

## WEYMOUTH TOWNSHIP ELA CURRICULUM Overview /Pacing Guide

Content Area: ELA

Course Title: Reading and Writing Units of Study

Grade Level: 7

Unit	Standards	Unit Focus	Skills Overview	Suggested Pacing
Unit 1	RL: 7.1, 7.2, 7.3, 7.4, 7.6, 7.7 RI: 7.1, 7.2, 7.4 L: 7.1, 7.2, 7.3, 7.4, 7.5, 7.6 W.7.3, W.7.4, W.7.5, W.7.9, W.7.10 SL.7.1, SL.7.4, SL.7.6	<p><b>*reviewing parts of speech prior (noun/verb/adjective/adverb/article)</b></p> <p><b>Grammar: Unit 1: Sentence Structure</b></p> <p>Understand, classify, formulate, and apply concepts to write, combine, and revise sentences correctly. <b>Reading Workshop</b></p> <p><i>Getting Back into Independent Reading: <a href="#">Building a reading life</a> or <a href="#">Launching the Readers Workshop</a></i> In this unit, the reading workshop is “launched” as readers enact expectations and routines in the reading workshop and read with stamina and comprehension. Students and teacher create a community of readers within the classroom. By examining important aspects of narratives and reading strategies, readers learn to connect with characters, notice how plotlines develop, and determine reading goals and preferences. The unit encourages students to become active readers by “noticing and noting” reading “signposts” to boost comprehension. In this process, they’ll internalize lessons such as choosing books wisely, monitoring for comprehension, and keeping track of their reading. The goal of this unit is to build on their prior skills and move forward with increasing power and independence, teaching readers to draw upon what they know to self-initiate in ways that allow them to draw upon their repertoire of strategies. Additionally, the unit provides opportunities for students to use the fiction texts as mentors for craft and structure during writing workshop.</p> <p><b>Writing Workshop</b></p> <p><i>Personal Narrative</i> (Book 1 Grade 6) Focus on enhancing personal narrative writing by incorporating all the skills learned in prior years. <b>Bend 1:</b> Students will study samples of writing and discuss what makes the writing successful. They will also be given the opportunity to assess their writing pieces using the narrative checklist</p>	<p><b>Through reading and writing:</b></p> <ul style="list-style-type: none"> <li>● Write your own (multiple types of) sentences</li> <li>● Combining sentences (simple/compound, complex)</li> <li>● Direct/indirect objects</li> <li>● Prepositional (adjectival/adverbial) phrases</li> <li>● Appositives</li> <li>● Expanding/Combining Sentences</li> <li>● Connect with main characters while analyzing their POV</li> <li>● Create a community by sharing, critiquing, analyzing book recommendations</li> <li>● Empathize with character conflicts</li> <li>● Follow the plot to identify the tension in the story</li> <li>● Set goals to strengthen their talk about books</li> <li>● Select just right books after determining reading needs, interest, and purpose</li> <li>● Use reading tools, graphic organizers, and conversation to identify central ideas and</li> </ul>	<p>9/18/23-11/8/23</p> <p>Approximately 39 days</p> <p>*Reading Workshop- 10 to 15 days</p>

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		<p>and will then set their own personal writing goals for the unit. <b>Bend 2:</b> Focuses on choosing a seed idea that students will develop into a personal narrative story. Students will use time lines to experiment with their writing as they try out different ways to begin and end their stories. Students will ask themselves, "What do I want my reader to know and feel?"</p>	<p>character attributes</p> <ul style="list-style-type: none"> <li>●Recognize scenes as building blocks of a story~ connected through narration</li> <li>●Generate ideas and entries in their writer's notebook</li> <li>●Incorporate a variety of figurative language</li> <li>●Compose a resolution consistent with the theme and narrative thrust of the story</li> <li>●Compose narratives with a clear and logical narrative arc from beginning to end</li> <li>●Develop a clear narrative voice as well as distinct, developed, and evolving characters</li> <li>●Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events</li> <li>●Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</li> <li>●Write every day toward the completion of their narratives.</li> </ul>	
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<p><b>Unit 2</b></p>	<p>RL: 7.1, 7.2, 7.3, 7.4, 7.6, 7.7          RI: 7.1, 7.2, 7.4          L: 7.1, 7.2, 7.3, 7.4, 7.5, 7.6          W: 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, 7.9, 7.10          SL: 7.1, 7.4, 7.6</p>	<p><b>Grammar:</b> <i>Unit 2 Sentence Structure</i> : Understand, classify, formulate, and apply concepts to write, combine, and revise sentences correctly <i>Unit 7: Mechanics</i>; Capitalizing proper nouns/adjectives, abbreviations, titles, commas in a series, parts of a letter, quotations, words often misspelled/confused</p> <p><b>RW:</b> <i>Investigating Characterization</i> (Stand alone book) ) This unit of study focuses readers on studying not just characters, but characterization, or how authors create multifaceted characters complete with weakness and strengths, complex relationships with others, and life lessons they learn and teach. The unit strikes a delicate balance between encouraging readers to hold on to the magic of reading, allowing them to slip longingly into the pages of a compelling story, and presenting readers with opportunities to engage in meta-analysis, fostering an appreciation of the craft of the text as well as the story.</p> <p><b>WW:</b> <i>Writing Realistic Fiction: Symbolism, Syntax, and Truth</i>(Book 1) In conjunction with reading lessons on fictional and nonfictional narratives, students will compose their own narratives as they have done in previous grades. Based on individual students' readiness, the teacher will work with students to move beyond basic personal and fictional narratives into the realm of fantasy. All of the essential techniques, conventions, and strategies apply to students' stories: character development, dialogue, setting, conflict, and resolution, to name a few. Additionally, students--particularly those in the GATE class-- will draw inspiration from exemplars that use advanced, abstract literary devices such as irony, foreshadowing, foils, symbolism, allusion, and metaphor. Students will draft both handwritten pieces as well as pieces using appropriate technology.</p>	<p><b>Through reading and writing:</b></p> <ul style="list-style-type: none"> <li>● Simple/compound sentences</li> <li>● Dependent and independent clauses</li> <li>● Compound/complex sentences</li> <li>● Adjective/adverb clauses</li> <li>● Phrases and clauses</li> <li>● Avoiding fragments, run-ons, comma splices, and ramble-ons</li> <li>● Using commas with restrictive and nonrestrictive elements</li> <li>● Using colons and semi-colons</li> <li>● Writing letters and emails</li> <li>● Expect characters to be complicated</li> <li>● Explore how authors use perspective, POV, and the management of time across the story to control readers' sympathy and experience of epiphanies</li> <li>● Consider moments or scenes in narratives as windows into characters</li> <li>● Learn to think and talk like readers who are also writers with their own checklists of authorial techniques</li> <li>● Develop the ability to reread and rethink as they examine stories through multiple lenses</li> <li>● Imagine an identity as a writer</li> <li>● Read in order to appreciate, study, emulate, and experiment with the decisions of other writers</li> <li>● Compose narratives with a clear and logical narrative arc from beginning to end</li> </ul>	<p>11/9/23-1/19/24</p> <p>Approximately 37 days</p>
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			<ul style="list-style-type: none"> <li>● Apply constructive criticism received from their peers and from the teacher with regard to basic skills, pacing, dialogue, sequencing, character development, theme, and literary devices</li> <li>● Develop a clear narrative voice as well as distinct, developed, and evolving characters</li> <li>● Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events</li> <li>● Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</li> <li>● Write every day toward the completion of their narratives.</li> </ul>	
<b>Unit 3</b>	<p>RL: 7.1, 7.2, 7.3, 7.4, 7.6, 7.7 RI: 7.1, 7.2, 7.4 L: 7.1, 7.2, 7.3, 7.4, 7.5, 7.6 W.7.3, W.7.4, W.7.5, W.7.9, W.7.10 SL.7.1, SL.7.4, SL.7.6</p>	<p><b>Grammar:</b> <i>Unit 3: Parts of Speech: Nouns, Pronouns, and Adjectives:</i> Parts of speech are the building blocks of any language. Understanding them helps you comprehend the structure and meaning of sentences. When you can identify different parts of speech, you can better understand how words relate to each other in a sentence and extract the intended meaning. <i>Unit 4: Parts of Speech: Verbs, Adverbs, Prepositions, and Conjunctions</i></p> <p><b>RW:</b> <i>Essential Research for Teens:</i> (Stand alone book) This unit is all about learning well in today’s digital world and then sharing that knowledge with others—the most fundamental and joyous of intellectual experiences. Students will form study groups to research topics of contemporary, scientific, or historical significance. <b>Bend</b></p>	<p><b>Through reading and writing:</b></p> <ul style="list-style-type: none"> <li>● Words often confused (their/there, its/it’s...)</li> <li>● Irregular verbs (fly, run, swim)</li> <li>● Avoiding extra pronouns</li> <li>● Pronoun-antecedent agreement</li> <li>● Correcting vague pronouns</li> <li>● Orient to a nonfiction text by reviewing table of contents and front cover</li> </ul>	<p>1/22/24-3/15/24</p> <p>Approximately 39 days</p>

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		<p><b>1:</b> immerses readers into essential study habits that will serve them well throughout their research across the unit. <b>Bend 2:</b> Focuses on developing ethical research practices and internet literacy skills as readers tackle the challenges of Internet research. Students will learn to check sources, discern “fake news,” and compensate for connotations and confirmation bias. As students gain expertise in their research topics, <b>Bend 3:</b> Calls readers to study the disputes and arguments inside their topics, eventually coming to informed positions that they will present in a final project.</p> <p><b>WW:</b> <i>The Art of Argument: Research-Based Essays</i> (Book 3) This unit helps children tackle more difficult informational texts with greater agency and independence. The unit begins with a one-day intensive “boot camp” on analyzing arguments. Students work in research groups to study a debatable issue, first learning about both sides of the issue, then choosing a position to research in greater depth, and finally debating the issue and reflecting on their learning to develop new questions and insights. Next, you’ll help your students raise the level of their research to develop deeper questions and ideas and engage in more complicated conversations. Students will read more difficult texts with a critical eye, considering perspective and craft while evaluating arguments. A debate highlights students’ growth and knowledge, and builds momentum for the final part of the unit. Later, students select a new issue to study. They’ll think about patterns and connections across issues they have studied and consider larger issues of power. By the end of this unit, students will have learned how to compare the ideas and perspectives of many authors and how to formulate their own evidence-based, ethical positions on issues.</p>	<ul style="list-style-type: none"> <li>● Determining possible central ideas by locating details across the text and thinking how the parts fit together</li> <li>● Revise central ideas after noticing new details</li> <li>● Notice how authors embed stories in text to support central ideas</li> <li>● Attribute information presented in writing back to its source.</li> <li>● Compose thorough, organized research-based essay that conveys facts and ideas and attributes research back to its sources</li> <li>● Evaluate the authority of a source and assess the source for bias</li> <li>● Assist and receive assistance from peers in developing ideas,</li> <li>● Use evidence to back of literary analysiswriting, revising, and editing</li> <li>● Include a clear introduction, an ample body, and a thorough conclusion in an essay</li> </ul>	
<b>Unit 4</b>	RL: 7.1, 7.2, 7.3, 7.4, 7.6, 7.7 RI: 7.1, 7.2, 7.4 L: 7.1, 7.2,	<b>Grammar:</b> <i>Unit 5: Usage</i> Proper usage ensures clear and effective communication. Without understanding grammar rules, sentences may become ambiguous or confusing, leading to misinterpretations and misunderstandings	<b>Through reading and writing:</b> <ul style="list-style-type: none"> <li>● Words often misused</li> <li>● Irregular verbs</li> <li>● Using who/whom</li> </ul>	3/18/24-5/17/34  Approximately 40 days

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<p>7.3, 7.4, 7.5, 7.6 W.7.3, W.7.4, W.7.5, W.7.9, W.7.10 SL.7.1, SL.7.4, SL.7.6</p>	<p><i>Unit 6: Grammar</i> Advancing grammar skills  <b>RW:</b> <i>Historical Fiction Book Clubs</i> (Stand alone book) In this unit, students practice reading analytically, synthesizing complicated narratives, comparing and contrasting themes, and incorporating nonfiction research into their reading. This can be a beautiful intellectual journey, where the stories sweep children along with their exciting dramas. Each club reads several novels set within a historical time period, supported by researching nonfiction. At the beginning of this unit, readers analyze complicated settings and multiple plot lines, moving up levels of text complexity. They learn to consider how one part of a text is related to other parts, thinking and talking deeply about craft and structure. The next part of the unit shines a light on interpretation, helping students to engage in ambitious intellectual work and building on earlier work on interpreting characters. Later, readers think about how the information from nonfiction texts enlarges their historical knowledge, as well as their understanding of character's struggles, perspectives, and insights. Children learn to think across fiction and nonfiction, across story and history, across the books they have read, and across their own lives.  <b>WW:</b> <i>Writing About Reading</i> (Book 2) This unit is geared to help students learn to state clear opinions and to support these ideas with evidence. Students will learn to write about beloved books in ways that persuade others to love them as much as they do. Students will learn to think deeply about characters, favorite scenes, illustrations across text and lessons learned. By engaging in persuasive letter writing students will move more towards an essay format toward the unit's end. Students will draft both handwritten pieces as well as pieces using appropriate technology.</p>	<ul style="list-style-type: none"> <li>● Avoiding extra pronouns</li> <li>● Eliminating unnecessary words</li> <li>● Subject verb agreement</li> <li>● subject/object pronoun</li> <li>● Determine themes and support them with evidence from across the story</li> <li>● Figure out main character's timeline and historical timeline</li> <li>● Notice universal themes and ideas across books</li> <li>● Read analytically, studying parts that clue them into facts, feelings, or setting</li> <li>● Realize that character's perspective is shaped by the times and by his/her roles</li> <li>● Take into account minor characters</li> <li>● Turn to nonfiction to deepen understanding</li> <li>● Write opinion pieces in which they provide a sense of closure</li> <li>● Introduce a topic clearly, state an opinion and create an organizational structure in which related ideas are grouped to support the writer's purpose</li> <li>● Use appropriate transitions to optimize continuity</li> <li>● Provide reasons that are supported by facts and details</li> <li>● Write opinion pieces on topics supporting POV with reasons and information</li> </ul>	
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**WEYMOUTH TOWNSHIP ENGLISH LANGUAGE ARTS CURRICULUM**  
**Unit 1 Overview**

**Content Area: English Language Arts Reading/Writing**

**Getting Back to Independent Reading/Restarting Writing Life**

**Grade Level: 7**

**Unit 1 Summary:**

**Reading:** In this unit students will rebuild their reading life by awakening themselves to their own reading habits, to texts, and use strategies to hold on tight to meaning. Students will read to retell, think over, listen and discuss with others, and celebrate the reading life they are beginning to build.

**Writing:** Through personal narratives, descriptive, narrative, and speculative writing tasks are constructed effectively through the production and distribution of writing. Portfolio development begins in this unit and continues throughout the year.

**Primary interdisciplinary connections:**

Literacy Standards for History/Social Studies 6-12 and Science and Technical Subjects can be accessed through the following link: [https://www.nj.gov/education/standards/socst/docs/2020NJSLS-SS\\_Disciplinary\\_Practices.pdf](https://www.nj.gov/education/standards/socst/docs/2020NJSLS-SS_Disciplinary_Practices.pdf)  
[https://www.nj.gov/education/standards/science/Docs/NJSLS-Science\\_6-8.pdf](https://www.nj.gov/education/standards/science/Docs/NJSLS-Science_6-8.pdf)  
[https://www.nj.gov/education/standards/science/Docs/NJSLS-Science\\_6-8.pdf](https://www.nj.gov/education/standards/science/Docs/NJSLS-Science_6-8.pdf)

**21st Century Adapted Learning Standards:**The New Jersey Department of Education (NJDOE) supports schools, educators and districts to ensure all of New Jersey’s 1.4 million students have equitable access to high-quality

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education and achieve academic excellence. To be prepared for postsecondary success, students must become effective thinkers, problem solvers and communicators, and have the skills needed for high-skilled, high-demand jobs. The NJDOE’s standard review and revision process ([N.J.A.C. 6A:8-2.1](#)) provides us with an opportunity to ensure our standards are rigorous and relevant. New standards can be accessed through the following link:

<https://www.state.nj.us/education/cccs/2020/2020%20NJSL-CLKS.pdf>

### Learning Targets

#### Content Standards

**RL – Reading Literature, RI – Reading Informational, W – Writing, SL – Speaking and Listening, L – Language**

Anchor Standards for Reading	Performance Expectations
Key Ideas and Details	<ul style="list-style-type: none"> <li>● RL.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.</li> <li>● RL.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship</li> <li>● RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</li> </ul>
Craft and Structure	<ul style="list-style-type: none"> <li>● 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 specific word choices on meaning and tone, including analogies or allusions to other texts.</li> <li>● RL.7.5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</li> <li>● RL.7.6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</li> </ul>
Integration of Knowledge and Ideas	<ul style="list-style-type: none"> <li>● RL.7.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible,</li> </ul>

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	including describing how the material is rendered new.
Range of Level of Text Complexity	<ul style="list-style-type: none"> <li>● 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.</li> </ul>
Anchor Standards for Writing	Performance Expectations
Text Types and Purposes	<ul style="list-style-type: none"> <li>● W.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</li> </ul>
Production and Distribution of Writing	<ul style="list-style-type: none"> <li>● 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.)</li> <li>● 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.</li> </ul>
Research to Build and Present Knowledge	<ul style="list-style-type: none"> <li>● W.7.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</li> </ul>
Range of Writing	<ul style="list-style-type: none"> <li>● 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.</li> </ul>

Anchor Standards for Speaking & Listening	Performance Expectations
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Comprehension and Collaboration	<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> <p>B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>C. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.</p> <p>D. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p>
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Presentation of Knowledge and ideas	<p>SL.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p>
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Anchor Standards for Language	Performance Expectations
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<p>Conventions of Standard English</p>	<p>L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>A. Explain the function of phrases and clauses in general and their function in specific sentences.</li> <li>B. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</li> <li>C. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifier.</li> </ul> <p>L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</p> <ul style="list-style-type: none"> <li>B. Spell Correctly</li> </ul>
<p>Vocabulary Acquisition and</p>	<p>L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> <li>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.</li> <li>B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i>, <i>recede</i>, <i>secede</i>).</li> <li>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.</li> <li>D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</li> </ul> <p>L.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>A. Interpret figures of speech (e.g. verbal irony, puns) in context.</li> <li>B. Use the relationship between particular words to better understand each of the words.</li> </ul> <p>L.7.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>

<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>● How does reflecting on our reading create a better reading life?</li> <li>● Why is it important to set reading goals?</li> <li>● How do I find my just right book?</li> <li>● How does sharing what I've read with a partner awaken my reading?</li> <li>● How does gathering clues from a story create a theory?</li> <li>● What can a reader do in order to learn new words from books?</li> <li>● How do I best retell a story?</li> </ul>	<p><b>Unit Enduring Understandings</b></p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● Discover their reading identity</li> <li>● Discuss goal setting together</li> <li>● Authors use literary elements and techniques to enhance their writing.</li> <li>● Discussion of fictional works is an effective means of conveying ideas.</li> <li>● Writing is a mechanism to express thoughts and feelings.</li> <li>● Studying different styles of writing can influence and writer's craft.</li> <li>● Writers use knowledge of language and its conventions when writing, speaking, reading, or listening.</li> </ul>
<p><b>Unit Objectives</b></p> <p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● Literary elements and techniques of different genres of fiction.</li> <li>● The benefits of organized and guided discussion.</li> <li>● A variety of reading comprehension strategies.</li> <li>● Descriptive writing strategies.</li> <li>● Various styles of writing.</li> <li>● The conventions of Standard English grammar and usage when writing or speaking.</li> </ul>	<p><b>Unit Objectives</b></p> <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>● Identify and analyze their personal reading habits</li> <li>● Participate successfully in cooperative learning groups Identify and analyze literary elements and techniques in different genres of fiction.</li> <li>● Participate in group discussion and provide thoughtful insight into fictional works.</li> <li>● Apply effective writing strategies in descriptive, narrative, and speculative writing.</li> <li>● Recognize that an author's style and purpose are connected.</li> <li>● Apply a variety of reading comprehension strategies.</li> <li>● Apply the conventions of Standard English grammar and usage when writing or speaking.</li> <li>● Apply knowledge of structure, description, and craft to writing</li> </ul>

**Instructional Delivery**

Student learning experiences will include a combination of instructional strategies appropriate to the content and skills being taught. Lessons may include (but are not limited to) the following:

- Direct instruction/modeling
- Inquiry-based questioning
- Interactive/Guided reading strategies
- Cooperative learning activities
- Digital activities including videos, games, assessments
- Research projects and Presentation projects
- Small Group Conferencing
- Share Examples
- Visual Aids
- Active Learning
- Literature Activities
- Art Projects

**Evidence of Learning**

**Formative Assessments**

- Note-book reflections
- Class discussion
- Teacher observations
- Projects
- Timed reading
- Rubric assessments
- Peer editing
- Teacher conferences
- Pair and share activities
- Cooperative learning groups
- Literature responses/readers’ notebook
- Open-ended questions
- Note-taking

**Summative Assessments**

- End of unit readers notebook
- End of unit writing
- State assessments

**Differentiated Instruction, Accommodations & Adaptation**

Tier 1: [https://saskatchewanreads.files.wordpress.com/2014/11/intervention\\_table\\_31.png](https://saskatchewanreads.files.wordpress.com/2014/11/intervention_table_31.png)

Tier 2: <https://iris.peabody.vanderbilt.edu/module/rti03/cresource/q4/p11/>

Tier 3: <https://iris.peabody.vanderbilt.edu/module/rti05/cresource/q2/p05/>

Cooperative Learning Groups

Alternative Assessments

Goal Setting with Students

Homework Modified

Frequent Breaks

Goal Setting with Students

Homework modified

Concept Anchor Charts

Personal Maps

Change in Content, Process, Product

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<p>Tests Read Aloud Color Coded Assignments</p>	<p>Flexible Grouping Modified Class Assignments</p>
<p><b>Learners with Special Needs</b></p>	<p><b>504</b></p>
<p>Edutopia- Special Education: <a href="https://www.edutopia.org/topic/special-education">https://www.edutopia.org/topic/special-education</a></p> <p>TeacherVision-Special Education and Needs Resources: <a href="https://www.teachervision.com/teaching-strategies/special-needs">https://www.teachervision.com/teaching-strategies/special-needs</a></p> <p>Disability Rights Education- How to Read and IEP: <a href="https://www.scusd.edu/sites/main/files/file-attachment/s/dredf_ppt_how_to_read_the_iep_11_09_2020.pdf?1617814743">https://www.scusd.edu/sites/main/files/file-attachment/s/dredf_ppt_how_to_read_the_iep_11_09_2020.pdf?1617814743</a></p>	<p>Extended time for assignments Frequent breaks Study guides Graphic organizers Seating accommodations</p>
<p><b>ELL</b></p>	<p><b>Gifted</b></p>
<p>FABRIC - Learning Paradigm for ELLs (NJDOE) <a href="http://www.nj.gov/education/bilingual/pd/fabric/fabric.pdf">www.nj.gov/education/bilingual/pd/fabric/fabric.pdf</a></p> <p>Guide to Teaching ELL Students <a href="http://www.colorincolorado.org/new-teaching-ells">http://www.colorincolorado.org/new-teaching-ells</a></p> <p>Edutopia - Supporting English Language Learners <a href="https://www.edutopia.org/blog/strategies-and-resources-supporting-ell-todd-finley">https://www.edutopia.org/blog/strategies-and-resources-supporting-ell-todd-finley</a></p> <p>Reading Rockets <a href="http://www.readingrockets.org/reading-topics/english-language-learner">http://www.readingrockets.org/reading-topics/english-language-learner</a></p>	<p>Who are Gifted and Talented Students <a href="http://www.npr.org/sections/ed/2015/09/28/443193523/who-are-the-gifted-and-talented-and-what-do-they-need">http://www.npr.org/sections/ed/2015/09/28/443193523/who-are-the-gifted-and-talented-and-what-do-they-need</a></p> <p>Hoagies Gifted Education Page <a href="http://www.hoagiesgifted.org/programs.htm">http://www.hoagiesgifted.org/programs.htm</a></p>
<p><b>I&amp;RS/At Risk-</b></p>	<p><b>Resources:</b></p>
<p>Small group instruction/assessments Repeat verbal instructions Seating accommodations Extended time for assessments/modified assessments Guided practice</p>	<p>Short stories: <a href="https://hayfield.k12.mn.us/sherryweaver/8th-grade-short-stories/">https://hayfield.k12.mn.us/sherryweaver/8th-grade-short-stories/</a></p> <p>Tools for Supporting Moving Readers Up Levels: <a href="https://drive.google.com/file/d/1GhMXsWBnkNdmNCcSKrHJK9NHOiPuMT5v/view?usp=sharing">https://drive.google.com/file/d/1GhMXsWBnkNdmNCcSKrHJK9NHOiPuMT5v/view?usp=sharing</a></p>

	<p>Building a Reading Life:  <a href="https://drive.google.com/file/d/1_uegxDjwMOWHUMiGNJqouha2Kv7xaSf6/view?usp=sharing">https://drive.google.com/file/d/1_uegxDjwMOWHUMiGNJqouha2Kv7xaSf6/view?usp=sharing</a></p> <p>Zaner-Blozer GUM/Grammar Usage and Mechanics  <a href="http://IXL.com">IXL.com</a></p>

**WEYMOUTH TOWNSHIP ENGLISH LANGUAGE ARTS CURRICULUM**  
**Unit 1 Overview**

**Content Area: English Language Arts Reading/Writing**

**Unit 1 Title: Literature: Investigating Characterization**  
**Writing: Narrative Writing**

**Grade Level: 7**

**Unit 1 Summary:**  
**Reading:** This unit of study focuses readers on studying not just characters, but characterization, or how authors create multifaceted characters replete with weakness and strengths, complex relationships with others, and life lessons they learn and teach. The unit strikes a delicate balance between encouraging readers to hold on to the magic of reading, allowing them to slip longingly into the pages of a compelling story, and presenting readers with opportunities to engage in meta-analysis, fostering an appreciation of the craft of the text as well as the story.  
 Throughout the unit readers will:

- come to apprentice themselves to characters they discover in realistic fiction
- explore how authors use perspective, point of view, and the management of time across the story to control readers’ sympathy and experience of epiphanies
- consider moments or scenes in narratives as windows into characters
- learn to think and talk like readers who are also writers with their own checklists of authorial techniques
- develop the ability to reread and rethink as they examine stories through multiple lenses

**Writing:** In this unit students will learn to see fictional possibilities in their true lives, from moments that happened to them. They will learn character-developing techniques such as exploring characters’ motivations and obstacles, and their quirks and passions. Students will put into practice their years of experience as writers and readers in order to draft, revise and edit a narrative that focuses on craft and the development of a meaning behind the story.

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**Primary interdisciplinary connections:**

Literacy Standards for History/Social Studies 6-12 and Science and Technical Subjects can be accessed through the following link: [https://www.nj.gov/education/standards/socst/docs/2020NJSLS-SS\\_Disciplinary\\_Practices.pdf](https://www.nj.gov/education/standards/socst/docs/2020NJSLS-SS_Disciplinary_Practices.pdf)  
[https://www.nj.gov/education/standards/science/Docs/NJSLS-Science\\_6-8.pdf](https://www.nj.gov/education/standards/science/Docs/NJSLS-Science_6-8.pdf)  
[https://www.nj.gov/education/standards/science/Docs/NJSLS-Science\\_6-8.pdf](https://www.nj.gov/education/standards/science/Docs/NJSLS-Science_6-8.pdf)

**21st Century Adapted Learning Standards:**The New Jersey Department of Education (NJDOE) supports schools, educators and districts to ensure all of New Jersey’s 1.4 million students have equitable access to high-quality education and achieve academic excellence. To be prepared for postsecondary success, students must become effective thinkers, problem solvers and communicators, and have the skills needed for high-skilled, high-demand jobs. The NJDOE’s standard review and revision process ([N.J.A.C. 6A:8-2.1](#)) provides us with an opportunity to ensure our standards are rigorous and relevant. New standards can be accessed through the following link:

<https://www.state.nj.us/education/cccs/2020/2020%20NJSLS-CLKS.pdf>

### 21st Century Life and Career Skills

X	CRP1. Act as a responsible and contributing citizen and employee.
X	CRP2. Apply appropriate academic and technical skills.
	CRP3. Attend to personal health and financial well-being.
X	CRP4. Communicate clearly and effectively and with reason.
X	CRP5. Consider the environmental, social and economic impacts of decisions.
X	CRP6. Demonstrate creativity and innovation.
	CRP7. Employ valid and reliable research strategies.
X	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
X	CRP9. Model integrity, ethical leadership and effective management.
X	CRP10. Plan education and career paths aligned to personal goals.
X	CRP11. Use technology to enhance productivity.
X	CRP12. Work productively in teams while using cultural global competence.

### Learning Targets

#### Content Standards

**RL – Reading Literature, RI – Reading Informational, W – Writing, SL – Speaking and Listening, L – Language**

Anchor Standards for  
Reading

Performance Expectations

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Key Ideas and Details	<ul style="list-style-type: none"> <li>● RL.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.</li> <li>● RL.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship</li> <li>● RL.7.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</li> </ul>
Craft and Structure	<ul style="list-style-type: none"> <li>● 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 specific word choices on meaning and tone, including analogies or allusions to other texts.</li> <li>● RL.7.5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</li> <li>● RL.7.6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</li> </ul>
Integration of Knowledge and Ideas	<ul style="list-style-type: none"> <li>● RL.7.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.</li> </ul>
Range of Level of Text Complexity	<ul style="list-style-type: none"> <li>● 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.</li> </ul>
Anchor Standards for Writing	Performance Expectations
Text Types and Purposes	<ul style="list-style-type: none"> <li>● W.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</li> </ul>
Production and Distribution of Writing	<ul style="list-style-type: none"> <li>● W.7.4. Produce clear and coherent writing in which the development, organization, voice and</li> </ul>

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	<p>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"> <li>● 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.</li> </ul>
Research to Build and Present Knowledge	<ul style="list-style-type: none"> <li>● W.7.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</li> </ul>
Range of Writing	<ul style="list-style-type: none"> <li>● 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.</li> </ul>

Anchor Standards for Speaking & Listening	Performance Expectations
Comprehension and Collaboration	<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> <p>B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>C. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.</p> <p>D. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p>
Presentation of Knowledge and ideas	<p>SL.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p>
Anchor Standards for Language	Performance Expectations

<p>Conventions of Standard English</p>	<p>L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>D. Explain the function of phrases and clauses in general and their function in specific sentences.</li> <li>E. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</li> <li>F. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifier.</li> </ul> <p>L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</p> <ul style="list-style-type: none"> <li>B. Spell Correctly</li> </ul>
<p>Vocabulary Acquisition and Use</p>	<p>L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> <li>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.</li> <li>B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i>, <i>recede</i>, <i>secede</i>).</li> <li>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.</li> <li>D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</li> </ul> <p>L.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>A. Interpret figures of speech (e.g. verbal irony, puns) in context.</li> <li>B. Use the relationship between particular words to better understand each of the words.</li> </ul> <p>L.7.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>

<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>• How do authors create multifaceted characters filled with weakness and strengths?</li> <li>• How does author’s craft encourage readers to hold interest?</li> <li>• How does learning about characters help discover your own self?</li> <li>• How do small moments or scenes act as windows into characters?</li> <li>• How do authors come up with compelling fictional narratives?</li> <li>• How does establishing a character’s motives and obstacles develop characterization?</li> <li>• How do you create a narrative that develops a deeper meaning behind the story?</li> </ul>	<p><b>Unit Enduring Understandings</b></p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Authors create multifaceted characters</li> <li>• Author’s craft encourages interest and deeper meaning</li> <li>• Small moments and scenes act as windows into character’s lives</li> <li>• Fictional stories are established through real life, meaningful experiences</li> <li>• Motives and obstacles drive characterization</li> <li>• Narrative writing is built upon themes and deeper meanings that may be revealed through symbolism, syntax, and connotations.</li> </ul>
<p><b>Unit Objectives</b></p> <p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• Literary elements and techniques of different genres of fiction.</li> <li>• The benefits of organized and guided discussion.</li> <li>• A variety of reading comprehension strategies.</li> <li>• Descriptive writing strategies.</li> <li>• Various styles of writing.</li> <li>• The conventions of Standard English grammar and usage when writing or speaking.</li> </ul>	<p><b>Unit Objectives</b></p> <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>• Apprentice themselves to characters they discover in realistic fiction</li> <li>• Explore how authors use perspective, point of view, and the management of time across the story to control readers’ sympathy</li> <li>• Analyze how moments or small scenes are windows into characters</li> <li>• Think and talk like readers who are also writers with their own checklists of authorial techniques</li> <li>• Examine stories through multiple lenses</li> <li>• Develop believable characters and plots</li> <li>• Study published texts to write narratives</li> <li>• Ground dialogue into scenes</li> <li>• Read draft like an editor</li> <li>• Create cadence meaning through syntax</li> <li>• Edit with independence</li> </ul>

<p><b>Instructional Delivery</b></p> <p>Student learning experiences will include a combination of instructional strategies appropriate to the content and skills being taught. Lessons may include (but are not limited to) the following:</p> <ul style="list-style-type: none"> <li>Direct instruction/modeling</li> <li>Inquiry-based questioning</li> <li>Interactive/Guided reading strategies</li> <li>Cooperative learning activities</li> <li>Digital activities including videos, games, assessments</li> <li>Research projects and Presentation projects</li> <li>Small Group Conferencing</li> <li>Share Examples</li> <li>Visual Aids</li> </ul>
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<p>Active Learning Literature Activities Art Projects</p>
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**Evidence of Learning**

Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> <li>● Note-book reflections</li> <li>● Class discussion</li> <li>● Teacher observations</li> <li>● Projects</li> <li>● Rubric assessments</li> <li>● Peer editing</li> <li>● Teacher conferences</li> <li>● Pair and share activities</li> <li>● Cooperative learning groups</li> <li>● Literature responses/readers’ notebook</li> <li>● Open-ended questions</li> <li>● Note-taking</li> </ul>	<ul style="list-style-type: none"> <li>● End of unit readers notebook</li> <li>● End of unit writing learning progressions</li> <li>● State assessments</li> </ul>

**Differentiated Instruction, Accommodations & Adaptation**

- Tier 1: [https://saskatchewanreads.files.wordpress.com/2014/11/intervention\\_table\\_31.png](https://saskatchewanreads.files.wordpress.com/2014/11/intervention_table_31.png)
- Tier 2: <https://iris.peabody.vanderbilt.edu/module/rti03/cresource/q4/p11/>
- Tier 3: <https://iris.peabody.vanderbilt.edu/module/rti05/cresource/q2/p05/>

- Cooperative Learning Groups
- Alternative Assessments
- Goal Setting with Students
- Homework Modified
- Frequent Breaks
- Tests Read Aloud
- Color Coded Assignments
- Picture Vocabulary Wall
- Anchor Charts of Concepts
- Personal Maps
- Change in Content, Process, Product
- Flexible Grouping
- Modified Class Assignments

<b>Learners with Special Needs</b>	<b>504</b>
<p>Edutopia- Special Education:  <a href="https://www.edutopia.org/topic/special-education">https://www.edutopia.org/topic/special-education</a></p> <p>TeacherVision-Special Education and Needs Resources:  <a href="https://www.teachervision.com/teaching-strategies/special-needs">https://www.teachervision.com/teaching-strategies/special-needs</a></p> <p>Disability Rights Education- How to Read and IEP:  <a href="https://www.scusd.edu/sites/main/files/file-attachments/dredf_ppt_how_to_read_the_iep_11_09_2020.pdf?1617814743">https://www.scusd.edu/sites/main/files/file-attachments/dredf_ppt_how_to_read_the_iep_11_09_2020.pdf?1617814743</a></p>	<p>Extended time for assignments  Frequent breaks  Study guides  Graphic organizers  Seating accommodations</p>
<b>ELL</b>	<b>Gifted</b>
<p>FABRIC - Learning Paradigm for ELLs  (NJDOE)<a href="http://www.nj.gov/education/bilingual/pd/fabric/fabric.pdf">www.nj.gov/education/bilingual/pd/fabric/fabric.pdf</a></p> <p>Guide to Teaching ELL Students  <a href="http://www.colorincolorado.org/new-teaching-ells">http://www.colorincolorado.org/new-teaching-ells</a></p> <p>Edutopia - Supporting English Language Learners  <a href="https://www.edutopia.org/blog/strategies-and-resources-supporting-ell-todd-finley">https://www.edutopia.org/blog/strategies-and-resources-supporting-ell-todd-finley</a></p> <p>Reading Rockets  <a href="http://www.readingrockets.org/reading-topics/english-language-learner">http://www.readingrockets.org/reading-topics/english-language-learner</a></p>	<p>Who are Gifted and Talented  Students<a href="http://www.npr.org/sections/ed/2015/09/28/443193523/who-are-the-gifted-and-talented-and-what-do-they-need">http://www.npr.org/sections/ed/2015/09/28/443193523/who-are-the-gifted-and-talented-and-what-do-they-need</a></p> <p>Hoagies Gifted Education Page  <a href="http://www.hoagiesgifted.org/programs.htm">http://www.hoagiesgifted.org/programs.htm</a></p>
<b>I&amp;RS/At Risk-</b>	<b>Resources:</b>
<p>Small group instruction/assessments  Repeat verbal instructions  Seating accommodations  Extended time for assessments/modified assessments  Guided practice</p>	<p>Short stories:  <a href="https://hayfield.k12.mn.us/sherryweaver/8th-grade-short-stories/">https://hayfield.k12.mn.us/sherryweaver/8th-grade-short-stories/</a></p> <p><i>Hero Next Door</i> short stories</p> <p>Heinemann 7th Grade: Investigating Characterization  Writing Realistic Fiction  <a href="https://www.heinemann.com/myonlineresources/viewresources.aspx?sku=E04716">https://www.heinemann.com/myonlineresources/viewresources.aspx?sku=E04716</a></p> <p>Tools for Supporting Moving Readers Up Levels:  <a href="https://drive.google.com/file/d/1GhMXsWBnkNdmNCcSKrHJK9NHQIPuMT5v/view?usp=sharing">https://drive.google.com/file/d/1GhMXsWBnkNdmNCcSKrHJK9NHQIPuMT5v/view?usp=sharing</a></p>

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Building a Reading Life:

[https://drive.google.com/file/d/1\\_uegxDjwM0WHUMiGNJgouha2Kv7xaSf6/view?usp=sharing](https://drive.google.com/file/d/1_uegxDjwM0WHUMiGNJgouha2Kv7xaSf6/view?usp=sharing)

Zaner-Blozer GUM/Grammar Usage and Mechanics

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## WEYMOUTH TOWNSHIP ENGLISH LANGUAGE ARTS CURRICULUM

### Unit 2 Overview

**Content Area: English Language Arts**

**Unit 2 Title: Informational Reading: Essential Research Skills for Teens (7-9)**

**Writing: Literary Essay(Book 2)Unit**

**Target Course/Grade Level: 7**

#### **Unit 2 Summary:**

**Reading-** In this unit students will engage in forming study groups to research a topic of contemporary/scientific/or historical significance. They will begin with an immersion in essential study habits. Students will learn to build on their previous knowledge independently, to be effective partners and keep powerful notes. Students will move into critical literacy skills: learn arch authors and groups as well as content, becoming more alert to connotative language, confirmation bias and fake news.

**Writing:** In this unit students will lift the level of their writing in response to text by gathering relevant information about the qualities of good writing. Specifically identifying and analyzing “why might this be here in the text”. They will write a companion book that accompanies and elaborates on an already published book. Students will shape raw material so it works w n their structure of choice, shaping ideas about literature into a more analytical writing. Students will deepen their literary analysis by reading like writers and writing about it.

#### **Primary interdisciplinary connections:**

Literacy Standards for History/Social Studies 6-12 and Science and Technical Subjects can be accessed through the following

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[https://www.nj.gov/education/standards/science/Docs/NJSLS-Science\\_6-8.pdf](https://www.nj.gov/education/standards/science/Docs/NJSLS-Science_6-8.pdf)

[https://www.nj.gov/education/standards/science/Docs/NJSLS-Science\\_6-8.pdf](https://www.nj.gov/education/standards/science/Docs/NJSLS-Science_6-8.pdf)

Revised: July 2023

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**21st Century Adapted Learning Standards:**The New Jersey Department of Education (NJDOE) supports schools, educators and districts to ensure all of New Jersey’s 1.4 million students have equitable access to high-quality education and achieve academic excellence. To be prepared for postsecondary success, students must become effective thinkers, problem solvers and communicators, and have the skills needed for high-skilled, high-demand jobs. The NJDOE’s standard review and revision process ([N.J.A.C. 6A:8-2.1](#)) provides us with an opportunity to ensure our standards are rigorous and relevant. New standards can be accessed through the following link

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X	CRP2. Apply appropriate academic and technical skills.
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X	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
X	CRP9. Model integrity, ethical leadership and effective management.
	CRP10. Plan education and career paths aligned to personal goals.
X	CRP11. Use technology to enhance productivity.
X	CRP12. Work productively in teams while using cultural global competence.

**WEYMOUTH TOWNSHIP ENGLISH LANGUAGE ARTS CURRICULUM**  
**Unit 2 Overview**

**Content Area: English Language Arts**

**Unit 2 Title: Informational Reading: Essential Research Skills for Teens**  
**Writing: Writing about reading**

**Target Course/Grade Level: 7**

Revised: July 2023

Board Approved: August 2023

**Unit 2 Summary:**

**Reading-** In this unit students will engage in forming study groups to research a topic of contemporary/scientific/or historical significance. They will begin with an immersion in essential study habits. Students will learn to build on their previous knowledge independently, to be effective partners and keep powerful notes. Students will move into critical literacy skills: learning to research authors and groups as well as content, becoming more alert to connotative language, confirmation bias and fake news.

**Writing:** In this unit students will plan and draft companion books by learning to read with a writer's voice, and an investment with the text. Students will explain their thinking about small specific ideas, letting the book teach how to respond. Students will incorporate evidence from the text and reflect and goal set using an informational checklist regarding their drafts. Students will learn to read like writers and write about symbolism and structure within their perspectives.

**Grammar:** Parts of speech including: nouns, pronouns, adjectives, verbs, adverbs, prepositions, and adverbs

**Primary interdisciplinary connections:**

Literacy Standards for History/Social Studies 6-12 and Science and Technical Subjects can be accessed through the following link:

[nj.gov/education/standards/socst/docs/2020NJSLS-SS\\_Disciplinary\\_Practices.pdf](https://www.nj.gov/education/standards/socst/docs/2020NJSLS-SS_Disciplinary_Practices.pdf)

[https://www.nj.gov/education/standards/science/Docs/NJSLS-Science\\_6-8.pdf](https://www.nj.gov/education/standards/science/Docs/NJSLS-Science_6-8.pdf)

[https://www.nj.gov/education/standards/science/Docs/NJSLS-Science\\_6-8.pdf](https://www.nj.gov/education/standards/science/Docs/NJSLS-Science_6-8.pdf)

**21st Century Adapted Learning Standards:** The New Jersey Department of Education (NJDOE) supports schools, educators and ensure all of New Jersey's 1.4 million students have equitable access to high-quality education and achieve academic excellence. To be postsecondary success, students must become effective thinkers, problem solvers and communicators, and have the skills needed for high-demand jobs. The NJDOE's standard review and revision process ([N.J.A.C. 6A:8-2.1](#)) provides us with an opportunity to ensure our rigorous and relevant. New standards can be accessed through the following link

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**21st Century Life and Career Skills**

X	CRP1. Act as a responsible and contributing citizen and employee.
X	CRP2. Apply appropriate academic and technical skills.
	CRP3. Attend to personal health and financial well-being.
X	CRP4. Communicate clearly and effectively and with reason.
X	CRP5. Consider the environmental, social and economic impacts of decisions.
X	CRP6. Demonstrate creativity and innovation.
X	CRP7. Employ valid and reliable research strategies.
X	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
X	CRP9. Model integrity, ethical leadership and effective management.
	CRP10. Plan education and career paths aligned to personal goals.
X	CRP11. Use technology to enhance productivity.
X	CRP12. Work productively in teams while using cultural global competence.

**Learning Targets**

**Content Standards**

**RL – Reading Literature, RI – Reading Informational, W – Writing, SL – Speaking and Listening, L – Language**

Anchor Standards for Reading Informational	Performance Expectations
Key Ideas and Details	<p>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.</p> <p>RI.7.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p> <p>RI.7.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p>

Craft and Structure	<p>RI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>RI.7.6. Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints</p>
Integration of Knowledge and Ideas	<p>RI.7.7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.</p> <p>.</p>
Range of Level of Text	<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>
Anchor Standards for Writing	Performance Expectations

## Text Types and Purposes

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.
- B. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- D. Establish and maintain a formal style/academic style, approach, and form.
- E. Provide a concluding statement or section that follows from and supports the argument presented.

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).
- B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- C. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- E. Establish and maintain a formal style academic style, approach, and form.
- F. Provide a concluding statement or section that follows from and supports the information or explanation presented.

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.
- B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- D. Use precise words and phrases, relevant descriptive details, and sensory language to capture

	<p>the action and convey experiences and events.</p> <p>E. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>
Production and Distribution of Writing	<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> <p>W.7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</p>
Research to Build and Present Knowledge	<p>W.7.7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p>
Range of Writing	<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>
Anchor Standards for	Performance Expectations

Revised: July 2023

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Speaking & Listening	
Comprehension and Collaboration	<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> <p>B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>C. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p> <p>D. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p> <p>SL.7.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence</p>
Presentation of Knowledge and Ideas	<p>SL.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p>
Anchor Standards for Language	Performance Expectations

<p>Conventions of Standard English</p>	<p>L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>A. Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i>, and not <i>He wore an old {,} green shirt</i>).</p> <p>B. Spell correctly.</p>
<p>Knowledge of Language</p>	<p>L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>A. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p>

<p>Vocabulary Acquisition and Use</p>	<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>A. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent, bellicose, rebel</i>).</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> <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> <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> <p>B. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p> <p>C. Distinguish among the connotations (associations) of words with similar denotations (definitions)(e.g., <i>refined, respectful, polite, diplomatic, condescending</i>).(e.g., <i>bullheaded, willful, firm, persistent, resolute</i>).</p> <p>L.7.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
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<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>● How do I keep track of sources and develop a system that let's me return to texts and reference them accurately?</li> <li>● How do I develop a system for collecting significant vocabulary terms and concepts?</li> <li>● How does varying my note-taking structure allow for deeper thinking that matches purpose?</li> <li>● What characteristics of writers' style help focus clarity, perception, and focus for precision writing?</li> <li>● What determines good writing?</li> <li>● How do parts of the text connect or compliment one another?</li> <li>● How do writer's read mentor texts?</li> </ul>	<p><b>Students will understand that...</b></p> <ul style="list-style-type: none"> <li>● Essential study habits include building upon background knowledge, taking strong notes, and becoming an effective study partner</li> <li>● Researchers don't just collect information, they go back and rethink</li> <li>● The value of increasing reading volume and taking lean notes</li> <li>● Inspiration comes from mentor texts and peer mentors</li> <li>● Combining research notes leads to preliminary positions on a topic</li> <li>● An author's style has many components that contribute to his/her voice.</li> <li>● Writers use the knowledge of language and its convention when writing, speaking, reading, and listening.</li> <li>● Elaboration requires incorporating evidence from a text</li> <li>● Reading like a writer produces stronger writing</li> <li>● Perspective is in the eye of the beholder</li> </ul>
<p><b>Students will know...</b></p> <ul style="list-style-type: none"> <li>● Characteristics of fiction and nonfiction</li> <li>● Traits, format, and purpose of fiction and nonfiction writing</li> <li>● How writers present their points of view</li> <li>● How to take powerful notes</li> <li>● Text structure and paragraph organization</li> <li>● Techniques of author's craft</li> <li>● To differentiate between strong and weak writing</li> <li>● Write and introduction and conclusion for explanatory text writing</li> </ul>	<p><b>Unit Objectives</b> <b>Student will be able to...</b></p> <ul style="list-style-type: none"> <li>● Become a proficient research partner</li> <li>● Use sharp observation to investigate articles about meaningful topics, craft vivid narratives and elaboratr multiple perspectives.</li> <li>● Tap into the power of introverts and extroverts</li> <li>● Concpetualize vocabulary sorts</li> <li>● Sythesize research</li> <li>● Sythesize knowledge as infographic</li> <li>● Share knowledge</li> <li>● Discern arguments and disputes inside a research topic</li> <li>● Confront bias</li> <li>● Investigate authorship and uncover agendas</li> <li>● Raise the level of conversations</li> <li>● Develop the power of observation when reading</li> <li>● Write with a voice and investment</li> <li>● Use graphics to think about literature</li> <li>● Write about symbolism in text</li> <li>● Reflect and goal set using checklist</li> <li>● Write <i>inside</i> the story</li> <li>● Write with clarity</li> </ul>

**Instructional Delivery**

Student learning experiences will include a combination of instructional strategies appropriate to the content and skills being taught. Lessons may include (but are not limited to) the following:

- Direct instruction/modeling
- Inquiry-based questioning
- Interactive/Guided reading strategies
- Cooperative learning activities
- Digital activities including videos, games
- Research projects and Presentation projects
- Small Group Conferencing
- Share Examples
- Visual Aids
- Active Learning
- Literature Activities
- Art Projects

**Evidence of Learning**

**Formative Assessments**

- Note-book reflections
- Class discussion
- Teacher observations
- Projects
- Rubric assessments
- Peer editing
- Teacher conferences
- Pair and share activities
- Cooperative learning groups
- Literature responses/readers' notebook
- Open-ended questions
- Note-taking

**Summative Assessments**

- End of unit readers notebook
- End of unit writing learning progressions
- State assessments

## Differentiated Instruction, Accommodations & Adaptation

Tier 1: [https://saskatchewanreads.files.wordpress.com/2014/11/intervention\\_table\\_31.png](https://saskatchewanreads.files.wordpress.com/2014/11/intervention_table_31.png)

Tier 2: <https://iris.peabody.vanderbilt.edu/module/rti03/cresource/q4/p11/>

Tier 3: <https://iris.peabody.vanderbilt.edu/module/rti05/cresource/q2/p05/>

Cooperative Learning Groups

Alternative Assessments

Goal Setting with Students

Homework Modified

Frequent Breaks

Tests Read Aloud

Color Coded Assignments

Picture Vocabulary Wall

Anchor Charts of Concepts

Personal Maps

Change in Content, Process, Product

Flexible Grouping

Modified Class Assignments

### Learners with Special Needs

### 504

Edutopia- Special Education:

<https://www.edutopia.org/topic/special-education>

TeacherVision-Special Education and Needs Resources:

<https://www.teachervision.com/teaching-strategies/special-needs>

Disability Rights Education- How to Read and IEP:

[https://www.scusd.edu/sites/main/files/file-attachments/dredf\\_pt\\_how\\_to\\_read\\_the\\_iep\\_11\\_09\\_2020.pdf?1617814743](https://www.scusd.edu/sites/main/files/file-attachments/dredf_pt_how_to_read_the_iep_11_09_2020.pdf?1617814743)

Extended time for assignments

Frequent breaks

Study guides

Graphic organizers

Seating accommodations

### ELL

### Gifted

FABRIC - Learning Paradigm for ELLs

(NJDOE)[www.nj.gov/education/bilingual/pd/fabric/fabric.pdf](http://www.nj.gov/education/bilingual/pd/fabric/fabric.pdf)

Guide to Teaching ELL Students

<http://www.colorincolorado.org/new-teaching-ells>

Edutopia - Supporting English Language Learners

<https://www.edutopia.org/blog/strategies-and-resources-supporting-ell-todd-finley>

Reading Rockets

<http://www.readingrockets.org/reading-topics/english-language-learner>

Who are Gifted and Talented

Students <http://www.npr.org/sections/ed/2015/09/28/443193523/who-are-the-gifted-and-talented-and-what-do-they-need>

Hoagies Gifted Education Page

<http://www.hoagiesgifted.org/programs.htm>

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<p>I</p> <p><b>&amp;RS/At Risk-</b></p>	<p><b>Resources:</b></p>
<p>Small group instruction/assessments Repeat verbal instructions Seating accommodations Extended time for assessments/modified assessments Guided practice</p>	<p>Short stories: <a href="https://hayfield.k12.mn.us/sherryweaver/7th-grade-short-stories/">https://hayfield.k12.mn.us/sherryweaver/7th-grade-short-stories/</a></p> <p><i>Hero Next Door</i> short stories</p> <p>Heinemann 7-9 Essential Reserach Skills for Teens: <a href="https://www.heinemann.com/myonlineresources/viewresources.aspx?sku=E11094">https://www.heinemann.com/myonlineresources/viewresources.aspx?sku=E11094</a></p> <p>Heinimann 7th Writing About Reading: <a href="https://www.heinemann.com/myonlineresources/viewresources.aspx?sku=E04716">https://www.heinemann.com/myonlineresources/viewresources.aspx?sku=E04716</a></p> <p><i>Miracle Boys</i> by Jacqueline Woodson</p> <p><i>Zaner-Blozer GUM/Grammar Usage and Mechanics</i> <a href="http://IXL.com">IXL.com</a></p>

**Content Area: English Language Arts**

**Unit 3 Title: Literature: Critical Literacy: Unlocking Contemporary Fiction  
Writing: The Literary Essay (Book 2/8th)**

**Target Course/Grade Level: 7**

**Unit of Study Summary:**

**Reading:** This unit is about cultural relevance and getting teens to fall in love with books that are deeply meaningful to the lives they are living right now. The unit will introduce young people to some of the great writers of their generation, the writers who are writing for them, and will create powerful opportunities for teens to share their voices, and find their places, in school and in the world.

Across the unit, readers will:

- Deepen their comprehension, studying summaries and reviews in preparation for reading and developing their own analytical summarizing techniques;
- Consider transactional reading practices, identifying the ways that readers bring their own identities to a text and the ways that these identities shape their responses;
- Be innovative in their writing about reading, annotating and taking longer-form notes in reading notebooks to engage more deeply with texts and other readers;
- Investigate power dynamics, power systems, and sources of power through theoretical lenses;
- Become literacy activists, learning to speak seriously and passionately about books they choose to read and recommend to book club peers.

The goal of this unit is to teach contemporary literature in a way that empowers our students as democratic readers and thinkers, and young activists.

**Writing:** This unit helps students meet sky-high expectations for writing literary essays. Members of the class begin by writing an essay by learning to design, write, and revise interpretive essays focusing on theme and author's craft. Throughout this work, the children imagine the others' stories and walk in the shoes of characters they think others should know.

Students learn to:

- Write to grow ideas about a text
- Read interpretively
- Reread closely and carefully to identify evidence that best supports a claim
- Support a thesis with a variety of evidence
- Draft and revise thesis statements that capture the themes of a story and that forecast ways their essays will support their theses
- Transfer and apply their essay writing to respond to prompts and real-world situations

**Grammar:** Grammar usage/ words commonly misused and eliminating unnecessary words

**Primary interdisciplinary connections:**

Literacy Standards for History/Social Studies 6-12 and Science and Technical Subjects can be accessed through the following link: [https://www.nj.gov/education/standards/socst/docs/2020NJSLSS-Disciplinary\\_Practices.pdf](https://www.nj.gov/education/standards/socst/docs/2020NJSLSS-Disciplinary_Practices.pdf)  
[https://www.nj.gov/education/standards/science/Docs/NJSLSS-Science\\_6-8.pdf](https://www.nj.gov/education/standards/science/Docs/NJSLSS-Science_6-8.pdf)  
[https://www.nj.gov/education/standards/science/Docs/NJSLSS-Science\\_6-8.pdf](https://www.nj.gov/education/standards/science/Docs/NJSLSS-Science_6-8.pdf)

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<b>21st Century Life and Career Skills</b>	
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X	CRP2. Apply appropriate academic and technical skills.
	CRP3. Attend to personal health and financial well-being.
X	CRP4. Communicate clearly and effectively and with reason.
X	CRP5. Consider the environmental, social and economic impacts of decisions.
X	CRP6. Demonstrate creativity and innovation.
	CRP7. Employ valid and reliable research strategies.
X	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
X	CRP9. Model integrity, ethical leadership and effective management.
X	CRP10. Plan education and career paths aligned to personal goals.
X	CRP11. Use technology to enhance productivity.
X	CRP12. Work productively in teams while using cultural global competence.

<b>Learning Targets</b>
<b>Standards</b>

<b>g Literature, RI – Reading Informational, W – Writing, SL – Speaking and Listening, L – Language</b>	
<b>Anchor Standards for Reading Literature</b>	<b>Performance Expectations</b>
Key Ideas and Details	<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> <p>RL.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p>RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p>
Craft and Structure	<p>RL.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p> <p>RL.7.5. Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</p> <p>RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p>
Integration of Knowledge and Ideas	<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>
Range of Level of Text Complexity	<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>

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Standards for Writing	Performance Expectations
Text Types and Purposes	<p>W.7.1. Write arguments to support claims with clear reasons and relevant evidence.</p> <p>A. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>B. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</p> <p>D. Establish and maintain a formal style/academic style, approach, and form.</p> <p>E. Provide a concluding statement or section that follows from and supports the argument presented</p>
Production and Distribution of Writing	<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> <p>W.7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</p>
Research to Build and Present Knowledge	<p>W.7.7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p> <p>W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and</p>

	research.
Range of Writing	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.
Anchor Standards for Speaking & Listening	Performance Expectations
Comprehension and Collaboration	<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> <p>B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>C. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p> <p>D. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p> <p>SL.7.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence</p>
Presentation of Knowledge	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

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and Ideas	volume, and clear pronunciation.
Standards for Language	Performance Expectations
Conventions of Standard English	<p>L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>C. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</p> <p>L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>A. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</p> <p>B.. Spell correctly.</p>

<p>Vocabulary Acquisition and Use</p>	<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>A. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent, bellicose, rebel</i>).</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> <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> <p>L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>A. Interpret figures of speech (e.g. literary) in context.</p> <p>B. Use the relationship between particular words to better understand each of the words.</p> <p>C. Distinguish among the connotations (associations) of words with similar denotations (definitions)</p> <p>L.8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
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<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>How can I harness a toolkit of strategies to read challenging texts deeply?</li> </ul>	<p><b>Unit Enduring Understandings</b></p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>The relevancy of summarizing complicated readings.</li> <li>Writing about themes in texts can help clarification, support, and complicate their thinking</li> </ul>
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<ul style="list-style-type: none"> <li>• How does studying summaries and reviews in preparation for reading and developing deepen analytical summarizing techniques?</li> <li>• To what extent does transactional reading practices, assist to identify the ways that readers bring their own identities to a text and the ways that these identities shape their responses?</li> <li>• How does writing about reading, annotating and taking longer-form notes in reading notebooks engage students more deeply with texts and other readers?</li> <li>• How do you investigate power dynamics, power systems, and sources of power through theoretical lenses?</li> <li>• What are best practices to become literacy activists, learning to speak seriously and passionately about books?</li> <li>• How do you support your literary opinion rather than argue?</li> <li>• How will being critical of your own writing help lift the level of essay writing?</li> <li>• What is the value of author’s craft?</li> </ul>	<ul style="list-style-type: none"> <li>• Authors use literary elements and techniques to enhance their writing.</li> <li>• Discussion of fictional works is an effective means of conveying ideas.</li> <li>• Thinking to grow ideas involves asking questions, comparing different characters, recognizing author’s craft as a purpose.</li> </ul>
<p><b>Students will know...</b></p> <ul style="list-style-type: none"> <li>• Literary elements and techniques of contemporary fiction.</li> <li>• The benefits of organized and guided discussion.</li> <li>• A variety of reading comprehension strategies.</li> <li>• Paying close attention for patterns leads to theme identification.</li> <li>• Essay writing strategies.</li> <li>• The conventions of Standard English grammar and usage when writing or speaking.</li> </ul>	<p><b>Students will be able to...</b></p> <ul style="list-style-type: none"> <li>• Read more sophisticated novels by researching character, settings, conflict, and issues</li> <li>• Summarize to hold onto a story</li> <li>• Reflect on their own identifies, turning that lens into interpretation</li> <li>• Participate successfully in cooperative learning groups Identify and analyze literary elements and techniques with Contemporary fiction.</li> <li>• Participate in group discussion and provide thoughtful insight into fictional works.</li> <li>• Apply effective writing strategies in writing a literary essay</li> <li>• Recognize that an author’s style and purpose are connected.</li> <li>• Produce, revise, and edit a literary essay</li> <li>• Apply the conventions of Standard English grammar and usage when writing or speaking.</li> <li>• Apply knowledge of structure and craft to writing</li> </ul>

### Instructional Delivery

Student learning experiences will include a combination of instructional strategies appropriate to the content and skills being taught.

Lessons may include (but are not limited to) the following:

- Direct instruction/modeling
- Inquiry-based questioning
- Interactive/Guided reading strategies
- Cooperative learning activities
- Digital activities including videos, games, assessments
- Research projects and Presentation projects
- Small Group Conferencing

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Share Examples  
 Visual Aids  
 Active Learning  
 Literature Activities  
 Art Projects

## Evidence of Learning

### Formative Assessments

- Note-book reflections
- Class discussion
- Teacher observations
- Projects
- Rubric assessments
- Peer editing
- Teacher conferences
- Pair and share activities
- Cooperative learning groups
- Literature responses/readers' notebook
- Open-ended questions
- Note-taking

### Summative Assessments

- End of unit readers notebook
- End of unit writing learning progressions
- State assessments

## Differentiated Instruction, Accommodations & Adaptation

Tier 1: [https://saskatchewanreads.files.wordpress.com/2014/11/intervention\\_table\\_31.png](https://saskatchewanreads.files.wordpress.com/2014/11/intervention_table_31.png)

Tier 2: <https://iris.peabody.vanderbilt.edu/module/rti03/cresource/q4/p11/>

Tier 3: <https://iris.peabody.vanderbilt.edu/module/rti05/cresource/q2/p05/>

Cooperative Learning Groups  
 Alternative Assessments  
 Goal Setting with Students  
 Homework Modified  
 Frequent Breaks  
 Tests Read Aloud  
 Color Coded Assignments  
 Picture Vocabulary Wall  
 Anchor Charts of Concepts  
 Personal Maps  
 Change in Content, Process, Product  
 Flexible Grouping  
 Modified Class Assignments

<p>Edutopia- Special Education:  <a href="https://www.edutopia.org/topic/special-education">https://www.edutopia.org/topic/special-education</a></p> <p>TeacherVision-Special Education and Needs Resources:  <a href="https://www.teachervision.com/teaching-strategies/special-needs">https://www.teachervision.com/teaching-strategies/special-needs</a></p> <p>Disability Rights Education- How to Read and IEP:  <a href="https://www.scusd.edu/sites/main/files/file-attachments/edf_ppt_how_to_read_the_iep_11_09_2020.pdf?1617814743">https://www.scusd.edu/sites/main/files/file-attachments/edf_ppt_how_to_read_the_iep_11_09_2020.pdf?1617814743</a></p>	<p>Extended time for assignments            Frequent breaks            Study guides            Graphic organizers            Seating accommodations</p>
<p><b>ELL</b></p>	<p><b>Gifted</b></p>
<p>FABRIC - Learning Paradigm for ELLs            (NJDOE)<a href="http://www.nj.gov/education/bilingual/pd/fabric/fabric.pdf">www.nj.gov/education/bilingual/pd/fabric/fabric.pdf</a></p> <p>Guide to Teaching ELL Students  <a href="http://www.colorincolorado.org/new-teaching-ells">http://www.colorincolorado.org/new-teaching-ells</a></p> <p>Edutopia - Supporting English Language Learners  <a href="https://www.edutopia.org/blog/strategies-and-resources-supporting-ell-todd-finley">https://www.edutopia.org/blog/strategies-and-resources-supporting-ell-todd-finley</a></p> <p>Reading Rockets  <a href="http://www.readingrockets.org/reading-topics/english-language-learner">http://www.readingrockets.org/reading-topics/english-language-learner</a></p>	<p>Who are Gifted and Talented Students  <a href="http://www.npr.org/sections/ed/2015/09/28/443193523/who-are-the-gifted-and-talented-and-what-do-they-need">http://www.npr.org/sections/ed/2015/09/28/443193523/who-are-the-gifted-and-talented-and-what-do-they-need</a></p> <p>Hoagies Gifted Education Page  <a href="http://www.hoagiesgifted.org/programs.htm">http://www.hoagiesgifted.org/programs.htm</a></p>
<p><b>I&amp;RS/At Risk-</b></p>	<p><b>Resources:</b></p>

Small group instruction/assessments  
 Repeat verbal instructions  
 Seating accommodations  
 Extended time for assessments/modified assessments  
 Guided practice

*Every Living Thing* by Cynthia Rylant  
*Marshfield Dreams* by Ralph Fletcher  
*Eleven and Papa* by Sandra Cisneros

*Out of My Mind*

Heinemann: Critical Literacy: Unlocking Contemporary Fiction  
 Heinemann The Literary Essay:  
<https://www.heinemann.com/myonlineresources/viewresources.aspx?sku=E04716>

Tools for Supporting Moving Readers Up Levels:  
<https://drive.google.com/file/d/1GhMXsWBnkNdmNCcSKrHJK9NHOiPuMT5v/view?usp=sharing>

Building a Reading Life:  
<https://drive.google.com/file/d/1 uegxDjwM0WHUMiGNJqouha2Kv7xaSf6/view?usp=sharing>

Zaner-Blozer GUM/Grammar Usage and Mechanics  
[IXL.com](http://IXL.com)

**WEYMOUTH TOWNSHIP ENGLISH LANGUAGE ARTS  
 If Then Unit Overview**

**Content Area: English Language Arts**

**If Then Unit: Poetry Immersion and Innovation**

**Target Course/Grade Level: 7**

### Unit of Study Summary

**Reading:** In this unit, students will immerse themselves in reading lyrical and narrative poetry. Students will pay particular attention to rhythms, sounds, word choice, and format. They will also look at the details of their lives and the world around them for inspiration and focus on meaning as they begin to write. They will mine their notebooks for pieces that be turned into poems through new word choice and line breaks.

**Writing:** In this unit students will use mentor poetry and world focus to begin their writing and revise as they make their poems more exact representations of observations, feelings, and insights. Students will pay attention to word choice, figurative language, and length of poems in particular. Lastly, students will work with partners, choosing poems to showcase, giving attention specifically to emerging themes.

**Grammar:** Grammar/syntax

### Primary interdisciplinary connections:

Literacy Standards for History/Social Studies 6-12 and Science and Technical Subjects can be accessed through the following link: [https://www.nj.gov/education/standards/socst/docs/2020NJSLS-SS\\_Disciplinary\\_Practices.pdf](https://www.nj.gov/education/standards/socst/docs/2020NJSLS-SS_Disciplinary_Practices.pdf)

[https://www.nj.gov/education/standards/science/Docs/NJSLS-Science\\_6-8.pdf](https://www.nj.gov/education/standards/science/Docs/NJSLS-Science_6-8.pdf)

[https://www.nj.gov/education/standards/science/Docs/NJSLS-Science\\_6-8.pdf](https://www.nj.gov/education/standards/science/Docs/NJSLS-Science_6-8.pdf)

**21st Century Adapted Learning Standards:**The New Jersey Department of Education (NJDOE) supports schools, educators and districts to ensure all of New Jersey’s 1.4 million students have equitable access to high-quality education and achieve academic excellence. To be prepared for postsecondary success, students must become effective thinkers, problem solvers and communicators, and have the skills needed for high-skilled, high-demand jobs. The NJDOE’s standard review and revision process ([N.J.A.C. 6A:8-2.1](#)) provides us with an opportunity to ensure our standards are rigorous and relevant. New standards can be accessed through the following link

<https://www.state.nj.us/education/cccs/2020/2020%20NJSLS-CLKS.pdf>

### 21st Century Life and Career Skills

	CRP1. Act as a responsible and contributing citizen and employee.
X	CRP2. Apply appropriate academic and technical skills.
X	CRP3. Attend to personal health and financial well-being.

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X	CRP4. Communicate clearly and effectively and with reason.
	CRP5. Consider the environmental, social and economic impacts of decisions
X	CRP6. Demonstrate creativity and innovation.
	CRP7. Employ valid and reliable research strategies.
	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
	CRP9. Model integrity, ethical leadership and effective management
X	CRP10. Plan education and career paths aligned to personal goals.
X	CRP11. Use technology to enhance productivity.
X	CRP12. Work productively in teams while using cultural global competence.

<b>Learning Targets</b>	
<b>Content Standards</b>	
<b>RL – Reading Literature, RI – Reading Informational, W – Writing, SL – Speaking and Listening, L – Language</b>	
Anchor Standards for Reading Literature	Performance Expectations
Key Ideas and Details	<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> <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>
Craft and Structure	<p>RL.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p> <p>RL.7.5. Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</p>

<p>Integration of Knowledge and Ideas</p>	<p>RL.7.7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).</p> <p>RL.7.9. 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>
<p>Range of Reading and Level of Text Complexity</p>	<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>
<p>Anchor Standard for writing</p>	<p>Performance Expectations</p>
<p>Production and Distrof</p>	<p>W.7.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.</p> <p>W.7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</p>
<p>Anchor Standards for Speaking &amp; Listening</p>	<p>Performance Expectations</p>

Comprehension and Collaboration	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.
Presentation of Knowledge and Ideas	SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
Anchor Standards for Language	Performance Expectations
Vocabulary Aquisition and Use	<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>A. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent, bellicose, rebel</i>).</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> <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> <p>L.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word</p>

meanings.

A. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.

B. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.

C. Distinguish among the connotations (associations) of words with similar denotations (definitions)(e.g., *refined, respectful, polite, diplomatic, condescending*).(e.g., *bullheaded, willful, firm, persistent, resolute*).

L.7.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

#### Unit Essential Questions

- Where do poets find their inspiration?
- How do I find poems in old writing projects?
- Where to look to find inspiration in the details of life?
- How does asking unanswerable questions evoke poem inspiration?
- How does feedback assist with revision?
- How does choosing the right word convey deeper meaning?
- How do you relate the physical appearance of a poem to its meaning?
- How to use craft in fresh interesting ways?

#### Students will understand that...

- Old writings can be a source of inspiration
- Unpacking their own lives inspires poetic potential
- Asking unanswerable questions poses poetic potential
- Sounds and word choice serve as powerful tools for poetry
- Poems can take on many different forms to express thoughts and feelings
- Endings leave a lastg special image or poet's big idea

#### Students will know...

- Difference between narrative and lyrical poetry
- The elements of poetry including: rhythm, rhyme, line break, stanza, etc.
- Different physical structures of poetry
- Formal vs informal dialect
- Look for questions within our world
- Giving valuable feedback
- Revising techniques

#### Unit Objectives

##### Students will be able to...

- Find poems in old writing projects
- Look inward and outward to find inspiration in the details of life
- Look to the world for poetry inspiration
- Ask unanswerable questions to spark poetry ideas
- Offer feedback to writing partners for revision
- Pay attention to sounds and meaning of words
- Relate the physical appearance of a poem to its meaning
- Revise for craft
- Use craft in fresh, interesting ways
- Give special attention to endings
- Experiment with voice and word choice
- Select poems that go together to create a portfolio categorized by theme

### Instructional Delivery

Student learning experiences will include a combination of instructional strategies appropriate to the content and skills being taught. Lessons may include (but are not limited to) the following:

- Direct instruction/modeling
- Inquiry-based questioning
- Interactive/Guided reading strategies
- Cooperative learning activities
- Digital activities including videos, games
- Research projects and Presentation projects
- Small Group Conferencing
- Share Examples
- Visual Aids
- Active Learning
- Literature Activities
- Art Projects

### Evidence of Learning

#### Formative Assessments

- Note-book reflections
- Class discussion
- Teacher observations
- Projects
- Rubric assessments
- Peer editing
- Teacher conferences
- Pair and share activities
- Cooperative learning groups
- Literature responses/readers' notebook
- Open-ended questions
- Note-taking

#### Summative Assessments

- End of unit readers notebook
- Portfolio
- End of unit writing learning progressions
- State assessments

## Differentiated Instruction, Accommodations & Adaptation

Tier 1: [https://saskatchewanreads.files.wordpress.com/2014/11/intervention\\_table\\_31.png](https://saskatchewanreads.files.wordpress.com/2014/11/intervention_table_31.png)

Tier 2: <https://iris.peabody.vanderbilt.edu/module/rti03/cresource/q4/p11/>

Tier 3: <https://iris.peabody.vanderbilt.edu/module/rti05/cresource/q2/p05/>

Cooperative Learning Groups

Alternative Assessments

Goal Setting with Students

Homework Modified

Frequent Breaks

Tests Read Aloud

Color Coded Assignments

Picture Vocabulary Wall

Anchor Charts of Concepts

Personal Maps

Change in Content, Process, Product

Flexible Grouping

Modified Class Assignments

<b>Learners with Special Needs</b>	<b>504</b>
<p>Edutopia- Special Education:  <a href="https://www.edutopia.org/topic/special-education">https://www.edutopia.org/topic/special-education</a></p> <p>TeacherVision-Special Education and Needs Resources:  <a href="https://www.teachervision.com/teaching-strategies/special-needs">https://www.teachervision.com/teaching-strategies/special-needs</a></p> <p>Disability Rights Education- How to Read and IEP:  <a href="https://www.scusd.edu/sites/main/files/file-attachments/dredf_ppt_how_to_read_the_iep_11_09_2020.pdf?1617814743">https://www.scusd.edu/sites/main/files/file-attachments/dredf_ppt_how_to_read_the_iep_11_09_2020.pdf?1617814743</a></p>	<p>Extended time for assignments</p> <p>Frequent breaks</p> <p>Study guides</p> <p>Graphic organizers</p> <p>Seating accommodations</p>
<b>ELL</b>	<b>Gifted</b>
<p>FABRIC - Learning Paradigm for ELLs  <a href="http://www.nj.gov/education/bilingual/pd/fabric/fabric.pdf">www.nj.gov/education/bilingual/pd/fabric/fabric.pdf</a></p> <p>Guide to Teaching ELL Students  <a href="http://www.colorincolorado.org/new-teaching-ells">www.colorincolorado.org/new-teaching-ells</a></p> <p>Edutopia - Supporting English Language Learners  <a href="http://www.edutopia.org/blog/strategies-and-resources-supported-finley">www.edutopia.org/blog/strategies-and-resources-supported-finley</a></p> <p>Reading Rockets  <a href="http://www.readingrockets.org/reading-topics/english-language">www.readingrockets.org/reading-topics/english-language</a></p>	<p>Who are Gifted and Talented Students  <a href="http://www.npr.org/sections/ed/2015/09/28/443193523/who-are-the-gifted-and-talented-and-what-do-they-need">http://www.npr.org/sections/ed/2015/09/28/443193523/who-are-the-gifted-and-talented-and-what-do-they-need</a></p> <p>Hoagies Gifted Education Page  <a href="http://www.hoagiesgifted.org/programs.htm">http://www.hoagiesgifted.org/programs.htm</a></p>
<b>I&amp;RS/At Risk</b>	<b>Resources</b>
<p>Small group instruction/assessments</p> <p>Repeat verbal instructions</p> <p>Seating accommodations</p> <p>Extended time for assessments/modified assessments</p> <p>Guided practice</p>	<p><i>If...Then...Curriculum</i> Grade 6-8</p> <p>Poets.org: <a href="https://poets.org">https://poets.org</a></p> <p>Narrative vs. Lyrical poetry:  <a href="https://alina-stefanescu.typepad.com/_patrick_and_alina_weddin/2011/10/story-poems-a-venture-into-narrative-verse.html">https://alina-stefanescu.typepad.com/_patrick_and_alina_weddin/2011/10/story-poems-a-venture-into-narrative-verse.html</a></p> <p>Zaner-Blozer GUM/Grammar Usage and Mechanics  <a href="http://www.ixl.com">IXL.com</a></p>

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**WEYMOUTH TOWNSHIP ENGLISH LANGUAGE ARTS**  
**Unit Overview**

**Content Area: English Language Arts**

**Unit 4 Title: Literature: Social Issues Book Clubs *Reading for Empathy and Advocacy* (6-8)**  
**Writing: The Art of Argument**

**Target Course/Grade Level: 7**

**Unit of Study Summary:**

**Reading:** In this unit, The topic of social issues, the lens for reading in this unit, is a topic that matters greatly to the young human beings who enter our classrooms every day. In middle school, many kinds of issues start to weigh more heavily on students: relationship issues, school issues, and a growing awareness of larger societal pressures. There can be serious consequences to the spiraling troubles that surround middle school kids.

A recent Washington Post article titled “Does Reading Make You a Better Person?” concludes that the answer to the title question is “Yes!” Reading literature especially has proven to increase people’s ability to empathize with others, and to be more socially aware. A driving force in this unit is the power of reading to transform how we see others and to show us new ways to be kind, to connect, and to stand up for what’s right.

**Writing:** In this unit students will jump right into existing arguments; weigh and evaluate sides, reasons, and evidence; and rehearse and compose their own positions. They will do deep research on two fairly polarized options and develop a more focused argument including counterclaims, and develop more nuanced reasoning. Students will bring their argument to a real audience. In the end students choose arguments and create a public service announcement.

**Grammar:** Mechanics

**Primary interdisciplinary connections:**

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[https://www.nj.gov/education/standards/science/Docs/NJSLSS-Science\\_6-8.pdf](https://www.nj.gov/education/standards/science/Docs/NJSLSS-Science_6-8.pdf)

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### 21st Century Life and Career Skills

	CRP1. Act as a responsible and contributing citizen and employee.
X	CRP2. Apply appropriate academic and technical skills.
	CRP3. Attend to personal health and financial well-being.
X	CRP4. Communicate clearly and effectively and with reason.
X	CRP5. Consider the environmental, social and economic impacts of decisions.
X	CRP6. Demonstrate creativity and innovation.
X	CRP7. Employ valid and reliable research strategies.
X	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
X	CRP9. Model integrity, ethical leadership and effective management.
	CRP10. Plan education and career paths aligned to personal goals.
X	CRP11. Use technology to enhance productivity.
X	CRP12. Work productively in teams while using cultural global competence.

### Learning Targets

#### Content Standards

**RL – Reading Literature, RI – Reading Informational, W – Writing, SL – Speaking and Listening, L – Language**

Anchor Standards for Reading Literature	Performance Expectations
Key Ideas and Details	<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> <p>RL.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p>RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p>

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<p>Craft and Structure</p>	<p>RL.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p> <p>RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p>
<p>Integration of Knowledge and Ideas</p>	<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>

<p>Anchor Standards for Writing</p>	<p>Performance Expectations</p>
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Text Types and Purposes	<p>W.7.1. Write arguments to support claims with clear reasons and relevant evidence.</p> <p>A. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>B Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</p> <p>D. Establish and maintain a formal style/academic style, approach, and form.</p> <p>E. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>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).</p> <p>B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>C. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>E. Establish and maintain a formal style academic style, approach, and form.</p> <p>F. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>
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Production and distribution of Writing	<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> <p>W.7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</p>
Research to Build and Present Knowledge	<p>W.7.7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p> <p>W.7.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>
Range of Writing	<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>
Anchor Standards for Speaking and Listening	Performance Expectations

Comprehension and Collaboration	<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> <ul style="list-style-type: none"> <li>● 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.</li> <li>● B. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</li> <li>● C. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</li> <li>● D. Acknowledge new information expressed by others and, when warranted, modify their own views.</li> </ul> <p>SL.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p> <p>SL.7.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p>
Presentation of Knowledge and Ideas	<p>SL.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p> <p>SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>

Conventions of Standard English	<p>L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>A. Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old[,] green shirt</i>).</p> <p>B. Spell correctly.</p>
Knowledge of Language	<p>L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>A. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p>
Vocabulary Acquisition and Use	<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>A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent, bellicose, rebel</i>).</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> <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> <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> <p>B. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p> <p>C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined, respectful, polite, diplomatic, condescending</i>).</p> <p>L.7.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase</p>

	important to comprehension or expression.
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### Unit Essential Questions

- How does reading enhance empathy and advocacy?
- How can students use reading as a tool to become empathetic and an advocate?
- How do students gather evidence to support both sides of an argument
- How can you organize evidence to be considered supporting evidence?
- How does self-assessment help analyze your argument and counterclaim?
- How do writers use craft to shape their argument?
- How do you qualify a claim?

### *Students will understand that...*

- Social issues are historical and global
- Characters in books are victims of societal pressures
- Social pressures can mimic or be similar to our own lives
- People within a group struggle, because of power imbalances
- Collecting evidence for an argument is only the first step, they must weigh their evidence to be considered a position
- An effect argument must be a topic that speaks strongly
- Author's craft is an important element when writing an effective argument
- Valid arguments include a counterclaim with supporting evidence

### *Students will know...*

- Literary elements and techniques of different genres of fiction.
- Social issues and how they effect our world
- The benefits of organized and guided discussion.
- A variety of reading comprehension strategies.
- Various styles of writing.
- The conventions of Standard English grammar and usage when writing or speaking.

### Unit Objectives

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

- Judge whether or not a character should have acted in a particular way and why
- Consider stories mimic real life social issues
- Compare one story with another and discuss social issues
- Take a stand on an issue
- Weigh evidence to form considered position
- Debate to test and strengthen position
- Add relevant evidence to support position
- Form coalition groups
- Use critical perspective to research
- Self-assess with an eye toward counterargument
- Qualify a claim
- Create a Public Service Announcement supporting claim

### Instructional Delivery

Student learning experiences will include a combination of instructional strategies appropriate to the content and skills being taught. Lessons may include (but are not limited to) the following:

- Direct instruction/modeling
- Inquiry-based questioning
- Interactive/Guided reading strategies
- Cooperative learning activities
- Digital activities including videos, games

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- Research projects and Presentation projects
- Small Group Conferencing
- Share Examples
- Visual Aids
- Active Learning
- Literature Activities
- Art Projects

## Evidence of Learning

### Formative Assessments

- Note-book reflections
- Class discussion
- Teacher observations
- Projects
- Rubric assessments
- Peer editing
- Teacher conferences
- Pair and share activities
- Cooperative learning groups
- Literature responses/readers' notebook
- Open-ended questions
- Note-taking

### Summative Assessment

- End of unit readers notebook
- Portfolio
- End of unit writing learning progressions/project
- State assessments

## Differentiated Instruction, Accommodations & Adaptation

Tier 1: [https://saskatchewanreads.files.wordpress.com/2014/11/intervention\\_table\\_31.png](https://saskatchewanreads.files.wordpress.com/2014/11/intervention_table_31.png)

Tier 2: <https://iris.peabody.vanderbilt.edu/module/rti03/cresource/q4/p11/>

Tier 3: <https://iris.peabody.vanderbilt.edu/module/rti05/cresource/q2/p05/>

Cooperative Learning Groups  
 Alternative Assessments  
 Goal Setting with Students  
 Homework Modified  
 Frequent Breaks  
 Tests Read Aloud  
 Color Coded Assignments  
 Picture Vocabulary Wall  
 Anchor Charts of Concepts  
 Personal Maps  
 Change in Content, Process, Product  
 Flexible Grouping  
 Modified Class Assignments

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<b>Learners with Special Needs</b>	<b>504</b>
<p>Edutopia- Special Education:  <a href="http://www.edutopia.org/topic/special-education">www.edutopia.org/topic/special-education</a></p> <p>TeacherVision-Special Education and Needs Resources:  <a href="http://www.teachervision.com/teaching-strategies/special-needs">www.teachervision.com/teaching-strategies/special-needs</a></p> <p>Disability Rights Education- How to Read and IEP:  <a href="http://www.scusd.edu/sites/main/files/file-attachments/dredf_p_o_read_the_iep_11_09_2020.pdf?1617814743">www.scusd.edu/sites/main/files/file-attachments/dredf_p_o_read_the_iep_11_09_2020.pdf?1617814743</a></p>	<p>Extended time for assignments  Frequent breaks  Study guides  Graphic organizers  Seating accommodations</p>
<b>ELL</b>	<b>Gifted</b>
<p>FABRIC - Learning Paradigm for ELLs  <a href="http://www.nj.gov/education/bilingual/pd/fabric/fabric.pdf">www.nj.gov/education/bilingual/pd/fabric/fabric.pdf</a></p> <p>Guide to Teaching ELL Students  <a href="http://w.colorincolorado.org/new-teaching-ells">w.colorincolorado.org/new-teaching-ells</a></p> <p>Edutopia - Supporting English Language Learners  <a href="http://www.edutopia.org/blog/strategies-and-resources-supporting-ell">www.edutopia.org/blog/strategies-and-resources-supporting-ell</a></p> <p>Reading Rockets  <a href="http://www.readingrockets.org/reading-topics/english-language-learning">www.readingrockets.org/reading-topics/english-language-learning</a></p>	<p>Who are Gifted and Talented Students  <a href="http://www.npr.org/sections/ed/2015/09/28/443193523/who-are-the-gifted-and-talented-and-what-do-they-need">http://www.npr.org/sections/ed/2015/09/28/443193523/who-are-the-gifted-and-talented-and-what-do-they-need</a></p> <p>Hoagies Gifted Education Page  <a href="http://www.hoagiesgifted.org/programs.htm">http://www.hoagiesgifted.org/programs.htm</a></p>
<b>I&amp;RS/At Risk</b>	<b>Resources</b>
<p>Small group instruction/assessments  Repeat verbal instructions  Seating accommodations  Extended time for assessments/modified assessments  Guided practice</p>	<p>Heinemann: Social Issue Book Club (6-8)  The Art of Argument 7th (Book 3)  <a href="https://www.heinemann.com/account/">https://www.heinemann.com/account/</a></p> <p><i>Out of my Mind/ Popularity</i> by Adam Bagdasarian</p> <p>Suggested Reads: Social Issues Short Stories:  <a href="https://reluctantreaderbooks.com/short-stories-for-middle-school/">https://reluctantreaderbooks.com/short-stories-for-middle-school/</a></p> <p>Zaner-Blozer GUM/Grammar Usage and Mechanics  <a href="http://xl.com">xl.com</a></p>

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