li> </ul>
<p>W.7.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>		<ul style="list-style-type: none"> <li>• Write arguments to support claims</li> <li>• Support arguments with clear reasons and relevant evidence • Introduce claim(s)</li> <li>• Write a clear thesis statement</li> <li>• Address opposing claims</li> <li>• Organize the reasons and evidence logically.</li> <li>• Choose appropriate reasoning and evidence to support claims</li> <li>• Evaluate sources for accuracy and reliability</li> <li>• Demonstrate an understanding of the topic or text</li> <li>• Use transitional words and phrases</li> <li>• Use transitions to clarify the relationships among claim(s), counterclaims, reasons, and evidence</li> <li>• Choose a consistent style, approach, and form for the task</li> <li>• Close the text with a conclusion</li> </ul>
<p>W.7.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>		<ul style="list-style-type: none"> <li>• Focus writing on thoroughly describing or explaining a topic • Identify the defining elements of this specific writing genre • Explore topics from their content area classes.</li> </ul>

	<ul style="list-style-type: none"> <li>● Introduce a topic clearly, previewing what is to follow</li> <li>● Organize ideas, concepts, and information into broader categories using strategies such as definition, classification, comparison/contrast, and cause/effect</li> <li>● Include relevant supporting facts, information, and details</li> <li>● Transition between ideas using appropriate words and phrases</li> <li>● Select precise language and domain-specific vocabulary • Consistently use an appropriate style</li> <li>● Create language that is appropriate to one's audience and follows a formal tone</li> <li>● Write a conclusion to bring the text to a close</li> </ul>
<p>W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<ul style="list-style-type: none"> <li>● Engage the reader with a story hook</li> <li>● Introduce a narrator and/or characters</li> <li>● Establish a point of view and background story</li> <li>● Organize an event sequence that unfolds naturally and logically</li> <li>● Use narrative techniques effectively to develop experiences, events, and/or characters</li> <li>● Transition from one idea to the next by using appropriate words and phrases</li> <li>● Use figurative language to aid in description</li> <li>● Write a conclusion that brings the story events to a meaningful close</li> <li>● Clearly convey a conflict and a resolution to the conflict</li> <li>● Describe ideas by using sensory and specific language</li> <li>● Identify defining characteristics of different genres of writing • Unpack the writing prompt</li> <li>● Write for a specific purpose and audience</li> <li>● Select an appropriate text structure or format for the task</li> <li>● Use language that is precise and powerful to create voice in writing</li> <li>● Create a tone that is appropriate for one's audience</li> </ul>

<p>W.7.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach</p>	<ul style="list-style-type: none"> <li>● Revise and edit intentionally to improve writing.</li> <li>● Generate ideas to develop topic</li> <li>● Revise writing with a partner or self-editing checklists</li> <li>● View writing from the vantage point of the audience in order to determine the effectiveness of their words, organization, etc.</li> </ul>
<p>W.7.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>	<ul style="list-style-type: none"> <li>● Use search terms effectively</li> <li>● Write a clear thesis statement</li> <li>● Draw evidence from texts to support thesis</li> <li>● Identify examples of plagiarism in writing</li> <li>● Paraphrase source information to avoid plagiarism in writing</li> </ul>
<p>W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<ul style="list-style-type: none"> <li>● Incorporate ideas from literary or informational texts to support writing</li> <li>● Deconstruct and reflect upon textual evidence</li> <li>● Identify evidence that supports claims in literary analysis</li> <li>● Logically connect evidence to claims in writing</li> <li>● Select direct and indirect quotations that relate to the topic as evidence</li> <li>● Cite in-text direct and indirect quotations appropriately</li> <li>● Explain quotations used as support to enhance meaning</li> <li>● Recognize and identify multiple organizational models</li> <li>● Apply a specific organizational strategy to a writing</li> </ul>
<p>SL.7.1 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.</p>	<ul style="list-style-type: none"> <li>● Read required texts prior to discussions</li> <li>● Prepare for discussions</li> <li>● Use previous knowledge to expand discussions about a topic</li> <li>● Engage in conversations about grade-appropriate topics and texts</li> <li>● Participate in a variety of rich, structured conversations</li> <li>● Define and identify rules for discussions, including group and individual roles</li> </ul>

	<ul style="list-style-type: none"> <li>• Model appropriate behavior during discussions</li> <li>• Craft and respond to specific questions based on the topic or text, elaborating when necessary</li> <li>• Reflect on and paraphrase what was discussed</li> <li>• Summarize the ideas expressed</li> </ul>
L. 7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<ul style="list-style-type: none"> <li>-Identify phrases and clauses in sentences in reading</li> <li>• Explain the function of phrases and clauses in general</li> <li>• Explain the function of phrases and clauses in specific sentences</li> </ul>
L. 7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	<ul style="list-style-type: none"> <li>• Apply common rules and patterns to spell words correctly</li> </ul>
L.7.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	<ul style="list-style-type: none"> <li>-Select precise language</li> <li>• Revise writing for wordiness and redundancies</li> </ul>
L.7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	<ul style="list-style-type: none"> <li>• Use a combination of context clues, structural clues, and the word's position in a sentence to determine the meaning of unknown words or phrases</li> <li>• Use dictionaries, glossaries, and/or thesauruses to find the pronunciation of a word</li> <li>• Use dictionaries, glossaries, and/or thesauruses to determine the actual meaning of a word or its part of speech</li> <li>• Verify the inferred meaning of a word is the actual meaning by using dictionaries, glossaries, and/or thesauruses</li> <li>• Consult reference materials that are both printed and digital</li> </ul>
L.7.5 Demonstrate understanding of word relationships and nuances in word meanings.	<ul style="list-style-type: none"> <li>• Identify the relationship of words in reading</li> <li>• Clarify words by using the relationship between them in writing</li> </ul>

<p>L.7.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>	<ul style="list-style-type: none"> <li>• Understand and apply conversational, academic, and domain specific vocabulary</li> <li>• Interpret unknown words and their meanings, using context clues, understanding Greek and Latin roots, and applying grammatical knowledge of function and form</li> </ul>
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<b>Ancillary Standards</b>	
<p>RL 7.1, 7.2 RI 7.1, 7.2 W 7.2</p>	
<b>Formative Assessments</b>	<b>Summative Assessments</b>
<ul style="list-style-type: none"> <li>● Quick Writing</li> <li>● Rubric self checks</li> <li>● Teacher check in through Google Classroom</li> <li>● Student sample writings- score together</li> <li>● Exit and entrance tickets</li> <li>● Conferencing with students</li> <li>● Teacher observation</li> </ul>	<ul style="list-style-type: none"> <li>● Writing an objective summary of nonfiction text</li> <li>● Writing an objective summary of fictional text</li> <li>● Prose Constructed Responses for short stories</li> <li>● Narrative scored rubric response</li> <li>● Scored Socratic discussion</li> <li>● Grammar quizzes- IXL</li> </ul>

<b>Suggested Primary Resources</b>	<b>Suggested Supplemental Resources</b>
<ul style="list-style-type: none"> <li>● Scholastic Scope</li> <li>● Short stories               <ul style="list-style-type: none"> <li>“Seventh Grade” and “The Challenge” Gary Soto</li> <li>“Thank You, Ma’am” Langston Hughes</li> <li>“All Summer in a Day,” “The Veldt,” “There Will Come Soft Rains” Ray Bradbury</li> <li>“After Twenty Years,” “The Last Leaf,” “The Ransom of Red Chief,” “A Retrieved Reformation” (play) and “The Cop and the Anthem” O Henry</li> <li>“Two Kinds” and “Fish Cheeks” Amy Tan</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Readworks (Readworks.org)</li> <li>● CommonLit <a href="https://www.commonlit.org/">https://www.commonlit.org/</a></li> <li>● IXL <a href="https://www.ixl.com/">https://www.ixl.com/</a></li> <li>● Scholastic Scope <a href="https://scope.scholastic.com/">https://scope.scholastic.com/</a></li> <li>● Read, Write Think website <a href="http://readwritethink.org/">http://readwritethink.org/</a></li> </ul>

<p>“Charles” Shirley Jackson “The Third Wish” Joan Aiken</p> <ul style="list-style-type: none"> <li>● Biographical pieces on Ray Bradbury and William Sydney Porter</li> <li>● Fiction book choices (for independent reading): <ul style="list-style-type: none"> <li>○ Flipped</li> <li>○ My Brother Sam is Dead</li> <li>○ Stargirl</li> </ul> </li> </ul>	
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<b>Cross-Curricular Connections</b>	
<ul style="list-style-type: none"> <li>● Informational reading in science: RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources; RH.6-8.6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</li> <li>● Informational writing in science using similar structures: RST.6-8.2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.; RST.6-8.6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.</li> <li>● Science in the News assignments</li> <li>● Social Studies- Read Works assignments</li> <li>● Social Studies primary source readings: RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources;</li> <li>● ELA Academic Lab readings</li> </ul>	
<b>Enduring Understanding</b>	<b>Essential Questions</b>
<ul style="list-style-type: none"> <li>● Theme and main idea are the messages a writer wants to convey to her or his audience.</li> <li>● An objective summary does not include student opinion.</li> <li>● Students will understand parts of speech and how to use them</li> <li>● Students will understand the difference between a sentence and a fragment.</li> <li>● Citing textual evidence and making relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text is a crucial skill to support metacognitive awareness.</li> </ul>	<ul style="list-style-type: none"> <li>● How do readers determine theme or main idea?</li> <li>● How do I write an objective summary?</li> <li>● What are the parts of a Prose Constructed Response?</li> <li>● What techniques are needed to write a narrative?</li> </ul> <p>-How can I apply the strategies I have learned to make meaning while reading novels, texts and articles that are on my reading level? (7-8)</p> <ul style="list-style-type: none"> <li>● How do writers make decisions about the mechanics of writing? How can I make these decisions in my own writing? How can I reflect and self-correct during the revision process?</li> </ul>

<ul style="list-style-type: none"> <li>● Students will understand how to write a Prose Constructed Response effectively.</li> <li>● Students will understand how to write a narrative effectively using narrative techniques</li> <li>● Writing and reading are interconnected; reading effective writing can help develop the craft of writing and help guide writers in decisions about mechanics.</li> </ul>	
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<b>Differentiation</b>		
<b>504</b>	<ul style="list-style-type: none"> <li>● preferential seating</li> <li>● extended time on tests and assignments</li> <li>● reduced homework or classwork</li> <li>● verbal, visual, or technology aids</li> </ul>	<ul style="list-style-type: none"> <li>● modified textbooks or audio-video materials</li> <li>● behavior management support</li> <li>● adjusted class schedules or grading</li> <li>● verbal testing</li> </ul>
<b>Enrichment</b>	<ul style="list-style-type: none"> <li>● Utilize collaborative media tools</li> <li>● Provide differentiated feedback</li> <li>● Opportunities for reflection</li> <li>● Research opportunities</li> </ul>	<ul style="list-style-type: none"> <li>● Encourage student voice and input</li> <li>● Model close reading</li> <li>● Distinguish long term and short term goals</li> </ul>



IEP	<ul style="list-style-type: none"> <li>● Utilize “skeleton notes” where some required information is already filled in for the student</li> <li>● Provide access to a variety of tools for responses</li> <li>● Provide opportunities to build familiarity and to practice with multiple media tools</li> <li>● Graphic organizers</li> </ul>	<ul style="list-style-type: none"> <li>● Leveled text and activities that adapt as students build skills</li> <li>● Provide multiple means of action and expression</li> <li>● Consider learning styles and interests</li> <li>● Provide differentiated mentors</li> </ul>
ELLs	<ul style="list-style-type: none"> <li>● Pre-teach new vocabulary and meaning of symbols</li> <li>● Embed glossaries or definitions</li> <li>● Provide translations</li> <li>● Connect new vocabulary to background knowledge</li> </ul>	<ul style="list-style-type: none"> <li>● Provide flash cards</li> <li>● Incorporate as many learning senses as possible</li> <li>● Portray structure, relationships, and associations through concept webs</li> <li>● Graphic organizers</li> </ul>
At-risk	<ul style="list-style-type: none"> <li>● Purposeful seating</li> <li>● Counselor involvement</li> <li>● Parent involvement</li> </ul>	<ul style="list-style-type: none"> <li>● Contracts</li> <li>● Alternate assessments</li> <li>● Hands-on learning</li> </ul>
<b>21st Century Skills</b>		
<ul style="list-style-type: none"> <li>● Creativity</li> <li>● Innovation</li> <li>● Critical Thinking</li> </ul>	<ul style="list-style-type: none"> <li>● Problem Solving</li> <li>● Communication</li> <li>● Collaboration</li> </ul>	
<b>Integrating Technology</b>		

- Chromebooks
- Internet research
- Online programs

- Virtual collaboration and projects
- Presentations using presentation hardware and software

**Unit 2a Overview**  
**Novel Study- Triumph over imperfection, shame, and loss**  
**Primary Reading Resource: Freak the Mighty**

Through shared reading (and modeling) of the novel, *Freak the Mighty*, students will explore the theme of courage, practice the skill of analyzing character and conflict, and exercise the use of analytical language.

	<b>Reading</b>		<b>Writing</b>	<b>Speaking &amp; Listening</b>	<b>Language</b>
<b>Focus standards (Objectives)</b>	RL.7.1 RL. 7.2 RL.7.3 RL.7.4 RL. 7.6 RL 7.7	RI.7.1 RI.7.2	W.7.1 W.7.3 W. 7.4 W. 7.6 W 7.7	SL.7.1	L. 7.1 L. 7.2 L.7.3 L. 7.4 L.7.5 L 7.6

<b>Ancillary standards (Review)</b>	RL 7.1, RL 7.2, RI 7.1, RI 7.2	W 7.2	SL 7.1, SL 7.2	L 7.1
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<p style="text-align: center;"><b>Unit 2b Overview</b>  <b>Informational Text Practice</b>  <b>Primary Reading Resource: Scholastic Scope, articles</b></p> <p style="text-align: center;">Through shared reading (and modeling) of various pieces of informational text, students will explore nonfiction text structures, central ideas, textual evidence, point of view, and other reading and writing skills.</p>					
	<b>Reading</b>		<b>Writing</b>	<b>Speaking &amp; Listening</b>	<b>Language</b>
<b>Focus standards (Objectives)</b>		RI.7.1 RI.7.2 RI 7.3 RI.7.4 RI.7.5 RI.7.6 RI 7.7 RI 7.8 RI. 7.9 RI. 7.10	W.7.2 W.7.4 W.7.6 W.7.7 W.7.8 W.7.9 W.7.10	SL.7.1 SL.7.2 SL.7.3	L.7.1 L. 7.2 L.7.3 L.7.4 L.7.5 L.7.6
<b>Ancillary standards (Review)</b>	RL 7.1, 7.2 RI 7.1, 7.2		W 7.2	SL.7.1 SL.7.2 SL.7.6	L 7.1

<p style="text-align: center;"><b>Unit 2c Overview</b>  <b>Argument</b>  <b>Primary Reading Resource: Scholastic Scope and various articles</b></p> <p style="text-align: center;">Through shared reading (and modeling) of various pieces of argumentative text, students will study mentor texts to identify structure and technique. Students will use technology to produce own argument.</p>					
	Reading		Writing	Speaking & Listening	Language
<b>Focus standards (Objectives)</b>		RI.7.1 RI.7.2 RI.7.3 RI.7.4 RI.7.5 RI.7.6 RI. 7.7 RI.7.8 RI.7.9 RI.7.10	W.7.1 W.7.4 W.7.5 W.7.6 W.7.7 W.7.8 W.7.9 W.7.10	SL.7.1 SL.7.2 SL.7.3 SL.7.4 SL.7.5 SL.7.6	L.7.1 L. 7.2 L.7.3 L.7.4 L.7.5 L.7.6
<b>Ancillary standards (Review)</b>	RI 7.1, 7.2		W 7.1	SL 7.1	L 7.1

<b>Subject: ELA</b>		<b>Grade: 7</b>	<b>Unit: 2</b>	<b>2nd Marking Period</b>
<b>Focus Standards: Reading</b>			<b>Critical Knowledge and Skills</b>	
RL.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.	RI.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says		<ul style="list-style-type: none"> <li>● Paraphrase evidence from text</li> <li>● Correctly cite evidence</li> <li>● Closely read the text (questioning, determining importance, looking for patterns) to extract quality evidence to support a claim</li> </ul>	

	explicitly as well as inferences drawn from the text.	<ul style="list-style-type: none"> <li>● Use evidence from the text to make and check predictions as you read</li> <li>● Make personal connections, connections to other texts, and/or global connections, when relevant</li> <li>● Refer to the text for support when analyzing and drawing inferences</li> </ul>
RL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	<ul style="list-style-type: none"> <li>● Provide a statement of a theme(s) or a central idea(s) of a fictional text, based on textual evidence</li> <li>● Explain the theme or central idea of a fictional piece using key details as evidence, including details from the beginning, middle, and end of the text</li> <li>● Analyze the development of the theme or central idea over the course of the fictional text, including the relationship between characters, setting, and plot over the course of a text</li> <li>● Evaluate recurring ideas and changes in the characters and plot over the course of the text (why did the author make those changes, impact on the reader, effectiveness of the author’s choices)</li> <li>● Identify and use knowledge of common graphic features (charts, maps, diagrams, captions, illustrations) to help determine two or more central idea of a text</li> <li>● Summarize the text objectively, capturing the main ideas</li> <li>● Distinguish between essential and nonessential details of a text to create an objective summary of the text</li> </ul>
		<ul style="list-style-type: none"> <li>● Explain how two or more central ideas in a nonfiction piece develop over the course of the text, including the relationship between people, ideas, and events</li> <li>● Identify and use knowledge of common graphic features (charts, maps, diagrams, captions, illustrations) to help determine two or more central idea of a text</li> <li>● Summarize the text objectively, capturing the main ideas</li> </ul>

		<ul style="list-style-type: none"> <li>● Distinguish between essential and nonessential details of a text to create an objective summary of the text</li> </ul>
RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	RI.7.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	<ul style="list-style-type: none"> <li>● Use a note taking structure to track key individuals, events, and/or ideas in informational texts.</li> <li>● Explain the relationships between individuals, events, and ideas in a text</li> </ul>
RL.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	RI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.	<ul style="list-style-type: none"> <li>● Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical)</li> <li>● Analyze the impact of specific word choice on meaning and/or tone</li> </ul>
RL.	RI.7.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	<ul style="list-style-type: none"> <li>● Describe the structure used to organize a nonfiction text texts <ul style="list-style-type: none"> <li>- Explain how text structure impacts overall meaning of text</li> </ul> </li> <li>● Identify how the differing form or structure of a text contributes to its meaning</li> <li>● Analyze how parts of a text contribute to meaning</li> <li>● Explain why the author chose a specific form or structure</li> </ul>
RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	RI.7.6 Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position	<ul style="list-style-type: none"> <li>● Identify the viewpoints of characters in a text</li> <li>● Compare and contrast the characters’ points-of-view</li> <li>● Trace how the author created and conveyed the similar and/or dissimilar characters</li> </ul>

	from that of others.	<ul style="list-style-type: none"> <li>● Identify the author’s point of view</li> <li>● Explain the techniques the author uses to distinguish his/her point of view from others</li> </ul>
W.7.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.		<ul style="list-style-type: none"> <li>● Write arguments to support claims</li> <li>● Support arguments with clear reasons and relevant evidence • Introduce claim(s)</li> <li>● Write a clear thesis statement</li> <li>● Organize the reasons and evidence logically.</li> <li>● Choose appropriate reasoning and evidence to support claims</li> <li>● Evaluate sources for accuracy and reliability</li> <li>● Demonstrate an understanding of the topic or text</li> <li>● Use transitional words and phrases</li> <li>● Use transitions to clarify the relationships among claim(s), counterclaims, reasons, and evidence</li> <li>● Choose a consistent style, approach, and form for the task</li> <li>● Close the text with a conclusion</li> </ul>
W.7.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.		<ul style="list-style-type: none"> <li>● Focus writing on thoroughly describing or explaining a topic • Identify the defining elements of this specific writing genre • Explore topics from their content area classes.</li> <li>● Introduce a topic clearly, previewing what is to follow</li> <li>● Organize ideas, concepts, and information into broader categories using strategies such as definition, classification, comparison/contrast, and cause/effect</li> <li>● Include relevant supporting facts, information, and details</li> <li>● Transition between ideas using appropriate words and phrases</li> <li>● Select precise language and domain-specific vocabulary • Consistently use an appropriate style</li> <li>● Create language that is appropriate to one's audience and follows a formal tone</li> <li>● Write a conclusion to bring the text to a close</li> </ul>



<ul style="list-style-type: none"> <li>● W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</li> <li>● W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> </ul>	<ul style="list-style-type: none"> <li>● Engage the reader with a story hook</li> <li>● Introduce a narrator and/or characters</li> <li>● Establish a point of view and background story</li> <li>● Transition from one idea to the next by using appropriate words and phrases</li> <li>● Use figurative language to aid in description</li> <li>● Write a conclusion that brings the story events to a meaningful close</li> <li>● Clearly convey a conflict and a resolution to the conflict</li> <li>● Describe ideas by using sensory and specific language</li> <li>● Write for a specific purpose and audience</li> <li>● Select an appropriate text structure or format for the task</li> <li>● Use language that is precise and powerful to create voice in writing</li> <li>● Create a tone that is appropriate for one’s audience</li> </ul>
<p>W.7.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p> <p>W.7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation</p>	<ul style="list-style-type: none"> <li>● Follow appropriate typing format and conventions</li> <li>● Use technology to broaden research base</li> </ul> <p>-Explain quotations used as support to enhance meaning</p> <ul style="list-style-type: none"> <li>• Research and synthesize information from several sources</li> <li>• Conduct research and synthesize multiple sources of information</li> </ul>
<p>W.7.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>	<ul style="list-style-type: none"> <li>● Use search terms effectively</li> <li>● Write a clear thesis statement</li> <li>● Draw evidence from texts to support thesis</li> <li>● Identify examples of plagiarism in writing</li> <li>● Paraphrase source information to avoid plagiarism in writing</li> </ul>
<p>W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<ul style="list-style-type: none"> <li>● Incorporate ideas from literary or informational texts to support writing</li> </ul>

	<ul style="list-style-type: none"> <li>● Deconstruct and reflect upon textual evidence</li> <li>● Identify evidence that supports claims in literary analysis</li> <li>● Logically connect evidence to claims in writing</li> <li>● Select direct and indirect quotations that relate to the topic as evidence</li> <li>● Cite in-text direct and indirect quotations appropriately</li> <li>● Explain quotations used as support to enhance meaning</li> <li>● Recognize and identify multiple organizational models</li> <li>● Apply a specific organizational strategy to a writing</li> </ul>
<ul style="list-style-type: none"> <li>● SL.7.1 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.</li>   <li>● SL.7.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</li> </ul> <p>SL.7.3 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p> <p>SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>SL. 7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p>	<ul style="list-style-type: none"> <li>● Read required texts prior to discussions</li> <li>● Prepare for discussions</li> <li>● Participate in a variety of rich, structured conversations</li> </ul> <p>- Model appropriate behavior during discussions</p> <p>-Use a graphic organizer (ie: web, outline, etc)to analyze presented information</p> <p>-Determine the speaker’s argument and claims</p> <ul style="list-style-type: none"> <li>• Evaluate whether the speaker’s reasoning is rational and legitimate</li> <li>• Evaluate whether there is enough evidence to support the claims</li> </ul> <p>-Build arguments to prepare for persuasive speeches on topics of interest or address the class on a teacher-assigned topic</p> <ul style="list-style-type: none"> <li>• Use practices that engage the audience (ie: eye contact, volume, pronunciation)</li> <li>• Emphasize important points with different pitch or volume</li> </ul> <p>-Identify the various types of multimedia (text, audio, still images, animation, and video) and visual displays (posters, props)</p> <ul style="list-style-type: none"> <li>• Find meaningful ways to include these tools in presentations</li> </ul>

SL. 7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	-Orally present information, using appropriate speech, in a variety of situations.
L. 7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	-Identify phrases and clauses in sentences in reading • Explain the function of phrases and clauses in general • Explain the function of phrases and clauses in specific sentences
L. 7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	• Apply common rules and patterns to spell words correctly

L.7.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	-Select precise language • Revise writing for wordiness and redundancies
L.7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	• Use a combination of context clues, structural clues, and the word's position in a sentence to determine the meaning of unknown words or phrases • Use dictionaries, glossaries, and/or thesauruses to find the pronunciation of a word • Use dictionaries, glossaries, and/or thesauruses to determine the actual meaning of a word or its part of speech • Verify the inferred meaning of a word is the actual meaning by using dictionaries, glossaries, and/or thesauruses • Consult reference materials that are both printed and digital
L.7.5 Demonstrate understanding of word relationships and nuances in word meanings.	• Identify the relationship of words in reading • Clarify words by using the relationship between them in writing

<p>L.7.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>	<ul style="list-style-type: none"><li>• Understand and apply conversational, academic, and domain specific vocabulary</li><li>• Interpret unknown words and their meanings, using context clues, understanding Greek and Latin roots, and applying grammatical knowledge of function and form</li></ul>
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**Ancillary Standards**

RL 7.1, 7.2 RI 7.1, 7.2 W 7.2 SL 7.1, 7.2 L7.1

<b>Formative Assessments</b>	<b>Summative Assessments</b>
<ul style="list-style-type: none"> <li>● Quick Writing</li> <li>● Rubric self checks</li> <li>● Teacher check in through Google Classroom</li> <li>● Student sample writings- score together</li> <li>● Exit and entrance tickets</li> <li>● Conferencing with students</li> <li>● Teacher observation</li> </ul>	<ul style="list-style-type: none"> <li>● Writing responses to general questions</li> <li>● Prose Constructed Responses for Freak the Mighty</li> <li>● Narrative rewrite with change of Point of View</li> <li>● Character analysis essay</li> <li>● Scored rubric for informational presentation</li> <li>● Scored rubric for argument essay</li> <li>● Scored Socratic discussion</li> <li>● Grammar quizzes- IXL</li> </ul>

<b>Suggested Primary Resources</b>	<b>Suggested Supplemental Resources</b>
<ul style="list-style-type: none"> <li>● Scholastic Scope Debate</li> <li>● Freak the Mighty by Rodman Philbrick</li> <li>● Various articles on chivalry, Knights of the Round Table</li> <li>● Articles of the Week</li> </ul>	<ul style="list-style-type: none"> <li>● Readworks (Readworks.org)</li> <li>● CommonLit <a href="https://www.commonlit.org/">https://www.commonlit.org/</a></li> </ul>

<ul style="list-style-type: none"> <li>• New York Times Debate</li> </ul>	<ul style="list-style-type: none"> <li>• IXL <a href="https://www.ixl.com/">https://www.ixl.com/</a></li> <li>• Scholastic Scope <a href="https://scope.scholastic.com/">https://scope.scholastic.com/</a></li> <li>• Read, Write Think website <a href="http://readwritethink.org/">http://readwritethink.org/</a></li> </ul>
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<b>Cross-Curricular Connections</b>
<ul style="list-style-type: none"> <li>• Informational reading in science: RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources; RH.6-8.6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</li> <li>• Informational writing in science using similar structures: RST.6-8.2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.; RST.6-8.6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.</li> <li>• Science in the News assignments</li> <li>• Social Studies- Read Works assignments</li> <li>• Social Studies primary source readings: RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources;</li> <li>• ELA Academic Lab readings</li> </ul>

<b>Enduring Understanding</b>	<b>Essential Questions</b>
<ul style="list-style-type: none"> <li>• Friendships influence individuals throughout their lifetime; their perspective on life, understanding of others, and how they handle many situations and life events.</li> <li>• Students will understand how to organize a character analysis.</li> <li>• Students will understand how to create a claim/thesis</li> <li>• Students understand the components needed for a support paragraph</li> <li>• Students understand the use of appropriate and varied transitions</li> <li>• Students understand the components needed for a conclusion</li> </ul>	<ul style="list-style-type: none"> <li>• How can I connect the literature I read to real world situations?</li> <li>• What structures can be used to write a character analysis?</li> <li>• How do we use persuasion in our writing? How do you write a good opening and closing?</li> <li>• How do I best organize and present the information I read?</li> </ul>

<ul style="list-style-type: none"> <li>● Information should be presented in an organized way.</li> <li>● Good writers purposely strategize techniques to organize and to persuade.</li> </ul>	<ul style="list-style-type: none"> <li>● How can I communicate clearly to an audience? How can I participate and contribute in a discussion?</li> <li>● How do I evaluate writing? What strategies do I notice in other’s writing?</li> </ul>
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<b>Differentiation</b>		
<b>504</b>	<ul style="list-style-type: none"> <li>● preferential seating</li> <li>● extended time on tests and assignments</li> <li>● reduced homework or classwork</li> <li>● verbal, visual, or technology aids</li> </ul>	<ul style="list-style-type: none"> <li>● modified textbooks or audio-video materials</li> <li>● behavior management support</li> <li>● adjusted class schedules or grading</li> <li>● verbal testing</li> </ul>
<b>Enrichment</b>	<ul style="list-style-type: none"> <li>● Utilize collaborative media tools</li> <li>● Provide differentiated feedback</li> <li>● Opportunities for reflection</li> <li>●</li> </ul>	<ul style="list-style-type: none"> <li>● Encourage student voice and input</li> <li>● Model close reading</li> <li>● Distinguish long term and short term goals</li> </ul>
<b>IEP</b>	<ul style="list-style-type: none"> <li>● Utilize “skeleton notes” where some required information is already filled in for the student</li> <li>● Provide access to a variety of tools for responses</li> <li>● Provide opportunities to build familiarity and to practice with multiple media tools</li> <li>● Graphic organizers</li> </ul>	<ul style="list-style-type: none"> <li>● Leveled text and activities that adapt as students build skills</li> <li>● Provide multiple means of action and expression</li> <li>● Consider learning styles and interests</li> <li>● Provide differentiated mentors</li> </ul>

<b>ELLs</b>	<ul style="list-style-type: none"> <li>● Pre-teach new vocabulary and meaning of symbols</li> <li>● Embed glossaries or definitions</li> <li>● Provide translations</li> <li>● Connect new vocabulary to background knowledge</li> </ul>	<ul style="list-style-type: none"> <li>● Provide flash cards</li> <li>● Incorporate as many learning senses as possible</li> <li>● Portray structure, relationships, and associations through concept webs</li> <li>● Graphic organizers</li> </ul>
<b>At-risk</b>	<ul style="list-style-type: none"> <li>● Purposeful seating</li> <li>● Counselor involvement</li> <li>● Parent involvement</li> </ul>	<ul style="list-style-type: none"> <li>● Contracts</li> <li>● Alternate assessments</li> <li>● Hands-on learning</li> </ul>
<b>21st Century Skills</b>		
<ul style="list-style-type: none"> <li>● Creativity</li> <li>● Innovation</li> <li>● Critical Thinking</li> </ul>	<ul style="list-style-type: none"> <li>● Problem Solving</li> <li>● Communication</li> <li>● Collaboration</li> </ul>	
<b>Integrating Technology</b>		
<ul style="list-style-type: none"> <li>● Chromebooks</li> <li>● Internet research</li> <li>● Online programs</li> </ul>	<ul style="list-style-type: none"> <li>● Virtual collaboration and projects</li> <li>● Presentations using presentation hardware and software</li> </ul>	



**Unit 3a Overview  
Iditarod**

**Primary Reading Resource: Black Star, Bright Dawn, Julie of the Wolves**

Through shared reading (and modeling) of various pieces of informational text as well as fiction, students will explore the Iditarod race, the geography of Alaska, and the topics of culture, resilience, and identity. This is a cross-curricular unit with social studies classes.

	Reading		Writing	Speaking & Listening	Language
<b>Focus standards (Objectives)</b>	RL.7.1 RL.7.2 RL.7.3 RL.7.4 RL. 7.10	RI.7.1 RI.7.2 RI.7.7	W.7.1 W.7.10		L. 7.5

<b>Ancillary standards (Review)</b>	RL 7.6, RI 7. 2	W 7.4, 7.5		L 7.1, 7.2
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<b>Unit 3b Overview</b> <b>Poetry</b> <b>Primary Reading Resource: various poems</b>				
<p>Through shared reading (and modeling) of various pieces of poetry, students will student a variety of poems and the elements of a poem.</p>				
	<b>Reading</b>	<b>Writing</b>	<b>Speaking &amp; Listening</b>	<b>Language</b>
<b>Focus standards (Objectives)</b>	RL.7.1 RL.7.2 RL.7.4 RL.7.5 RL. 7.10	W.7.1 W.7.6	SL.7.1	L.7.3 L. 7.6
<b>Ancillary standards (Review)</b>	RL 7.1, 7.2, 7.6 RI 7.1, 7.2, 7.3, 7.4	W 7.4, 7.5		L 7.1, L 7.2

<b>Unit 3c Overview</b> <b>NJSLA Review/Prep.</b> <b>Primary Reading Resource: released items and scored passes from PARCC</b>				
<p>Through shared reading (and modeling) of various pieces of informational text as well as fiction, students will review test taking techniques and the structure of a Prose Constructed Response.</p>				

	Reading		Writing	Speaking & Listening	Language
<b>Focus standards (Objectives)</b>	RL.7.9 RL.7.10	RI.7.9 RI.7.10	W.7.9		L. 7.6
<b>Ancillary standards (Review)</b>	RL 7. 6, RI 7. 3, 7.4		W 7.4, 7.5		L 7.1, 7.2

<b>Subject: ELA</b>	<b>Grade: 7</b>	<b>Unit: 3</b>	<b>3rd Marking Period</b>
<b>Focus Standards: Reading</b>		<b>Critical Knowledge and Skills</b>	
RL.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.	RI.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.	<ul style="list-style-type: none"> <li>● Paraphrase evidence from text</li> <li>● Correctly cite evidence</li> <li>● Closely read the text (questioning, determining importance, looking for patterns) to extract quality evidence to support a claim</li> <li>● Use evidence from the text to make and check predictions as you read</li> <li>● Make personal connections, connections to other texts, and/or global connections, when relevant</li> <li>● Refer to the text for support when analyzing and drawing inferences</li> </ul>	
RL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	<ul style="list-style-type: none"> <li>● Provide a statement of a theme(s) or a central idea(s) of a fictional text, based on textual evidence</li> <li>● Explain the theme or central idea of a fictional piece using key details as evidence, including details from the beginning, middle, and end of the text</li> <li>● Analyze the development of the theme or central idea over the course of the fictional text, including the</li> </ul>	

		<p>relationship between characters, setting, and plot over the course of a text</p> <ul style="list-style-type: none"> <li>• Evaluate recurring ideas and changes in the characters and plot over the course of the text (why did the author make those changes, impact on the reader, effectiveness of the author’s choices)</li> <li>• Identify how the theme or central idea relates to the characters, setting, and/or plot over the course of the text</li> <li>• Identify and use knowledge of common graphic features (charts, maps, diagrams, captions, illustrations) to help determine two or more central idea of a text</li> <li>• Summarize the text objectively, capturing the main ideas</li> <li>• Distinguish between essential and nonessential details of a text to create an objective summary of the text</li> </ul>
<p>RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p>	<p>RI.7.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p>	<ul style="list-style-type: none"> <li>• Use a note taking structure to track key individuals, events, and/or ideas in informational texts.</li> <li>• Explain the relationships between individuals, events, and ideas in a text</li> <li>• Analyze the impact of the interaction between ideas, individuals, and events on the reader</li> <li>• Analyze the effectiveness of the interaction between ideas, individuals, and events in communicating the author’s central idea</li> </ul>
<p>RL.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative and</p>	<p>RI.7.4. Determine the meaning of words and phrases as they are used in a text, including</p>	<ul style="list-style-type: none"> <li>• Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical)</li> </ul>

<p>connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p> <p>RL.7.7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).</p> <p>RL 7.9 Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history</p> <p>RL.7.10 By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity.</p>	<p>figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p>	<ul style="list-style-type: none"> <li>● Analyze the impact of specific word choice on meaning and/or tone</li> </ul> <p>-Analyze why the author used a specific word choice or sound device</p> <p>-Generate a list of techniques expressed in each medium</p> <ul style="list-style-type: none"> <li>• Determine how the techniques of a particular medium affect the content</li> <li>• Analyze the effects of techniques unique to each medium</li> <li>• Explain what makes each medium unique</li> </ul> <p>-Compare and contrast historical fiction and a factual text</p> <ul style="list-style-type: none"> <li>• Explain how authors of historical fiction omit, embellish, or alter the information found in factual text to create a story</li> <li>• Analyze the importance of the information each author emphasized and the importance of what was excluded</li> </ul> <p>-Determine difficulties in comprehending and making meaning</p> <ul style="list-style-type: none"> <li>• Apply appropriate strategies in order to increase comprehension when encountering grade level text</li> <li>• Encounter appropriate texts at each grade level in order to develop the mature language skills and the conceptual knowledge needed for success in school and life</li> </ul>
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<p>W.7.1 Write arguments to support claims with clear reasons and relevant evidence.</p>	<ul style="list-style-type: none"> <li>● Write arguments to support claims</li> <li>● Support arguments with clear reasons and relevant evidence</li> <li>● Introduce claim(s)</li> <li>● Write a clear thesis statement</li> <li>● Address opposing claims</li> <li>● Organize the reasons and evidence logically. <ul style="list-style-type: none"> <li>-Choose appropriate reasoning and evidence to support claims</li> </ul> </li> <li>● Evaluate sources for accuracy and reliability <ul style="list-style-type: none"> <li>- Close the text with a conclusion</li> </ul> </li> </ul>
<p>W.7.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p>	<ul style="list-style-type: none"> <li>● Use technological resources to enhance writing</li> <li>● Follow appropriate typing format and conventions</li> <li>● Use technology to broaden research base</li> <li>● Use evidence found online to support ideas</li> </ul>
<p>W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<ul style="list-style-type: none"> <li>● Incorporate ideas from literary or informational texts to support writing</li> <li>● Deconstruct and reflect upon textual evidence</li> <li>● Identify evidence that supports claims in literary analysis</li> <li>● Logically connect evidence to claims in writing</li> <li>● Select direct and indirect quotations that relate to the topic as evidence</li> <li>● Cite in-text direct and indirect quotations appropriately</li> <li>● Explain quotations used as support to enhance meaning</li> <li>● Recognize and identify multiple organizational models</li> <li>● Apply a specific organizational strategy to a writing</li> </ul>
<p>W7.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<ul style="list-style-type: none"> <li>-Reflect on and be able to explain decisions made while crafting a piece of writing</li> <li>• Produce written reflections</li> <li>• Write for a variety of audiences and purposes on an array of cross-curricular topics</li> </ul>

<ul style="list-style-type: none"> <li>● SL.7.1 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.</li> </ul>	<ul style="list-style-type: none"> <li>● Read required texts prior to discussions</li> <li>● Prepare for discussions</li> <li>● Use previous knowledge to expand discussions about a topic</li> <li>● Engage in conversations about grade-appropriate topics and texts</li> <li>● Participate in a variety of rich, structured conversations</li> <li>● Define and identify rules for discussions, including group and individual roles</li> <li>● Model appropriate behavior during discussions</li> <li>● Craft and respond to specific questions based on the topic or text, elaborating when necessary</li> <li>● Reflect on and paraphrase what was discussed</li> <li>● Summarize the ideas expressed</li> </ul>
<p>L7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.7.3.A. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy</p>	<ul style="list-style-type: none"> <li>-Select precise language</li> <li>• Revise writing for wordiness and redundancies</li> </ul>
<p>L 7.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</p>	<p>Use a combination of context clues, structural clues, and the word's position in a sentence to determine the meaning of unknown words or phrases</p> <ul style="list-style-type: none"> <li>• Use dictionaries, glossaries, and/or thesauruses to find the pronunciation of a word</li> <li>•</li> </ul>

L 7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	Use dictionaries, glossaries, and/or thesauruses to determine the actual meaning of a word or its part of speech Define and identify figures of speech • Determine the meaning of and purpose of figures of speech in context • Identify the relationship of words
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<b>Ancillary Standards</b>	
RL 7.1, 7.2 7.6 RI 7.1, 7.2 7.3, 7.4 W 7.4 7.5, L 7.1, 7.2	
<b>Formative Assessments</b>	<b>Summative Assessments</b>
<ul style="list-style-type: none"> <li>● Quick Writing</li> <li>● Rubric self checks</li> <li>● Teacher check in through Google Classroom</li> <li>● Student sample writings- score together</li> <li>● Exit and entrance tickets</li> <li>● Conferencing with students</li> <li>● Teacher observation</li> </ul>	<ul style="list-style-type: none"> <li>● Writing responses to general questions</li> <li>● Prose Constructed Responses for Iditarod unit</li> <li>● Cross Curricular writing with Social Studies</li> <li>● Poetry Portfolio</li> <li>● NJSLA practice prompts</li> <li>● Scored Socratic discussion</li> <li>● Grammar quizzes- IXL</li> </ul>

<b>Suggested Primary Resources</b>	<b>Suggested Supplemental Resources</b>
<ul style="list-style-type: none"> <li>● Scholastic Scope</li> <li>● Black Star, Bright Dawn Scott O’ Dell</li> <li>● Julie of the Wolves Jean Craighead George</li> <li>● “The Dogs Could Teach Me” Gary Paulsen</li> <li>● “To the Top of Mt. Everest”</li> <li>● Various poems The Highway Man</li> </ul>	<ul style="list-style-type: none"> <li>● Readworks (Readworks.org)</li> <li>● CommonLit <a href="https://www.commonlit.org/">https://www.commonlit.org/</a></li> <li>● IXL <a href="https://www.ixl.com/">https://www.ixl.com/</a></li> <li>● Scholastic Scope <a href="https://scope.scholastic.com/">https://scope.scholastic.com/</a></li> <li>● <a href="https://iditarod.com/">https://iditarod.com/</a></li> </ul>



<p>Garbage</p> <ul style="list-style-type: none"> <li>The Cremation of Sam McGee</li> <li>Nothing Gold Can Stay</li> <li>The Tide Rises and the Tide Falls</li> <li>    Mother to Son</li> <li>    On Turning Ten</li> <li>    Fog Carl Sandburg</li> <li>Sarah Cynthia Sylvia Stout Would Not Take the Out”</li> <li>Onomatopoeia Eve Merriam</li> <li>Your World Georgia Douglas Johnson</li> <li>Gratitude Jennifer Dignan</li> <li>Valentine for Ernest Mann</li> <li>Naoimi Shihab Nye</li> <li>What My Name Means Jennifer Dignan</li> <li>One Moon Rebecca Kai Dotlich</li> <li>What I’m Made Of Rebecca Kai Dotlich</li> <li>- PARCC released documents</li> </ul>	<ul style="list-style-type: none"> <li>• Read, Write Think website <a href="http://readwritethink.org/">http://readwritethink.org/</a></li> </ul>
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<b>Cross-Curricular Connections</b>
<ul style="list-style-type: none"> <li>• Informational reading in science: RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources; RH.6-8.6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</li> <li>• Informational writing in science using similar structures: RST.6-8.2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.; RST.6-8.6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.</li> <li>• Science in the News assignments</li> <li>• Social Studies- Read Works assignments</li> </ul>

- Social Studies primary source readings: RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources;
- ELA Academic Lab readings

Enduring Understanding	Essential Questions
<ul style="list-style-type: none"> <li>● Creating and accomplishing goals and challenges helps us grow; physically, mentally and emotionally.</li> <li>● When we encounter new experiences, our heritage transforms with each new generation.</li> <li>● Studying exemplar writing samples can help me become a better writer.</li> <li>● Making connections between what I am learning in different classes helps me to build a deeper understanding.</li> <li>● Students will understand how figurative language enhances an author’s expression and purpose</li> <li>● Poetry can express similar themes as prose</li> <li>● Different genres of writing can express the same ideas</li> </ul>	<ul style="list-style-type: none"> <li>● How can I write about the facts and information I have learned?</li> <li>● How can I apply the strategies I have learned to make meaning while reading novels, texts and articles that are on my reading level?</li> <li>● How do I evaluate writing? What strategies do I notice in other’s writing?</li> <li>● How can I communicate the best?</li> <li>● What techniques are used in poetry to express ideas?</li> </ul>

Differentiation		
504	<ul style="list-style-type: none"> <li>● preferential seating</li> <li>● extended time on tests and assignments</li> <li>● reduced homework or classwork</li> <li>● verbal, visual, or technology aids</li> </ul>	<ul style="list-style-type: none"> <li>● modified textbooks or audio-video materials</li> <li>● behavior management support</li> <li>● adjusted class schedules or grading</li> <li>● verbal testing</li> </ul>

<b>Enrichment</b>	<ul style="list-style-type: none"> <li>● Utilize collaborative media tools</li> <li>● Provide differentiated feedback</li> <li>● Opportunities for reflection</li> <li>●</li> </ul>	<ul style="list-style-type: none"> <li>● Encourage student voice and input</li> <li>● Model close reading</li> <li>● Distinguish long term and short term goals</li> </ul>
<b>IEP</b>	<ul style="list-style-type: none"> <li>● Utilize “skeleton notes” where some required information is already filled in for the student</li> <li>● Provide access to a variety of tools for responses</li> <li>● Provide opportunities to build familiarity and to practice with multiple media tools</li> <li>● Graphic organizers</li> </ul>	<ul style="list-style-type: none"> <li>● Leveled text and activities that adapt as students build skills</li> <li>● Provide multiple means of action and expression</li> <li>● Consider learning styles and interests</li> <li>● Provide differentiated mentors</li> </ul>
<b>ELLs</b>	<ul style="list-style-type: none"> <li>● Pre-teach new vocabulary and meaning of symbols</li> <li>● Embed glossaries or definitions</li> <li>● Provide translations</li> <li>● Connect new vocabulary to background knowledge</li> </ul>	<ul style="list-style-type: none"> <li>● Provide flash cards</li> <li>● Incorporate as many learning senses as possible</li> <li>● Portray structure, relationships, and associations through concept webs</li> <li>● Graphic organizers</li> </ul>
<b>At-risk</b>	<ul style="list-style-type: none"> <li>● Purposeful seating</li> <li>● Counselor involvement</li> <li>● Parent involvement</li> <li>● I&amp;RS involvement</li> </ul>	<ul style="list-style-type: none"> <li>● Contracts</li> <li>● Alternate assessments</li> <li>● Hands-on learning</li> </ul>

## 21st Century Skills

<ul style="list-style-type: none"> <li>● Creativity</li> <li>● Innovation</li> <li>● Critical Thinking</li> </ul>	<ul style="list-style-type: none"> <li>● Problem Solving</li> <li>● Communication</li> <li>● Collaboration</li> </ul>
<b>Integrating Technology</b>	
<ul style="list-style-type: none"> <li>● Chromebooks</li> <li>● Internet research</li> <li>● Online programs</li> </ul>	<ul style="list-style-type: none"> <li>● Virtual collaboration and projects</li> <li>● Presentations using presentation hardware and software</li> </ul>

**Unit 4a Overview**  
**Tales of the Strange and the Mysterious**  
**Primary Reading Resource: Sherlock Holmes stories, And Then There Were None, various short stories, and plays**  
 Through shared reading (and modeling) of various pieces of detective literature and spooky stories, students will explore the mystery genre.

	Reading		Writing	Speaking & Listening	Language
<b>Focus standards (Objectives)</b>	RL.7.5 RL.7.7 RL.7.10		W.6	SL.7.1	L. 3
<b>Ancillary standards (Review)</b>	RL 7.1, 7.2, 7.3, 7.4, 7.6 RI 7.1, 7.2, 7.3, 7.4, 7.5, 7.6		W 7. 4, 7.5		L 7.1, 7.2

<b>Unit 4b Overview</b> <b>Our Classical Heritage through the Generations</b> <b>Primary Reading Resource: myths, fables, and folktales</b>					
<p>Through shared reading (and modeling) of various pieces of, students will identify universal themes in myths, fables, and folktales. Students will study the oral tradition through different cultural perspectives and focus on stated, implied, and universal theme.</p>					
	Reading		Writing	Speaking & Listening	Language
<b>Focus standards (Objectives)</b>	RL.7.9 RL.10	RI. 7.9 RI. 7.10	W.7.9 W.7.10	SL.7.1	L. 7.3

<b>Ancillary standards (Review)</b>	RL.7.3, RI. 7.6	W.7.5		L.7.1, 7.2
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<b>Subject: ELA</b>	<b>Grade: 7</b>	<b>Unit: 7</b>	<b>4th Marking Period</b>
<b>Focus Standards: Reading</b>		<b>Critical Knowledge and Skills</b>	
RL.7.5 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning		<ul style="list-style-type: none"> <li>● Describe the form and structure of a drama or poem</li> <li>● Describe the structure used to organize a nonfiction text texts</li> <li>● Explain how text structure impacts overall meaning of text</li> <li>● Analyze the impact of the form or structure on the reader (how would the text be different if the form changed?)</li> <li>● Evaluate the effectiveness of the chosen form or structure</li> </ul>	
RL.7.7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).		<ul style="list-style-type: none"> <li>● Generate a list of techniques expressed in each medium • Compare and contrast a written story, drama, or poem o its audio, filmed, staged, or multimedia version</li> <li>● Determine how the techniques of a particular medium affect the content</li> <li>● Analyze the effects of techniques unique to each medium •Explain what makes each medium unique</li> <li>● Analyze the impact of each medium on the reader</li> </ul>	
RL.7.9 Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history	RI.7.9Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	<ul style="list-style-type: none"> <li>● Analyze why the author of the fictional piece chose to use or alter history</li> <li>● Analyze the impact that the author's use or alteration of history has on the reader</li> <li>● Evaluate the effectiveness of the author's choices to use and/or alter history</li> <li>● Track key individuals, events, and/or ideas in informational texts from two or more authors.</li> <li>● Investigate how one topic may be presented in different ways</li> </ul>	

		<ul style="list-style-type: none"> <li>● Compare and contrast two or more authors' presentations of key information</li> </ul>
RL.7.10 By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity	RI.7.10 By the end of the year read and comprehend literary nonfiction	<ul style="list-style-type: none"> <li>-Determine difficulties in comprehending and making meaning</li> <li>• Apply appropriate strategies in order to increase comprehension when encountering grade level text</li> </ul>
<b>Focus Standards: Writing</b>		<b>Critical Knowledge and Skills</b>
W.7.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.		<ul style="list-style-type: none"> <li>● Use technological resources to enhance writing</li> <li>● Follow appropriate typing format and conventions</li> <li>● Give and receive feedback using technology</li> <li>● Seek out authentic publishing opportunities</li> </ul>
W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research		<ul style="list-style-type: none"> <li>● Cite in-text direct and indirect quotations appropriately</li> <li>● Explain quotations used as support to enhance meaning</li> <li>● Recognize and identify multiple organizational models</li> <li>● Apply a specific organizational strategy to a writing</li> </ul>
W.7.10 Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.		<ul style="list-style-type: none"> <li>● Produce written reflections</li> <li>● Write for a variety of audiences and purposes on an array of cross-curricular topics</li> </ul>
SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.		<ul style="list-style-type: none"> <li>● Model appropriate behavior during discussions</li> <li>● Craft and respond to specific questions based on the topic or text, elaborating when necessary</li> <li>● Reflect on and paraphrase what was discussed</li> <li>● Summarize the ideas expressed</li> </ul>

L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	<ul style="list-style-type: none"> <li>● Select precise language</li> <li>● Revise writing for wordiness and redundancies</li> </ul>
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<b>Ancillary Standards</b>	
RL 7.1, 7.2 7.3, 7.4, 7.6 RI 7.1, 7.2 7.3, 7.4 7.5, 7.6 W 7.4 7.5 7.6, L 7.1, 7.2	
<b>Formative Assessments</b>	<b>Summative Assessments</b>
<ul style="list-style-type: none"> <li>● Quick Writing</li> <li>● Rubric self checks</li> <li>● Teacher check in through Google Classroom</li> <li>● Student sample writings- score together</li> <li>● Exit and entrance tickets</li> <li>● Conferencing with students</li> <li>● Teacher observation</li> </ul>	<ul style="list-style-type: none"> <li>● Writing responses to general questions</li> <li>● Prose Constructed Responses for detective stories and novel.</li> <li>● Write a drama format of a story</li> <li>● Act out play-scored</li> <li>● Research narrative folk tale and compare to historical event</li> <li>● Generations interview project</li> <li>● Scored Socratic discussion</li> <li>● Grammar quizzes- IXL</li> </ul>

<b>Suggested Primary Resources</b>	<b>Suggested Supplemental Resources</b>
<ul style="list-style-type: none"> <li>● Scholastic Scope</li> <li>● Short stories <ul style="list-style-type: none"> <li>○ “The Tell-Tale Heart”</li> <li>○ “The Landlady”</li> <li>○ “Lamb to the Slaughter”</li> <li>○ “The Open Window”</li> </ul> </li> <li>● Dramas <ul style="list-style-type: none"> <li>○ “The Monkey’s Paw”</li> <li>○ “The Monsters are Due on Maple Street”</li> <li>○ “Frankenstein”</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Readworks (Readworks.org)</li> <li>● CommonLit <a href="https://www.commonlit.org/">https://www.commonlit.org/</a></li> <li>● IXL <a href="https://www.ixl.com/">https://www.ixl.com/</a></li> <li>● Scholastic Scope <a href="https://scope.scholastic.com/">https://scope.scholastic.com/</a></li> <li>● Read, Write Think website <a href="http://readwritethink.org/">http://readwritethink.org/</a></li> </ul>



- And Then There Were None
- Sherlock Holmes stories
- Myths of Greece and Rome
- Fables and folktales in textbook
- “The Treasure of Lemon Brown”
- “The Courage That My Mother Had”
- “Legacy II”
- “The Secret Heart”
- “Grandma Ling”
- The Mustache”
- “The Wise Old Woman”
- “Mother To Son”

#### **Cross-Curricular Connections**

- Informational reading in science: RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources; RH.6-8.6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
- Informational writing in science using similar structures: RST.6-8.2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.; RST.6-8.6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.
- Science in the News assignments
- Social Studies- Read Works assignments
- Social Studies primary source readings: RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources;
- ELA Academic Lab readings

#### **Enduring Understanding**

- Good writers use many techniques to create mood.

#### **Essential Questions**

- How do authors create suspense?
- How does an author craft a mystery?

<ul style="list-style-type: none"> <li>● Mysteries encourage critical thinking, close reading, analytical, and characterization skills.</li> <li>● Writers create stories in different genres for different reasons.</li> <li>● Generations can work together to provide deeper understanding of the world.</li> </ul>	<ul style="list-style-type: none"> <li>● How does an author build suspense?</li> <li>● How does setting drive the plot and affect the mood?</li> <li>● How can I connect the past with my life now?</li> <li>● Overall, what is important to people?</li> <li>● How can knowing and understanding about the past and others' beliefs help us understand the world better?</li> <li>● What are some ways our communities can strengthen relationships between generations?</li> <li>● How can I present information about a person I admire?</li> </ul>
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<b>Differentiation</b>		
<b>504</b>	<ul style="list-style-type: none"> <li>● preferential seating</li> <li>● extended time on tests and assignments</li> <li>● reduced homework or classwork</li> <li>● verbal, visual, or technology aids</li> </ul>	<ul style="list-style-type: none"> <li>● modified textbooks or audio-video materials</li> <li>● behavior management support</li> <li>● adjusted class schedules or grading</li> <li>● verbal testing</li> </ul>
<b>Enrichment</b>	<ul style="list-style-type: none"> <li>● Utilize collaborative media tools</li> <li>● Provide differentiated feedback</li> <li>● Opportunities for reflection</li> <li>● Research opportunities</li> </ul>	<ul style="list-style-type: none"> <li>● Encourage student voice and input</li> <li>● Model close reading</li> <li>● Distinguish long term and short term goals</li> </ul>
<b>IEP</b>	<ul style="list-style-type: none"> <li>● Utilize “skeleton notes” where some required information is already filled in for the student</li> <li>● Provide access to a variety of tools for responses</li> <li>● Provide opportunities to build familiarity and to practice with multiple media tools</li> <li>● Graphic organizers</li> </ul>	<ul style="list-style-type: none"> <li>● Leveled text and activities that adapt as students build skills</li> <li>● Provide multiple means of action and expression</li> <li>● Consider learning styles and interests</li> <li>● Provide differentiated mentors</li> </ul>

<b>ELLs</b>	<ul style="list-style-type: none"> <li>● Pre-teach new vocabulary and meaning of symbols</li> <li>● Embed glossaries or definitions</li> <li>● Provide translations</li> <li>● Connect new vocabulary to background knowledge</li> </ul>	<ul style="list-style-type: none"> <li>● Provide flash cards</li> <li>● Incorporate as many learning senses as possible</li> <li>● Portray structure, relationships, and associations through concept webs</li> <li>● Graphic organizers</li> </ul>
<b>At-risk</b>	<ul style="list-style-type: none"> <li>● Purposeful seating</li> <li>● Counselor involvement</li> <li>● Parent involvement</li> </ul>	<ul style="list-style-type: none"> <li>● Contracts</li> <li>● Alternate assessments</li> <li>● Hands-on learning</li> </ul>

<b>21st Century Skills</b>	
<ul style="list-style-type: none"> <li>● Creativity</li> <li>● Innovation</li> <li>● Critical Thinking</li> </ul>	<ul style="list-style-type: none"> <li>● Problem Solving</li> <li>● Communication</li> <li>● Collaboration</li> </ul>
<b>Integrating Technology</b>	
<ul style="list-style-type: none"> <li>● Chromebooks</li> <li>● Internet research</li> <li>● Online programs</li> </ul>	<ul style="list-style-type: none"> <li>● Virtual collaboration and projects</li> <li>● Presentations using presentation hardware and software</li> </ul>

**Audubon Public Schools**  
**Engaging Students ~ Fostering Achievement ~ Cultivating 21st Century Global Skills**  
**Written By: Lisa McGilloway**  
**Reapproved June 2017**

**Course Title: English Language Arts Unit Name: Comprehension**  
**Grade Level: 7**

<p><b>Content Statements</b></p> <p>Reading is a balanced application of skills used with the ultimate goal of comprehending what is read. Comprehension involves the flexible and purposeful use of a variety of reading strategies: monitoring for meaning (metacognition), questioning, creating sensory images (visualizing), inferring, using schema (background knowledge), determining importance, and synthesizing. These skills and strategies can be learned and applied in a Reading Workshop setting as well as across the curriculum.</p>	<p><b>NJSLS Standards:</b></p> <p>RI.7.1-10  RL.7.1-10  L.7.1-6  SL.7.1-6</p>
<p><b>Overarching Essential Questions</b></p> <p>What are my responsibilities as a student in a Reading Workshop?</p> <p>How can I read the words in the texts that I choose and in the texts I am required to read?</p> <p>How can I use strategies to make meaning while reading?</p> <p>How can I apply the reading strategies I have learned to my independent reading, shared reading and assigned reading in textbooks and on the Internet? (7-8)</p>	<p><b>Overarching Enduring Understandings</b></p> <p>The routines learned in Reading Workshop in the elementary level allow students to read and understand a variety of texts written for different purposes.</p> <p>Reading involves decoding words in order to understand what is read.</p> <p>Comprehension is a recursive process that involves both the reader and the text.</p>

<p>How can I apply the strategies I have learned to make meaning while reading novels, texts and articles that are on my reading level? (7-8)</p>	<p>Successful readers understand that reading is thinking and flexibly use a variety of strategies while reading. Over time, this strategy use becomes automatic.</p> <p>I can apply the reading strategies I have learned when I am reading independently, participating in shared reading and navigating textbooks and other non-fictional material (7-8)</p> <p>I can use the reading strategies I have learned to attempt to understand reading material that is above my reading level. (7-8)</p>
<p><b>Unit Essential Questions</b></p> <p>How can I work successfully in Reading Workshop in ways such as:</p> <ul style="list-style-type: none"> <li>● Understand and explain the different parts of a reading workshop: guided reading, shared reading, independent reading, literature circles, focus lessons, read alouds, etc.??</li> <li>● Understand how to choose a just right book?</li> <li>● Use the procedures for the classroom library?</li> <li>● Know the differences between the different genres in fiction and nonfiction?</li> <li>● Write “Dear Teacher” letters to show how I can answer questions, summarize, and use reading strategies?</li> <li>● Understand the procedures and reasons for conferencing with the teacher?</li> <li>● Use comprehension strategies taught in focus lessons in Reading Workshop and across the curriculum?</li> <li>● Respond to what I read about in different written ways?</li> </ul>	<p><b>Unit Enduring Understandings</b></p> <p>Thinking about what I am reading will help me recognize when my reading is not making sense. I can use fix-up strategies to help me understand when this happens.</p> <p>Asking questions before, during, and after reading takes me deeper into what I am reading and gives me a purpose to read more.</p> <p>Creating a sensory images or making a “movie in my mind” helps me to understand what I am reading and connects me to the text more deeply.</p> <p>Inferring, or reading between the lines, helps me to understand and recognize that reading goes beyond the words on the page.</p> <p>I can use my background knowledge to help me understand and connect what I am reading to what I already know.</p>

<ul style="list-style-type: none"> <li>● Help create “anchor charts” to use for future reference?</li> <li>● Participate in daily independent reading time?</li> <li>● Listen to and create book talks about what I am reading?</li> <li>● Use text features in Reading Workshop and across the curriculum?</li> <li>● Recognize different print formats?</li> <li>● Understand that reading strategies can be used across the curriculum?</li> </ul> <p>How can I monitor for meaning while reading in ways such as:</p> <ul style="list-style-type: none"> <li>● Recognize when my reading is not making sense?</li> <li>● Review, develop, and apply fix-up strategies when I recognize my reading is not making sense?</li> <li>● Leave tracks of my thinking in writing and during discussions?</li> <li>● “Listen in” on the inner conversation that happens when I am reading texts?</li> <li>● Set a purpose for why I am reading a text?</li> <li>● Read texts from different points of view?</li> <li>● Read to identify an author’s purpose, views, or beliefs?</li> <li>● Tell how a fix-up strategy helped me make sense of my reading in discussion or in writing?</li> <li>● Reread to make sense of different paragraphs or sections of text?</li> <li>● Read at different speeds depending on my purpose for reading?</li> <li>● Use graphic organizers, sticky notes, etc. to help hold my thinking?</li> </ul>	<p>I can determine what is important to focus on as I am reading and use this to understand and remember the texts I am reading.</p> <p>I can synthesize by using two or more strategies at the same time in order to come to new understanding that is outside of the text.</p>
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<p>How can I use questions to help my reading in ways such as:</p> <ul style="list-style-type: none"><li>● Ask questions before, during, and after my reading?</li><li>● Identify and create thick questions (inferential) and thin questions (literal)?</li><li>● Understand that some questions get answered while others linger?</li><li>● Understand how “wondering questions” can lead to research with nonfiction texts?</li><li>● Explain how questions help clear up thinking or take my reading deeper?</li><li>● Locate evidence in the text that supports or answers questions?</li><li>● Understand how questioning helps me make inferences and build new schema?</li><li>● Use the ideas of others to make, change, or answer questions?</li><li>● Explain how questioning can help me be a better reader?</li></ul> <p>How can I create sensory images while reading in ways such as:</p> <ul style="list-style-type: none"><li>● Automatically create images while reading or create them when directed to?</li><li>● Understand that all five senses are part of creating sensory images?</li><li>● Locate, write, or draw examples of sensory images and explain how they helped me understand the text?</li><li>● Use visualizing to help remember the events that were read?</li><li>● Change images when I get new information or someone brings up a different point?</li><li>● Explain how choice of words can help create a sensory image?</li></ul>	
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- Make a movie in my mind to help understand a fictional text?
- Notice and analyze how authors create sensory images so I can use these ideas in my writing?
- Explain how creating sensory images can help me understand what I am reading?
- Identify the sensory images in poems or drama?
- Explain idioms?

How can I make inferences when I am reading in ways such as:

- Use context clues to help me infer the meaning of new words or ideas?
- Use the text and my background knowledge to help draw a conclusion about what I am reading?
- Use the text to help me infer answers that are not “right there?”
- Cite evidence from the text that makes me think a certain way?
- Use text clues and background knowledge to make inferences about characters?
- Use inferring to help understand how text features can help me when reading nonfiction?
- Use inferences to make and revise predictions?
- Use inferences to identify the theme of a text?
- Understand why a text was written? What was its purpose?
- Explain how inferences help my understanding of what I read?

How can I use my schema to help me understand what I am reading in ways such as:

- Be aware of my background knowledge and how it helps me before, during, and after reading?



<ul style="list-style-type: none"><li>● Identify the three types of connections and how they help me make meaning?</li><li>● Understand that my own schema can affect the way I read and understand something?</li><li>● See how schema about an author can help me understand what I am reading?</li><li>● Know when I need to get more schema to understand what I am reading?</li><li>● Explain how schema about text features can help me read nonfiction?</li><li>● Be aware of how my schema changes as I get new information?</li><li>● Make or revise predictions as I get new schema?</li><li>● Recognize how things like propaganda techniques, biases, and points of view can affect my understanding of what I read?</li><li>● Explain how my schema helps me understand what I read?</li></ul> <p>How can I determine what is important about what I am reading and use it to help my understanding in ways such as:</p> <ul style="list-style-type: none"><li>● Understand what is important at the word, sentence, paragraph, or passage level?</li><li>● Use determining what is important to help me summarize?</li><li>● Explain the main idea of what I've read by determining what was important?</li><li>● Understand that what is important is different from what is interesting?</li><li>● Explain how stating what is important is influenced by why I am reading something?</li><li>● Identify the key elements of a story by determining what is important?</li><li>● Recognize and use ways to organize important information: charts, graphs, outlines, etc.</li></ul>	
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<ul style="list-style-type: none"><li>● Use determining what is important to help with taking notes and research in the content areas?</li><li>● Explain how determining what is important can help me understand what I am reading?</li></ul> <p>How can I move toward synthesizing while reading in ways such as:</p> <ul style="list-style-type: none"><li>● Understand that synthesizing is a combination of different reading strategies?</li><li>● Explain how synthesizing leads me to a new understanding of something outside of the text?</li><li>● Understand how synthesizing can help with summarizing?</li><li>● Understand how synthesizing can help me understand themes?</li><li>● See that synthesizing can be shown through the multiple intelligences?</li><li>● Explain how text structures can help me synthesize new information I am reading in nonfiction texts?</li><li>● Put together information from more than one source to help draw conclusions about what I am reading?</li><li>● Explain how synthesizing can help me understand the mood of a novel, play, or poem?</li><li>● Compare ideas from different texts to reach a higher level of understanding or a new understanding about a topic?</li><li>● Thoughtfully critique an author’s purpose, ideas, views, or beliefs?</li><li>● Understand how synthesizing can help me understand texts across the curriculum?</li></ul>	
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<p><b>Unit Rationale</b></p> <p>The ultimate goal of the reader is to understand the text. Readers need a repertoire of strategies to help them make sense of text in all content areas as well as in daily reading in and out of the classroom. The seven comprehension strategies must be taught explicitly and purposefully so that students are fluent in the use of each one. Additionally, students must be guided in applying these strategies in a variety of reading contexts for pleasure as well as for information. Mastery of these strategies will lead to the ability to understand reading materials both in print and on the computer, vital skills for a learner in the 21<sup>st</sup> century.</p>	<p><b>Unit Overview</b></p> <p>In this unit students will continue to apply and refine the use of the comprehension strategies they have learned through the grades. They will become more flexible and independent with the use of these strategies depending on the reading task. In addition they will articulate, through discussion and in writing, how the use of reading strategies aids in their overall comprehension. Finally, they will progress toward synthesizing the use of all strategies both in the Literacy block and across the curriculum. Application of the strategies in order to address the standardized test demands of working with text and analyzing text will be emphasized.</p>
<p><b>Suggested Activities for Inclusion in Lesson Planning</b></p> <p>Dear Teacher Letters and daily Independent Reading  Reading Response Logs, Journals  Guided Reading Groups  Identify more than one central idea in informational text  Identify how an author of informational text conveys POV  Analyze the structure of informational text  Highlight important text  Connect character traits to other words and illustrations  Create and maintain a bank of sentence starters for providing and introducing evidence  Use pictures to determine the personality or mood of a character and explain your conclusions  Whole Group: create and display a bank of themes and theme statements  Watch character building videos and determine the themes  Read Aesop’s Fables and act out modernized versions  Practice summarizing literature and informational text  Identify the elements of a story or drama  Recognize and understand Freitag’s Pyramid  Use RAFT to change roles, formats and topics  Read literary pieces and identify where setting shapes character, setting or plot  Use children’s books and cartoons to analyze idioms and adages</p>	

Group words from a text or story connotatively and rank the words  
Read and memorize poetry  
Use a Venn diagram to take notes about the differences between a movie and a novel  
Write a compare and contrast essay from the Venn notes, including why there were differences  
Create a movie advertisement  
Read reviews of movies that were made from novels.  
Read a biographical text and a fictional account of the same person – write about the similarities and the differences.  
Discuss why there are some differences.  
Compare and contrast a fictional portrayal of an historical time, place and character against an historical account of the same time period.  
Identify important and nonessential details in texts  
Identify and explain the function of text features and note the differences in several texts  
Summarize social studies and science texts  
Make connection to reading  
Identify figurative and connotative words in text  
Practice using context clues  
Use print and online reference materials  
Outline social studies or science texts  
Write information using only subheadings  
Create and maintain a bank of reasons why authors write  
Read an historic speech and then watch it being delivered – discuss the differences and impact  
Read about a particular time period and then watch a documentary on it – discuss the differences and impact  
Highlight evidence in text  
Create a list of weak arguments about a topic and then write a stronger version  
Read two claims on the same topic and determine validity  
Compare and contrast two arguments in the same text, determine which is stronger or more valid  
Create maps, charts and diagrams with information from a text  
Write directions on how to draw a monster and follow a classmates directions, then discuss observations  
Literature Circles  
Author Studies  
Book Talks  
Focus Lessons  
Teacher created assessments of texts read  
Anchor Charts – mentor authors, reading strategy use, etc.

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**Written By: Lisa McGilloway, Beth Canzanese**  
**Reapproved June 2017**

**Course Title: English Language Arts    Unit Name: Writing - Narrative**  
**Grade Level: 7**

<p><b>Content Statements</b></p> <p>In this unit narrative writing skills will be developed. The craft of narrative writing will be explored through a wide variety of reading experiences in which one ‘reads like a writer’. Craft will also be honed through the experiences of drafting, revising, and publishing pieces in a range of different narrative formats for different audiences and purposes. Mechanics will be addressed as identified by ongoing student writing assessments.</p>	<p><b>NJSLS Standards:</b></p> <p>RL.7.1-10  W.7.2.4-8, 10  SL.7.1-6  L.7.1-6</p>
<p><b>Overarching Essential Questions</b></p> <p>What routines and materials will help me be a more effective and successful writer?</p> <p>What have I read that can act as a model for my own narrative writing? How can I craft my own narrative writing on these models?</p> <p>How do writers make decisions about the mechanics of writing? How can I incorporate these decisions into my own writing?</p> <p>How can I write about real or imagined experiences?</p>	<p><b>Overarching Enduring Understandings</b></p> <p>Writers use their knowledge of the writing process and how writers work to produce writing in different genres and for different audiences and purposes.</p> <p>Writing and reading are interconnected; reading effective writing can help develop the craft of writing and help guide writers in decisions about mechanics.</p> <p>I can write about my real or imagined experiences by:</p> <ul style="list-style-type: none"> <li>■ engaging and orienting the reader with a POV, situation, sequence, narrator and character</li> <li>■ organizing an event sequence that unfolds naturally</li> <li>■ using dialogue, description and pacing</li> </ul>

	<ul style="list-style-type: none"> <li>■ using transition words, phrases and clauses to convey sequence and signal shifts from one time frame or setting to another</li> <li>■ using precise words, phrases, details and sensory language</li> <li>■ providing a conclusion that follows from the experiences or events</li> </ul>
<p><b>Unit Essential Questions</b></p> <p>How can I work independently in Writing Workshop in a variety of ways that support effective writing such as:</p> <ul style="list-style-type: none"> <li>● Use a writer’s notebook?</li> <li>● Collect seeds and territories?</li> <li>● Know steps of writing process?</li> <li>● Use rubrics and graphic organizers to guide my writing?</li> <li>● Write for a sustained period?</li> <li>● Reflect on my own writing?</li> <li>● Conference with my peers and teachers?</li> <li>● Use touchstone and mentor texts?</li> <li>● Revise and edit pieces to make them more effective?</li> <li>● Develop a sense of voice in my own writing?</li> </ul> <p>How can I make decisions about mechanics to make my writing more effective such as:</p> <ul style="list-style-type: none"> <li>● Know reasons for paragraphing?</li> <li>● Use commas for a variety of purposes?</li> <li>● Create sentences of different length, variety, or complexity?</li> <li>● Use capitalization for a variety of purposes?</li> <li>● Use the correct form of adjectives and adverbs?</li> <li>● Create adverbial and prepositional phrases?</li> </ul>	<p><b>Unit Enduring Understandings</b></p> <p>I can write for different audiences and for different purposes and use strategies from Writing Workshop to get ideas.</p> <p>I can use rubrics and graphic organizers to help organize my thoughts and guide my writing.</p> <p>I know the steps of the writing process: prewriting, drafting, revising, editing, and publishing. I understand that writers move in and out of these steps as they work on pieces.</p> <p>I can use feedback from my teacher or my peers to improve my pieces. I can look at my own pieces and see ways to improve them.</p> <p>I can use texts that I read to help guide my own writing.</p> <p>I can use examples of how authors use grammar and mechanics in effective ways to make my writing clearer.</p> <p>I can use my knowledge of spelling patterns to help me spell and read words.</p>

<ul style="list-style-type: none"> <li>● Use colons, apostrophes, hyphens, parentheses, semicolons, and end punctuation effectively?</li> <li>● Properly use different types of verbs?</li> <li>● Use verbs of consistent tenses that agree with the subject?</li> <li>● Properly use different types of nouns?</li> <li>● Use different types of pronouns?</li> <li>● Use conjunctions, interjections, and appositives?</li> <li>● Use resources and references sources to help support my decisions about mechanics?</li> <li>● How can I use knowledge of spelling patterns to help me spell words in my writing?</li> <li>● Use correct spelling and legible handwriting or technology?</li> <li>● Spell all high frequency words at my grade level correctly?</li> </ul> <p>What skills can I use to write narratives?</p> <ul style="list-style-type: none"> <li>● How can I use graphic organizers that help organize narrative story elements?</li> <li>● How can my personal experiences be incorporated into a narrative piece?</li> <li>● How can narrative writing be written in the 1<sup>st</sup> person? (myself) 3<sup>rd</sup> person? (others)</li> <li>● How can the ‘show don’t tell’ technique be used to make my narrative writing more descriptive?</li> <li>● How can the ‘magic of three’ technique be used to develop the plot of a narrative piece?</li> <li>● How can ‘snapshots’ and ‘thoughtshots’ be used to add detail to my writing?</li> <li>● How can I use the technique of “adding on” to make my writing more detailed?</li> <li>● How can I incorporate sensory images into my writing?</li> </ul>	
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<ul style="list-style-type: none"> <li>● How can vivid verbs, adjectives, and adverbs be used to improve my writing?</li> <li>● What strategies can be used to create openings which ‘hook’ the reader and what strategies can be used for closings?</li> <li>● What are some ways that characters in narrative pieces can be described?</li> <li>● How can literary elements such as similes and metaphors be used to enhance my writing?</li> <li>● What decisions can I make about word choice and vocabulary to make the writing richer?</li> </ul>	
<p><b>Unit Rationale</b></p> <p>Writing involves both process and product. Students need a working knowledge of all steps of the writing process in order to produce effective pieces in the narrative genre. Experiences in reading a variety of narrative texts and analyzing the author’s craft aid in the creation of a student’s own narrative piece. Elements of narrative writing can be also be used to help create pieces in which a writer may ‘speculate’ about what may happen in a fictional scenario.</p>	<p><b>Unit Overview</b></p> <p>In this unit students will continue to practice the routines and behaviors of successful Writing Workshop participants. They will read and analyze a variety of narrative texts in order to uncover the craft used by authors of this genre. These texts will provide authentic models for writing 3rd person narratives that will help develop the speculative writing required by standardized testing. Students will also expand the idea of a personal narrative into a personal essay in which a 1<sup>st</sup> person narrative helps illustrate a lesson learned.</p>
<p><b>Suggested Activities for Inclusion in Lesson Planning</b></p> <p>Read alouds, shared reading, and class discussion of touchstone texts with narrative elements  Whole group, small group, and individual analysis of touchstone narrative texts  Writer’s Notebook – collecting seeds and writing territories  Memoir Unit – write about a place, person or object  Dialogue Activities using cartoons  Show don’t tell practice  eBooks and Google books for narrative texts  use of word processing programs</p>	



Use digital tools to publish a piece of writing, including flip cameras, iPads, Smartboards, netbooks and computers.  
 ePortfolio  
 MyAccess Writing Program  
 Substitute precise words for listed generalized words  
 Describe created settings and characters, with details -- justify, verbally, how the details are relevant  
 Convert transition words into transition phrases and then transition clauses  
 Personal Essay  
 Short story writing  
 Narratives in 3<sup>rd</sup> person

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**Written By: Lisa McGilloway, Beth Canzanese**  
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**Course Title: English Language Arts    Unit Name: Argument Writing**  
**Grade Level 7**

<p><b>Content Statements</b></p> <p>In this unit document writing skills will be further refined through a wide variety of reading experiences in which a student will read primary and secondary documents, carefully. The craft of writing in this way will also be honed through the experiences of drafting, revising, and publishing pieces in the argument format across the curriculum. Mechanics will be addressed as identified by ongoing student writing assessments.</p>	<p><b>NJSLS Standards:</b></p> <p>RI.7.1-10          W.7.1,4-10          L.7.1-6          SL.7.1-6</p>
<p><b>Overarching Essential Questions</b></p> <p>What routines and materials will help me be a more effective and successful writer?</p>	<p><b>Overarching Enduring Understandings</b></p> <p>Writers use their knowledge of the writing process and how writers work to produce writing in different genres and for different audiences and purposes.</p>

<p>What have I read that can act as a model for my argument writing? How can I craft my own argument based on these models?</p> <p>How do writers make decisions about the mechanics of writing? How can I incorporate these decisions into my own writing?</p> <p>What is a document?</p> <p>What is a document based question (DBQ)?</p>	<p>Writing and reading are interconnected; reading effective writing can help develop the craft of writing and help guide writers in decisions about mechanics.</p> <p>I can answer DBQs by doing the following:</p> <ul style="list-style-type: none"> <li>● Read the question carefully</li> <li>● Read the assigned document(s)</li> <li>● Write a thesis statement</li> <li>● Answer the question using clear reasons and relevant evidence from a credible source or from document</li> <li>● Provide a connection between the document and its author, as well as the historical context</li> <li>● Write a strong conclusion, restating the thesis and how I supported it</li> </ul> <p>A document is a piece of written, printed, or electronic matter that provides information or evidence or that serves as an official record</p> <p>A document based question asks the writer to first read at least one document and then answer the question in the following way:</p>
<p><b>Unit Essential Questions</b></p> <p>How can I work independently in Writing Workshop in a variety of ways that support effective writing such as:</p> <ul style="list-style-type: none"> <li>● Use a writer’s notebook?</li> <li>● Collect seeds and territories?</li> <li>● Know steps of writing process?</li> <li>● Use rubrics and graphic organizers to guide my writing?</li> <li>● Write for a sustained period?</li> </ul>	<p><b>Unit Enduring Understandings</b></p> <p>I can write for different audiences and for different purposes and use strategies from Writing Workshop to get ideas.</p> <p>I can use rubrics and graphic organizers to help organize my thoughts and guide my writing.</p>

<ul style="list-style-type: none"> <li>● Reflect on my own writing?</li> <li>● Conference with my peers and teachers?</li> <li>● Use touchstone and mentor texts?</li> <li>● Revise and edit pieces to make them more effective?</li> <li>● Develop a sense of voice in my own writing?</li> </ul> <p>How can I make decisions about mechanics to make my writing more effective such as:</p> <ul style="list-style-type: none"> <li>● Know reasons for paragraphing?</li> <li>● Use commas for a variety of purposes?</li> <li>● Create sentences of different length, variety, or complexity?</li> <li>● Use capitalization for a variety of purposes?</li> <li>● Use the correct form of adjectives and adverbs?</li> <li>● Create adverbial and prepositional phrases?</li> <li>● Use colons, apostrophes, hyphens, parentheses, semicolons, and end punctuation effectively?</li> <li>● Properly use different types of verbs?</li> <li>● Use verbs of consistent tenses that agree with the subject?</li> <li>● Properly use different types of nouns?</li> <li>● Use different types of pronouns?</li> <li>● Use conjunctions, interjections, and appositives?</li> <li>● Use resources and references sources to help support my decisions about mechanics?</li> <li>● How can I use knowledge of spelling patterns to help me spell words in my writing?</li> <li>● Use correct spelling and legible handwriting or technology?</li> <li>● Spell all high frequency words at my grade level correctly?</li> </ul> <p>How can I answer a DBQ?</p>	<p>I know the steps of the writing process: prewriting, drafting, revising, editing, and publishing. I understand that writers move in and out of these steps as they work on pieces.</p> <p>I can use feedback from my teacher or my peers to improve my pieces. I can look at my own pieces and see ways to improve them.</p> <p>I can use texts that I read to help guide my own writing.</p> <p>I can use examples of how authors use grammar and mechanics in effective ways to make my writing clearer.</p> <p>I can use my knowledge of spelling patterns to help me spell and read words.</p> <p>A claim is a statement that has to be proven with valid and relevant facts,</p> <p>An argument is the evidence that supports the claim.</p> <p>Conventional openings are summaries of the body of the essay.</p> <p>A thesis statement is the presentation of a claim and a summary of the arguments that will be presented in the body of the response.</p> <p>Bias is an inclination or prejudice for or against a person, group or idea.</p> <p>Domain specific vocabulary are words or phrases that are related to a particular subject.</p>
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<ul style="list-style-type: none"> <li>● What is a claim?</li> <li>● What is an argument?</li> <li>● What is bias?</li> <li>● What is domain specific vocabulary?</li> <li>● What is the difference between an conventional essay opening and a thesis statement?</li> <li>● How can I determine if the information I have found is relevant?</li> <li>● What kind of words and phrases effectively clarify relationships among claims and reasons?</li> <li>● What style of writing should I used when answering a DBQ?</li> <li>● How can I craft a powerful closing that follows from the arguments I have presented?</li> </ul>	<p>The following will help me to make a claim and write an effective response to a DBQ:</p> <ul style="list-style-type: none"> <li>● use graphic organizers</li> <li>● use techniques of successful authors who pose claims and present supporting arguments</li> <li>● carefully choose the domain specific, precise words and phrases</li> <li>● use documents and relevant research and informational text to support my claim</li> <li>● determine relevance by researching the author to discover the historical context in which he lives or lived; finding out what experts in the related field have to say about the document and investigating the origin of the document and the website or publisher that is providing the text</li> <li>● organize my arguments</li> <li>● make sure that my closing reminds the reader that I have successfully presented arguments that support the claim I made in my thesis statement</li> </ul>
<p><b>Unit Rationale</b></p> <p>We live in a world where opinions are expressed each day in the wealth of media that surrounds us. Sometimes those opinions are presented as factual claims. Students need to understand how and why writers craft persuasive pieces and they need to be able to identify the validity and accuracy of the arguments supporting claims. This analysis and understanding can be used to provide a model for argument writing. Additionally students need to develop an appreciation for the power of persuasive writing in their everyday lives through real world examples.</p>	<p><b>Unit Overview</b></p> <p>In this unit students will continue to practice the routines and behaviors of successful Writing Workshop participants. They will read and analyze a variety of document based texts in order to uncover the craft used by authors as well as the common elements of this genre. These texts will provide authentic models for writing as students begin to draft their own pieces. The ability to construct on demand writing pieces online will be emphasized as standardized test preparation.</p>

<p><b>Suggested Activities for Inclusion in Lesson Planning</b></p> <p>Read alouds, shared reading, and class discussion of touchstone texts with document based elements  Whole group, small group, and individual analysis of touchstone document based texts  Writer’s Notebook – collecting seeds ,writing territories, and document based pieces  eBooks and Google books for persuasive texts  use of word processing programs  Use digital tools to publish a piece of writing, including flip cameras, iPads, Smartboards, netbooks and computers.  ePortfolio  MyAccess Writing Program  Evaluate documents for validity  Evaluate websites for credibility  Read and compare/contrast persuasive texts and document based texts  Practice writing claims  Brainstorm possible arguments and what research would be needed to make them valid  Keep a journal of domain specific vocabulary, as learned from reading documents  Practice writing conclusions about supporting arguments  Write a claim, with supporting arguments, including domain specific vocabulary and a strong conclusion  Cross curricular projects:  Soc. Studies – essays such as should we continue to take artifacts out of countries  Science – essays such as how to address global warming, letters to school/town officials to persuade regarding recycling issues, use of solar power, etc.  Math – short constructed responses to answer open-ended questions</p>	

Written By: Lisa McGilloway, Beth Canzanese  
Reapproved June 2017

Course Title: English Language Arts Unit Name: Informational Writing  
Grade Level: 7

<p><b>Content Statements</b></p> <p>In this unit informational writing skills will be developed. The craft of informational writing will be explored through a wide variety of reading experiences in which one ‘reads like a writer’. Craft will also be honed through the experiences of drafting, revising, and publishing pieces in a range of different informational formats across the curriculum. Mechanics will be addressed as identified by ongoing student writing assessments.</p>	<p><b>NJSLS Standards:</b></p> <p>RI.7.1-10 W.7.2,4-10 SL.7.1-6 L.7.1-6</p>
<p><b>Overarching Essential Questions</b></p> <p>What routines and materials will help me be a more effective and successful writer?</p> <p>What have I read that can act as a model for my own informational writing? How can I create my own informational writing based on these models?</p> <p>How do writers make decisions about the mechanics of writing? How can I make these decisions in my own writing?</p> <p>How can I write about the facts and information I have learned?</p>	<p><b>Overarching Enduring Understandings</b></p> <p>Writers use their knowledge of the writing process and how writers work to produce writing in different genres and for different audiences and purposes.</p> <p>Writing and reading are interconnected; reading effective writing can help develop the craft of writing and help guide writers in decisions about mechanics.</p> <p>I can effectively write about the facts and information I have learned by:</p> <ul style="list-style-type: none"><li>■ introducing a topic or text, clearly</li><li>■ previewing what will follow</li><li>■ using headings, illustrations, graphics and multimedia</li><li>■ using strategies such as definition, classification, comparison/contrast and cause/effect</li></ul>

	<ul style="list-style-type: none"> <li>■ developing my topic with relevant facts, definitions, concrete details, quotes or other related information</li> <li>■ using appropriate transitions</li> <li>■ using precise language and domain specific vocabulary</li> <li>■ providing a strong concluding statement or section that is related to the topic</li> <li>■ writing in a formal style</li> </ul>
<p><b>Unit Essential Questions</b></p> <p>How can I work independently in Writing Workshop in a variety of ways that support effective writing such as:</p> <ul style="list-style-type: none"> <li>● Use a writer’s notebook?</li> <li>● Collect seeds and territories?</li> <li>● Know steps of writing process?</li> <li>● Use rubrics and graphic organizers to guide my writing?</li> <li>● Write for a sustained period?</li> <li>● Reflect on my own writing?</li> <li>● Conference with my peers and teachers?</li> <li>● Use touchstone and mentor texts?</li> <li>● Revise and edit pieces to make them more effective?</li> <li>● Develop a sense of voice in my own writing?</li> </ul> <p>How can I make decisions about mechanics to make my writing more effective such as:</p> <ul style="list-style-type: none"> <li>● Know reasons for paragraphing?</li> <li>● Use commas for a variety of purposes?</li> <li>● Create sentences of different length, variety, or complexity?</li> <li>● Use capitalization for a variety of purposes?</li> <li>● Use the correct form of adjectives and adverbs?</li> <li>● Create adverbial and prepositional phrases?</li> </ul>	<p><b>Unit Enduring Understandings</b></p> <p>I can write for different audiences and for different purposes and use strategies from Writing Workshop to get ideas.</p> <p>I can use rubrics and graphic organizers to help organize my thoughts and guide my writing.</p> <p>I know the steps of the writing process: prewriting, drafting, revising, editing, and publishing. I understand that writers move in and out of these steps as they work on pieces.</p> <p>I can use feedback from my teacher or my peers to improve my pieces. I can look at my own pieces and see ways to improve them.</p> <p>I can use texts that I read to help guide my own writing.</p> <p>I can use examples of how authors use grammar and mechanics in effective ways to make my writing clearer.</p> <p>I can use my knowledge of spelling patterns to help me spell and read words.</p>

<ul style="list-style-type: none"> <li>● Use colons, apostrophes, hyphens, parentheses, semicolons, and end punctuation effectively?</li> <li>● Properly use different types of verbs?</li> <li>● Use verbs of consistent tenses that agree with the subject?</li> <li>● Properly use different types of nouns?</li> <li>● Use different types of pronouns?</li> <li>● Use conjunctions, interjections, and appositives?</li> <li>● Use resources and references sources to help support my decisions about mechanics?</li> <li>● Use knowledge of spelling patterns to help me spell words in my writing?</li> <li>● Use correct spelling and legible handwriting or technology?</li> <li>● Spell all high frequency words at my grade level correctly?</li> </ul> <p>What skills can I use to craft my own informational writing?</p> <ul style="list-style-type: none"> <li>● How can I use graphic organizers that help organize ideas for informational writing?</li> <li>● How can I take notes and put information in my own words (paraphrase) to prepare for informational pieces?</li> <li>● How do I decide on questions to research and write answers to these questions using facts, examples, and explanations?</li> <li>● How do I write different types of essays in all the subject areas?</li> <li>● How do I write short responses to questions in all the subject areas?</li> <li>● How can I organize information using main idea sentences and supporting details?</li> <li>● How can I use transition words to create bridges between paragraphs?</li> </ul>	<p>When I report on the research I have conducted, I have to list the sources I used.</p>
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<ul style="list-style-type: none"> <li>• How can techniques such as compare/contrast, problem/solution, or cause/effect be used to organize my informational writing?</li> <li>• How can I use text features such as: headings, labels, captions, and graphics to add to my informational pieces?</li> <li>• How can I add description in informational pieces to make my writing better?</li> <li>• How can ‘snapshots’ and ‘thoughtshots’ be used to add detail to my writing?</li> <li>• How can I use vivid verbs, adjectives, and adverbs in my informational writing?</li> <li>• What types of openings and closings do writers of informational use? How can I use them as models?</li> <li>• What decisions can I make about word choice and vocabulary to make my writing better?</li> </ul>	
<p><b>Unit Rationale</b></p> <p>Most of what we read on a daily basis is written in an informational or informational format. Students need a working knowledge of all steps of the writing process in order to produce effective pieces in this genre. Experiences in reading a variety of informational pieces and analyzing the author’s craft aid in the creation of a student’s own informational piece. Techniques used by writers of informational text aid students in writing across the curriculum.</p>	<p><b>Unit Overview</b></p> <p>In this unit students will continue to practice the routines and behaviors of successful Writing Workshop participants. They will read and analyze a variety of informational and informational texts in order to uncover the craft used by these authors as well as the common elements of this genre. The texts will provide authentic models for writing as students begin to draft their own pieces. The ability to construct short responses across the curriculum required by standardized testing will be emphasized for the student.</p>
<p><b>Suggested Activities for Inclusion in Lesson Planning</b></p> <p>Read alouds, shared reading, and class discussion of touchstone texts with informational elements  Whole group, small group, and individual analysis of touchstone informational texts  Writer’s Notebook – collecting seeds ,writing territories, and questions to research</p>	

eBooks and Google books for informational texts  
use of word processing programs  
Use digital tools to publish a piece of writing, including flip cameras, iPads, Smartboards, netbooks and computers.  
ePortfolio  
MyAccess Writing Program  
ACES technique for cross curricular responses  
Research papers, highlighting important information, 2 pgs. in length with a work cited page, evidenced of paraphrasing  
Use graphic organizers  
Peer edit, using teacher created checklist  
Write short informational pieces that are focused  
Cross curricular projects:  
Soc. Studies – research a country’s culture, research an area of ancient Egyptian culture, essay comparing Greek city states of Athens and Sparta, write answers to text Focus questions at end of each chapter, essay questions on chapter/unit assessments  
Science – write a weather report, write an essay explaining the causes of a science related topic, answers to Quick Quiz questions in text, essay questions on chapter/unit assessments  
Math – short constructed responses to answer open-ended questions

Title: *Freak the Mighty*  
Curricular Area(s): Language Arts  
Grade-Level Span: 7

**BIG IDEA:** Friendship is a complex relationship, based on understanding, support, patience, and acceptance.

**ENDURING UNDERSTANDING:** Friendships influence individuals throughout their lifetime; their perspective on life, understanding of others, and how they handle many situations and life events.

**ESSENTIAL QUESTIONS:** What is a disability? How do we develop first impressions? What is friendship? How do we be a friend? Do we sometimes use our imagination to erase pain? What makes a person worthwhile? What is courage? How do we use persuasion in our writing? How do you write a good opening and closing?

**ASSESSMENTS (Acceptable Evidence):** study guides, essays, journals, open-ended questions, quizzes, tests

**NJSLS Standards:****RL.7.1-10****L.1-7.1-6****SL.7.1-6**

<b>INSTRUCTIONAL STRATEGIES OR GOALS</b>	<b>ACTIVITIES</b>
Lectures: Historical background on King Arthur Focus Lessons: Types of disabilities First impressions Answering questions in study guide Writing open-ending questions How open-ended questions are scored The author's use of simile The author's use of metaphor Types of conflicts Plot diagram The author's use of characterization Revising and editing Persuasive writing prompt Persuasive brainstorming Openings/closings View examples Compare/Contrast essay Using textual support in an essay Writing a Works Cited page	Notes, comparison response Disability awareness activity, writing prompt picture activity, view and practice grading, citing, notes, worksheets, study packets, view and discuss scoring rubric, practice openings and closings
Talking Points: How or why do we choose our friends? How do we deal with pain? Are all people important? How does our family or background identify who we are?	Discussion, QAR

How do we develop first impressions? What is an underdog?	
	Disability activity First impression activity
Viewing: <i>The Mighty</i>	View movie, T-chart/Venn diagram, essay

**TOOLS AND RESOURCES:**

Novels, journals, paper, chalkboard, handouts, *The Mighty* DVD, television and player, blindfold, rope, mittens, cups, M&M’s, markers, people pictures, textbook- “The Smallest Dragonboy”

**CREDITS: Denise McGettigan, Sharon Carroll, Sue Andrew, Andria Morrison, Ashley Townsend**

**Reapproved June 2017**

Title: Black Star, Bright Dawn (The Iditarod)  
 Curricular Area(s): Language Arts  
 Grade-Level Span: 7

**BIG IDEA: Challenging ourselves makes us stronger individuals.**

**ENDURING UNDERSTANDING: Creating and accomplishing goals and challenges helps us grow; physically, mentally and emotionally.**

**ESSENTIAL QUESTIONS: What challenges can I accomplish to help me grow as a person? How can I succeed in my goals? Am I capable of accomplishing anything I put my mind to? What will help me make my goals? Will the environment help or hinder me accomplishing my goals?**

**ASSESSMENTS (Acceptable Evidence): Study Guides, Vocabulary, Reading Check Quizzes, Unit Test, Open-Ended Questions, Comprehension Packets, Place Mat, Musher Bio-Poem, Wolf Song Poem, Persuasive Essay**

**Technology Standards:**

**8.1: A2,7,10-12; B4,6**

**NJSLS Standards:**

**RL.7.1-10**

**L.7.1-6**

**SL.7.1-6**

<b>INSTRUCTIONAL STRATEGIES OR GOALS</b>	<b>ACTIVITIES</b>
Lectures: Historical background on the Iditarod dog sled race (origin, existence) Historical background on Alaska	Notes, class discussion, Internet Activity Notes, Internet Activity
Focus Lessons: Context Clues/Vocabulary Plot Diagram Conferencing (Revising /Editing) Using Textual Support Internet Searching Computer Practice (using Word)	Worksheet practice, practice w/short story one-on-one conference; discussion of good writing & writing that needs work practice (copy/paste, saving)
Talking Points: What is the dog sled race called The Iditarod? Who are the mushers? How did the race begin? Why was Alaska chosen? What is involved in putting on this race every year? What process do mushers go through to enter the race? What are the rules of the race? How is Alaska the perfect place for this race? What Alaskan wildlife and terrain goes perfectly with a dog sled race in the wilderness? What does Balto have to do with Alaska and the Iditarod? What do the native	Roundtable discussion Class discussion

Alaskans have to endure by living in the wilds of Alaska?	
Schema: KWL Vocabulary Study Internet Activity Iditarod Introduction Packet	Use dictionary and context clues to define Google sites with pictures of Alaskan wildlife and lands. Search Iditarod.com. Copy/Paste Iditarod race rules and pictures Read Packet, complete proper outline
Media/Viewing: Balto Season of the Sled Dogs Braving Alaska	View movie or media presentation, handouts on comprehension of material Test Comprehension/Listening Packet Comprehension/Listening Packet

**TOOLS AND RESOURCES:** novels, paper, chalkboard, LCD projector & screen, handouts, television & DVD player, Art cart

**CREDITS:** Sharon Carroll, Denise McGettigan, Ashley Townsend

**Reapproved June 2017**

Grade 7 Units - Literature - Julie of the Wolves.doc

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Title: *Julie of the Wolves*

Curricular Area(s): Language Arts \_

Grade-Level Span: 7

**BIG IDEA:** Our connection to nature is a metaphor for changing familial and community connections.

**ENDURING UNDERSTANDING:** When we encounter new experiences, our heritage transforms with each new generation.

**ESSENTIAL QUESTIONS:** Who am I? What is survival? How do we communicate with animals? Can people change? How does our changing world affect our connection to our heritage? Is it possible to understand that people live in different ways? How do I separate my values and opinions from my family's point of view?

**ASSESSMENTS (Acceptable Evidence):** study guides, essays, journals, open-ended questions, quizzes, tests

**NJSLS:**

**RL.7.1-10**

**L.7.1-6**

**SL.7.1-6**

<b>INSTRUCTIONAL STRATEGIES OR GOALS</b>	<b>ACTIVITIES</b>
Lectures: Types of intelligence	Notes and QAR Identification and examples
Focus Lessons: Textual evidence Dealing with ambiguous allusions The nature of wolves Outlining skills	Study Guide Practice
Schema: Heritage Animals Survival	Discussion Journaling



Agreeing/disagreeing with family POVs	
Viewing: Wolves – communication	Notes and QAR

**TOOLS AND RESOURCES:**

Novels, journals, paper, chalkboard, handouts, Internet sites about wolves

**CREDITS: Denise McGettigan, Sharon Carroll, Sue Andrew, Andria Loomis**

Title: Sherlock Holmes- Mystery Unit

Curricular Area(s): Language Arts

Grade-Level Span: 7

**BIG IDEA:** Mysteries encourage critical thinking, close reading, analytical, and characterization skills.

**ENDURING UNDERSTANDING:** In order to figure out a mystery, you need to analyze the details of the story and the author’s craft.

**ESSENTIAL QUESTIONS:** How does an author craft a mystery? How does an author build suspense? Why is characterization important in a mystery? How does an author keep you guessing? What is the motivation of a guilty person? How does setting drive the plot and affect the mood? How do we decide punishment for criminals? Do you agree with the legal system? Is anyone completely innocent (all good)?

**ASSESSMENTS (Acceptable Evidence): Clues Chart, Vocabulary (VLP), Comprehension tests, Essays, Open-ended questions,**

**NJSLS Standards:**

**RL.7.1-10**

**L.7.1-6**

**SL.7.1-6**

INSTRUCTIONAL STRATEGIES OR GOALS	ACTIVITIES
Lectures: Mystery: what is one?, how is one written, what literary techniques are involved? Victorian England: time period, people, dress, setting	Notes, video
Focus Lessons: Clues Chart-Context Clues Cause & Effect Drawing Conclusions Vocabulary (VLP Chart) Plot Diagram Narrative Writing	-Mystery picture analysis (drawing conclusions, making inferences, providing support, reason, evidence.)  -Students record details, clues, etc., during reading
Talking Points: What is a mystery? What is involved in writing a mystery? Why are mysteries popular? When was the time of Victorian England? What was England like at that time? How did the people live?	
Schema: KWL Anticipatory Guide VLP (Vocabulary) 30-second sleuth	What do you know about Victorian England/Sherlock Holmes? What would you like to know? What have you learned?

How observant are you?	Each story has a vocabulary list Tests observation skills Tests observation skills
Facilitate	SSR and read aloud mystery themed short stories

**TOOLS AND RESOURCES:** Short Story Anthology, “Three Skeleton Key,” short story, LCD projector & screen, handouts, clues charts, TV & DVD player

**CREDITS:** Sharon Carroll, Denise McGettigan, Andria Morrison

**Reapproved June 2017**

Title: *Ten Little Indians*

Curricular Area(s): Language Arts

Grade-Level Span: 7

**BIG IDEA:** Mysteries encourage our critical thinking skills.

**ENDURING UNDERSTANDING:** In order to figure out a mystery, you need to analyze the details of the story and the author’s craft.

**ESSENTIAL QUESTIONS:** How does an author craft a mystery story? How does an author build suspense? Why is characterization important in a mystery? How does an author keep you guessing without giving everything away? How do I observe people? What is the motivation of a guilty person? How does setting drive the plot and affect the mood? How do we decide the punishment for criminals? Is anybody completely innocent? (all good or all bad?)

**ASSESSMENTS (Acceptable Evidence):** study guides, essays, journals, open-ended questions, quizzes, tests, write short mystery

**NJSLS:**

**RL.7.1-0**

**L.7.1-6**

**SL.7.1-6**

**INSTRUCTIONAL STRATEGIES**

**ACTIVITIES**

**OR GOALS**

Lectures: What is a mystery?	Notes and QAR Identification and examples
Focus Lessons: Elements of a mystery story Characterization Symbols Tips for observing Interpreting poetry	Notes Study Guide Practice Textual Evidence Matching lines from the poem in the novel to the plot Identifying character transformation
Talking Points: What mysteries have you read or watched? Why do people like suspense? What do you know about body language? Have you ever been punished for something? Have you ever seen somebody doing something wrong and what did you do about it? What are the steps to solving a crime and why are some crimes never solved? What motivates people to break laws or rules? Do we have the right to punish people outside the law? Do some people have more responsibility to be good?	Discussion Journaling
Schema: Personal guilt Mysteries Punishment Judgment	Discussion Journaling
Viewing: Movie	Notes and QAR

**TOOLS AND RESOURCES:**

Novels, journals, paper, chalkboard, handouts, Movie: *Ten Little Indians*

**CREDITS (INCLUDING CONTACT INFORMATION):** Denise McGettigan, Sharon Carroll, Sue Andrew

**COMMENTS:** This novel is part of the Sherlock Holmes Unit.

Possible use of the Wii *Ten Little Indians* Game

**Reapproved June 2017**

Title: *Stargirl*

Curricular Area(s): Language Arts

Grade-Level Span: 7

**BIG IDEA:** Knowing yourself is liberating.

**ENDURING UNDERSTANDING:** Being yourself and having your own opinions is important.

**ESSENTIAL QUESTIONS:** Is popularity important? Who are you? Is it impossible to be united with others and express your own opinion at the same time? How do we form opinions? How does an author use figurative language to enhance writing? How do I choose my friends? Does the way I dress say anything about who I am? What is kindness? When does a person stop caring so much about peer pressure?

**ASSESSMENTS (Acceptable Evidence):** study guides, essays, journals, open-ended questions, quizzes, tests

NJSLS:

**RL.7.1-10**

**L.7.1-6**

**SL.7.1-6**

**INSTRUCTIONAL STRATEGIES  
OR GOALS**

**ACTIVITIES**

<p>Lectures: Literary terms- similes, metaphors, foreshadowing, cliffhanger, point of view, analogy, personification, symbolism</p>	<p>Notes, examples, students keep sticky notes as reading-identify examples</p>
<p>Focus Lessons: <i>Stand Tall, Molly Lou Melon</i> by Patty Lovell and David Catrow</p> <p>Predictions and anticipation guide and quotations that apply</p> <p>The author’s use of simile, metaphor, foreshadowing, cliffhanger, point of view, analogy, personification, symbolism</p> <p>Answering questions in study guide</p> <p>Explaining and responding to quotation or adage</p> <p>Conforming bulletin board</p>	<p>Discuss lessons learned, create talking points, Agree/Disagree, comment, and discuss, Practice quotations, pg numbers, Citing and discussion, Draw, summarize, quote, Using textual evidence to support answers, found Poem Activity, Visual, Summary, and Quote, One of three “test” activities</p>
<p>Talking Points: What is loyalty? Should we choose friends who are similar to us, or different? What are some examples of the ways that peers influences your behavior? Have you ever observed other people behaving in a manner that is contrary to their own values because of peer pressure? Is peer pressure ever beneficial to individuals? Are those who do kind acts of service always loved and appreciated?</p>	<p>Discussion List examples of conforming on day to day basis</p>

Do clothes show a lot about who we are? How do people react to always winning?	
Schema: Loyalty Uniqueness Peer pressure Fitting in Acts of kindness Winning and losing Wardrobes choices	QAR
Viewing: Magazine pictures Visual summary	Bulletin board  Draw symbol or representation of given scene

**TOOLS AND RESOURCES:**

Novels, journals, paper, chalkboard, handouts

**CREDITS (INCLUDING CONTACT INFORMATION): Denise McGettigan, Sharon Carroll, Sue Andrew**

**Reapproved June 2017**

Title: My Brother Sam Is Dead

Curricular Area(s): Language Arts

Grade-Level Span: 7

**BIG IDEA:** Freedom is a privilege that comes at a price.

**ENDURING UNDERSTANDING:** The benefits of attaining freedom far exceed the risks to gaining said freedom.

**ESSENTIAL QUESTIONS:** Should loyalty to one’s family surpass loyalty to one’s country? Are the benefits to having freedom worth the potential risks? Is it ever necessary to harm (kill) another human being? Are the best leaders’ kind?

**ASSESSMENTS (Acceptable Evidence): Study Guides, Vocabulary, Debate, Essay, Reading Check Quizzes, Unit Test, Open-Ended Questions**

**NJSLS:  
RL.7.1-10  
L.1-6  
SL.1-6**

<b>INSTRUCTIONAL STRATEGIES OR GOALS</b>	<b>ACTIVITIES</b>
Lectures: Historical Background on the American Revolutionary times	Notes, class discussion
Focus Lessons: Symbolism of freedom Vocabulary Answering Open-Ended Questions (4R's) Scoring Open-Ended Questions Types of Conflict Plot Diagram Author's use of characterization Revising/Editing Persuasive Presentation Comparative Essay Using Textual Support	Practice using context clues, view examples & rubric, practice & grading, notes, practice worksheet, character worksheet Patriot/Tory? collaborative research, speaking practice write openings and closings
Talking Points: Is war exciting? Is it sometimes necessary to harm another human being? Where should loyalty lie, with family or country? Should children always obey their parents?	Roundtable Discussion Socratic Seminar



Are the best leaders kind?	
Schema: KWL Anticipation Guide Vocabulary Study 13 Colonies	Pre-Reading activities
Viewing:	
The Patriot (PG-television version)	View movie, T-Chart/Venn Diagram, Comparison Essay
The Bloody Massacre	Picture analysis, bias discussion, propaganda
Supplemental Unit: Short story- The Solder from Twisted Stories	Story about girl soldier in war

**TOOLS AND RESOURCES: novels, journals, paper, chalkboard, notebook, handouts, The Patriot DVD, TV and DVD player, LCD projector**

**CREDITS: Sharon Carroll, Denise McGettigan, Ashley Townsend  
Reapproved June 2017**

Grade 7 Units - Literature - Esperanza Rising.doc

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Title: *Esperanza Rising*

Curricular Area(s): Language Arts \_

Grade-Level Span: 7

**BIG IDEA: There is more than one solution to a problem.**

**ENDURING UNDERSTANDING: We respond to opportunities in different ways.**

**ESSENTIAL QUESTIONS: What makes a community? How does change affect the individual? How does an understanding of the historical and cultural background of *Esperanza Rising* enhance your reading of the novel? How does the use of figurative language enhance writing?**

**ASSESSMENTS (Acceptable Evidence): study guides, essays, journals, open-ended questions, quizzes, tests**

**NJSLS Standards:**

**RL.7.1-10**

**L.7.1-6**

**SL.1-6**

<b>INSTRUCTIONAL STRATEGIES</b>	<b>ACTIVITIES</b>
<b>OR GOALS</b>	
Lectures: Historical background- The Great Depression	Reading informational text, discuss, notes, and questions
Focus Lessons: Author's use of simile, metaphor, and personification. Literature circles groups (discussion director, word wizard, passage picker, character sketcher, investigator)	Citing and discussion Model and discuss roles-11 times

<p>Talking Points:</p> <p>What is a fable?</p> <p>When faced with hardships/change, how does one assimilate to their new environment?</p> <p>How do we determine status?</p> <p>How much do we rely on family?</p> <p>How do we respond to adversity?</p>	<p>Discussion</p>
<p>Schema:</p> <p>Hunger, not getting things you want, loss and hardship</p>	<p>Discuss</p>
<p>Viewing:</p> <p>View pictures of time period</p>	<p>Discuss</p>

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