

Cedar Grove School District

Cedar Grove, NJ

2019

Language Arts Literacy

7th Grade

*Revisions Approved by the Cedar Grove Board of Education
October 2019*

Superintendent of Schools

Mr. Michael J. Fetherman

Board of Education

Mrs. Christine Dye, President

Mr. David Schoner, Vice-President

Mrs. Nicole DiChiara

Mrs. Michele Mega

Mr. Leonard Splendoria

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 alignment with the
NEW JERSEY STUDENT LEARNING STANDARDS
for English Language Arts
and the
NEW JERSEY STUDENT LEARNING STANDARDS
for 21st Century Life and Careers**

All the New Jersey Student Learning Standards can be viewed at
<https://www.nj.gov/education/cccs/>

**This curriculum is aligned to the to the topic(s) set forth by the
NEW JERSEY AMISTAD CURRICULUM and the
*NEW JERSEY COMMISSION FOR HOLOCAUST EDUCATION***

The New Jersey Amistad Curriculum can be viewed in at <http://www.njamistadcurriculum.net/>
The New Jersey Commission for Holocaust Education can be viewed in at
<https://www.state.nj.us/education/holocaust/>

Grade 7 Pacing Guide

Unit 1 Narrative Reading and Writing	6 Weeks
Unit 2 Reading Information/Writing Informative/ Explanatory	8 Weeks
Unit 3 Reading Information/ Writing Analysis and Argument	7 Weeks
Unit 4 Reading and Writing Poetry/ Reading and Writing About Literature	7 Weeks
Unit 5 Reading and Analyzing Literature & Information/ Writing Narratives -Mythology and Folklore	8 Weeks

Grade 7 - Language Arts Literacy			
Unit 1: Narrative Reading and Writing			6 Weeks
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 st Century Skills		21 st 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			
<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● 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. 			
Writing Activities			
Narrative		Informational/Explanatory	Research
<ul style="list-style-type: none"> ● Anthropomorphism (animal characters) ● Personal Narrative ● School Narrative (prompt specified) 		<ul style="list-style-type: none"> ● Autobiographical ● Various Constructed Response 	<ul style="list-style-type: none"> ● Genres Workshop (using textbook based instructions, research various forms of genres and examples)
New Jersey Student Learning Standards for ELA			
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).		
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.
W.7.2	<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"> 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) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style academic style, approach, and form. Provide a concluding statement or section that follows from and supports the information or explanation presented.
W.7.3	<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"> 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. Use narrative techniques, such as dialogue, pacing, and description to develop experiences, events, and/or characters. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. Provide a conclusion that follows from and reflects on the narrated experiences or events.
W.7.4	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.
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.
W.7.9	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> 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>).
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.
SL.7.1	<p>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.</p> <ol style="list-style-type: none"> 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. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. 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. 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.7.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
L.7.1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> Explain the function of phrases and clauses in general and their function in specific sentences. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. 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., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old [,] green shirt</i>). b. Spell correctly.
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.
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., <i>belligerent, bellicose, rebel</i>). 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. 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.7.6	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.

New Jersey Student Learning Standards for Social Studies

6.1.8.A.3.e	Explain how and why constitutional civil liberties were impacted by acts of government (i.e., Alien and Sedition Acts) during the Early Republic.
6.1.8.A.4.a	Explain the changes in America’s relationships with other nations by analyzing policies, treaties, tariffs, and agreements.

New Jersey Student Learning Standards for Science

MS-LS4-4	Construct an explanation based on evidence that describes how genetic variations of traits in a population increase some individuals’ probability of surviving and reproducing in a specific environment.
MS-LS4-5	Gather and synthesize information about the technologies that have changed the way humans influence the inheritance of desired traits in organisms.

New Jersey Student Learning Standards for Technology

8.1.8.A.1	Demonstrate knowledge of a real world problem using digital tools.
8.1.8.A.2	Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability
8.1.8.D.1	Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.
8.1.8.D.2	Demonstrate the application of appropriate citations to digital content.
8.1.8.D.4	Assess the credibility and accuracy of digital content.
8.1.8.E.1	Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.

Unit 1 Essential Questions

<ul style="list-style-type: none"> ● What are the ways that an author can describe and identify the protagonist and antagonist of a literary work to their readers? ● How is a reader’s comprehension and interpretation of a text affected by personal experiences? ● How can a reader relate a text to the world around them? ● How does a writer successfully employ the writing process to create a compelling text-based and non-text-based narrative? ● How does learning, identifying, and discussing common themes and motifs within a literary work enhance a reader’s understanding of a piece of literature?

Unit 1 Enduring Understandings

<ul style="list-style-type: none"> ● Proficient readers are able to use comprehension strategies to enhance their story experience and understanding of various elements of a story. ● Writing as a process is derived from real-life and text-based narrative experiences. ● Writers use ELA conventions (e.g., tense and subject consistency, punctuation, narrative point of view, spelling, and figurative language) to write. ● Traits of particular character within a literary text help develop the plot of the story. ● Learning the Elements of Plot enhance the reader’s understanding of the predictable progression of literary works. ● Understanding literary terms and themes and

<ul style="list-style-type: none"> How does the literary element of foreshadowing create suspense for the reader? 	<p>applying them to literature and writing makes the reader more knowledgeable of the author's purpose.</p>
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Differentiation and Accommodation Strategies

Special Education Students
<https://drive.google.com/file/d/1pXMBRAkgXzIKydcGXqtd1uF7BFhNERBo/view?usp=sharing>

Gifted and Talented Students
<https://docs.google.com/document/d/1MCwETsNKvMHrvt5nulu1pqWL8iiJR7OTFcIAK1Asg8c/edit?usp=sharing>

ESL-ELL Students
https://docs.google.com/document/d/1OfSYISpBf8PtU6n7IfVUzyWglFGF_BFbL3Noyx3li0k/edit?usp=sharing

At-Risk Students
<https://docs.google.com/document/d/1CY7vktQFnMktecvxGNSVZ6H1Oio1OOCDCD0u94orml/edit?usp=sharing>

Students with 504 Plans
<https://docs.google.com/document/d/1v5mx341pIWo-cvOQ7gg7DEp79jrvT8kGMMQ-SC4B66w/edit?usp=sharing>

- Additional Reading/Writing Differentiation and Accommodations Strategies:**
- Strategy and flexible groups based on formative assessment and/or student choice
 - Guided reading groups
 - One: One conferring with teacher
 - Student selected goals for reading
 - Level of independence

Suggested Texts

<ul style="list-style-type: none"> Rudyard Kipling’s “Rikki-tikki-tavi” Mona Gardner’s “The Dinner Party” Larry Luxner’s “Mongoose on the Loose” Gary Paulsen’s “Seventh Grade” Rod Serling’s “The Monsters Are Due on Maple Street” <i>Back to the Future</i> Media Review George G. Toudouze’s “Three Skeleton Key” 	<ul style="list-style-type: none"> Great Depression Reading Passages Langston Hughes’s “Thank you Ma’m” 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. Teacher Selected Online Texts
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Assessment - Evidence of Learning

Formative Assessment

- Teacher’s Running Anecdotal/Observational Records (*varies throughout the school year)
- Student oral responses/discussions in partner or small group work (guided reading or strategy groups)
- Student Reading Journals/Reading Logs/Notebooks
- Small Group Instruction/Conferencing - to scaffold reading strategies
- Entrance/Exit Tickets
- Online Discussion Boards

Pre-Unit Assessment

- Narrative Reading– Elements of Plot, Character Analysis Point of View, Context Vocabulary
 - Writing with Narrative Texts – Plot Sequence, Text Evidence Integration, Descriptive Writing Techniques, Dialogue, Grammar and Punctuation, Structure, Development– Rubric
 - Suggested Texts: Student Selected Summer Reading Novels,
- Grammar Pre-Assessment: Parts of Speech, Capitalization, Punctuation, Usage, Sentence Construction – Benchmark Assessment

Technology-Based Formative Assessments

- Newsela*, <https://www.newsela.com> - Benchmark
 - Skills: Information Text, Opinion-Based Constructed Response Questions
- Moby Max*, <http://www.mobymax.com> - Benchmark

- Literature and Information, Story Elements, Writing
- *Common Lit*, <http://www.commonlit.com> - Benchmark
 - Narrative Text-Comprehension-Text Evidence, Context Vocabulary , Evidence Based Constructed Response

Alternative Formative Assessments

- Oral Question and Answer
- Graphic Organizers/Maps/Webs
- Student/Group Conferencing Narrative/Opinion Writing Skills
- Collaborative Group Discussion

Summative Assessment

- End of Unit 1 Benchmark Assessment-Narrative Text– Rubric

Summative Post-Assessment:

- Narrative Text Assessment-Fiction: Skills: Plot Sequence, Point of View, Character Analysis, Comprehension, Conflict,
- Narrative Writing: Plot Sequence, Integration of Text Evidence and Details, Descriptive Writing Techniques, Transitional Words and Phrases, Dialogue, Grammar, Punctuation-Rubric
 - Suggested Text: *The Smallest Dragonboy*, Teacher Selected Text
- Grammar: Capitalization, Punctuation, Nouns, Pronouns, Adjective, Verbs, Adverbs, Conjunctions, Usage, Sentence Construction

Instructional Materials and Resources

- *Holt Literature, Grade 6*, Houghton Mifflin Harcourt Publishing Company, 2012
- *Holt Elements of Language: Introductory Course*, Holt, Rinehart and Winston, 2007
- *Daily Academic Vocabulary*, Evan Moor, 2007
- *ReadWorks*, <http://www.readworks.org>
- *Brain Pop*, www.brainpop.com
- *YouTube*, www.youtube.com

Holocaust Resources

- <http://www.state.nj.us/education/holocaust/>
- <http://www.nj.gov/education/holocaust/curriculum/>
- <https://www.state.nj.us/education/holocaust/resources/>
- <https://www.state.nj.us/education/holocaust/curriculum/Universal9-12.pdf>
- <http://www.nj.gov/education/holocaust/curriculum/UniversalIntro.pdf>

Amistad Curriculum Resources

- <http://www.nj.gov/education/amistad/>
- <http://www.nj.gov/education/amistad/resources/literacy.pdf>
- <http://www.njamistadcurriculum.net/>

Integration of Technology

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| <ul style="list-style-type: none"> ● Chromebooks/Computers ● Google Classroom, Doc, Forms, Survey ● SMART Board/Projector | <ul style="list-style-type: none"> ● Internet/Video Streaming ● DVD/CD ● Digital Communication Devices |
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Grade 7 - Language Arts Literacy			
Unit 2: Reading Information/Writing Informative/Explanatory		8 Weeks	
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 st Century Skills		21 st 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
Career Ready Practices			
<ul style="list-style-type: none"> ○ CRP2. Apply appropriate academic and technical skills. ○ CRP4. Communicate clearly and effectively and with reason. ○ CRP6. Demonstrate creativity and innovation ○ CRP7. Employ valid and reliable research strategies. ○ CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. ○ CRP11. Use technology to enhance productivity. 			
Unit 2 Learning Targets			
Students will be able to...			
<ul style="list-style-type: none"> ● 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. 			
Writing Activities			
Narrative	Informational/Explanatory	Research	
<ul style="list-style-type: none"> ● Autobiographical Anthology ● Compose a series of expository essays that explain personal events 	<ul style="list-style-type: none"> ● Compare and Contrast Point of View ● Written Review ● Various informational/explanatory constructed response selections 	<ul style="list-style-type: none"> ● Author Background ● Research information to further understand each author that they study 	
New Jersey Student Learning Standards for ELA			
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.		
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).
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.7.7	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.7.9	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.
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. <ul style="list-style-type: none"> 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. <ul style="list-style-type: none"> 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.
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.
W.7.9b.	Draw evidence from literary or informational texts to support analysis, reflection, and research. <ul style="list-style-type: none"> 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”).
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.
SL.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly. <ul style="list-style-type: none"> 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.

	<ul style="list-style-type: none"> 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.7.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
L.7.1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> 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	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> 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.
L.7.3	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
L.7.4	<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> <ul style="list-style-type: none"> 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., <i>belligerent, bellicose, rebel</i>). 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. 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.7.6	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.
New Jersey Student Learning Standards for Social Studies	
6.1.8.A.4.a	Explain the changes in America's relationships with other nations by analyzing policies, treaties, tariffs, and agreements.
6.1.8.A.3.b	Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.
New Jersey Student Learning Standards for Science	
MS-LS1-4	Use argument based on empirical evidence and scientific reasoning to support an explanation for how characteristic animal behaviors and specialized plant structures affect the probability of successful reproduction of animals and plants respectively.
New Jersey Student Learning Standards for Technology	
8.1.8.A.1	Demonstrate knowledge of a real world problem using digital tools.
8.1.8.A.2	Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability
8.1.8.D.1	Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.
8.1.8.D.2	Demonstrate the application of appropriate citations to digital content.
8.1.8.D.4	Assess the credibility and accuracy of digital content.
8.1.8.E.1	Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.
Unit 2 Essential Questions	
Unit 2 Enduring Understandings	

<ul style="list-style-type: none"> ● How do writers formulate and brainstorm their own ideas/thesis statements from informative texts? ● How can readers use evidence from a text to support their own point of view? ● What is the best way to organize information, facts, and details so readers can understand? ● How does a writer evaluate credible, reliable Internet resources? ● How do the conventions of Standard English contribute to effective writing? 	<ul style="list-style-type: none"> ● There are many different types of non-fictional and informational text. Effective explanatory writing must follow a logical sequence. ● Researched material must be cited and referenced correctly. ● A writer uses language conventions such as punctuation, agreement, spelling, and mechanics to compose a writing sample. ● Proficient readers are able to understand and apply reading strategies to foster comprehension.
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Differentiation and Accommodation Strategies

Special Education Students
<https://drive.google.com/file/d/1pXMBRAkgXzIKydcGXqtd1uF7BFhNERBo/view?usp=sharing>

Gifted and Talented Students
<https://docs.google.com/document/d/1MCwETsNKvMHrbt5nulv1pqWL8iiJR7OTFciAK1Asg8c/edit?usp=sharing>

ESL-ELL Students
https://docs.google.com/document/d/1OfSYISpBf8PtU6n7IfVUzyWglFGF_BFbL3Noyx3Ii0k/edit?usp=sharing

At-Risk Students
<https://docs.google.com/document/d/1CY7vktfQFnMktecvxGNSVZ6H1Oio10OOCdCD0u94orml/edit?usp=sharing>

Students with 504 Plans
<https://docs.google.com/document/d/1v5mx341pIWo-cvOQ7gg7DEp79jrvT8kGMMQ-SC4B66w/edit?usp=sharing>

- Additional Reading/Writing Differentiation and Accommodations Strategies:**
- Strategy and flexible groups based on formative assessment and/or student choice
 - Guided reading groups
 - One: One conferring with teacher
 - Student selected goals for reading
 - Level of independence

Suggested Texts

<ul style="list-style-type: none"> ● Lowry’s <i>The Giver</i>/Steinbeck’s <i>The Red Pony</i> ● Richard Feynman’s “The Making of a Scientist” ● Shaquille O’Neal’s “A Good Reason to Look Up” ● “Media Study Back to the Future” ● “Elephant Talk” ● Jonah Goldberg’s “Canine’s to the Rescue” 	<ul style="list-style-type: none"> ● Xiong’s “An Unforgettable Journey” ● Bruce Brook’s “Nature by Design” ● Bruce Rettman’s article “How Hemingway Wrote” ● Therese Ciesinski’s “Stars with Wings” ● Dave Barry’s “Breaking the Ice” ● Teacher Selected Online Texts
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Assessment - Evidence of Learning

Formative Assessment

- Teacher’s Running Anecdotal/Observational Records (*varies throughout the school year)
- Student oral responses/discussions in partner or small group work (guided reading or strategy groups)
- Student Reading Journals/Reading Logs/Notebooks
- Small Group Instruction/Conferencing - to scaffold reading strategies
- Entrance/Exit Tickets
- Online Discussion Boards

Pre-Unit Assessment

- Informational Texts Reading– Genre/Types , Features, Elements of, Main Idea, Purpose, Perspective, Support, Determining Text Evidence/Support, and Sequence, Predictions, Vocabulary
 - Writing with Informational Texts – Expository/ Compare/Contrast-Based: Structure, Thesis Construction/Topic Sentence, Integration of Text Evidence, Facts/Opinions, Reasons/Support, Details, Grammar Usage, Punctuation, Transitional Words, Closing– Rubric

- Suggested Texts: Selections *from Barrio Boy*, Teacher Selected Informational Articles
- Grammar: Phrases, Independent and Subordinate Clauses, Commas, Usage, Sentence Construction

Technology-Based Formative Assessments

- *Newsela*, <https://www.newsela.com>
 - Skills: Information Text, Expository - Fact/Opinion, Context Vocabulary, Evidence Based Constructed Response
- *Moby Max*, <http://www.mobymax.com>
 - Informational Text-Argumentative/Biographical, Features, Main Idea Text Evidence and Support, Writing
 - Narrative Text- Descriptive Elements, Figures of Speech, Usage
- *Common Lit*, <http://www.commonlit.com>
 - Narrative Text and Information Text -Comprehension-Text Evidence, Context Vocabulary , Evidence Based Constructed Response

Alternative Formative Assessments

- Oral Question and Answer
- Graphic Organizers/Maps/Webs
- Student/Group Conferencing Narrative/Opinion Writing Skills
- Collaborative Group Discussion
- Multiple Intelligence Assignments

Summative Assessment

- End of Unit 2 Benchmark Assessment-Informational Text– Opinion -Rubric

Summative Post-Assessment:

- Informational Text Assessment-Author’s Purpose, Main Idea, Development of Idea, Compare/Contrast, Details, Facts/Opinions
- Informational Text Writing –Expository-Compare and Contrast Texts: Purpose, Structure, Supporting Details, Integration of Text Evidence and Details, Transitional Words and Phrases, Grammar and Punctuation Usage - Rubric
 - Suggested Text: Teacher Selected Texts
- Novel Study - *The Giver/The Red Pony*: Narrative Structures, Character Development/Analysis, Theme, Setting, Evidence Based Constructed Response - Rubric
- Student Writing Anthology-Autobiographical: Narrative Structure, Descriptive Writing Techniques, Integration of Text Evidence, Grammar and Punctuation Usage – Rubric
 - Suggested Texts: Teacher Selected Narrative Passages from Previously Read Stories, Articles, and Novels

- *Holt Literature, Grade 6*, Houghton Mifflin Harcourt Publishing Company, 2012
- *Holt Elements of Language: Introductory Course*, Holt, Rinehart and Winston, 2007
- *Daily Academic Vocabulary*, Evan Moor, 2007
- *ReadWorks*, <http://www.readworks.org>
- *Brain Pop*, www.brainpop.com
- *YouTube*, www.youtube.com

Holocaust Resources

- <http://www.state.nj.us/education/holocaust/>
- <http://www.nj.gov/education/holocaust/curriculum/>
- <https://www.state.nj.us/education/holocaust/resources/>
- <https://www.state.nj.us/education/holocaust/curriculum/Universal9-12.pdf>
- <http://www.nj.gov/education/holocaust/curriculum/UniversalIntro.pdf>

Amistad Curriculum Resources

- <http://www.nj.gov/education/amistad/>
- <http://www.nj.gov/education/amistad/resources/literacy.pdf>
- <http://www.njamistadcurriculum.net/>

Integration of Technology

- Chromebooks/Computers
- Google Classroom, Doc, Forms, Survey
- SMART Board/Projector

- Internet/Video Streaming
- DVD/CD
- Digital Communication Devices

Grade 7 Language Arts Literacy

Unit 3: Reading Information/ Writing Analysis and Argument

7 Weeks

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.

21st Century Skills

21st Century Themes

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

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

Career Ready Practices

- **CRP2.** Apply appropriate academic and technical skills.
- **CRP4.** Communicate clearly and effectively and with reason.
- **CRP6.** Demonstrate creativity and innovation
- **CRP7.** Employ valid and reliable research strategies.
- **CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.
- **CRP11.** Use technology to enhance productivity.

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.
- Compare and contrast elements found in narrative texts.
- 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.
- 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

Writing Activities

Research Project	Informational/Narrative	Research
<ul style="list-style-type: none"> ● Critical Analysis Essay ● Create a thesis- driven essay to support research 	<ul style="list-style-type: none"> ● Compare and Contrast- several texts to distinguish credible facts ● Argument Essay- effectively support both sides of an argument ● Constructed Response- use evidence from multiple texts to compose writing that supports a topic or point of view 	<ul style="list-style-type: none"> ● Text Analysis Workshop ● Multiple articles are selected to analyze evidence

New Jersey Student Learning Standards for ELA

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.
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).
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.
W.7.1	<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> 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. 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.7.3	<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"> 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.
W.7.4	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose
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.
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	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> 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”).
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.

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.
SL.7.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
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. 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>). d. Spell correctly.
L.7.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. b. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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. 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. 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>). 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. 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).
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.
New Jersey Student Learning Standards for Social Studies	
6.1.8.A.3.b	Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.
6.1.8.A.3.g	Evaluate the impact of the Constitution and Bill of Rights on current day issues.
New Jersey Student Learning Standards for Science	
MS-LS4-4	Construct an explanation based on evidence that describes how genetic variations of traits in a population increase some individuals' probability of surviving and reproducing in a specific environment.
MS-LS4-5	Gather and synthesize information about the technologies that have changed the way humans influence the inheritance of desired traits in organisms.
New Jersey Student Learning Standards for technology	
8.1.8.A.1	Demonstrate knowledge of a real world problem using digital tools.
8.1.8.A.2	Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability
8.1.8.D.1	Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and

	cyber ethics including appropriate use of social media.
8.1.8.D.2	Demonstrate the application of appropriate citations to digital content.
8.1.8.D.4	Assess the credibility and accuracy of digital content.
8.1.8.E.1	Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.

Unit 3 Essential Questions	Unit 3 Enduring Understandings
<ul style="list-style-type: none"> • How do writers formulate and brainstorm ideas/thesis statements? • How are claims supported with reasons and relevant evidence? • What constitutes valid evidence? 	<ul style="list-style-type: none"> • There are many different types of nonfiction and informational text. • Proficient readers are able to understand and apply reading strategies to foster comprehension. • Arguments/reasons are supported with valid evidence and credible citations.

Differentiation and Accommodation Strategies

Special Education Students

<https://drive.google.com/file/d/1pXMBRAkgXzIKydcGXqtd1uF7BFhNERBo/view?usp=sharing>

Gifted and Talented Students

<https://docs.google.com/document/d/1MCwETsNKvMHRbt5nulv1pqWL8iiJR7OTfclAK1Asg8c/edit?usp=sharing>

ESL-ELL Students

https://docs.google.com/document/d/1OfSYISpBf8PtU6n7lfVUzyWgIFGF_BFbL3Noyx3li0k/edit?usp=sharing

At-Risk Students

<https://docs.google.com/document/d/1CY7vktfQFnMktecvxGNSVZ6H1Oio1OOCdCD0u94orml/edit?usp=sharing>

Students with 504 Plans

<https://docs.google.com/document/d/1v5mx341pIWo-cvOQ7gg7DEp79jrvT8kGMMQ-SC4B66w/edit?usp=sharing>

Additional Reading/Writing Differentiation and Accommodations Strategies:

- Strategy and flexible groups based on formative assessment and/or student choice
- Guided reading groups
- One: One conferring with teacher
- Student selected goals for reading
- Level of independence

Suggested Texts

- | | |
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| <ul style="list-style-type: none"> • Lowry's <i>The Giver</i>/Steinbeck's <i>The Red Pony</i> • Editorials: Mark Singletary "Pro Athletes' Salaries Aren't Overly Exorbitant" • Justin Hjelm's "Do Professional Athletes Get Paid Too Much?" • Avi's "What Do Fish Have to do With Anything?" • Anna Quindlen's "Homeless" • Jeannette Covert Nolan's "Clara Barton: Battlefield Nurse" | <ul style="list-style-type: none"> • Clara Barton's "from The War Diary of Clara Barton" • Jeannette Covert Nolan "Clara Barton: Battlefield Nurse" • Article "Can We Rescue Reefs?" • Burditt's "What's Really in a Name?" • Jane Goodall's "The Promise" • Peter Benchley's "Great White Sharks" • "A Long Walk to Freedom" By Nelson Mandela • "Rosa Parks" by Rita Dove • Teacher Selected Online Texts |
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Assessment - Evidence of Learning

Formative Assessment

- Teacher's Running Anecdotal/Observational Records (*varies throughout the school year)
- Student oral responses/discussions in partner or small group work (guided reading or strategy groups)
- Student Reading Journals/Reading Logs/Notebooks
- Collaborative Group Assignment – Comparing Nonfiction (Mandela and Dove)
- Small Group Instruction/Conferencing - to scaffold reading strategies

- Entrance/Exit Tickets
- Online Discussion Boards

Pre-Unit Assessment

- Informational Texts Reading– Argumentative/Persuasive: Features, Elements of, Main Idea, Purpose, Perspective, Support, Determining Text Evidence/Support, and Sequence, Predictions, Vocabulary
 - Writing with Informational Texts – Argumentative/Persuasive Writing: Structure, Thesis Construction/Topic Sentence, Integration of Text Evidence, Facts/Opinions, Reasons/Support, Details, Grammar Usage, Punctuation, Transitional Words, Closing– Rubric
 - Suggested Texts: “Do Professional Athletes Get Paid Too Much?” Teacher Selected Informational Articles and Letters to the Editor
- Grammar: Subject Verb Agreement, Quotation Marks, Common Usage Errors

Technology-Based Formative Assessments

- *Newsela*, <https://www.newsela.com>
 - Skills: Information Text, -Opinion: Fact/Opinion, Context Vocabulary, Evidence Based Constructed Response
- *Moby Max*, <http://www.mobymax.com>
 - Narrative Text: Compare and Contrast, Context Vocabulary, Character Analysis Text Evidence and Support
 - Narrative Text- Descriptive Elements, Figures of Speech, Usage
- *Common Lit*, <http://www.commonlit.com>
 - Narrative Text and Information Text –Paired Text: Opinion-Based Constructed Response Questions, Text Evidence, Context Vocabulary , Main Idea

Alternative Formative Assessments

- Oral Question and Answer
- Graphic Organizers/Maps/Webs
- Student/Group Conferencing Narrative/Opinion Writing Skills
- Collaborative Group Discussion
- Multiple Intelligence Assignments

Summative Assessment

- End of Unit 3 Benchmark Assessment-Simulated Research -Paired Text– Fiction and Nonfiction, Evidence Based Constructed Response -Rubric

Summative Post-Assessment:

- Informational Text Assessment-Opinions: Author’s Purpose, Main Idea, Development of Idea, Compare/Contrast, Details, Facts/Opinions
 - Informational Text Writing -Opinion: Plot Sequence, Integration of Text Evidence and Details, Development, Transitional Words and Phrases, Grammar and Punctuation Usage - Rubric
 - Suggested Text: Clara Barton’s “from The War Diary of Clara Barton,” Jeannette Covert Nolan “Clara Barton: Battlefield Nurse,” Teacher Selected Texts
- Novel Study - *The Giver/The Red Pony*: Narrative Structures, Character Development/Analysis, Compare/Contrast, Theme, Setting, Evidence Based Constructed Response - Rubric
- Student Writing Anthology-Opinions and Explanations: Writing Structures, Descriptive Writing Techniques, Development of Reasons, Integration of Text Evidence, Grammar and Punctuation Usage – Rubric
 - Suggested Texts: Teacher Selected Narrative and Informational Passages from Previously Read Stories, Articles, and Novels

- *Holt Literature, Grade 6*, Houghton Mifflin Harcourt Publishing Company, 2012
- *Holt Elements of Language: Introductory Course*, Holt, Rinehart and Winston, 2007
- *Daily Academic Vocabulary*, Evan Moor, 2007
- *ReadWorks*, <http://www.readworks.org>
- *Brain Pop*, www.brainpop.com
- *YouTube*, www.youtube.com

Holocaust Resources

- <http://www.state.nj.us/education/holocaust/>
- <http://www.nj.gov/education/holocaust/curriculum/>
- <https://www.state.nj.us/education/holocaust/resources/>
- <https://www.state.nj.us/education/holocaust/curriculum/Universal9-12.pdf>
- <http://www.nj.gov/education/holocaust/curriculum/UniversalIntro.pdf>

Amistad Curriculum Resources

- <http://www.nj.gov/education/amistad/>
- <http://www.nj.gov/education/amistad/resources/literacy.pdf>
- <http://www.njamistadcurriculum.net/>

Integration of Technology

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|--------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none">• Chromebooks/Computers• Google Classroom, Doc, Forms, Survey• SMART Board/Projector | <ul style="list-style-type: none">• Internet/Video Streaming• DVD/CD• Digital Communication Devices |
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Grade 7 Language Arts Literacy

Unit 4: Reading and Writing Poetry/ Reading and Writing About Literature

7 Weeks

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.

21st Century Skills

21st 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

Career Ready Practices

- **CRP2.** Apply appropriate academic and technical skills.
- **CRP4.** Communicate clearly and effectively and with reason.
- **CRP6.** Demonstrate creativity and innovation
- **CRP7.** Employ valid and reliable research strategies.
- **CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.
- **CRP11.** Use technology to enhance productivity.

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.

Writing Activities

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

New Jersey Student Learning Standards for ELA

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	Write arguments to support claims with clear reasons and relevant evidence. <ul style="list-style-type: none"> 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. <ul style="list-style-type: none"> 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. <ul style="list-style-type: none"> 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.
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	Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
W.7.6	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
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.7.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. <ul style="list-style-type: none"> 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”).
W.7.10	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.

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 <i>topics, texts, and issues</i> , 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.7.4	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. (See grade 7 Language standards 1 and 3 on page 52 for specific expectations.)
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., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old[,] green shirt</i>). b. Spell correctly.
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.
L.7.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 <i>reading and content</i> , 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., <i>belligerent, bellicose, rebel</i>). 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. 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., <i>refined, respectful, polite, diplomatic, condescending</i>).
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.
New Jersey Student Learning Standards for Social Studies	
6.1.8.A.3.e	Explain how and why constitutional civil liberties were impacted by acts of government (i.e., Alien and Sedition Acts) during the Early Republic.
6.1.8.A.4.a	Explain the changes in America's relationships with other nations by analyzing policies, treaties, tariffs, and agreements.
New Jersey Student Learning Standards for Science	

MS-LS4-5	Gather and synthesize information about the technologies that have changed the way humans influence the inheritance of desired traits in organisms.	
MS-LS1-3	Use argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells	
New Jersey Student Learning Standards for Technology		
8.1.8.A.1	Demonstrate knowledge of a real world problem using digital tools.	
8.1.8.A.2	Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability	
8.1.8.D.1	Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.	
8.1.8.D.2	Demonstrate the application of appropriate citations to digital content.	
8.1.8.D.4	Assess the credibility and accuracy of digital content.	
8.1.8.E.1	Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.	
Unit 4 Essential Questions		
<ul style="list-style-type: none"> • How does figurative language enhance writing and speaking? • How do connotative and denotative meanings affect interpretation? • How can ideas/opinions be orally presented using audio-visual aids? 	Unit 4 Enduring Understandings	
	<ul style="list-style-type: none"> • Writers use ELA conventions (e.g., tense and subject consistency, punctuation, narrative point of view, spelling, and figurative language) to write. • By studying poetry, narrative structure, excerpts, and fiction and nonfiction texts, readers will be able to interpret what they view and write more effectively. • Proficient readers are able to understand and apply literary text features to achieve comprehension. 	
Differentiation and Accommodation Strategies		
Special Education Students		
https://drive.google.com/file/d/1pXMBRAkgXzIKydcGXqtd1uF7BFhNERBo/view?usp=sharing		
Gifted and Talented Students		
https://docs.google.com/document/d/1MCwETsNKvMhrbt5nulv1pqWL8iiJR7OTFclAK1Asg8c/edit?usp=sharing		
ESL-ELL Students		
https://docs.google.com/document/d/1OfsYISpBf8PtU6n7fVUzyWgIFGF_BFbL3Noyx3Ii0k/edit?usp=sharing		
At-Risk Students		
https://docs.google.com/document/d/1CY7vktfQFnMktecvxGNSVZ6H1OiO1OOCdD0u94orml/edit?usp=sharing		
Students with 504 Plans		
https://docs.google.com/document/d/1v5mx341pIWo-cvOQ7gg7DEp79jrvT8kGMMQ-SC4B66w/edit?usp=sharing		
Additional Reading/Writing Differentiation and Accommodations Strategies:		
<ul style="list-style-type: none"> • Strategy and flexible groups based on formative assessment and/or student choice • Guided reading groups • One: One conferring with teacher • Student selected goals for reading • Level of independence 		
Suggested Texts		
<ul style="list-style-type: none"> • London's <i>The Call of the Wild</i> • Ernest Lawrence Thayer "Casey at the Bat" • Alfred Noyes' "The Highwayman" • Alfred Lord Tennyson's "The Charge of the Light Brigade" • Lucille Clifton's "The Earth is a Living Thing" • Mary Oliver's "Sleeping in the Forest" • Pat Mora's "Gold" • Dickinson's "I'm Nobody," "I Like to See It Lap the 	<ul style="list-style-type: none"> • Lewis Carroll "Jabberwocky," "Father William" • Shel Silverstein "Sarah Cynthia Sylvia Stout Would Not Take the Garbage Out" • Edward Lear "Two Limericks" • Frost's "The Runaway," "The Pasture" • Gwendolyn Brooks "We Real Cool" • Young's "For Poets" • Cummings' "all in green went my love riding," "maggie and milly and molly and may" 	

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|----------------------------------------------|----------------------------|
| Miles | ● Wells' "A Tutor" |
| ● Hughes' "Harlem Night Song," "Winter Moon" | ● Hall's "Names of Horses" |
| ● Soto's "Ode to a Family Photograph" | ● Sandburg's "Arithmetic" |

Assessment - Evidence of Learning

Formative Assessment

- Teacher's Running Anecdotal/Observational Records (*varies throughout the school year)
- Student oral responses/discussions in partner or small group work (guided reading or strategy groups)
- Student Reading Journals/Reading Logs/Notebooks
- Small Group Instruction/Conferencing - to scaffold reading strategies- *The Call of the Wild* Collaborative Group Work
- Poetry Writing: Various Forms and Structures
- Entrance/Exit Tickets
- Online Discussion Boards

Pre-Unit Assessment

- Poetry: Style, Structures, Language Usage, Imagery, Punctuation Conventions, Elements of, Rhythm/Syllables, Rhyme, Types (Narrative, Free Verse, Sonnet, etc.) Descriptive Techniques, Comparing Poems
 - Suggested Texts: "The Snowman," "Fourth Floor Down," "Two Haiku," "Clothes of Heaven," Teacher Selected Poetry
 - Expository Writing: Poetry Analysis- Thesis, Development of Ideas, Structure, Grammar Usage and Punctuation - Rubric

Technology-Based Formative Assessments

- Newsela, <https://www.newsela.com>
- Skills: Information Text: Fact/Opinion, Context Vocabulary, Evidence Based Constructed Response
- Moby Max, <http://www.mobymax.com>
- Narrative Text -Paired Text :Compare and Contrast, Context Vocabulary, Character Analysis Text Evidence and Support
- Common Lit, <http://www.commonlit.com>
Skills: Poetry, Narrative Text, Comprehension, Text Evidence, Context Vocabulary, Elements of Poetry, Language, Constructed Response Questions,

Alternative Formative Assessments

- Oral Question and Answer
- Graphic Organizers/Maps/Webs
- Student/Group Conferencing-Poetry/*The Call of the Wild*
- Collaborative Group Discussion
- Multiple Intelligence Assignments

Summative Assessment

- End of Unit 4 Benchmark Assessment-Simulated Research -Paired Text– Narrative, Poetry, Video Clips, Opinion-Based Evidence Based Constructed Response -Rubric

Summative Post-Assessment:

- Poetry: Style, Structures, Language Usage, Imagery, Punctuation Conventions, Elements of, Rhythm/Syllables, Rhyme, Types (Narrative, Free Verse, Sonnet, etc.) Descriptive Techniques
 - Suggested Texts: Hughes' "Harlem Night Song," "Winter Moon," Teacher Selected Poetry
- Student Writing Anthology-Poetry: Poetic Forms and structures, Figurative Language/Descriptive Writing Techniques, Grammar and Punctuation Usage, Biography and Written Analysis of a Poet's Work – Rubric
 - Suggested Texts: Student Selected Poetry on the Poet of their Choice

Instructional Materials and Resources

- *Holt Literature, Grade 6*, Houghton Mifflin Harcourt Publishing Company, 2012
- *Holt Elements of Language: Introductory Course*, Holt, Rinehart and Winston, 2007
- *Daily Academic Vocabulary*, Evan Moor, 2007

- *ReadWorks*, <http://www.readworks.org>
- *Brain Pop*, www.brainpop.com
- *YouTube*, www.youtube.com

Holocaust Resources

- <http://www.state.nj.us/education/holocaust/>
- <http://www.nj.gov/education/holocaust/curriculum/>
- <https://www.state.nj.us/education/holocaust/resources/>
- <https://www.state.nj.us/education/holocaust/curriculum/Universal9-12.pdf>
- <http://www.nj.gov/education/holocaust/curriculum/UniversalIntro.pdf>

Amistad Curriculum Resources

- <http://www.nj.gov/education/amistad/>
- <http://www.nj.gov/education/amistad/resources/literacy.pdf>
- <http://www.njamistadcurriculum.net/>

Integration of Technology

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|------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> ● Chromebooks/Computers ● Google Classroom, Doc, Forms, Survey ● SMART Board/Projector | <ul style="list-style-type: none"> ● Internet/Video Streaming ● DVD/CD ● Digital Communication Devices |
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Grade 7 Language Arts Literacy			
Unit 5: Reading and Analyzing Literature & Information/ Writing Narratives - Mythology and Folklore		8 Weeks	
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 st Century Skills		21 st Century Themes	
		<i>E-Encouraged, T-Taught, or A-Assessed in this unit</i>	
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
Career Ready Practices			
<ul style="list-style-type: none"> ○ CRP2. Apply appropriate academic and technical skills. ○ CRP4. Communicate clearly and effectively and with reason. ○ CRP6. Demonstrate creativity and innovation ○ CRP7. Employ valid and reliable research strategies. ○ CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. ○ CRP11. Use technology to enhance productivity. 			
Unit 5 Learning Targets			
<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● 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 vocabulary skills including context clues and ancillary materials to understand new words. ● Analyze fiction and nonfiction through writing and discussion. ● 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. 			
Writing Activities			
Narrative		Informational/Explanatory	Research
<ul style="list-style-type: none"> ● Mythological Storybook – Writing Myths and Folktales 		<ul style="list-style-type: none"> ● Descriptive Portfolio ● Compare and Contrast Myths and Folktales ● Constructed Response 	<ul style="list-style-type: none"> ● Greek Mythology Culture Study
New Jersey Student Learning Standards for ELA			
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.
RI.7.10	By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
W.7.1	Write arguments to support claims with clear reasons and relevant evidence. <ul style="list-style-type: none"> 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. 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. <ul style="list-style-type: none"> 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. <ul style="list-style-type: none"> 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 effects on the narrated experiences or events
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.
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. 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”). 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”).
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.
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.
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. (See grade 7 Language standards 1 and 3 on page 52 for specific expectations.)
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., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old[,] green shirt</i>). b. Spell correctly.
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.
New Jersey Student Learning Standards for Social Studies	
6.1.8.C.3.b	Summarize the effect of inflation and debt on the American people and the response of state and national governments during this time.

6.1.8.A.3.e	Explain how and why constitutional civil liberties were impacted by acts of government (i.e., Alien and Sedition Acts) during the Early Republic.	
New Jersey Student Learning Standards for Science		
MS-LS1-6	Construct a scientific explanation based on evidence for the role of photosynthesis in the cycling of matter and flow of energy into and out of organisms.	
MS-LS2-4	Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations	
New Jersey Student Learning Standards for Technology		
8.1.8.A.1	Demonstrate knowledge of a real world problem using digital tools.	
8.1.8.A.2	Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability	
8.1.8.D.1	Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.	
8.1.8.D.2	Demonstrate the application of appropriate citations to digital content.	
8.1.8.D.4	Assess the credibility and accuracy of digital content.	
8.1.8.E.1	Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.	
Unit 5 Essential Questions		Unit 5 Enduring Understandings
<ul style="list-style-type: none"> How does the presence of conflict affect the plot of the story? How are cultures similar and dissimilar? How do oral literary works that have been passed down from generation to generation sometimes lose their value? Do you agree or disagree that mythology can hold valuable truths that are applicable to all generations? 		<ul style="list-style-type: none"> Proficient readers are able to use comprehension strategies to enhance their story experience and understanding of various elements of a story. Learning about cultural differences can enhance one's understanding of societal values of the past and present. Writing as a process is derived from real-life and text-based narrative experiences
Differentiation and Accommodation Strategies		
Special Education Students		
https://drive.google.com/file/d/1pXMBRAkgXzIKydcGXqtd1uF7BFhNERBo/view?usp=sharing		
Gifted and Talented Students		
https://docs.google.com/document/d/1MCwETsNKvMHRbt5nulv1pqWL8iiJR7OTFciAK1Asg8c/edit?usp=sharing		
ESL-ELL Students		
https://docs.google.com/document/d/1OfSYISpBf8PtU6n7IfVUzyWgIFGF_BFbL3Noyx3Ii0k/edit?usp=sharing		
At-Risk Students		
https://docs.google.com/document/d/1CY7vktfQFnMktecvxGNSVZ6H10iO1OOCdcD0u94orml/edit?usp=sharing		
Students with 504 Plans		
https://docs.google.com/document/d/1v5mx341pIWocvOOQ7gg7DEp79jrvT8kGMMQ-SC4B66w/edit?usp=sharing		
Additional Reading/Writing Differentiation and Accommodations Strategies:		
<ul style="list-style-type: none"> Strategy and flexible groups based on formative assessment and/or student choice Guided reading groups One: One conferring with teacher Student selected goals for reading 		
Suggested Texts		
<ul style="list-style-type: none"> “Orpheus and Eurydice” Retold by Olivia Coolidge William Shakespeare’s “Song of Orpheus” Coolidge’s “Orpheus, the Great Musician,” The Origin of the Seasons” Oldfield’s “King Midas and the Golden Touch” “Icarus and Daedalus” Retold by Josephine Preston Peabody 	<ul style="list-style-type: none"> “Young Arthur” Retold by Robert D. San Souci “Who Was King Arthur?” Jerry Dunn “Sir Gawain and the Green Knight” Retold by Michael Morpurgo Fuja’s “Oni and the Great Bird” Yagawa’s “The Crane Wife” Palacios’ “The Hummingbird King” 	

- “Prometheus” Retold by Bernard Evslin
- Benson’s “The Flight of Icarus”
- “Phaethon, Son of Apollo” Retold by Olivia Coolidge

- Aesop’s “Belling the Cat”
- Teacher Selected Mythology and Folktales

Assessment - Evidence of Learning

Formative Assessment

- Teacher’s Running Anecdotal/Observational Records (*varies throughout the school year)
- Student oral responses/discussions in partner or small group work (guided reading or strategy groups)
- Student Reading Journals/Reading Logs/Notebooks
- Small Group Instruction/Conferencing - to scaffold reading strategies
- Collaborative Mythology Greek Culture Research Assignment
- Entrance/Exit Tickets
- Online Discussion Boards

Pre-Unit Assessment

- Narrative Reading– Mythology and Folklore: Elements, Plot Structures, Theme, Character Analysis Point of View, Context Vocabulary - Rubric
 - Writing with Narrative Texts –Evidence Based Constructed Response– Compare/Contrast, Text Evidence Integration, Grammar and Punctuation, Structure, Development– Rubric
 - Suggested Texts: “The Tale of Arachne” “Echo and Narcissus”
- Grammar Review: All Parts of Speech, Phrases, Clauses, Agreement, Punctuation, Usage, Sentence Construction

Technology-Based Formative Assessments

- *Newsela*, <https://www.newsela.com> - Benchmark
 - Skills: Information Text, Opinion-Based Constructed Response Questions
- *Moby Max*, <http://www.mobymax.com>. - Benchmark
 - Literature and Information, Story Elements, Writing
- *Common Lit*, <http://www.commonlit.com> - Benchmark
 - Narrative Text-Comprehension-Text Evidence, Context Vocabulary , Evidence Based Constructed Response

Alternative Formative Assessments

- Oral Question and Answer
- Graphic Organizers/Maps/Webs
- Student/Group Conferencing Narrative/Opinion Writing Skills
- Collaborative Group Discussion

Summative Assessment

- End of Unit 5 Benchmark Assessment- Narrative, Comprehension, Theme, Characters, Evidence Based Constructed Response -Rubric

Summative Post-Assessment:

- Narrative Reading– Mythology and Folklore: Elements, Plot Structures, Comprehension, Theme, Character, Analysis, Context Vocabulary - Rubric
 - Suggested Texts: “The Flight of Icarus,” “Phaethon, Son of Apollo,” Teacher Selected Myths
- Collaborative Mythology Greek Culture Research: Final Drafts, Oral Presentation - Rubric

Instructional Materials and Resources

- *Holt Literature, Grade 6*, Houghton Mifflin Harcourt Publishing Company, 2012
- *Holt Elements of Language: Introductory Course*, Holt, Rinehart and Winston, 2007
- *Daily Academic Vocabulary*, Evan Moor, 2007
- *ReadWorks*, <http://www.readworks.org>
- *Brain Pop*, www.brainpop.com
- *YouTube*, www.youtube.com

Holocaust Resources

- <http://www.state.nj.us/education/holocaust/>
- <http://www.nj.gov/education/holocaust/curriculum/>
- <https://www.state.nj.us/education/holocaust/resources/>
- <https://www.state.nj.us/education/holocaust/curriculum/Universal9-12.pdf>
- <http://www.nj.gov/education/holocaust/curriculum/UniversalIntro.pdf>

Amistad Curriculum Resources

- <http://www.nj.gov/education/amistad/>
- <http://www.nj.gov/education/amistad/resources/literacy.pdf>
- <http://www.njamistadcurriculum.net/>

Integration of Technology

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| <ul style="list-style-type: none">• Chromebooks/Computers• Google Classroom, Doc, Forms, Survey• SMART Board/Projector | <ul style="list-style-type: none">• Internet/Video Streaming• DVD/CD• Digital Communication Devices |
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