

# **Cedar Grove School District**

## **Cedar Grove, NJ**

# **2016**

**Language Arts Literacy**

**7<sup>th</sup> Grade**

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*Approved by the Cedar Grove Board of Education*

Superintendent of Schools

Mr. Michael J. Fetherman

Board of Education

Mrs. Christine Dye, President

Mr. Frank Mandala, Vice-President

Mrs. Pam Burke

Mr. Peter Prvulovic

Mr. David Schoner

## **Grade 7 Course Description**

Thematic units integrate the instruction of all the language arts, that is, reading, writing, listening, vocabulary development, speaking, and viewing. In this course, students have an opportunity to address the theme of survival through reading a variety of increasingly complex and challenging texts in their literature anthology as well as completing several full-length trade books for both individual study and for collaborative literature circle discussions. Through various forms of hands on activities, lessons, instructional strategies and participation, both reading and writing assignments align to the New Jersey Student Learning Standards for English/Language Arts.

Throughout the year, students will demonstrate proficiencies in grammar and use the writing process to effectively produce a variety of publishable products. They will react, respond, and apply critical thinking and problem solving strategies, in both individual and collaborative settings, to language arts experiences while applying current and emergent technologies.

**This curriculum was written in accordance with the  
*NEW JERSEY STUDENT LEARNING STANDARDS*  
for English Language Arts**

The standards can be viewed at <http://www.state.nj.us/education/aps/cccs/lal/>.  
A full listing of the Grade 7 New Jersey Student Learning Standards for ELA  
can be found at the end of this document.

## **Grade 7 Scope and Sequence**

<b>Unit 1</b>	<b>September – October</b>
<b>Unit 2</b>	<b>November – January</b>
<b>Unit 3</b>	<b>January – February</b>
<b>Unit 4</b>	<b>March – April</b>
<b>Unit 5</b>	<b>April – June</b>

# Grade 7 Language Arts Literacy

## Unit 1: Literature/Narrative

Through the reading of fiction and nonfiction, students will develop an understanding of the author’s purpose, plot development, narrative writing structure, as well as identifying literary terms, and using grade-appropriate sentence structure and reading strategies. Embedding these components within the study of literature will enhance students’ understanding when reading and composing written work.

21 <sup>st</sup> Century Skills		21 <sup>st</sup> Century Themes	
<i>E-Encouraged, T-Taught, or A-Assessed in this unit</i>			
X	Global Awareness	E	Creativity and Innovation
X	Environmental Literacy	A	Critical Thinking and Problem Solving
	Health Literacy	E	Communication
X	Civic Literacy	T	Collaboration

### Unit 1 Learning Targets

*Students will be able to...*

- Read grade-level literary texts proficiently and independently.
- Make connections between a novel and other informational texts.
- Determine the meaning of words and phrases in text (figurative, connotative, and technical meanings).
- Analyze the literary elements found in fiction, poetry, novels and short stories.
- Apply active reading strategies for reading to fictional accounts.
- Develop critical thinking skills about literature and their lives in context of literature.
- Use vocabulary skills including context clues and ancillary materials to understand new words.
- Analyze literature through writing and discussion
- Compose narrative essays that include effective introductory elements (thesis, setting, characters), narrative techniques (event sequencing, dialogue, sensory details), transitional words/phrases, and concluding thoughts/statements.
- Compose clear/coherent writing illustrating organization, development, and style addressing purpose and audience.
- Utilize language conventions such as punctuation, consistency (tense and agreement), spelling, and figurative language to improve their writing skills.

### Suggested Texts

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|--|--|
| <ul style="list-style-type: none"> <li>● Rudyard Kipling’s “Rikki-tikki-tavi”</li> <li>● Mona Gardner’s “The Dinner Party”</li> <li>● Larry Luxner’s “Mongoose on the Loose”</li> <li>● Gary Paulsen’s “Seventh Grade”</li> <li>● Rod Serling’s “The Monsters Are Due on Maple Street”</li> <li>● <i>Back to the Future</i> Media Review</li> <li>● George G. Toudouze’s “Three Skeleton Key”</li> </ul> | <ul style="list-style-type: none"> <li>● Great Depression Reading Passages</li> <li>● Langston Hughes’s “Thank you Ma’m”</li> <li>● Suggested authors: John Steinbeck, Jack London, Shirley Jackson, Lois Lowry, Paul Zindel, Neil Gaiman, Kurt Vonnegut, Mildred. D Taylor, Katherine Ayres, Karen Hesse, Pam Munoz Ryan, and Charles Dickens.</li> </ul> |
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### Writing Activities

Narrative	Informational/Explanatory	Research
<ul style="list-style-type: none"> <li>● Anthropomorphism (animal characters)</li> </ul>	<ul style="list-style-type: none"> <li>● Autobiographical</li> <li>● Various Constructed</li> </ul>	<ul style="list-style-type: none"> <li>● Genres Workshop (using textbook based instructions,</li> </ul>

<ul style="list-style-type: none"> <li>● Personal Narrative</li> <li>● School Narrative (prompt specified)</li> </ul>	Response	research various forms of genres and examples)
Student Learning Objectives		Corresponding NJSLs
Cite several pieces of textual evidence to support analysis of what the text says explicitly in grade 7 text(s).	<b>RL.7.1</b>	
Cite several pieces of textual evidence to support analysis of inferences drawn from grade 7 text(s).	<b>RL.7.1</b>	
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.	<b>RL.7.2</b>	
Analyze how particular elements of a story interact (e.g., how setting shapes the characters) in 7th grade text(s).	<b>RL.7.3</b>	
Analyze how particular elements of a story interact (e.g., how setting shapes the plot) in 7th grade text(s).	<b>RL.7.3</b>	
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.	<b>RL.7.4</b>	
Analyze how a poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	<b>RL.7.5</b>	
Analyze how an author develops the points of view of different characters or narrators in a 7th grade text.	<b>RL.7.6</b>	
Analyze how an author contrasts the points of view of different characters or narrators in a 7th grade text.	<b>RL.7.6</b>	
Compare and contrast a written story 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).	<b>RL.7.7</b>	
Compare and contrast a 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).	<b>RL.7.7</b>	
Cite several pieces of textual evidence to support analysis of what the text says explicitly in grade 7 text(s).	<b>RI.7.1</b>	
Cite several pieces of textual evidence to support analysis of inferences drawn from grade 7 text(s).	<b>RI.7.1</b>	
Determine two or more central ideas in a text and analyze their development over the course of the text.	<b>RI.7.2</b>	
When writing arguments, introduce and support claim(s) with clear reasons and relevant evidence, acknowledge alternate or opposing claims.	<b>W.7.1.a</b>	
Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the organization of relevant content; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	<b>W.7.2</b>	
Write narratives to develop real or imagined experiences or events using effective technique such as dialogue, pacing, and description to develop experiences, events, and/or characters.	<b>W.7.3.b</b>	
Write narratives to develop real or imagined experiences or events using relevant	<b>W.7.3.d</b>	

descriptive details; use precise words and phrases, and sensory language to capture the action and convey experiences and events.	
Write narratives to develop real or imagined experiences or events using well-structured event sequences; engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	<b>W.7.3.a</b>
Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another when writing narratives.	<b>W.7.3.c</b>
When engaged in narrative writing, provide a conclusion that follows from and reflects on the narrated experiences or events.	<b>W.7.3.e</b>
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	<b>W.7.4</b>
With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose has been addressed.	<b>W.7.5</b>
With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well audience has been addressed	<b>W.7.5</b>
Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others.	<b>W.7.6</b>
Draw evidence from literary texts to support analysis and reflection. Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as means of understanding how authors of fiction use or alter history”).	<b>W.7.9.a</b>
Write narratives routinely over extended time frames (time for reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	<b>W.7.10</b>
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i> , building on others’ ideas and expressing their own clearly.	<b>SL.7.1</b>
Come to discussions prepared, having read or researched required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	<b>SL.7.1.a</b>
When participating in collaborative discussions, follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.	<b>SL.7.1.b</b>
Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.	<b>SL.7.1.c.</b>
When participating in collaborative discussions, acknowledge new information expressed by others and, when warranted, modify their own views.	<b>SL.7.1.d</b>
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.	<b>SL.7.2</b>
Demonstrate a command of formal English and its conventions when writing, speaking, reading, or listening; adapt speech to a variety of contexts and choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	<b>SL.7.6; L.7.3</b>

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; explain the function of phrases and clauses in general and their function in specific sentences.	<b>L.7.1.a</b>
Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.	<b>L.7.1.b</b>
Demonstrate command of the conventions of standard English capitalization, punctuation, when writing; use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old [,] green shirt</i> ).	<b>L.7.2.a</b>
Demonstrate command of the conventions of standard English to spell correctly.	<b>L.7.2.b</b>
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies; use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	<b>L.7.4.a</b>
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies; use common grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent, bellicose, rebel</i> ).	<b>L.7.4.b</b>
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies; consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech; verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	<b>L.7.4.c.d</b>
Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	<b>L.7.6</b>

Unit 1 Essential Questions	Unit 1 Enduring Understandings
<ul style="list-style-type: none"> <li>● What are the ways that an author can describe and identify the protagonist and antagonist of a literary work to their readers?</li> <li>● How is a reader's comprehension and interpretation of a text affected by personal experiences?</li> <li>● How can a reader relate a text to the world around them?</li> <li>● How does a writer successfully employ the writing process to create a compelling text-based and non-text-based narrative?</li> <li>● How does learning, identifying, and discussing common themes and motifs within a literary work enhance a reader's understanding of a piece of literature?</li> <li>● How does the literary element of</li> </ul>	<ul style="list-style-type: none"> <li>● Proficient readers are able to use comprehension strategies to enhance their story experience and understanding of various elements of a story.</li> <li>● Writing as a process is derived from real-life and text-based narrative experiences.</li> <li>● Writers use ELA conventions (e.g., tense and subject consistency, punctuation, narrative point of view, spelling, and figurative language) to write.</li> <li>● Traits of particular character within a literary text help develop the plot of the story.</li> <li>● Learning the Elements of Plot enhance the reader's understanding of the predictable progression of literary works.</li> <li>● Understanding literary terms and themes and applying them to literature and writing makes the reader more knowledgeable of the author's purpose.</li> </ul>

foreshadowing create suspense for the reader?	
Standard Code #	New Jersey Student Learning Standards
<b>RL.7.1</b>	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.
<b>RL.7.2</b>	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.
<b>RL.7.3</b>	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot.)
<b>RL.7.4</b>	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.
<b>RL.7.5</b>	Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
<b>RL.7.6</b>	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
<b>RL.7.7</b>	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).
<b>RI.7.1</b>	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.
<b>RI.7.2</b>	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.
<b>W.7.1</b>	<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> <li>a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</li> <li>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</li> <li>d. Establish and maintain a formal style/academic style, approach, and form.</li> <li>e. Provide a concluding statement or section that follows from and supports the argument presented.</li> </ul>
<b>W.7.2</b>	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> <li>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia)</li> <li>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</li> <li>c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>e. Establish and maintain a formal style academic style, approach, and form.</li> </ul>



	f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
<b>W.7.3</b>	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. <ul style="list-style-type: none"> <li>a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</li> <li>b. Use narrative techniques, such as dialogue, pacing, and description to develop experiences, events, and/or characters.</li> <li>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</li> <li>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</li> <li>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</li> </ul>
<b>W.7.4</b>	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.
<b>W.7.5</b>	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
<b>W.7.6</b>	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
<b>W.7.9</b>	Draw evidence from literary or informational texts to support analysis, reflection, and research. <ul style="list-style-type: none"> <li>a. Apply grade 7 Reading standards to literature (e.g., “<i>Compare and contrast 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</i>”).</li> </ul>
<b>W.7.10</b>	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.
<b>SL.7.1</b>	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>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li> <li>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</li> <li>c. Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</li> <li>d. Acknowledge new information expressed by others and, when warranted, modify their own views.</li> </ul>
<b>SL.7.2</b>	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
<b>SL.7.6</b>	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English

	when indicated or appropriate.
<b>L.7.1</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> <li>a. Explain the function of phrases and clauses in general and their function in specific sentences.</li> <li>b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</li> <li>c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</li> </ul>
<b>L.7.2</b>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> <li>a. Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old [,] green shirt</i>).</li> <li>b. Spell correctly.</li> </ul>
<b>L.7.3</b>	Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ul style="list-style-type: none"> <li>a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</li> </ul>
<b>L.7.4</b>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. <ul style="list-style-type: none"> <li>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</li> <li>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent, bellicose, rebel</i>).</li> <li>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</li> <li>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</li> </ul>
<b>L.7.6</b>	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**Evidence of Learning**

**Summative Assessment**

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|---|---|
| <ul style="list-style-type: none"> <li>● Model Curriculum Benchmark Unit Assessment</li> <li>● Narrative Writing Assessment</li> <li>● Opinion/Informational Writing</li> </ul> | <ul style="list-style-type: none"> <li>● Writing Assessments</li> <li>● Teacher-Made Assessments</li> <li>● Writing Projects (Final Drafts)</li> <li>● Performance-based Tests/Quizzes</li> </ul> |
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**Formative Assessment**

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| <ul style="list-style-type: none"> <li>● Critical Question and Answer</li> <li>● Graphic Organizers/Maps/Webs</li> <li>● Individual Student Progress Checks</li> <li>● Student/Group Conferencing</li> <li>● Teacher Informal Observations and Anecdotal Notes</li> <li>● Journal</li> <li>● Class Discussion</li> </ul> | <ul style="list-style-type: none"> <li>● Teacher Observations</li> <li>● Do-Nows</li> <li>● Entrance Tickets</li> <li>● Exit Tickets</li> <li>● Projects</li> <li>● Literary Circles</li> <li>● Selected Response Tests</li> </ul> |
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**Instructional Materials and Resources**

- *Holt Literature, Grade 7*, Houghton Mifflin Harcourt Publishing Company, 2012
- *Holt Elements of Language: First Course*, Holt, Rinehart and Winston, 2002
- *Performance Coach*, Triumph Learning, 2015
- *Youtube*, <http://www.youtube.com>
- *Achieve the Core*, <http://www.achievethecore.org>
- *ReadWorks*, <http://readworks.org>
- *Moby Max*, <http://www.mobymax.com>

### Integration of Technology

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|-------------------------|---------------------------------|
| ● Computers             | ● Internet/Video Streaming      |
| ● SMART Board/Projector | ● DVD/CD                        |
| ● Chromebooks           | ● Digital Communication Devices |

### Curriculum Development Resources

- <http://www.state.nj.us/education/modelcurriculum/ela/>
- <http://www.state.nj.us/education/aps/cccs/lal/>

# Grade 7 Language Arts Literacy

## Unit 2:

### Reading Information/Writing Informative/Explanatory

The incorporation of expository writing techniques through essay formatting and creation, deconstructing literary texts, citing evidence, formulating constructed responses, and application of grammatical usage and editing strategies will be utilized through author studies and project based-research. By reading a variety of nonfiction and informational texts, student will evaluate articles and construct essays and create presentations using evidence to support their thesis and present their findings to their peers.

21 <sup>st</sup> Century Skills		21 <sup>st</sup> Century Themes	
		<i>E-Encouraged, T-Taught, or A-Assessed in this unit</i>	
X	Global Awareness	E	Creativity and Innovation
X	Environmental Literacy	A	Critical Thinking and Problem Solving
	Health Literacy	E	Communication)
	Civic Literacy	E	Collaboration

### Unit 2 Learning Targets

Students will be able to...

- Compose a variety of written responses/essays to informational texts.
- Use graphic organizers to plan and organize written responses.
- Use context clues to determine interdisciplinary terminology and references.
- Compare and contrast similarly-themed texts
- Compose informative/explanatory essays that examine a topic/convey an idea, include relevant research/text-based content, and exemplify topic development, appropriate grade-level language/vocabulary, effective transitions, and conclusion.
- Use technology for research (Internet).
- Determine valid/invalid web-based resources.
- Carefully cite resources to avoid plagiarism.
- Express their interpretations/opinions through collaborative group discussions.
- Participate in think/pair/share sessions designed to encourage collaboration and critical thinking. Interpret information presented in a variety of media formats and explain its relevance.
- Practice keyboarding skills to format and compose essays.

### Suggested Texts

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| <ul style="list-style-type: none"> <li>● Richard Feynman’s “The Making of a Scientist”</li> <li>● Shaquille O’Neal’s “A Good Reason to Look Up”</li> <li>● “Media Study Back to the Future”</li> <li>● “Elephant Talk”</li> </ul> | <ul style="list-style-type: none"> <li>● Bruce Brook’s “Nature by Design”</li> <li>● Bruce Rettman’s article “How Hemingway Wrote”</li> <li>● Therese Ciesinski’s “Stars with Wings”</li> <li>● Dave Barry’s “Breaking the Ice”</li> </ul> |
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### “Writing Activities

Narrative	Informational/Explanatory	Research
<ul style="list-style-type: none"> <li>● Autobiographical Anthology</li> <li>● Compose a series of expository essays that explain personal events</li> </ul>	<ul style="list-style-type: none"> <li>● Compare and Contrast Point of View</li> <li>● Written Review</li> <li>● Various informational/explanatory</li> </ul>	<ul style="list-style-type: none"> <li>● Author Background</li> <li>● Research information to further understand each author that they study</li> </ul>

	constructed response selections	
Student Learning Objectives		Corresponding NJSLs
Cite several pieces of textual evidence to support analysis of what the text says explicitly in grade 7 text(s).		<b>RL.7.1</b>
Cite several pieces of textual evidence to support analysis of inferences drawn from grade 7 text(s).		<b>RL.7.1</b>
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.		<b>RL.7.2</b>
Cite several pieces of textual evidence to support analysis of what the text says explicitly in grade 7 text(s).		<b>RI.7.1</b>
Cite several pieces of textual evidence to support analysis of inferences drawn from grade 7 text(s).		<b>RI.7.1</b>
Determine two or more central ideas in a text and analyze their development over the course of the text.		<b>RI.7.2</b>
Provide an objective summary of the text.		<b>RI.7.2</b>
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).		<b>RI.7.3</b>
Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.		<b>RI.7.4</b>
Determine the meaning of words and phrases as they are used in a 7 <sup>th</sup> grade text and analyze the impact of a specific word choice on meaning and tone.		<b>RI.7.4</b>
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.		<b>RI.7.5</b>
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.		<b>RI.7.6</b>
Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject.		<b>RI.7.7</b>
Analyze 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.		<b>RI.7.9</b>
Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the organization of relevant content; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.		<b>W.7.2.a</b>
Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection of relevant content; develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.		<b>W.7.2.b</b>
Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.		<b>W.7.2.c</b>
Use precise language and domain-specific vocabulary to inform about or explain the topic when writing informative/explanatory text.		<b>W.7.2.d</b>
Establish and maintain a formal style when writing.		<b>W.7.2.e</b>
When writing, provide a concluding statement or section that follows from and supports the information or explanation presented.		<b>W.7.2.f</b>

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the analysis of relevant content.	<b>W.7.2</b>
Write narratives to develop real or imagined experiences or events using effective technique such as dialogue, pacing, and description to develop experiences, events, and/or characters.	<b>W.7.3.b</b>
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	<b>W.7.4</b>
With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	<b>W.7.5</b>
Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.	<b>W.7.6</b>
Draw evidence from literary or informational texts to support analysis, reflection, and research.	<b>W.7.9.b</b>
Apply grade 7 <i>Reading standards</i> to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).	<b>W.7.9.b</b>
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	<b>W.7.10</b>
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.	<b>SL.7.1</b>
Come to discussions prepared, having read or researched required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	<b>SL.7.1.a</b>
When participating in collaborative discussions, follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.	<b>SL.7.1.b</b>
Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.	<b>SL.7.1.c</b>
When participating in collaborative discussions, acknowledge new information expressed by others and, when warranted, modify their own views.	<b>SL.7.1.d</b>
Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally).	<b>SL.7.2</b>
Explain how the ideas clarify a topic, text, or issue under study.	<b>SL.7.2</b>
Adapt speech to a variety of contexts and choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	<b>SL.7.6; L.7.3</b>
Explain the function of phrases and clauses in general and their function in specific sentences.	<b>L.7.1.a</b>
Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.	<b>L.7.1.b</b>
Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old [,] green shirt</i> ).	<b>L.7.2.a</b>
Demonstrate command of the conventions of standard English to spell correctly.	<b>L.7.2.b</b>
Determine or clarify the meaning of unknown and multiple-meaning words and	<b>L.7.4.a</b>

phrases based on grade 7 reading and content, choosing flexibly from a range of strategies; use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.	<b>L.7.4.b</b>
Use common grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i> , <i>bellicose</i> , <i>rebel</i> ).	<b>L.7.4.b</b>
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies; consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech; verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	<b>L.7.4.c.d</b>
Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.	<b>L.7.6</b>
Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	<b>L.7.6</b>
<b>Unit 2 Essential Questions</b>	<b>Unit 2 Enduring Understandings</b>
<ul style="list-style-type: none"> <li>● How do writers formulate and brainstorm their own ideas/thesis statements from informative texts?</li> <li>● How can readers use evidence from a text to support their own point of view?</li> <li>● What is the best way to organize information, facts, and details so readers can understand?</li> <li>● How does a writer evaluate credible, reliable Internet resources?</li> <li>● How do the conventions of Standard English contribute to effective writing?</li> </ul>	<ul style="list-style-type: none"> <li>● There are many different types of non-fictional and informational text. Effective explanatory writing must follow a logical sequence.</li> <li>● The Internet is a reliable research tool whose resources must be carefully evaluated and validated.</li> <li>● Researched material must be cited and referenced correctly.</li> <li>● A writer uses language conventions such as punctuation, agreement, spelling, and mechanics to compose a writing sample.</li> <li>● Proficient readers are able to understand and apply reading strategies to foster comprehension</li> </ul>
<b>Standard Code #</b>	<b>New Jersey Student Learning Standards</b>
<b>RL.7.1</b>	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.
<b>RL.7.2</b>	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.
<b>RI.7.1</b>	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.
<b>RI.7.2</b>	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.
<b>RI.7.3</b>	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).
<b>RI.7.4</b>	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.
<b>RI.7.5</b>	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.
<b>RI.7.6</b>	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.
<b>RI.7.7</b>	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
<b>RI.7.9</b>	Analyze 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.
<b>W.7.2</b>	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ol style="list-style-type: none"> <li>Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia)</li> <li>Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</li> <li>Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>Establish and maintain a formal style academic style, approach, and form.</li> <li>Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ol>
<b>W.7.3</b>	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ol style="list-style-type: none"> <li>Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</li> <li>Use narrative techniques, such as dialogue, pacing, and description to develop experiences, events, and/or characters.</li> <li>Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</li> <li>Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</li> <li>Provide a conclusion that follows from and reflects on the narrated experiences or events.</li> </ol>
<b>W.7.4</b>	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
<b>W.7.5</b>	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
<b>W.7.6</b>	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing



	sources.
<b>W.7.9b.</b>	Draw evidence from literary or informational texts to support analysis, reflection, and research. b. Apply grade 7 <i>Reading standards</i> to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).
<b>W.7.10</b>	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.
<b>SL.7.1</b>	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. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. d. Acknowledge new information expressed by others and, when warranted, modify their own views.
<b>SL.7.2</b>	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.
<b>SL.7.6</b>	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
<b>L.7.1</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of phrases and clauses in general and their function in specific sentences. b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
<b>L.7.2</b>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old [,] green shirt</i> ). b. Spell correctly.
<b>L.7.3</b>	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
<b>L.7.4</b>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.

	<ul style="list-style-type: none"> <li>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i>, <i>bellicose</i>, <i>rebel</i>).</li> <li>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</li> <li>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</li> </ul>
<b>L.7.6</b>	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

### Evidence of Learning

#### Summative Assessment

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| <ul style="list-style-type: none"> <li>● Model Curriculum Benchmark Unit Assessment</li> <li>● Narrative Writing Assessment</li> <li>● Opinion/Informational Writing</li> </ul> | <ul style="list-style-type: none"> <li>● Writing Assessments</li> <li>● Teacher-Made Assessments</li> <li>● Writing Projects (Final Drafts)</li> <li>● Performance-based Tests/Quizzes</li> </ul> |
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#### Formative Assessment

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| <ul style="list-style-type: none"> <li>● Critical Question and Answer</li> <li>● Graphic Organizers/Maps/Webs</li> <li>● Individual Student Progress Checks</li> <li>● Student/Group Conferencing</li> <li>● Teacher Informal Observations and Anecdotal Notes</li> <li>● Journal</li> <li>● Class Discussion</li> <li>● Teacher Observations</li> </ul> | <ul style="list-style-type: none"> <li>● Do-Nows</li> <li>● Entrance Tickets</li> <li>● Exit Tickets</li> <li>● Projects</li> <li>● Literary Circles</li> <li>● Graphic Organizers</li> <li>● Multiple Choice Tests</li> <li>● Timed Readings</li> </ul> |
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#### Instructional Materials and Resources

- *Holt Literature, Grade 7*, Houghton Mifflin Harcourt Publishing Company, 2012
- *Holt Elements of Language: First Course*, Holt, Rinehart and Winston, 2007
- *Youtube*, <http://www.youtube.com>
- *Achieve the Core*, <http://www.achievethecore.org>
- *ReadWorks*. <http://readworks.org>
- *Moby Max*, <http://www.mobymax.com>
- *Performance Coach*, Triumph Learning, 2015

#### Integration of Technology

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| <ul style="list-style-type: none"> <li>● Computers</li> <li>● SMART Board/Projector</li> <li>● Chromebooks</li> </ul> | <ul style="list-style-type: none"> <li>● Internet/Video Streaming</li> <li>● DVD/CD</li> <li>● Digital Communication Devices</li> </ul> |
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#### Curriculum Development Resources

- <http://www.state.nj.us/education/modelcurriculum/ela/>
- <http://www.state.nj.us/education/aps/cccs/lal/>

# Grade 7 Language Arts Literacy

## Unit 3:

### Reading Information/Writing Argument

Effectively incorporating varying points of view into essay composition, differentiating information to compose a critical analysis research paper to prove a thesis statement, and incorporating multiple sources of evidence. Students will independently research and evaluate information to enhance their knowledge on a specific topic in order to write a constructed response and/or essay to convey their point of view.

21 <sup>st</sup> Century Skills		21 <sup>st</sup> Century Themes	
<i>E-Encouraged, T-Taught, or A-Assessed in this unit</i>			
	Global Awareness	E	Creativity and Innovation
X	Environmental Literacy	A	Critical Thinking and Problem Solving
	Health Literacy	E	Communication
X	Civic Literacy	E	Collaboration

### Unit 3 Learning Targets

*Students will be able to...*

- Apply active reading strategies for reading non-fiction accounts.
- Develop critical thinking skills about informational text and be able to compare and contrast differing accounts of the same situation.
- Use vocabulary skills including context clues and ancillary materials to understand new words. Analyze non-fiction through writing and discussion
- Determine a writer’s point of view or stance on a given topic presented in a variety of media formats.
- Compare and contrast similar or opposing viewpoints on the same topic.
- Formulate claims and findings based on credible and valid evidence/reasons.
- Compose clear and coherent writing illustrating organization, development, and style addressing purpose and audience.
- Demonstrate researching skills and assess valid and invalid sources.
- Use correct citation to avoid plagiarism.
- Provide bibliography/webliography to avoid plagiarism.
- Demonstrate keyboarding skills by using technology to produce and publish coherent, purposeful writing.
- Participate in collaborative peer revision and editing.
- Participate in think/pair/share sessions designed to encourage collaboration and critical thinking. Utilize language conventions such as punctuation, consistency (tense and agreement), spelling, and figurative language to improve their writing skills

### Suggested Texts

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| <ul style="list-style-type: none"> <li>● Editorials: Mark Singletary “Pro Athletes’ Salaries Aren’t Overly Exorbitant”</li> <li>● Justin Hjelm’s “Do Professional Athletes Get Paid Too Much?”</li> <li>● Avi’s “What Do Fish Have to do With Anything?”</li> <li>● Anna Quindlen’s “Homeless</li> <li>● Jeannette Covert Nolan “Clara Barton: Battlefield Nurse”</li> </ul> | <ul style="list-style-type: none"> <li>● Clara Barton’s “from The War Diary of Clara Barton”</li> <li>● Jane Goodall’s “The Promise”</li> <li>● Peter Benchley’s “Great White Sharks”</li> <li>● Writing Workshop: Research Paper Writing Strategies</li> </ul> |
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Writing Activities		
Research Project	Informational/Explanatory	Research
<ul style="list-style-type: none"> <li>● Critical Analysis Essay</li> <li>● Create a thesis- driven essay to support research</li> </ul>	<ul style="list-style-type: none"> <li>● Compare and Contrast- several texts to distinguish credible facts</li> <li>● Argument Essay- effectively support both sides of an argument</li> <li>● Constructed Response- use evidence from multiple texts to compose writing that supports a topic or point of view</li> </ul>	<ul style="list-style-type: none"> <li>● Text Analysis Workshop</li> <li>● Multiple articles are selected to analyze evidence</li> </ul>
Student Learning Objectives		Corresponding NJSLs
Cite several pieces of textual evidence to support analysis of what the text says explicitly in grade 7 text(s).		<b>RL.7.1</b>
Cite several pieces of textual evidence to support analysis of inferences drawn from grade 7 text(s).		<b>RL.7.1</b>
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.		<b>RL.7.2</b>
Cite several pieces of textual evidence to support analysis of what the text says explicitly using grade 7 text(s).		<b>RI.7.1</b>
Cite several pieces of textual evidence to support analysis of inferences drawn from grade 7 text(s).		<b>RI.7.1</b>
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.		<b>RI.7.2</b>
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).		<b>RI.7.3</b>
Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.		<b>RI.7.4</b>
Determine the meaning of words and phrases as they are used in a 7 <sup>th</sup> grade text and analyze the impact of a specific word choice on meaning and tone.		<b>RI.7.4</b>
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.		<b>RI.7.5</b>
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.		<b>RI.7.6</b>
Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning of an argument is sound and the evidence is relevant and sufficient to support the claims.		<b>RI.7.8</b>
When writing arguments, introduce and support claim(s) with clear reasons and relevant evidence, acknowledge alternate or opposing claims.		<b>W.7.1.a</b>
Organize reasons and evidence logically when writing arguments.		<b>W.7.1.a</b>
When writing arguments, support claims with clear reasons and relevant evidence; support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.		<b>W.7.1.b</b>
When writing arguments, use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.		<b>W.7.1.c</b>

When writing arguments, establish and maintain a formal style.	<b>W.7.1.d</b>
When writing arguments, provide a concluding statement or section that follows from and supports the argument presented.	<b>W.7.1.e</b>
When writing narratives, develop real or imagined experiences or events using relevant descriptive details; use precise words and phrases, and sensory language to capture the action and convey experiences and events.	<b>W.7.3.d</b>
When writing narratives, develop real or imagined experiences or events using well-structured event sequences; engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	<b>W.7.3.a</b>
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	<b>W.7.4</b>
With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	<b>W.7.5</b>
Use technology, including the Internet, to produce and publish writing and link to and cite sources.	<b>W.7.6</b>
Use technology, to interact and collaborate with others, including linking to and citing sources.	<b>W.7.6</b>
Gather relevant information from multiple print and digital sources, using search terms effectively and assess the credibility and accuracy of each source.	<b>W.7.8</b>
Gather relevant information from multiple print and digital sources, using search terms effectively and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	<b>W.7.8</b>
Draw evidence from literary or informational texts to support analysis, reflection, and research; apply grade 7 <i>Reading standards</i> to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).	<b>W.7.9.b</b>
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	<b>W.7.10</b>
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.	<b>SL.7.1</b>
Come to discussions prepared, having read or researched required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	<b>SL.7.1.a</b>
When participating in collaborative discussions, follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.	<b>SL.7.1.b</b>
Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.	<b>SL.7.1.c</b>
When participating in collaborative discussions, acknowledge new information expressed by others and, when warranted, modify their own views.	<b>SL.7.1.d</b>
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.	<b>SL.7.2</b>

Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	<b>SL.7.3</b>
Adapt speech to a variety of contexts and choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	<b>SL.7.6; L.7.3</b>
Explain the function of phrases and clauses in general and their function in specific sentences.	<b>L.7.1.a</b>
Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.	<b>L.7.1.b</b>
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<b>L.7.2</b>
When writing, use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old [,] green shirt</i> ).	<b>L.7.2.a</b>
Demonstrate command of the conventions of standard English to spell correctly.	<b>L.7.2.b</b>
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies; use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.	<b>L.7.4.a</b>
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies; use common grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent, bellicose, rebel</i> ).	<b>L.7.4b</b>
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies; consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech; verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	<b>L.7.4.c.d</b>
Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	<b>L.7.6</b>

Unit 3 Essential Questions	Unit 3 Enduring Understandings
<ul style="list-style-type: none"> <li>● When something in the world seems unjust, what can an ordinary person do about it?</li> <li>● How do writers formulate and brainstorm ideas/thesis statements?</li> <li>● How are claims supported with reasons and relevant evidence?</li> <li>● What constitutes valid evidence?</li> <li>● How do writers make logical/faulty appeals? How does a writer successfully employ the writing process to create a compelling text-based and non-text-based argumentative piece?</li> <li>● How do the conventions of Standard English contribute to effective writing?</li> </ul>	<ul style="list-style-type: none"> <li>● There are many different types of nonfiction and informational text.</li> <li>● Proficient readers are able to understand and apply reading strategies to foster comprehension.</li> <li>● Interpretation depends on the manner and medium by which the context is delivered/presented.</li> <li>● Arguments/reasons are supported with valid evidence and credible citations.</li> <li>● A writer uses writing conventions such as punctuation, tense and subject agreement, spelling, word choice, and figurative language to compose a writing sample.</li> </ul>

Standard Code #	New Jersey Student Learning Standards
<b>RL.7.1</b>	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.
<b>RL.7.2</b>	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.
<b>RI.7.1</b>	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.
<b>RI.7.2</b>	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.
<b>RI.7.3</b>	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).
<b>RI.7.4</b>	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.
<b>RI.7.5</b>	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.
<b>RI.7.6</b>	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.
<b>RI.7.8</b>	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
<b>W.7.1</b>	<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> <li>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia)</li> <li>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</li> <li>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</li> <li>d. Establish and maintain a formal style/academic style, approach, and form.</li> <li>e. Provide a concluding statement or section that follows from and supports the argument presented.</li> </ul>
<b>W.7.3</b>	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ul style="list-style-type: none"> <li>a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</li> <li>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</li> <li>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</li> <li>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</li> <li>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</li> </ul>
<b>W.7.4</b>	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose

<b>W.7.5</b>	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
<b>W.7.6</b>	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
<b>W.7.8</b>	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>W.7.9</b>	Draw evidence from literary or informational texts to support analysis, reflection, and research. b. Apply grade 7 <i>Reading standards</i> to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).
<b>W.7.10</b>	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.
<b>SL.7.1</b>	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. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. d. Acknowledge new information expressed by others and, when warranted, modify their own views.
<b>SL.7.2</b>	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.
<b>SL.7.3</b>	Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
<b>SL.7.6</b>	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
<b>L.7.1</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of phrases and clauses in general and their function in specific sentences. b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
<b>L.7.2</b>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.



	<p>c. Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old [,] green shirt</i>).</p> <p>d. Spell correctly.</p>
<b>L.7.3</b>	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>b. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p>
<b>L.7.4</b>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</p> <p>e. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>f. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent, bellicose, rebel</i>).</p> <p>g. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>h. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>
<b>L.7.6</b>	<p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>

#### Evidence of Learning

#### Summative Assessment

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| <ul style="list-style-type: none"> <li>● Model Curriculum Benchmark Unit Assessment</li> <li>● Narrative Writing Assessment</li> <li>● Opinion/Informational Writing</li> </ul> | <ul style="list-style-type: none"> <li>● Writing Assessments</li> <li>● Teacher-Made Assessments</li> <li>● Writing Projects (Final Drafts)</li> <li>● Performance-based Tests/Quizzes</li> </ul> |
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#### Formative Assessment

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| <ul style="list-style-type: none"> <li>● <i>Critical Question and Answer</i></li> <li>● <i>Graphic Organizers/Maps/Webs</i></li> <li>● <i>Individual Student Progress Checks</i></li> <li>● <i>Student/Group Conferencing</i></li> <li>● <i>Teacher Informal Observations and Anecdotal Notes</i></li> <li>● <i>Journal</i></li> <li>● <i>Class Discussion</i></li> <li>● <i>Teacher Observations</i></li> </ul> | <ul style="list-style-type: none"> <li>● <i>Do-Nows</i></li> <li>● <i>Entrance Tickets</i></li> <li>● <i>Exit Tickets</i></li> <li>● <i>Projects</i></li> <li>● <i>Literary Circles</i></li> <li>● <i>Graphic Organizers</i></li> <li>● <i>Multiple Choice Tests</i></li> <li>● <i>Timed Readings</i></li> </ul> |
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#### Instructional Materials and Resources

- *Holt Literature, Grade 7*, Houghton Mifflin Harcourt Publishing Company, 2012
- *Holt Elements of Language: First Course*, Holt, Rinehart and Winston, 2007
- *Youtube*, <http://www.youtube.com>
- *Achieve the Core*, <http://www.achievethecore.org>
- *ReadWorks*, <http://readworks.org>
- *Web English Teacher*, <http://webenglishteacher.org>
- *Moby Max*, <http://www.mobymax.com>

#### Integration of Technology

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| <ul style="list-style-type: none"> <li>● Computers</li> </ul> | <ul style="list-style-type: none"> <li>● Internet/Video Streaming</li> </ul> |
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- SMART Board/Projector
- Chromebooks

- DVD/CD

### Curriculum Development Resources

- <http://www.state.nj.us/education/modelcurriculum/ela/>
- <http://www.state.nj.us/education/aps/cccs/lal/>

# Grade 7 Language Arts Literacy

## Unit 4:

### Reading Literature/Writing Narrative

Students will be responsible for learning strategies to interpret and write following a structured format. Deconstruction of poems, narratives, fiction and nonfiction texts, novel excerpts, and media will be utilized to enhance students' analyzation and writing skills.

#### 21<sup>st</sup> Century Skills

#### 21<sup>st</sup> Century Themes

*E-Encouraged, T-Taught, or A-Assessed in this unit*

X	Global Awareness	A	Creativity and Innovation
X	Environmental Literacy	A	Critical Thinking and Problem Solving
	Health Literacy	E	Communication
	Civic Literacy	A	Collaboration

#### Unit 4 Learning Targets

*Students will be able to...*

- Poetry construction to incorporate varying genres, forms, rhyme schemes, and language development.
- Compose clear/coherent writing, illustrating organization, development, and style addressing purpose and audience.
- Compare/contrast similarly-themed texts.
- Participate in collaborative peer revision and editing.
- Express their interpretations/opinions through collaborative group discussions.
- Analyze the literary elements found in fiction, poetry, drama, novels and short stories.
- Apply active reading strategies for reading to fictional accounts, including make predictions, recognizing elements of suspense, and understanding cause and effect.
- Develop critical thinking skills about literature and their lives in context of literature.
- Engage in collaborative discussion.
- Use vocabulary skills including context clues and ancillary materials to understand new words.
- Analyze literature through writing and discussion.

#### Suggested Texts

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| <ul style="list-style-type: none"> <li>● Ernest Lawrence Thayer "Casey at the Bat"</li> <li>● Alfred Noyes "The Highwayman"</li> <li>● Alfred Lord Tennyson "The Charge of the Light Brigade"</li> <li>● Lucille Clifton "the earth is a living thing"</li> <li>● Mary Oliver "Sleeping in the Forest"</li> <li>● Pat Mora "Gold"</li> </ul> | <ul style="list-style-type: none"> <li>● Lewis Carroll "Jabberwocky"</li> <li>● Shel Silverstein "Sarah Cynthia Sylvia Stout Would Not Take the Garbage Out"</li> <li>● Edward Lear "Two Limericks"</li> <li>● Gwendolyn Brooks "We Real Cool"</li> <li>● "Beowulf" Translated by Burton Raffel</li> <li>● Text Analysis Workshop "Myths, Legends, Epics, and Tales"</li> </ul> |
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#### Writing Activities

Narrative	Informational/Explanatory	Research
<ul style="list-style-type: none"> <li>● Poetry Forms: Write a variety of poems that follow different structures</li> <li>● Epic Poetry: Write narrative poems to explain a hero's journey</li> </ul>	<ul style="list-style-type: none"> <li>● Constructed Response</li> <li>● Composing poetry</li> <li>● Creating narratives</li> <li>● Viewing different poems written by famous authors</li> </ul>	<ul style="list-style-type: none"> <li>● Forms of Poetry: Examine poetic contributions from various sources</li> </ul>

#### Student Learning Objectives

#### Corresponding

	<b>NJSLS</b>
Cite several pieces of textual evidence to support analysis of what the text says explicitly in grade 7 text(s).	<b>RL.7.1</b>
Cite several pieces of textual evidence to support analysis of inferences drawn from grade 7 text(s).	<b>RL.7.1</b>
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.	<b>RL.7.2</b>
Analyze how particular elements of a drama interact (e.g., how setting shapes the characters and plot) in 7 <sup>th</sup> grade text(s).	<b>RL.7.3</b>
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.	<b>RL.7.4</b>
Analyze how a drama's form or structure contributes to its meaning.	<b>RL.7.5</b>
Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	<b>RL.7.6</b>
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).	<b>RL.7.7</b>
Compare and contrast 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.	<b>RL.7.9</b>
By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grade 7 text complexity band proficiently, with scaffolding as needed at the high end of the range.	<b>RL.7.10</b>
Cite several pieces of textual evidence to support analysis of what the text says explicitly using grade 7 text(s).	<b>RI.7.1</b>
Cite several pieces of textual evidence to support analysis of inferences drawn from grade 7 text(s).	<b>RI.7.1</b>
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.	<b>RI.7.2</b>
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).	<b>RI.7.3</b>
When writing arguments, introduce and support claim(s) with clear reasons and relevant evidence, acknowledge alternate or opposing claims.	<b>W.7.1.a</b>
Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the organization of relevant content; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	<b>W.7.2</b>
Write narratives to develop real or imagined experiences or events using effective technique such as dialogue, pacing, and description to develop experiences, events, and/or characters.	<b>W.7.3.b</b>
When writing narratives, develop real or imagined experiences or events using relevant descriptive details; use precise words and phrases, and sensory language to capture the action and convey experiences and events.	<b>W.7.3.d</b>
When writing narratives, develop real or imagined experiences or events using well-structured event sequences; engage and orient the reader by establishing a context	<b>W.7.3.a</b>

and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	
When writing narratives, use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another when writing narratives.	<b>W.7.3.c</b>
When engaged in narrative writing, provide a conclusion that follows from and reflects on the narrated experiences or events.	<b>W.7.3.e</b>
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	<b>W.7.4</b>
With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose has been addressed.	<b>W.7.5</b>
With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well audience has been addressed.	<b>W.7.5</b>
Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others.	<b>W.7.6</b>
Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	<b>W.7.7</b>
Draw evidence from literary texts to support analysis and reflection. Apply grade 7 <i>Reading standards</i> to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as means of understanding how authors of fiction use or alter history”).	<b>W.7.9.a</b>
Write narratives routinely over extended time frames (time for reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	<b>W.7.10</b>
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.	<b>SL.7.1</b>
Come to discussions prepared, having read or researched required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	<b>SL.7.1.a</b>
When participating in collaborative discussions, follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.	<b>SL.7.1.b</b>
Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.	<b>SL.7.1.c</b>
When participating in collaborative discussions, acknowledge new information expressed by others and, when warranted, modify their own views.	<b>SL.7.1.d</b>
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.	<b>SL.7.2</b>
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 when speaking.	<b>SL.7.4</b>
When speaking and writing, include multimedia components and visual displays in	<b>SL.7.5</b>

presentations to clarify claims and findings and emphasize salient points.	
Demonstrate a command of formal English and its conventions when writing, speaking, reading, or listening; adapt speech to a variety of contexts and choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	<b>SL.7.6; L.7.3.a</b>
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; explain the function of phrases and clauses in general and their function in specific sentences.	<b>L.7.1.a</b>
Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.	<b>L.7.1.b</b>
Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	<b>L.7.1.c</b>
Demonstrate command of the conventions of standard English capitalization, punctuation, when writing; use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old [,] green shirt</i> ).	<b>L.7.2.a</b>
Demonstrate command of the conventions of standard English to spell correctly.	<b>L.7.2.b</b>
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies; use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	<b>L.7.4.a</b>
Use common grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent, bellicose, rebel</i> ).	<b>L.7.4.b</b>
Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech; verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	<b>L.7.4.c.d</b>
Demonstrate understanding of figurative language; interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.	<b>L.7.5.a</b>
Demonstrate understanding of word relationships; use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.	<b>L.7.5.b</b>
Demonstrate understanding of nuances in word meanings; distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined, respectful, polite, diplomatic, condescending</i> ).	<b>L.7.5.c</b>
Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	<b>L.7.6</b>

<b>Unit 4 Essential Questions</b>	<b>Unit 4 Enduring Understandings</b>
<ul style="list-style-type: none"> <li>● How does figurative language enhance writing and speaking?</li> <li>● How do connotative and denotative meanings affect interpretation?</li> <li>● How can ideas/opinions be orally presented using audio-visual aids?</li> <li>● How do the conventions of Standard English contribute to effective writing?</li> </ul>	<ul style="list-style-type: none"> <li>● Writers use ELA conventions (e.g., tense and subject consistency, punctuation, narrative point of view, spelling, and figurative language) to write.</li> <li>● By studying poetry, narrative structure, excerpts, and fiction and nonfiction texts, readers will be able to interpret what they view and write more effectively.</li> </ul>

<ul style="list-style-type: none"> <li>• What are the important elements of a poem? How does a written form of poem differ from the media form?</li> </ul>	<ul style="list-style-type: none"> <li>• Proficient readers are able to understand and apply literary text features to achieve comprehension.</li> <li>• Proficient writers are able to apply writing techniques and forms to enhance mechanical structure and incorporate effective word choices to convey ideas.</li> </ul>
Standard Code #	New Jersey Student Learning Standards
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.
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.
RL.7.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot.)
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.
RL.7.5	Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
RL.7.6	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
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).
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.
RL.7.10	By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.
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.
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.
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).
W.7.1	<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <ol style="list-style-type: none"> <li>Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</li> <li>Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</li> <li>Establish and maintain a formal style/academic style, approach, and form.</li> <li>Provide a concluding statement or section that follows from and supports the argument presented.</li> </ol>

<b>W.7.2</b>	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ol style="list-style-type: none"> <li>Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia)</li> <li>Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</li> <li>Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>Establish and maintain a formal style academic style, approach, and form.</li> <li>Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ol>
<b>W.7.3</b>	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ol style="list-style-type: none"> <li>Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</li> <li>Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</li> <li>Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</li> <li>Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</li> <li>Provide a conclusion that follows from and reflects on the narrated experiences or events.</li> </ol>
<b>W.7.4</b>	<p>Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>
<b>W.7.5</b>	<p>Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</p>
<b>W.7.6</b>	<p>Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p>
<b>W.7.7</b>	<p>Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p>
<b>W.7.9</b>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> <li>Apply grade 7 <i>Reading standards</i> to literature (e.g., “Compare and contrast 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”).</li> </ol>
<b>W.7.10</b>	<p>Write routinely over extended time frames (time for research, reflection, 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>
<b>SL.7.1</b>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 7 <i>topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly.</p>



	<p>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p> <p>d. Acknowledge new information expressed by others and, when warranted, modify their own views.</p>
<b>SL.7.2</b>	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.
<b>SL.7.4</b>	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.
<b>SL.7.5</b>	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
<b>SL.7.6</b>	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 on page 52 for specific expectations.)
<b>L.7.1.</b>	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of phrases and clauses in general and their function in specific sentences.</p> <p>b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p> <p>c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</p>
<b>L.7.2</b>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old[,] green shirt</i>).</p> <p>b. Spell correctly.</p>
<b>L.7.3</b>	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p>
<b>L.7.4</b>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i>, <i>bellicose</i>, <i>rebel</i>).</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by</p>

	checking the inferred meaning in context or in a dictionary).
<b>L.7.5</b>	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined</i> , <i>respectful</i> , <i>polite</i> , <i>diplomatic</i> , <i>condescending</i> ).
<b>L.7.6</b>	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
<b>Evidence of Learning</b>	
<b>Summative Assessment</b>	
<ul style="list-style-type: none"> <li>● Model Curriculum Benchmark Unit Assessment</li> <li>● Narrative Writing Assessment</li> <li>● Opinion/Informational Writing</li> </ul>	<ul style="list-style-type: none"> <li>● Writing Assessments</li> <li>● Teacher-Made Assessments</li> <li>● Writing Projects (Final Drafts)</li> <li>● Performance-based Tests/Quizzes</li> </ul>
<b>Formative Assessment</b>	
<ul style="list-style-type: none"> <li>● Critical Question and Answer</li> <li>● Graphic Organizers/Maps/Webs</li> <li>● Individual Student Progress Checks</li> <li>● Student/Group Conferencing</li> <li>● Teacher Informal Observations and Anecdotal Notes</li> <li>● Journal</li> <li>● Class Discussion</li> <li>● Teacher Observations</li> </ul>	<ul style="list-style-type: none"> <li>● Do-Nows</li> <li>● Entrance Tickets</li> <li>● Exit Tickets</li> <li>● Projects</li> <li>● Literary Circles</li> <li>● Graphic Organizers</li> <li>● Multiple Choice Tests</li> <li>● Timed Readings</li> </ul>
<b>Instructional Materials and Resources</b>	
<ul style="list-style-type: none"> <li>● <i>Holt Literature, Grade 7</i>, Houghton Mifflin Harcourt Publishing Company, 2012</li> <li>● <i>Holt Elements of Language: First Course</i>, Holt, Rinehart and Winston, 2007</li> <li>● <i>Youtube</i>, <a href="http://www.youtube.com">http://www.youtube.com</a></li> <li>● <i>Achieve the Core</i>, <a href="http://www.achievethecore.org">http://www.achievethecore.org</a></li> <li>● <i>ReadWorks</i>, <a href="http://readworks.org">http://readworks.org</a></li> <li>● <i>Moby Max</i>, <a href="http://www.mobymax.com">http://www.mobymax.com</a></li> <li>● <a href="http://www.poets.org">http://www.poets.org</a></li> </ul>	
<b>Integration of Technology</b>	
<ul style="list-style-type: none"> <li>● Computers</li> <li>● SMART Board/Projector</li> <li>● Chromebooks</li> </ul>	<ul style="list-style-type: none"> <li>● Internet/Video Streaming</li> <li>● DVD/CD</li> </ul>
<b>Curriculum Development Resources</b>	
<ul style="list-style-type: none"> <li>● <a href="http://www.state.nj.us/education/modelcurriculum/ela/">http://www.state.nj.us/education/modelcurriculum/ela/</a></li> <li>● <a href="http://www.state.nj.us/education/aps/cccs/la/">http://www.state.nj.us/education/aps/cccs/la/</a></li> </ul>	

# Grade 7 Language Arts Literacy

## Unit 5:

### Reading Literature & Information/Writing Narrative & Argument

Cumulative skills students have learned throughout the duration of the school year will be reinforced through cultural studies that focus on research and project-based reading, writing, presentation, grammatical, and speaking skills.

#### 21<sup>st</sup> Century Skills

#### 21<sup>st</sup> Century Themes

*E-Encouraged, T-Taught, or A-Assessed in this unit*

X	Global Awareness	A	Creativity and Innovation
	Environmental Literacy	A	Critical Thinking and Problem Solving
X	Health Literacy	E	Communication
X	Civic Literacy	A	Collaboration

#### Unit 5 Learning Targets

*Students will be able to...*

- Enjoy reading stories about people who confront tough decisions with courage and ingenuity. Read stories about the natural world and people’s place within it.
- Analyze the literary elements found in fiction and nonfiction text.
- Apply active reading strategies for reading fiction and nonfiction accounts.
- Develop critical thinking skills about varying texts and be able to compare and contrast differing accounts of the same situation.
- Use the following reading and thinking skills: making predictions, inferring, sequencing events and plot, cause and effect, making informed judgments, analyzing arguments, using critical thinking, drawing conclusions, identifying author’s purpose and main idea.
- Use vocabulary skills including context clues and ancillary materials to understand new words.
- Analyze fiction and nonfiction through writing and discussion.
- Readiness to read independently and successfully.
- Cite evidence from text to support interpretation of the text.
- Compose clear and coherent writing that illustrates organization, development, and style addressing purpose and audience.
- Demonstrate researching skills to support claims/opinions.
- Use correct citation to avoid plagiarism.
- Express their interpretations/opinions through collaborative group discussions.
- Participate in think/pair/share sessions designed to encourage collaboration and critical thinking. In addition to written text, use multimedia resources in presentation/discussion of writing.

#### Suggested Texts

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>● “Prometheus” Retold by Bernard Evslin</li> <li>● “Orpheus and Eurydice” Retold by Olivia Coolidge</li> <li>● William Shakespeare’s “Song of Orpheus”</li> <li>● “Icarus and Daedalus” Retold by Josephine Preston Peabody</li> </ul> | <ul style="list-style-type: none"> <li>● “Phaethon, Son of Apollo” Retold by Olivia Coolidge</li> <li>● “Young Arthur” Retold by Robert D. San Souci</li> <li>● “Who Was King Arthur?” Jerry Dunn</li> <li>● “Sir Gawain and the Green Knight” Retold by Michael Morpurgo</li> </ul> |
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#### Writing Activities

Narrative	Informational/Explanatory	Research
● Mythological Storybook	● Descriptive Portfolio	● Greek Mythology Culture

	<ul style="list-style-type: none"> <li>● Compare and Contrast</li> <li>● Constructed Response</li> </ul>	Study
Student Learning Objectives		Corresponding NJLS
Cite several pieces of textual evidence to support analysis of what the text says explicitly in grade 7 text(s).		<b>RL.7.1, RI.7.1</b>
Cite several pieces of textual evidence to support analysis of inferences drawn from grade 7 text(s).		<b>RL.7.1</b>
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.		<b>RL.7.2</b>
Analyze how particular elements of a drama interact (e.g., how setting shapes the characters and plot) in 7 <sup>th</sup> grade text(s).		<b>RL.7.3</b>
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.		<b>RL.7.4</b>
Analyze how a drama's form or structure contributes to its meaning.		<b>RL.7.5</b>
Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.		<b>RL.7.6</b>
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).		<b>RL.7.7</b>
Compare and contrast 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.		<b>RL.7.9</b>
By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grade 7 text complexity band proficiently, with scaffolding as needed at the high end of the range.		<b>RL.7.10</b>
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.		<b>RI.7.2</b>
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).		<b>RI.7.3</b>
Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.		<b>RI.7.4</b>
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.		<b>RI.7.5</b>
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.		<b>RI.7.6</b>
Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning of an argument is sound and the evidence is relevant and sufficient to support the claims.		<b>RI.7.8</b>
Analyze 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.		<b>RI.7.9</b>
By the end of the year, read and comprehend literary nonfiction in grade 7 text complexity proficiently, with scaffolding as needed at the high end of the range.		<b>RI.7.10</b>
Write narratives to develop real or imagined experiences or events using effective technique such as dialogue, pacing, and description to develop experiences, events,		<b>W.7.3.b</b>

and/or characters.	
When writing narratives, develop real or imagined experiences or events using relevant descriptive details; use precise words and phrases, and sensory language to capture the action and convey experiences and events.	<b>W.7.3.d</b>
When writing narratives, develop real or imagined experiences or events using well-structured event sequences; engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	<b>W.7.3.a</b>
When writing narratives, use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another when writing narratives.	<b>W.7.3.c</b>
When engaged in narrative writing, provide a conclusion that follows from and reflects on the narrated experiences or events.	<b>W.7.3.e</b>
When writing arguments, introduce and support claim(s) with clear reasons and relevant evidence, acknowledge alternate or opposing claims.	<b>W.7.1.a</b>
Organize reasons and evidence logically when writing arguments.	<b>W.7.1.a</b>
When writing arguments, support claims with clear reasons and relevant evidence; support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	<b>W.7.1.b</b>
When writing arguments, use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.	<b>W.7.1.c</b>
When writing arguments, establish and maintain a formal style.	<b>W.7.1.d</b>
When writing arguments, provide a concluding statement or section that follows from and supports the argument presented.	<b>W.7.1.e</b>
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.	<b>SL.7.1</b>
Come to discussions prepared, having read or researched required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	<b>SL.7.1.a</b>
When participating in collaborative discussions, follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.	<b>SL.7.1.b</b>
Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.	<b>SL.7.1.c</b>
When participating in collaborative discussions, acknowledge new information expressed by others and, when warranted, modify their own views.	<b>SL.7.1.d</b>
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.	<b>SL.7.2</b>
Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	<b>SL.7.3</b>
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 when speaking.	<b>SL.7.4</b>
When speaking and writing, include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	<b>SL.7.5</b>

Demonstrate a command of formal English and its conventions when writing, speaking, reading, or listening; adapt speech to a variety of contexts and choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	<b>SL.7.6; L.7.3.a</b>
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; explain the function of phrases and clauses in general and their function in specific sentences.	<b>L.7.1.a</b>
Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.	<b>L.7.1.b</b>
Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	<b>L.7.1.c</b>
Demonstrate command of the conventions of standard English capitalization, punctuation, when writing; use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old [,] green shirt</i> ).	<b>L.7.2.a</b>
Demonstrate command of the conventions of standard English to spell correctly.	<b>L.7.2.b</b>
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies; use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	<b>L.7.4.a</b>
Use common grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent, bellicose, rebel</i> ).	<b>L.7.4.b</b>
Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech; verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	<b>L.7.4.c.d</b>
Demonstrate understanding of figurative language; interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.	<b>L.7.5.a</b>
Demonstrate understanding of word relationships; use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.	<b>L.7.5.b</b>
Demonstrate understanding of nuances in word meanings; distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined, respectful, polite, diplomatic, condescending</i> ).	<b>L.7.5.c</b>
Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	<b>L.7.6</b>

<b>Unit 5 Essential Questions</b>	<b>Unit 5 Enduring Understandings</b>
<ul style="list-style-type: none"> <li>● How does the presence of conflict affect the plot of the story?</li> <li>● How do the conventions of Standard English contribute to effective writing?</li> <li>● How are cultures similar and dissimilar?</li> <li>● How do oral literary works that have been passed down from generation to generation sometimes lose their value?</li> <li>● Do you agree or disagree that mythology</li> </ul>	<ul style="list-style-type: none"> <li>● Proficient readers are able to use comprehension strategies to enhance their story experience and understanding of various elements of a story.</li> <li>● Learning about cultural differences can enhance one's understanding of societal values of the past and present.</li> <li>● Some challenging situations bring about long-lasting change.</li> </ul>

can hold valuable truths that are applicable to all generations?	<ul style="list-style-type: none"> <li>● Writing as a process is derived from real-life and text-based narrative experiences</li> <li>● A writer uses language conventions such as punctuation, tense and subject consistency, narrative point of view, spelling, and figurative language to compose a writing sample.</li> </ul>
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Standard Code #	New Jersey Student Learning Standards
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.
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.
RL.7.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot.)
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.
RL.7.5	Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
RL.7.6	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
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).
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.
RL.7.10	By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.
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.
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).
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.
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.
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.
RI.7.8	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
RI.7.9	Analyze 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.
<b>RI.7.10</b>	By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
<b>W.7.1</b>	Write arguments to support claims with clear reasons and relevant evidence. <ul style="list-style-type: none"> <li>a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</li> <li>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</li> <li>d. Establish and maintain a formal style.</li> <li>e. Provide a concluding statement or section that follows from and supports the argument presented.</li> </ul>
<b>W.7.3</b>	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. <ul style="list-style-type: none"> <li>a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</li> <li>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</li> <li>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</li> <li>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</li> <li>e. Provide a conclusion that follows from and effects on the narrated experiences or events</li> </ul>
<b>W.7.4</b>	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
<b>W.7.5</b>	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
<b>W.7.6</b>	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
<b>W.7.7</b>	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
<b>W.7.8</b>	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>W.7.9</b>	Draw evidence from literary or informational texts to support analysis, reflection, and research. <ul style="list-style-type: none"> <li>a. Apply grade 7 <i>Reading standards</i> to literature (e.g., “Compare and contrast 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”).</li> <li>b. Apply grade 7 <i>Reading standards</i> to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and</li> </ul>



	the evidence is relevant and sufficient to support the claims”).
<b>W.7.10</b>	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.
<b>SL.7.1</b>	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>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li> <li>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</li> <li>c. Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</li> <li>d. Acknowledge new information expressed by others and, when warranted, modify their own views.</li> </ul>
<b>SL.7.2</b>	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.
<b>SL.7.3</b>	Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
<b>SL.7.4</b>	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.
<b>SL.7.5</b>	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
<b>SL.7.6</b>	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 on page 52 for specific expectations.)
<b>L.7.1</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> <li>a. Explain the function of phrases and clauses in general and their function in specific sentences.</li> <li>b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</li> <li>c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</li> </ul>
<b>L.7.2</b>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> <li>a. Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old[,] green shirt</i>).</li> <li>b. Spell correctly.</li> </ul>
<b>L.7.3</b>	Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ul style="list-style-type: none"> <li>a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</li> </ul>
<b>Evidence of Learning</b>	

### Summative Assessment

- Model Curriculum Benchmark Unit Assessment
- Narrative Writing Assessment
- Opinion/Informational Writing
- Writing Assessments
- Teacher-Made Assessments
- Writing Projects (Final Drafts)
- Performance-based Tests/Quizzes

### Formative Assessment

- Critical Question and Answer
- Graphic Organizers/Maps/Webs
- Individual Student Progress Checks
- Student/Group Conferencing
- Teacher Informal Observations and Anecdotal Notes
- Journal
- Class Discussion
- Teacher Observations
- Do-Nows
- Entrance Tickets
- Exit Tickets
- Projects
- Literary Circles
- Graphic Organizers
- Multiple Choice Tests

### Instructional Materials and Resources

- *Holt Literature, Grade 7*, Houghton Mifflin Harcourt Publishing Company, 2012
- *Holt Elements of Language: First Course*, Holt, Rinehart and Winston, 2007
- *Performance Coach*, Triumph Learning, 2015
- *Youtube*, <http://www.youtube.com>
- *Achieve the Core*, <http://www.achievethecore.org>
- *ReadWorks*, <http://readworks.org>
- *Moby Max*, <http://www.mobymax.com>

### Integration of Technology

- Computers
- SMART Board/Projector
- Chromebooks
- Internet/Video Streaming
- DVD/CD

### Curriculum Development Resources

- <http://www.state.nj.us/education/modelcurriculum/ela/>
- <http://www.state.nj.us/education/aps/cccs/lal/>

# New Jersey Student Learning Standards for English Language Arts

## Grade 7

The standards define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school.

Students advancing through the grades are expected to meet each year’s grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the standards.

### Progress Indicators for Reading Literature

#### Key Ideas and Details

- 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.
- 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.
- RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

#### Craft and Structure

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.

RL.7.5.. Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

#### Integration of Knowledge and Ideas

- 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).

RL.7.8. (Not applicable to literature)

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.

### **Range of Reading and Level of Text Complexity**

RL.7.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (see Appendix A) or above, scaffolding as needed.

## **Progress Indicators Informational Text**

### **Key Ideas and Details**

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.

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.

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).

### **Craft and Structure**

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.

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.

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.

### **Integration of Knowledge and Ideas**

RI.7.7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

RI.7.8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

RI.7.9. Analyze 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.

## Range of Reading and Level of Text Complexity

RI.7.10. By the end of the year read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above, with scaffolding as needed.

## Progress Indicators for Writing

### Text Types and Purposes

W.7.1. Write arguments to support claims with clear reasons and relevant evidence.

- A. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
- B. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- D. Establish and maintain a formal style/academic style, approach, and form.
- E. Provide a concluding statement or section that follows from and supports the argument presented.

W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- A. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia)
- B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- C. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- E. Establish and maintain a formal style academic style, approach, and form.
- F. Provide a concluding statement or section that follows from and supports the information or explanation presented.

W.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- A. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- E. Provide a conclusion that follows from and reflects on the narrated experiences or events.

## **Production and Distribution of Writing**

- W.7.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

## **Research to Build and Present Knowledge**

- 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.
- W.7.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Apply *grade 7 Reading standards* to literature (e.g., “Compare and contrast 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”).

Apply *grade 7 Reading standards* to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).

## **Range of Writing**

- 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.

## **Progress Indicators for Speaking and Listening**

### **Comprehension and Collaboration**

- 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.

- A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- B. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
- C. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
- D. Acknowledge new information expressed by others and, when warranted, modify their own views.

SL.7.2. 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.

SL.7.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

### **Presentation of Knowledge and Ideas**

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.

SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

## **Progress Indicators for Language**

### **Conventions of Standard English**

L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- A. Explain the function of phrases and clauses in general and their function in specific sentences.
- B. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
- C. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.\*

L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- A. Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old[,] green shirt*).
- B. Spell correctly.

### **Knowledge of Language**

- L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- A. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.\*

### **Vocabulary Acquisition and Use**

- L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content*, choosing flexibly from a range of strategies.
- A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
  - B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent*, *bellicose*, *rebel*).
  - C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
  - D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- L.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- A. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
  - B. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
  - C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined*, *respectful*, *polite*, *diplomatic*, *condescending*).
- L.7.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.



