

# Hillside Township School District

## **Language Arts Curriculum** **Grade 7**

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## **District Mission Statement**

The mission of the Hillside Public Schools is to ensure that all students at all grade levels achieve the New Jersey Student Learning Standards and make connections to real-world success. We are committed to strong parent-community school partnerships, providing a safe, engaging, and effective learning environment, and supporting a comprehensive system of academic and developmental support that meets the unique needs of each individual.

## **Academic Area Overview**

The Hillside Township School District is committed to excellence. We believe that all children are entitled to an education that will equip them to become productive citizens of the twenty-first century. We believe that an education grounded in the fundamental principles of Language Arts will provide students with the skills and content necessary to become our future leaders.

Language Arts is an integral component in the development of every student. Their competence in this area corresponds to their success in other academic disciplines. As such, the program is rooted in promoting awareness of how literacy is integral to their goal attainment and advancement. They have opportunities to apply grammar concepts, writing objectives and textual analysis to project creation. Children have the chance to explore areas of interests, exercise inquiry and demonstrate knowledge by constructing unit artifacts. Their ingenuity and perspectives will be respected as they assess their work and that of their peers utilizing rubrics. They will work in an environment that encourages them to take compositional risks and embraces the writing process. Unit topics correspond to text selections; novels vary according to Lexile levels. Honors and differentiated instruction books are noted accordingly with an *H and DI* designation.

Our program provides teachers with the support and resources to diversify methodology and consistently utilize technology in daily instruction. Teachers are scheduled to meet weekly by grade level to share planning ideas and classroom innovations. The expectation of excellence extends to the professional staff; our teachers are full of fresh ideas from approved development workshops and academic courses to provide students with the tools needed to maximize their potential.

## **Equality and Equity in Curriculum**

The Hillside Township School District ensures that the district's curriculum and instruction are aligned to the NJ Student Learning Standards and addresses the elimination of discrimination and the achievement gap, as identified by underperforming school-level AYP reports for State assessment, by providing equity in educational programs and by providing opportunities for students to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status. N.J.A.C. 6A:7-1.7(b); Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5; Title IX, Education Amendments of 1972

## **Lesson Information**

Lesson Name: \_\_\_\_\_  
Unit: \_\_\_\_\_  
Date: \_\_\_\_\_

### **Lesson Data**

1. Essential Questions:

2. NJSLS:

3. Objectives:

*Students will be able to.....*

4. Lesson Agenda:

*Do Now*  
*Daily Activities*  
*Materials (Incorporation of Technology)*  
*Anticipated Timing*

5. Assessment:

*Evidence of Student Learning:*

6. Homework:

## UNIT 1: Narratives

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p><b>Students will understand that:</b></p> <ul style="list-style-type: none"> <li>✓ Character is a result of upbringing, personality, experiences, education, beliefs and a variety of other factors.</li> <li>✓ Character influences the way that you present yourself and the way that you are perceived by others.</li> <li>✓ Your choices and habits develop your character.</li> <li>✓ Character development in literature often reflects the character development of individuals.</li> <li>✓ Compositional risks and figurative language make writing more engaging.</li> <li>✓ Narrative text follows a specific format and contains identifiable elements.</li> <li>✓ Utilizing reading strategies and context clues improves comprehension.</li> <li>✓ The proper use of monologues and dialogue within text gives the reader insight into a character's thoughts and feelings.</li> <li>✓ Many cultural norms reflect diversity.</li> <li>✓ Two pieces of literature on the same topic may be used to develop an author's point of view.</li> <li>✓ An enhanced vocabulary is integral to the development of literacy.</li> <li>✓ Independent reading will increase comprehension skills.</li> <li>✓ Composition details must be organized and supported.</li> <li>✓ Writing techniques may be emulated to develop individual style patterns.</li> <li>✓ Familiarity with word relationships increases comprehension skills and writing proficiency.</li> <li>✓ The fabric of America is stitched by many different cultures and ethnicities.</li> <li>✓ Real life experiences can assist in generating ideas related to a universal topic.</li> <li>✓ Although everyone is diverse; humanness makes us more similar than different.</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>- What are some positive and negative character traits?</li> <li>- How and why does character change over time?</li> <li>- How do habits shape character?</li> <li>- How does reading affect our understanding of the world and ourselves?</li> <li>- How do readers identify and use elements of fiction?</li> <li>- How does the main character change throughout the story?</li> <li>- How and why do readers make predictions?</li> <li>- What are some reading comprehension strategies that can be used in guided reading?</li> <li>- How and why do readers use prior knowledge to make text connections?</li> <li>- How do readers self-assess?</li> <li>- How does improved reading make us more confident?</li> <li>- How does reading enrich comprehension?</li> <li>- How do authors use monologues and dialogue to illustrate character thoughts and feelings?</li> <li>- Why is it important to learn new vocabulary words?</li> <li>- How can context clues be used to predict the meaning of new words?</li> <li>- How do I figure out a word I do not know?</li> <li>- How does using the dictionary, thesaurus, glossary, and technology resources help to clarify etymology and parts of speech?</li> <li>- How do readers expand their vocabulary by identifying and correctly using words with figurative meanings in their speaking and writing experience?</li> <li>- What is family? How are different types of families represented in texts?</li> <li>- How is diversity represented in each individual?</li> <li>- How does diversity affect group dynamics?</li> <li>- Are holiday festivities a reflection of our culture?</li> </ul>

	<ul style="list-style-type: none"> <li>- What is the connection between increased vocabulary and comprehension?</li> <li>- Why do readers need to develop and refine vocabulary, through listening and exposure to a variety of texts, in order to help them read independently?</li> <li>- How does knowing that a story is true change the experience of reading?</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>- What are compositional risks?</li> <li>- Why do good writers take compositional risks?</li> <li>- What are the components of speculative writing?</li> <li>- Why do authors use figurative language?</li> <li>- What are various types of figurative language techniques?</li> <li>- What can we learn from other people's experiences?</li> <li>- How can our own experiences help others to enrich their lives?</li> <li>- How can a graphic organizer help with idea organization when writing a</li> <li>- What are the similarities when writing a non-fiction memoir with a fictional speculative story?</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>- What is the proper format to punctuate dialogue?</li> <li>- Why is the use of quotation marks important in our writing?</li> <li>- How do quotation marks help readers?</li> <li>- Why and where are quotation marks necessary in writing?</li> <li>- How do transitional words or phrases between paragraphs enhance the final writing product?</li> <li>- How are context clues used to convey meaning?</li> <li>- How can I apply synonyms and antonyms as context clues?</li> <li>- How does analogies creation assist with the recall of key textual elements?</li> <li>- Why do authors and poets use analogies in their writing?</li> <li>- What are some real life situations where analogies may be applicable?</li> <li>- How can word variation make writing more sophisticated?</li> </ul>
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NJSLs	<b>KNOWLEDGE</b> <b>(Bolded standards are the focus of this unit.)</b>	<b>SKILLS</b>
<b>Standards</b> <b>RL.7.1</b>  <b>RL.7.2</b>  <b>RL.7.3</b>  <b>RL.7.4</b>  <b>RL.7.5</b>  <b>RL.7.6</b>  <b>RL.7.7</b>  <b>RL.7.9</b>  <b>RL.7.10</b>	<b>Students will know:</b> Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.  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.  Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).  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.  Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.  Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.  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).  Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.  By the end of the year read and comprehend literature, including stories,	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>● Identify elements of fictional text.</li> <li>● Analyze textual elements such as point of view, tone, and mood.</li> <li>● Comprehend literature from various genres.</li> <li>● Make predictions regarding the conflict and resolution of a story.</li> <li>● Determine how changes in setting and/or characterization affect the outcome of a story.</li> <li>● Utilize standard conventions of grammar and usage when writing or speaking.</li> <li>● Determine or clarify the meaning of grade-appropriate vocabulary.</li> <li>● Use context clues to determine the meaning of unknown words or phrases.</li> <li>● Identify figurative language, elements of fiction, and author’s purpose in text</li> <li>● Demonstrate knowledge of test taking strategies for multiple choice and open-ended questions</li> <li>● Cite valid textual evidence to support analysis of the text</li> <li>● Accurately interpret inferences drawn from the text</li> <li>● Differentiate between monologue and dialogue.</li> <li>● Create writing that utilizes the appropriate organizational structure, and takes compositional risks.</li> <li>● Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</li> <li>● Demonstrate competence in a variety of genres, by consistently using the writing process to develop, revise, and evaluate writing.</li> <li>● Extend their knowledge of textual concepts to other textual examples, personal experiences or worldly or historical views.</li> <li>● Write a memoir that illustrates their ability to be use figurative language and narrative elements.</li> </ul>

	dramas, and poems at grade level text-complexity or above, scaffolding as needed.	
<b>W7.3</b>	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	
<b>W7.3A</b>	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	
<b>W7.3B</b>	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	
<b>W7.3C</b>	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one-time frame or setting to another.	
<b>W7.3D</b>	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	
<b>W7.3.E</b>	Provide a conclusion that follows from and reflects on the narrated experiences or events.	
<b>W7.4</b>	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.	
<b>W7.5</b>	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	
<b>W7.6</b>	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.	
<b>W7.10</b>	Write routinely over extended time frames (time for research, reflection,	<ul style="list-style-type: none"> <li>● Judge the writing of their peers using a rubric as a guideline.</li> <li>● Assess required reading materials and conclude whether the author successfully fulfilled his/her purpose.</li> <li>● Translate rough draft comments into finalized portfolio products.</li> <li>● Predict future events based on textual evidence.</li> <li>● Label situations and experiences that contribute to a character's persona (positive or negative).</li> <li>● Recognize parallels between the text and life.</li> <li>● Pace compositional development according to time constraints.</li> <li>● State the connection between the novel content and unit theme.</li> <li>● Interpret textual implications in literature.</li> <li>● Differentiate fundamental differences between family and friends (emotionally and psychologically), using the text to qualify assertions.</li> <li>● Interview family members to gain research applicable to their memoir project.</li> <li>● Defend a position on the impact family has on personal identity.</li> <li>● Critique texts and draw parallels between writing styles and the elements used by the authors to address unit themes.</li> </ul>

	metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	
<b>SL 7.1</b>	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.	
<b>SL7.1A</b>	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>SL7.1B</b>	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.	
<b>SL7.1C</b>	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.	
<b>SL7.1D</b>	Acknowledge new information expressed by others and, when warranted, modify their own views.	
<b>SL7.2</b>	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.	
<b>SL7.3</b>	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	
<b>SL7.4</b>	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.	
<b>SL7.5</b>	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	

<b>SL7.6</b>	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	
<b>L7.1</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
<b>L7.1A</b>	Explain the function of phrases and clauses in general and their function in specific sentences.	
<b>L7.1B</b>	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.	
<b>L7.1C</b>	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	
<b>L7.2</b>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
<b>L7.2A</b>	Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old [,] green shirt</i> ).	
<b>L7.2B</b>	Spell correctly.	
<b>L7.3</b>	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
<b>L7.3A</b>	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	
<b>L7.4</b>	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.	
<b>L7.4A</b>	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>L7.4B</b>	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i> , <i>bellicose</i> , <i>rebel</i> ).	
<b>L7.4C</b>	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	
<b>L7.4D</b>	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	
<b>L7.5</b>	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
<b>L7.5A</b>	Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.	
<b>L7.5B</b>	Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.	
<b>L7.5C</b>	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined</i> , <i>respectful</i> , <i>polite</i> , <i>diplomatic</i> , <i>condescending</i> ).	
<b>L7.6</b>	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	
<b>21st Century 9.2</b>	<p><b>Career Awareness, Exploration, and Preparation</b></p> <p>This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary</p>	

<p><b>9.3</b></p> <p><b>Tech</b></p> <p><b>8.1</b></p>	<p>and career options, career planning, and career requirements.</p> <p><b>Career and Technical Education</b> This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.</p> <p>Students articulate and <a href="#">set personal learning goals</a>, develop strategies leveraging technology to achieve them and reflect on the <a href="#">learning process</a> itself to improve learning outcomes.</p>	
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**Pacing Chart**  
**Unit 1: Narratives**  
**6 weeks**  
**Grade 7**

TOPIC	PERFORMANCE TASKS/1 ACTIVITIES/PROJECTS/ ASSESSMENTS	RESOURCES/INTERDISCIPLINARY CONNECTIONS
<b>Critical Reading, Thinking and Responding</b>	Outline text structure/Quizzes/Guided reading questions/Journal entries/ Guided reading checklist/Self-progress report/Summer reading project/Open dialogue and discussion/MAP Testing / Text Analysis and Discussion / Read-Alouds/ Writing About Reading / Analysis of Anchor Papers	<b>Interdisciplinary Connection</b> History / Fine Arts <b>Electronic Resources:</b> Electronic Portfolio, Smart Board Notebook, Smart Response, Computers, PowerPoint, Audio CD, Neo-pads, I-pods <b>Possible Writing Exemplars</b> <ul style="list-style-type: none"> <li>- <i>First French Kiss: and other traumas</i> - Adam Bagdasarian</li> <li>● <i>The Circuit: Stories from the Life of a Migrant Child</i></li> <li>● <i>13: Thirteen Stories That Capture the Agony and Ecstasy of Being Thirteen</i> - James Howe</li> </ul> <b>Possible Read-Aloud Texts</b> <ul style="list-style-type: none"> <li>● <i>Becoming Naomi Leon</i> -Pam M. Ryan</li> <li>● <i>Burning Up</i> - Caroline Cooney</li> <li>● <i>The Giver</i> - Lois Lowry</li> <li>● <i>The Monument</i> - Gary Paulsen</li> <li>● <i>Slake's Limbo</i> - Felice Holman</li> </ul> <b>Possible Selected Readings:</b> <b>Fiction:</b> <ul style="list-style-type: none"> <li>- “Joey Pigza Swallowed a Key” by Jack Gantos, 970</li> <li>- “Slam” by Walter Dean Myers, 750 (DI)</li> <li>- “Under the Royal Palms” by Alma Flor Ada, 1070 (H)</li> <li>- “Cocoa Ice” by Diana Applebaum, 1030</li> </ul> <b>Narrative-Nonfiction:</b>
<b>Grammar</b>	Diagnostic test/Quizzes/Daily do now/Speculative drafts/ /Daily grammar/Figurative language/ Do Now/Grammar quizzes/ “On Demand” 30 Minute- Timed Writing Samples	
<b>Writing</b>	Portfolio/Writing prompts/Journals/Daily do now/Timed assessments/Writing created through process and product/Creation of expository essays/Narrative stories / Quick Writes / Analysis of Exemplars	
<b>Vocabulary</b>	Determine meanings of words using context clues / Determine meanings of words by identifying the same root / Understanding Greek and Latin roots to determine word meanings / Analogy activities	
<b>Assessment</b>	<ul style="list-style-type: none"> <li>● <u>Topic:</u> “Write your best personal narrative, your best true story, telling the story of one small moment. Write this in a way that shows what you know about narrative writing.”</li> <li>● San Diego Quick Assessment</li> </ul>	

		<ul style="list-style-type: none"> <li>- “Alice Walker Freedom Writer” by Caroline Lazo, 1090 <b>(H)</b></li> <li>- “Jump at de Sun” by A. P. Porter, 950 <b>(DI)</b></li> <li>- “Stay Strong: Simple Life Lessons for Teens” by Terrie Williams, 890 <b>(DI)</b></li> <li>- “The Life and Death of Crazy Horse” by Russell Freedman, 1100</li> <li>- Scope Monthly Magazine</li> </ul> <p><b>Short Stories:</b></p> <ul style="list-style-type: none"> <li>- “A Slander” by: Anton Chekhov (SS Binder)</li> <li>- “It’s A Dog’s Life” by Anton Chekhov (SS Binder)</li> <li>- “Mary and Martha” by: Sarah Orne Jewett (SS Binder)</li> <li>- “The Diamond as Big as the Ritz, Chapter 1” by: F. Scott Fitzgerald (Prentice Hall Literature Books: Unit 2)</li> <li>- “All Summer in a Day” by Ray Bradbury (Prentice Hall Literature Books: Unit 2)</li> <li>- “The Treasure of Lemon Brown” by Walter Dean Myers (Prentice Hall Literature Books: Unit 2)</li> <li>- “The Bear Boy” by Joseph Bruchac (Prentice Hall Literature Books: Unit 2)</li> </ul> <p><b>Possible Texts for Guided Reading: (Rotated by marking period)</b></p> <ul style="list-style-type: none"> <li>- “Brian’s Winter” by Gary Paulsen, 1140</li> <li>- “Freak the Mighty” by Rodman Philbrick, 1000</li> <li>- “The Watsons Go To Birmingham” by Christopher Paul Curtis, 1000</li> <li>- “The Misfits” by James Howe, 970</li> <li>- “Maniac Magee” By Jerri Spinelli, 820 <b>(DI)</b></li> </ul> <p><b>Drama:</b></p> <ul style="list-style-type: none"> <li>- “From Grandpa and the Statue” Arthur Miller/ “My Head is Full of Starshine” Peg Kehret -<i>Compare and Contrast – Monologue vs. Dialogue</i> (Prentice Hall Literature Books: Unit 5)</li> </ul> <p><b>Grammar/ Usage:</b> (Prentice Hall Grammar Book)</p> <ul style="list-style-type: none"> <li>- Unit 3- Part 1: Writing Chapter 8 (Context Clues)</li> </ul> <p>Unit 7- Part 1: Writing Chapter 11(Dialogue)</p>
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		<b>Careers</b> Author Screenwriter
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## UNIT 2: Informational Writing

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> <li>✓ Analysis enhances comprehension of purpose, form and message.</li> <li>✓ Structure is an essential part of delivering content in various mediums.</li> <li>✓ The relationship between structural components informs how content/message is delivered.</li> <li>✓ Expression that informs and explains is constructed through specific choices in language and media.</li> <li>✓ Arranging and organizing relevant thoughts, ideas and evidence is central in effective explanatory/informational communication.</li> <li>✓ Standard mechanics in composition create strength and effectiveness of expression.</li> <li>✓ Sentence construction reflects complexity of relationships between ideas.</li> <li>✓ Writing informational and explanatory texts focused on environmental issues/topics creates an opportunity to participate in a larger social and political conversation.</li> </ul>	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>- How does informational writing help us understand the world around us?</li> <li>- How is reading informational text different from reading narrative text?</li> <li>- How can information be organized to generate a clear and focused message?</li> <li>- Why might the structure of a text help you to better understand the message?</li> <li>- Why is it important to identify features indicative of certain types of texts?</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>- What is the benefit of explaining quotes in writing?</li> <li>- How can model texts be used to generate text for purpose, organization, message and audience?</li> <li>- What is the relationship between enhancing vocabulary and reading comprehension?</li> <li>- How does word choice awareness in reading and writing create a more meaningful connection in comprehension and composition?</li> <li>- How can you find the best text structure to produce intended message?</li> <li>- How does author's purpose reflect in the writing?</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>- How do strategies such as word root identification and use of context clues clarify vocabulary?</li> <li>- What is the purpose of quotes?</li> <li>- How does analyzing quotes facilitate deeper comprehension?</li> <li>- Why is employing standard grammar usage and mechanics essential to clarity and focus of expression?</li> </ul>

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NJSLS	KNOWLEDGE (Bolded standards are the focus of this unit.)	SKILLS
<b>Standards</b> <b>RL7.1</b>  <b>RL7.2</b>  <b>RL7.4</b>  <b>RL7.7</b>  <b>RL7.9</b>  <b>RL7.10</b>	<b>Students will know:</b> Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.  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.  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.  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).  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).  By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>● Employ analytical skills in critical reading and writing.</li> <li>● Identify organizational authorial choices in text structure and message.</li> <li>● Identify elements of informational and explanatory text.</li> <li>● Generate informative and explanatory texts to examine a topic and convey ideas.</li> <li>● Research a topic for relevant content in text generation.</li> <li>● Employ standard conventions of capitalization, punctuation, and spelling in writing.</li> <li>● Construct a variety of sentences to signal differing relationships among ideas in expression.</li> <li>● Critically view and analyze visual texts.</li> <li>● Use references and strategies to decode new vocabulary for meaning.</li> <li>● Determine how specific elements of text inform and relate to the overall message, purpose and focus.</li> <li>● Compare and contrast differing positions on the same topic.</li> <li>● Analyze textual elements such as point of view, tone, mood, details and support between two authors.</li> <li>● Comprehend literature from various genres.</li> <li>● Generate text that is purposeful, organized, focused and supported with relevant evidence.</li> <li>● Participate actively in peer discussions for revision and editing in writing.</li> <li>● Engage effectively in peer discussions for the exchange and generation of ideas.</li> </ul>

<b>RI.7.1</b>	Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.	<ul style="list-style-type: none"> <li>● Develop listening and speaking skills through peer discussion.</li> <li>● Develop inquiry skills through research.</li> </ul>
<b>RI.7.2</b>	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	
<b>RI.7.3</b>	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	
<b>RI.7.4</b>	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.	
<b>RI.7.5</b>	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	
<b>RI.7.6</b>	Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others of ideas.	
<b>RI.7.7</b>	Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	
<b>RI.7.10</b>	By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.	
<b>W.7.2</b>	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	
<b>W.7.2A</b>	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition,	

	classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).	
<b>W7.2B</b>	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	
<b>W7.2C</b>	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.	
<b>W7.2D</b>	Use precise language and domain-specific vocabulary to inform about or explain the topic.	
<b>W7.2E</b>	Establish and maintain a formal style academic style, approach, and form.	
<b>W7.2F</b>	Provide a concluding statement or section that follows from and supports the information or explanation presented.	
<b>W7.4</b>	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.	
<b>W7.5</b>	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	
<b>W7.6</b>	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.	
<b>W7.7</b>	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	
<b>W7.8</b>	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	

<b>W7.10</b>	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	
<b>SL 7.1</b>	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.	
<b>SL7.1A</b>	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>SL7.1B</b>	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.	
<b>SL7.1C</b>	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.	
<b>SL7.1D</b>	Acknowledge new information expressed by others and, when warranted, modify their own views.	
<b>SL7.2</b>	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.	
<b>SL7.3</b>	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	
<b>SL7.4</b>	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.	

<b>SL7.5</b>	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	
<b>SL7.6</b>	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	
<b>L7.1</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
<b>L7.1A</b>	Explain the function of phrases and clauses in general and their function in specific sentences.	
<b>L7.1B</b>	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.	
<b>L7.1C</b>	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	
<b>L7.2</b>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
<b>L7.2A</b>	Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old [,] green shirt</i> ).	
<b>L7.2B</b>	Spell correctly	
<b>L7.3</b>	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
<b>L7.3A</b>	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	
<b>L7.4</b>	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.	

<b>L7.4A</b>	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>L7.4B</b>	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i> , <i>bellicose</i> , <i>rebel</i> ).	
<b>L7.4C</b>	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	
<b>L7.4D</b>	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	
<b>L7.5</b>	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
<b>L7.5A</b>	Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.	
<b>L7.5B</b>	Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.	
<b>L7.5C</b>	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined</i> , <i>respectful</i> , <i>polite</i> , <i>diplomatic</i> , <i>condescending</i> ).	
<b>L7.6</b>	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	
<b>21st Century 9.2</b>	<p><b>Career Awareness, Exploration, and Preparation</b></p> <p>This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</p>	

<b>9.3</b>  <b>Tech</b> <b>2a</b>  <b>2b</b>  <b>2c</b>  <b>2d</b>	<b>Career and Technical Education</b> This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.	
	Students cultivate and manage their <b>digital identity</b> and reputation and are aware of the <b>permanence</b> of their actions in the digital world.	
	Students engage in <b>positive, safe, legal</b> and <b>ethical</b> behavior when using technology, including social interactions <b>online</b> or when using networked devices	
	Students demonstrate an understanding of and respect for the rights and obligations of <b>using and sharing</b> intellectual <b>property</b> .	
	Students manage their <b>personal data</b> to maintain <b>digital privacy and security</b> and are aware of <b>data-collection technology</b> used to track their navigation online.	

**Pacing Chart**  
**Unit 2: Informational Writing**  
**6 weeks**  
**Grade 7**

TOPIC	PERFORMANCE TASKS/ ACTIVITIES/PROJECTS/ ASSESSMENTS	RESOURCES/INTERDISCIPLINARY CONNECTIONS
<b>Critical Reading, Thinking and Responding</b>	Outline text structure/Responsive Reading and Feedback/Comprehension Questions [Multiple Choice]/Cultural Awareness Projects/Informational Text Features/Exit Tickets/Journal Entries/Guided Reading/Text analysis and discussion /Read-alouds/Writing about reading through Open-ended questions/Anchor paper analysis/ MAP Testing / Sample Performance Assessment from Appendix B of the Common Core State Standards (Bullets #s 2, 4 and 5	<b>Interdisciplinary Connection:</b> History, Geography, Science, Psychology, Art, Diversity in Cultures Analyze news articles Have a historical pen pal

	- p. 92)	<a href="http://www.nationalserviceresources.org/.../06.../B6Diversity_0001.ppt">www.nationalserviceresources.org/.../06.../B6Diversity_0001.ppt</a>
<b>Grammar</b>	Daily Grammar Activities and Assessment/Daily Do Now/Possessives that add an apostrophe to a word	<b>Electronic Resources:</b> Electronic Portfolio, Smart Board Notebook, Smart Response, Computers, PowerPoint, Audio CD, Neo-pads, Chromebooks  <b>Possible Read-Alouds (with questions):</b> <ul style="list-style-type: none"> <li>• <a href="http://teacher.depaul.edu/Reading_NONFICTION_Grade7.html">http://teacher.depaul.edu/Reading_NONFICTION_Grade7.html</a></li> </ul> <b>Possible Writing Exemplars</b>  <ul style="list-style-type: none"> <li>• Appendix C of the Common Core State Standards</li> <li>• Sample Student Responses (Anchor Papers) of the Grade 7 Research Simulation Task [PARCC Released Items]</li> <li>• Appendix B of the Common Core State Standards - Informational Texts (Listed on p. 8 - 9)</li> </ul>
<b>Writing</b>	Revision Conferences/Anchor Paper analysis/ Open-Ended Scoring Rubric and Holistic Scoring Rubric/ Compare and Contrast Essays/Writing Checklists/Collins Writing/Informational Text Features/Portfolio Uploads/Writing prompts/Timed assessments/Analysis of exemplars/Cultural Awareness Projects	
<b>Vocabulary</b>	Determine meanings of words using context clues / Determine meanings of words by identifying the same root / Understanding Greek and Latin roots to determine word meanings / Analogy activities	<b>Possible Material Selection:</b> Narrative & Narrative-Nonfiction: <ul style="list-style-type: none"> <li>- “The House on Mango Street by Sandra Cisneros, 890 (D.I)</li> <li>- Number the Stars by Lois Lowry, 670 (D.I)</li> <li>- “A Walk to Remember” by Nicholas Sparks, 1010 (H)</li> <li>- “Lizzie Bright and the Buckminster Boy” by Gary D. Schmidt, 1000</li> </ul> <b>Nonfiction:</b> <ul style="list-style-type: none"> <li>- “We Are Witnesses” by Jacob Boas, 907 (D.I)</li> <li>- “Jackie Robinson Breaks the Color Line” by Andrew Antella, 980</li> <li>- “Voices from the fields: Children of migrant farmers tell their stories” by S. Beth Atkin, 850 (DI)</li> <li>- “Chinese Cinderella” by Adeline Yen Mah, 960</li> <li>- “Witnesses to Freedom” by Belinda Rochelle</li> <li>- “Warriors Don’t Cry” by Melba Patillo-Beals</li> <li>- Scope Monthly Magazine</li> </ul>
<b>Assessment</b>	Analytical paper: <ul style="list-style-type: none"> <li>• (Option1: Read and respond to a speech and cite evidence from the text to support the speaker’s opinion.)</li> <li>• (Option 2: Read and view a speech (such as the <i>I Have a Dream</i> speech) and analyze how format affects the portrayal of the topic.</li> </ul>	

		<p><b>Narrative &amp; Historical Fiction (Short Stories):</b></p> <ul style="list-style-type: none"> <li>- “Suzy and Leah” by Jane Yolen (Prentice Hall Literature Books: Unit 1)</li> <li>- “Seventh Grade” by Gary Soto/ “Stolen Day” Sherwood Anderson: Compare and Contrast (Prentice Hall Literature Books: Unit 1)</li> <li>- “Ribbons” by Laurence Yep (Prentice Hall Literature Books: Unit 1)</li> <li>- “Alligator” by Bailey White/ “The Night the Bed Fell” James Thurber: Compare and Contrast (Prentice Hall Literature Books: Unit 1)</li> </ul> <p>Poetry:</p> <ul style="list-style-type: none"> <li>- “The Highwayman” Alfred Noyes/ The Cremation of Sam McGee” by Robert Service/”How I Learned English” by Gregory Djanikian (Prentice Hall Literature, Unit 4 Poetry)</li> <li>- “Martin Luther King” by Raymond R. Patterson (Prentice Hall Literature, Unit 4 Poetry)</li> </ul> <p><b>Grammar/ Usage:</b>  “Digital Daily Warm-Ups for Language Arts”</p> <p><b>Careers:</b></p> <p>Columnist</p> <p>Marketing Specialist</p>
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### UNIT 3: Argumentative Writing

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p><b>Students will understand that:</b></p> <ul style="list-style-type: none"> <li>✓ Understand the systematic planning involved in solving problems.</li> <li>✓ Persuasive arguments must be supported by logical supporting details.</li> <li>✓ Authors must identify the appropriate organizational structure for writing assignments.</li> <li>✓ Persuasion is a vital tool in court cases.</li> <li>✓ Personal bias should not interfere with legal objectivity.</li> <li>✓ Descriptive language and word selection are vital in convincing the jury of one point of view over another.</li> <li>✓ The organization of a text is paramount to maintaining reader interest.</li> <li>✓ Successful arguments need support and proof in order to be convincing.</li> </ul>	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>- What is the connection between increased vocabulary and essay writing?</li> <li>- How does knowledge of word parts increase vocabulary and deepen comprehension of the text?</li> <li>- What strategies are useful when making a convincing argument?</li> <li>- How do authors and writers convince their readers to believe their thoughts and beliefs?</li> <li>- What are some consequences of very successful persuasive writing?</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>- What is a thesis statement?</li> <li>- How do literary authors capture and hold the reader's attention?</li> <li>- What organizational structure is appropriate for purpose, audience, and context based on genre?</li> <li>- How can use of a rubric enhance writing?</li> <li>- How can the use of details and facts support your argument?</li> <li>- How do authors convey bias?</li> <li>- How does an author's point of view affect the understanding of a work?</li> <li>- How do readers differentiate between facts and opinions?</li> <li>- How can personal experiences and examples be tools of persuasion?</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>- What is the difference between the connotation and denotation of a word?</li> <li>- How does word choice affect your writing?</li> </ul>

NJSLS	<b>KNOWLEDGE</b> <b>(Bolded standards are the focus of this unit.)</b>	<b>SKILLS</b>
<b>Standards</b> <b>RL 7.1</b>  <b>RL.7.4</b>  <b>RL.7.10</b>  <b>RI 7.1</b>  <b>RI 7.2</b>  <b>RI7.3</b>  <b>RI7.4</b>  <b>RI7.5</b>	<b>Students will know:</b> Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.  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.  By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.  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.  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.  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).  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.  Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>● Delineate and evaluate the argument and specific claims in a text.</li> <li>● Determine whether sound reasoning is used to support the claims of an argument.</li> <li>● Present sufficient evidence to support the claims of an argument.</li> <li>● Write arguments to support claims with clear reasons and relevant elements.</li> <li>● Demonstrate knowledge of persuasive text format.</li> <li>● Defend a point-of-view by disqualifying opposing opinions.</li> <li>● Utilize imagery and/or figurative language to create a hook for a persuasive essay.</li> <li>● Incorporate appropriate transitions between words, phrases and paragraphs.</li> <li>● Distinguish between legal, ethical, logical and emotional arguments.</li> <li>● Utilize anecdotes, statistics, quotes from authorities and other persuasive techniques as supporting details.</li> <li>● Work within a specific time restriction to complete a writing task.</li> <li>● Effectively incorporate a thesis statement into a persuasive essay.</li> <li>● Distinguish among the connotations (associations) of words with similar denotations (definitions).</li> </ul>

<b>RI7.6</b>	Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	
<b>RI7.7</b>	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).	
<b>RI7.8</b>	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	
<b>RI7.9</b>	Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	
<b>RI7.10</b>	By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.	
<b>W7.1</b>	Write arguments to support claims with clear reasons and relevant evidence.	
<b>W7.1A</b>	Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.	
<b>W7.1B</b>	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	
<b>W7.1C</b>	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.	
<b>W7.1D</b>	Establish and maintain a formal style/academic style, approach, and form.	
	Provide a concluding statement or section that follows from and	

<b>W.7.1E</b>	supports the argument presented.	
<b>W7.9B</b>	Apply <i>grade 7 Reading standards</i> to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).	
<b>SL 7.1</b>	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.	
<b>SL7.1A</b>	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>SL7.1B</b>	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.	
<b>SL7.1C</b>	Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.	
<b>SL7.1D</b>	Acknowledge new information expressed by others and, when warranted, modify their own views.	
<b>SL7.2</b>	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.	
<b>SL7.3</b>	Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	
<b>SL7.4</b>	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and	

	examples; use appropriate eye contact, adequate volume, and clear pronunciation.	
<b>SL7.5</b>	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	
<b>SL7.6</b>	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	
<b>L7.1</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
<b>L7.1A</b>	Explain the function of phrases and clauses in general and their function in specific sentences.	
<b>L7.1B</b>	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.	
<b>L7.1C</b>	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	
<b>L7.2</b>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
<b>L7.2A</b>	Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old [,] green shirt</i> ).	
<b>L7.2B</b>	Spell correctly.	
<b>L7.3</b>	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
<b>L7.3A</b>	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	
<b>L7.4</b>	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.	
<b>L7.4A</b>	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>L7.4B</b>	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i> , <i>bellicose</i> , <i>rebel</i> ).	
<b>L7.4C</b>	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	
<b>L7.4D</b>	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	
<b>L7.5</b>	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
<b>L7.5A</b>	Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.	
<b>L7.5B</b>	Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.	
<b>L7.5C</b>	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined</i> , <i>respectful</i> , <i>polite</i> , <i>diplomatic</i> , <i>condescending</i> ).	
<b>L7.6</b>	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	
<b>21st Century</b>		

9.2	<b>Career Awareness, Exploration, and Preparation</b> This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.	
9.3		
Tech 1a	<b>Career and Technical Education</b> This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.	
1a	Students articulate and <b>set personal learning goals</b> , develop strategies leveraging technology to achieve them and reflect on the <b>learning process</b> itself to improve learning outcomes.	
1b	Students <b>build networks</b> and <b>customize</b> their <b>learning environments</b> in ways that support the learning process.	
1c	Students <b>use technology</b> to seek feedback that informs and improves their practice and to <b>demonstrate their learning</b> in a variety of ways.	
1c	Students understand the <b>fundamental concepts</b> of technology operations, demonstrate the ability to choose, use and <b>troubleshoot</b> current technologies and are able to <b>transfer</b> their knowledge to explore <b>emerging technologies</b> .	

**Pacing Chart**  
**Unit 3: Argumentative Writing**  
**6 weeks**  
**Grade 7**

TOPIC	PERFORMANCE TASKS/ ACTIVITIES/PROJECTS/ ASSESSMENTS	RESOURCES/INTERDISCIPLINARY CONNECTIONS
<b>Reading Comprehension</b>	Outline text structure/Quizzes/Guided questions/Journals entries/Guided reading checklist/Self-progress report/Open dialogue and discussion/Sample Performance Assessment from Appendix B of the Common Core State Standards (Bullet #1 - p. 92)/Guided Reading/Text analysis and discussion / Read-alouds/ Writing about reading through Open-ended questions/Analyze advertisements/Read aloud an editorial in a newspaper and write a letter to the editor/Map concepts in a web to note new information presented by an author/Persuasive Ad analysis / Class Debate	<p><b>Interdisciplinary Connect:</b> History (Cold War); Women’s Rights; Greek Mythology; Psychology; Art  Create Law Briefs  Debate if there are UFOs or not</p> <p><b>Electronic Resources:</b>  Electronic Portfolio, Smart Board Notebook, Smart Response, Computers, PowerPoint, Audio CD, neo-pads, I-pods, video recorder</p> <p><b>Possible Read-Alouds:</b></p> <ul style="list-style-type: none"> <li>• Important speeches (as written text or videos)</li> <li>• Newspaper Editorials</li> <li>• Articles from TIME Magazine</li> </ul> <p><b>Possible Writing Exemplars:</b></p> <ul style="list-style-type: none"> <li>• Appendix C of the Common Core State Standards</li> <li>• <a href="http://achievethecore.org/content/upload/ArgumentOpinion_K-12WS.pdf">http://achievethecore.org/content/upload/ArgumentOpinion_K-12WS.pdf</a></li> </ul>
<b>Grammar</b>	Daily Grammar Activities and Assessments/Daily Do Now	
<b>Writing</b>	Persuasive Ads / Argumentative essays/ Study of Persuasive Writing techniques [Pathos, Ethos and Logos]/ Drafts/ Book Reviews / Responsive writing feedback forms/Writing checklists/Peer Assessments/ Denotation & connotation /“On Demand” 45 Minute- Timed Writing/ Analytical trait rubric/Anchor paper analysis/ Class debate/ Portfolio/ Writing prompts	

<b>Vocabulary</b>	Find common words and phrases used in argument writing <a href="http://www.is34.org/pdfs/Examples_of_Argumentative_Language.PDF">http://www.is34.org/pdfs/Examples_of_Argumentative_Language.PDF</a> / Denotative and connotative meanings/ Ethos, pathos and logos	<b>Writing Prompts and Anchor Papers:</b> <ul style="list-style-type: none"> <li>- <a href="https://learning.blogs.nytimes.com/2014/02/04/200-prompts-for-argumentative-writing/comment-page-3/">https://learning.blogs.nytimes.com/2014/02/04/200-prompts-for-argumentative-writing/comment-page-3/</a></li> <li>- <a href="http://achievethecore.org/content/upload/ArgumentOpinion_K-12WS.pdf">http://achievethecore.org/content/upload/ArgumentOpinion_K-12WS.pdf</a></li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>-Class debate on a teacher-assigned topic</li> <li>-Sample Performance Assessment from Appendix B of the Common Core State Standards (Bullet #3 - p. 93)</li> <li>-Argument Essay on a teacher-assigned topic</li> </ul>	<b>Possible Selected Readings:</b> <b>Fiction:</b> <ul style="list-style-type: none"> <li>- “Elijah of Buxton” by Christopher Paul Curtis, <i>1070 (H)</i></li> <li>- “Uncle Tom’s Cabin” by Harriet Beecher Stowe, <i>1050</i></li> </ul> <b>Nonfiction:</b> <ul style="list-style-type: none"> <li>- “Tales of Real Escapes” by Paul Dowswell, <i>1060</i></li> <li>- “We Shall Not Be Moved” by Joan Dash, <i>1170 (H)</i></li> <li>- “What I Had Was Singing: Marian Anderson” by Jeri Chase Ferris, <i>970</i></li> <li>- You Want Women to Vote, Lizzie Stanton? By Jean Fritz, <i>870 (DI)</i></li> <li>- Scope Monthly Magazine</li> </ul> <b>Short Stories:</b> <ul style="list-style-type: none"> <li>- “The Rock” by Laura Schesfer (SS Binder)</li> <li>- “All Together Now” Barbara Jordan (Prentice Hall Literature Books: Unit 3)</li> </ul> <b>Drama:</b> <ul style="list-style-type: none"> <li>- “The Monsters Are Due on Maple Street” by Rod Serling</li> <li>- Movie “The Monsters are Due on Maple Street”</li> </ul> <b>Myths:</b> <ul style="list-style-type: none"> <li>- “Icarus and Daedalus” by Josephine Preston Peabody (Prentice Hall Literature: Unit 6 Themes in the Oral Tradition)</li> <li>- “Demeter and Persephone” by Anne Terry White (Prentice Hall Literature: Unit 6 Themes in the Oral Tradition)</li> </ul>

		<ul style="list-style-type: none"> <li>- “Perseus” by Alice Low (Prentice Hall Literature: Unit 6 Themes in the Oral Tradition)</li> </ul> <p><b>Grammar/Usage:</b></p> <ul style="list-style-type: none"> <li>- Connotation/ Denotation (Prentice Hall Grammar Book: Unit 4 – Chapter 30: Part 3, Academic and Workplace Skills)</li> </ul> <p><b>Careers:</b> Copy Editor Lobbyist</p>
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### UNIT 4: Poetry

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p><b>Students will understand that:</b></p> <ul style="list-style-type: none"> <li>✓ Many cultural norms reflect diversity.</li> <li>✓ Poetry is a way of expressing thoughts and feelings.</li> <li>✓ Two pieces of literature on the same topic may be used to develop an author’s point of view.</li> <li>✓ An enhanced vocabulary is integral to the development of literacy.</li> <li>✓ Independent reading will increase comprehension skills.</li> <li>✓ Composition details must be organized and supported.</li> <li>✓ Writing techniques may be emulated to develop individual style patterns.</li> <li>✓ Familiarity with word relationships increases comprehension skills and writing proficiency.</li> <li>✓ Real life experiences can assist in generating ideas related to a universal topic.</li> <li>✓ Although everyone is diverse; humanness makes us more similar than different.</li> <li>✓ Poetry may have different meanings to different people.</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>- How is poetry read and understood?</li> <li>- How is figurative language used to create a deeper understanding of poetry?</li> <li>- How can poems be used to describe different experiences?</li> <li>- What can you learn from different types of poetry?</li> <li>- What can you express about the life and the world through poetry?</li> <li>- Why do readers need to develop and refine vocabulary, through listening and exposure to a variety of texts, in order to help them read independently?</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>- How can tone and mood affect the meaning of a poem?</li> <li>- What is the purpose of figurative language in expression?</li> <li>- How does structure and organization affect meaning and intent?</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>- How can I apply synonyms and antonyms as context clues?</li> <li>- How does analogies creation assist with the recall of key textual elements?</li> <li>- Why do authors and poets use analogies in their writing?</li> <li>- What are some real life situations where analogies may be applicable?</li> </ul>

<ul style="list-style-type: none"> <li>✓ Although everyone is diverse; humanness makes us more similar than different.</li> <li>✓ Analysis enhances comprehension of purpose, form and message.</li> <li>✓ Structure is an essential part of delivering content in various mediums.</li> <li>✓ The relationship between structural components informs how content/message is delivered.</li> </ul>	<ul style="list-style-type: none"> <li>- How can word variation make writing more sophisticated?</li> </ul>
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NJSLS	<b>KNOWLEDGE</b> <b>(Bolded standards are the focus of this unit.)</b>	<b>SKILLS</b>
<b>Standards</b>	<b>Students will know how to:</b>	<b>Students will be able to:</b>
<b>RL.7.1</b>	Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.	<ul style="list-style-type: none"> <li>● Analyze and read poems of a variety of topics</li> <li>● Identify the structure of poems and the effect on meanings</li> <li>● Connect how the tone and mood of a poem can change</li> <li>● Distinguish between a speaker and a poet's point of view</li> <li>● Compare and contrast the intent behind poems of similar topics</li> <li>● Write and express their own emotions and experiences in poetry</li> <li>● Judge the writing of their peers using a rubric as a guideline.</li> <li>● Assess required reading materials and conclude whether the</li> <li>● Translate rough draft comments into finalized portfolio products.</li> <li>● Interpret reading material by designing comprehension questions.</li> <li>● Recognize parallels between the text and life.</li> </ul>
<b>RL.7.2</b>	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	
<b>RL.7.3</b>	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	
<b>RL.7.4</b>	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	
<b>RL.7.5</b>	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	
<b>RL.7.6</b>	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	

<b>RL.7.7</b>	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	
<b>RL.7.9</b>	Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	
<b>RL.7.10</b>	By the end of the year, students should read and comprehend literature from various genres, (including stories, dramas, and poems), that begins at their grade level and extends to more advanced levels, with scaffolding provided at the high end of the range.	
<b>RI 7.1</b>	Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	
<b>RI 7.2</b>	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	
<b>RI 7.3</b>	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	
<b>W 7.4</b>	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.	
<b>W 7.5</b>	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience	

	have been addressed.	
<b>W 7.6</b>	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.	
<b>W 7.10</b>	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	
<b>SL 7.1</b>	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.	
<b>SL7.1A</b>	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>SL7.1B</b>	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.	
<b>SL7.1C</b>	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.	
<b>SL7.1D</b>	Acknowledge new information expressed by others and, when warranted, modify their own views.	
<b>SL7.2</b>	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.	
<b>SL7.3</b>	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	

<b>SL7.4</b>	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.	
<b>SL7.5</b>	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	
<b>SL7.6</b>	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	
<b>L7.1</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
<b>L7.1A</b>	Explain the function of phrases and clauses in general and their function in specific sentences.	
<b>L7.1B</b>	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.	
<b>L7.1C</b>	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	
<b>L7.2</b>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
<b>L7.2A</b>	Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old [,] green shirt</i> ).	
<b>L7.2B</b>	Spell correctly.	
<b>L7.3</b>	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
<b>L7.3A</b>	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	

<b>L7.4</b>	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.	
<b>L7.4A</b>	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>L7.4B</b>	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i> , <i>bellicose</i> , <i>rebel</i> ).	
<b>L7.4C</b>	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	
<b>L7.4D</b>	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	
<b>L7.5</b>	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
<b>L7.5A</b>	Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.	
<b>L7.5B</b>	Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.	
<b>L7.5C</b>	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined</i> , <i>respectful</i> , <i>polite</i> , <i>diplomatic</i> , <i>condescending</i> ).	
<b>L7.6</b>	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	
<b>21st Century</b>	<b>Career Awareness, Exploration, and Preparation</b>	

9.2	This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.	
9.3	<b>Career and Technical Education</b> This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.	
Tech 6a	Students choose the appropriate <b>platforms</b> and <b>tools</b> for meeting the desired objectives of their creation or communication.	
6b	Students create original works or <b>responsibly repurpose</b> or remix digital resources into new creations.	
6d	Students publish or present content that <b>customizes</b> the message and medium for their intended audiences.	

**Pacing Chart**  
**Unit 4: Poetry**  
**6 Weeks**  
**Grade 7**

TOPIC	PERFORMANCE TASKS/ ACTIVITIES/PROJECTS/ ASSESSMENTS	RESOURCES/INTERDISCIPLINARY CONNECTIONS
<b>Critical Reading, Thinking and Responding</b>	Outline text structure/Quizzes/Guided reading questions/Journal entries/ Guided reading sessions/Self-progress report/Summer reading project/Open dialogue and discussion/MAP Testing / Text Analysis and Discussion / Read-Alouds/ Writing About Reading / Analysis of Mentor Texts / Open Ended and Multiple-Choice Questions / Open-Ended Scoring Rubric and Holistic Scoring Rubric / Smart Responders / Sample Performance Tasks for Poetry (Appendix B of the Common Core State Standards - p. 89)	<p><b>Interdisciplinary Connect:</b>  Science, Astrology, Geography, History, Music; Art</p> <p>Compare song lyrics to poetry</p> <p><b>Electronic Resources:</b>  Electronic Portfolio, Smart Board Notebook, Smart Response, Computers, PowerPoint, Audio CD, Neo-pads, I-pods</p> <p><b>Possible Writing Exemplars</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.heinemann.com/shared/onlineresources/e02710/introduction.pdf">http://www.heinemann.com/shared/onlineresources/e02710/introduction.pdf</a> (p. vii)</li> <li>• <a href="http://www.corestandards.org/assets/Appendix_B.pdf">http://www.corestandards.org/assets/Appendix_B.pdf</a> (p. 83 - 88)</li> </ul> <p><b>Possible Read-Aloud Texts</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.heinemann.com/shared/onlineresources/e02710/introduction.pdf">http://www.heinemann.com/shared/onlineresources/e02710/introduction.pdf</a> (p. vii)</li> <li>• <a href="http://www.corestandards.org/assets/Appendix_B.pdf">http://www.corestandards.org/assets/Appendix_B.pdf</a> (p. 83 - 88)</li> </ul> <p><b>Possible Material Selection:</b>  History, Psychology, Geography, Art, Culture (Rituals), Science</p> <p><b>Fiction:</b></p> <ul style="list-style-type: none"> <li>- “The Pigman” By Paul Zindel, 950 (DI)</li> <li>- “Oddballs” By William Sleater, 1010 (H)</li> <li>- “Shabanu: Daughter of the Wind” by Suzanne Fisher</li> </ul>
<b>Grammar</b>	Diagnostic test/Quizzes/Daily do now/Daily grammar/Figurative language Do Now/Grammar quizzes/Adjectives and adverbs	
<b>Writing</b>	Portfolio/Writing prompts/Journals/Daily do now/Timed assessments/ Diagnostic Tests/ Quizzes / Free Writing / Quick Writes / Analysis of Exemplars	
<b>Vocabulary</b>	Figurative Language / Connotation / Shades of Meaning / Synonyms and Antonyms / <a href="http://westernreservepublicmedia.org/poetry/images/more-than-rhyme-poetry-fundamentals-teacher-guide.pdf">http://westernreservepublicmedia.org/poetry/images/more-than-rhyme-poetry-fundamentals-teacher-guide.pdf</a> (p. 11 - 12)	
<b>Assessment</b>	<u>Topic:</u> “Write your best poem about a moment in your life. Write this in a way that shows what you know about poetry.”	

		<p>Staples, 970</p> <p><b>Nonfiction:</b></p> <ul style="list-style-type: none"> <li>- “I, Juan de Pareja” by Elizabeth Borton de Trevino, <i>1100 (H)</i></li> <li>- “To Destroy You Is No Loss” by JoAn Criddle, <i>1040</i></li> <li>- “My Brother Sam is Dead” by James Lincoln <a href="#">Collier</a>, <i>770 (DI)</i></li> <li>- Scope Monthly Magazine</li> </ul> <p><b>Short Stories:</b></p> <ul style="list-style-type: none"> <li>- “Brown, Pink, Gray” By: Jean Hannon (SS Binder)</li> <li>- “Harold” (SS Binder)</li> <li>- “The Brute Simmons” By: Arthur Morrison (SS Binder)</li> <li>- “Left Behind” By: Jean Hannon (SS Binder)</li> <li>- “The Three-Century Woman” by Richard Peck (Prentice Hall Literature Books: Unit 1)</li> <li>- “Papa’s Parrot” by Cynthia Rylant (Prentice Hall Literature Books: Unit 1)</li> </ul> <p><b>Oral Traditions:</b></p> <ul style="list-style-type: none"> <li>- “Grasshopper Logic” by Jon Scieszka (Prentice Hall Literature Book: Unit 6, Themes in the Oral Tradition)</li> <li>- “The Other Frog Prince” by Jon Scieszka (Prentice Hall Literature Book: Unit 6, Themes in the Oral Tradition)</li> <li>- “Duckbilled Platypus vs. BeefSnakStik” by Jon Scieszka (Prentice Hall Literature Book: Unit 6, Themes in the Oral Tradition)</li> </ul> <p><b>Poetry:</b></p> <ul style="list-style-type: none"> <li>- “Life” by Naomi Long Madgett (Prentice Hall Literature Book: Unit 4, Poetry)</li> <li>- “The Courage That My Mother Had” by Edna St. Vincent Millay (Prentice Hall Literature Book: Unit 4, Poetry)</li> <li>- “Loo-Wit” Wendy Rose (Prentice Hall Literature Book: Unit 4, Poetry)</li> <li>- “Mother to Son” by Langston Hughes (Prentice Hall Literature Book: Unit 4, Poetry)</li> <li>- “Annabel Lee” by Edgar Allan Poe (Prentice Hall Literature Book: Unit 4, Poetry)</li> </ul>
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## UNIT 5: Research

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p><b>Students will understand that:</b></p> <ul style="list-style-type: none"> <li>✓ Reading enjoyment contributes to lifelong learning.</li> <li>✓ The identification of different genre types can aid in the detection of the writing purpose.</li> <li>✓ Story norms mirror life and have applicable lessons.</li> <li>✓ Vocabulary choice is vital to conveying a powerful message.</li> <li>✓ Research is a component of literacy.</li> <li>✓ Technology is a resource to develop terminology and expression.</li> <li>✓ There are key factors to determine the credibility of Internet sources.</li> <li>✓ There are distinct differences in the organization of narrative and informational texts.</li> <li>✓ The organization of research materials through note cards and outlines is mandatory to create a cohesive final product.</li> <li>✓ Source documents are required to substantiate thesis statements in research projects.</li> <li>✓ Appropriate citations ensure that writers do not plagiarize.</li> <li>✓ Positive thinking and daily affirmations relate to increased self-esteem.</li> <li>✓ Innovation is rooted in creativity and skill improvement.</li> <li>✓ Artistic artifacts can convey social and political arguments.</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>- How can specific strategies help to identify facts and ideas in text?</li> <li>- How does an understanding of word meaning help when conducting research?</li> <li>- How does using the dictionary, thesaurus, glossary, and technology resources help to clarify word meaning when writing research papers?</li> <li>- What are some helpful ways to identify fact, opinion, reasonable judgement?</li> <li>- How do we distinguish between reliable sources and unreliable sources on the internet?</li> <li>- What are ways authors share ideas and thoughts effectively?</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>- How can the Internet be used as a research tool?</li> <li>- Why are different texts organized in specific ways?</li> <li>- How can brainstorming and outlining help to organize thoughts in a research paper?</li> <li>- Why is it important to write citations when using quotations?</li> <li>- What is the purpose of quoting or paraphrasing text?</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>- What is the research process, and how can it guide project composition?</li> <li>- How do readers and writers use the research process to find and share information?</li> <li>- How does question creation guide research?</li> </ul>

NJSLS	<b>KNOWLEDGE</b> <b>(Bolded standards are the focus of this unit.)</b>	<b>SKILLS</b>
<b>Standards</b> <b>RL.7.1</b>  <b>RL7.2</b>  <b>RL7.4</b>  <b>RL7.7</b>  <b>RL7.10</b>  <b>RI7.1</b>  <b>RI7.2</b>  <b>RI7.3</b>	<b>Students will know how to:</b> Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.  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.  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.  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).  By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.  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.  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.  Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>● Utilize research sources to develop and qualify ideas</li> <li>● Analyze how values and themes in a text correspond to real life through composition.</li> <li>● Evaluate research information and construct a plan for goal actualization.</li> <li>● Demonstrate conflict resolution techniques through discussion and role playing.</li> <li>● Utilize research to share information and process concepts.</li> <li>● Simplify sentence construction to illustrate purposeful word selection.</li> <li>● Use revision suggestions to expand on portfolio drafts with the implementation of figurative language.</li> <li>● Integrate tone and voice in a compositional product based on textual analysis.</li> <li>● Document sources accordingly to give credit to references following MLA citation guidelines.</li> <li>● Trace patterns in their compositions, utilizing this knowledge to modify spelling, sentence construction and overall coherence.</li> <li>● Quote text to substantiate inferences.</li> <li>● Ascertain how visual aids enhance oral presentations.</li> <li>● Update electronic portfolios by converting peer assessment and teacher comments into revision.</li> <li>● Identify between reliable and unreliable internet sources</li> <li>● Distinguish between paraphrasing and parenthetical citations</li> </ul>

<b>RI.7.4</b>	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.	
<b>RI.7.5</b>	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	
<b>RI.7.6</b>	Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. of ideas.	
<b>RI.7.8</b>	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	
<b>RI.7.9</b>	Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	
<b>RI.7.10</b>	By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.	
<b>W.7.2</b>	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	
<b>W.7.2A</b>	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).	
<b>W.7.2B</b>	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	

<b>W7.2C</b>	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.	
<b>W7.2D</b>	Use precise language and domain-specific vocabulary to inform about or explain the topic.	
<b>W7.2E</b>	Establish and maintain a formal style academic style, approach, and form.	
<b>W7.2F</b>	Provide a concluding statement or section that follows from and supports the information or explanation presented.	
<b>W7.4</b>	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.	
<b>W7.5</b>	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	
<b>W7.6</b>	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.	
<b>W7.7</b>	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	
<b>W7.8</b>	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	
<b>W7.10</b>	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a	

	single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	
<b>SL 7.1</b>	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.	
<b>SL7.1A</b>	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>SL7.1B</b>	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.	
<b>SL7.1C</b>	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.	
<b>SL7.1D</b>	Acknowledge new information expressed by others and, when warranted, modify their own views.	
<b>SL7.2</b>	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.	
<b>SL7.3</b>	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	
<b>SL7.4</b>	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.	
<b>SL7.5</b>	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	

<b>SL.7.6</b>	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	
<b>L.7.1</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
<b>L.7.1A</b>	Explain the function of phrases and clauses in general and their function in specific sentences.	
<b>L.7.1B</b>	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.	
<b>L.7.1C</b>	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	
<b>L.7.2</b>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
<b>L.7.2A</b>	Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old [,] green shirt</i> ).	
<b>L.7.2B</b>	Spell correctly	
<b>L.7.3</b>	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
<b>L.7.3A</b>	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	
<b>L.7.4</b>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i> , choosing flexibly from a range of strategies.	
<b>L.7.4A</b>	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>L7.4B</b>	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i> , <i>bellicose</i> , <i>rebel</i> ).	
<b>L7.4C</b>	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	
<b>L7.4D</b>	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	
<b>L7.5</b>	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
<b>L7.5A</b>	Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.	
<b>L7.5C</b>	Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined</i> , <i>respectful</i> , <i>polite</i> , <i>diplomatic</i> , <i>condescending</i> ).	
<b>L7.6</b>	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	
<b>21st Century</b>		
<b>9.2</b>		
	<b>Career Awareness, Exploration, and Preparation</b> This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.	
<b>9.3</b>		

<p><b>Tech 3a</b></p> <p><b>3b</b></p> <p><b>3c</b></p> <p><b>3d</b></p>	<p><b>Career and Technical Education</b> This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.</p> <p>Students plan and employ effective <b>research strategies</b> to locate <b>information and other resources</b> for their intellectual or creative pursuits.</p> <p>Students evaluate the <b>accuracy, perspective, credibility</b> and <b>relevance</b> of information, media, data or other resources.</p> <p>Students <b>curate</b> information from digital resources using a <b>variety of tools</b> and methods to create <b>collections of artifacts</b> that demonstrate <b>meaningful connections or conclusions</b>.</p> <p>Students <b>build knowledge</b> by actively <b>exploring</b> real-world issues and problems, developing ideas and theories and pursuing answers and solutions.</p>	
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**Pacing Chart**  
**Unit 5: Research**  
**8 weeks**  
**Grade 7**

TOPIC	PERFORMANCE TASKS/ ACTIVITIES/PROJECTS/ ASSESSMENTS	RESOURCES/INTERDISCIPLINARY CONNECTIONS
<b>Critical Reading, Thinking and Responding</b>	Outline text structure/Responsive Reading and Feedback/Comprehension Questions [Multiple Choice]/Career Day presentations/Informational Text Features/Exit Tickets/Journal Entries/Guided Reading/Text analysis and discussion /Read-alouds/Writing about reading through Open-ended questions/Anchor paper analysis/ MAP Testing / Sample Performance Assessment from Appendix B of the Common Core State Standards ( Bullets #'s 1, 2 and 3 - p. 100)	<b>Interdisciplinary Connect:</b> History, Geography, Science, Psychology, The Arts <b>Electronic Resources:</b> Electronic Portfolio, Smart Board Notebook, Smart Response, Computers, PowerPoint, Audio CD, Neo-pads, I-pods <b>Possible Writing Exemplars</b> <ul style="list-style-type: none"> <li>Appendix C of the Common Core State Standards - Appendix C [Grade 7 Informational Writing Student Samples - p. 42 - 46]</li> </ul> <b>Possible Read-Aloud Texts</b> <ul style="list-style-type: none"> <li>Articles from TIME Magazine</li> <li>Articles from Scholastic Scope</li> <li>Articles from Junior Scholastic</li> <li>Articles from Scholastic Art</li> <li>Articles from Scholastic Math</li> <li>Articles from Scholastic Science World</li> </ul> <b>Websites</b> <ul style="list-style-type: none"> <li><a href="https://newsela.com/">https://newsela.com/</a></li> <li><a href="http://www.readworks.org/">http://www.readworks.org/</a></li> <li><a href="http://achievethecore.org/page/2748/informative-explanatory-range-of-writing">http://achievethecore.org/page/2748/informative-explanatory-range-of-writing</a></li> </ul> <b>Possible Material Selection:</b> <b>Fiction:</b>
<b>Grammar</b>	Daily Grammar Activities and Assessment/Daily Do Now	
<b>Writing</b>	Revision Conferences with teacher/ Peer revision conferences/ Anchor Paper analysis/ Open-Ended Scoring Rubric and Holistic Scoring Rubric/ Informational Essays/Writing Checklists/Collins Writing/Informational Text Features/Writing prompts/Timed assessments/Analysis of exemplars/Final Portfolio Submissions	
<b>Vocabulary</b>	Determine meanings of words using context clues / Determine meanings of words by identifying the same root / Understanding Greek and Latin roots to determine word meanings / Analogy activities	
<b>Assessment</b>	Sample Performance Assessment from Appendix B of the Common Core State Standards (Bullets #'s 4, 5 and 6 - p.	

	100)	<ul style="list-style-type: none"> <li>- “At Her Majesties Request: An African Princess in Victorian England” by Walter Dean Myers, <i>1070 (H)</i></li> <li>- “The Bad Beginning” by Lemony Snicket, <i>1010</i></li> <li>- “Shadow of a Bull” by Maia Ojciechowska, <i>740 (DI)</i></li> </ul> <p><b>Nonfiction:</b></p> <ul style="list-style-type: none"> <li>- “How I Came to Be a Writer” by Phyllis Reynolds Naylor, <i>1120 (H)</i></li> <li>- Words by Heart by Ouida Sebestyen, <i>750 (DI)</i></li> <li>- “Warriors Don't Cry:A Searing Memoir of the Battle to Integrate Little Rock's Central High” by Melba Pattillo Beals, <i>1000</i></li> <li>- <a href="#">“Tales Mummies Tell”</a> by Patricia Lauber, <i>970</i></li> <li>- Scope Monthly Magazine</li> </ul> <p><b>Short Stories:</b></p> <ul style="list-style-type: none"> <li>- “Pandas” (Prentice Hall grammar book)</li> <li>- “Author and Illustrator Rosemary Wells” By Mary Beth Spann (SS Binder)</li> <li>- “The Lottery Ticket” By: Anton Chekhov</li> <li>- “The Child’s Story” By: Charles Dickens</li> <li>- “After Twenty Years” by O. Henry (Prentice Hall Literature Books: Unit 2)</li> <li>- “The Rhythms of Rap” by Kathiann M. Kowalski (Prentice Hall Literature Books: Unit 2)</li> </ul> <p><b>Poetry:</b></p> <ul style="list-style-type: none"> <li>- “Stopping by Woods on a Snowy Evening” by Robert Frost (Prentice Hall Literature Book: Unit 4 Poetry)</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>- Specialized Reference Materials (Prentice Hall Grammar Textbook: Unit 7 – Chapter 30-31: Part 3 Academic and Workplace Skills)</li> </ul> <p><b>Careers:</b>  Computer &amp; Information Researcher  Operations Research Analysis</p>
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