

Reading 7

Unit Title: Foundational Skills 1

Stage 1: Desired Results

Standards & Indicators:

L.SS.7.1. **Language. System and Structure of Language.7.1.** Demonstrate command of the system and structure of the English language when writing or speaking.

E. Recognize spelling conventions.

L.KL.7.2. **Language. Knowledge of Language.7.2.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

B. Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.

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 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.

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.

Central Idea/Enduring Understanding:

Reading stamina increases reading comprehension.
 Readers use strategies to construct meaning of text.
 Conventional spelling promotes common understanding.
 Fluency is necessary for the comprehension of text.
 Letter sounds correlate to the written word.

Essential/Guiding Question:

How do the letter sounds correlate to the written word?
 How do I apply sound patterns as I read?
 How are decoding, fluency, and comprehension connected?
 Why do people read?
 What strategies help you stay focused while reading?
 What kinds of books or topics do you enjoy most, and why?

Content:

Conventions of standard English
 Fluent reading
 Spelling (short vowels, long vowels, complex vowels, vowel teams)

Skills(Objectives):

Increase phonemic awareness and phonics skills.
 Increase decoding skills of short vowels, long vowels, complex vowels, and vowel teams.
 Improve reading fluency by acknowledging punctuation (pausing, question, etc.).

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<p>Reading (short vowels, long vowels, complex vowels, vowel teams) Grammar Punctuation Textual evidence Central idea Summary / Summarize</p> <p>Titles from Read Live Titles from UFLI Foundations Toolbox Titles from Scholastic Action, Scope, and Junior Titles from Goalbooks Titles from Readworks Titles from Newsela Independent reading texts (fiction & non-fiction)</p>	<p>Increase reading fluency (WPM read). Increase vocabulary and background knowledge by reading a variety of text. Utilize strategies to improve reading comprehension. Read independently for understanding. Increase encoding skills. Increase reading stamina to increase reading comprehension.</p>
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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.
- 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.
- Discuss how characters in literature/people in non-fiction respond to challenges and relate it to personal decision-making and emotions. This connects to SEL/Health.

Stage 2: Assessment Evidence

<p><u>Performance Task(s):</u></p> <p>IXL MAP Read Live Stories Spelling Inventory Reading Fluency (WPM and prosody) Student Writing</p>	<p><u>Other Evidence:</u></p> <p>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><u>Learning Opportunities/Strategies:</u></p> <p>Teach/Model: The skill or strategy that is being taught will be modeled for the students.</p> <p>Small Group: Students 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: Think-Pair-Share Small group Partner reading Drop Everything and Read Before, During, and After Reading Strategies Explicit vocabulary instruction</p>	<p><u>Resources:</u></p> <p>Read Live IXL Scholastic magazines (Junior, Action, Scope) Goalbook Newsela Independent reading texts (fiction & non-fiction) Read Works UFLI Foundations Toolbox StudySync Foundational Skills</p> <p>LGBTQ and Disabilities Resources:</p> <ul style="list-style-type: none"> ● LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth ● LGBTQ+ Books <p>DEI Educational Resources:</p> <ul style="list-style-type: none"> ● Learning for Justice
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<p>Decoding (Word Study) Fluency/Automaticity Word Recognition Spelling Graphic Organizers</p>	<ul style="list-style-type: none"> • GLSEN Educator Resources • Supporting LGBTQIA Youth Resource List • Respect Ability: Fighting Stigmas, Advancing Opportunities • NJDOE Diversity, Equity & Inclusion Educational Resources 		
<p>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</p>			
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>

<p>Unit Title: Foundational Skills 2</p>
<p>Stage 1: Desired Results</p>
<p>Standards & Indicators:</p> <p>L.SS.7.1. Language. System and Structure of Language.7.1. Demonstrate command of the system and structure of the English language when writing or speaking. E. Recognize spelling conventions.</p> <p>L.KL.7.2. Language. Knowledge of Language.7.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases. B. Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.</p>

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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.

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.

Central Idea/Enduring Understanding:

Reading stamina increases reading comprehension.
 Choice in reading leads to increased reading enjoyment.
 Readers use strategies to construct meaning of text.
 Conventional spelling promotes common understanding.
 Not all words in the English language are pronounced or spelled as expected.
 Fluency is necessary for the comprehension of text.
 Letter sounds correlate to the written word.

Essential/Guiding Question:

How do the letter sounds correlate to the written word?
 How do I spell unconventional words?
 How do I apply sound patterns as I read?
 How are decoding, fluency, and comprehension connected?
 What type of text do I enjoy reading?

Content:

Conventions of standard English
 Fluent reading
 Spelling (digraphs, silent letters, diphthongs)
 Reading (digraphs, silent letters, diphthongs)
 Grammar
 Punctuation
 Textual evidence
 Central idea
 Summary / Summarize

Titles from Read Live
 Titles from UFLI Foundations Toolbox
 Titles from Scholastic Action, Scope, and Junior
 Titles from Goalbooks
 Titles from Readworks

Skills(Objectives):

Increase phonemic awareness and phonics skills.
 Increase decoding skills.
 Improve reading fluency by reading with inflection.
 Increase reading fluency (WPM read).
 Increase vocabulary.
 Utilize strategies to improve reading comprehension.
 Read independently for understanding.
 Increase encoding skills.
 Increase reading stamina to increase reading comprehension.

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Titles from Newsela Independent reading texts (fiction & non-fiction)	
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<p><u>Interdisciplinary Connections:</u></p> <ul style="list-style-type: none"> ● 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. ● 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. ● Discuss how characters in literature/people in non-fiction respond to challenges and relate it to personal decision-making and emotions. This connects to SEL/Health.

Stage 2: Assessment Evidence

<p><u>Performance Task(s):</u></p> IXL MAP Read Live Stories Spelling Inventory Reading Fluency (WPM and prosody) Student Writing	<p><u>Other Evidence:</u></p> Graphic Organizers Formative assessments Small group responses IXL diagnostic MAP assessment Short constructed responses Daily Do Nows IXL skills assessment
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Stage 3: Learning Plan

<p><u>Learning Opportunities/Strategies:</u></p> Teach/Model: The skill or strategy that is being taught will be modeled for the students. Small Group: Students 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: Small group Think-Pair-Share Partner reading Drop Everything and Read Before, During, and After Reading Strategies Explicit vocabulary instruction Decoding (Word Study) Fluency/Automaticity Word Recognition Spelling Graphic Organizers	<p><u>Resources:</u></p> Read Live IXL Scholastic magazines (Junior, Action, Scope) Goalbook Newsela Independent reading texts (fiction & non-fiction) Read Works UFLI Foundations Toolbox StudySync Foundational Skills LGBTQ and Disabilities Resources: <ul style="list-style-type: none"> ● LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth ● LGBTQ+ Books DEI Educational Resources: <ul style="list-style-type: none"> ● Learning for Justice ● GLSEN Educator Resources ● Supporting LGBTQIA Youth Resource List ● Respect Ability: Fighting Stigmas, Advancing Opportunities ● NJDOE Diversity, Equity & Inclusion Educational Resources
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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
The student will be given an alternate task based on MAP data or reading	Students who exhibit comprehension of skills being taught will	Struggling students will receive small group instruction from	Any student requiring further accommodations and/or modifications will have them individually listed in

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<p>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>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>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>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::</p> <ul style="list-style-type: none"> Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries
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Unit Title: Word Parts 1

Stage 1: Desired Results

Standards & Indicators:

L.SS.7.1. **Language. System and Structure of Language.7.1.** Demonstrate command of the system and structure of the English language when writing or speaking.

E. Recognize spelling conventions.

L.KL.7.2. **Language. Knowledge of Language.7.2.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

B. Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.

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.

B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).

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.

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<p>W.RW.7.7. <u>Writing.Range of Writing.7.7</u>. 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>Career Readiness, Life Literacies and Key Skills</p>		
<p>Standard</p>	<p>Performance Expectations</p>	<p>Core Idea</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>Central Idea/Enduring Understanding: Reading stamina increases reading comprehension. Choice in reading leads to increased reading enjoyment. Readers use strategies to construct meaning of text. Conventional spelling promotes common understanding. Fluency is necessary for the comprehension of text. Using word parts can help determine the overall meaning of an unknown word.</p>		<p>Essential/Guiding Question: How can I make new words by adding prefixes and/or suffixes? How can prefixes and suffixes help you figure out the meaning of a word? What do you do when you come across a word or sentence you don't understand? How does spelling affect how clearly your message is understood? What type of text do I enjoy reading? How does choosing what you read affect your motivation to read?</p>
<p>Content: Conventions of standard English Reading (word parts- prefixes & suffixes) Spelling (word parts- prefixes & suffixes) Grammar Punctuation Word relationships Textual evidence Central idea Summary / Summarize Titles from Read Live Titles from UFLI Foundations Toolbox Titles from Scholastic Action, Scope, and Junior Titles from Goalbooks Titles from Readworks Titles from Newsela Independent reading texts (fiction & non-fiction)</p>		<p>Skills(Objectives): Identify prefixes and suffixes to better understand the meaning of words. Increase decoding skills. Improve reading fluency by reading at an appropriate speed, inducing speeding up and slowing down. Increase reading fluency (WPM read). Increase vocabulary. Utilize strategies to improve reading comprehension. Read independently for understanding. Increase encoding skills. Increase reading stamina to increase reading comprehension.</p>
<p>Interdisciplinary Connections:</p> <ul style="list-style-type: none"> • 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. • 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. • Discuss how characters in literature/people in non-fiction respond to challenges and relate it to personal decision-making and emotions. This connects to SEL/Health. 		
<p>Stage 2: Assessment Evidence</p>		
<p>Performance Task(s): IXL MAP</p>		<p>Other Evidence: Graphic Organizers Formative assessments</p>

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<p>Read Live Stories Spelling Inventory Reading Fluency (WPM and prosody) Student Writing</p>	<p>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><u>Learning Opportunities/Strategies:</u> Teach/Model: The skill or strategy that is being taught will be modeled for the students.</p> <p>Small Group: Students 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: Think-Pair-Share Small group Partner reading Drop Everything and Read Before, During, and After Reading Strategies Explicit vocabulary instruction Decoding (Word Study) Fluency/Automaticity Word Recognition Spelling Graphic Organizers</p>	<p><u>Resources:</u> Read Live IXL Scholastic magazines (Junior, Action, Scope) Goalbook Newsela Independent reading texts (fiction & non-fiction) Read Works UFLI Foundations Toolbox StudySync Foundational Skills</p> <p>LGBTQ and Disabilities Resources:</p> <ul style="list-style-type: none"> • LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth • LGBTQ+ Books <p>DEI Educational Resources:</p> <ul style="list-style-type: none"> • Learning for Justice • GLSEN Educator Resources • Supporting LGBTQIA Youth Resource List • Respect Ability: Fighting Stigmas, Advancing Opportunities • NJDOE Diversity, Equity & Inclusion Educational Resources
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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 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</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</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</p>

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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.	a clear understanding of the concept. Students will use a learning progression to reflect upon their application of the skill/strategy they were taught.	repetition of Instructions, visual aides, allowing student(s) to draw pictures as well as labeling, individualized reading plans, or extra time to complete tasks.	Provide word banks Allow for translators, dictionaries
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Unit Title: Word Parts 2

Stage 1: Desired Results

Standards & Indicators:

L.SS.7.1. [Language. System and Structure of Language.7.1](#). Demonstrate command of the system and structure of the English language when writing or speaking.
E. Recognize spelling conventions.

L.KL.7.2. [Language. Knowledge of Language.7.2](#). Use knowledge of language and its conventions when writing, speaking, reading, or listening.
A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
B. Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.

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.
B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).

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.

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.

Central Idea/Enduring Understanding: Reading stamina increases reading comprehension.	Essential/Guiding Question: How can using root words help me figure out the meaning of an unfamiliar word?
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<p>Choice in reading leads to increased reading enjoyment. Readers use strategies to construct meaning of text. Conventional spelling promotes common understanding. Fluency is necessary for the comprehension of text. Using word parts can help determine the overall meaning of an unknown word.</p>	<p>How does asking questions while reading help you understand the text better? Why is it important to use correct spelling when writing for others? What type of text do I enjoy reading? How do your reading preferences help you grow as a reader?</p>
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<p>Content: Conventions of standard English Syllabication Greek and Latin Roots Grammar Punctuation Spelling Word relationships Textual evidence Central idea Summary / Summarize</p> <p>Titles from Read Live Titles from UFLI Foundations Toolbox Titles from Scholastic Action, Scope, and Junior Titles from Goalbooks Titles from Readworks Titles from Newsela Independent reading texts (fiction & non-fiction)</p>	<p>Skills(Objectives): Identify root words to better understand the meaning of words. Increase decoding skills. Improve reading fluency by reading with expression-appropriate rhythm, pauses, and stresses. Increase reading fluency (WPM read). Increase vocabulary. Utilize strategies to improve reading comprehension. Read independently for understanding. Increase encoding skills. Increase reading stamina to increase reading comprehension.</p>
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<p>Interdisciplinary Connections:</p> <ul style="list-style-type: none"> ● 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. ● 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. ● Discuss how characters in literature/people in non-fiction respond to challenges and relate it to personal decision-making and emotions. This connects to SEL/Health.
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Stage 2: Assessment Evidence

<p>Performance Task(s): IXL MAP Read Live Stories Spelling Inventory Reading Fluency (WPM and prosody) Student Writing</p>	<p>Other Evidence: 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>Learning Opportunities/Strategies: Teach/Model: The skill or strategy that is being taught will be modeled for the students.</p>	<p>Resources: Read Live IXL Scholastic magazines (Junior, Action, Scope)</p>
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<p>Small Group: Students 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: Think-Pair-Share Small group Partner reading Drop Everything and Read Before, During, and After Reading Strategies Explicit vocabulary instruction Decoding (Word Study) Fluency/Automaticity Word Recognition Spelling Graphic Organizers</p>	<p>Goalbook Newsela Independent reading texts (fiction & non-fiction) Read Works UFLI Foundations Toolbox StudySync Foundational Skills</p> <p>LGBTQ and Disabilities Resources:</p> <ul style="list-style-type: none"> • LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth • LGBTQ+ Books <p>DEI Educational Resources:</p> <ul style="list-style-type: none"> • Learning for Justice • GLSEN Educator Resources • Supporting LGBTQIA Youth Resource List • Respect Ability: Fighting Stigmas, Advancing Opportunities • NJDOE Diversity, Equity & Inclusion Educational Resources
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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 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>

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Pacing Guide

Content	Resources	Standards
UNIT 1: Foundational Skills 1		
<p># Days: 23</p> <ul style="list-style-type: none"> ● Initial assessments (3 days) ● Phonics/Word Study- specific skill based on individual student need: (6 days) <ul style="list-style-type: none"> ○ Short vowels ○ Long vowels ○ Complex vowels ○ Vowel teams ● Fluency: Pausing at the end of sentences and at punctuation (2 days) ● Fluency: High-Frequency Words and Word Speed Drills (3 days) ● Drop Everything and Read (3 days) ● Decodable passages (3 days) ● Leveled texts (3 days) 	<p>StudySync Foundational Skills UFLI Foundations Toolbox IXL Scholastic magazines (Junior, Action, Scope) Goalbook Newsela Independent reading texts (fiction & non-fiction) Spelling & Reading Inventory</p>	<p>L.SS.7.1. L.KL.7.2. L.VL.7.3. RL.CR.7.1. RI.CR.7.1. W.RW.7.7.</p>
UNIT 2: Foundational Skills 2		
<p># Days: 22</p> <ul style="list-style-type: none"> ● Progress Monitoring (2 days) ● Phonics/Word Study- specific skill based on individual student need: (6 days) <ul style="list-style-type: none"> ○ Digraphs ○ Silent letters ○ Diphthongs ● Fluency: Reading with confidence and inflection (2 days) ● Fluency: High-Frequency Words and Word Speed Drills (3 days) ● Drop Everything and Read (3 days) ● Decodable passages (3 days) ● Leveled texts (3 days) 	<p>StudySync Foundational Skills UFLI Foundations Toolbox IXL Scholastic magazines (Junior, Action, Scope) Goalbook Newsela Independent reading texts (fiction & non-fiction) Spelling & Reading Inventory</p>	<p>L.SS.7.1. L.KL.7.2. L.VL.7.3. RL.CR.7.1. RI.CR.7.1. W.RW.7.7.</p>
UNIT 3: Word Parts 1		
<p># Days: 22</p> <ul style="list-style-type: none"> ● Progress Monitoring (2 days) ● Phonics/Word Study- specific skill based on individual student need: (6 days) <ul style="list-style-type: none"> ○ Prefixes 	<p>StudySync Foundational Skills UFLI Foundations Toolbox IXL Scholastic magazines (Junior, Action, Scope) Goalbook</p>	<p>L.SS.7.1. L.KL.7.2. L.VL.7.3. RL.CR.7.1.</p>

Reading 7

<ul style="list-style-type: none"> ○ Suffixes ● Fluency: Reading at an appropriate rate - speeding up and slowing down (2 days) ● Fluency: High-Frequency Words and Word Speed Drills (3 days) ● Drop Everything and Read (3 days) ● Decodable passages (3 days) ● Leveled texts (3 days) 	<p>Newsela Independent reading texts (fiction & non-fiction) Spelling & Reading Inventory</p>	<p>RI.CR.7.1. W.RW.7.7.</p>
<p>UNIT 4: Word Parts 2</p>		
<p># Days: 23</p> <ul style="list-style-type: none"> ● Progress Monitoring (2 days) ● Phonics/Word Study- specific skill based on individual student need: (7 days) <ul style="list-style-type: none"> ○ Syllabication ○ Greek Roots ○ Latin Roots ○ Homophones ● Fluency: Prosody meaning reading with expression – with the appropriate rhythm, tone, pitch, pauses, and stresses (2 days) ● Fluency: High-Frequency Words and Word Speed Drills (3 days) ● Drop Everything and Read (3 days) ● Decodable passages (3 days) ● Leveled texts (3 days) 	<p>StudySync Foundational Skills UFLI Foundations Toolbox IXL Scholastic magazines (Junior, Action, Scope) Goalbook Newsela Independent reading texts (fiction & non-fiction) Spelling & Reading Inventory</p>	<p>L.SS.7.1. L.KL.7.2. L.VL.7.3. RL.CR.7.1. RI.CR.7.1. W.RW.7.7.</p>