

CURRICULUM MAP

Language Arts GRADE 7

Big Idea: Who Am I?

Marking Period 1

Transfer: Students will understand the importance of comprehending various elements of literature and informational pieces of text.				
Enduring Understandings	Essential Questions	Skills	NJ SLS	Activities/Assessments
<ul style="list-style-type: none"> It is essential to be exposed to a variety of texts. Reading comprehension is a skill that is achieved through frequent practice. It is significant to understand the difference between fiction and non-fiction texts. Literature provides a basis for understanding life's journey as young adults begin to make choices that affect their future. It is imperative that the writer considers the audience, as well as the task at hand while writing. Writers must consider the traits of writing in 	<ul style="list-style-type: none"> What do we know about various genres of literature? How does one develop strategies for reading comprehension? What are the differences between fiction and non-fiction? How can literature provide guidance or examples as we strive to make appropriate life choices? How much control do we have over our identity? Why are organization and style important in helping the audience understand the purpose and meaning of text? How do the traits of writing affect the clarity and 	<ul style="list-style-type: none"> Distinguish and compare elements of different genres: fiction, non-fiction, poetry, and informational text. Identify and analyze elements of literature: setting, plot, theme, characters, conflict, point-of-view, exposition, rising action, climax, and falling action. Identify, compare/contrast, and apply elements of narrative, expository, prose-constructed response, and argumentative writing. Construct a narrative which may include writing a story, detailing a scientific process, writing a historical account of important figures, or describing an account of events, scenes, or objects. 	<p>RL.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p>RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p> <p>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.</p> <p>RL.7.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p> <p>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.</p> <p>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.</p> <p>RI.7.10. By the end of the year, read and comprehend literary nonfiction in</p>	<p><u>Formative Assessments</u></p> <p><u>Speaking and Listening</u></p> <p><u>Comprehension tests</u></p> <p><u>Quizzes</u></p> <p><u>Quarterlies</u></p> <p><u>Evidence-Based Selective Responses (EBSRs)</u></p> <p><u>Speaking and Listening Activities:</u></p> <p>Ex.1: Story Icebreakers-</p> <ol style="list-style-type: none"> Collect a number of everyday objects and place in a canvas bag, basket, or box. Some suggestions are a pencil or pen, key ring, mobile phone, and a small toy or stuffed animal. Also include some unusual ones such as a wig, feather, a silly photograph, and a rock. Pass the container around inviting each student to choose an item without looking. The leader begins the story including the object they are

<p>order to become a proficient writer.</p>	<p>organization of written communication?</p>	<ul style="list-style-type: none"> ● Research and summarize author background. ● Demonstrate understanding of and apply a variety of sentence structures to writing. (Simple and compound sentences.) ● Review parts of speech. (Nouns, pronouns, verbs, adjectives, adverbs, prepositions, and conjunctions.) ● Synthesize information found in multiple texts on the same topic via a prose constructed response. ● Read and comprehend a variety of complex texts. 	<p>the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>W.7.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7</p>	<p>holding. After 20 seconds (or longer if you wish) the next student continues the story mentioning the object they have chosen. Continue until every student has added to the story.</p> <p>Ex. 2: Interview</p> <ol style="list-style-type: none"> 1. Students will be placed with a peer. They will ask three random questions of their choosing. 2. After conducting interview, students will create a speech to present to the class. 3. Students will present student interview in front of class introducing their peer to their classmates. <p><u>Literary Responses:</u></p> <p>Ex 1: While reading one of the stories, focus on a character:</p> <ol style="list-style-type: none"> a. What obstacles does he or she overcome, and how does he or she do it? b. How does the protagonist respond to different events? c. What/Who is the antagonist? d. Does the character grow over the course of the novel?
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			<p>reading and content, choosing flexibly from a range of strategies. L.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 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.</p>	<p>e. What does the protagonist learn about him or herself?</p> <p>Ex 2: Notice the use of flashback in <i>The Outsiders</i>. How does S.E. Hinton incorporate the past into the present? (If you have read <i>Tangerine</i>, extend the activity by comparing two authors' use of flashback in two different works.)</p> <p>Ex. 3: (After <i>Little Women</i>) Discuss the role of the setting in <i>Little Women</i>. Why does Alcott put such an important historical event into the background of her story? Why does Alcott alternate stories between each of the March sisters, and why is this technique effective?</p> <p><u>Media Appreciation:</u> Ex.1: Compare and contrast a written piece with its film's version. Specifically examine the tools used to produce the film. (lighting, sound, color, etc.)</p> <p><u>Summative Writing Assessment</u></p> <p><u>Prose-Constructed Responses</u> Examples: LAT, RST, Narrative, Expository, Argumentative</p> <p><u>Expository:</u> Ex 1: After reading "The Treasure of Lemon Brown" and "My First Free Summer," how do the parents' cultural upbringings dictate the way they raise their children.</p> <p><u>Argumentative:</u> (research/multimedia presentation) Ex 1: Research a famous person who persevered in spite of significant challenges. Use a wide range of credible print and electronic, primary, and secondary</p>
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				<p>resources for your research. Find a media clip online of him or her speaking. Write and present your multimedia report to the class, making a case about why the person you chose is a striking example of determination and perseverance in the face of difficult circumstances.</p> <p>Ex 2: Is it important to read the original (“full”) version of a novel? Write a convincing argument for reading the original version or the excerpt. (to be done after reading the excerpt of <i>Little Women</i>)</p> <p>Ex 3: The human spirit can be defined as a combination of the traits that all human beings have in common. Select three of these traits that you think are present in the pieces of literature within this unit and discuss why you think these traits are essential to the human spirit. Justify your responses in an argumentative essay.</p> <p><u>Narrative:</u></p> <p>Ex 1: Develop a comic strip illustrating three of your interests. Develop another with three of your dream interests. Pick one comic strip to write a bio poem or narrative.</p> <p><u>Grammar and Usage:</u></p> <p>Ex 1: The teacher will explain the function of phrases and clauses to the class. Find five phrases and five clauses in a piece of text you are reading in class. Select a piece of your own writing, and locate phrases and clauses by underlining them.</p> <p><u>POTENTIAL RESOURCES:</u></p> <p>Fiction: “Arachne”--retold by Olivia E. Coolidge</p>
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				<p><i>Counting by 7s</i>, Holly Goldberg Sloan</p> <p>Writing Resources: <i>Performance Assessment</i> RST---Step 1: Analyze the Model Step 2: Practice the Task Step 3: Perform the Task</p>
				<p><u>DIFFERENTIATION:</u></p> <p><u>Advanced:</u></p> <ul style="list-style-type: none"> ● Students will do research to find examples of literature that contain flashbacks. Students will pair and share their findings and identify the flashbacks within the pieces found. ● Research a famous person (living or non-living) and create a comic strip and bio poem. <p><u>Struggling:</u></p> <ul style="list-style-type: none"> ● Students will use character maps and graphic organizers to organize character traits as they are reading. ● Use Venn diagrams to provide a visual aid while comparing and contrasting pieces of literature. ● Utilize pre-writing tasks to organize thoughts and ideas into a position, claim, three supporting reasons, and a counter-claim prior to responding to an argumentative essay. ● Supplement comic strip assessment. Example: Students will create a three line headline

				describing their interests rather than writing a bio poem.
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CURRICULUM MAP
Language Arts
GRADE 7

Big Idea: Different Perspectives

Marking Period 2

Transfer: Students will understand the importance of how perspective shapes literature and the real world.				
Enduring Understandings	Essential Questions	Skills	NJSLS	Activities/Assessments
<ul style="list-style-type: none"> ● Reading comprehension is a skill that achieved through repeated practice. ● Through reading a variety of informational texts, comprehension becomes more accessible. ● All readers possess prior knowledge that is activated while reading a text. ● While writing, the author taps into his/her prior knowledge to create the text. ● Writers realize the importance of utilizing word choice, sentence structure, imagery, literary devices, and other traits of writing while responding to tasks. 	<ul style="list-style-type: none"> ● How does one develop strategies for reading comprehension? ● How do we build an understanding of informational text? ● How does the reader's perspective affect how he/she interprets a piece of literature? ● How does an author's background influence his/her writing? ● What are the components of prose- constructed responses, narratives, and argumentative writing? ● How do traits of writing affect the writing process? ● How is text information 	<ul style="list-style-type: none"> ● Respond to the text with precise language and specific details. ● Read and demonstrate comprehension of a variety of informational text. ● Explain prior knowledge before reading. ● Infer ideas and draw conclusions based on textual evidence. ● Make predictions regarding movement of plot. ● Identify the author's stated or implied purpose for writing a specified text. ● Research, collect, and organize information from informational text in order to form an argument for or against an issue. ● Write an essay based 	<p>RI.7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p> <p>RI.7.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p> <p>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.</p> <p>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.</p> <p>RI.7.6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p> <p>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.</p> <p>RI.7.9. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</p>	<p style="text-align: center;"><u>Formative Assessments</u></p> <p><u>Comprehension tests</u></p> <p><u>Quizzes</u></p> <p><u>Quarterlies</u></p> <p><u>Evidence-Based Selective Responses (EBSRs)</u></p> <p><u>Speaking and Listening Activities:</u></p> <p>Ex. 1: Brown Paper Bag After reading any piece of literature, students can partake in the following:</p> <ol style="list-style-type: none"> 1. Students will choose a specific amount of items from a list that relate to the piece read. After creating and finding the items, they will place said items in a brown paper bag. 2. Written Assessment: Students must write how each item in the bag is of significance to the piece of literature. 3. Performance Activity: Students will switch bags with a partner. They will then be called to the front of

<ul style="list-style-type: none"> Text evidence is essential to properly respond to a writing task. 	<p>analyzed and used to support research, reflection, and analysis?</p>	<p>on research that poses an argument for or against an issue. Describe/understand setting, character development, plot, theme, and conflict.</p> <ul style="list-style-type: none"> Analyze elements of author’s style including word choice, sentence structure, imagery, literary devices including foreshadowing and irony. Build vocabulary through use of context clues. Identify, compare/contrast, and apply elements of narrative, expository, prose-constructed response, and argumentative writing. Demonstrate understanding of and apply a variety of sentence structures to writing. (Simple, compound, and complex sentences.) Review parts of speech. (Nouns, pronouns, verbs, adjectives, adverbs, prepositions, and conjunctions, independent and 	<p>RI.7.10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>W.7.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>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.</p> <p>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.</p> <p>W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>the room. They will choose an object from the bag and discuss, aloud, how the item relates to the text and why it is significant.</p> <p>Ex. 2: Choose a monologue or dialogue from “Scrooge and Marley” by Issac Horowitz. Memorize and/or recite the monologue or work with a classmate to present the dialogue in a dramatic reading.</p> <p><u>Class Discussion:</u> Ex 1: Read “The Song of the Wandering Aegus.” Talk with a classmate about what you think the poem means both literally and figuratively. Revisit the poem at the end of the unit to see if your thoughts and feelings have changed.</p> <p><u>Grammar and Usage:</u> Ex 1: The teacher will explain the function of phrases and clauses to the class. Find five phrases and five clauses in a piece of text you are reading in class. Select a piece of your own writing, and locate phrases and clauses by underlining them.</p> <p><u>Media Appreciation:</u> Ex.1: Compare and contrast a written piece with its film’s version (<i>A Christmas Carol</i>). Specifically examine the tools used to produce the film. (lighting, sound, color, etc.)</p> <p><u>Signpost Incorporation:</u> Ex. 1 <i>The Outsiders</i></p> <ul style="list-style-type: none"> Memory moment Contrasts and Contradictions AHA Moment
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		<p>dependent clauses)</p> <ul style="list-style-type: none"> • Synthesize information found in multiple texts on the same topic via a prose constructed response. • Read and comprehend a variety of complex texts. • Identify and explain Signposts found in literature to strengthen close reading skills. 	<p>L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>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.</p> <p>L.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>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.</p>	<ul style="list-style-type: none"> • Tough Questions • Words of the Wiser • Again and Again <p>Ex. 2 <i>Tangerine</i></p> <ul style="list-style-type: none"> • Memory moment • Contrasts and Contradictions • AHA Moment • Tough Questions • Words of the Wiser • Again and Again <p>Ex. 3 <i>A Christmas Carol: Scrooge and Marley</i></p> <ul style="list-style-type: none"> • Memory moment • Contrasts and Contradictions • AHA Moment • Tough Questions • Words of the Wiser • Again and Again <p><u>Summative Writing Assessment</u></p> <p><u>Prose-Constructed Responses</u> Examples: LAT, RST, Narrative, Expository, Argumentative</p> <p><u>Expository:</u> Ex 1: Write a written a response to the following question: What makes characters in historical fiction believable? Cite specific details from texts read to support your response.</p> <p><u>Argumentative:</u> Ex. 1: We have read a variety of stories told from many different perspectives. Make a claim supporting how the point of view affects the plot of the story.</p> <p><u>Narrative Writing</u> Ex. 1: Write an alternate ending for the story/novel. Remember to stay in the voice</p>
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				<p>of the narrator/ main character.</p> <p>Ex. 2: Write a new scene for the story/ novel from the point of view of another character in the work.</p> <p>Ex. 3: Write a journal entry as one of the people mentioned in the historical/ non-fiction account. Be sure to include the voice of the person you are emulating.</p> <p><u>POTENTIAL RESOURCES:</u></p> <p>Fiction: "The People Could Fly"--Folk Tale by Virginia Hamilton "Zoo" – Edward Hock "All Summer in a Day" – Ray Bradbury "Three Century Woman"- Richard Peck "Suzy and Leah"- Jane Yolen "After Twenty Years" – O. Henry "Ribbons" – Lawrence Yep</p> <p>Non-fiction: "Magic and the Brain"--Magazine article by Susan Martinez-Conde and Stephen L. Macknik "Saving the Lost"--Science article by Reynaldo Vasquez "Zoo: Joys or Jails"- Teen Ink "Kid Territory: Why do we need zoos?" – San Diego Zoo Staff "Fall of the Hindenburg"-Michael Morrision</p> <p>Drama: "Scrooge and Marley"- Issac Horowitz</p> <p>Poems: "Mother to Son" – Langston Hughes</p>
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				<p>“Sonnet 43” – William Shakespeare</p> <p>Text Exemplar: “The Song of the Wandering Aengus” – W.B. Yeats (poem) “I, too, Sing America” –Langston Hughes (poem)</p> <p>Novels: <i>Tangerine</i>- Edward Bloor <i>The Outsiders</i>- S.E. Hinton <i>The Giver</i>- Lois Lowry <i>Fever, 1793</i>- Laurie Halse Andersen <i>The Watsons go to Birmingham</i>- Christopher Paul Curtis</p> <p>Classroom Library Titles (companion texts): <i>Outcasts United: The Story of a Refugee Soccer Team That Changed a Town</i> by Warren St. John <i>The Girl Who Drank the Moon</i> by Kelly Barnhill <i>Refugee</i> by Alan Gratz <i>George</i> by Alex Gino <i>The Man Who Thought Different</i> by Steve Jobs <i>All American Boys</i> by Jason Reynolds</p> <p><u>DIFFERENTIATION:</u></p> <p><u>Advanced:</u></p> <ul style="list-style-type: none">● Find an example of a powerful monologue in a piece of literature that we did not read in class. Bring in to present to classmates. Students will explain the significance of the monologue.● Pick a real historical figure and place him in a fictional story. <p><u>Struggling:</u></p>
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				<ul style="list-style-type: none">• Students will use character maps and graphic organizers to organize their thoughts as they are reading.• Use Venn diagrams to provide a visual aid while comparing and contrasting pieces of literature.• Utilize pre-writing tasks to organize thoughts and ideas into a position, claim, three supporting reasons, and a counter-claim prior to responding to an argumentative essay.• Students will mark text while reading poem, for both literal and figurative meaning, as well as, words that evoke feelings. They will also use before and after charts for peer discussion.• Use an adapted version of "Scrooge and Marley."• Choose a scene from "Scrooge and Marley" and rewrite and recite to the class or small peer group.• Students will self-generate a list of individual common grammatical errors with questions and tasks to utilize while they are checking their work.
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CURRICULUM MAP
Language Arts
GRADE 7

Big Idea: Bold Actions

Marking Period 3

Transfer: Students will understand the various types of bold actions in literature and real life.				
Enduring Understandings	Essential Questions	Skills	NJSLS	Activities/Assessments
<ul style="list-style-type: none"> It is essential to be exposed to a variety of texts. Knowing your audience helps set the appropriate tone for writing. If a piece of writing is poorly organized, it is difficult to read. Studies of multiple correlating pieces of text foster understanding of the topic. While writing, the author taps into his/her prior knowledge to create the text. 	<ul style="list-style-type: none"> How do readers approach different types of text? How does knowing your audience and purpose contribute to effective writing? How can organization influence meaning and clarity in a piece of writing? How does comparing and contrasting themes from various pieces of literature increase understanding? How does an author's background influence his or her writing? 	<ul style="list-style-type: none"> Respond to the text with precise language and specific details. Read and demonstrate comprehension of a variety of informational text. Compare and contrast fictional to informational text on the same subject. Research, collect, and organize information from informational text in order to form an argument for or against an issue. Write an essay based on research that poses an argument for or against an issue. Explain prior knowledge before reading. Infer ideas and draw conclusions based on textual evidence. 	<p>RL.7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p>RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p> <p>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.</p> <p>RL.7.5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</p> <p>RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p> <p>RL.7.7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).</p> <p>RL.7.8. (Not applicable to literature)</p> <p>RL.7.9. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of</p>	<p style="text-align: center;"><u>Formative Assessments</u></p> <p><u>Comprehension tests</u> <u>Quizzes</u> <u>Quarterlies</u> <u>Evidence-Based Selective Responses (EBSRs)</u></p> <p><u>Speaking and Listening Activities:</u> Ex. 1: Put random topics in a basket. For example, zoos, beaches, siblings, etc. Students will pull a topic and speak about it for 30 seconds in front of the class. Avoid "verbal viruses," such as "um" and "like."</p> <p><u>Class Discussion:</u> Ex 1: What is meant by the word <i>courage</i>? Look up the word in the dictionary or write your own definition. Create a word wall of the word <i>courage</i> and the various definitions. Ex 2: How do the stories from this unit provide insight into courageous characters? How are their stories alike? How are they different?</p> <p><u>Dramatization:</u> Ex 1: Choose an emotional passage for a piece we read that exemplifies a character's courage.</p>

		<ul style="list-style-type: none"> ● Identify the author’s stated or implied purpose for writing a specified text. ● Analyze elements of authors’ style, including word choice, sentence structure, imagery, and literary devices. ● Use strategies and graphic organizers to summarize and analyze text. ● Build vocabulary through use of context clues. ● Identify, compare/contrast, and apply elements of narrative, expository, prose-constructed response, and argumentative writing. ● Demonstrate understanding of and apply a variety of sentence structures to writing and grammar. (Simple, compound, and complex sentences, misplaced modifiers, and frequently misused words.) ● Review parts of speech. (Nouns, pronouns, verbs, 	<p>understanding how authors of fiction use or alter history.</p> <p>RL.7.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>RI.7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p> <p>RI.7.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p> <p>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.</p> <p>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.</p> <p>RI.7.6. Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p> <p>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).</p> <p>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.</p> <p>RI.7.9. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</p>	<p>Work with classmates to present it as a dramatic reading.</p> <p><u>Signpost Incorporation:</u></p> <p>Ex. 1 <i>The Outsiders</i></p> <ul style="list-style-type: none"> ● Memory moment ● Contrasts and Contradictions ● AHA Moment ● Tough Questions ● Words of the Wiser ● Again and Again <p>Ex. 2 <i>The Giver</i></p> <ul style="list-style-type: none"> ● Memory moment ● Contrasts and Contradictions ● AHA Moment ● Tough Questions ● Words of the Wiser ● Again and Again <p>Ex. 3 <i>Drums, Girls, and Dangerous Pie</i></p> <ul style="list-style-type: none"> ● Memory moment ● Contrasts and Contradictions ● AHA Moment ● Tough Questions ● Words of the Wiser ● Again and Again <p><u>Summative Writing Assessments</u></p> <p><u>Prose-Constructed Responses:</u> Examples: LAT, RST, Narrative, Expository, Argumentative</p> <p><u>Expository Writing:</u> Ex: After reading a piece of literature with a courageous character/person, write a well-developed essay about how a character/person exhibited the bold actions to follow his or her convictions. What were his or her convictions? What challenges</p>
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		<p>adjectives, adverbs, prepositions, and conjunctions, independent and dependent clauses)</p> <ul style="list-style-type: none"> • Synthesize information found in multiple texts on the same topic via a prose-constructed response. • Read and comprehend a variety of complex texts. • Identify and explain Signposts found in literature to strengthen close reading skills. 	<p>RI.7.10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>W.7.1. Write arguments to support claims with clear reasons and relevant evidence.</p> <p>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.</p> <p>W.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>W.7.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>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.</p> <p>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.</p> <p>W.7.7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p> <p>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.</p> <p>W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>arose when the character followed these convictions? (three examples)</p> <p><u>Argumentative:</u> Ex: Survivors from the Titanic reported that musicians on the ship played music to keep the passengers calm while they boarded the lifeboats. Do you think this was courageous? Why or why not? Write a well-developed argumentative essay.</p> <p><u>LAT: Literary Analysis Task Portfolio:</u> Students will keep a portfolio of LAT’s that have written over the course of specific amount of time determined by the teacher.</p> <p><u>Grammar and Usage:</u> Ex 1: The teacher will explain the function of phrases and clauses to the class. Find five phrases and five clauses in a piece of text you are reading in class. Select a piece of your own writing, and locate phrases and clauses by underlining them.</p> <p><u>POTENTIAL RESOURCES:</u></p> <p>Fiction: “Rogue Wave”- Theodore Taylor Excerpt from “Uprising”- Margaret Peterson Haddix (connect to “The Great Fire under text exemplar) “Rikki Tikki Tavi” –Rudyard Kipling “The Flight of Icarus”- Sally Benson</p>
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			<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>SL.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p> <p>SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>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.</p>	<p>Non-fiction: Online essay, "Is Space Exploration Worth the Cost?"--Joan Vernikos "Why Exploring the Ocean is Mankind's Next Giant Leap"--Philippe Cousteau "The Fall of the Hindenburg"-Michael Morrison "To the Top of Everest" -Samantha Larson "Finding Your Everest"- Robert Medina Excerpt from "Flesh and Blood So Cheap: The Triangle Fire and Its Legacy" -Albert Marrin Excerpt from "The Story of the Triangle Factory Fire" - Zachary Kent</p> <p>Poems: "Highwayman"- Alfred Noyes "The Cremation of Sam McGee"- Robert William Service "A Poem for My Librarian, Mrs. Long"-Nikki Giovanni</p> <p>Text Exemplar: "The People Could Fly: American Black Folktales" Virginia Hamilton (short story) Excerpt from "A Night to Remember" - Walter Lorde (non-fiction novel) "Icarus's Flight" -Stephen Dobyns (poem) "The Great Fire" -Jim Murphy (non-fiction)</p> <p>Media Sources/Music: "A Night to Remember vs. Titanic 1997" -Lord Kayoss (youtube.com) "Johnny Cash- Cremation of Sam McGee" -Fadmacat (youtube.com) "The Highwaymen-Highwayman" JohnnyCashVEVO (youtube.com) "Near My God to Thee" -music played on deck of Titanic as people were boarding lifeboats (youtube.com)</p>
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			<p>L.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>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.</p>	<p>Novels: <i>Tangerine</i>-Edward Bloor <i>The Outsiders</i>-S.E. Hinton <i>The Giver</i>- Lois Lowry <i>Fever, 1793</i> -Laurie Halse Anderson <i>Drums, Girls, and Dangerous Pie</i>- Jordan Sonnenblick <i>The Watsons Go to Birmingham</i>- Christopher Paul Curtis <i>To Be a Hero Anthology</i>- Various Authors</p> <p>Classroom Library Titles: <i>Outcasts United: The Story of a Refugee Soccer Team That Changed a Town</i> by Warren St. John <i>The Girl Who Drank the Moon</i> by Kelly Barnhill <i>Percy Jackson Series</i> by Rick Riordan <i>Orbiting Jupiter</i> by Gary D. Schmidt</p> <p><u>DIFFERENTIATION:</u></p> <p><u>Advanced:</u></p> <ul style="list-style-type: none"> ● Find a person who exhibited great courage in the last fifteen years. After thorough research, be prepared to respond to peer-created questions in a press-conference style. ● Research a tragedy in history and write piece of historical fiction portraying a fictional character that exhibited bravery during the account. ● Students create more advanced stories with complex interaction
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among characters, setting, and plot.

Struggling:

- Students will use character maps and graphic organizers to organize their thoughts as they are reading.
- Use Venn diagrams to provide a visual aid while comparing and contrasting pieces of literature.
- Utilize pre-writing tasks to organize thoughts and ideas into a position, claim, three supporting reasons, and a counter-claim prior to responding to an argumentative essay.
- Students will mark text while reading poem, for both literal and figurative meaning, as well as, words that evoke feelings. They will also use before and after charts for peer discussion.
- After reading a piece of literature with a courageous character/person, write a headline and first three lines of an article about how a character/person exhibited the bold actions to follow his or her convictions. Students must include the character's convictions and challenges.
- Write a three sentence summary of the story's conflict and a three sentence summary of its resolution.

				<ul style="list-style-type: none">• Utilize pre-writing tasks to organize thoughts and ideas while creating an alternative resolution that doesn't end in tragedy.
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CURRICULUM MAP
Language Arts
GRADE 7

Big Idea: Unknown

Marking Period 4

Transfer: Students will understand the importance of using strategies to enhance problem solving.				
Enduring Understandings	Essential Questions	Skills	NJSLS	Activities/Assessments
<ul style="list-style-type: none"> ● Using clues found throughout the text, students can speculate about future events. ● Key plot elements are revealed through the dialogue between characters. ● Viewing adaptations of a story or drama enhances understanding of a work. ● Structure, figurative language, and rhyme help students comprehend and appreciate poems. ● Viewing diverse formats and media enhances the understanding of information and fictional text. ● Effective discussions and communication must be presented with 	<ul style="list-style-type: none"> ● How does foreshadowing enable the reader to predict the outcome of the story? ● How do particular lines of dialogue propel the action, reveal the aspects of a character, or provoke a decision? ● How would you rate the effectiveness of the interpretation of a film adaptation of a story or drama? ● What are the elements that deepen the understanding of poetry? ● Why is it important to integrate and evaluate content presented in diverse formats and media? ● How do you present claims and findings to generate effective 	<ul style="list-style-type: none"> ● Analyze various genres and subgenres of fiction and nonfiction including poetry and drama. ● Analyze how particular lines of dialogue propel the action, reveal the aspects of a character, or provoke a decision. ● Analyze the interpretation of a film adaptation of a drama or a story. ● Integrate and evaluate content presented in diverse formats and media. ● Engage in a range of collaborative discussions with peers. ● Present information to peers for discussion and evaluation. ● Orally present claims and findings clearly 	<p>RL.7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p>RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p> <p>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.</p> <p>RL.7.5. Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</p> <p>RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p> <p>RL.7.7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).</p> <p>RL.7.8. (Not applicable to literature)</p> <p>RL.7.9. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of</p>	<p style="text-align: center;"><u>Formative Assessments</u></p> <p><u>Comprehension tests</u></p> <p><u>Quizzes</u></p> <p><u>Quarterlies</u></p> <p><u>Evidence-Based Selective Responses</u></p> <p><u>Class Discussions</u></p> <p><u>Speaking and Listening Activities:</u></p> <p>Ex 1: Student will come to the front of the room and tell a school appropriate joke. They will then explain the punchline. The objective of this activity is to get students more comfortable in front of their peers in preparation for the quarterly exam.</p> <p><u>Literature Response:</u></p> <p>Ex 1: Select a pivotal passage or scene from the text you are reading. How does the scene fit into the overall structure of the text? How does it contribute to your understanding of the plot? Write your thoughts down in a journal? How do your thoughts change at the end of the text? Do you still think the passage is critical to the resolution of the story?</p>

<p>strong claims and support.</p>	<p>discussions with peers?</p> <ul style="list-style-type: none"> How do you articulate strategies used when solving problems and figuring out mysteries? 	<p>and concisely.</p> <ul style="list-style-type: none"> Understand and analyze plot development. Respond to the text with precise language and specific details. Read and demonstrate comprehension of a variety of informational text. Infer ideas and draw conclusions based on textual evidence. Analyze elements of author’s style, including word choice, sentence structure, imagery, and literary devices. Build vocabulary through use of context clues. Identify, compare/contrast, and apply elements of narrative, expository, prose constructed response, and argumentative writing. Demonstrate understanding of and apply a variety of sentence structures to writing and grammar. (Simple, compound, 	<p>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, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. RI.7.1. Cite several pieces of textual evidence 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.7.8. 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 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.</p>	<p>Media Appreciation: Ex. 1: After listening to the original 1938 broadcast of “War of the Worlds,” discuss the following questions: Did the radio play hold your attention? Why or why not? Which techniques were effective in making the audio come alive? Were you invested in what happened to any of the characters? Why or why not? Does this remind you of any similar broadcasts you have heard? Ex. 2: Each movement of “The Planets,” by Gustav Holst, is named after a planet in the solar system. All planets are represented except earth. Discuss what makes the music for each planet unique.</p> <p>Signpost Incorporation:</p> <p>Ex. 1 <i>The Outsiders</i></p> <ul style="list-style-type: none"> Memory moment Contrasts and Contradictions AHA Moment Tough Questions Words of the Wiser Again and Again <p>Ex. 2 <i>Sorry, Wrong Number</i></p> <ul style="list-style-type: none"> Memory moment Contrasts and Contradictions AHA Moment Tough Questions Words of the Wiser Again and Again <p>Ex. 3 <i>The Monsters are Due on Maple Street</i></p> <ul style="list-style-type: none"> Memory moment Contrasts and Contradictions AHA Moment Tough Questions Words of the Wiser Again and Again <p>Summative Writing Assessment</p>
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		<p>and complex sentences, misplaced modifiers, and frequently misused words.)</p> <ul style="list-style-type: none"> Review parts of speech. (Nouns, pronouns, verbs, adjectives, adverbs, prepositions, and conjunctions, independent and dependent clauses) Synthesize information found in multiple texts on the same topic via a prose constructed response. Read and comprehend a variety of complex texts. Identify and explain Signposts found in literature to strengthen close reading skills. 	<p>RI.7.10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>W.7.1. Write arguments to support claims with clear reasons and relevant evidence.</p> <p>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.</p> <p>W.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>W.7.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>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.</p> <p>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.</p> <p>W.7.7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p> <p>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.</p> <p>W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p><u>Prose-Constructed Responses</u> Examples: LAT, RST, Narrative, Expository, Argumentative</p> <p><u>Expository Writing:</u> Ex 1: Write an essay in response to the essential question, “How do strategies for solving real-world problems compare to strategies for solving mysteries?” Cite specific examples from text read to justify your response.</p> <p><u>Argumentative:</u> Ex 1: How does listening/viewing a story compare to reading the book? Which do you prefer? Why? Write an argumentative essay to explain your preference.</p> <p><u>Narrative:</u> Ex 1: After reading and discussing mysteries in class, try to write your own mystery that incorporates elements of fiction that we have studied in this genre. Talk your ideas through with a partner, but don’t give away the ending! Ex 2: Write your own science fiction story that answers the question, “What if...?”</p> <p><u>Grammar and Usage:</u> Ex 1: The teacher will explain the function of phrases and clauses to the class. Find five phrases and five clauses in a piece of text you are reading in class. Select a piece of your own writing, and locate phrases and clauses by underlining them.</p> <p><u>Speech:</u> Students will research a topic related to something we have read and present a three-five minute speech to class.</p>
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			<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>SL.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p> <p>SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>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.</p>	<p><u>POTENTIAL RESOURCES:</u></p> <p>Fiction: "Zoo" – Edward Hock "All Summer in a Day"- Ray Bradbury "Earth (A Gift Shop)"- Charles Yu "The Third Wish"- Joan Aiken "Another Place, Another Time"- Cory Doctorow "The Dinner Party"- Mona Gardner</p> <p>Non-fiction: From "Life at Home in the Twenty-First Century"--Jeanne E. Arnold "Is Space Exploration Worth the Cost?"- Joan Vernikos "Life Without Gravity" –Robert Zimmerman "Salem Witch Trials of 1692"- Salem Witch Museum "Joseph R. McCarthy"-Prentice Hall article "Herd Mentality? Freakeconomics of Boarding the Bus"- Stephen J. Dubner "Labels and Illusions"- Lourdes Barranco "Why Exploring the Ocean is Mankind's Next Giant Leap"- Phillipe Cousteau "Living in the Dark"- Cheryl Bardoe "Big Rocks' Balancing Acts"- Douglas Fox "The Arch Hunters"- James Valhos</p> <p>Poems: "Ode to Enchanted Light"- Pablo Neruda "Sleeping in the Forest"- Mary Oliver "Problems with Hurricanes"- Victor Hernandez Cruz "Prayer to the Pacific"- Leslie Marmon Silko "Tornado at Talladega"- Gwendolyn Brooks</p>
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			<p>L.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>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.</p>	<p>Drama: “The Monsters are Due on Maple Street” – Rod Serling</p> <p>Media Sources: “War of the Worlds” 1938 Radio Broadcast (youtube.com) “The Planets”—by Gustav Holst (youtube.com) Speech from the Democratic National Convention-by John Lewis (<i>Collections Close Reader</i>)</p> <p>Text Exemplar: “Sorry, Wrong Number”- Louise Fletcher “Voyage from Tales of the Odyssey”- Mary Pope Osbourne “Wrinkle in Time”- Madeleine L’Engle “Dragonwings”- Laurence Yep</p> <p>Whole Group Novels: <i>The Giver</i>- Lois Lowry <i>And Then There Were None</i>- Agatha Christie <i>Skellig</i>- David Almond <i>Touching Spirit Bear</i>- Ben Mikaelson</p> <p>Classroom Library suggested companion texts: <i>El Deafo</i> by Cece Bell <i>Outcasts United: The Story of a Refugee Soccer Team That Changed a Town</i> by Warren St. John <i>The Girl Who Drank the Moon</i> by Kelly Barnhill <i>Orbiting Jupiter</i> by Gary D. Schmidt <i>All American Boys</i> by Jason Reynolds</p> <p><u>DIFFERENTIATION:</u></p>
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				<p><u>Advanced:</u></p> <ul style="list-style-type: none">• Write an extended scene correlating to the pivotal passage pulled from the text.• Create a modern interpretation of a poem.• Select students to portray a stanza of a poem via a physical tableau. <p><u>Struggling:</u></p> <ul style="list-style-type: none">• Students will use character maps and graphic organizers to organize their thoughts as they are reading.• Use Venn diagrams to provide a visual aid while comparing and contrasting pieces of literature.• Utilize pre-writing tasks to organize thoughts and ideas into a position, claim, three supporting reasons, and a counter-claim prior to responding to an argumentative essay.• Students will mark text while reading a poem, for both literal and figurative meaning, as well as, words that evoke feelings. They will also use before and after charts for peer discussion.• After reading a piece of literature with a courageous character/person, write a headline and first three lines of an article about how a character/person exhibited the bold actions to follow his or
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				<p>her convictions. Students must include the character's convictions and challenges.</p> <ul style="list-style-type: none">• Create a modern interpretation of a poem.• Design a one page graphic novel depicting a poem prior to selecting students to portray a stanza of a poem via a physical tableau.
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