



TOMS RIVER REGIONAL SCHOOLS

ELA

Grade 7

Date created: July 2015
Board Approval: August 21, 2019
Revised: August 2022

Philosophy, Mission and Vision

Philosophy:

The goal of our English language arts program in grades 6-12 is to support students in becoming lifelong readers and critical thinkers. In order to meet this goal we have vertically aligned our practices with our K-5 program, implementing independent reading and classroom libraries in grades 6-12. The goal of classroom libraries and independent reading is for students to explore context-rich content in order to master the standards and skills required at each grade level. Increasingly, we aim to create a more diverse curriculum not only in our libraries, but also in our book clubs and whole group reading experiences.

Mission:

Through an exposure to a variety of culturally rich and diverse texts, both fiction and informational, we will give children opportunities to see and learn about themselves, gain insights into unfamiliar worlds, and build tolerance and acceptance for others. Student-centered, dynamic classroom instruction will motivate middle grade students to become active participants in the learning process.

Vision:

We strive to create passionate, self-motivated, lifelong learners with effective communication skills. Our goal is for all students to develop into habitual readers, skilled writers, convincing speakers, empathetic listeners, and critical thinkers.

Course description and/or program overview:

Grade Seven English Language Arts offers a fully integrated program of activities that combines reading, writing, language, speaking, and listening at its core. Students are guided toward a greater self-awareness through their varied experiences in both reading and writing. In recent years, there has been an increased emphasis on the use of informational text to complement the fiction units of instruction in order to meet the demands of the New Jersey Student Learning Standards. In addition to the use of portfolios during writing instruction, teachers use reading and writing conferences on a regular basis. Independent reading has become a priority in our classrooms, as research demonstrates that an abundance of choice reading--and the allowance of class time to do so--greatly benefits middle school students, increasing their odds of becoming lifelong readers.

UNITS	PACING GUIDE
Unit 1: Who Am I? Fiction, Non-Fiction, Research Simulation Task (RST)	Marking Period 1: September-November, 45 Days
Unit 2: Different Perspectives Fiction, Non-Fiction, Poetry, Informative/Explanatory Writing Narrative Writing (NT)	Marking Period 2: November-January, 45 Days
Unit 3: Bold Actions Fiction, Non-Fiction, Literary Analysis Task (LAT)	Marking Period 3: February-April, 45 Days
Unit 4: The Unknown Literature & Informational Text, Public Speaking, Writing Poetry	Marking Period 4: April-June, 45 Days

Unit 1 Overview

Unit Summary:

Unit One (Who Am I?) explores the required skills for the successful comprehension of fictional texts in a variety of forms. It also examines the structure of the informational non-fiction piece. The construction of the research simulation task is performed effectively using the Six Traits or the writing process. Portfolio development will begin with this unit and continue throughout the year.

Enduring Understandings:

Students will understand that...

- It is essential to be exposed to a variety of texts.
- Reading comprehension is a skill that is achieved through frequent practice.
- It is important 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 order to become a proficient writer.

Essential Questions:

- 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 organization of written communication?

Standards

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.7.10. 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.7.2. 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.7.4. 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.7.10. 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.

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.)

W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

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 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

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.

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

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

L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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.

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.

Interdisciplinary Connections
Other Cross-Curricular Opportunities

21st Century Life and Careers	Technology
<p>Note that the NJSLS provide for 21st Century Life and Career Standards (formerly College and Career Readiness Standards <u>and</u> 21st Century Themes) for Reading, Writing, Speaking, and Listening, which are listed specifically at the beginning of each section of the grade-level standards and then infused throughout the grade-level standards.</p> <p>Relate earning power to quality of life across cultures.(9.1.8.A.4)</p> <ul style="list-style-type: none"> Communicate clearly and effectively and with reason. (CRP4.) 	<ul style="list-style-type: none"> The use of technology and digital tools requires knowledge and appropriate use of operations and related applications. (By the end of 8th grade (6-8)) Demonstrate knowledge of a real world problem using digital tools (8.1.8.A.1) 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.A.2) Use and/or develop a simulation that provides an environment to solve a real world problem or theory (8.1.8.A.3)

Unit Objectives:

Students will know...

- **How to collaborate effectively**
- **Teacher expectations and assessment tool**

- Active Reading Strategies
- Grade level vocabulary
- Interpret and analyze text
- Identify story elements
- Author's purpose
- Literary terms
- Literary analysis
- The purpose of technology in real world situations
- How to use creativity and innovation
- How to use critical thinking and problem solving
- How to communicate effectively
- Draw conclusions
- Make inferences
- Use flashback and foreshadowing
- Figurative language
- Incorporate technology
- Present information orally
- Critique other presentations
- Use higher level critical thinking skills to read/respond to text ideas and the author's craft by using textual evidence to support information and formulated interpretations

Students will be able to...

- 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.
- 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.

Student Learning	
Core Instructional Materials and Resources	Supplemental Instructional Materials and Resources

HMH's *Collections* textbook, Grade 7
The Outsiders, by SE Hinton

Suggested Resources

Fiction:

"Arachne"--retold by Olivia E. Coolidge
"Treasure of Lemon Brown" - Walter Dean Meyers
"Thank You, Ma'am" by Langston Hughes
"Rikki Tikki Tavi"- Rudyard Kipling
"Seventh Grade"- Gary Soto
"Rogue Wave"- Theodore Taylor
"Big Things Come in Small Packages"-Eleanora Tate
Flying Lessons

Non-fiction:

"My First Free Summer"- Julia Alvarez
"Parents of Rescued Teenage Sailor Abby Sunderland
Accused of Risking Her Life"--Paul Harris
"Ship of Fools"-Joanna Weiss
"Finding Your Everest"-Robert Medina

Media:

"Was Abby Too Young to Sail?"

Poems:

"Lineage"- Margaret Walker
"Thumbprint"-Eve Merriam
"Pride"- Dahlia Ravikovitch

Text Exemplar:

"If" -Rudyard Kipling (poem)
Excerpt from *Little Women*- Louisa May Alcott (novel)

Sample / Optional Classroom Library Titles (companion texts for map):

Solo by Kwame Alexander
Believe: The Victorious Story Behind the Greatest Sports
Moment of the Year by Eric Legrand
Faceless by Alyssa Sheinmel
Booked by Kwame Alexander
El Deafa by Cece Bell
Piecing Me Together by Renee Watson
Counting by 7, Holly Goldberg Sloan

Department Whole Group Text Options:

And Then There Were None
Fever 1793
Girls, Drums, and Dangerous Pie
Roll of Thunder, Hear My Cry
Skellig
Soldier's Heart
Stormbreaker

Tangerine

Touching Spirit Bear

Ghost of Spirit Bear

The Giver

The City of Ember

My Brother Sam is Dead

Pictures of Hollis Woods

Ghost Boys

Flying Lessons (short story collection)

The Watsons Go to Birmingham

The Call of the Wild

Chains

Banner in the Sky

Under the Banyan Tree

The Paperclip Revolution

Where the Red Fern Grows

Neil Armstrong Is My Uncle

Booked

Jacqueline Woodson's Harbor Me

Accommodations/Modifications

Assessment

At-Risk Students:

- After school tutoring
- Centers work in Academic Activity
- Modified text choice
- Constant parental contact
- Extra time for completion of work
- Possible partial credit
- Graphic organizers
- More/less time as appropriate
- Modified writing assignment lengths
- Timelines and checkpoints
- Small group instruction as needed
- Anchor activities
- Instructional technology as needed/required
- Appropriate scaffolding provided as necessary
- Additional enrichment texts/resources/assignments provided as needed based on student ability
- Effective teacher questioning; ranging from fact

Formative:

- Do-Nows
- Literature responses/circles
- Cooperative learning groups
- Book talks
- Vocabulary assessments
- Open-ended questions
- Anecdotal Notes
- Exit/Admit Slips
- Peer/Self Assessments
- Reading/Writing Conferences
- Writing Portfolio
- Speeches
- Graphic organizers/Venn Diagrams
- Timed reading/writing
- Writing assignments
- Rubrics
- Journal responses
- Class discussions
- Peer/teacher conferences
- Questioning
- Oral presentations

- recall to higher order critical thinking questions
- Guided practice in combination with independent exploration
- Heterogeneous students grouping
- Movement from teacher-directed learning to student-directed learning
- Anchor charts
- Guided notes
- Preferential seating

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Small group instruction as needed
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- Anchor Charts
- Guided Notes
- Provide short excerpts
- Graphic organizers
- More/less time as appropriate
- Modified writing assignment lengths
- Timelines and checkpoints
- Anchor activities
- Instructional technology as needed/required
- Appropriate scaffolding provided as necessary
- Additional enrichment texts/resources/assignments provided as needed based on student ability
- Effective teacher questioning; ranging from fact recall to higher order critical thinking questions
- Guided practice in combination with independent exploration
- Heterogeneous students grouping
- Movement from teacher-directed learning to student-directed learning
- Anchor charts
- Guided notes
- Preferential seating

- Powerpoint/Prezi presentations
- Individual Whiteboards
- Book reviews
- Debates

Summative:

- Common Assessments
- End-of-unit or chapter tests
- Writing portfolio
- Writing assessments/essays
- NJSLA ELA
- Oral presentations

Benchmark:

- Common Assessments
- iReady diagnostic
- Speaking and Listening/Research-based speeches
- NJSLA ELA

Alternate:

- Student one-on-one/small group presentation
- independent reading/conferences
- Literature Circles

Gifted Learners:

- Differentiated Instruction based on academic level
- Extension activities
- Tiered learning
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use centers, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students
- Propose interest-based extension activities
- More/less time as appropriate
- Timelines and checkpoints
- Small group instruction as needed
- Anchor activities
- Instructional technology as needed/required
- Additional enrichment texts/resources/assignments provided as needed based on student ability
- Effective teacher questioning; ranging from fact recall to higher order critical thinking questions
- Guided practice in combination with independent exploration

Special Education:

- After school tutoring
- Centers work in Academic Activity
- Modified text choice
- Constant parental contact
- Extra time for completion of work
- Possible partial credit
- Graphic organizers
- More/less time as appropriate
- Modified writing assignment lengths
- Timelines and checkpoints
- Small group instruction as needed
- Anchor activities
- Instructional technology as needed/required

- Appropriate scaffolding provided as necessary
- Additional enrichment texts/resources/assignments provided as needed based on student ability
- Effective teacher questioning; ranging from fact recall to higher order critical thinking questions
- Guided practice in combination with independent exploration
- Heterogeneous students grouping
- Movement from teacher-directed learning to student-directed learning
- Anchor charts
- Guided notes
- Preferential seating

504s:

- After school tutoring
- Centers work in Academic Activity
- Modified text choice
- Constant parental contact
- Extra time for completion of work
- Possible partial credit
- Graphic organizers
- More/less time as appropriate
- Modified writing assignment lengths
- Timelines and checkpoints
- Small group instruction as needed
- Anchor activities
- Instructional technology as needed/required
- Appropriate scaffolding provided as necessary
- Additional enrichment texts/resources/assignments provided as needed based on student ability
- Effective teacher questioning; ranging from fact recall to higher order critical thinking questions
- Guided practice in combination with independent exploration
- Heterogeneous students grouping
- Movement from teacher-directed learning to student-directed learning
- Anchor charts
- Guided notes

- Preferential seating

Persons with Disabilities:

Tangerine (novel) by David Bloor

"How Well Do We Treat Our Elders?"

Unit 2 Overview

Unit Summary:

Different Perspectives explores the required skills for the successful comprehension of fictional texts in a variety of forms. The construction of narrative writing is performed effectively using the six traits or the writing process. Portfolio development will continue with this unit and continue throughout the year.

Enduring Understandings:

Students will understand that...

- Fictional stories teach us empathy for people in the world around us.
- Narrative writing gives us insight into a character's mind and actions.
- Non-fiction is an integral part in Language Arts Literacy
- Explanatory writing explains a student's point-of-view of a situation or scenario.
- Personal experience affects the reader's point of view.
- Reading informational texts requires different reading strategies.
- Explanatory writing has different applications and purposes.
- Explanatory/Expository structures can affect their reading and comprehension of nonfiction texts.
- Writers use the knowledge of language and its conventions when writing, speaking, reading, and listening.

Essential Questions:

- 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?
- 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 analyzed and used to support research, reflection, and analysis?

Standards

- 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.7.10. 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.7.2. 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.7.4. 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.7.10. 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.
- 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.)
- W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- 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 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- 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.
- SL.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- 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.
- 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.

Interdisciplinary Connections Other Cross-Curricular Opportunities

21st Century Life and Careers

- Relate earning power to quality of life across cultures.
- Communicate clearly and effectively and with reason.

Note that the NJSLs provide for 21st Century Life and Career Standards (formerly College and Career Readiness Standards and 21st Century Themes) for Reading, Writing, Speaking, and Listening, which are listed specifically at the

Technology

- The use of technology and digital tools requires knowledge and appropriate use of operations and related applications. (By the end of 8th grade (6-8))
- Demonstrate knowledge of a real work problem using digital tools. (8.1.8.A.1)
- 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.A.2)
- Use and/or develop a simulation that provides an

beginning of each section of the grade-level standards and then infused throughout the grade-level standards.

environment to solve a real world problem or theory. (8.1.8.A.3)

Unit Objectives:

Students will be able to...

- Use graphic organizers
- Set a purpose for reading
- Evaluate writing through rubric
- Expand vocabulary
- Make connections based on text/self/world
- Draw conclusions
- Make inferences
- Figurative Language
- Incorporate technology
- Present information orally
- Critique other presentations

Students will know...

- Respond to the text with precise language and specific details.
- Read and demonstrate comprehension of a variety of informational texts.
- 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 on research that poses an argument for or against an issue. Describe/understand setting, character development, plot, theme, and conflict.
- Analyze elements of the 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 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.

Student Learning

Core Instructional Materials and Resources

HMH's *Collections* textbook, Grade 7
The Outsiders, by SE Hinton

Supplemental Instructional Materials and Resources

Suggested Resources

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

"Thank You, Ma'am" by Langston Hughes

Jacqueline Woodson's *Harbor Me*

Flying Lessons

Fresh Ink

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 Morrisson

Drama:

"Scrooge and Marley"- Issac Horowitz

Poems:

"Mother to Son" – Langston Hughes

"Sonnet 43" – William Shakespeare

Text Exemplar:

"The Song of the Wandering Aengus" – W.B. Yeats (poem)

"I, too, Sing America" –Langston Hughes (poem)

Classroom Library Titles (companion texts):

Outcasts United: The Story of

a Refugee Soccer Team That Changed a Town by Warren St. John

The Girl Who Drank the Moon by Kelly Barnhill

Refugee by Alan Gratz

George by Alex Gino

The Man Who Thought Different by Steve Jobs

All American Boys by Jason Reynolds

Department Whole Group Text Options:

And Then There Were None

Fever 1793

Girls, Drums, and Dangerous Pie

Roll of Thunder, Hear My Cry

Skellig

Soldier's Heart

Stormbreaker

Tangerine

Touching Spirit Bear

Ghost of Spirit Bear

The Giver

The City of Ember

My Brother Sam is Dead

Pictures of Hollis Woods

Ghost Boys

Flying Lessons (short story collection)

The Watsons Go to Birmingham

The Call of the Wild

Chains

Banner in the Sky

Under the Banyan Tree

The Paperclip Revolution

Where the Red Fern Grows

Neil Armstrong Is My Uncle

Booked

Jacqueline Woodson's Harbor Me

Accommodations/Modifications

Assessment

At-Risk Students:

- After school tutoring
- Centers work in Academic Activity
- Modified text choice
- Constant parental contact
- Extra time for completion of work
- Possible partial credit
- Graphic organizers
- More/less time as appropriate

Formative:

- Do-Nows
- Literature responses/circles
- Cooperative learning groups
- Book talks
- Vocabulary assessments
- Open-ended questions
- Anecdotal Notes
- Exit/Admit Slips
- Peer/Self Assessments
- Reading/Writing Conferences
- Writing Portfolio

- Modified writing assignment lengths
- Timelines and checkpoints
- Small group instruction as needed
- Anchor activities
- Instructional technology as needed/required
- Appropriate scaffolding provided as necessary
- Additional enrichment
texts/resources/assignments provided as needed based on student ability
- Effective teacher questioning; ranging from fact recall to higher order critical thinking questions
- Guided practice in combination with independent exploration
- Heterogeneous students grouping
- Movement from teacher-directed learning to student-directed learning
- Anchor charts
- Guided notes
- Preferential seating

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Small group instruction as needed
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- Anchor Charts
- Guided Notes
- Provide short excerpts
- Graphic organizers
- More/less time as appropriate
- Modified writing assignment lengths
- Timelines and checkpoints
- Anchor activities
- Instructional technology as needed/required
- Appropriate scaffolding provided as necessary
- Additional enrichment
texts/resources/assignments provided as needed

- Speeches
- Graphic organizers/Venn Diagrams
- Timed reading/writing
- Writing assignments
- Rubrics
- Journal responses
- Class discussions
- Peer conferences
- Questioning
- Oral presentations
- Powerpoint/Prezi presentations
- Individual Whiteboards
- Book reviews
- Debates

Summative:

- Common Assessment
- End-of-unit or chapter tests
- Writing portfolio
- Writing assessments/essays
- NJSLA ELA
- Oral presentations

Benchmark:

- Common Assessment
- IReady diagnostic
- Portfolio Assessment
- Speaking and Listening/Research-based speeches
- NJSLA ELA

Alternate:

- Student one-on-one/small group presentation
- independent reading/conferences
- Literature Circles

based on student ability

- Effective teacher questioning; ranging from fact recall to higher order critical thinking questions
- Guided practice in combination with independent exploration
- Heterogeneous students grouping
- Movement from teacher-directed learning to student-directed learning
- Anchor charts
- Guided notes
- Preferential seating

Gifted Learners

- Differentiated Instruction based on academic level
- Extension activities
- Tiered learning
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use centers, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students
- Propose interest-based extension activities
- More/less time as appropriate
- Timelines and checkpoints
- Small group instruction as needed
- Anchor activities
- Instructional technology as needed/required
- Additional enrichment
texts/resources/assignments provided as needed based on student ability
- Effective teacher questioning; ranging from fact recall to higher order critical thinking questions
- Guided practice in combination with independent exploration

Special Education:

- After school tutoring
- Centers work in Academic Activity
- Modified text choice
- Constant parental contact
- Extra time for completion of work
- Possible partial credit
- Graphic organizers
- More/less time as appropriate
- Modified writing assignment lengths
- Timelines and checkpoints
- Small group instruction as needed
- Anchor activities
- Instructional technology as needed/required
- Appropriate scaffolding provided as necessary
- Additional enrichment
texts/resources/assignments provided as needed
based on student ability
- Effective teacher questioning; ranging from fact
recall to higher order critical thinking questions
- Guided practice in combination with independent
exploration
- Heterogeneous students grouping
- Movement from teacher-directed learning to
student-directed learning
- Anchor charts
- Guided notes
- Preferential seating

504s:

- After school tutoring
- Centers work in Academic Activity
- Modified text choice
- Constant parental contact
- Extra time for completion of work
- Possible partial credit
- Graphic organizers
- More/less time as appropriate
- Modified writing assignment lengths
- Timelines and checkpoints
- Small group instruction as needed
- Anchor activities
- Instructional technology as needed/required

- Appropriate scaffolding provided as necessary
- Additional enrichment texts/resources/assignments provided as needed based on student ability
- Effective teacher questioning; ranging from fact recall to higher order critical thinking questions
- Guided practice in combination with independent exploration
- Heterogeneous students grouping
- Movement from teacher-directed learning to student-directed learning
- Anchor charts
- Guided notes
- Preferential seating

Persons with Disabilities:

- *Tangerine* (novel) by David Bloor
- "How Well Do We Treat Our Elders?"

Unit 3 Overview

Unit Summary:

Bold Actions explores the required skills for the successful comprehension of fictional readings, writing in a variety of forms; The construction of literary analysis tasks are performed effectively using the six traits or the writing process. Portfolio development will continue with this unit and throughout the year. This unit's quarterly will be the portfolio assessment.

Enduring Understandings:

- 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.

Essential Questions:

- 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?

Standards

- 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.
- 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.7.8. (Not applicable to literature)
- 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 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.
- 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.
- W.7.1. Write arguments to support claims with clear reasons and relevant evidence.

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.

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

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.)

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.

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 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

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.

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

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

L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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.

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.

Interdisciplinary Connections
Other Cross-Curricular Opportunities

21st Century Life and Careers

- Relate earning power to quality of life across cultures.(9.1.8.A.4)
- Communicate clearly and effectively and with reason. (CRP4.)

Note that the NJSLS provide for 21st Century Life and Career Standards (formerly College and Career Readiness Standards and 21st Century Themes) for Reading, Writing, Speaking, and Listening, which are listed specifically at the beginning of each section of the grade-level standards and then infused throughout the grade-level standards.

Technology

- 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.A.2)

Unit Objectives:

Students will know...

- **How to collaborate effectively**
- **Teacher expectations and assessment tool**
- **Active Reading Strategies**
- **Grade level vocabulary**

- Interpret and analyze Text
- Author's purpose
- Literary Analysis
- The purpose of technology in real world situations
- How to use creativity and innovation
- How to use critical thinking and problem solving
- How to communicate effectively

Students will be able to...

- 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.
- 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, 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.

Student Learning

Core Instructional Materials and Resources	Supplemental Instructional Materials and Resources
<p>HMH's <i>Collections</i> textbook, Grade 7 <i>The Outsiders</i>, by SE Hinton</p>	<p>Suggested Resource</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>Fiction: <i>Flying Lessons</i></p> <p>Poems: "Highwayman"- Alfred Noyes "The Cremation of Sam McGee"- Robert William Service <i>"A Poem for My Librarian, Mrs. Long"</i>-Nikki Giovanni</p> <p>Text Exemplar: <i>"The People Could Fly: American Black Folktales"</i> 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" Johnny CashVEVO (youtube.com) "Near My God to Thee" –music played on deck of the Titanic as people were boarding lifeboats (youtube.com)</p> <p>Classroom Library Titles (among others): <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</i> Series by Rick Riordan <i>Orbiting Jupiter</i> by Gary D. Schmidt</p>

Department Whole Group Text Options:

And Then There Were None

Fever 1793

Girls, Drums, and Dangerous Pie

Roll of Thunder, Hear My Cry

Skellig

Soldier's Heart

Stormbreaker

Tangerine

Touching Spirit Bear

Ghost of Spirit Bear

The Giver

The City of Ember

My Brother Sam is Dead

Pictures of Hollis Woods

Ghost Boys

Flying Lessons (short story collection)

The Watsons Go to Birmingham

The Call of the Wild

Chains

Banner in the Sky

Under the Banyan Tree

The Paperclip Revolution

Where the Red Fern Grows

Neil Armstrong Is My Uncle

Booked

Jacqueline Woodson's Harbor Me

Accommodations/Modifications

Assessment

At-Risk Students:

- After school tutoring
- Centers work in Academic Activity
- Modified text choice
- Constant parental contact
- Extra time for completion of work
- Possible partial credit
- Graphic organizers
- More/less time as appropriate
- Modified writing assignment lengths
- Timelines and checkpoints

Formative:

- Do-Nows
- Literature responses/circles
- Cooperative learning groups
- Book talks
- Vocabulary assessments
- Open-ended questions
- Anecdotal Notes
- Exit/Admit Slips
- Peer/Self Assessments
- Reading/Writing Conferences
- Writing Portfolio
- Speeches

- Small group instruction as needed
- Anchor activities
- Instructional technology as needed/required
- Appropriate scaffolding provided as necessary
- Additional enrichment
texts/resources/assignments provided as needed based on student ability
- Effective teacher questioning; ranging from fact recall to higher order critical thinking questions
- Guided practice in combination with independent exploration
- Heterogeneous students grouping
- Movement from teacher-directed learning to student-directed learning
- Anchor charts
- Guided notes
- Preferential seating

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Small group instruction as needed
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- Anchor Charts
- Guided Notes
- Provide short excerpts
- Graphic organizers
- More/less time as appropriate
- Modified writing assignment lengths
- Timelines and checkpoints
- Anchor activities
- Instructional technology as needed/required
- Appropriate scaffolding provided as necessary
- Additional enrichment
texts/resources/assignments provided as needed based on student ability
- Effective teacher questioning; ranging from fact recall to higher order critical thinking questions
- Guided practice in combination with

- Graphic organizers/Venn Diagrams
- Timed reading/writing
- Writing assignments
- Rubrics
- Journal responses
- Class discussions
- Questioning
- Oral presentations
- Powerpoint/Prezi presentations
- Individual Whiteboards
- Book reviews
- Debates
- iReady Activities

Summative:

- Common Assessment
- End-of-unit or chapter tests
- Writing portfolio
- Writing assessments/essays
- NJSLA ELA
- Oral presentations

Benchmark:

- Common Assessment
- iReady Diagnostic
- Portfolio Assessment
- Speaking and Listening/Research-based speeches
- NJSLA ELA

Alternate:

- Student one-on-one/small group presentation
- independent reading/conferences
- Literature Circles

independent exploration

- Heterogeneous students grouping
- Movement from teacher-directed learning to student-directed learning
- Anchor charts
- Guided notes
- Preferential seating

Gifted Learners

- Differentiated Instruction based on academic level
- Extension activities
- Tiered learning
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use centers, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students
- Propose interest-based extension activities
- More/less time as appropriate
- Timelines and checkpoints
- Small group instruction as needed
- Anchor activities
- Instructional technology as needed/required
- Additional enrichment
texts/resources/assignments provided as needed based on student ability
- Effective teacher questioning; ranging from fact recall to higher order critical thinking questions
- Guided practice in combination with independent exploration

Special Education:

- After school tutoring
- Centers work in Academic Activity
- Modified text choice
- Constant parental contact
- Extra time for completion of work

- Possible partial credit
- Graphic organizers
- More/less time as appropriate
- Modified writing assignment lengths
- Timelines and checkpoints
- Small group instruction as needed
- Anchor activities
- Instructional technology as needed/required
- Appropriate scaffolding provided as necessary
- Additional enrichment
texts/resources/assignments provided as needed
based on student ability
- Effective teacher questioning; ranging from fact
recall to higher order critical thinking questions
- Guided practice in combination with independent
exploration
- Heterogeneous students grouping
- Movement from teacher-directed learning to
student-directed learning
- Anchor charts
- Guided notes
- Preferential seating

504s:

- After school tutoring
- Centers work in Academic Activity
- Modified text choice
- Constant parental contact
- Extra time for completion of work
- Possible partial credit
- Graphic organizers
- More/less time as appropriate
- Modified writing assignment lengths
- Timelines and checkpoints
- Small group instruction as needed
- Anchor activities
- Instructional technology as needed/required
- Appropriate scaffolding provided as necessary
- Additional enrichment
texts/resources/assignments provided as needed
based on student ability
- Effective teacher questioning; ranging from fact
recall to higher order critical thinking questions
- Guided practice in combination with independent

exploration

- Heterogeneous students grouping
- Movement from teacher-directed learning to student-directed learning
- Anchor charts
- Guided notes
- Preferential seating

Persons with Disabilities:

- *Tangerine* (novel) by David Bloor
- "How Well Do We Treat Our Elders?"

Unit 4 Overview

Unit Summary:

The Unknown unit provides the opportunity to review the skills for the successful comprehension of fictional and non-fiction texts in a variety of forms. The review of narratives, argument, and explanatory writings are performed effectively using the six traits or the writing process. Public Speaking will be practiced throughout the quarter.

Enduring Understandings:

Students will understand that...

- Public speaking is a skill needed for career and college readiness.
- There are effective strategies for delivering a speech.
- Fiction and Nonfiction are integral parts in Language Arts Literacy
- Persuasive Writing provides the opportunity for a student to use detail and support in order to formulate and defend their opinion on a given topic.
- Narrative Writing tells a story with the beginning, middle, and ending.
- Descriptive Writing stimulates the senses and allows the reader to become immersed in vivid vocabulary.
- Speculative Writing creates a story about a scenario given
- Open-ended responses answer a question based on support from a source(s).
- Making predictions while reading is part of an active reading strategy to assist in comprehension.
- Understanding an author's purpose enhances student understanding of varied texts.
- Writing is a recursive process, and writers draw on real-life experiences for inspiration.
- Author's style has many components that unify to create voice.
- Writers use the knowledge of language and its conventions when writing, speaking, reading, and listening.
- Authors' points of view vary based on their purpose and audience.
- Writers employ specific techniques to persuade readers.
- An author's style has many components that contribute to his/her voice.
- Arguments must be supported by facts, examples, and other evidence.
- Various points of view can highlight and expose other ideas, and that all points of view should be valued and respected.

- It is important to differentiate between fact and opinion.
- Arguments come in various forms.
- Elements of poetry create varied poetic forms
- Author's tone and purpose will clarify understanding of a poem
- Figurative language allows authors to develop emotional responses within audiences.

Students will be able to...

- 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 and concisely.
- 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 an 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, and complex sentences, misplaced modifiers, and frequently misused words.)
- 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.

Essential Questions:

- 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 discussions with peers?
- How do you articulate strategies used when solving problems and figuring out mysteries?
- What makes a good speech?
- How can I use PVLEGS to deliver an effective speech?
- What are the characteristics of Fiction?
- Non-Fiction?
- What types of Fiction and Nonfiction are available?
- What are the traits, format, and purpose of, Narrative, Argument and Explanatory Writing?
- What are the traits, format, and purpose of Prose Constructed Responses? What are the important elements of fictional literature?
- How do authors present their points of view in literature?

- **How do authors utilize the elements of literature to convey a universal truth or theme?**
- **How does a writer successfully employ the elements of literature and the writings traits/process to create a compelling narrative?**
- **How is the reader's comprehension and interpretation of text affected by personal experiences?**
- **How do students utilize nonfiction strategies to comprehend informational text?**
- **How can students recognize Explanatory paradigms in nonfiction/Informational texts?**
- **How are different Explanatory paradigms utilized to create effective writing?**
- **How does an author use elements of poetry to create varied poetic forms?**
- **How do poetic forms vary according to an author's tone and purpose?**
- **How does figurative language enhance an emotional response from an audience?**
- **How do students demonstrate the command of the conventions of Standard English when writing and speaking?**

Standards

- 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.
- 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.7.8. (Not applicable to literature)
- 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 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.
- 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.
- W.7.1. Write arguments to support claims with clear reasons and relevant evidence.
- 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.
- W.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- 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.)
- 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.
- 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 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- 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.
 L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 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.
 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.

Interdisciplinary Connections

Other Cross-Curricular Opportunities

21st Century Life and Careers

- Relate earning power to quality of life across cultures. (9.1.8.A.4)
- Communicate clearly and effectively and with reason. (CRP4.)

Note that the NJSLs provide for 21st Century Life and Career Standards (formerly College and Career Readiness Standards and 21st Century Themes) for Reading, Writing, Speaking, and Listening, which are listed specifically at the beginning of each section of the grade-level standards and then infused throughout the grade-level standards.

Technology

- The use of technology and digital tools requires knowledge and appropriate use of operations and related applications. (By the end of 8th grade (6-8))
- Demonstrate knowledge of a real work problem using digital tools. (8.1.8.A.1)
- 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.A.2)
- Use and/or develop a simulation that provides an environment to solve a real world problem or theory. (8.1.8.A.3)

Unit Objectives:

Students will be able to...

- 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 and concisely.
- 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 an 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, and complex sentences, misplaced modifiers, and frequently misused words.)
- 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.

Students will know...

- How to deliver a speech
- How to collaborate effectively
- Teacher expectations and assessment tools
- Active reading strategies
- Grade level vocabulary
- Interpret and analyze text
- Identify story elements
- Author's purpose
- Literary terms
- Literary analysis
- Purpose of technology in real-world situations
- How to use creativity and innovation
- How to use critical thinking and problem solving skills
- How to communicate effectively

Student Learning	
Core Instructional Materials and Resources	Supplemental Instructional Materials and Resources
HMH's <i>Collections</i> textbook, Grade 7 <i>The Outsiders</i> , by SE Hinton	<u>POTENTIAL RESOURCES:</u> 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 <i>Flying Lessons</i> (anthology of short stories) 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? Freakonomics 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

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

Drama:

“The Monsters are Due on Maple Street” – Rod Serling

Media Sources:

“War of the Worlds” 1938 Radio Broadcast (youtube.com)

“The Planets”—by Gustav Holst

Speech from the Democratic National Convention-by John
Lewis (*Collections Close Reader*)

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

Department Whole Group Text Options:

And Then There Were None

Fever 1793

Girls, Drums, and Dangerous Pie

Roll of Thunder, Hear My Cry

Skellig

Soldier’s Heart

Stormbreaker

Tangerine

Touching Spirit Bear

Ghost of Spirit Bear

The Giver

The City of Ember

My Brother Sam is Dead

Pictures of Hollis Woods

Ghost Boys

Flying Lessons (short story collection)

The Watsons Go to Birmingham

The Call of the Wild

Chains

Banner in the Sky

Under the Banyan Tree

The Paperclip Revolution

Where the Red Fern Grows

Neil Armstrong Is My Uncle

Booked

Harbor Me

Classroom Library suggested companion texts:

El Deafo by Cece Bell

Outcasts United: The Story of

a Refugee Soccer Team That Changed a Town by Warren St. John

The Girl Who Drank the Moon by Kelly Barnhill

Orbiting Jupiter by Gary D. Schmidt

All American Boys by Jason Reynolds

Accommodations/Modifications

Assessment

At Risk Students:

- After school tutoring
- Centers work in Academic Activity
- Modified text choice
- Constant parental contact
- Extra time for completion of work
- Possible partial credit
- Graphic organizers
- More/less time as appropriate
- Modified writing assignment lengths
- Timelines and checkpoints
- Small group instruction as needed
- Anchor activities
- Instructional technology as needed/required
 - Appropriate scaffolding provided as necessary
 - Additional enrichment texts/resources/assignments provided as needed based on student ability
 - Effective teacher questioning; ranging from fact recall to higher order critical thinking questions

Formative:

- Do-Nows
- Literature responses/circles
- Cooperative learning groups
- Book talks
- Vocabulary assessments
- Open-ended questions
- Anecdotal Notes
- Exit/Admit Slips
- Peer/Self Assessments
- Reading/Writing Conferences
- Writing Portfolio
- Speeches
- Graphic organizers/Venn Diagrams
- Timed reading/writing
- Writing assignments
- Rubrics
- Journal responses
- Class discussions
- Peer conferences
- Questioning
- Oral presentations
- Powerpoint/Prezi presentations
- Individual Whiteboards
- Book reviews
- Debates

- Guided practice in combination with independent exploration

- Heterogeneous students grouping
- Movement from teacher-directed learning to student-directed learning

- Anchor charts
- Guided notes
- Preferential seating

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Small group instruction as needed
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- Anchor Charts
- Guided Notes
- Provide short excerpts
- Graphic organizers
- More/less time as appropriate
- Modified writing assignment lengths
- Timelines and checkpoints
- Anchor activities
- Instructional technology as needed/required
- Appropriate scaffolding provided as necessary
- Additional enrichment texts/resources/assignments provided as needed based on student ability
- Effective teacher questioning; ranging from fact recall to higher order critical thinking questions
- Guided practice in combination with independent exploration
- Heterogeneous students grouping
- Movement from teacher-directed learning to student-directed learning

- iReady activities

Summative:

- Common Assessment
- End-of-unit or chapter tests
- Writing portfolio
- Writing assessments/essays
- NJSLA ELA
- Oral presentations

Benchmark:

- Common Assessment
- iReady Diagnostic
- Portfolio Assessment
- Speaking and Listening/Research-based speeches
- NJSLA ELA

Alternate:

- Student one-on-one/small group presentation
- independent reading/conferences
- Literature Circles

- Anchor charts
- Guided notes
- Preferential seating

Gifted Learners:

- Differentiated Instruction based on academic level
- Extension activities
- Tiered learning
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use centers, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students
- Propose interest-based extension activities
- More/less time as appropriate
- Timelines and checkpoints
- Small group instruction as needed
- Anchor activities
- Instructional technology as needed/required
- Additional enrichment
texts/resources/assignments provided as needed based on student ability
- Effective teacher questioning; ranging from fact recall to higher order critical thinking questions
- Guided practice in combination with independent exploration

Special Education:

- After school tutoring
- Centers work in Academic Activity
- Modified text choice
- Constant parental contact
- Extra time for completion of work
- Possible partial credit
- Graphic organizers
- More/less time as appropriate
- Modified writing assignment lengths

- Timelines and checkpoints
- Small group instruction as needed
- Anchor activities
- Instructional technology as needed/required
- Appropriate scaffolding provided as necessary
- Additional enrichment texts/resources/assignments provided as needed based on student ability
- Effective teacher questioning; ranging from fact recall to higher order critical thinking questions
- Guided practice in combination with independent exploration
- Heterogeneous students grouping
- Movement from teacher-directed learning to student-directed learning
- Anchor charts
- Guided notes
- Preferential seating

504s:

- After school tutoring
- Centers work in Academic Activity
- Modified text choice
- Constant parental contact
- Extra time for completion of work
- Possible partial credit
- Graphic organizers
- More/less time as appropriate
- Modified writing assignment lengths
- Timelines and checkpoints
- Small group instruction as needed
- Anchor activities
- Instructional technology as needed/required
- Appropriate scaffolding provided as necessary
- Additional enrichment texts/resources/assignments provided as needed based on student ability
- Effective teacher questioning; ranging from fact recall to higher order critical thinking questions
- Guided practice in combination with independent exploration
- Heterogeneous students grouping
- Movement from teacher-directed learning to

student-directed learning

- Anchor charts
- Guided notes
- Preferential seating

Persons with Disabilities: Standard 8.2.4.8.A. 1,4,5

- *Tangerine* (novel) by David Bloor
- "How Well Do We Treat Our Elders?"
- "Thank You, Ma'am" by Langston Hughes
- Jacqueline Woodson's *Harbor Me*