

# Academic Mastery ELA - Grade 7

## Unit 1: Building a Reading Life

### Stage 1: Desired Results

#### Standards & Indicators:

L.VL.7.3. [Language. Vocabulary Acquisition, Use and Literal Meaning.7.3](#). Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, including technical meanings, choosing flexibly from a range of strategies.

- A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

RL.CR.7.1. [Reading Literature.Close Reading of Text7.1](#). Cite several pieces of textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.

RI.CR.7.1. [Reading Informational Texts.Close Reading of Text.7.1](#). Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.

RL.CI.7.2. [Reading Literature.Central Ideas and Themes of Texts.7.2](#). Determine a theme in a literary text (e.g., stories, plays or poetry) and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.CI.7.2. [Reading Informational Texts.Central Ideas and Themes of Texts.7.2](#). Determine a central idea in an informational text and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

W.RW.7.7. [Writing.Range of Writing.7.7](#). 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.

#### Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Idea
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).	Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.
9.4.8.IML.7	Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).	Sources of information are evaluated for accuracy and relevance when considering the use of information.

#### Central Idea/Enduring Understanding:

- Readers utilize strategies to help them better understand texts they are reading.
- Readers use word study strategies to help them decode words.
- Readers read like they speak, with purpose and fluency.
- Readers generate bigger vocabularies from reading texts.
- Readers apply comprehension strategies to support their navigation of a text.
- Readers write about what they read to

#### Essential/Guiding Question:

- How do literacy structures, strategies, and routines in the classroom support thinking and learning?
- How are all of the components of reading (decoding, fluency, comprehension, etc.) interconnected to support our understanding of text?

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<p>further explore their thoughts related to the text.</p>	
<p><b>Content:</b>            Textual Evidence            Theme            Central Idea            Summary            Evidence            Claim            Conclusion            Citations            Context cues</p> <p>Titles from Scholastic Action, Scope, and Junior            Titles from Goalbooks            Titles from Readworks            Titles from Newsela            Independent reading texts (fiction &amp; non-fiction)</p>	<p><b>Skills(Objectives):</b></p> <ul style="list-style-type: none"> <li>● Cite several pieces of textual evidence to support analysis of what a text says explicitly and what can be inferred.</li> <li>● Determine a theme or central idea and analyze how it is developed over the course of a text.</li> <li>● Cite several pieces of textual evidence to support analysis of what a text says explicitly and inferences drawn from the text.</li> <li>● Demonstrate command of standard grammar and usage when writing or speaking. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings.</li> <li>● Write routinely over both extended and shorter time frames for a variety of purposes and audiences.</li> </ul>

<p><b>Interdisciplinary Connections:</b></p> <ul style="list-style-type: none"> <li>● Break down multi-step tasks using informational text strategies (highlight key ideas, summarize steps, look for signal words). This can carry over to breaking down word problems in math.</li> <li>● Discuss how characters in stories/dramas respond to challenges and relate it to personal decision-making and emotions. This connects to SEL/Health.</li> <li>● Nonfiction texts are related to science and social studies topics. Students will also work on vocabulary skills to break apart technical terms that they learn in other subject areas.</li> </ul>
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### Stage 2: Assessment Evidence

<p><b>Performance Task(s):</b>            IXL            MAP            RACE Writing Tasks            Summative assessment</p>	<p><b>Other Evidence:</b>            Graphic Organizers            Formative assessments            Small group responses            IXL diagnostic            MAP assessment            Short constructed responses            Daily Do Nows            IXL skills assessment</p>
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### Stage 3: Learning Plan

<p><b>Learning Opportunities/Strategies:</b>            Do Now: Vocabulary, Graphic organizer, Background knowledge</p> <p>Teach/Model: The skill or strategy that is being taught will be modeled for the students.</p> <p>Small Group: Students try to apply the skill/strategy with support of the teacher.</p> <p>Independent Practice: Students apply the skill or strategy that was taught independently or in a small group.</p> <p>Strategies:</p>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>● IXL</li> <li>● Scholastic magazines (Junior, Action, Scope)</li> <li>● Goalbook</li> <li>● Flocabulary</li> <li>● Newsela</li> <li>● Independent reading texts (fiction &amp; non-fiction)</li> </ul> <p>LGBTQ and Disabilities Resources:</p> <ul style="list-style-type: none"> <li>● <a href="#">LGBTQ-Inclusive Lesson &amp; Resources by Garden State Equality and Make it Better for Youth</a></li> <li>● <a href="#">LGBTQ+ Books</a></li> </ul> <p>DEI Educational Resources:</p> <ul style="list-style-type: none"> <li>● <a href="#">Learning for Justice</a></li> </ul>
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Boxes and Bullets, Who/What/When/Where/Why, Think-Pair-Share		<ul style="list-style-type: none"> <li>• <a href="#">GLSEN Educator Resources</a></li> <li>• <a href="#">Supporting LGBTQIA Youth Resource List</a></li> <li>• <a href="#">Respect Ability: Fighting Stigmas, Advancing Opportunities</a></li> <li>• <a href="#">NJDOE Diversity, Equity &amp; Inclusion Educational Resources</a></li> </ul>	
Small group Partner reading Drop Everything and Read			
<b>Differentiation</b> *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<p>The student will be given an alternate task based on MAP data or reading assessment data. Students will be asked to work on skills that they require remediation in.</p> <p>Students who exhibit comprehension of skills being taught will be given an extension to the assignment (Example: story at a higher reading level in which they need to apply the skill that was taught)</p> <p>Students may also be asked to discuss how they arrived at their answer, to question, to another student, to make sure they have a clear understanding of the concept.</p>	<p>Students who exhibit comprehension of skills being taught will be given an extension to the assignment. (Example: story at a higher reading level in which they need to apply the skill that was taught)</p> <p>Students may also be asked to discuss how they arrived at their answer, to question, to another student, to make sure they have a clear understanding of the concept.</p> <p>Students will use a learning progression to reflect upon their application of the skill/strategy they were taught.</p>	<p>Struggling students will receive small group instruction from the Reading Specialist.</p> <p>Reading assessments will be conducted to determine needs.</p> <p>Resources such as ReadLive, FCRR, IXL etc. will be used to differentiate.</p> <p>Students will receive interventions such as repetition of Instructions, visual aides, allowing student(s) to draw pictures as well as labeling, individualized reading plans, or extra time to complete tasks.</p>	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following:            Extended time            Provide visual aids            Repeated directions            Differentiate based on proficiency            Provide word banks            Allow for translators, dictionaries</p>

### **Unit 2: Paired Texts**

#### **Stage 1: Desired Results**

##### **Standards & Indicators:**

RL.CR.7.1. [Reading Literature.Close Reading of Text](#)7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.

RI.CR.7.1. [Reading Informational Texts.Close Reading of Text](#)7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.

RL.MF.7.6. [Reading Literature.Diverse Media and Formats](#)7.6. Compare and contrast texts (e.g., a written story, drama, or poem) to its audio, filmed, staged, or multimedia version and analyze the unique qualities of different

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mediums, including the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film)

RI.MF.7.6. [Reading Informational Texts.Diverse Media and Formats.7.6](#). Compare and contrast texts to analyze the unique qualities of different mediums, including the integration of information from multiple formats and sources to develop deeper understanding of the concept, topic or subject and resolve conflicting information.

RL.CT.7.8. [Reading Literature.Comparison of Texts.7.8](#). Compare and contrast a fictional portrayal of an event, time, place, or character and a historical or scientific account of the same period or event as a means of understanding how authors of fiction use or alter history and/or events.

RI.CT.7.8. [Reading Informational Texts.Comparison of Texts.7.8](#). Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing informational texts about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

W.RW.7.7. [Writing.Range of Writing.7.7](#). 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.

### Career Readiness, Life Literacies and Key Skills

Standard	Core Ideas	Performance Expectations
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).	Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.
9.4.8.IML.7	Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).	Sources of information are evaluated for accuracy and relevance when considering the use of information.

#### **Central Idea/Enduring Understanding:**

- Cite multiple pieces of evidence from both literary and informational texts to explain what the texts say directly and indirectly.
- Compare and contrast how the same story or topic is portrayed in written texts and multimedia formats such as films, podcasts, or videos, and analyze the unique techniques each medium uses.
- Compare and contrast how the same story or topic is portrayed in different genres of written texts (poem, play, short story, etc.)
- Examine how fictional portrayals of historical or real events differ from factual accounts, and explain why authors might change or emphasize different parts of history.
- Identify examples of informational texts that may focus on different facts or ideas even when the topic is the same.

#### **Essential/Guiding Question:**

- How do different formats (books, videos, podcasts) tell the same story or topic in unique ways?
- How does the way a story is told (as a poem, play, or story) change how I understand it?
- Why do authors change real events in fictional stories, and how does that affect our understanding of history?
- How can two texts about the same topic share different facts or points of view?

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<p><b><u>Content:</u></b>          Graphic/Multimedia Source          Evidence          Inferences          Compare/contrast          Point of view          Analysis          Synthesis</p> <p>Titles from Scholastic Action, Scope, and Junior          Titles from Goalbooks          Titles from Readworks          Title from Newsela          Fiction texts (independent reading)</p>	<p><b><u>Skills(Objectives):</u></b></p> <ul style="list-style-type: none"> <li>• Students will analyze how different formats—such as books, articles, and videos —present the same story or topic in unique ways, and explain how techniques like visuals, sound, or narration affect understanding.</li> <li>• Students will evaluate how authors change real historical events in fictional stories and explain how those changes affect the reader’s perception of history.</li> <li>• Students will analyze how two informational texts about the same topic can include different facts, emphasize different ideas, or present varying perspectives, and explain the impact of those differences.</li> </ul>
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<p><b><u>Interdisciplinary Connections:</u></b></p> <ul style="list-style-type: none"> <li>• Connect with historical fiction or plays and pair with informational texts about the historical period.</li> <li>• Discuss how characters in stories/dramas respond to challenges and relate it to personal decision-making and emotions. This connects to SEL/Health.</li> </ul>
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### Stage 2: Assessment Evidence

<p><b><u>Performance Task(s):</u></b>          IXL          MAP          RACE Writing Tasks          Modified/guided RST          Summative assessment</p>	<p><b><u>Other Evidence:</u></b>          Graphic Organizers          Formative assessments          Small group responses          IXL diagnostic          MAP assessment          Short constructed responses          Daily Do Nows          IXL skills assessment</p>
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### Stage 3: Learning Plan

<p><b><u>Learning Opportunities/Strategies:</u></b>          Do Now: Vocabulary, Graphic organizer, Background knowledge</p> <p>Teach/Model: The skill or strategy that is being taught will be modeled for the students.</p> <p>Small Group: Students try to apply the skill/strategy with support of the teacher.</p> <p>Independent Practice: Students apply the skill or strategy that was taught independently or in a small group.</p> <p>Strategies:          Boxes and Bullets, Who/What/When/Where/Why, Think-Pair-Share</p> <p>Small group          Partner reading          Drop Everything and Read</p>	<p><b><u>Resources:</u></b></p> <ul style="list-style-type: none"> <li>• <a href="#">IXL</a></li> <li>• Scholastic magazines (Junior, Action, Scope)</li> <li>• Goalbook</li> <li>• Flocabulary</li> <li>• Newsela</li> <li>• Independent reading texts (fiction &amp; non-fiction)</li> </ul> <p>LGBTQ and Disabilities Resources:</p> <ul style="list-style-type: none"> <li>• <a href="#">LGBTQ-Inclusive Lesson &amp; Resources by Garden State Equality and Make it Better for Youth</a></li> <li>• <a href="#">LGBTQ+ Books</a></li> </ul> <p>DEI Educational Resources:</p> <ul style="list-style-type: none"> <li>• <a href="#">Learning for Justice</a></li> <li>• <a href="#">GLSEN Educator Resources</a></li> <li>• <a href="#">Supporting LGBTQIA Youth Resource List</a></li> <li>• <a href="#">Respect Ability: Fighting Stigmas, Advancing Opportunities</a></li> <li>• <a href="#">NJDOE Diversity, Equity &amp; Inclusion Educational Resources</a></li> </ul>
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## Academic Mastery ELA - Grade 7

<b>Differentiation</b> *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to struggling and/or Special Needs Section for differentiation.			
<b>High-Achieving Students</b>	<b>On Grade Level Students</b>	<b>Struggling Students</b>	<b>Special Needs/ELL</b>
<p>The student will be given an alternate task based on MAP data or reading assessment data. Students will be asked to work on skills that they require remediation in.</p> <p>Students who exhibit comprehension of skills being taught will be given an extension to the assignment (Example: story at a higher reading level in which they need to apply the skill that was taught)</p> <p>Students may also be asked to discuss how they arrived at their answer, to question, to another student, to make sure they have a clear understanding of the concept.</p>	<p>Students who exhibit comprehension of skills being taught will be given an extension to the assignment. (Example: story at a higher reading level in which they need to apply the skill that was taught)</p> <p>Students may also be asked to discuss how they arrived at their answer, to question, to another student, to make sure they have a clear understanding of the concept.</p> <p>Students will use a learning progression to reflect upon their application of the skill/strategy they were taught.</p>	<p>Struggling students will receive small group instruction from the Reading Specialist.</p> <p>Reading assessments will be conducted to determine needs.</p> <p>Resources such as ReadLive, FCRR, IXL etc. will be used to differentiate.</p> <p>Students will receive interventions such as repetition of Instructions, visual aides, allowing student(s) to draw pictures as well as labeling, individualized reading plans, or extra time to complete tasks.</p>	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following:            Extended time            Provide visual aids            Repeated directions            Differentiate based on proficiency            Provide word banks            Allow for translators, dictionaries</p>

<b>Unit 3: Reading Between the Lines</b>
<b>Stage 1: Desired Results</b>
<p><b>Standards &amp; Indicators:</b></p> <p>RL.CI.7.2. <a href="#">Reading Literature.Central Ideas and Themes of Texts.7.2</a>. Determine a theme in a literary text (e.g., stories, plays or poetry) and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>RI.CI.7.2. <a href="#">Reading Informational Texts.Central Ideas and Themes of Texts.7.2</a>. Determine a central idea in an informational text and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>RI.TS.7.4. <a href="#">Reading Informational Texts.Text Structure.7.4</a>. Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including using knowledge of text structures (e.g., cause-effect, proposition-support) and genre features (e.g., graphics, captions, indexes) to organize and analyze important information.</p>

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<p>L.VL.7.3. <b>Language. Vocabulary Acquisition, Use and Literal Meaning.7.3.</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, including technical meanings, 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., belligerent, bellicose, rebel).</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>W.RW.7.7. <b>Writing.Range of Writing.7.7.</b> Write routinely over extended time frames (time for research, reflection, metacognition/self- correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>		
<p><b>Career Readiness, Life Literacies and Key Skills</b></p>		
<p>9.4.8.GCA.1</p>	<p>Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).</p>	<p>Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.</p>
<p>9.4.8.IML.7</p>	<p>Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).</p>	<p>Sources of information are evaluated for accuracy and relevance when considering the use of information.</p>
<p><b>Central Idea/Enduring Understanding:</b></p> <ul style="list-style-type: none"> <li>• Readers build deeper understanding of both literary and informational texts by identifying central ideas or themes.</li> <li>• Readers analyze how authors organize ideas and use tools like graphic organizers (graphs, charts, tables, etc.) and text features to better understand the meaning of the text.</li> <li>• Readers will recognize and apply knowledge of Greek and Latin roots to unlock the meaning of unfamiliar words and connect vocabulary to the content of the text.</li> </ul>		<p><b>Essential/Guiding Question:</b></p> <ul style="list-style-type: none"> <li>• How can students use graphic organizers like charts and tables to understand and organize information from a text?</li> <li>• What details in a text support the theme or central idea, and how are these details connected?</li> <li>• How does recognizing the structure of a text (such as cause-effect or compare-contrast) help students understand its meaning?</li> <li>• How can knowing Greek and Latin roots, prefixes, and suffixes help students figure out the meanings of unfamiliar words?</li> <li>• How do students summarize a text clearly by focusing on the facts without including personal opinions?</li> </ul>
<p><b>Content:</b></p> <p>Theme            Central idea            Summary            Text structure            Word relationships            Academic vocabulary            Text features</p> <p>Titles from Scholastic Action, Scope, and Junior            Titles from Goalbooks            Titles from Readworks            Title from Newsela</p>		<p><b>Skills(Objectives):</b></p> <ul style="list-style-type: none"> <li>• Use graphic organizers (graphs, charts, tables, etc.) to help better understand a text.</li> <li>• Identify supporting details and explain how they connect to the theme or central idea.</li> <li>• Use graphic organizers to break down how a text is structured (like cause-effect or compare-contrast).</li> <li>• Use word parts (Greek/Latin roots, prefixes, suffixes) to figure out what unknown words mean.</li> <li>• Summarize text objectively focusing only on facts, not including a personal opinion.</li> </ul>

# Academic Mastery ELA - Grade 7

Fiction texts (independent reading)	
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**Interdisciplinary Connections:**

- Nonfiction texts are related to science and social studies topics. Students will also work on vocabulary skills to break apart technical terms that they learn in other subject areas.
- Teach affixes and roots that are common in science (e.g., geo, hydro, micro).

## Stage 2: Assessment Evidence

**Performance Task(s):**

IXL  
MAP  
RACE Writing Tasks  
Summative assessment

**Other Evidence:**

Graphic Organizers  
Formative assessments  
Small group responses  
IXL diagnostic  
MAP assessment  
Short constructed responses  
Daily Do Nows  
IXL skills assessment

## Stage 3: Learning Plan

**Learning Opportunities/Strategies:**

Do Now: Vocabulary, Graphic organizer, Background knowledge

Teach/Model: The skill or strategy that is being taught will be modeled for the students.

Small Group: Students try to apply the skill/strategy with support of the teacher.

Independent Practice: Students apply the skill or strategy that was taught independently or in a small group.

Strategies:  
Boxes and Bullets, Who/What/When/Where/Why, Think-Pair-Share

Small group  
Partner reading  
Drop Everything and Read

**Resources:**

- [IXL](#)
  - Scholastic magazines (Junior, Action, Scope)
  - Goalbook
  - Flocabulary
  - Newsela
  - Independent reading texts (fiction & non-fiction)
- LGBTQ and Disabilities Resources:
- [LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth](#)
  - [LGBTQ+ Books](#)
- DEI Educational Resources:
- [Learning for Justice](#)
  - [GLSEN Educator Resources](#)
  - [Supporting LGBTQIA Youth Resource List](#)
  - [Respect Ability: Fighting Stigmas, Advancing Opportunities](#)
  - [NJDOE Diversity, Equity & Inclusion Educational Resources](#)

**Differentiation** \*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

<b>High-Achieving Students</b>	<b>On Grade Level Students</b>	<b>Struggling Students</b>	<b>Special Needs/ELL</b>
The student will be given an alternate task based on MAP data or reading assessment data. Students will be asked to work on skills that they require remediation in.	Students who exhibit comprehension of skills being taught will be given an extension to the assignment. (Example: story at a higher reading level in which they need to apply the skill that was taught)	Struggling students will receive small group instruction from the Reading Specialist.  Reading assessments will be conducted to determine needs.	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing

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<p>Students who exhibit comprehension of skills being taught will be given an extension to the assignment (Example: story at a higher reading level in which they need to apply the skill that was taught)</p> <p>Students may also be asked to discuss how they arrived at their answer, to question, to another student, to make sure they have a clear understanding of the concept.</p>	<p>Students may also be asked to discuss how they arrived at their answer, to question, to another student, to make sure they have a clear understanding of the concept.</p> <p>Students will use a learning progression to reflect upon their application of the skill/strategy they were taught.</p>	<p>Resources such as ReadLive, FCRR, IXL etc. will be used to differentiate.</p> <p>Students will receive interventions such as repetition of Instructions, visual aides, allowing student(s) to draw pictures as well as labeling, individualized reading plans, or extra time to complete tasks.</p>	<p>ELL supports should include, but are not limited to, the following:</p> <ul style="list-style-type: none"> <li>Extended time</li> <li>Provide visual aids</li> <li>Repeated directions</li> <li>Differentiate based on proficiency</li> <li>Provide word banks</li> <li>Allow for translators, dictionaries</li> </ul>
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### Unit 4: Bringing Literacy to Life

#### Stage 1: Desired Results

##### Standards & Indicators:

RL.CR.7.1. [Reading Literature.Close Reading of Text.7.1](#). Cite several pieces of textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.

RI.CR.7.1. [Reading Informational Texts.Close Reading of Text.7.1](#). Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.

RL.CI.7.2. [Reading Literature.Central Ideas and Themes of Texts.7.2](#). Determine a theme in a literary text (e.g., stories, plays or poetry) and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.CI.7.2. [Reading Informational Texts.Central Ideas and Themes of Texts.7.2](#). Determine a central idea in an informational text and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RL.IT.7.3. [Reading Literature.Interactions Among Text Elements.7.3](#). Analyze how particular elements of a text interact including how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

RI.IT.7.3. [Reading Informational Texts.Interactions Among Text Elements.7.3](#). Analyze how particular elements of a text interact including how a text makes connections and distinctions among individuals, events, and ideas (e.g., through comparisons, analogies, or categories).

W.RW.7.7. [Writing.Range of Writing.7.7](#). 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.

## Academic Mastery ELA - Grade 7

<b>Career Readiness, Life Literacies and Key Skills</b>		
<b>Standard</b>	<b>Performance Expectations</b>	<b>Core Ideas</b>
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).	Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.
9.4.8.IML.7	Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).	Sources of information are evaluated for accuracy and relevance when considering the use of information.
<p><b>Central Idea/Enduring Understanding:</b></p> <ul style="list-style-type: none"> <li>• Readers make meaning from both literary and informational texts by citing evidence, making inferences, and analyzing how specific details reveal deeper themes or ideas.</li> <li>• Understanding drama involves examining how characters, dialogue, and events interact to move the plot forward, reveal character traits, or influence decisions.</li> <li>• Readers use specific details to determine a theme in a drama or a central idea in an informational text, and summarize clearly without personal opinions.</li> <li>• Readers make connections within and across texts by analyzing how elements such as dialogue, events, characters, or concepts interact and contribute to meaning.</li> </ul>		<p><b>Essential/Guiding Question:</b></p> <ul style="list-style-type: none"> <li>• How do specific lines of dialogue or events in a drama help reveal a character’s personality or move the plot forward?</li> <li>• How can I use evidence from a drama or story to support what the text says and what it implies?</li> <li>• How do characters’ decisions and actions influence the direction and message of a play or story?</li> <li>• How does the author connect or compare people, events, or ideas to build meaning in the text?</li> </ul>
<p><b>Content:</b>            Dialogue            Verse/Drama/Prose            Textual Evidence            Summary            Plot            Reasoning</p> <p>Titles from Scholastic Action, Scope, and Junior            Titles from Goalbooks            Titles from Readworks            Title from Newsela            Fiction texts (independent reading)</p>		<p><b>Skills(Objectives):</b></p> <ul style="list-style-type: none"> <li>• Locate and use evidence from a story or drama to explain what the text says and what it hints at.</li> <li>• Summarize a story or play using only the important ideas, without adding personal opinion.</li> <li>• Explain how a character’s words, actions, or decisions affect the story or move the plot forward.</li> <li>• Determine the central idea of an informational text and explain how the details support it.</li> <li>• Summarize an informational text using only facts from the text.</li> <li>• Describe how the structure of an informational text helps students understand the topic better.</li> </ul>
<p><b>Interdisciplinary Connections:</b></p> <ul style="list-style-type: none"> <li>• Nonfiction texts are related to science and social studies topics.</li> <li>• Nonfiction texts on historical topics will pair with fictional interpretations of the same events.</li> </ul>		
<b>Stage 2: Assessment Evidence</b>		
<p><b>Performance Task(s):</b>            IXL            MAP            RACE Writing Tasks</p>		<p><b>Other Evidence:</b>            Graphic Organizers            Formative assessments            Small group responses</p>

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Summative assessment	IXL diagnostic MAP assessment Short constructed responses Daily Do Nows IXL skills assessment
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### Stage 3: Learning Plan

<p><b><u>Learning Opportunities/Strategies:</u></b> Do Now: Vocabulary, Graphic organizer, Background knowledge</p> <p>Teach/Model: The skill or strategy that is being taught will be modeled for the students.</p> <p>Small Group: Students try to apply the skill/strategy with support of the teacher.</p> <p>Independent Practice: Students apply the skill or strategy that was taught independently or in a small group.</p> <p>Strategies: Boxes and Bullets, Who/What/When/Where/Why, Think-Pair-Share</p> <p>Small group Partner reading Drop Everything and Read</p>	<p><b><u>Resources:</u></b></p> <ul style="list-style-type: none"> <li>• <a href="#">IXL</a></li> <li>• Scholastic magazines (Junior, Action, Scope)</li> <li>• Goalbook</li> <li>• Flocabulary</li> <li>• Newsela</li> <li>• Independent reading texts (fiction &amp; non-fiction)</li> </ul> <p>LGBTQ and Disabilities Resources:</p> <ul style="list-style-type: none"> <li>• <a href="#">LGBTQ-Inclusive Lesson &amp; Resources by Garden State Equality and Make it Better for Youth</a></li> <li>• <a href="#">LGBTQ+ Books</a></li> </ul> <p>DEI Educational Resources:</p> <ul style="list-style-type: none"> <li>• <a href="#">Learning for Justice</a></li> <li>• <a href="#">GLSEN Educator Resources</a></li> <li>• <a href="#">Supporting LGBTQIA Youth Resource List</a></li> <li>• <a href="#">Respect Ability: Fighting Stigmas, Advancing Opportunities</a></li> <li>• <a href="#">NJDOE Diversity, Equity &amp; Inclusion Educational Resources</a></li> </ul>
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**Differentiation** \*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<p>The student will be given an alternate task based on MAP data or reading assessment data. Students will be asked to work on skills that they require remediation in.</p> <p>Students who exhibit comprehension of skills being taught will be given an extension to the assignment (Example: story at a higher reading level in which they need to apply the skill that was taught)</p> <p>Students may also be asked to discuss how they arrived at their</p>	<p>Students who exhibit comprehension of skills being taught will be given an extension to the assignment. (Example: story at a higher reading level in which they need to apply the skill that was taught)</p> <p>Students may also be asked to discuss how they arrived at their answer, to question, to another student, to make sure they have a clear understanding of the concept.</p>	<p>Struggling students will receive small group instruction from the Reading Specialist.</p> <p>Reading assessments will be conducted to determine needs.</p> <p>Resources such as ReadLive, FCRR, IXL etc. will be used to differentiate.</p> <p>Students will receive interventions such as repetition of Instructions, visual aides, allowing student(s) to draw</p>	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries</p>

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answer, to question, to another student, to make sure they have a clear understanding of the concept.	Students will use a learning progression to reflect upon their application of the skill/strategy they were taught.	pictures as well as labeling, individualized reading plans, or extra time to complete tasks.	
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### Pacing Guide - Half Year

Content	Resources	Standards
<b>UNIT 1: Building a Reading Life</b>		
# Days: 11 Relationships, Routines, and Procedures (1 day) Textual Evidence (1 day) Theme (1 day) Central Idea (1 day) Summary (1 days) Claim (1 day) Conclusion (0.5 day) Citations (0.5 day) Context clues (1 day) DEAR (2 days) Summative (1 day)	IXL Scholastic magazines (Junior, Action, Scope) Goalbook Flocabulary Newsela Independent reading texts (fiction & non-fiction)	L.VL.7.3. RL.CR.7.1. RI.CR.7.1. RL.CI.7.2. RI.CI.7.2. W.RW.7.7.
<b>UNIT 2: Paired Texts</b>		
# Days: 12 Graphic/Multimedia Source (0.5 day) Evidence (2 days) Inferences (1 day) Compare/contrast (2 days) Point of view (0.5 day) Analysis (2 days) Synthesis (1 day) DEAR (2 days) Summative (1 day)	IXL Scholastic magazines (Junior, Action, Scope) Goalbook Flocabulary Newsela Independent reading texts (fiction & non-fiction)	RL.CR.7.1. RI.CR.7.1. RL.MF.7.6. RI.MF.7.6. RL.CT.7.8. RI.CT.7.8. W.RW.7.7.
<b>UNIT 3: Reading Between the Lines</b>		
# Days: 11 Theme (1 day) Central idea (1 day) Summary (1 day) Text structure (1 day) Word relationships (0.5 day) Academic vocabulary (0.5 day) Text features (3 days) DEAR (2 days) Summative (1 day)	IXL Scholastic magazines (Junior, Action, Scope) Goalbook Flocabulary Newsela Independent reading texts (fiction & non-fiction)	RL.CI.7.2. RI.CI.7.2. RI.TS.7.4. L.VL.7.3.

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UNIT 4: Bringing Literacy to Life		
# Days: 12 Dialogue (1 day) Verse/Drama/Prose (1 day) Textual Evidence (2 days) Summary (1 day) Plot (1 day) Reasoning (1 day) DEAR (2 days) NJSLA (2 days) Summative (1 days)	IXL Scholastic magazines (Junior, Action, Scope) Goalbook Flocabulary Newsela Independent reading texts (fiction & non-fiction)	RL.CR.7.1. RI.CR.7.1. RL.CI.7.2. RI.CI.7.2. RL.IT.7.3. RI.IT.7.3.

### Pacing Guide - Full Year

Content	Resources	Standards
UNIT 1: Building a Reading Life		
# Days: 22 Relationships, Routines, and Procedures (1 day) Reading Assessments (2 days) Textual Evidence (2 days) Theme (1 days) Central Idea (1 days) Summary (2 days) Evidence (2 days) Claim (1 day) Conclusion (1 day) Citations (1 day) Context clues (2 days) DEAR (5 days) Summative (1 day)	IXL Scholastic magazines (Junior, Action, Scope) Goalbook Flocabulary Newsela Independent reading texts (fiction & non-fiction) Spelling & Reading Inventory	L.VL.7.3. RL.CR.7.1. RI.CR.7.1. RL.CI.7.2. RI.CI.7.2. W.RW.7.7.
UNIT 2: Paired Texts		
# Days: 23 Graphic/Multimedia Source (1 day) Evidence (4 days) Inferences (2 days) Compare/contrast (4 days) Point of view (1 day) Analysis (3 days) Synthesis (2 days) DEAR (5 days) Summative (1 day)	IXL Scholastic magazines (Junior, Action, Scope) Goalbook Flocabulary Newsela Independent reading texts (fiction & non-fiction)	RL.CR.7.1. RI.CR.7.1. RL.MF.7.6. RI.MF.7.6. RL.CT.7.8. RI.CT.7.8. W.RW.7.7.
UNIT 3: Reading Between the Lines		
# Days: 22 Theme (2 days) Central idea (2 days)	IXL Scholastic magazines (Junior, Action, Scope)	RL.CI.7.2. RI.CI.7.2. RI.TS.7.4.

## Academic Mastery ELA - Grade 7

Summary (2 days) Text structure (2 days) Word relationships (1 day) Academic vocabulary (1 day) Text features (6 days) DEAR (5 days) Summative (1 day)	Goalbook Flocabulary Newsela Independent reading texts (fiction & non-fiction)	L.VL.7.3.
<b>UNIT 4: Bringing Literacy to Life</b>		
# Days: 23 Dialogue (2 days) Verse/Drama/Prose (5 days) Textual Evidence (2 day) Summary (2 day) Plot (1 day) Reasoning (1 day) DEAR (4 days) NJSLA (5 days) Summative (1 day)	IXL Scholastic magazines (Junior, Action, Scope) Goalbook Flocabulary Newsela Independent reading texts (fiction & non-fiction)	RL.CR.7.1. RI.CR.7.1. RL.CI.7.2. RI.CI.7.2. RL.IT.7.3. RI.IT.7.3.