

PUBLIC SCHOOLS OF EDISON TOWNSHIP
OFFICE OF CURRICULUM AND INSTRUCTION



English Grade 7

Length of Course:	Term
Elective/Required:	Required
Schools:	Middle Schools
Eligibility:	Grade 7
Credit Value:	N/A
Date Approved:	September 21, 2020

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MARKING PERIOD 1: INVENTING YOURSELF AND TESTING YOURSELF

State Standards	NJSLS:RL.7.1-7, 10; RI.7.1-2, 4, 10; 7.W.7.3-6. 9-10; SL.7.1, 3-4, 6; L.7.2-5 (Because the standards are embedded in multiple units, please see Standards Table to identify when the standards should be mastered.)		
Essential Questions	<ul style="list-style-type: none"> ● How does your community help to shape your identity? ● Why is intersectionality an important concept when discussing identity and community? 		
Enduring Understandings	<ul style="list-style-type: none"> ● Our identities are not only shaped by the values and attitudes of family communities but also by our interactions and experiences with other cultures, environments, and histories in extended communities. ● Our experiences with our family and extended community require that we “test” our thinking as we “invent” our own identities. 		
Unit Objectives	<ul style="list-style-type: none"> ● Discuss our respective identities, histories and cultures. ● Understand and respect how we are similar and different but connected to other identity groups. ● Use mentor texts, rubrics, and feedback to create narratives that explore the role of community in shaping identity. ● Closely read and respond to fiction and nonfiction, orally and in writing. ● Engage in varied discussion formats to comprehend and deepen our understanding of texts. 		
Suggested Texts	Skills/ Academic Vocabulary	Assessments	Suggested Modifications/Support
Inventing Yourself: <ul style="list-style-type: none"> ● <i>The Girl Who Owned a City</i> ● <i>Among the Imposters</i> ● <i>Phineas Gage</i> ● <i>They Never Came Home</i> ● <i>Schooled</i> ● “Two Kinds” (Tan) ● “From Song of Myself” (Whitman) ● “Me”(de la Mare) ● “My Furthest Back Person” (Haley) ● “King Arthur: The Marvel of the Sword” (MacLeod) ● “No Gumption” (Baker) 	<ul style="list-style-type: none"> ● Close Reading/Annotating Text ● Drawing Inferences from text ● Supporting inferences using textual evidence ● Citing text evidence ● Making Connections (self, text, world) ● Providing an objective summary of a text ● Analyzing the impact of figurative and connotative meanings in a text ● Analyzing how word choice shapes meaning or tone. 	May include, but are limited to, the following assessment to measure related skills: <ul style="list-style-type: none"> ● Summer Reading Task (district-wide) ● Link-It Diagnostic and Study Island assessment: baseline data (standards-based,formative) ● Evidence Based Reading / Writing on-demand performance tasks (narrative) ● Process Writing (narrative) ● Writing-to-learn pieces (e.g. short constructed responses, 	<ul style="list-style-type: none"> ● Graphic Organizers ● Audio Recordings of texts ● Read-alouds ● Visual Presentation of materials ● Extended time for reading, oral responses, written responses ● Clarification of directions ● Guided Questions ● Small Group Instruction ● Extension Activities ● Alternate Assessments

<ul style="list-style-type: none"> ● “Zebra” (Potok) ● “The Rider” (Shihab Nye) ● “A Christmas Carol” (Dickens) ● “Breaking the Ice” (Barry) <p>Testing Yourself:</p> <ul style="list-style-type: none"> ● <i>Chinese Cinderella</i> ● <i>Fever 1793</i> ● <i>Silent to the Bone</i> ● <i>The Giver</i> ● <i>Kira Kira</i> ● <i>A Long Walk to Water</i> ● <i>Roll of Thunder Hear My Cry</i> ● <i>Refugee</i> ● <i>A Night to Remember</i> ● <i>Out of the Dust</i> ● “A Day’s Wait” (Hemingway) ● “The Writer” (Wilbur) ● “Flint” (Rossetti) ● “Oranges” (Soto) ● From Tiger: A Biography of (Woods) ● “Phaethon, Son of Apollo” (Coolidge) ● “Icarus and Daedalus” (Preston Peabody) ● “Demeter and Persephone” (Terry White) ● “Casey at the Bat” (Thayer) ● <i>Instructional Materials List (IML)- Grade 7 for whole class, small-group, and book club</i> ● <i>Sadlier-Oxford Vocabulary (Level C)</i> ● <i>Independent Reading Selections</i> ● <i>Newsela (online source)</i> ● <i>CommonLit (online source)</i> 	<ul style="list-style-type: none"> ● Genre Identification ● Text Types ● Analyzing the interaction and development of story elements (character, setting, plot, conflict, point of view, tone) to develop the theme. ● Contrasting points of view ● Compare and contrast the experience of reading a story to listening or viewing an audio, video, or live performance ● Narrative Techniques: - dialogue, pacing, description, sensory details -Use of literary devices -Narrative structure -Sequencing of events -Precise language -Transitions -Literary devices ● <i>Other essential academic vocabulary related to standards:</i> Analyze, Cite, Context, convey, elaborate, engage, explicit, illustrate, impact, interact, mood, narrator, objective, orient, precise, reflect, suspense, tension, tone 	<p>close-reading annotations, collection of evidence on graphic organizers, reflections, learning logs, one-pagers, quick writes, blogging)</p> <ul style="list-style-type: none"> ● <i>Sadlier Oxford</i> (2-3 units per MP) ● Speaking and Listening (ie. Socratic Seminar, Book Clubs, philosophical chairs, vlogging) ● Inquiry or problem-based learning outcomes and/or projects 	
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MARKING PERIOD 1: OBJECTIVES & STRATEGIES

Reading Literature - Grade 7 - Marking Period 1	
Suggested Strategies & Activities	
<ul style="list-style-type: none"> • Think Alouds / Interactive Read Aloud (features) <ul style="list-style-type: none"> • <i>Notice and Note Signposts</i>, Beers/Probst): • Close Reading and Marking the Text (AVID) • Evidenced-based constructed responses (short, analytical, on-demand) stemming from close reading process <ul style="list-style-type: none"> • Graphic Organizers (ie. two-column notes) <ul style="list-style-type: none"> • One-Pagers (AVID) A, B • Literacy Strategies: The Quick Write <ul style="list-style-type: none"> • Other AVID strategies • Independent reading • Developing higher-level thinking questions (Costa's Levels of Questioning), A, QFT (Question Formulation Technique) to clarify and deepen understanding of a text. 	
RL Standards	Student Learning Objectives
<p>RL.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<ul style="list-style-type: none"> • understand that there are explicit and implicit meanings that can be drawn from a text • understand that relevant connections and text evidence are used to make inferences • understand that there are different types of connections • understand that analysis is based on inferences made from text evidence and relevant connections • understand that multiple pieces of text evidence should be used to support analysis • citing is a specific way of including textual evidence (citations mention the source of quoted text) • cite several pieces of textual evidence to support analysis of what the text says explicitly • cite several pieces of textual evidence to support analysis of inferences drawn from the text • make relevant connections to support analysis of what the text says explicitly • make relevant connections to support analysis of inferences drawn from the text

	<ul style="list-style-type: none"> ● citing is a specific way of quoting textual evidence (citations mention the source of quoted text) ● draw inferences from the text
<p>RL.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p>	<ul style="list-style-type: none"> ● understand that summaries are objective and free from opinion or analysis ● provide an objective summary of the text ● understand that authors develop a theme or central idea over the course of a text ● determine a theme/central idea of a text ● analyze the development of a theme or central idea over the course of a text
<p>RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p>	<ul style="list-style-type: none"> ● Understand that elements of a story or drama interact with and impact one another ● analyze how story elements interact (For example, how setting shapes the characters or plot)
<p>RL.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p>	<ul style="list-style-type: none"> ● understand that words have figurative and connotative meanings ● understand that rhymes and other repetitions of sounds (e.g., alliteration) impact the meaning of a specific verse or stanza of a poem ● understand that rhymes and other repetitions of sounds (e.g., alliteration) impact the meaning of a section of a story or drama ● determine meaning of words and phrases as used in a text ● determine the meaning of figurative language and connotative language as used in a text ● analyze impact of rhymes and other repetitions of sounds on specific verse or stanza ● analyze impact of rhymes and other repetitions of sounds on a section of a story
<p>RL.7.5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</p>	<ul style="list-style-type: none"> ● understand that authors make deliberate decisions about the form or structure of a drama or poem and that contributes to its overall meaning ● identify the different structures of poetry (e.g., soliloquy,

	<p>sonnet) and drama</p> <ul style="list-style-type: none">● analyze how the structure or form of a poem or drama contributes to its meaning
<p>RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p>	<ul style="list-style-type: none">● understand that authors develop characters with contrasting points of view● analyze how the author contrasts different points of view in characters
<p>RL.7.7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).</p>	<ul style="list-style-type: none">● understand that lighting, sound, color, or camera focus/angles in a film or multimedia presentation have an impact on its overall delivery● compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version● analyze the effects of techniques unique on a medium (e.g., lighting, sound, color, or camera focus and angles in a film)
<p>RL.7.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.</p>	<ul style="list-style-type: none">● read and comprehend literature at grade-level text-complexity,● with scaffolding as needed.

Reading Information - Grade 7 - Marking Period 1

Suggested Strategies & Activities

- Close Reading and Marking the Text (AVID)
- Reading Nonfiction Signposts (*Nonfiction Strategies* -Notice & Note Beers/Probst)
 - Concept Maps
 - Word/Impact/Idea Charts
- Graphic Organizers (ie. two-column notes)
- Use of informational text to support students' background knowledge

RI Standards	Student Learning Objectives
RI.7.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	<ul style="list-style-type: none"> • texts differ in complexity • read and comprehend literature, stories, drama, and poems, at grade level text-complexity or above
RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	<ul style="list-style-type: none"> • central ideas are developed over the course of a text • a text may contain more than one central idea • determine two or more central ideas of a text • analyze the development of two or more central ideas over the course of a text • provide an objective summary of the text.
RI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.	<ul style="list-style-type: none"> • words and phrases have figurative, connotative and technical meanings • word choices affect meaning and tone • determine meaning of words and phrases in a text • determine figurative, connotative, and technical meaning of words in a text • analyze impact of specific word choice on meaning and tone
RI.7.10. By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.	<ul style="list-style-type: none"> • read and comprehend literary nonfiction at grade-level text-complexity, with scaffolding as needed.

Writing - Grade 7 - Marking Period 1	
Suggested Strategies & Activities	
<ul style="list-style-type: none"> ● Writing Process (Narrative W.3) <ul style="list-style-type: none"> ● On-demand writing illustrating narrative techniques (“toolbox skills”) <ul style="list-style-type: none"> ● Graphic Organizers ● Reader-Responses/Reflections ● Short-Constructed Responses / Writing-to-Learn (W.2 as response to literature, but not as the main writing task) <ul style="list-style-type: none"> ● Craft lessons from mentor texts <ul style="list-style-type: none"> ● Journals ● Peer-revising, using rubrics, student checklists, and student exemplars to frame discussion <ul style="list-style-type: none"> ● Collaborative writing <ul style="list-style-type: none"> ● Conferences ● Learning Logs 	
W Standards	Student Learning Objectives
<p>W.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p>	<ul style="list-style-type: none"> ● narratives develop real or imagined experiences or events ● narratives use effective technique, relevant descriptive details, and well-structured event sequences write narratives to develop real or imagined experiences or events ● use effective technique to create a narrative use relevant descriptive details to create a narrative ● use well-structured event sequences to create a narrative
<p>W.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. A. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p>	<ul style="list-style-type: none"> ● engage and orient the reader by establishing a context and point of view in narrative writing ● introduce a narrator and/or characters in narrative writing ● organize an event sequence that unfolds naturally and logically in narrative writing
<p>W.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p>	<ul style="list-style-type: none"> ● there are different narrative techniques, e.g., dialogue, pacing, and description to develop experiences, events, and/or characters ● use narrative techniques (such as dialogue, pacing, description, and reflection) to develop experiences, events, and/or characters in narrative writing

<p>W.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one timeframe or setting to another.</p>	<ul style="list-style-type: none"> ● transition words, phrases, and clauses convey the sequence or signal shifts in narrative writing in narrative writing
<p>W.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p>	<ul style="list-style-type: none"> ● use precise words and phrases to capture the action and convey experiences and events ● use relevant descriptive details to capture the action and convey experiences and events ● use sensory language to capture the action and convey experiences and events
<p>W.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. E. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>	<ul style="list-style-type: none"> ● provide a conclusion that follows from the narrative experiences or events ● provide a conclusion that reflects on the narrated experiences and events
<p>W.7.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<ul style="list-style-type: none"> ● development, organization, voice and style produce clear and coherent writing. organize writing that is appropriate to task, purpose and audience ● develop writing that is appropriate to task, purpose and audience ● produce clear and coherent writing with a voice that is appropriate to task, purpose and audience ● produce clear and coherent writing with a style that is appropriate to task, purpose and audience
<p>W.7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p>	<ul style="list-style-type: none"> ● guidance and support from peers and adults help strengthen and develop writing ● writing has a purpose and an intended audience ● purpose and audience are important to writing ● with some guidance and support from peers and adults, develop and strengthen writing by planning, revising, editing, and rewriting. ● with some guidance and support from peers and adults, develop and strengthen writing by trying a new approach ● with some guidance and support from peers and adults, develop and strengthen writing by focusing on how well purpose and audience have been addressed

<p>W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</p>	<ul style="list-style-type: none"> ● the internet and technology can be used to publish and produce writing ● use technology, including the internet, to produce and publish writing ● use technology, including the internet, to link and cite sources ● use technology to interact and collaborate with others to produce and publish writing
<p>W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. 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”).</p>	<ul style="list-style-type: none"> ● draw evidence from informational texts to support analysis, reflection, and research by applying non-fiction reading standards to writing ● Example: Draw evidence to trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims
<p>W.7.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<ul style="list-style-type: none"> ● writing in extended time frames and shorter time frames are for different specific tasks, purposes and audiences ● write routinely over extended time frames to allow for research, reflection, metacognition/self-correction, and revision, for a range of discipline-specific tasks, purposes, and audiences ● write routinely over shorter time frames for a range of discipline-specific tasks, purposes, and audiences

Speaking & Listening - Grade 7 - Marking Period 1	
Suggested Strategies & Activities	
<ul style="list-style-type: none"> ● Developing higher-level thinking questions (Costa’s Levels of Questioning), A, QFT (Question Formulation Technique) (QFT to Socratic Seminars) to guide discussions <ul style="list-style-type: none"> ● Book Clubs and/or other student-led discussions ● Socratic Seminar (or similar structure for discussion) <ul style="list-style-type: none"> ● Philosophical Chairs ● Use of Academic Language Scripts to engage in discussions <ul style="list-style-type: none"> ● Student Conferences ● Flipgrid videos, TED Talk and/or Google Meet discussions 	
SL Standards	Student Learning Objectives
<p>SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <p>A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p>	<ul style="list-style-type: none"> ● building on others’ ideas and expressing our own clearly helps us engage effectively in a range of collaborative discussions ● 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 ● build on others’ ideas and express own ideas clearly ● being prepared by researching the material helps us engage in effective collaborative discussions ● come to discussions prepared having read and researched material ● explicitly draw on and refer to researched material to probe and reflect on ideas during discussion
<p>SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <p>B. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p>	<ul style="list-style-type: none"> ● tracking progress towards specific goals and deadlines helps us engage in collaborative discussion ● follow rules for collegial discussions ● track progress toward specific goals and deadlines
<p>SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly</p> <p>C. Pose questions that elicit elaboration and respond to others’</p>	<ul style="list-style-type: none"> ● posing questions that elicit elaboration helps us engage in collaborative discussion ● responding to others’ questions and comments with relevant observations and ideas helps us engage in collaborative discussion

<p>questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p>	<ul style="list-style-type: none"> ● bringing the discussion back on topic as needed helps us engage in collaborative discussion ● pose questions that elicit elaboration during discussions ● respond to others' questions and comments with relevant observations and ideas
<p>SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. D. Acknowledge new information expressed by others and, when warranted, modify their own views.</p>	<ul style="list-style-type: none"> ● acknowledge new information expressed by others ● modify our own views when warranted
<p>SL.7.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p>	<ul style="list-style-type: none"> ● reasons and evidence need to be sound and relevant ● delineate a speaker's argument and specific claims ● evaluate the soundness of the reasoning and the relevance and sufficiency of the evidence
<p>SL.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<ul style="list-style-type: none"> ● claims and findings should be presented in a focused, coherent manner ● present claims and findings ● emphasize salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples ● use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation)
<p>SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<ul style="list-style-type: none"> ● adapt speech to a variety of contexts and tasks ● demonstrate command of formal English speech when indicated or appropriate

Language - Grade 7 - Marking Period 1	
Suggested Strategies & Activities	
<ul style="list-style-type: none"> • Small Group Revision Lessons <ul style="list-style-type: none"> • Graphic Organizers (Frayer Model, Semantic Mapping, including word webs) • Language in Context: Student-generated word lists derived from whole-class, book club, and independent reading. <ul style="list-style-type: none"> • <i>Sadlier Oxford (Level C)</i>: word building games, sorts, predictions, visual representations, Word Walls <ul style="list-style-type: none"> • Learning and Retaining Academic Vocabulary <ul style="list-style-type: none"> • Peer-editing • Analyzing word choice using mentor, book club, and independent texts (ie. Nonfiction Signpost: Word Gaps) 	
L Standards	Student Learning Objectives
L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old[,] green shirt</i>).	<ul style="list-style-type: none"> • demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing • use a comma to separate coordinate adjectives when writing
L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. B. Spell correctly.	<ul style="list-style-type: none"> • spell correctly when writing
L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	<ul style="list-style-type: none"> • use knowledge of language and its conventions when writing, speaking, reading, or listening • choose language that expresses ideas precisely and concisely • recognize and eliminate wordiness and redundancy
L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i> , choosing flexibly from a range of strategies. A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	<ul style="list-style-type: none"> • the meaning of unknown or multiple-meaning words can be determined through different contexts, such as its position in a sentence • determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies • 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
L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i> , choosing flexibly from a range of strategies.	<ul style="list-style-type: none"> • the meaning of unknown or multiple-meaning words can be determined through different contexts, such as its position in a sentence • the meaning of unknown or multiple-meaning words can be

<p>B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i>, <i>bellicose</i>, <i>rebel</i>).</p>	<p>determined through different contexts, such as its Greek or Latin roots</p> <ul style="list-style-type: none"> ● determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies ● use Greek/Latin root words and affixes to determine the meaning of words
<p>L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>C. 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.</p>	<ul style="list-style-type: none"> ● the meaning of unknown or multiple-meaning words can be determined through different contexts, such as its position in a sentence ● the meaning of unknown or multiple-meaning words can be determined through different contexts, such as its Greek or Latin roots ● determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies ● consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital ● find the pronunciation of a word ● determine or clarify its precise meaning or its part of speech
<p>L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<ul style="list-style-type: none"> ● the meaning of unknown or multiple-meaning words can be determined through different contexts, such as its position in a sentence ● the meaning of unknown or multiple-meaning words can be determined through different contexts, such as its Greek or Latin roots ● determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies ● 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)
<p>L.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>A. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p>	<ul style="list-style-type: none"> ● demonstrate understanding of figurative language, word relationships, and nuances in word meanings ● interpret figures of speech-in context.
<p>L.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>C. Distinguish among the connotations (associations) of words with</p>	<ul style="list-style-type: none"> ● distinguish between connotations and denotations of words with similar denotations.

similar denotations (definitions) (e.g., *refined, respectful, polite, diplomatic, condescending*).

Career Ready, Life Literacies, and Key Skills Standards- Grade 7 - Marking Period 1
Suggested Strategies & Activities

- Varied discussion formats of texts (ie. Socratic, Book Clubs, philosophical chairs)
- Use and evaluation of digital tools and formats to communicate messages to varied audiences for a variety of purposes.
 - Comparing and contrasting media in terms of the impact on the message and audience.
 - Question Formulation Technique (QFT) / Costa's Levels of Thinking and Questioning

Standards

9.1.8.PB.5	Identify factors that affect one's goals, including peers, culture, location and past experiences.
9.4.8.DC.7	Collaborate within a digital community to create a digital artifact using strategies such as crowdsourcing or digital surveys.
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect.
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
9.4.8.IML.3	Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping)
9.4.8.IML.4	Ask insightful questions to organize different types of data and create meaningful visualizations.
9.4.8.IML.6	Identify the subtle and overt messages based on the method of communication.
9.4.8.IML9	Distinguish between ethical and unethical uses of information and media.

MARKING PERIOD 2: FITTING IN AND MOMENTS OF INSIGHT

<p>State Standards</p>	<p>NJSLS: RL.7.1-10; RI.7.1-6, 10; W.7.2, 4-6, 9-10; SL.7.1, 3-4, 6; L.7.1-5 (Because the standards are embedded in multiple units, please see Standards Table to identify when the standards should be mastered.)</p>		
<p>Essential Questions</p>	<ul style="list-style-type: none"> ● How does an understanding of others’ perspectives and histories impact our decisions and actions? ● How does understanding others’ views help us to better shape our communities? 		
<p>Enduring Understandings</p>	<ul style="list-style-type: none"> ● The more we understand others’ perspectives the better we can connect and respectfully listen, even when we may disagree. (Fitting In) ● When we understand others’ perspectives, we are better equipped to make decisions that impact not only our lives but also affect the lives of others. (Moments of Insight) 		
<p>Unit Objectives</p>	<ul style="list-style-type: none"> ● Read a variety of texts in order to question, explore, and reflect on diverse perspectives. ● Use rubrics, feedback, and student/teacher exemplars to compare, contrast, and analyze texts across genres that share a similar theme. ● Closely read and respond to fiction and nonfiction, orally and in writing. ● Engage in varied discussion formats to comprehend and deepen our understanding of texts. ● Analyze informational texts to build background knowledge. 		
<p>Suggested Texts</p>	<p>Skills /Academic Vocabulary</p>	<p>Assessments</p>	<p>Suggested Modifications/Support</p>
<p>Fitting in:</p> <ul style="list-style-type: none"> ● “Seventh Grade” (Soto) ● “Melting Pot” (Quindlen) ● “Fable” (Emerson) ● “Thumbprint” (Merriam) ● “If” (Kipling) ● “Rip Van Winkle” (Irving) ● “From Barrio Boy” (Galarza) ● “The Last Dog” (Patterson) ● “Rikki Tikki Tavi” (Kipling) ● “Dark They Were and Golden Eye” (Bradbury) 	<ul style="list-style-type: none"> ● Selecting, citing, and analyzing textual evidence ● Identifying and analyzing theme ● Identifying main idea ● Comparing and contrasting themes across genres in orally and in writing using the following format: <ul style="list-style-type: none"> -thesis development - claims - evidence (CER) - reasoning - formal style 	<p>May include, but are not limited to, the following:</p> <ul style="list-style-type: none"> ● Literary Analysis (compare/contrast)- process piece ● Evidence Based Reading / Writing on-demand performance tasks (literary analysis) ● Link-It Diagnostic and Study Island assessment: mid-year progress monitoring (standards-based,formative) ● Speaking and Listening (e.g. 	<ul style="list-style-type: none"> ● Graphic Organizers ● Audio Recordings of texts ● Read-alouds ● Visual Presentation of materials ● Extended time for reading, oral responses, written responses ● Clarification of directions ● Guided Questions ● Small Group Instruction ● Extension Activities ● Alternate Assessments

<p>Moments of Insight:</p> <ul style="list-style-type: none"> ● <i>A Day No Pigs Would Die</i> ● <i>Chinese Cinderella</i> ● <i>The Giver</i> ● <i>Roll of Thunder Hear My Cry</i> ● <i>The Boy in the Striped Pajamas</i> ● <i>Left for Dead</i> ● "The Californian's Tale" (Twain) ● "Valediction" (Heaney) ● "On My Own" from <i>Les Misérables</i> (song) ● "Stopping by Woods on a Snowy Evening" (Frost) ● "Four Skinny Trees" (Cisneros) ● "A Christmas Carol" (Dickens) ● "Miracles" (Whitman) ● "The Real Story of a Cowboy's Life" ● "The Little Lizard's Sorrow" Vietmanese Fable ● "Cat on the Go" (Herriot) ● "Zoo" (Hoch) ● "The Hippopotamus" (Nash) ● "The Caterpillar" (Nash) ● "The Blind Man and the Elephant" (Saxe) ● "How the Snake Got Poison" (Neale Hurston) ● "After Twenty Years" (Henry) ● "Papa's Parrot" (Rylant) ● "Lather and Nothing Else" (Tellez) ● "Heartache" ● "Suzy and Leah" (Yolen) ● "Ribbons" (Yep) ● "The Chase from An American Childhood" (Dillard) ● "I am a Native of North 	<ul style="list-style-type: none"> ● Identifying author's purpose ● Analyzing the effects of literary devices (e.g. Symbolism, Mood/Tone, flashbacks, foreshadowing, irony) on meaning and tone in texts ● Analyzing an Author's Style ● Analyzing Style in Poetry ● Analyzing poetry: -structure -Rhythm and Meter -Figurative Language -structure ● <i>Other essential academic vocabulary related to standards:</i> alliteration, attitude, context, device, distinctive, explicit, hyperbole, illustrate, implicit, insight, interpret, metaphor, perceive, personification, reaction, repetition, sensory, simile 	<p>Socratic Seminar, Book Clubs, philosophical chairs, vlogging)</p> <ul style="list-style-type: none"> ● Writing-to-learn pieces (e.g. short constructed responses, close-reading annotations, collection of evidence on graphic organizers, reflections, learning logs, one-pagers, quick writes, blogging) ● <i>Sadlier Oxford</i> (2-3 units per MP) ● Inquiry or problem-based learning outcomes and/or projects 	
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<ul style="list-style-type: none">● America” (Chief Dan George)● “The Strange Orchid” (Wells)● “The Flowers” (Walker)● “Thank you Ma’am” (Hughes)● “Monsters are Due on Maple Street” (Sterling)● “Scholarship Jacket” (Salinas)● “Three-Century Woman” (Peck)● “Charles” (Jackson)● “Dirk the Protector” Paulsen● “It Was a Long Time Before” (Silko)● “Abuelito Who” (Cisneros)● “The War of the Wall” (Bambara)● “What Do Fish Have to Do with Anything?” (Avi)● “A Crush” (Rylant)● “Spring Harvest of Snow Peas” (Kingston)● “Eating Alone” (Lee)● “A Day’s Wait” (Hemingway)● “A Wall of Remembrance” (Ashabranner)● “A Mother’s Words” (Wimbish)● “A Retrieved Reformation” (Henry)● “Encounter with Martin Luther King Jr.” (Angelou)● “The Gift of the Magi”● “World Turned Upside Down”● “A Minor Bird” (Frost)● “Under the Back Porch” (Hamilton)● “The Courage my Mother Had” (Millay)● “Prometheus” Retold (Evslin)● “Orpheus and Eurydice” Retold (Coolidge)			
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- “Song of Oreus’ (Shakespeare)
- “The Names” (Collins)

*Instructional Materials List (IML)-
Grade 7 for whole class, small-
group, and book club*

*Sadlier-Oxford Vocabulary (Level
C)*

Independent Reading Selections

Newsela (online source)

CommonLit (online source)

MARKING PERIOD 2: OBJECTIVES & STRATEGIES

Reading Literature - Grade 7 - Marking Period 2	
Suggested Strategies & Activities	
<p><i>Continued use and mastery of the following from Marking Period 1:</i></p> <ul style="list-style-type: none"> • Think Alouds / Interactive Read Aloud (features) <ul style="list-style-type: none"> • <i>Notice and Note Signposts</i>, Beers/Probst): • Close Reading and Marking the Text (AVID) • Evidenced-based constructed responses (short, analytical, on-demand) stemming from close-reading process <ul style="list-style-type: none"> • Graphic Organizers (ie. two-column notes) • One-Pagers (AVID) A, B / Sketchnotes or other visible learning strategies <ul style="list-style-type: none"> • Literacy Strategies: The Quick Write <ul style="list-style-type: none"> • Other AVID strategies • Developing higher-level thinking questions (Costa’s Levels of Questioning), A, QFT (Question Formulation Technique) to clarify and deepen understanding of a text. <ul style="list-style-type: none"> • Independent reading 	
RL Standards	Student Learning Objectives
(continued application of standards RL.1-7, 10 based upon the needs of your students - increasing in independence or sophistication)	
<p>RL.7.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.</p>	<ul style="list-style-type: none"> • authors choose to use and alter historical events when creating fiction • compare, contrast, and reflect on a fictional account and its historical account • understand how and why author uses history to create fiction

Reading Information - Grade 7 - Marking Period 2

Suggested Strategies & Activities

- Close Reading and Marking the Text (AVID)
- Reading Nonfiction Signposts (*Nonfiction Strategies* -Notice & Note Beers/Probst)
 - Graphic Organizers (ie. two-column notes)
 - Concept Maps
 - Word/Impact/Idea Charts
- Use of informational text to support students' background knowledge

RI Standards

Student Learning Objectives

(continued application of standards RI.1-2, 4 based upon the needs of your students - increasing in independence or sophistication)

RI.7.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

- individuals, events, and ideas interact in a text
- analyze how individuals, events, and ideas in a text influence one another

RI.7.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

- the structure and sections of a text contribute to the development of the ideas
- analyze the structure an author uses to organize a text
- analyze how major sections contribute to the whole text
- analyze how major sections contribute to the development of the author's ideas

RI.7.6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

- an author's point of view can be distinct from that of others
- determine an author's point of view in a text
- determine an author's purpose for writing a text
- analyze how the author distinguishes his/her position from the position of others

Writing - Grade 7 - Marking Period 2

Suggested Strategies & Activities

- Writing Process (Literary Analysis)
 - On-demand writing to demonstrate mastery of literary analysis (“toolbox skills”),
 - Graphic Organizers
 - Integration using annotations to write formally about literature
 - Reader-Responses/Reflections
 - Short-Constructed Responses (text analysis)
 - Craft lessons from mentor texts
 - Journals
 - Peer-revising, using rubrics and student checklists to frame discussion
 - Conferences
 - Learning Logs

W Standards

Student Learning Objectives

(continued application of standards 4-6, 9-10 based upon the needs of your students - increasing in independence or sophistication)

W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- informative/explanatory texts examine topics and convey ideas, concepts and information through the selection, organization and analysis of relevant content
- write informative/explanatory texts to examine a topic by selecting, organizing, and analyzing relevant content
- write informative/explanatory texts to convey ideas, concepts, and information by selecting, organizing, and analyzing relevant content

W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
 A. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).

- in informative/explanatory writing, a topic can be introduced by previewing what is to follow
- introduce a topic by previewing what is to follow in informative/explanatory writing
- informative/explanatory writing has text structures, e.g., definition, classification, comparison/contrast, cause/effect, etc.
- informative/explanatory writing has text features, e.g., headings, graphics, and multimedia
- use text structures to organize ideas, concepts, and information in informative/explanatory writing
- use text features to organize ideas, concepts, and information in informative/explanatory writing

<p>W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p>	<ul style="list-style-type: none"> ● develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples in informative/explanatory text
<p>W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. C. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p>	<ul style="list-style-type: none"> ● appropriate transitions can create cohesion and clarify the relationship of ideas in informative/explanatory text ● use appropriate transitions to create cohesion in informative/explanatory text ● use appropriate transitions to clarify the relationships among ideas and concepts in informative/explanatory text
<p>W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>	<ul style="list-style-type: none"> ● use precise language to inform about or explain the topic in informative/explanatory text ● use domain-specific vocabulary to inform about or explain the topic in informative/explanatory text
<p>W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. E. Establish and maintain a formal style academic style, approach, and form.</p>	<ul style="list-style-type: none"> ● establish and maintain a formal/academic style, approach, and form in informative/explanatory text
<p>W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. F. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<ul style="list-style-type: none"> ● provide a concluding statement or section that follows from the information or explanation presented in informative/explanatory text ● provide a concluding statement or section that supports the information or explanation presented in informative/explanatory text

Speaking & Listening - Grade 7 - Marking Period 2

Suggested Strategies & Activities

- Developing higher-level thinking questions (Costa’s Levels of Questioning), A, QFT (Question Formulation Technique) (QFT to Socratic Seminars) to guide discussions
 - Socratic Seminar (or similar structure for discussion)
 - Philosophical Chairs
 - Book Clubs, Literature Circles, and/or other student-led discussions
 - Student Conferences (Reading and Writing)
- Flipgrid videos (e.g. vlogging, short responses, speeches) and/or Google Meet discussions
 - Use of Academic Language Scripts to engage in discussions

SL Standards

Student Learning Objectives

(continued application of standards SL.1, 3-4, 6 based upon the needs of your students - increasing in independence or sophistication)

Language - Grade 7 - Marking Period 2

Suggested Strategies & Activities

- Small Group Revision Lessons
 - Graphic Organizers (Frayer Model, Semantic Mapping, including word webs)
- Language in Context: Student-generated word lists derived from whole-class, book club, and independent reading.
 - *Sadlier Oxford (Level C)*: word building games, sorts, predictions, visual representations, Word Walls
 - Learning and Retaining Academic Vocabulary
 - Peer-editing
- Analyzing word choice using mentor, book club, and independent texts (ie. Nonfiction Signpost: Word Gaps)

L Standards

Student Learning Objectives

(continued application of standards L.2-5 based upon the needs of your students - increasing in independence or sophistication)

L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 B. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

- demonstrate command of the conventions of standard English grammar and usage when writing or speaking
- different types of sentences (simple, compound, complex, and compound-complex sentences) have different roles in writing
- choose between different types of sentences to signal differing relationships and ideas (For example, simple, compound, complex, and compound-complex sentences)

Career Ready, Life Literacies, and Key Skills Standards- Grade 7 - Marking Period 2

Suggested Strategies & Activities

- Varied discussion formats of texts (ie. Socratic, Book Clubs, philosophical chairs) with independent research.
- Use and evaluation of digital tools and formats to communicate messages to varied audiences for a variety of purposes.
 - Comparing and contrasting visual representations based on personal sorts of text evidence.
 - Question Formulation Technique (QFT) / Costa's Levels of Thinking and Questioning

Standards

(continued application of standards 9.1.8.PB5; 9.4.8.DC7; 9.4.8.GCA1-2; 9.4.8.IML.3-4, 6-7, 9-11 based upon the needs of your students - increasing in independence or sophistication)

MARKING PERIOD 3: RISKING IT ALL, SHARED DREAMS, MULTIPLE PERSPECTIVES

State Standards	NJSLs - RL.7.1-6, 8, 10; RI.7.1-10; W.7.1-2, 4-10; SL.7.1-6; L.7.1-5 (Because the standards are embedded in multiple units, please see Standards Table to identify when the standards should be mastered.)
Essential Questions	<ul style="list-style-type: none"> • How can a community help us become better people? • How do stereotypes, biases, and beliefs influence behavior in a community?
Enduring Understandings	<ul style="list-style-type: none"> • When we strive to understand other identity groups in our community--their personal histories and perspectives--we not only discover the commonalities but also recognize the biases, stereotypes, and inequities. • When we make an argument, we conduct research in order to make and support our claims but are sure to address opposing views with reasons and logical evidence.
Unit Objectives	<ul style="list-style-type: none"> • Conduct research to find evidence to support a thesis • Develop a logical argument that addresses counterclaims • Apply rhetorical devices to develop voice in writing • Understand purpose, audience, point of view, and form to develop an effective argument. • Properly cite evidence in a research paper or project

Suggested Texts	Skills/ Academic Vocabulary	Assessments	Suggested Modifications/Support
<p>Risking It All:</p> <ul style="list-style-type: none"> • <i>Among the Hidden</i> • <i>Fever 1793</i> • <i>The Giver</i> • <i>A Long Walk to Water</i> • <i>Refugee</i> • <i>The Pearl</i> • <i>A Night to Remember</i> • <i>Monster</i> • <i>The Boy in the Striped Pajamas</i> • <i>Roll of Thunder Hear My Cry</i> • "Like Black Smoke: The Black Death's Journey" / "A World 	<ul style="list-style-type: none"> • Claim • Evidence (CER) • reasoning • counterclaim/argument • Thesis • Main Ideas/Support • Paraphrase/Summarize • Analysis of Author's Purpose • Synthesis Skills Across Texts • Interpretation of Information • Organizational Patterns <ul style="list-style-type: none"> -cause/effect -problem/solution -chronological 	<p>May include, but are not limited to, the following:</p> <ul style="list-style-type: none"> • Argument Writing (Process) • Evidence Based Reading / Writing on-demand performance tasks (argument) • Link-It Diagnostic and Study Island assessment: EOY data (standards-based, formative) 	<ul style="list-style-type: none"> • Graphic Organizers • Audio Recordings of texts • Read-alouds • Visual Presentation of materials • Extended time for reading, oral responses, written responses • Clarification of directions • Guided Questions • Small Group Instruction • Extension Activities • Alternate Assessments

<p>Turned Upside Down: How the Black Death Affected Europe” (HMH source)</p> <ul style="list-style-type: none"> • “A Boy and a Man from Banner in the Sky” (Ullman) • “from Into Thin Air” (Krakauer) • “The Iceman” (Lessem) • “The Charge of the Light Brigade” (Tennyson) • “From Henry V, St. Crispin’s Day Speech” (Shakespeare) • “Lonely Particular” (Walker) • “The Enemy” (Walker) • “The Dying Detective” (Doyle) • “Beowulf” (Translated by Raffel) • “The Noble Experiment” (Duckett) • “Clara Barton” (Nolan) <p>Shared Dreams/Multiple Perspectives:</p> <ul style="list-style-type: none"> • <i>Chinese Cinderella</i> • <i>A Long Walk to Water</i> • <i>Refugee</i> • <i>Inside Out and Back Again</i> • <i>Out of the Dust</i> • <i>Monster</i> • “Mother to Son” (Hughes) • “The Courage That my Mother Had” (Millay) • “The Hummingbird That Lived Through Winter” (Saroyan) • “Young Arthur” - retold San Souci) • “Justin Lebo” (Hoose) • “Great White Sharks” • “Pro Athletes’ Salaries Aren’t Overly Exorbitant” / “Do 	<p>-compare/contrast</p> <ul style="list-style-type: none"> • Visual aids/ graphics • Text features • Evaluation of Argument • Evaluation of Support • Faulty Reasoning • Persuasive Techniques • Rhetorical Devices • bias/ slant • Propaganda • Inference • Interpretation of facts <p><i>Other essential academic vocabulary related to standards:</i> bias, cohesion, credible, evidence, implications, objective, paraphrase, persuade, premise, relevant evidence, reliable, persuade, position, slant, valid</p>	<ul style="list-style-type: none"> • <i>Sadlier Oxford</i>(2-3 units per MP) • Speaking and Listening activities (ie. Socratic Seminar, Book clubs, philosophical chairs) • Writing-to-learn pieces (e.g. short constructed responses, close-reading annotations, collection of evidence on graphic organizers, reflections, learning logs, one-pagers, quick writes, writing reviews) • Inquiry or problem-based learning outcomes and/or projects • Visual representations (ie. Infographic) 	
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<p>Professional Athletes Get Paid” (NF)</p> <ul style="list-style-type: none">● “Why We Shouldn’t Go to Mars” (NF)● “Remarks at the Dedication of the Aerospace Medical Health Center”● “Amigo Brothers” (Thomas)● “The People Could Fly” (Hamilton) <p><i>Instructional Materials List (IML)- Grade 7 for whole class, small-group, and book club</i></p> <p><i>Independent Reading Selections</i> <i>Newsela (online source)</i> <i>CommonLit (online source)</i> <i>Pro/con.org (online source)</i> <i>Sadlier-Oxford Vocabulary (Level C)</i></p>			
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MARKING PERIOD 3: OBJECTIVES & STRATEGIES

Reading Literature - Grade 7 - Marking Period 3	
Suggested Strategies & Activities	
<ul style="list-style-type: none"> • Think Alouds / Interactive Read Aloud (features) <ul style="list-style-type: none"> • <i>Notice and Note Signposts</i>, Beers/Probst): • Close Reading and Marking the Text (AVID) • Evidenced-based constructed responses (short, analytical, on-demand) stemming from close-reading process <ul style="list-style-type: none"> • Graphic Organizers (ie) • One-Pagers (AVID) A, B / Sketchnotes or other visible learning strategies <ul style="list-style-type: none"> • Literacy Strategies: The Quick Write • Other AVID strategies • Developing higher-level thinking questions (Costa’s Levels of Questioning), A, QFT (Question Formulation Technique) to clarify and deepen understanding of a text. <ul style="list-style-type: none"> • Independent reading 	
RL Standards	Student Learning Objectives
<p>(continued application of standards RL.6.1-6, 9-10 based upon the needs of your students - increasing in independence or difficulty of text)</p>	

Reading Information - Grade 7- Marking Period 3

Suggested Strategies & Activities

- Close Reading and Marking the Text (AVID)
 - Reading Nonfiction Signposts (*Nonfiction Strategies* -Notice & Note Beers/Probst)
 - Use of short, topical nonfiction selections as mentor texts for skills
- Developing higher-level thinking questions (Costa’s Levels of Questioning), A, QFT (Question Formulation Technique) to clarify and deepen understanding of a text.
 - Concept Maps, KWL, and Other AVID strategies
 - Inquiry-based learning/PBL
 - Jigsaw

RI Standards

Student Learning Objectives

(continued application of standards RI.7.1-6, 9-10 based upon the needs of your students - increasing in independence or difficulty of text)

Writing - Grade 7 - Marking Period 3

Suggested Strategies & Activities

- Writing Process (Argument)
- Developing higher-level thinking questions (Costa’s Levels of Questioning), A, QFT (Question Formulation Technique) to guide research
 - Graphic organizers
- Integration of research using annotations to inform argument
 - Reader-Responses/Reflections
- Short-Constructed Responses (non-fiction text analysis)
 - Craft lessons from mentor texts
 - Journals
- Peer-revising, using rubrics and student checklists to frame discussion
 - Conferences
 - Learning Logs

W Standards

Student Learning Objectives

(continued application of W.2, 4-6, 9-10 based upon the needs of your students - increasing in independence or sophistication)

W.7.1. Write arguments to support claims with clear reasons and relevant evidence.
 A. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

- arguments and claims need to be supported by clear reasoning and relevant evidence
- writers may present alternate or opposing claims in their arguments to strengthen their own argument
- introduce claim(s) in argumentative writing
- acknowledge alternate or opposing claims in argumentative writing
- organize the reasons and evidence logically in argumentative writing

W.7.1. Write arguments to support claims with clear reasons and relevant evidence.
 B. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

- support claim(s) with logical reasoning and relevant evidence in argumentative writing
- use accurate, credible sources in argumentative writing
- demonstrate an understanding of the topic or text in argumentative writing

W.7.1. Write arguments to support claims with clear reasons and relevant evidence.
 C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

- arguments and claims need to be supported by clear reasoning and relevant evidence
- use words, phrases, and clauses to create cohesion in argumentative writing

	<ul style="list-style-type: none"> ● clarify the relationships among claim(s), reasons, and evidence in argumentative writing
<p>W.7.1. Write arguments to support claims with clear reasons and relevant evidence. D. Establish and maintain a formal style/academic style, approach, and form.</p>	<ul style="list-style-type: none"> ● arguments and claims need to be supported by clear reasoning and relevant evidence ● writing can establish and maintain a formal style in argumentative writing ● establish and maintain a formal style/academic style, approach, and form in argumentative writing
<p>W.7.1. Write arguments to support claims with clear reasons and relevant evidence. E. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<ul style="list-style-type: none"> ● arguments and claims need to be supported by clear reasoning and relevant evidence ● provide a concluding statement or section that follows from and supports the argument presented in argumentative writing
<p>W.7.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>	<ul style="list-style-type: none"> ● print and digital sources are ways to gather relevant information ● gather relevant information from multiple print and digital sources ● use search terms correctly ● assess the credibility and accuracy of each source ● quote and paraphrase the data and conclusion of others ● avoid plagiarism and follow a standard format for citation

Speaking & Listening - Grade 7 - Marking Period 3	
Suggested Strategies & Activities	
<ul style="list-style-type: none"> ● Developing higher-level thinking questions (Costa's Levels of Questioning), A, QFT (Question Formulation Technique) (QFT to Socratic Seminars) to guide discussions <ul style="list-style-type: none"> ● Socratic Seminar (or similar structure for discussion) <ul style="list-style-type: none"> ● Philosophical Chairs ● Book Clubs, Literature Circles, and/or other student-led discussions <ul style="list-style-type: none"> ● Student Conferences (Reading and Writing) ● Flipgrid videos and/or Google Meet discussions ● Use of Academic Language Scripts to engage in discussions 	
SL Standards	Student Learning Objectives
<p>(continued application of SL.1,3-4, 6 based upon the needs of your students -increasing in independence or sophistication)</p>	
<p>SL.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p>	<ul style="list-style-type: none"> ● information in diverse media and formats can be analyzed ● analyze the main ideas and supporting details presented in diverse media and formats ● explain how the main ideas and supporting details clarify a topic, text, or issue under study
<p>SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p>	<ul style="list-style-type: none"> ● claims and findings can be clarified by including multimedia components and visual displays to presentations ● include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

Language - Grade 7 - Marking Period 3

Suggested Strategies & Activities

- Small Group Revision Lessons
 - Graphic Organizers (Frayer Model, Semantic Mapping, including word webs)
- Language in Context: Student-generated word lists derived from whole-class, book club, and independent reading.
 - *Sadlier Oxford (Level C)*: word building games, sorts, predictions, visual representations, Word Walls
 - Learning and Retaining Academic Vocabulary
 - Peer-editing
- Analyzing word choice using mentor, book club, and independent texts (ie. Nonfiction Signpost: Word Gaps)

L Standards

Student Learning Objectives

(continued application of L.1-5 based upon the needs of your students -increasing in independence or sophistication)

Career Ready, Life Literacies, and Key Skills Standards- Grade 7 - Marking Period 3	
Suggested Strategies & Activities	
<ul style="list-style-type: none"> • Varied discussion formats of texts (ie. Socratic, Book Clubs, philosophical chairs) with independent research. • Use and evaluation of digital tools and formats to communicate messages to varied audiences for a variety of purposes. <ul style="list-style-type: none"> • Comparing and contrasting visual representations based on personal sorts of text evidence. • Question Formulation Technique (QFT) / Costa's Levels of Thinking and Questioning <ul style="list-style-type: none"> • PBL or other inquiry-based learning strategies 	
Standards	
(continued application of standards 9.1.8.PB5; 9.4.8.DC7; 9.4.8.GCA1-2; 9.4.8.IML.3-4, 6-7, 9-11 based upon the needs of your students - increasing in independence or sophistication)	
9.4.8.CT.2	Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option.
9.4.8.DC.1	Analyze the resource citations in online materials for proper use.
9.4.8.DC.2	Provide appropriate citation and attribution elements when creating media products.
9.4.8.IML.2	Identify specific examples of distortion, exaggeration, or misrepresentation of information.
9.4.8.IML7	Use information from a variety of sources, context, disciplines, and cultures for a specific purpose.
9.4.8.IML.10	Examine the consequences of the uses of media.
9.4.8.IML.11	Predict the personal and community impact of online and social media activities.

MARKING PERIOD 4: SHARED IDEAS

State Standards	NJLSL - RL.7.1-10; RI.7.1-5, 7-10; W.7.2, 4-10; SL.7.1-4. 6; L.7.4-5 (Because the standards are embedded in multiple units, please see Standards Table to identify when the standards should be mastered.)		
Essential Questions	<ul style="list-style-type: none"> • How do I contribute to making my community a better place? • How do others inspire us to take action in our community? 		
Enduring Understandings	<ul style="list-style-type: none"> • Everyone contributes to the success of a community in their own way. • We are inspired by and seek out role models to guide our actions. 		
Unit Objectives	<ul style="list-style-type: none"> • Conduct independent research on a topic of choice. • Present information to a specific audience for a specific purpose. • Select presentation tools to communicate an effective message. • Apply reading and writing skills previously learned to present information. 		
Suggested Texts	Skills/Academic Vocabulary	Assessments	Suggested Modifications/Support
<ul style="list-style-type: none"> • <i>Chinese Cinderella</i> • <i>Resist</i> • <i>Unwanted: Stories of Syrian Refugees</i> • “from Into Thin Air” (Krakauer) • “Eleanor Roosevelt” (NF), “A First Lady Speaks Out” (NF) and Related History Video: Eleanor Roosevelt • “Clara Barton: Battlefield Nurse / from The War Diary of Clara Barton” (NF) and Related History Video: Clara Barton (pg. 856-871HMH) • “Jackie Robinson Makes Headlines” • “The Noble Experiment” (Duckett) • “All Together Now” (Jordan) • “Justin Lebo” (Hoose) • "The Art of Public Speaking" (Newsela Source) <p><i>Instructional Materials List (IML)- Grade 7 for</i></p>	<ul style="list-style-type: none"> • Characteristics of biography / autobiography • Interpreting information • Public speaking / presentation techniques • Interviewing • Understanding and incorporating primary/ secondary sources • Using expert opinions • Using statistics and data • Organization of ideas, concepts, and information. <p><i>Other essential academic vocabulary related to standards: classification, cohesion, convey, domain-specific, explanatory, feature, human interest, transition</i></p>	<p>May include, but are not limited to, the following:</p> <ul style="list-style-type: none"> • Process for inquiry or problem-based learning outcomes and/or projects (e.g. multimedia) • Writing: Feature article with presentation component • Evidence Based Reading / Writing on-demand tasks • Study Island assessment (standards-based, formative) • <i>Sadlier Oxford</i> (2-3 units per MP) • Speaking and Listening activities (ie. Socratic Seminar, Book clubs, philosophical chairs, presentations) 	<ul style="list-style-type: none"> • Graphic Organizers • Audio Recordings of texts • Read-alouds • Visual Presentation of materials • Extended time for reading, oral responses, written responses • Clarification of directions • Guided Questions • Small Group

<p><i>whole class, small-group, and book club</i></p> <p><i>Independent Reading Selections</i></p> <p><i>Newsela text set</i></p> <p><i>CommonLit (online source)</i></p> <p><i>Sadlier-Oxford Vocabulary (Level C)</i></p>		<ul style="list-style-type: none"> ● Writing-to-learn pieces (e.g. short constructed responses, close-reading annotations, collection of evidence on graphic organizers, reflections, learning logs, one-pagers, quick writes, writing reviews) ● Visual aids 	<p>Instruction</p> <ul style="list-style-type: none"> ● Extension Activities ● Alternate Assessments
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MARKING PERIOD 4: OBJECTIVES & STRATEGIES

Reading Literature - Grade 7 - Marking Period 4	
Suggested Strategies & Activities	
<p><i>Continued use and mastery of the following from Marking Period 1:</i></p> <ul style="list-style-type: none"> • Think Alouds / Interactive Read Aloud (features) <ul style="list-style-type: none"> • Close Reading and Marking the Text (AVID) • <i>Notice and Note Signposts</i>, Beers/Probst) (continued application) • One-Pagers (AVID) A, B / Sketchnotes or other visible learning strategies <ul style="list-style-type: none"> • Literacy Strategies: The Quick Write • Graphic Organizers (ie. two-column notes) <ul style="list-style-type: none"> • Other AVID strategies • Independent reading 	
RL Standards	Student Learning Objectives
<p>(continued application of standards 1-10 based upon the needs of your students - increasing in independence or difficulty of text)</p>	

Reading Information - Grade 7 - Marking Period 4

Suggested Strategies & Activities

Application of skills from MP1- MP3

- Close Reading and Marking the Text (AVID)
 - Reading Nonfiction Signposts (*Nonfiction Strategies* -Notice & Note Beers/Probst)
- Use of shorter texts to model skills (e.g. written speeches, shorter nonfiction literary nonfiction, biographies, and autobiographies)
- Developing higher-level thinking questions (Costa's Levels of Questioning), A, QFT (Question Formulation Technique) to clarify and deepen understanding of a text.
 - Concept Maps, KWL, and Other AVID strategies

RI Standards

Student Learning Objectives

(continued application of RI.7.1-5, 7-10 based upon the needs of your students -increasing in independence or difficulty of text)

Writing - Grade 7 - Marking Period 4

Suggested Strategies & Activities

- Writing Process (Research and Presentation)
- Developing higher-level thinking questions (Costa's Levels of Questioning), A, QFT (Question Formulation Technique) to guide research and frame interviews
 - Graphic organizers
 - Integration of research into presentation
 - Reader-Responses/Reflections
- Short-Constructed Responses (non-fiction text analysis)
 - Craft lessons from mentor texts
 - Journals
- Peer-revising, using rubrics and student checklists to frame discussion
 - Conferences
 - Learning Logs

W Standards

Student Learning Objectives

(continued application of W.2, 4-10 based upon the needs of your students -increasing in independence or sophistication)

Speaking & Listening - Grade 7 - Marking Period 4

Suggested Strategies & Activities

- Developing higher-level thinking questions (Costa’s Levels of Questioning), A, QFT (Question Formulation Technique) (QFT to Socratic Seminars) to guide discussions
 - Socratic Seminar (or similar structure for discussion)
 - Philosophical Chairs
 - Book Clubs, Literature Circles, and/or other student-led discussions
 - Student Conferences (Reading and Writing)
 - Flipgrid videos and/or Google Meet discussions
 - Use of Academic Language Scripts to engage in discussions
- Viewing Ted Talks (models); listening to shorter podcasts; interviews on NPR to identify presentation techniques

SL Standards

Student Learning Objectives

(continued application of SL1-4, 6 based upon the needs of your students -increasing in independence or sophistication)

Language - Grade 7 - Marking Period 4

Suggested Strategies & Activities

- Small Group Revision Lessons
 - Graphic Organizers (Frayer Model, Semantic Mapping, including word webs)
- Language in Context: Student-generated word lists derived from whole-class, book club, and independent reading.
 - *Sadlier Oxford (Level C)*: word building games, sorts, predictions, visual representations, Word Walls
 - Learning and Retaining Academic Vocabulary
 - Peer-editing
- Analyzing word choice using mentor, book club, and independent texts (ie. Nonfiction Signpost: Word Gaps)

L Standards

Student Learning Objectives

(continued application of L1-5 based upon the needs of your students)

Career Ready, Life Literacies, and Key Skills Standards- Grade 7 - Marking Period 4
Suggested Strategies & Activities
<ul style="list-style-type: none"> ● Varied discussion formats of texts (ie. Socratic, Book Clubs, philosophical chairs) with independent research. ● Use and evaluation of digital tools and formats to communicate messages to varied audiences for a variety of purposes. <ul style="list-style-type: none"> ● Comparing and contrasting visual representations based on personal sorts of text evidence. ● Question Formulation Technique (QFT) / Costa’s Levels of Thinking and Questioning
Standards
(continued application of standards 9.1.8CR.2, 9.1.8.PB5; 9.4.8.CT2; 9.4.8.DC1,2, 7; 9.4.8.GCA1-2; 9.4.8.IML.1, 3-4, 6-7, 9 based upon the needs of your students - increasing in independence or sophistication)

Suggested Social Emotional Learning (SEL) connections (CASEL) by competency:

<u>Self-Awareness</u>	<u>Self-Management</u>	<u>Social Awareness</u>	<u>Relationship Skills</u>	<u>Responsible Decision-Making</u>
<ul style="list-style-type: none"> ● Identifying and articulating emotions using specific vocabulary ● Engaging in identifying the problem and finding solutions. ● Recognizing and assessing strengths ● Building confidence and positivity ● Teaching a growth mindset ● Modeling think-aloud about emotions 	<ul style="list-style-type: none"> ● Understanding emotions in order to communicate and self-advocate as well as manage behavior appropriately and productively to achieve goals. ● Modeling behaviors ● Developing organizational skills 	<ul style="list-style-type: none"> ● Understanding others’ perspectives and developing empathy, including those from diverse backgrounds and cultures. ● Understanding social and ethical norms ● Knowing how to access resources and support from others. ● Respecting others ● Modeling respectful conversation, especially when disagreements arise. 	<ul style="list-style-type: none"> ● Maintaining positive relationships with a diverse group of people. ● Communicating and collaborating effectively with others: listening, cooperating, addressing conflict “constructively,” and seeking assistance to resolve an issue when required. ● Modeling relationship skills. 	<ul style="list-style-type: none"> ● Understanding all facets of the context or problem and the possible consequences of a situation in order to make informed, ethical, and independent decisions to guide actions. ● Making decisions in a manner that considers personal well being as well as the well being of others. ● Understanding the possible outcome and impact of decisions on others. ● Modeling decision-making

<p><i>Suggested activities to promote Self-Awareness:</i></p> <ul style="list-style-type: none"> ● Use of an emotion wheel to articulate feelings ● Mindfulness activities ● Journaling using prompts that encourage self-reflection ● Use of surveys to gauge emotions ● Restorative Circles 	<p><i>Suggested activities to promote Self-Management:</i></p> <ul style="list-style-type: none"> ● Setting SMART Goals ● Developing class contracts / rules ● Learning logs ● Conferencing ● Restorative circles ● Organizing the classroom using student input based on their needs ● Developing consistent routines and procedures ● Greeting students' daily ● Use of regulating activities (ie. puzzles, coloring pages, safe corners, scenarios) 	<p><i>Suggested activities to promote Social Awareness:</i></p> <ul style="list-style-type: none"> ● Use of accountable talk stems to engage in respectful discussion structures, including listening and summarizing the speakers' arguments to ensure understanding. ● Writing narratives that require students to write about the conflict from a different character's perspective or point of view. ● Engaging with a wide-range of media that offer varied perspectives about a topic or issue. ● Examining verbal and nonverbal cues during discussions to monitor and adjust for appropriate responses. 	<p><i>Suggested activities to promote Relationship Skills:</i></p> <ul style="list-style-type: none"> ● Providing feedback to a partner during peer editing. ● Working in collaborative teams for a related PBL or inquiry-based activity, student discussion (ie. Socratic, Book Club), gaming, or shared writing activity. 	<p><i>Suggested activities to promote Responsible Decision-Making:</i></p> <ul style="list-style-type: none"> ● Group assessment /reflection during and at the close of a PBL, collaborative discussion, or group activity. ● Developing norms, responsibilities, and consequences for collaborative assessments (ie. PBLs, Book Clubs) ● Assessing SMART goals by examining the impact of their personal decisions/actions on the outcome, making adjustments, as necessary based on reflection, and determining next steps. ● Modeling decision-making.
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Additional Resources:

[Commonsense.org- Civil Rights and Social Justice Resources/Simulations](https://www.common Sense.org/civil-rights-and-social-justice-resources/simulations)