

**Califon Public School**  
**English Language Arts Curriculum**



<b>Subject: Reading</b>	<b>Grade: 7</b>	<b>Unit #: 1</b>	<b>Pacing: 8-10 weeks</b>
<b>Unit Title: Short Stories &amp; Literary Essays</b>			

**OVERVIEW OF UNIT:**

**During this unit, students will read and discuss various short stories. The students will focus on the elements of fiction as they read and analyze the texts. Students will develop a logical argument and thesis for literary essays and presentations. When completing projects, the students will focus on the tone of the text in order to choose visual elements that are appropriate. Additionally, they will work on their speaking skills. To introduce informational texts, the students will read leveled articles from NewsELA and complete note-taking activities that focus on the basic comprehension of informational texts. Lastly, they will focus on clear and coherent essay structure and writing in the timed setting.**

<b>Unit References</b>	
<b>Big Ideas</b>	<b>Essential Questions</b>
<ul style="list-style-type: none"> <li>● A short story portrays an encapsulated moment in time and is meant to leave a lasting impression on the reader.</li> <li>● Short stories have common elements. Understanding these elements is useful in comprehending unfamiliar texts.</li> <li>● Argumentative and persuasive writing have common, predictable elements and an organized structure, which support the writer's claim/thesis.</li> <li>● Writers often use both logical argument and persuasive techniques in a single piece of writing.</li> <li>● Effective argumentative writing is dependent upon acknowledging and addressing a reader's perspective.</li> </ul>	<ul style="list-style-type: none"> <li>● How does a literary element, such as character, plot, theme, etc. affect the story?</li> <li>● How do particular elements of a story interact?</li> <li>● How are logical arguments (and persuasive techniques) used in writing to change the reader's point of view, to bring about some action on the reader's part, or to ask the reader to accept the writer's explanation of a concept, issue or problem?</li> <li>● How does knowledge of an audience shape the writer's decisions in crafting an argument?</li> </ul>

## Objectives

- Students will be able to identify literary elements such as character, plot, theme affect a of story
- Students will comprehend how elements of a story interact.

## Assessment

### **Formative Assessment:**

- Writing conferences (teacher/student)
- Peer conferences
- Word Study activities
- Grammar practice/Quick Writes
- Class discussions
- Reading responses

### **Summative Assessment:**

- Published writing
- Reading quizzes
- Short story review
- Short story website

### **Benchmark Assessment:**

- Benchmark A

### **Alternative Assessment:**

- Podcast project

## Key Vocabulary

inference, cite, text evidence, theme, thesis, dialogue, compare/contrast, point of view, and author's purpose, affix, prefix, and suffix, root, thesis, plagiarism, cite, paraphrase, quote, claim, counterclaim, evidence, analysis

## Resources & Materials

“Seventh Grade” by Gary Soto  
“The Tell-Tale Heart” by Edgar Allan Poe

“The Black Cat” by Edgar Allan Poe  
“Thank You Ma’am” by Langston Hughes  
“Stray” by Cynthia Rylant  
“Gift of the Magi,” by O’Henry “A Day’s Wait” by Ernest Hemingway  
“The Veldt” by Ray Bradbury  
“All Summer in a Day” by Ray Bradbury  
“They’re Made Out of Meat” by Terry Bisson  
“The Stolen Party” by Lilliana Heker  
“Two Were Left” by Hugh B. Cave  
“The Egg” by Andy Weir  
“Raymond’s Run” by Toni Cade Bambara

**Above-Level Novels:**

- The Tell Tale Heart
- The Black Cat
- All Summer in a Day

**On-Level Novels:**

- Thank You Ma’am
- The Stolen Party

**Below-Level Novels:**

- NewsELA articles
- *Writing About Reading: From Reader’s Notebooks to Companion Books* by Lucy Calkins
- *Word Build: A Better Way to Teach Vocabulary* by Dynamic Literacy

**Technology Infusion**

**Teacher Technology:**

- SMARTBoard

- Google Classroom

**Student Technology:**

- Chromebook
- Google Classroom
- Word Build Online
- Newsela

**Activities:**

- Students will use Chromebook to access Google Classroom and Google Docs, where they will elaborate within reading journals and collaborate within peers' reading journals.
- Students will use Chromebook to access and utilize Word Build Online in order to enhance understanding of Latin and Greek roots & affixes.
- Students will use Chromebook to access newsela.com to practice authentic reading comprehension skills.

Standard	Standard Description
8.1	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge.

<b>Interdisciplinary Integration</b>
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**Activities:**

- Students will be able to create an explanation using evidence from informational text

**Resources:**

- Teacher Vision Cross Curricular Theme Map - <https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html>
- Engineering Go For It! - <http://egfi-k12.org/>
- US Department of Education STEM - <http://www.ed.gov/stem>
- Intel STEM Resource - <http://www.intel.com/content/www/us/en/education/k12/stem.html>
- NASA STEM - <http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko>
- PBS STEM - <http://www.pbs.org/teachers/stem/#content>
- STEM Works - <http://stem-works.com/activities>
- Promoting Literacy in all Subjects by Glencoe - [http://www.glencoe.com/sec/teachingtoday/subject/promoting\\_literacy.phtml](http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml)
- International Literacy Association Read Write Think - <http://www.readwritethink.org/>

Standard	Standard Description
NJSLA.W.1	Write arguments to support claims in an analysis of topics or texts using valid reasoning and relevant evidence

### Alignment to 21<sup>st</sup> Century Life Skills

**Activities:**

- Students will work in groups to collaborate, at times taking leadership roles to communicate project ideas to the whole class.

Standard	Standard Description
CAEP.9.2.4.A.4	Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

### Careers

**Activities:**

- Students will use google classroom to proofread and edit written work.

Standard	Standard Description
CRP11	Use technology to enhance productivity
CRP2	Apply appropriate academic and technical skills
CRP4	Communicate clearly and effectively and with reason
CRP6	Demonstrate creativity and innovation
CRP7	Employ valid and reliable research strategies
CRP12	Work productively in teams while using cultural global competence

### Standards

Standard #	Standard Description
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.7.6	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
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 and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.7.2.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
RI.7.4.	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.7.10.	By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
W.7.1	Write arguments to support claims with clear reasons and relevant evidence. <ul style="list-style-type: none"> <li>a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</li> <li>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</li> <li>d. Establish and maintain a formal style.</li> <li>e. Provide a concluding statement or section that follows from and supports the argument presented.</li> </ul>
W.7.4	a. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.7.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
W.7.6	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
W.7.7	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 tasks, purposes, and audiences.
SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. <ul style="list-style-type: none"> <li>A. Come to discussions prepared, having read or researched material under study; explicitly draw on that</li> </ul>

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

	d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.7.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ul style="list-style-type: none"> <li>a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</li> <li>b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</li> <li>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined</i>, <i>respectful</i>, <i>polite</i>, <i>diplomatic</i>, <i>condescending</i>).</li> </ul>
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.
NJSLA.R1.	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
NJSLSA.R 2.	NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
NJSLSA.R 9.	Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
NJSLSA.W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
NJSLSA.W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
NJSLSA.S L4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

Differentiation			
Special Education	English Language Learners (ELL)	Response to Intervention (RTI)	Enrichment
<ul style="list-style-type: none"> <li>● Provide modifications &amp; accommodations as listed in the student’s IEP</li> </ul>	<ul style="list-style-type: none"> <li>● Provide text-to-speech</li> <li>● Use of translation dictionary or software</li> <li>● Provide graphic organizers</li> </ul>	<ul style="list-style-type: none"> <li>● Tiered interventions following RTI framework</li> <li>● Teaching through multisensory modes</li> </ul>	<ul style="list-style-type: none"> <li>● Process should be modified: higher order thinking skills, open-ended thinking, discovery</li> </ul>

<ul style="list-style-type: none"><li>● Position student near helping peer or have quick access to teacher</li><li>● Modify or reduce assignments/tasks</li><li>● Reduce length of assignment for different mode of delivery</li><li>● Increase one-to-one time</li><li>● Prioritize tasks</li><li>● Use graphic organizers</li><li>● Use online resources for skill building</li><li>● Provide teacher notes</li><li>● Use collaborative grouping strategies such as small groups</li><li>● Provide teacher notes</li><li>● Provide visual aides</li><li>● Directions recorded, clarified, rephrased, repeated</li><li>● NJDOE resources - <a href="http://www.state.nj.us/education/specialed/">http://www.state.nj.us/education/specialed/</a></li></ul>	<ul style="list-style-type: none"><li>● NJDOE resources - <a href="http://www.state.nj.us/education/aps/cccs/ELL.htm">http://www.state.nj.us/education/aps/cccs/ELL.htm</a></li><li>● Adapt a Strategy – Adjusting strategies for ESL students - <a href="http://www.teachersfirst.com/content/esl/adaptstrat.cfm">http://www.teachersfirst.com/content/esl/adaptstrat.cfm</a></li></ul>	<ul style="list-style-type: none"><li>● Effective RTI strategies for teachers - <a href="http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/">http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/</a></li><li>● Interventional Central - <a href="http://www.interventioncentral.org/">http://www.interventioncentral.org/</a></li></ul>	<ul style="list-style-type: none"><li>● Utilize project-based learning for greater depth of knowledge</li><li>● Utilize exploratory connections to higher grade concepts</li><li>● Contents should be modified: real world problems, audiences, deadlines, evaluations, transformations</li><li>● Learning environments should be modified: student-centered learning, independence, openness, complexity, groups varied</li><li>● NJDOE resources - <a href="http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm">http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm</a></li></ul>
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**Califon Public School**  
**English Language Arts Curriculum**



<b>Subject: Reading</b>	<b>Grade: 7</b>	<b>Unit #: 2</b>	<b>Pacing: 8-10 weeks</b>
<b>Unit Title: Science Fiction &amp; Literary Essays</b>			

**OVERVIEW OF UNIT:**

During this unit, students will read science fiction novels. They will read and discuss a class novel, noting and discussing their thinking. Next, they will read novels with a student-led book club. Finally, students will choose an independent reading book and complete work on their own. Throughout the unit, students will discuss and compare their novels. Additionally, students will work on argumentative writing by completing literary analysis of the author's craft and create presentations to demonstrate their understanding of the craft. The students will also explore the validity of science within Science Fiction novels by completing short research projects. Lastly, the students will independently utilize the writing process to write choice pieces.

Unit References	
Big Ideas	Essential Questions
<ul style="list-style-type: none"> <li>• Quite often science fiction authors use the future setting to comment upon present society.</li> <li>• Science fiction incorporates scientific elements within the fictional story. These elements may or may not be possible in real life.</li> </ul>	<ul style="list-style-type: none"> <li>• What are the elements of a science fiction piece?</li> </ul>
Objectives	
<ul style="list-style-type: none"> <li>• Students will be able to identify elements of a science fiction piece.</li> </ul>	
Assessment	
<p><b>Formative Assessment:</b></p> <ul style="list-style-type: none"> <li>• Group Discussions</li> <li>• Reading journal responses</li> <li>• Book Club discussions &amp; responses</li> <li>• Writing conferences (teacher/student)</li> <li>• Peer conferences</li> </ul>	

- Word Study activities
- Independent writing project

**Summative Assessment:**

- Quizzes
- Tests
- Projects
- Essays
- Published writing

**Benchmark :**

- Link it

**Alternative:**

- Graphic essay

**Key Vocabulary**

utopia, dystopia, science fiction, validity, inference, cite, text evidence, theme, thesis, dialogue, compare/contrast, point of view, and author's purpose, affix, prefix, and suffix, root, thesis, plagiarism, cite, paraphrase, quote, claim, counterclaim, evidence, analysis

**Resources & Materials**

*The Giver* by Lois Lowry

Informational articles on Lois Lowry

*The Giver* (movie adaptation)

*Fahrenheit 451* by Ray Bradbury

*Among the Hidden* by Margaret Peterson Haddix

Resource materials for project on validity of science within the novels (cross-curricular project)

**Above-Level Novels:**

- The Giver

**On-Level Novels:**

- Fahrenheit 451

**Below-Level Novels:**

- Among the Hidden

### Technology Infusion

**Teacher Technology:**

- Google Classroom
- SmartBoard

**Student Technology:**

- Chromebooks

**Activities:**

- Students will use Chromebook to access Google Classroom and Google Docs, where they will elaborate within reading journals and collaborate within peers' reading journals.
- Use of Chromebooks for reading journals, quizzes and projects
- iPad use for blog project

Standard	Standard Description
8.1	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge.

### Interdisciplinary Integration

**Activities:**

- Students will be able to create an explanation using evidence from informational text

**Resources:**

- Teacher Vision Cross Curricular Theme Map - <https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html>
- Engineering Go For It! - <http://egfi-k12.org/>
- US Department of Education STEM - <http://www.ed.gov/stem>
- Intel STEM Resource - <http://www.intel.com/content/www/us/en/education/k12/stem.html>
- NASA STEM - <http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko>
- PBS STEM - <http://www.pbs.org/teachers/stem/#content>
- STEM Works - <http://stem-works.com/activities>
- What Every Education Should Know About Using Google by Shell Education

- Promoting Literacy in all Subjects by Glencoe - [http://www.glencoe.com/sec/teachingtoday/subject/promoting\\_literacy.phtml](http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml)
- International Literacy Association Read Write Think - <http://www.readwritethink.org/>

Standard	Standard Description
NJSLSA.W.1	Write arguments to support claims in an analysis of topics or texts using valid reasoning and relevant evidence

### Alignment to 21<sup>st</sup> Century Life Skills

#### Activities:

- Students will work in groups to collaborate, at times taking leadership roles to communicate project ideas to the whole class.

Standard	Standard Description
CAEP.9.2.4.A.4	Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

### Careers

#### Activities:

- Students will use google classroom to proofread and edit written work.

Standard	Standard Description
CRP1	Act as a responsible and contributing citizen and employee.
CRP2	Apply appropriate academic and technical skills.
CRP4	Communicate clearly and effectively and with reason.
CRP5	Consider the environmental, social and economic impacts of decisions.
CRP6	Demonstrate creativity and innovation.
CRP7	Employ valid and reliable research strategies.
CRP9	Model integrity, ethical leadership and effective management.
CRP11	Use technology to enhance productivity.

### Standards

Standard #	Standard Description
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.7.6	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.7.10	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.
W.7.1	Write arguments to support claims with clear reasons and relevant evidence. <ul style="list-style-type: none"> <li>a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</li> <li>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</li> <li>d. Establish and maintain a formal style.</li> <li>e. Provide a concluding statement or section that follows from and supports the argument presented.</li> </ul>
W.7.4	a. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.7.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
W.7.6	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
W.7.7	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 tasks, purposes, and audiences.
SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led)

	<p>with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>B. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>C. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p> <p>D. Acknowledge new information expressed by others and, when warranted, modify their own views.</p>
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	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of phrases and clauses in general and their function in specific sentences.</p> <p>b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p> <p>c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*</p>
L.7.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).</p> <p>b. Spell correctly</p>
L.7.3	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*</p>
L.7.4	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p>

	<ul style="list-style-type: none"> <li>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i>, <i>bellicose</i>, <i>rebel</i>).</li> <li>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</li> <li>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</li> </ul>
L.7.5	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</li> <li>b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</li> <li>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined</i>, <i>respectful</i>, <i>polite</i>, <i>diplomatic</i>, <i>condescending</i>).</li> </ul>
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.
NJSLSA.R 1	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
NJSLSA.R 2	NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
NJSLSA. W1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
NJSLSA. W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Differentiation			
Special Education	English Language Learners (ELL)	Response to Intervention (RTI)	Enrichment
<ul style="list-style-type: none"> <li>● Provide modifications &amp; accommodations as listed in the student's IEP</li> <li>● Modify or reduce assignments/tasks</li> </ul>	<ul style="list-style-type: none"> <li>● Provide text-to-speech</li> <li>● Use of translation dictionary or software</li> <li>● Provide graphic organizers</li> </ul>	<ul style="list-style-type: none"> <li>● Tiered interventions following RTI framework Teaching through multisensory modes</li> </ul>	<ul style="list-style-type: none"> <li>● Process should be modified: higher order thinking skills, open-ended thinking, discovery</li> </ul>

<ul style="list-style-type: none"><li>● Reduce length of assignment for different mode of delivery</li><li>● Increase one-to-one time</li><li>● Prioritize tasks</li><li>● Use graphic organizers</li><li>● Use collaborative grouping strategies such as small groups</li><li>● Provide teacher notes</li><li>● Provide visual aides</li><li>● Directions recorded, clarified, rephrased, repeated</li><li>● NJDOE resources - <a href="http://www.state.nj.us/education/specialed/">http://www.state.nj.us/education/specialed/</a></li></ul>	<ul style="list-style-type: none"><li>● NJDOE resources - <a href="http://www.state.nj.us/education/aps/cccs/ELL.htm">http://www.state.nj.us/education/aps/cccs/ELL.htm</a></li><li>● Adapt a Strategy – Adjusting strategies for ESL students - <a href="http://www.teachersfirst.com/content/esl/adaptstrat.cfm">http://www.teachersfirst.com/content/esl/adaptstrat.cfm</a></li></ul>	<ul style="list-style-type: none"><li>● Effective RTI strategies for teachers - <a href="http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/">http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/</a></li><li>● Interventional Central - <a href="http://www.interventioncentral.org/">http://www.interventioncentral.org/</a></li></ul>	<ul style="list-style-type: none"><li>● Utilize exploratory connections to higher grade concepts</li><li>● Learning environments should be modified: student-centered learning, independence, openness, complexity, groups varied</li><li>● NJDOE resources - <a href="http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm">http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm</a></li></ul>
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**Califon Public School**  
**English Language Arts Curriculum**



<b>Subject: Reading</b>	<b>Grade: 7</b>	<b>Unit #: 3</b>	<b>Pacing: 8-10 weeks</b>
<b>Unit Title: Realistic Fiction</b>			

**OVERVIEW OF UNIT:**

**During this unit, students will read realistic fiction novels. They will read and discuss a class novel, noting and discussing their thinking. Next, they will read a novel with a student-led book club. While reading, the students will note the different elements of fiction, specifically how the characters drive the novels. Additionally, students will work on writing fictional stories during the unit. To begin, they will explore scene writing through the use of vignettes, before moving on to longer stories with a rising action, climax and resolution.**

<b>Unit References</b>	
Big Ideas	Essential Questions
<ul style="list-style-type: none"> <li>● Authors often base fictional writing on their own experiences and struggles.</li> <li>● In order to be invested in a character, the character needs struggles and motivations. Their actions have to be inline with those driving factors in order to make the character believable.</li> </ul>	<ul style="list-style-type: none"> <li>● How do narrative writers use internal thought to move the actions along and give the reader insight to the character?</li> <li>● How does the narrator choose which elements to elaborate on?</li> <li>● How does an author use the different elements of fiction to drive the story?</li> <li>● How does the character drive the story?</li> <li>● How can we connect to realistic characters?</li> <li>● Where do authors get their inspiration?</li> </ul>
Objectives	
<ul style="list-style-type: none"> <li>● Students will be able to comprehend how the author uses different elements of fiction to drive a story.</li> <li>● Students will connect with realistic characters</li> </ul>	
Assessment	
<p><b>Formative Assessment:</b></p> <ul style="list-style-type: none"> <li>● Group Discussions</li> <li>● Reading journal responses</li> <li>● Book Club discussions &amp; responses</li> </ul>	

- Writing conferences (teacher/student)
- Peer conferences
- Word Study activities
- Vignettes

**Summative Assessment:**

- Quizzes
- Tests
- Social Media project
- Kindness project
- Essays
- Published writing
- Benchmark C

**Benchmark:**

- Link it
- Baseline

**Alternative:**

- Walk through gallery

**Key Vocabulary**

fiction, validity, inference, cite, text evidence, theme, thesis, dialogue, compare/contrast, point of view, and author's purpose, affix, prefix, and suffix, root, quote, claim, plot, setting, character, dynamic, static, motivations, rising action, climax, resolution, irony

**Resources & Materials**

*Stargirl* by Jerry Spinelli

Informational articles on Jerry Spinelli

Informational resource on the elements of fiction

*Schooled* by Gordon Korman

*Touching Spirit Bear* by Ben Mikaelson

*Writing Realistic Fiction: Symbolism, Syntax and Truth* by Lucy Calkins

*Notice & Note* by Kyleen Beers and Robert Probst

*Word Build: A Better Way to Teach Vocabulary* by Dynamic Literacy

**Above-Level Novels:**

- Touching Spirit Bear

**On-Level Novels:**

- Stargirl

**Below-Level Novels:**

- Informational articles

**Technology Infusion**

**Teacher Technology:**

- Google classroom
- Smartboard

**Student Technology:**

- Chromebooks

**Activities:**

- Use Chromebooks for reading journals, quizzes and projects
- Word Build Online

Standard	Standard Description
8.1	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge.

**Interdisciplinary Integration**

**Activities:**

- Students will be able to create individual fantasy stories and share with elementary levels

**Resources:**

- Teacher Vision Cross Curricular Theme Map - <https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html>
- Engineering Go For It! - <http://egfi-k12.org/>
- US Department of Education STEM - <http://www.ed.gov/stem>
- Intel STEM Resource - <http://www.intel.com/content/www/us/en/education/k12/stem.html>

- NASA STEM - <http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko>
- PBS STEM - <http://www.pbs.org/teachers/stem/#content>
- STEM Works - <http://stem-works.com/activities>
- [What Every Education Should Know About Using Google](#) by Shell Education
- Promoting Literacy in all Subjects by Glencoe - [http://www.glencoe.com/sec/teachingtoday/subject/promoting\\_literacy.phtml](http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml)
- International Literacy Association Read Write Think - <http://www.readwritethink.org/>

Standard	Standard Description
NJSLSA.W.1	Write arguments to support claims in an analysis of topics or texts using valid reasoning and relevant evidence

### Alignment to 21<sup>st</sup> Century Life Skills

#### Activities:

- Students will work in groups to collaborate, at times taking leadership roles to communicate project ideas to the whole class.

Standard	Standard Description
CAEP.9.2.A.4	Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success

### Careers

#### Activities:

- Students will use google classroom to proofread and edit written work.

Standard	Standard Description
CRP1	Act as a responsible and contributing citizen and employee.
CRP2	Apply appropriate academic and technical skills.
CRP4	Communicate clearly and effectively and with reason.
CRP6	Demonstrate creativity and innovation.
CRP7	Employ valid and reliable research strategies.
CRP9	Model integrity, ethical leadership and effective management.
CRP11	Use technology to enhance productivity.
CRP12	Work productively in teams while using cultural global competence.

<b>Standards</b>	
Standard #	Standard Description
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.7.6	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 angles in a film).
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 and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.7.2.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
RI.7.4.	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.7.10.	By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
W.7.1	Write arguments to support claims with clear reasons and relevant evidence. <ul style="list-style-type: none"> <li>a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</li> <li>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</li> <li>d. Establish and maintain a formal style.</li> <li>e. Provide a concluding statement or section that follows from and supports the argument presented.</li> </ul>
W.7.4	a. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.7.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
W.7.6	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

W.7.7	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 tasks, purposes, and audiences.
SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. B. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. C. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. D. Acknowledge new information expressed by others and, when warranted, modify their own views.
SL.7.4.	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. a. Explain the function of phrases and clauses in general and their function in specific sentences. b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*
L.7.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt). b. Spell correctly

L.7.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*
L.7.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i> , choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i> , <i>bellicose</i> , <i>rebel</i> ). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.7.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined</i> , <i>respectful</i> , <i>polite</i> , <i>diplomatic</i> , <i>condescending</i> ).
L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

NJSLSA.R 1	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
NJSLSA.R 2	NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
NJSLSA.W 1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
NJSLSA.W 4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Differentiation			
Special Education	English Language Learners (ELL)	Response to Intervention (RTI)	Enrichment
<ul style="list-style-type: none"> <li>● Provide modifications &amp; accommodations as listed in the student's IEP</li> <li>● Modify or reduce assignments/tasks</li> <li>● Increase one-to-one time</li> <li>● Prioritize tasks</li> <li>● Talk-to-text application</li> <li>● Use of audiobooks</li> <li>● Use graphic organizers</li> <li>● Use collaborative grouping strategies such as small groups</li> <li>● NJDOE resources - <a href="http://www.state.nj.us/education/specialed/">http://www.state.nj.us/education/specialed/</a></li> </ul>	<ul style="list-style-type: none"> <li>● Provide text-to-speech</li> <li>● Provide graphic organizers</li> <li>● NJDOE resources - <a href="http://www.state.nj.us/education/aps/cccs/ELL.htm">http://www.state.nj.us/education/aps/cccs/ELL.htm</a></li> <li>● Adapt a Strategy – Adjusting strategies for ESL students - <a href="http://www.teachersfirst.com/content/esl/adaptstrat.cfm">http://www.teachersfirst.com/content/esl/adaptstrat.cfm</a></li> </ul>	<ul style="list-style-type: none"> <li>● Tiered interventions following RTI framework</li> <li>● Effective RTI strategies for teachers - <a href="http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/">http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/</a></li> <li>● Interventional Central - <a href="http://www.interventioncentral.org/">http://www.interventioncentral.org/</a></li> </ul>	<ul style="list-style-type: none"> <li>● Process should be modified: higher order thinking skills, open-ended thinking, discovery</li> <li>● Utilize exploratory connections to higher grade concepts</li> <li>● Learning environments should be modified: student-centered learning, independence, openness, complexity, groups varied</li> <li>● NJDOE resources - <a href="http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm">http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm</a></li> </ul>

**Califon Public School**  
**English Language Arts Curriculum**



<b>Subject: Reading</b>	<b>Grade: 7</b>	<b>Unit #: 4</b>	<b>Pacing: 4 weeks</b>
<b>Unit Title: Historical Fiction &amp; Research Writing</b>			

**OVERVIEW OF UNIT:**

**In this unit, students will conduct book clubs, using historical fiction. They will also research the history behind their novels and create formal research projects. The students will research information to report effectively on a topic. They will work to find appropriate sources for their topics/arguments, take notes from those sources and weave information together into a coherent report.**

<b>Unit References</b>	
<b>Big Ideas</b>	<b>Essential Questions</b>
<ul style="list-style-type: none"> <li>● Informational/explanatory writing conveys accurate information to increase the readers' knowledge of a subject, to help readers better understand a procedure or process, or to provide readers with an enhanced comprehension of a concept.</li> <li>● Effective informational/explanatory writing uses a variety of techniques (naming, defining, describing, differentiating different types or parts, comparing/contrasting ideas or concepts, citing an anecdote or scenario) to communicate how things work and why things happen.</li> </ul>	<ul style="list-style-type: none"> <li>● How does a writer convey information clearly and accurately to deepen the reader's understanding of a topic?</li> <li>● How do you report on a topic effectively?</li> </ul>
<b>Objectives</b>	
<ul style="list-style-type: none"> <li>● Students will be able to convey information clearly and accurately to deepen the readers understanding of a topic</li> <li>● Students will comprehend how to report on a topic effectively</li> </ul>	
<b>Assessment</b>	
<p><b>Formative Assessment:</b></p> <ul style="list-style-type: none"> <li>● Writing conferences (teacher/student)</li> <li>● Peer conferences</li> <li>● Word Study activities</li> </ul>	

- Grammar practice/Quick Writes
- Research notes, webs and outlines
- Group Discussions
- Reading journal responses
- Book Club discussions & responses

**Summative Assessment:**

- Published writing
- Quizzes
- Tests
- Projects
- Essays

**Benchmark:**

- Link it
- Baseline

**Alternative:**

- Walk through gallery

**Key Vocabulary**

affix, prefix, and suffix, root, facts, thesis, plagiarism, cite, paraphrase, quote, claim, counterclaim, evidence, analysis, logical fallacy, in-text citation, MLA formatting

**Resources & Materials**

*The Art of Argument* by Lucy Calkins

*Word Build: A Better Way to Teach Vocabulary* by Dynamic Literacy

*300 Writing Prompts* by Piccadilly (USA) Inc.

bibliography apps/website ([citationmachine.com](http://citationmachine.com))

*Johnny Tremain* by Esther Forbes

*My Brother Sam is Dead* by James Lincoln Collier and Christopher Collier

*Notice and Note* by Kyleen Beers and Robert Probst

**Above-Level Novels:**

- Johnny Tremain

**On-Level Novels:**

- My Brother Sam is Dead

**Below-Level Novels:**

- Day of Tears

**Interdisciplinary Integration**

**Activities:**

- Students will be able to create an explanation using evidence from text

**Resources:**

- Teacher Vision Cross Curricular Theme Map - <https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html>
- Engineering Go For It! - <http://egfi-k12.org/>
- US Department of Education STEM - <http://www.ed.gov/stem>
- Intel STEM Resource - <http://www.intel.com/content/www/us/en/education/k12/stem.html>
- NASA STEM - <http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko>
- PBS STEM - <http://www.pbs.org/teachers/stem/#content>
- STEM Works - <http://stem-works.com/activities>
- [What Every Education Should Know About Using Google](#) by Shell Education
- Promoting Literacy in all Subjects by Glencoe - [http://www.glencoe.com/sec/teachingtoday/subject/promoting\\_literacy.phtml](http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml)
- International Literacy Association Read Write Think - <http://www.readwritethink.org/>

Standard	Standard Description
NJLSA, W.1	Write arguments to support claims in an analysis of topics or texts using valid reasoning and relevant evidence

**Alignment to 21<sup>st</sup> Century Life Skills**

**Activities:**

- Students will work in groups to collaborate, at times taking leadership roles to communicate project ideas to the whole class.

Standard	Standard Description
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CAEP.9.2.4.A.4	Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success
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### Careers

**Activities:**

- Students will use google classroom to proofread and edit written work.

Standard	Standard Description
CRP2	Apply appropriate academic and technical skills.
CRP4	Communicate clearly and effectively and with reason.
CRP7	Employ valid and reliable research strategies.
CRP11	Use technology to enhance productivity.

### Standards

Standard #	Standard Description
W.7.2	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> <li>• Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li> <li>• Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</li> <li>• Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>• Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>• Establish and maintain a formal style.</li> <li>• Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ul>
W.7.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.7.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
W.7.6	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

W.7.7	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.
L.7.1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>• Explain the function of phrases and clauses in general and their function in specific sentences.</li> <li>• Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</li> <li>• Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</li> </ul>
L.7.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>• Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old[,] green shirt</i>).</li> <li>• Spell correctly.</li> </ul>
L.7.3	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> <li>• Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</li> </ul>
L.7.4	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> <li>• Use context as a clue to the meaning of a word or phrase.</li> <li>• Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word</li> <li>• Consult general and specialized reference materials both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</li> <li>• Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</li> </ul>
L.7.5	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>• Interpret figures of speech in context.</li> <li>• Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</li> </ul>

	<ul style="list-style-type: none"> <li>Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined</i>, <i>respectful</i>, <i>polite</i>, <i>diplomatic</i>, <i>condescending</i>).</li> </ul>
L.7.6	<p>a. 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>
W.7.2	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> <li>Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li> <li>Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</li> <li>Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>Establish and maintain a formal style.</li> <li>Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ul>
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.

SL.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. <ul style="list-style-type: none"> <li>• Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li> <li>• Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</li> <li>• Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</li> <li>• Acknowledge new information expressed by others and, when warranted, modify their own views.</li> </ul>
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.
NJSLSA. W2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
NJSLSA. W7	Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
NJSLSA. W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

Differentiation			
Special Education	English Language Learners (ELL)	Response to Intervention (RTI)	Enrichment
<ul style="list-style-type: none"> <li>• Provide modifications &amp; accommodations as listed in the student's IEP</li> <li>• Position student near helping peer or have quick access to teacher</li> <li>• Modify or reduce assignments/tasks</li> <li>• Reduce length of assignment for different mode of delivery</li> </ul>	<ul style="list-style-type: none"> <li>• Provide text-to-speech</li> <li>• Use of translation dictionary or software</li> <li>• Provide graphic organizers</li> <li>• NJDOE resources - <a href="http://www.state.nj.us/education/aps/cccs/ELL.htm">http://www.state.nj.us/education/aps/cccs/ELL.htm</a></li> <li>• Adapt a Strategy – Adjusting strategies for ESL students -</li> </ul>	<ul style="list-style-type: none"> <li>• Tiered interventions following RTI framework</li> <li>• Effective RTI strategies for teachers - <a href="http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/">http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/</a></li> <li>• Interventional Central - <a href="http://www.interventioncentral.org/">http://www.interventioncentral.org/</a></li> </ul>	<ul style="list-style-type: none"> <li>• Process should be modified: higher order thinking skills, open-ended thinking, discovery</li> <li>• Utilize project-based learning for greater depth of knowledge</li> <li>• Utilize exploratory connections to higher grade concepts</li> </ul>

<ul style="list-style-type: none"><li>● Increase one-to-one time</li><li>● Prioritize tasks</li><li>● Use graphic organizers</li><li>● Use online resources for skill building</li><li>● Provide teacher notes</li><li>● Use collaborative grouping strategies such as small groups</li><li>● NJDOE resources - <a href="http://www.state.nj.us/education/specialed/">http://www.state.nj.us/education/specialed/</a></li></ul>	<p><a href="http://www.teachersfirst.com/content/esl/adaptstrat.cfm">http://www.teachersfirst.com/content/esl/adaptstrat.cfm</a></p>		<ul style="list-style-type: none"><li>● Contents should be modified: real world problems, audiences, deadlines, evaluations, transformations</li><li>● Learning environments should be modified: student-centered learning, independence, openness, complexity, groups varied</li><li>● NJDOE resources - <a href="http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm">http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm</a></li></ul>
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**Califon Public School**  
**English Language Arts Curriculum**



<b>Subject: Reading</b>	<b>Grade: 7</b>	<b>Unit #: 5</b>	<b>Pacing: 8-10 weeks</b>
<b>Unit Title: Social/Cultural Non-fiction &amp; Research Writing</b>			

**OVERVIEW OF UNIT:**

**In this unit, students will begin by writing persuasive, research-based speeches. They will work to find appropriate sources for their topics/arguments, take notes from those sources and weave information together into a coherent report. During this unit, students will read fiction novels and informational texts about social and/or cultural issues. They will read and discuss a class novel, noting and discussing their thinking. Next, they will read novel with a student-led book club. Finally, students will choose an independent reading book and complete work on their own. Throughout the unit, students will discuss and compare their novels and the informational texts.**

<b>Unit References</b>	
<b>Big Ideas</b>	<b>Essential Questions</b>
<ul style="list-style-type: none"> <li>● Informational/explanatory writing conveys accurate information to increase the readers' knowledge of a subject, to help readers better understand a procedure or process, or to provide readers with an enhanced comprehension of a concept.</li> <li>● Effective informational/explanatory writing uses a variety of techniques (naming, defining, describing, differentiating different types or parts, comparing/contrasting ideas or concepts, citing an anecdote or scenario) to communicate how things work and why things happen.</li> <li>● One's identity is an amalgam of personal and cultural experiences.</li> <li>● Stereotyping is the result of intentional cultural ignorance.</li> <li>● Bias is the purposeful manipulation of text to convince an audience of a particular point of view.</li> </ul>	<ul style="list-style-type: none"> <li>● How does a writer convey information clearly and accurately to deepen the reader's understanding of a topic?</li> <li>● How does one's culture contribute to individual identity?</li> <li>● How does cultural ignorance cause stereotyping?</li> <li>● How can information be manipulated to create bias?</li> </ul>

## Objectives

- Students will be able to identify one's culture contributes to individual identify
- Students will be able to determine how cultural ignorance can cause stereotyping

## Assessment

### **Formative Assessment:**

- Writing conferences (teacher/student)
- Peer conferences
- Word Study activities
- Grammar practice/Quick Writes
- Research note cards, webs and outlines
- Group Discussions
- Reading journal responses
- Book Club discussions & responses

### **Summative Assessment:**

- Published writing
- Quizzes
- Tests
- Projects
- Essays

### **Benchmark:**

- Link it

### **Alternative:**

- Prezi

## Key Vocabulary

affix, prefix, and suffix, root, facts, thesis, plagiarism, cite, paraphrase, quote, claim, counterclaim, evidence, analysis, logical fallacy, in-text citation, MLA formatting, bullying, mental health, prejudice, holocaust, hatred, bigotry, inference, cite, text evidence, theme, thesis, dialogue, compare/contrast, point of view, and author's purpose

## Resources & Materials

*The Art of Argument* by Lucy Calkins

*Word Build: A Better Way to Teach Vocabulary* by Dynamic Literacy

*300 Writing Prompts* by Piccadilly (USA) Inc.

*The Outsiders* by S. E. Hinton

Informational articles on tolerance and cyber bullying

*The Outsiders* movie adaptation

*Night* by Elie Wiesel

Informational articles on holocausts

Various novels for independent reading (student choice)

**Above-Level Novels:**

- Night

**On-Level Novels:**

- The Outsiders

**Below-Level Novels:**

- Chains

**Technology Infusion**

**Teacher Technology:**

- Chromebook
- SmartBoard

**Student Technology:**

- Chromebooks
- Ipad

**Activities:**

- Students will access Google Classroom and Google Docs, to elaborate within reading journals

**Standard**

**Standard Description**

8.1	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge.
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### Interdisciplinary Integration

**Activities:**

- Students will be able to create an explanation using evidence from informational text

**Resources:**

- Teacher Vision Cross Curricular Theme Map - <https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html>
- Engineering Go For It! - <http://egfi-k12.org/>
- US Department of Education STEM - <http://www.ed.gov/stem>
- Intel STEM Resource - <http://www.intel.com/content/www/us/en/education/k12/stem.html>
- NASA STEM - <http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko>
- PBS STEM - <http://www.pbs.org/teachers/stem/#content>
- STEM Works - <http://stem-works.com/activities>
- What Every Education Should Know About Using Google by Shell Education
- Promoting Literacy in all Subjects by Glencoe - [http://www.glencoe.com/sec/teachingtoday/subject/promoting\\_literacy.phtml](http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml)
- International Literacy Association Read Write Think - <http://www.readwritethink.org/>

Standard	Standard Description
NJSLSA,W.1	Write arguments to support claims in an analysis of topics or texts using valid reasoning and relevant evidence

### Alignment to 21<sup>st</sup> Century Life Skills

**Activities:**

- Students will work in groups to collaborate, at times taking leadership roles to communicate project ideas to the whole class.

Standard	Standard Description
CAEP.9.2.4.A.4	Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success

### Careers

**Activities:**

- Students will use google classroom to proofread and edit written work.

Standard	Standard Description
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CRP1	Act as a responsible and contributing citizen and employee.
CRP2	Apply appropriate academic and technical skills.
CRP4	Communicate clearly and effectively and with reason.
CRP6	Demonstrate creativity and innovation.
CRP7	Employ valid and reliable research strategies.
CRP11	Use technology to enhance productivity.
CRP12	Work productively in teams while using cultural global competence.

<b>Standards</b>	
Standard #	Standard Description
W.7.2	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> <li>• Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li> <li>• Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</li> <li>• Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>• Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>• Establish and maintain a formal style.</li> <li>• Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ul>
W.7.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.7.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
W.7.6	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
W.7.7	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.
L.7.1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>• Explain the function of phrases and clauses in general and their function in specific sentences.</li> <li>• Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</li> <li>• Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</li> </ul>
L.7.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>• Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old[,] green shirt</i>).</li> <li>• Spell correctly.</li> </ul>
L.7.3	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> <li>• Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</li> </ul>
L.7.4	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> <li>• Use context as a clue to the meaning of a word or phrase.</li> <li>• Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word</li> <li>• Consult general and specialized reference materials both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</li> <li>• Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</li> </ul>
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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.
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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.
NJSLSA. W2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W7	Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
NJSLSA.W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
NJSLSA.S L.2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
NJSLSA.S L6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
NJSLSA.L.1	NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Differentiation			
Special Education	English Language Learners (ELL)	Response to Intervention (RTI)	Enrichment
<ul style="list-style-type: none"> <li>● Provide modifications &amp; accommodations as listed in the student's IEP</li> <li>● Position student near helping peer or have quick access to teacher</li> <li>● Modify or reduce assignments/tasks</li> <li>● Reduce length of assignment for different mode of delivery</li> <li>● Increase one-to-one time</li> <li>● Prioritize tasks</li> <li>● Use graphic organizers</li> <li>● Use online resources for skill building</li> <li>● Provide teacher notes</li> <li>● Use collaborative grouping strategies such as small groups</li> <li>● NJDOE resources - <a href="http://www.state.nj.us/education/specialed/">http://www.state.nj.us/education/specialed/</a></li> </ul>	<ul style="list-style-type: none"> <li>● Provide text-to-speech</li> <li>● Use of translation dictionary or software</li> <li>● Provide graphic organizers</li> <li>● NJDOE resources - <a href="http://www.state.nj.us/education/aps/cccs/ELL.htm">http://www.state.nj.us/education/aps/cccs/ELL.htm</a></li> <li>● Adapt a Strategy – Adjusting strategies for ESL students - <a href="http://www.teachersfirst.com/content/esl/adaptstrat.cfm">http://www.teachersfirst.com/content/esl/adaptstrat.cfm</a></li> </ul>	<ul style="list-style-type: none"> <li>● Tiered interventions following RTI framework</li> <li>● Effective RTI strategies for teachers - <a href="http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/">http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/</a></li> <li>● Interventional Central - <a href="http://www.interventioncentral.org/">http://www.interventioncentral.org/</a></li> </ul>	<ul style="list-style-type: none"> <li>● Process should be modified: higher order thinking skills, open-ended thinking, discovery</li> <li>● Utilize project-based learning for greater depth of knowledge</li> <li>● Utilize exploratory connections to higher grade concepts</li> <li>● Contents should be modified: real world problems, audiences, deadlines, evaluations, transformations</li> <li>● Learning environments should be modified: student-centered learning, independence, openness, complexity, groups varied</li> <li>● NJDOE resources - <a href="http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm">http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm</a></li> </ul>

