

Quinton Township School District
English Language Arts Literacy-Writing
Grade 7
[Pacing Guide](#)

Marking Period:	1 & 2	Unit Title:	Unit 1: Writing Realistic Fiction	Pacing:	45 Days
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Unit Summary:

In *Writing Realistic Fiction* students write engaging short fiction, creating action-filled plots and believable characters and crafting nuanced, memorable scenes.

The language standards that address conventions of Standard English are taught concurrently with all writing units. The mechanics, usage, and grammar units can be found at the end of this document.

Objectives:

Pre-Assessment

- SWBAT list small moments of a person to prepare for writing a personal narrative.

Bend 1

1. SWBAT generate ideas for writing fiction by paying close attention to small moments in their lives.
2. SWBAT generate ideas for stories by imagining stories they wish existed in the world.
3. SWBAT sketch possible plotlines for stories using tools such as story arcs, timelines, lists, or mentor texts that can help ensure their stories are built with traditional story structure in mind.
4. SWBAT test out ideas for characters by writing everyday scenes to see how the characters might move, think, and act.
5. SWBAT strengthen the character(s) in their stories by giving them struggle(s) and motivation(s) that mirror real life.

Bend 2

6. SWBAT progress the 2-dimensional plans of the writer into a 3-dimensional experience for the reader.

7. SWBAT create drafts that highlight the characters and their experiences. SWBAT highlight the most meaningful parts of the story.
8. SWBAT draw from their repertoire of strategies for writing effective leads. SWBAT reread literature to learn techniques for writing.
9. SWBAT revise their drafts to include or strengthen scenes with dialogue, action, and setting.
10. SWBAT craft endings that connect with their stories to create a satisfying feeling for the reader.

Bend 3

11. SWBAT use a variety of tools and resources to raise the level and quality of their writing.
12. SWBAT weave in symbolism and imagery to bring out meaning for the reader.
13. SWBAT analyze the way sentences are stitched together in terms of length and type. SWBAT revise the pacing and rhythm of their writing to bring out meaning.
14. SWBAT utilize the mentor text to help match the authorial intent of their writing piece.
15. SWBAT revise using deletion of words, phrases, and sentences to develop stronger prose.
16. SWBAT reread their writing several times, making edits as they go.
17. SWBAT publish their writing in a professional fashion. SWBAT plan and host a publishing party, from invitations to hosting the actual event.

Post-Assessment

- SWBAT write a small moments narrative to measure growth in writing of the personal narrative.

Essential Questions:

- Why are tiny details important?
- How do writers use their imagination to create stories?
- How can we look at another writer's work and get ideas?
- What makes a character dynamic/static? (mini-lesson on content vocabulary)

New Jersey State Standards/Learning Targets:

Pre-Assessment

- W.NW.7.3d, W.WP.7.4, SL.PE.7.1, L.SS.7.1, L.KL.7.2

Bend 1

1. W.NW.7.3.a,b; W.WP.7.4; W.RW.7.7; RL.IT.7.3; SL.PE.7.1; SL.AS.7.6; L.SS.7.1; L.KL.7.2
2. W.NW.7.3.a,b; W.WP.7.4; W.RW.7.7; RL.IT.7.3; SL.PE.7.1; SL.AS.7.6; L.SS.7.1; L.KL.7.2

3. W.NW.7.3.b,d; W.WP.7.4; RL.CI.7.2; RL.IT.7.3; RL.7.10; SL.PE.7.1; SL.II.7.2; L.SS.7.1; L.KL.7.2
4. W.NW.7.3.b,d; W.WP.7.4; RL.IT.7.3; SL.PE.7.1; SL.AS.7.6; L.SS.7.1; L.KL.7.2
5. W.NW.7.3; W.WP.7.4; RL.7.3; SL.7.1; L.SS.7.1; L.KL.7.2

Bend 2

6. W.NW.7.3.b,c,d; W.WP.7.4; RL.CR.7.1; RL.CI.7.2; RL.IT.7.3; SL.PE.7.1; SL.II.7.2; SL.ES.7.3; L.SS.7.1; L.KL.7.2
7. W.NW.7.3.a; W.WP.7.4; W.RW.7.7; RL.CI.7.2; RL.IT.7.3; SL.PE.7.1; SL.II.7.2; L.SS.7.1; L.KL.7.2
8. W.NW.7.3.a,d; W.WP.7.4; RL.IT.7.3; L.VI.7.4; SL.PE.7.1; L.SS.7.1; L.KL.7.2
9. W.NW.7.3.b,d; W.WP.7.4; RL.CI.7.2; RL.IT.7.3; SL.PE.7.1; L.SS.7.1; L.KL.7.2
10. W.NW.7.3.d,e; W.WP.7.4; RL.CI.7.2; SL.PE.7.1; L.SS.7.1; L.KL.7.2

Bend 3

11. W.NW.7.3; W.WP.7.4; RL.7.10; SL.PE.7.1; SL.II.7.2; L.SS.7.1; L.KL.7.2
12. W.NW.7.3; W.WP.7.4; L.VI.7.4; RL.TS.7.4; SL.PE.7.1; L.SS.7.1; L.KL.7.2; L.VI.7.4
13. W.NW.7.3; W.WP.7.4; L.VI.7.4; RL.TS.7.4; SL.PE.7.1; L.SS.7.1; L.KL.7.2
14. W.NW.7.3; RL.CR.7.1; RL.CI.7.2; RL.IT.7.3; SL.7.1; SL.PI.7.4; L.SS.7.1; L.KL.7.2
15. W.NW.7.3.d; W.WP.7.4; L.VI.7.4; RL.CR.7.1; RL.7.3 SL.PE.7.1; L.SS.7.1; L.KL.7.2
16. W.NW.7.3; W.WP.7.4; SL.PE.7.1; L.SS.7.1; L.KL.7.2
17. W.NW.7.3; SL.PE.7.1; SL.AS.7.6; L.SS.7.1; L.KL.7.2

Post-Assessment

- W.NW.7.3d, W.7.4, W.7.5, SL.PE.7.1, L.SS.7.1, L.KL.7.2

Interdisciplinary Connections: 6.3.8.CivicsPD.3, 6.3.8.CivicsPI.4

Career Readiness, Life Literacies, and Key Skills: 9.1.8.CR.1, 9.1.8.CR.2

Computer Science and Design Thinking: 9.4.8.DC.4, 9.4.8.IML.12

Career Education: 9.2.8.CAP.2

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
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Pre-Assessment			
Create a list of writing territories they can use as inspiration throughout the year.	Teacher's writing notebook	• Word doc of Teacher's writing territories • Writer's Notebooks	• Smart Board Applications • Google Applications • 1:1 Device
Bend 1			
Session 1 Generate ideas for writing fiction by paying close attention to small moments in their lives.	Lucy Calkins Unit 1 Writing Realistic Fiction Bend 1: Imagining Stories from Everyday Moments <i>The Writing Strategies Book</i> by Jennifer Serravallo	• Grade 6 Narrative Writing Checklist CD • Entries from teacher's writer's notebook • Students' writer's notebooks • Anchor Chart: ◦ Strategies for Generating Personal Narrative Topics	• Smart Board Applications • Google Applications • 1:1 Device
Session 2 Generate ideas for stories by imagining stories they wish existed in the world.	Lucy Calkins Unit 1 Writing Realistic Fiction Bend 1: Imagining Stories You Wished Existed in the World <i>The Writing Strategies Book</i> by Jennifer Serravallo	• Anchor Chart: ◦ How to Find Ideas for Fiction	• Smart Board Applications • Google Applications • 1:1 Device
Session 3 Sketch possible plotlines for stories using tools such as story arcs, timelines, lists, or mentor texts that can help ensure their	Lucy Calkins Unit 1 Writing Realistic Fiction Bend 1: Plotting with Tools: Story Arcs, Timelines, Lists, Mentor Texts	• Anchor charts: ◦ How to Write Compelling Fiction (CD)	• Smart Board Applications • Google Applications • 1:1 Device

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stories are built with traditional story structure in mind.	<i>The Writing Strategies Book</i> by Jennifer Serravallo	○ 6th & 7th Narrative checklists ○ Story Arc chart for “Thirteenth and a Half” CD	
Session 4 Test out ideas for characters by writing everyday scenes to see how the characters might move, think, and act.	Lucy Calkins Unit 1 Writing Realistic Fiction Bend 1: Developing Believable Characters through Scene Boot Camp <i>The Writing Strategies Book</i> by Jennifer Serravallo	● Anchor Chart: ○ Scenes ○ How to Write Compelling Fiction	● Smart Board Applications ● Google Applications ● 1:1 Device
Session 5 Strengthen the character(s) in their stories by giving them struggle(s) and motivation(s) that mirror real life.	Lucy Calkins Unit 1 Writing Realistic Fiction Bend 1: Giving Characters Struggles and Motivations that Mirror Real Life <i>The Writing Strategies Book</i> by Jennifer Serravallo	● Link to two predictable story arcs by Kurt Vonnegut (CD) ● Copies of “Thirteen and a Half” CD ● Story Arc chart for “Thirteen and a Half” ● Grade 6 & 7 Narrative Writing Checklist CD ● Students’ writer’s notebooks and pens ● Index cards ● Chart: ○ Character Motivations & Obstacles	● Smart Board Applications ● Google Applications ● 1:1 Device

Bend 2			
Session 6 Progress the 2-dimensional plans of the writer into a 3-dimensional experience for the reader.	Lucy Calkins Unit 1 Writing Realistic Fiction Bend 2: From 2-D to 3-D <i>The Writing Strategies Book</i> by Jennifer Serravallo	● Hallway space for “Coming Soon” for student summaries ● Student summaries ● Teacher sample of a summary scene and a detailed scene ● Copy of “Thirteen and a Half” (CD) ● Chart: ○ How to Write Compelling Fiction (CD) ○ Some Ways Writers can Build Tension in Stories ● List of Transitional Phrases Chart	● Smart Board Applications ● Google Applications ● 1:1 Device
Session 7 Create drafts that highlight the characters and their experiences. Highlight the most meaningful parts of the story.	Luc Calkins Unit 1 Writing Realistic Fiction Bend 2: Stepping into the Drama of the Story to Draft <i>The Writing Strategies Book</i> by Jennifer Serravallo	● “Thirteen and a Half” CD ● Teacher sample of a lead for a story ● Story Arc for teacher story ● Charts: ○ How to Write Compelling Fiction (CD)	● Smart Board Applications ● Google Applications ● 1:1 Device

		○ Writing Critique Group Protocol	
Session 8 Draw from their repertoire of strategies for writing effective leads. Reread literature to learn techniques for writing.	Lucy Calkins Unit 1 Writing Realistic Fiction Bend 2: Studying Published Texts to Write Leads <i>The Writing Strategies Book</i> by Jennifer Serravallo	● “Thirteen and a Half” (CD) ● “Ribbons” by Lawrence Yep (CD) ● Chart paper and markers ● Student writing sample ● Chart: ● How to Write Compelling Fiction (CD)	● Smart Board Applications ● Google Applications ● 1:1 Device
Session 9 Revise their drafts to include or strengthen scenes with dialogue, action, and setting.	Lucy Calkins Unit 1 Writing Realistic Fiction Bend 2: Grounding Dialogue in Scenes <i>The Writing Strategies Book</i> by Jennifer Serravallo	● Charts: ○ Scenes ○ How to Write Compelling Fiction ○ The House of Fire Test: Keep What’s Important, Get Rid of What’s Unnecessary ● Teacher sample story	● Smart Board Applications ● Google Applications ● 1:1 Device
Session 10 Craft endings that connect with their stories to create a satisfying feeling for the reader.	Lucy Calkins Unit 1 Writing Realistic Fiction Bend 2: Writing Endings that Make Readers Swoon	● Chart: ○ Some Principles of Crafting Quality Endings for Fictional Narratives	● Smart Board Applications ● Google Applications ● 1:1 Device

	<i>The Writing Strategies Book</i> by Jennifer Serravallo	• Video clip from ending of Harry Potter and the Sorcerer's Stone • Draft of class shared story • "Thirteen and a Half" CD • Students' writers notebooks	
Bend 3			
Session 11 Use a variety of tools and resources to raise the level and quality of their writing.	Lucy Calkins Unit 1 Writing Realistic Fiction Bend 3: Reading Drafts like Editors <i>The Writing Strategies Book</i> by Jennifer Serravallo	• 7th & 8th Narrative Checklists • Teacher sample story • Charts: ◦ Four Major Types of Sentences ◦ Ways to Create Conflict ◦ How to Write Compelling Fiction	• Smart Board Applications • Google Applications • 1:1 Device
Session 12 Weave in symbolism and imagery to bring out meaning for the reader.	Lucy Calkins Unit 1 Writing Realistic Fiction Bend 3: Revision <i>The Writing Strategies Book</i> by Jennifer Serravallo	• Charts: ◦ When Fiction Writers Revise to Include Symbolism or Imagery, They... ◦ How to Write Compelling Fiction	• Smart Board Applications • Google Applications • 1:1 Device

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		○ Tips for Writing Realistic Dialogue ● Draft of shared class story ● Draft paper	
Session 13 Analyze the way sentences are stitched together in terms of length and type. Revise the pacing and rhythm of their writing to bring out meaning.	Lucy Calkins Unit 1 Writing Realistic Fiction Bend 3: Conducting the Rhythm of Language <i>The Writing Strategies Book</i> by Jennifer Serravallo	● Instrumental versions of “The Fox” by Ylvis and “At Last” by Etta James ● Draft of Teacher sample story ● Anchor Chart: ○ How to Write Compelling Fiction	● Smart Board Applications ● Google Applications ● 1:1 Device
Session 14 Utilize the mentor text to help match the authorial intent of their writing piece.	Lucy Calkins Unit 1 Writing Realistic Fiction Bend 3: Using Mentor Texts to Help Match Authorial Intent with the Page <i>The Writing Strategies Book</i> by Jennifer Serravallo	● Chart paper and markers ● Mentor text - “Thirteen and a Half” or other ● Writer’s workshop materials	● Smart Board Applications ● Google Applications ● 1:1 Device
Session 15 Revise using deletion of words, phrases, and sentences to develop stronger prose.	Lucy Calkins Unit 1 Writing Realistic Fiction Bend 3: Economizing on the Sentence and Word Level <i>The Writing Strategies Book</i> by Jennifer Serravallo	● Teacher Writing Sample	● Smart Board Applications ● Google Applications ● 1:1 Device

Session 16 Reread their writing several times, making edits as they go.	Lucy Calkins Unit 1 Writing Realistic Fiction Bend 3: Editing with Lenses and Independence <i>The Writing Strategies Book</i> by Jennifer Serravallo	• Teacher Writing Sample • 7th & 8th Narrative Checklists • Misplaced Modifiers chart	• Smart Board Applications • Google Applications • 1:1 Device
Session 17 Publish their writing in a professional fashion. Plan and host a publishing party, from invitations to hosting the actual event.	Lucy Calkins Unit 1 Writing Realistic Fiction Bend 3: Publishing Anthologies, A Celebration	• Dollar tablecloths • Snacks • Writing decor • Paper plates/cups • Parent invitations • Fancy box for anthologies • Published anthologies	• Smart Board Applications • Google Applications • 1:1 Device

Assessments	
Formative Assessments (Informal) • Daily observation of students' participation and products during the active participation segment of each minilesson. • Students' questions, comments, suggestions to teacher • Comments, corrections, and records from peer conferences between students Formative Assessments (Formal) • Pre-assessment • Teacher-student conferences	Summative Assessments • Published Realistic Fiction Stories • Students will draft a final Realistic Fiction story with minimal assistance from the teacher. Student writing will be assessed based upon the Lucy Calkins rubric for writing, including: • Lead • Transitions • Ending • Organization • Elaboration

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	• Craft • Spelling • Punctuation and sentence structure • Overall writing quality
Benchmark Assessments • District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)	Alternative Assessments • Alternative Choice Projects • Oral Assessments

Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
• RTI • Modify and accommodate as listed in student's IEP or 504 plan • Utilize effective amount of wait time • Hold high expectations • Communicate directions clearly and concisely and repeat, reword, modify as necessary. • Utilize open-ended questioning techniques • Utilize scaffolding to support instruction. • Chunk tasks into smaller components • Provide step by step instructions • Model and use visuals as often as possible	• RTI • Speech/Language Therapy • Rosetta Stone • Hold high expectations • Provide English/Spanish Dictionary for use • Place with Spanish speaking teacher/paraprofessional as available • Learn/Utilize/Display some words in the students' native language • Invite student to after school tutoring sessions • Basic Skills Instruction • Utilize formative assessments to drive instruction • Translate printed communications for parents in native language • Hold conferences with	• RTI Tiered Interventions following RTI framework • Support instruction with RTI intervention resources • Provide after school tutoring services • Basic Skills Instruction • Hold high expectations • Utilize Go Math! RTI strategies • Fountas and Pinnell Phonics • Hold parent conferences fall and spring • Make modifications to instructional plans based on I and RS Plan. • Develop a record system to encourage good behavior and completion of work. • Establish a consistent and daily routine.	• Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. • Encourage exposure to, selection and use of appropriate and specialized resources.

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• Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests. • Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts. • Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices. • Create rubrics/allow students to assist with task, so that all are aware of expectations. • Create modified assessments. • Allow students to utilize online books, when available, to listen to oral recorded reading. • Provide individualized assistance as necessary. • Allow for group work (strategically selected) and collaboration as necessary. • Utilize homework recorder within SIS. • Allow for copies of notes to be shared out. • Utilize assistive technology as appropriate. • Provide meaningful feedback and utilize teachable moments. • Utilize graphic organizers • Introduce/review study skills • Provide reading material at or slightly above students' reading levels. • Utilize manipulatives as necessary. • Utilize auditory reminders as	translator present • Utilize additional NJDOE resources/recommendations • Review Special Education listing for additional recommendations • Establish a consistent and daily routine		• Promote self-initiated and self-directed learning and growth. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.
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deemed necessary. • Provide breaks to allow for refocusing as necessary. • Establish a consistent and daily routine.			
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Quinton Township School District
English Language Arts Literacy-Writing
Grade 7

Marking Period:	2 & 3	Unit Title:	Unit 2: Writing About Reading	Pacing:	45 Days
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Unit Summary:

In *Writing About Reading*, students intensify their engagement with reading by writing innovative, reflective companion books that explain, develop, and extend ideas about books they love. To jumpstart their analytical thinking, a few of the texts and articles shared with the class during this unit include *The White Umbrella* by Gish Jen and a Scholastic News Magazine featuring “Behind the Wire Fence” by Kristin Lewis. @

Objectives:

Pre-Assessment

- SWBAT to write a pre-assessment regarding a short story text “Boar Out There,” from the book *Every Living Thing* by Cynthia Rylant to serve as a pre-assessment to the literary essay unit.

Bend 1

1. SWBAT write about what they read to understand the text better.
2. SWBAT create a variety of graphics to think and/or rethink about literature.
3. SWBAT self and peer assess their writing to see what is working and how to make their writing better.
4. SWBAT use the freewriting strategy to explain their big ideas so that others can grasp their thinking. SWBAT create informational companion books.
5. SWBAT to use writing in order to identify how different elements of a story connect to and influence each other.
6. SWBAT vary their ways of thinking about the text. SWBAT vary their response to a text based on the particular challenges that the text poses.
7. SWBAT write information text in response to literature.

8. SWBAT elaborate on important points by including details in their writing. SWBAT cite evidence from the story they are writing about by incorporating specific details, examples, and quotations from the text.
9. SWBAT reflect on their writing thus far in this unit, and set goals for future writing.

Bend 2

10. SWBAT identify different crafting techniques an author uses. SWBAT analyze why an author used a particular technique in his/her writing.
11. SWBAT track symbols in literature to write about. SWBAT describe what symbols mean in different parts of the story.
12. SWBAT write to explain how the author's structure choices affect the reader's experience of the story.
13. SWBAT create extensions of a story by making new scenes that fit the original or ones that make the story go differently.
14. SWBAT develop and include perspectives of different characters in a story, even when those perspectives differ from each other.
15. SWBAT craft companion book introductions that hook readers and preview the important sections, and write concluding sections that keep readers hooked long after they finish reading.
16. SWBAT conclude editing their final drafts utilizing grammar conventions. SWBAT prepare and publish their work, and celebrate the publication.

Post-Assessment

- SWBAT to write a pre-assessment regarding the text "Boar Out There," from the book *Every Living Thing* by Cynthia Rylant to serve as a pre-assessment to the literary essay unit.

Essential Questions:

- How does writing about reading help writers and readers?
- How can companion books help us become better writers?
- How do writers read?
- How can a writer make fan fiction great?
- Why is perspective important in a story? How can we write perspective effectively?

New Jersey State Standards/Learning Targets:

Pre-Assessment

- W.WP.7.4; W.SE.7.6; SL.PE.7.1; L.SS.7.1; L.KL.7.2

Bend 1

1. W.WP.7.4; W.RW.7.7; RL.CR.7.1; RL.CI.7.2; RL.IT.7.3; SL.PE.7.1; SL.II.7.2; L.SS.7.1; L.KL.7.2
2. W.IW.7.2; W.WP.7.4; W.RW.7.7; RL.CR.7.1; RL.CI.7.2; RL.IT.7.3; SL.PE.7.1; L.SS.7.1; L.KL.7.2
3. W.AW.7.1; W.7.2.c; W.NW.7.3.c; W.WP.7.4; W.RW.7.7; RL.CR.7.1; RL.CI.7.2; SL.PE.7.1; L.SS.7.1; L.KL.7.2
4. W.AW.7.1; W.7.2.a,b,d; W.7.4; W.WP.7.4; W.RW.7.7; RL.CR.7.1; RL.CI.7.2; RL.IT.7.3; SL.PE.7.1; SL7.3; SL.PI.7.4; L.SS.7.1; L.KL.7.2
5. W.AW.7.1; W.IW.7.2.a,b,d; W.RW.7.7; RL.CR.7.1; RL.CI.7.2; RL.IT.7.3; L.VI.7.4; RL.TS.7.4; SL.PE.7.1; SL7.3; SL.PI.7.4; L.SS.7.1; L.KL.7.2
6. W.AW.7.1; W.7.2.b,c,d; W.7.4; W.RW.7.7; RL.CR.7.1; RL.CI.7.2; RL.IT.7.3; L.VI.7.4; RL.TS.7.4; SL.PE.7.1; SL7.3; SL.PI.7.4; L.SS.7.1; L.KL.7.2
7. W.IW.7.2; W.WP.7.4; RL.CR.7.1; RL.CI.7.2; RL.IT.7.3; SL.PE.7.1; SL.PI.7.4; L.SS.7.1; L.KL.7.2
8. W.AW.7.1; W.IW.7.2; W.RW.7.7; RL.CR.7.1; RL.CI.7.2; RL.IT.7.3; SL.PE.7.1; L.SS.7.1; L.KL.7.2
9. W.IW.7.2; W.WP.7.4; RL.CR.7.1; RL.CI.7.2; RL.IT.7.3; SL.PE.7.1; L.SS.7.1; L.KL.7.2

Bend 2

10. W.IW.7.2; W.NW.7.3; RL.CR.7.1; RL.CI.7.2; RL.IT.7.3; L.VI.7.4; RL.TS.7.4; RL.PP.7.5; SL.PE.7.1; SL.AS.7.6; L.SS.7.1; L.KL.7.2
11. W.IW.7.2; W.7.4; W.WP.7.4; RL.CR.7.1; RL.CI.7.2; RL.IT.7.3; L.VI.7.4; RL.TS.7.4; SL.PE.7.1; SL.II.7.2; L.SS.7.1; L.KL.7.2
12. W.IW.7.2; W.NW.7.3; RL.IT.7.3; RL.TS.7.4; SL.PE.7.1; SL.II.7.2; L.SS.7.1; L.KL.7.2
13. W.IW.7.2.b; W.NW.7.3; W.RW.7.7; RL.CI.7.2; RL.TS.7.4; RL.PP.7.5; SL.PE.7.1; L.SS.7.1; L.KL.7.2
14. W.IW.7.2; W.NW.7.3.b; RL.CR.7.1; RL.IT.7.3; L.VI.7.4; RL.PP.7.5; SL.PE.7.1; SL.II.7.2; L.SS.7.1; L.KL.7.2
15. W.NW.7.3.a,f; W.WP.7.4; RL.CI.7.2; SL.PE.7.1; SL.AS.7.6; L.SS.7.1; L.KL.7.2
16. W.WP.7.4; W.SE.7.6; SL.PE.7.1; L.SS.7.1; L.KL.7.2

Post-Assessment

- W.WP.7.4; W.SE.7.6; SL.PE.7.1; SL.UM.7.5; L.SS.7.1; L.KL.7.2

Interdisciplinary Connections: 2.1.5.SSH.3, 6.3.8.CivicsPD.3

Career Readiness, Life Literacies, and Key Skills: 9.4.8.GCA.1, 9.4.8.GCA.2

Computer Science and Design Thinking: 9.4.8.IML.12

Overview of Activities	Teacher's Guide/ Resources	Core Instructional	Technology Infusion
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		Materials	
Pre-Assessment			
Read the anchor text “Boar Out There,” from the book <i>Every Living Thing</i> by Cynthia Rylant. Plan, flash draft, proofread, and revise a literary essay based on text “Boar Out There,” from the book <i>Every Living Thing</i> by Cynthia Rylant.	Teacher’s writing notebook	• Literary Essay Slide • Writer’s Notebooks • Anchor text: “Boar Out There,” from the book <i>Every Living Thing</i> by Cynthia Rylant.	• Smart Board Applications • Google Applications • 1:1 Device
Bend 1			
Session 1 Write about what they read to understand the text better.	Lucy Calkins Unit 2 Writing About Reading Bend 1: Writing About Reading with Voice and Investment <i>The Writing Strategies Book</i> by Jennifer Serravallo	• Class novel • “The Stolen Party” (CD) • Colored pencils • Anchor Chart: ◦ Prompt to Push Our Thinking • Exemplar students reader’s notebook pages (CD)	• Smart Board Applications • Google Applications • 1:1 Device
Session 2 Create a variety of graphics to think and/or rethink about literature.	Lucy Calkins Unit 2 Writing About Reading Bend 1: Using Graphics to Think and Rethinking about Literature	• Art supplies • Post-Its	• Smart Board Applications • Google Applications • 1:1 Device

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	<i>The Writing Strategies Book</i> by Jennifer Serravallo		
Session 3 Self and peer assess their writing to see what is working and how to make their writing better.	Lucy Calkins Unit 2 Writing About Reading Bend 1: Thinking Big, Thinking Small <i>The Writing Strategies Book</i> by Jennifer Serravallo	● Anchor charts: ○ Ways to Write Powerfully about Reading (CD) ○ Writing to Think about a Message or a Theme ○ Ladder of Abstraction (CD) ○ Academic Language ○ Transitions	● Smart Board Applications ● Google Applications ● 1:1 Device
Session 4 Use the freewriting strategy to explain their big ideas so that others can grasp their thinking. Create informational companion books.	Lucy Calkins Unit 2 Writing About Reading Bend 1: Explaining Thinking <i>The Writing Strategies Book</i> by Jennifer Serravallo	● Charts: ○ Explaining Your Thinking ○ Ways to Write Powerfully About Reading (CD) ○ Ways to Cite Evidence from a Text ○ 6th grade How to Write a Theme-Based Literary Essay (CD) ○ 6th grade Ways to Analyze Evidence (CD)	● Smart Board Applications ● Google Applications ● 1:1 Device

		● <i>Twilight</i> or <i>The Hunger Games</i> Companion book	
Session 5 Use writing in order to identify how different elements of a story connect to and influence each other.	Lucy Calkins Unit 2 Writing About Reading Bend 1: Close Reading and Analytic Writing	● Anchor Charts: ○ Story Elements ○ Ways of Visualizing Relationships Between Story Elements ○ To Connect and Analyze Story Elements ○ Ways to Write Powerfully about Reading ○ Equation - Character(s) + Setting + (Plot + Language_ = Theme ● Reader's Notebook ● Copy of "The Stolen Party" CD ● Students' reader's notebook and pens	● Smart Board Applications ● Google Applications ● 1:1 Device
Session 6 Vary their ways of thinking about the text. Vary their response to a text based on the particular challenges that the text poses.	Lucy Calkins Unit 2 Writing About Reading Bend 1: Letting the Book Teach You How to Respond	● Charts: ○ Ways to Write Powerfully About Reading" (CD) ○ Using Writing to	● Smart Board Applications ● Google Applications ● 1:1 Device

	<i>The Writing Strategies Book</i> by Jennifer Serravallo	Tackle Common Challenges in Stories • “The Stolen Party” (CD) • Colored markers or pencils • Student sample Brian about Divergent (CD)	
Session 7 Write information text in response to literature.	Lucy Calkins Unit 2 Writing About Reading Bend 1: Working Toward a Companion Book <i>The Writing Strategies Book</i> by Jennifer Serravallo	• A companion book, with a typed excerpt of the table of contents to display. • Reader’s Notebook with teacher demonstration entries previously written about “The Stolen Party” • Chart paper and markers (to write table of contents for “The Stolen Party”) • Loose-leaf paper • Writing folders • Grade 7 Information Writing Checklist • Anchor Charts: ○ Common Structures for	• Smart Board Applications • Google Applications • 1:1 Device

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		Information/Nonfiction Texts (sixth-grade) ○ How to Plan a Table of Contents” (finished before class) ○ Common Ways to Organize Information Writing (finished before class) ○ Concept/Big Idea ○ Ways to Write Powerfully about Reading (CD)	
Session 8 Elaborate on important points by including details in their writing. Cite evidence from the story they are writing about by incorporating specific details, examples, and quotations from the text.	Lucy Calkins Unit 2 Writing About Reading Bend 1: Incorporating Evidence from the Text as a Means to Elaborate <i>The Writing Strategies Book</i> by Jennifer Serravallo	● Companion book mentor text ● Charts: ○ Common Ways to Organize Information Writing ○ Ways to Write Powerfully about Reading (CD) ○ Appositives and Dependent Clauses in Sentences-Say More in One Sentence (CD)	● Smart Board Applications ● Google Applications ● 1:1 Device

		● Student novels ● Post-Its	
Session 9 Reflect on their writing thus far in this unit, and set goals for future writing.	Lucy Calkins Unit 2 Writing About Reading Bend 1: Reflection and Goal-Setting Using the Information Writing Checklist - and a Mini-Celebration <i>The Writing Strategies Book</i> by Jennifer Serravallo	● Information Writing Checklist ● Post-Its ● Companion Books	● Smart Board Applications ● Google Applications ● 1:1 Device
Bend 2			
Session 10 Identify different crafting techniques an author uses. Analyze why an author used a particular technique in his/her writing.	Lucy Calkins Unit 2 Writing About Reading Bend 2: Reading Like Writers-and Writing about it <i>The Writing Strategies Book</i> by Jennifer Serravallo	● Published pieces from fiction unit ● Charts: ○ Writers use Techniques Such as...and Writers aim toward goals such as... ○ Ways to Write Powerfully about Reading ● “The Stolen Party” CD ● Student and teacher exemplars	● Smart Board Applications ● Google Applications ● 1:1 Device
Session 11 Track symbols in literature to write about.	Lucy Calkins Unit 2 Writing About Reading	● Chart: ○ Writers Aim Toward	● Smart Board Applications

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Describe what symbols mean in different parts of the story.	Bend 2: Writing About Symbolism in Texts <i>The Writing Strategies Book</i> by Jennifer Serravallo	Goals Such As... • Lyrics to “Wings” by Macklemore & Ryan Lewis, “The Climb” by Miley Cyrus • Copy of student sample Marcus writing on empathy in <i>The Maze Runner</i> CD • Post-Its	• Google Applications • 1:1 Device
Session 12 Write to explain how the author’s structure choices affect the reader’s experience of the story.	Lucy Calkins Unit 2 Writing About Reading Bend 2: Analyzing Structure in a Text <i>The Writing Strategies Book</i> by Jennifer Serravallo	• First few paragraphs of “The Stolen Party”, enlarged • Two or three opening scenes of books made into films, Harry Potter and the Sorcerer’s Stone, or The Fellowship of the Ring. Or, the first few pages of a familiar YA novel such as Freak the Mighty, or The Giver. • Information Writing Checklist • Copies of two student writing example chapters (one set for each student)	• Smart Board Applications • Google Applications • 1:1 Device

		● Highlighters for each table ● Charts: ○ When Time Shifts, It Might Be ○ Writers Aim Toward Goals Such As (CD) (from session 10) ○ Thought Prompts that Help an Essayist Think and Write (6th grade, The Literary Essay, Session 2, CD)	
Session 13 Create extensions of a story by making new scenes that fit the original or ones that make the story go differently.	Lucy Calkins Unit 2 Writing About Reading Bend 2: Writing Inside the Story <i>The Writing Strategies Book</i> by Jennifer Serravallo	● Fan fiction examples ● Teacher sample of fan fiction to go along with class novel	● Smart Board Applications ● Google Applications ● 1:1 Device
Session 14 Develop and include perspectives of different characters in a story, even when those perspectives differ from each other.	Lucy Calkins Unit 2 Writing About Reading Bend 2: Writing Inside Perspectives <i>The Writing Strategies Book</i> by Jennifer Serravallo	● Clip from Modern Family for cutaways ● TV show characters chart in notebook ● Charts: ○ Ways Writers Can Show How Characters Have Different	● Smart Board Applications ● Google Applications ● 1:1 Device

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		- Perspectives ○ What's Important to Keep and What Can Probably be Cut ● Fanfiction flash drafts	
Session 15 Craft companion book introductions that hook readers and preview the important sections, and write concluding sections that keep readers hooked long after they finish reading.	Lucy Calkins Unit 2 Writing About Reading Bend 2: Writing Introductions and Conclusions <i>The Writing Strategies Book</i> by Jennifer Serravallo	● Students' writer's notebooks ● The table of contents for "The Stolen Party" from Session 7 ● Information Writing Checklist ● Charts: ○ Ways to Engage Your Readers in What's Most Important ○ Writing Conclusions that Keep Readers Hooked	● Smart Board Applications ● Google Applications ● 1:1 Device
Session 16 Conclude editing their final drafts utilizing grammar conventions. Prepare and publish their work, and celebrate the publication.	Lucy Calkins Unit 2 Writing About Reading Bend 2: Final Edits and a Celebration	● Information Writing Checklist ● Celebration Materials	● Smart Board Applications ● Google Applications ● 1:1 Device
Post-Assessment			
Read the anchor text "Boar Out There,"	Teacher's writing notebook	● Literary Essay Slide	● Smart Board

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from the book <i>Every Living Thing</i> by Cynthia Rylant. Plan, flash draft, proofread, and revise a literary essay based on text “Boar Out There,” from the book <i>Every Living Thing</i> by Cynthia Rylant.		• Writer’s Notebooks • Anchor text: “Boar Out There,” from the book <i>Every Living Thing</i> by Cynthia Rylant.	Applications • Google Applications • 1:1 Device
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Assessments	
Formative Assessments (Informal) • Daily observation of students' participation and products during the active participation segment of each minilesson. • Students' questions, comments, suggestions to teacher • Comments, corrections, and records from peer conferences between students Formative Assessments (Formal) • Pre-assessment • Teacher-student conferences	Summative Assessments • Student Companion Book Projects ○ Students will put together a Companion Book of their favorite book-or book of choice. ○ Companion Book Chapters are written like individual Literary Essays (Character, Theme, Author’s Craft, Symbolism, Fanfiction, etc). • Students will draft one final literary essay with minimal teacher assistance to add to their portfolio. • Student writing will be assessed based upon the Lucy Calkins rubric for writing, including: ○ Lead ○ Transitions ○ Ending ○ Organization ○ Elaboration ○ Craft ○ Spelling ○ Punctuation and sentence structure ○ Overall writing quality

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Benchmark Assessments District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)	Alternative Assessments - Alternative Choice Projects - Oral Assessments
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Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
- RTI - Modify and accommodate as listed in student's IEP or 504 plan - Utilize effective amount of wait time - Hold high expectations - Communicate directions clearly and concisely and repeat, reword, modify as necessary. - Utilize open-ended questioning techniques - Utilize scaffolding to support instruction. - Chunk tasks into smaller components - Provide step by step instructions - Model and use visuals as often as possible - Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests. - Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts. - Utilize a variety of formative assessments to drive next	- RTI - Speech/Language Therapy - Rosetta Stone - Hold high expectations - Provide English/Spanish Dictionary for use - Place with Spanish speaking teacher/paraprofessional as available - Learn/Utilize/Display some words in the students' native language - Invite student to after school tutoring sessions - Basic Skills Instruction - Utilize formative assessments to drive instruction - Translate printed communications for parents in native language - Hold conferences with translator present - Utilize additional NJDOE resources/recommendations - Review Special Education listing for additional recommendations - Establish a consistent and daily routine	- RTI Tiered Interventions following RTI framework - Support instruction with RTI intervention resources - Provide after school tutoring services - Basic Skills Instruction - Hold high expectations - Utilize Go Math! RTI strategies - Fountas and Pinnell Phonics - Hold parent conferences fall and spring - Make modifications to instructional plans based on I and RS Plan. - Develop a record system to encourage good behavior and completion of work. - Establish a consistent and daily routine.	- Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting. - Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. - Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. - Encourage exposure to, selection and use of appropriate and specialized resources. - Promote self-initiated and self-directed learning and growth. - Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.

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point of instruction/differentiated instructional practices. • Create rubrics/allow students to assist with task, so that all are aware of expectations. • Create modified assessments. • Allow students to utilize online books, when available, to listen to oral recorded reading. • Provide individualized assistance as necessary. • Allow for group work (strategically selected) and collaboration as necessary. • Utilize homework recorder within SIS. • Allow for copies of notes to be shared out. • Utilize assistive technology as appropriate. • Provide meaningful feedback and utilize teachable moments. • Utilize graphic organizers • Introduce/review study skills • Provide reading material at or slightly above students' reading levels. • Utilize manipulatives as necessary. • Utilize auditory reminders as deemed necessary. • Provide breaks to allow for refocusing as necessary. • Establish a consistent and daily routine.			
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Quinton Township School District
English Language Arts Literacy-Writing
Grade 7

Marking Period:	3-4	Unit Title:	Unit 3: The Art of Argument	Pacing:	45 Days
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Unit Summary:

In *The Art of Argument* students learn to write essays that build convincing, nuanced arguments, balancing evidence and analysis to persuade readers to shift their beliefs or take action.

Connect with *The Hunger Games* by Suzanne Collins.

Objectives:

Pre-Assessment

- SWBAT write a persuasive essay about a topic they feel strongly about to serve as a pre-assessment.

Bend 1

1. SWBAT suspend judgment to weigh the reasons and evidence offered for each of the different sides.
2. SWBAT state a claim, give reasons to back up their claim, and give evidence to support each reason in a debate.
3. SWBAT sort and rank evidence, deciding which evidence matches each point and is most compelling.
4. SWBAT use analysis of the evidence to help readers follow the path of their argument.
5. SWBAT to choose subtopics to explore and expound upon their larger argument.

Bend 2

6. SWBAT start studying one topic or issue. SWBAT decide on a more focused sub-topic from their initial research.
7. SWBAT demonstrate research reading by looking for contradictions among sources, paying careful attention to the perspective of the author, and distinguishing between evidence the author seems to value or ignore.
8. SWBAT debate their position on a topic to strengthen their argument for their first draft of the argument paper.

9. SWBAT craft an introduction for their argument. SWBAT write a clear and strategic thesis statement.
10. SWBAT develop a clear and concise counterargument to their claim.
11. SWBAT utilize various crafting techniques to accomplish writing goals.
12. SWBAT match the tone and style of their writing to its purpose.
13. SWBAT share their published work with their peers. SWBAT engage their audience in conversation about the issues. SWBAT participate in a team debate.

Bend 3

14. SWBAT create a “cause group”, and plan and divide work within the group so that their ideas can reach a real audience and convince others to make a change.
15. SWBAT create an individual position and write an argument text that supports that position and that illustrates the skills previously taught in the unit.
16. SWBAT evaluate evidence to ensure their arguments are solid.
17. SWBAT share their writing with the global community by publishing on the internet.
18. SWBAT publish a book of their 7th grade writing publications.

Post-Assessment

- SWBAT write a persuasive essay about a topic they feel strongly about to serve as a post-assessment.

Essential Questions:

- How is written language different than spoken language?
- How can oral debate help prepare a writer to write a stronger argument paper?
- How does an effective writer persuade his/her reader?
- Why is there usually more than one side to an argument?
- What role does evidence play in winning or losing an argument?

New Jersey State Standards/Learning Targets:

Pre-Assessment

- W.AW.7.1; W.7.4; W.WP.7.4; W.SE.7.6; W.RW.7.7; RI.CR.7.1; RI.CI.7.2; RI.PP.7.5; RI.MF.7.6; SL.PE.7.1; SL.II.7.2; L.SS.7.1; L.KL.7.2

Bend 1

1. W.AW.7.1; W.SE.7.6; RI.CR.7.1; RI.PP.7.5; RI.AA.7.7; RL.CT.7.8; RI.CT.7.8; SL.PE.7.1; SL.ES.7.3
2. W.AW.7.1; W.7.4; W.WP.7.4; W.SE.7.6; RI.CR.7.1; RI.AA.7.7; RL.CT.7.8; RI.CT.7.8; SL.PE.7.1; SL.II.7.2; SL.ES.7.3; SL.PI.7.4; L.KL.7.2
3. W.AW.7.1; W.WP.7.4; W.SE.7.6; RI.CR.7.1; RI.AA.7.7; RL.CT.7.8; RI.CT.7.8; SL.PE.7.1; L.KL.7.2
4. W.AW.7.1; W.WP.7.4; W.SE.7.6; RI.CR.7.1; RI.AA.7.7; RL.CT.7.8; RI.CT.7.8; SL.PE.7.1; SL.II.7.2; SL.ES.7.3; SL.PI.7.4; L.KL.7.2
5. W.AW.7.1; W.WP.7.4; RI.CR.7.1; RI.AA.7.7; RL.CT.7.8; RI.CT.7.8; SL.PE.7.1; L.SS.7.1; L.KL.7.2

Bend 2

6. W.AW.7.1; W.WP.7.4; W.SE.7.6; RI.CR.7.1; RI.PP.7.5; RI.7.9; RI.7.10; SL.PE.7.1; L.KL.7.2;
7. W.AW.7.1; W.WP.7.4; W.SE.7.6; W.RW.7.7 RI.CR.7.1; RI.CI.7.2; L.VL.7.3; RI.PP.7.5; RI.AA.7.7; RL.CT.7.8; RI.CT.7.8; SL.PE.7.1; SL.II.7.2; SL.ES.7.3; L.KL.7.2
8. W.AW.7.1; W.WP.7.4; RI.CR.7.1; SL.PE.7.1; SL.II.7.2; SL.ES.7.3; SL.PI.7.4; SL.AS.7.6; L.KL.7.2
9. W.AW.7.1; W.WP.7.4; W.RW.7.7; RI.CR.7.1; RI.TS.7.4; SL.PE.7.1; L.KL.7.2
10. W.AW.7.1; W.WP.7.4; RI.CR.7.1; RI.IT.7.3; RI.TS.7.4; RI.AA.7.7; RL.CT.7.8; RI.CT.7.8; SL.PE.7.1; L.SS.7.1; L.KL.7.2
11. W.AW.7.1; W.WP.7.4; RI.CR.7.1; RI.IT.7.3; L.VL.7.3; RI.TS.7.4; RI.PP.7.5; SL.PE.7.1; SL.II.7.2; SL.AS.7.6; L.SS.7.1; L.KL.7.2; L.VI.7.4;
12. W.AW.7.1; W.WP.7.4; W.SE.7.6; RI.CR.7.1; SL.PE.7.1; SL.AS.7.6; L.SS.7.1; L.KL.7.2
13. W.AW.7.1; W.WP.7.4; W.SE.7.6; SL.PE.7.1; SL.PI.7.4; SL.AS.7.6; L.SS.7.1; L.KL.7.2; L.VL.7.3

Bend 3

14. W.AW.7.1; W.WP.7.4; W.SE.7.6; RI.CR.7.1; RI.CI.7.2; RI.AA.7.7; RL.CT.7.8; RI.CT.7.8; SL.PE.7.1; L.KL.7.2
15. W.AW.7.1; W.WP.7.4; W.SE.7.6; RI.CR.7.1; SL.PE.7.1; L.SS.7.1; L.KL.7.2;
16. W.AW.7.1; W.WP.7.4; W.SE.7.6 RI.CR.7.1; L.VL.7.3; RI.AA.7.7; RL.CT.7.8; RI.CT.7.8; SL.PE.7.1; SL.ES.7.3; L.KL.7.2; L.7.5
17. W.AW.7.1; W.WP.7.4; W.SE.7.6; SL.PE.7.1; L.SS.7.1; L.KL.7.2;
18. W.WP.7.4; W.SE.7.6; W.RW.7.7

Post-Assessment

- W.AW.7.1; W.7.4; W.WP.7.4; W.SE.7.6; W.RW.7.7; RI.CR.7.1; RI.CI.7.2; RI.PP.7.5; RI.MF.7.6; SL.PE.7.1; SL.II.7.2; SL.UM.7.5; L.SS.7.1; L.KL.7.2

Interdisciplinary Connections: 6.3.8.CivicsPI.4, 2.1.5.SSH.3

Career Readiness, Life Literacies, and Key Skills: 9.4.8.GCA.1

Computer Science and Design Thinking: 9.4.8.DC.1, 9.4.8.DC.2, 9.4.8.DC.4, 9.4.8.IML.1, 9.4.8.IML.7, 9.4.8.IML.12

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Pre-Assessment			
Plan, flash draft, proofread, and revise a persuasive essay on a topic you know a lot about and feel very strongly about.	Teacher's writing notebook	● Persuasive Essay Slide ● Writer's Notebooks ● Any outside resources students choose to use to support their arguments	● Smart Board Applications ● Google Applications ● 1:1 Device
Bend 1			
Session 1 Suspend judgment to weigh the reasons and evidence offered for each of the different sides.	Lucy Calkins Unit 3 The Art of Argument Bend 1: Weighing Evidence to Form Considered Positions <i>The Writing Strategies Book</i> by Jennifer Serravallo	● Post-Its, index cards, notebooks, folders for note taking ● "Get Off the Couch and Play" (CD) ● "Listening to Wisdom from a 10-year-old Son about His Head Injury" (CD) ● Technology for research ● Charts: ○ Competitive Sports	● Smart Board Applications ● Google Applications ● 1:1 Device

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		for Kids (3 column chart) ○ To Research before Establishing Your Position in an Argument ○ How to Write an Argument (CD)	
Session 2 State a claim, give reasons to back up their claim, and give evidence to support each reason in a debate.	Lucy Calkins Unit 3 The Art of Argument Bend 1: Take Your Argument into a Scrimmage <i>The Writing Strategies Book</i> by Jennifer Serravallo	● Debate demonstration materials ● Chart: ○ Tips for being a great debater: Moves that Always Pay Off in Arguments ○ How to Write an Argument (CD) ○ Boxes and Bullets Argument Essay Structure ● Folders with research and evidence for their arguments	● Smart Board Applications ● Google Applications ● 1:1 Device
Session 3 Sort and rank evidence, deciding which evidence matches each point and is most compelling.	Lucy Calkins Unit 3 The Art of Argument Bend 1: Bam! Bolstering Position by Adding Relevant Evidence <i>The Writing Strategies Book</i> by Jennifer Serravallo	● Argument Writing Checklist ● List of Transitional Phrases for introducing quotations ● Sample writing using a	● Smart Board Applications ● Google Applications ● 1:1 Device

		quote in which the source is named and cited • A student's claim about competitive sports and three potential pieces of evidence, projected or copied onto separate pieces of chart paper • Anchor Charts: ◦ When Ranking and Choosing Evidence to Support a Point, Argument Writers Ask... (CD) ◦ How to Write an Argument (CD) ◦ Make Quotes Work (CD) ◦ Guidelines for Source Citations and References (CD)	
Session 4 Use analysis of the evidence to help readers follow the path of their argument.	Lucy Calkins Unit 3 The Art of Argument Bend 1: Stay with Me Now <i>The Writing Strategies Book</i> by Jennifer Serravallo	• Charts: ◦ Guidelines for Source Citations and References ◦ Ways to Analyze Evidence and Get Others to Follow	• Smart Board Applications • Google Applications • 1:1 Device

		Your Argument (CD) ○ How to Write an Argument (CD) ○ Ways to Push Your Thinking ○ Moves that Always Pay Off in Arguments ● Sample claim and evidence on 4 pieces of paper ● Colored pens or pencils ● Conferring toolkit	
Session 5 Choose subtopics to explore and expound upon their larger argument.	Lucy Calkins Unit 3 The Art of Argument Bend 1: Taking Stock <i>The Writing Strategies Book</i> by Jennifer Serravallo	● Argument Writing Checklist ● Technology for research	● Smart Board Applications ● Google Applications ● 1:1 Device
Bend 2			
Session 6 Start studying one topic or issue. Decide on a more focused sub-topic from their initial research.	Lucy Calkins Unit 3 The Art of Argument Bend 2: Forming Coalition Groups <i>The Writing Strategies Book</i> by Jennifer Serravallo	● Excerpt from An American Childhood ● Chart: ○ Possible Inquiry Questions to Drive Research ● LA Times article	● Smart Board Applications ● Google Applications ● 1:1 Device

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		“Study: No Helmet Brand Can Save Football Players from Concussion Risk” CD • Student research folders from Competitive Sport text set CD	
Session 7 Demonstrate research reading by looking for contradictions among sources, paying careful attention to the perspective of the author, and distinguishing between evidence the author seems to value or ignore.	Lucy Calkins Unit 3 The Art of Argument Bend 2: Bringing a Critical Perspective to Your Research <i>The Writing Strategies Book</i> by Jennifer Serravallo	• Link to the video “Flavored Milk: Tasty Nutrition” (connection CD) • Excerpt from “Seeds of Innovation: Bringing a Game-Changing Helmet to Market” (Active Engagement CD) • Copies of additional quantitative data for students to analyze (CD) • Chart paper and markers • Charts: ○ Questions to Ask the Text when Reading with a Critical Eye (CD)	• Smart Board Applications • Google Applications • 1:1 Device

		○ Total Female Emergency Room Visits by Sport, printed in color and enlarged (CD) ○ How to Write an Argument (CD)	
Session 8 Debate their position on a topic to strengthen their argument for their first draft of the argument paper.	Lucy Calkins Unit 3 The Art of Argument Bend 2: Debating to Prepare a Draft <i>The Writing Strategies Book</i> by Jennifer Serravallo	● Chart: ○ Tips for Being a Great Debater: Argument Moved that Pay Off (session 2) ○ Let's Argue About Texts! (Pg 97) ● Prompts (Pg 98)	● Smart Board Applications ● Google Applications ● 1:1 Device
Session 9 Craft an introduction for their argument. Write a clear and strategic thesis statement.	Lucy Calkins Unit 3 The Art of Argument Bend 2: Introducing and Writing Your Argument <i>The Writing Strategies Book</i> by Jennifer Serravallo	● Charts: ○ Ways to Introduce an Argument ○ Techniques for Powerful Conclusions ○ How to Write an Argument ● Teacher example of an introduction ● Checklist for creating body paragraphs ● Mentor essays	● Smart Board Applications ● Google Applications ● 1:1 Device

		• Samples of 3 conclusions on index cards	
Session 10 Develop a clear and concise counterargument to their claim.	Lucy Calkins Unit 3 The Art of Argument Bend 2: Self-Assessment with an Eye toward Counterargument <i>The Writing Strategies Book</i> by Jennifer Serravallo	• Copies of the Argument Writing Checklist (Grades 7 & 8) • Mentor argument essay, enlarged, marker for annotations (or smartboard) (CD) • Students' argument essay drafts. • Learning Progression for Argument Writing (CD) • Charts: ◦ How to Write an Argument (CD) ◦ Phrases to Use to Acknowledge and Rebut Counterclaims (CD)	• Smart Board Applications • Google Applications • 1:1 Device
Session 11 Utilize various crafting techniques to accomplish writing goals.	Lucy Calkins Unit 3 The Art of Argument Bend 2: Studying Author's Craft, Including Rhetorical Devices <i>The Writing Strategies Book</i> by Jennifer Serravallo	• Charts: ◦ Argument Writers Aim Toward Goals Such As... ◦ Argument Writers Use Techniques	• Smart Board Applications • Google Applications • 1:1 Device

		Such As... • Link to video of Dan Pink's TED Talk "The Puzzle of Motivation" & a few lines transcribed for metaphor and simile example • Index cards • Argument writing checklists for 7th & 8th • Team Policy Debate and Panel Format lists • Teacher sample essay color coded to show reasons, evidence, and analysis of evidence	
Session 12 Match the tone and style of their writing to its purpose.	Lucy Calkins Unit 3 The Art of Argument Bend 2: When Company Comes, Knowing When and How to Maintain a Formal Tone <i>The Writing Strategies Book</i> by Jennifer Serravallo	• Examples of student writing, both formal and informal (copy for each student). (CD) • Argument Writing Checklist (7th and 8th) • Charts: ○ When Writers Want to Create a More Formal Tone, They: ○ How to Write an Argument (CD)	• Smart Board Applications • Google Applications • 1:1 Device

Session 13 Share their published work with their peers. Engage their audience in conversation about the issues. Participate in a team debate.	Lucy Calkins Unit 3 The Art of Argument Bend 2: Celebration <i>The Writing Strategies Book</i> by Jennifer Serravallo	• Published arguments • Parent invitations • 7th & 8th grade argument writing checklists CD	• Smart Board Applications • Google Applications • 1:1 Device
Bend 3			
Session 14 Create a “cause group”, and plan and divide work within the group so that their ideas can reach a real audience and convince others to make a change.	Lucy Calkins Unit 3 The Art of Argument Bend 3: Taking Opportunities to Stand and Be Counted <i>The Writing Strategies Book</i> by Jennifer Serravallo	• Students’ writer’s notebooks. • List of past First Lady projects • Computers, ipads, with internet access. • Chart paper with the heading “Steps Activists Took to Make a Difference” (CD) • Markers • Chart: ○ How to Write an Argument (CD) ○ Charts from Bends 1 & 2 • Argument Writing Checklist	• Smart Board Applications • Google Applications • 1:1 Device
Session 15 Create an individual position and write an argument text that supports that position	Lucy Calkins Unit 3 The Art of Argument Bend 3: Revising by Qualifying Your Claim	• Signs saying YES, TOTALLY and NO WAY	• Smart Board Applications • Google Applications

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and that illustrates the skills previously taught in the unit.	<i>The Writing Strategies Book</i> by Jennifer Serravallo	• Prompts for qualifying their arguments	• 1:1 Device
Session 16 Evaluate evidence to ensure their arguments are solid.	Lucy Calkins Unit 3 The Art of Argument Bend 3: Revising with Logical Fallacies in Mind <i>The Writing Strategies Book</i> by Jennifer Serravallo	• Jenga game or clip of game being played • Set of 6 index cards, each card with an argument for or against using cell phones in school, one set for each partnership • Chart paper and markers • Students' writer's notebook • Video clips of the Direct TV commercials to show examples of the logical fallacy of slippery slope, if desired. • Charts: ○ Some Common Logical Fallacies (CD) ○ How to Write an Argument (CD)	• Smart Board Applications • Google Applications • 1:1 Device

Session 17 Share writing with the global community by publishing on the internet.	Lucy Calkins Unit 3 The Art of Argument Bend 3: Cyberactivism <i>The Writing Strategies Book</i> by Jennifer Serravallo	• Class Twitter account (optional) • Blogger by Google • PSA video for YouTube (optional) • PSA checklist	• Smart Board Applications • Google Applications • 1:1 Device
Session 18 Publish a book of their 7th grade writing publications.	Lucy Calkins Series - Cumulative Project	• Student publications • Book making materials • Art supplies	• Smart Board Applications • Google Applications • 1:1 Device
Post-Assessment			
Plan, flash draft, proofread, and revise a persuasive essay on a topic you know a lot about and feel very strongly about.	Teacher's writing notebook	• Persuasive Essay Slide • Writer's Notebooks • Any outside resources students choose to use to support their arguments	• Smart Board Applications • Google Applications • 1:1 Device

Assessments	
Formative Assessments (Informal) • Daily observation of students' participation and products during the active participation segment of each minilesson. • Students' questions, comments, suggestions to teacher • Comments, corrections, and records from peer conferences	Summative Assessments • Published research-based argumentative pieces • On-demand argumentative piece with minimal teacher assistance. Student writing will be assessed based upon the Lucy Calkins rubric for writing, including:

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between students Formative Assessments (Formal) • Pre-assessment • Teacher-student conferences	• Lead • Transitions • Ending • Organization • Elaboration • Craft • Spelling • Punctuation and sentence structure • Overall writing quality
Benchmark Assessments • District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)	Alternative Assessments • Alternative Choice Projects • Oral Assessments

Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
• RTI • Modify and accommodate as listed in student's IEP or 504 plan • Utilize effective amount of wait time • Hold high expectations • Communicate directions clearly and concisely and repeat, reword, modify as necessary. • Utilize open-ended questioning techniques • Utilize scaffolding to support instruction. • Chunk tasks into smaller components	• RTI • Speech/Language Therapy • Rosetta Stone • Hold high expectations • Provide English/Spanish Dictionary for use • Place with Spanish speaking teacher/paraprofessional as available • Learn/Utilize/Display some words in the students' native language • Invite student to after school tutoring sessions • Basic Skills Instruction • Utilize formative assessments to drive instruction	• RTI Tiered Interventions following RTI framework • Support instruction with RTI intervention resources • Provide after school tutoring services • Basic Skills Instruction • Hold high expectations • Utilize Go Math! RTI strategies • Fountas and Pinnell Phonics • Hold parent conferences fall and spring • Make modifications to instructional plans based on I and RS Plan. • Develop a record system to encourage good behavior and	• Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.

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• Provide step by step instructions • Model and use visuals as often as possible • Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests. • Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts. • Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices. • Create rubrics/allow students to assist with task, so that all are aware of expectations. • Create modified assessments. • Allow students to utilize online books, when available, to listen to oral recorded reading. • Provide individualized assistance as necessary. • Allow for group work (strategically selected) and collaboration as necessary. • Utilize homework recorder within SIS. • Allow for copies of notes to be shared out. • Utilize assistive technology as appropriate. • Provide meaningful feedback and utilize teachable moments. • Utilize graphic organizers • Introduce/review study skills • Provide reading material at or slightly above students'	• Translate printed communications for parents in native language • Hold conferences with translator present • Utilize additional NJDOE resources/recommendations • Review Special Education listing for additional recommendations • Establish a consistent and daily routine	• completion of work. • Establish a consistent and daily routine.	• Encourage exposure to, selection and use of appropriate and specialized resources. • Promote self-initiated and self-directed learning and growth. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.
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reading levels. • Utilize manipulatives as necessary. • Utilize auditory reminders as deemed necessary. • Provide breaks to allow for refocusing as necessary. • Establish a consistent and daily routine.			
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Quinton Township School District
English Language Arts Literacy-Language
Grade 7

Marking Period:	1-4	Unit Title:	Grammar - Parts of Speech & Sentence Structure	Pacing:	25 Days
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Unit Summary:

In this unit, students will review and build on their grammar knowledge from last year on the Parts of Speech and Sentence Structure. We will expand on their knowledge base from last year by introducing how to correct Dangling Modifiers and other, more complex grammar concepts. Toward the end of the unit, we will review the material and take a quiz on the Parts of Speech and Sentence Structure.

We will accomplish these mini-lessons and activities through morning warm ups which will integrate with instruction in the Writer's and Reader's Workshops.

Objectives:

SWBAT use correct sentence structure.

SWBAT identify phrases and clauses.

SWBAT use commas correctly.

SWBAT use correct verb tense.

SWBAT identify modifiers and correct placement.

SWBAT distinguish simple, compound, and complex sentences.

SWBAT identify declarative, interrogative, exclamatory, and imperative sentences.

SWBAT identify subjects, predicates, direct objects, indirect objects, and clauses within sentences.

SWBAT identify and correct errors in run-on sentences and sentence fragments.

SWBAT vary sentence structures to enhance the style and tone of their writing.

Essential Questions:

- Why is punctuation important?
- As a writer, and as a reader, why is verb tense important?
- Why are modifiers important?
- Why is it important to know what the parts of a sentence are?
- How can the knowledge of different sentence types and the parts of a sentence make us better writers?
- Why should we vary sentence structure in our writing?

New Jersey State Standards/Learning Targets:

L.SS.7.1; L.SS.7.1.A; L.SS.7.1.B; L.SS.7.1.C; L.SS.7.1.D; L.SS.7.1.E
L.KL.7.2; L.KL.7.2.A; L.KL.7.2.B; L.KL.7.2.C
L.VL.7.3; L.VL.7.3.A; L.VL.7.3.B; L.VL.7.3.C; L.VL.7.3.D; L.VL.7.3.E
L.VI.7.4; L.VI.7.4.A; L.VI.7.4.B; L.VI.7.4.C; L.VI.7.4.D

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Week 1: Nouns, Pronouns, and Verbs	Pearson Reality Central: Real World Writing Journal (189-215) Grammar Bytes	• Grammar Worksheets [p 190-207] • IXL Exercises: 7th Grade	• Smart Board Applications • Google Applications • 1:1 Device • IXL
Week 2: Adjectives, Adverbs, and Articles	Pearson Reality Central: Real World Writing Journal (189-215)	• Grammar Worksheets [p 208-12]	• Smart Board Applications • Google

	Grammar Bytes	IXL Exercises: 7th Grade	Applications 1:1 Device - IXL
Week 3: Conjunctions and Prepositions	Pearson Reality Central: Real World Writing Journal (189-215) Grammar Bytes	- Grammar Worksheets [p 213-5] - IXL Exercises: 7th Grade	- Smart Board Applications - Google Applications 1:1 Device - IXL
Week 4: Complete Sentences, Sentence Types, and Clauses	Pearson Reality Central: Real World Writing Journal (216-218) Grammar Bytes	- Grammar Worksheets [p 216] - IXL Exercises: 7th Grade	- Smart Board Applications - Google Applications 1:1 Device - IXL
Week 5: Subjects and Predicates; Direct and Indirect Objects	Pearson Reality Central: Real World Writing Journal (216-218) Grammar Bytes	- Grammar Worksheets [p 216] - IXL Exercises: 7th Grade	- Smart Board Applications - Google Applications 1:1 Device - IXL
Week 6: Run-ons and Fragments; Identifying Errors in Sentences	Pearson Reality Central: Real World Writing Journal (216-218) Grammar Bytes	- Grammar Worksheets [p 217-218] - IXL Exercises: 7th Grade	- Smart Board Applications - Google Applications 1:1 Device

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			IXL
Week 7: Dangling Modifiers	Pearson Reality Central: Real World Writing Journal (216-218) Grammar Bytes	- Grammar Worksheets [p 217-218] - IXL Exercises: 7th Grade L.5,6,7	- Smart Board Applications - Google Applications 1:1 Device - IXL Chomp Chomp
Week 8: Review & Summative Assessment	Pearson Reality Central: Real World Writing Journal (189-215) Grammar Bytes	- Grammar Worksheets [p 217-218] - IXL Exercises: 7th Grade	- Smart Board Applications - Google Applications 1:1 Device - IXL

Assessments	
Formative Assessments - Monitor student participation during warm ups and check for accurate completion of grammar worksheets. - Students will complete specified IXL activities as classwork outside of the daily warm up time. Teacher will monitor student progress through IXL and provide individualized feedback and instruction to students in real time. Reinforce grammar concepts during other activities and assignments.	Summative Assessments For a quiz grade, students will define the eight parts of speech (noun, pronoun, verb, adjective, adverb, conjunction, preposition, article) and identify each part of speech in sentences. Students will also define and identify the different sentence types (simple, compound, complex; declarative, imperative, interrogative, exclamatory).

Benchmark Assessments District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)	Alternative Assessments - Alternative Choice Projects - Oral Assessments
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Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
• RTI • Modify and accommodate as listed in student's IEP or 504 plan • Utilize effective amount of wait time • Hold high expectations • Communicate directions clearly and concisely and repeat, reword, modify as necessary. • Utilize open-ended questioning techniques • Utilize scaffolding to support instruction. • Chunk tasks into smaller components • Provide step by step instructions • Model and use visuals as often as possible • Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests. • Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts. • Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices. • Create rubrics/allow students to assist with task, so that all	• RTI • Speech/Language Therapy • Rosetta Stone • Hold high expectations • Provide English/Spanish Dictionary for use • Place with Spanish speaking teacher/paraprofessional as available • Learn/Utilize/Display some words in the students' native language • Invite student to after school tutoring sessions • Basic Skills Instruction • Utilize formative assessments to drive instruction • Translate printed communications for parents in native language • Hold conferences with translator present • Utilize additional NJDOE resources/recommendations • Review Special Education listing for additional recommendations • Establish a consistent and daily routine	• RTI Tiered Interventions following RTI framework • Support instruction with RTI intervention resources • Provide after school tutoring services • Basic Skills Instruction • Hold high expectations • Utilize Go Math! RTI strategies • Fountas and Pinnell Phonics • Hold parent conferences fall and spring • Make modifications to instructional plans based on I and RS Plan. • Develop a record system to encourage good behavior and completion of work. • Establish a consistent and daily routine.	• Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. • Encourage exposure to, selection and use of appropriate and specialized resources. • Promote self-initiated and self-directed learning and growth. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.

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are aware of expectations. • Create modified assessments. • Allow students to utilize online books, when available, to listen to oral recorded reading. • Provide individualized assistance as necessary. • Allow for group work (strategically selected) and collaboration as necessary. • Utilize homework recorder within SIS. • Allow for copies of notes to be shared out. • Utilize assistive technology as appropriate. • Provide meaningful feedback and utilize teachable moments. • Utilize graphic organizers • Introduce/review study skills • Provide reading material at or slightly above students' reading levels. • Utilize manipulatives as necessary. • Utilize auditory reminders as deemed necessary. • Provide breaks to allow for refocusing as necessary. • Establish a consistent and daily routine.			
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**Quinton Township School District
English Language Arts Literacy-Language
Grade 7**

Marking Period:	1-4	Unit Title:	Capitalization, Punctuation, Formatting, and Spelling	Pacing:	15 Days
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Unit Summary:

In this unit, students will review grammar rules and reinforce proper punctuation and capitalization. Students will review why certain rules are in place and what can happen when those rules are broken. From this point, we will introduce and practice how to use more complex punctuation such as semicolons, ellipses, hyphens, and dashes. Toward the end of the unit, students will formally review commonly misspelled words (which will be addressed prior to this point throughout the year) that programs like spellcheck will overlook. There will be two types of summative assessment for this unit. The first summative assessment will require students to achieve at least an 80 on specified IXL skills by the end of the unit. The second summative assessment will be a mini-project where students create and present posters illustrating the ways that they remember the correct spelling of frequently confused words. We will accomplish these mini-lessons and activities through morning warm ups which will integrate with instruction in the Writer's and Reader's Workshops.

*After successful completion of this unit, we will continue to review the grammar concepts covered throughout the year during daily grammar warm-ups called "M.U.G. shots" (Mechanics, Usage, and Grammar). Mistakes made in students' writing will be addressed through one-on-one conferences and small group instruction if needed.

Objectives:

SWBAT identify and correct mistakes in capitalization, punctuation, and spelling.
SWBAT include appositives in their writing by using commas or dashes.

SWBAT effectively use semicolons, hyphens, dashes, and ellipses in their own writing.

Essential Questions:

- Why is correct spelling important?
- How can incorrect spelling affect your reader?
- Why is proper punctuation important?
- How can punctuation completely change the intended meaning of a sentence?

New Jersey State Standards/Learning Targets:

L.SS.7.1; L.SS.7.1.A; L.SS.7.1.B; L.SS.7.1.C; L.SS.7.1.D; L.SS.7.1.E
L.KL.7.2; L.KL.7.2.A; L.KL.7.2.B; L.KL.7.2.C

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Week One: Comma Review	Pearson Reality Central: Real World Writing Journal (220-222) IXL & Grammar Bytes	• M.U.G. Shots • IXL: F Skills F.1,2,3,4,7	• Smart Board Applications • Google Applications • IXL
Week Two: Semicolons	Pearson Reality Central: Real World Writing Journal (220-222) IXL & Grammar Bytes	• M.U.G. Shots • IXL: F Skills F.8,9	• Smart Board Applications • Google Applications • IXL

Week Three: Dashes and Hyphens	Pearson Reality Central: Real World Writing Journal (220-222) IXL & Grammar Bytes	• M.U.G. Shots • IXL: F Skills F.10,11	• Smart Board Applications • Google Applications • IXL
Week Four: Using Ellipses Properly	Pearson Reality Central: Real World Writing Journal (220-222) IXL & Grammar Bytes	• M.U.G. Shots • IXL: F Skills F. 12	• Smart Board Applications • Google Applications • IXL
Week Five: Capitalization	Pearson Reality Central: Real World Writing Journal (219) IXL & Grammar Bytes	• M.U.G. Shots • IXL: F Skills F.13	• Smart Board Applications • Google Applications • IXL
Week Six: Formatting Quotations and Dialogue, a Review from Writer's Workshop; Formatting Titles Review	Writer's Workshop Units of Study IXL & Grammar Bytes	• M.U.G. Shots • IXL: F Skills F.16, 18	• Smart Board Applications • Google Applications • IXL
Week Seven: Punctuation Review	Pearson Reality Central: Real World Writing Journal (220) IXL & Grammar Bytes	• M.U.G. Shots • IXL: F Skills	• Smart Board Applications • Google Applications • IXL

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Week Eight: Frequently Confused Words Continued	Pearson Reality Central: Real World Writing Journal (224-226) IXL & Grammar Bytes	• M.U.G. Shots • IXL: M.1, 2	• Smart Board Applications • Google Applications • IXL
Week Nine: Correcting Common Errors	Pearson Reality Central: Real World Writing Journal (223) IXL & Grammar Bytes	• M.U.G. Shots • IXL: M.3, 4	• Smart Board Applications • Google Applications • IXL
Week Ten: Review of Common Errors and Corrections	Pearson Reality Central: Real World Writing Journal (223) IXL & Grammar Bytes	• M.U.G. Shots • IXL: All M Skills	• Smart Board Applications • Google Applications • IXL

Assessments	
Formative Assessments • Monitor student participation during warm ups and check for accurate completion of grammar worksheets. • Students will complete specified IXL activities as classwork outside of the daily warm up time. Teacher will monitor student progress through IXL and provide individualized feedback and instruction to students in real time. Reinforce grammar concepts	Summative Assessments • Part I: Over the course of the unit, students will achieve, at least, a score of 80 on the following IXL skills: F.5, F.9, I.14, M.1, M.2 • Part II: Students will create posters illustrating the ways that they remember the correct spelling of frequently confused words. They will present these to the class and hang them up.

during other activities and assignments.	
Benchmark Assessments District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)	Alternative Assessments - Alternative Choice Projects - Oral Assessments

Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
- RTI - Modify and accommodate as listed in student's IEP or 504 plan - Utilize effective amount of wait time - Hold high expectations - Communicate directions clearly and concisely and repeat, reword, modify as necessary. - Utilize open-ended questioning techniques - Utilize scaffolding to support instruction. - Chunk tasks into smaller components - Provide step by step instructions - Model and use visuals as often as possible - Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests. - Teach Tiers 1,2, and 3 words to assist students' understanding of instructional	- RTI - Speech/Language Therapy - Rosetta Stone - Hold high expectations - Provide English/Spanish Dictionary for use - Place with Spanish speaking teacher/paraprofessional as available - Learn/Utilize/Display some words in the students' native language - Invite student to after school tutoring sessions - Basic Skills Instruction - Utilize formative assessments to drive instruction - Translate printed communications for parents in native language - Hold conferences with translator present - Utilize additional NJDOE resources/recommendations - Review Special Education listing for additional recommendations - Establish a consistent and	- RTI Tiered Interventions following RTI framework - Support instruction with RTI intervention resources - Provide after school tutoring services - Basic Skills Instruction - Hold high expectations - Utilize Go Math! RTI strategies - Fountas and Pinnell Phonics - Hold parent conferences fall and spring - Make modifications to instructional plans based on I and RS Plan. - Develop a record system to encourage good behavior and completion of work. - Establish a consistent and daily routine.	- Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting. - Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. - Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. - Encourage exposure to, selection and use of appropriate and specialized resources. - Promote self-initiated and self-directed learning and growth. - Provide for the development of self-understanding of one's relationships with people, societal institutions, nature

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texts. • Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices. • Create rubrics/allow students to assist with task, so that all are aware of expectations. • Create modified assessments. • Allow students to utilize online books, when available, to listen to oral recorded reading. • Provide individualized assistance as necessary. • Allow for group work (strategically selected) and collaboration as necessary. • Utilize homework recorder within SIS. • Allow for copies of notes to be shared out. • Utilize assistive technology as appropriate. • Provide meaningful feedback and utilize teachable moments. • Utilize graphic organizers • Introduce/review study skills • Provide reading material at or slightly above students' reading levels. • Utilize manipulatives as necessary. • Utilize auditory reminders as deemed necessary. • Provide breaks to allow for refocusing as necessary. • Establish a consistent and daily routine.	daily routine		and culture.
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Quinton Township School District
English Language Arts Literacy-Language
Grade 7
Pacing Guide

Marking Period:	3	Unit Title:	Prefixes, Suffixes, and Roots	Pacing:	5 Days
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Unit Summary:

In this unit, students will use their knowledge of Prefixes, Suffixes, and Greek and Latin Roots to determine the meaning of unknown words. Students will build on their prior knowledge from 6th grade through IXL activities. At the end of the unit, students should have earned at least an 80 on each IXL skill; this will count as the summative assessment for the unit.

Objectives:

SWBAT determine the meaning of unknown words through context clues and their knowledge of prefixes, suffixes, and Greek and Latin roots.

SWBAT use print and digital dictionaries to determine the meaning of unknown words.

Essential Questions:

- How can we use Greek and Latin roots in our daily lives?
- What are some strategies we can use when we come across words we do not recognize?

New Jersey State Standards/Learning Targets:

L.VL.7.3; L.VL.7.3.A; L.VL.7.3.B; L.VL.7.3.C; L.VL.7.3.D; L.VL.7.3.E
L.VI.7.4; L.VI.7.4.A; L.VI.7.4.B; L.VI.7.4.C; L.VI.7.4.D

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Weeks One through Five: Prefixes and Suffixes	IXL - G Skills	- IXL 7th Grade G.1, G.2, G.3, G.4, G.5, G.6, G.7, G.8	- Smart Board Applications - Google Applications - IXL
Weeks Six through Ten: Greek and Latin Roots	IXL - H Skills	- IXL 7th Grade H.1, H.2, H.3, H.4	- Smart Board Applications - Google Applications - IXL

Assessments	
Formative Assessments Teacher will monitor student progress through IXL and provide individualized feedback and instruction to students in real time. Reinforce grammar concepts during other activities and assignments. Incorporate identification of prefixes, suffixes, roots, and stems into other areas of class; prompt students draw from prior knowledge on a regular basis.	Summative Assessments Students will earn a score of 80 on each IXL skill in the unit.
Benchmark Assessments	Alternative Assessments

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- District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)

- Alternative Choice Projects
- Oral Assessments

Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
• RTI • Modify and accommodate as listed in student's IEP or 504 plan • Utilize effective amount of wait time • Hold high expectations • Communicate directions clearly and concisely and repeat, reword, modify as necessary. • Utilize open-ended questioning techniques • Utilize scaffolding to support instruction. • Chunk tasks into smaller components • Provide step by step instructions • Model and use visuals as often as possible • Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests. • Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts. • Utilize a variety of formative assessments to drive next point of	• RTI • Speech/Language Therapy • Rosetta Stone • Hold high expectations • Provide English/Spanish Dictionary for use • Place with Spanish speaking teacher/paraprofessional as available • Learn/Utilize/Display some words in the students' native language • Invite student to after school tutoring sessions • Basic Skills Instruction • Utilize formative assessments to drive instruction • Translate printed communications for parents in native language • Hold conferences with translator present • Utilize additional NJDOE resources/recommendations • Review Special Education listing for additional recommendations • Establish a consistent and daily routine	• RTI Tiered Interventions following RTI framework • Support instruction with RTI intervention resources • Provide after school tutoring services • Basic Skills Instruction • Hold high expectations • Utilize Go Math! RTI strategies • Fountas and Pinnell Phonics • Hold parent conferences fall and spring • Make modifications to instructional plans based on I and RS Plan. • Develop a record system to encourage good behavior and completion of work. • Establish a consistent and daily routine.	• Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world. • Encourage exposure to, selection and use of appropriate and specialized resources. • Promote self-initiated and self-directed learning and growth. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.

instruction/differentiated instructional practices. • Create rubrics/allow students to assist with task, so that all are aware of expectations. • Create modified assessments. • Allow students to utilize online books, when available, to listen to oral recorded reading. • Provide individualized assistance as necessary. • Allow for group work (strategically selected) and collaboration as necessary. • Utilize homework recorder within SIS. • Allow for copies of notes to be shared out. • Utilize assistive technology as appropriate. • Provide meaningful feedback and utilize teachable moments. • Utilize graphic organizers • Introduce/review study skills • Provide reading material at or slightly above students' reading levels. • Utilize manipulatives as necessary. • Utilize auditory reminders as deemed necessary. • Provide breaks to allow for refocusing as necessary. • Establish a consistent and daily routine.			
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