GREEN TOWNSHIP SCHOOL DISTRICT

Content Area: **Language Arts**

Course/Grade Level: **Seventh Grade**

Curriculum Committee Members:

Principal:
Jon Paul Bollette

Board Approval Date:
{Fill in when known}

7th Grade ELA

Mission:

A New Jersey education in English Language Arts builds readers, writers, and communicators prepared to meet the demands of college and career and to engage as productive American citizens with global responsibilities. Throughout their kindergarten through grade 12 experience, students will:

- **Develop the necessary skills in reading, writing, speaking, and listening that are the foundations for creative and purposeful expression in language.**
- **Read rich, challenging texts that build their knowledge of the world, grow their confidence and identities as readers, and develop critical thinking skills and vocabulary necessary for long-term success.**
- **Engage in regular, meaningful, writing authentic tasks, exploring valued topics, writing for impact and expression, and sharing their work with others (including authentic audiences).**
- **Leverage complex texts and digital media to develop comprehension, active listening, and discussion skills.**
- **Ground daily writing and discussion in evidence, fostering an ability to read critically, build arguments, cite evidence, and communicate ideas to contribute meaningfully as productive citizens.**
- **Evaluate the reliability, credibility, and perspective of authors and speakers across all forms of media.**
- **Express ideas and knowledge through a variety of modalities and media, and serve as effective communicators who purposefully read, write, and speak across multiple disciplines.**
- **Learn to persist in reading complex texts, establishing lifelong habits to read voluntarily for pleasure, for further education, for information on public policy, and for advancement in the workplace.**

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Key Performance and Benchmark Tasks/Assessments
<u>Resources for help in creating assessments</u>
Formative assessments:
Summative Assessments: ● Published Writing ● Running Records ● Journal Response Examples may include: ●
Benchmark Assessments: ● Teacher-created benchmark assessments to be given periodically during the year.
Alternative Assessments: ● Teacher modifies assignments and activities based on student needs. ● Oral assessments administered in place of written when necessary. ● Accommodation and modification ideas may be found here: ○ Modifications & Accommodations Menu ○ *Assessments other than paper & pencil tests See link for more info: http://education.gmu.edu/assets/docs/forms/mirs/assessment_brochure.pdf*

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Integrated Accommodations & Modifications

Please utilize the link below for ideas and strategies to use with ***ELL, Students with IEPS & 504s, At-Risk Students and Gifted & Talented Students***.

The attached worksheets can be printed ahead of each unit during the planning phase to help the teacher plan for the needs of particular students in each class, allowing for differentiation per unit and per year. The worksheets contain suggested accommodations and modifications for Content & Material, Student Organization, Instructional Strategies, Assessments, Attention/Focus, Written Language, and Social/Behavioral.
Modifications & Accommodations Menu

7th Grade ELA

Unit 1

Change **Writing genre: Narrative**	**Pacing: 7 Weeks**

Unit Summary:
Through literary analysis of short stories and longer works of literature, students are studying the elements of literature and how authors craft narratives.
Simultaneously, students are practicing and implementing narrative techniques into their own writing.

Essential Questions:	**Enduring Understandings:**
• **How do life's journeys change us?** • **Who sees the best in you?** • **What has the power to heal?** • **How can we change what is wrong?** • **Can where you are change who you are?**	• Effective readers interact with texts by analyzing, questioning, and making connections to construct meaning and support their thinking. • Strong writers use evidence, structure, and language intentionally to communicate purpose, develop ideas, and influence their audience. • Meaningful communication is built on thoughtful preparation, clear expression, and respectful interaction with diverse ideas and perspectives.

New Jersey Student Learning Standards	Student Learning Objectives	Practices
RL.CR.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. RL.CI.7.2 Determine a theme in a literary tex (stories, plays, poetry) & explain how it is conveyed through particular details; provide summary of the text distinct from personal opinions or judgements.	• Refer to the text for support when analyzing and drawing inferences • Paraphrase evidence from text • Correctly cite evidence • Closely read and actively question the text to extract quality evidence to support a claim • Closely read the text, evaluating and determining importance of sections of text or details from the text to	Developing Responsibility for Learning: Cultivating independence, self-reflection, and responsibility for one's own learning. Adapting Communication: Adapting communication in response to the varying demands of audience, task, purpose, and

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RL.IT.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. 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). RL.PP.7.5. Determine how an author conveys or develops perspective or purpose in a text through contrasting the points of view of different characters or narrators in a text. RI.PP.7.5. Determine how an author conveys or develops perspective or purpose in a text through distinguishing their position from that of others using evidence. W.NW.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. A. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and	extract quality evidence to support a claim • Closely read the text, looking for patterns as clues to significance in order to extract quality evidence to support a claim • Use evidence from the text to make and check predictions as you read • Make personal connections, connections to other texts, and/or global connections, when relevant • Gather evidence from the text to support inferences or explicit meaning • Read and analyze a variety of literary genres and informational texts • Probe a segment of text in order to study and evaluate its multiple, deeper, and varied meanings • Combine text information and prior knowledge (personal experience and/or previous reading) to create new information in the form of inferences • Provide a statement of a theme(s) of a fictional text, based on textual evidence • Explain the theme of a fictional piece using key details as evidence, including details from the beginning, middle, and end of the text • Analyze the development of the theme or central idea over the course of the fictional text, including the relationship between characters, setting, and plot over the course of a text • Evaluate recurring ideas and changes in the characters and plot over the course of the text (why did the author make those changes, impact on the reader, effectiveness of the author's choices) • Identify how the theme relates to the characters over the course of the text • Identify how the theme relates to the setting over the course of the text • Identify how the theme relates to the plot over the	discipline.Leveraging Technology: Employing technology and digital media thoughtfully, strategically and capably to enhance reading, writing, speaking, listening, and language use. Understanding Self and Others: Using literacy as a vehicle to affirm all the aspects of one's own identity, as well as understand, connect to and respect other perspectives and cultures.

convey experiences and events. E. Provide a conclusion that follows from and reflects on the narrated experiences or events. W.WP.7.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices and sustaining effort to complete complex writing tasks; and focusing on how well purpose and audience have been addressed. W.IW.7.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. A. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension. B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. C. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. D. Use precise language and domain/ grade-level- specific vocabulary to inform about or explain the topic. SL.PE.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.	course of the text ● Summarize the text objectively, capturing the main ideas ● Distinguish between essential and nonessential details of a text to create an objective summary of the text ● Analyze the impact specific story elements have on the text ● Relate the change in character to changes in setting or plot and vice versa (change in setting affects character or plot, change in plot affects character and setting) ● Analyze how the plot and setting affect the actions/choices/struggles of the characters ● Explain why the author chose to have elements of a story interact in a specific way ● Analyze the impact of the relationship between characters, setting, and plot on the reader ● Evaluate the author's effectiveness in determining the interactions between character, setting, and plot ● Identify the viewpoints of characters in a text ● Compare and contrast the characters' points-of-view ● Trace how the author created and conveyed the similar and/or dissimilar characters ● Analyze the impact of the author's point of view choices on the reader ● Evaluate the effectiveness of the author's point of view choices ● Identify the author's point of view ● Explain the techniques the author uses to distinguish his/her point of view from others ● Evaluate the effectiveness of the techniques the author uses to distinguish his/her point of view from others ● Engage the reader with a story hook ● Introduce a narrator and/or characters ● Establish a point of view and background story ● Organize an event sequence that unfolds naturally and	

A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. B. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. C. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. D. Acknowledge new information expressed by others and, when warranted, modify their own views L.SS.7.1. Demonstrate command of the system and structure of the English language when writing or speaking. A. Explain the function of phrases and clauses in general and their function in specific sentences. B. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. C. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old green shirt). D. Recognize spelling conventions. L.KL.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. C. Choose language that expresses ideas precisely and	logically ● Use narrative techniques effectively to develop experiences, events, and pacing ● Use narrative techniques effectively to develop characters and/or characters' struggles ● Transition from one idea to the next by using appropriate words and phrases ● Use figurative language to aid in description ● Describe ideas by using sensory and specific language ● Understand, incorporate, and apply domain specific language and vocabulary ● Write a conclusion that brings the story events to a meaningful close ● Clearly convey a conflict and a resolution to the conflict ● Identify defining characteristics of different genres of writing ● Unpack the writing prompt ● Write for a specific purpose and audience ● Select an appropriate text structure or format for the task ● Use language that is precise and powerful to create voice in writing ● Create a tone that is appropriate for one's audience ● Revise and edit intentionally to improve writing. ● Generate ideas to develop topic ● Revise writing with a partner or self-editing checklists ● View writing from the vantage point of the audience in order to determine the effectiveness of their words, organization, etc ● Incorporate ideas from literary or informational texts to support writing ● Select an appropriate structure for the topic and audience ● Understand, incorporate, and apply domain specific	

concisely, recognizing and eliminating wordiness and redundancy. L.VL.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). C. Analyze the impact of a specific word choice on meaning and tone. D. 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.	language and vocabulary ● Deconstruct and reflect upon textual evidence ● Identify evidence that supports claims in literary analysis ● Logically connect evidence to claims in writing ● Select direct and indirect quotations that relate to the topic as evidence ● Cite in-text direct and indirect quotations appropriately ● Explain quotations used as support to enhance meaning ● Recognize and identify multiple organizational models ● Apply a specific organizational strategy to a writing ● Transition from one idea to the next by using appropriate words and phrases ● Read required texts prior to discussions ● Prepare for discussions ● Use previous knowledge to expand discussions about a topic ● Engage in conversations about grade-appropriate topics and texts ● Participate in a variety of rich, structured conversations ● Define and identify rules for discussions, including group and individual roles ● Model appropriate behavior during discussions ● Craft and respond to specific questions based on the topic or text, elaborating when necessary ● Reflect on and paraphrase what was discussed ● Summarize the ideas expressed ● Identify phrases and clauses in sentences in reading ● Explain the function of phrases and clauses in general ● Explain the function of phrases and clauses in specific sentences ● Participate in a variety of rich, structured conversations ● Define and identify rules for discussions, including	

	group and individual roles ● Model appropriate behavior during discussions ● Craft and respond to specific questions based on the topic or text, elaborating when necessary ● Reflect on and paraphrase what was discussed ● Summarize the ideas expressed ● Identify phrases and clauses in sentences in reading ● Explain the function of phrases and clauses in general ● Explain the function of phrases and clauses in specific sentences ● Apply common rules and patterns to spell words correctly ● Select precise language, and explain how that language enhances comprehension ● Select precise language to enhance the mood and tone ● Revise writing for wordiness and redundancies ● Understand and apply conversational, academic, and domain specific vocabulary ● Interpret unknown words and their meanings, using context clues, understanding Greek and Latin roots, and applying grammatical knowledge of function and form	

Interdisciplinary Connections

2020 Career Readiness, Life Literacies, and Key Skills

9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).

9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).

9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.

9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.

9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information.

7th Grade ELA

Unit 1: Core Unit Content	
Vocabulary	***Key Concepts***
❑ infer ❑ describe ❑ predict ❑ summarize ❑ support ❑ analyze ❑ irony ❑ recurring theme ❑ **Prefix:** over- (too much)	❑ Capitalization ❑ Comma usage

Unit 1: Instructional Materials & Resources	
Core Instructional Materials CommonLit Newsela Flocabulary	**Supplemental Instructional Materials** *The Outsiders* *The Twilight Zone* scripts *The Boy Who Dared* *Four Perfect Pebbles*

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Sadlier vocabulary NoRedInk iReady Accelerated Reader	Short stories “The Gift of the Magi” “The Necklace” Short Story of the Month Club Nonfiction Article of the Week Club

Unit 1: Assessments

Formative assessments:

- RACE(CE)R in GC
- Exit ticket
- Warm-ups
- Sadlier wkbk & notes
- Choice boards
- NRI activities
- Online games (Kahoot, Blooket, Gimkit, etc)
- Writing prompts

Summative Assessments:

- Choice board
- Sadlier unit assessments
- NRI assessments
- AR quizzes
- Final writing pieces scored on rubric
- Projects
- Writing prompts

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Alternative Assessments:
Choice boards
Writing prompts
Visual representation of ideas

Unit 1: Accommodations & Modifications

Please utilize the link below for ideas and strategies to use with ELL, Students with IEPS & 504s, At-Risk Students and Gifted & Talented Students. Note possible accommodations or modifications for this unit below.
Modifications & Accommodations Menu

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Unit 2

Growing Up Writing genre: Informational	**Pacing: 7 Weeks**

Unit Summary:
Students explore different informational text formats and structures, and apply these skills to their own writing. They will use 21st century research skills to delve deeper into a topic, culminating in expository writing & presentations on selected topics

Essential Questions:	**Enduring Understandings:**
• **When does a child become an adult?** • **Who sees the best in you?** • **Is there a job you were born to do?** • **Can where you are change who you are?** • **Why do people misbehave?** • **Do you think before you act?**	• Authors craft texts with specific structures, techniques, and perspectives to shape meaning and influence readers. • Understanding central ideas and themes requires close reading, evidence-based thinking, and making connections across the text. • Effective communication—written or spoken—depends on clear organization, strong evidence, and purposeful use of language, format, and multimedia tools.

New Jersey Student Learning Standards	Student Learning Objectives	Practices
RL.CR.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.AA.7.7. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. RL.CI.7.2 Determine a theme in a literary tex (stories, plays, poetry) & explain how it is conveyed through particular details; provide summary of the text distinct from personal opinions or	• Provide a statement of a theme(s) or a central idea(s) of a fictional text, based on textual evidence • Explain the theme or central idea of a fictional piece using key details as evidence, including details from the beginning, middle, and end of the text • Analyze the development of the theme or central idea over the course of the fictional text, including the relationship between characters, setting, and plot over the course of a text • Evaluate recurring ideas and changes in the characters and plot over the course of the text (why did the author	Developing Responsibility for Learning: Cultivating independence, self-reflection, and responsibility for one's own learning. Adapting Communication: Adapting communication in response to the varying demands of audience, task, purpose, and discipline.

judgements. RL.IT.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. 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). RL.TS.7.4. Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning. RI.TS.7.4. 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. RL.PP.7.5. Determine how an author conveys or develops perspective or purpose in a text through contrasting the points of view of different characters or narrators in a text. RL.MF.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 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. Compare and contrast texts to analyze the unique qualities of different mediums, including the integration of	make those changes, impact on the reader, effectiveness of the author's choices) • Identify how the theme or central idea relates to the characters, setting, and/or plot over the course of the text • Explain how two or more central ideas in a nonfiction piece develop over the course of the text, including the relationship between people, ideas, and events • Identify and use knowledge of common graphic features (charts, maps, diagrams, captions, illustrations) to help determine two or more central idea of a text • Summarize the text objectively, capturing the main ideas • Distinguish between essential and nonessential details of a text to create an objective summary of the text • Describe the structure used to organize a nonfiction text • Explain how text structure impacts overall meaning of text • Identify how the differing form or structure of a text contributes to its meaning • Analyze how parts of a text contribute to meaning • Explain why the author chose a specific form or structure • Analyze the impact of the form or structure on the reader (how would the text be different if the form changed?) • Evaluate the effectiveness of the chosen form or structure • Identify the viewpoints of characters in a text • Compare and contrast the characters' points-of-view • Trace how the author created and conveyed the similar and/or dissimilar characters • Analyze the impact of the author's point of view choices on the reader	Building Knowledge: Building strong content knowledge and connecting ideas across disciplines using a variety of text resources and media. Leveraging Technology: Employing technology and digital media thoughtfully, strategically and capably to enhance reading, writing, speaking, listening, and language use.

information from multiple formats and sources to develop deeper understanding of the concept, topic or subject and resolve conflicting information. RL.CT.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. 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.IW.7.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. A. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension. B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. C. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. D. Use precise language and domain/ grade-level- specific vocabulary to inform about or explain the topic. E. Establish and maintain a formal style academic style, approach, and form.	• Evaluate the effectiveness of the author's point of view choices • Identify the author's point of view • Explain the techniques the author uses to distinguish his/her point of view from others • Evaluate the effectiveness of the techniques the author uses to distinguish his/her point of view from others • Analyze how content differs depending on the medium in which it is presented • Explain how content shifts/transforms/re-shapes when presented in written, audio, video or multimedia formats • Identify techniques present in each format • Compare/contrast two or more formats' portrayal of the same subject • Reflect upon how the techniques within all mediums utilized affect and/or shape/color the particular segment of text • Compare and contrast historical fiction and a factual text • Explain how authors of historical fiction omit, embellish, or alter the information found in factual text to create a story • Use a variety of previous knowledge (e.g. practical knowledge, historical/cultural context, and background knowledge) to make connections to and reflect on the text • Analyze the importance of the information each author emphasized and the importance of what was excluded • Analyze why the author of the fictional piece chose to use or alter history • Analyze the impact that the author's use or alteration of history has on the reader • Evaluate the effectiveness of the author's choices to use and/or alter history	

F. Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows the flow of ideas, reflects back on the topic, and supports the information or explanation presented. W.WP.7.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices and sustaining effort to complete complex writing tasks; and focusing on how well purpose and audience have been addressed. W.WR.7.5. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. W.SE.7.6. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. SL.PE.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. B. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. C. Pose questions that elicit elaboration and respond to others' questions and comments with relevant	• Track key individuals, events, and/or ideas in informational texts from two or more authors. • Investigate how one topic may be presented in different ways • Compare and contrast two or more authors' presentations of key information. • Analyze the importance of the different information each author emphasized and excluded • Analyze how the authors use the same information, but produce different texts because of interpretation • Use a variety of previous knowledge (e.g. practical knowledge, historical/cultural context, and background knowledge) to make connections to and reflect on the text • Evaluate the effectiveness of the authors' emphasis of specific evidence and different interpretations of facts for promoting their view • Focus writing on thoroughly describing or explaining a topic • Identify the defining elements of this specific writing genre • Explore topics from their content area classes. • Introduce a topic clearly, previewing what is to follow • Organize ideas, concepts, and information into broader categories using strategies such as definition, classification, comparison/contrast, and cause/effect • Include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension • Include relevant supporting facts, information, and details • Transition between ideas using appropriate words and phrases • Select precise language and domain-specific vocabulary	

observations and ideas that bring the discussion back on topic as needed. D. Acknowledge new information expressed by others and, when warranted, modify their own views. SL.UM.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. SL.AS.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate L.SS.7.1. Demonstrate command of the system and structure of the English language when writing or speaking. D. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old green shirt). L.KL.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. C. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. L.VI.7.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	• Consistently use an appropriate style • Create language that is appropriate to one's audience and follows a formal tone • Write a conclusion to bring the text to a close • Identify defining characteristics of different genres of writing • Unpack the writing prompt • Write for a specific purpose and audience • Select an appropriate text structure or format for the task • Use language that is precise and powerful to create voice in writing • Create a tone that is appropriate for one's audience • Revise and edit intentionally to improve writing. • Generate ideas to develop topic • Revise writing with a partner or self-editing checklists • View writing from the vantage point of the audience in order to determine the effectiveness of their words, organization, etc. • Engage in short research projects to answer a self-selected or teacher-assigned questions • Develop research questions • Determine keywords or topics for each question • Search for informational sources in an effort to answer the question • Compose follow-up research questions based on the initial search • Explain quotations used as support to enhance meaning • Research and synthesize information from several sources • Conduct research and synthesize multiple sources of information • Use search terms effectively • Write a clear thesis statement • Draw evidence from texts to support thesis	

A. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. B. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending). L.VL.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).	• Assess the credibility and accuracy of each source • Select direct and indirect quotations that relate to the topic as evidence • Follow published guidelines (MLA, APA, etc) to cite direct and indirect quotations • Identify examples of plagiarism in writing • Paraphrase source information to avoid plagiarism in writing • Introduce a topic clearly, previewing what is to follow • Deconstruct and reflect upon textual evidence • Identify evidence that supports claims in literary analysis • Logically connect evidence to claims in writing • Select direct and indirect quotations that relate to the topic as evidence • Cite in-text direct and indirect quotations appropriately • Explain quotations used as support to enhance meaning • Recognize and identify multiple organizational models • Apply a specific organizational strategy to a writing • Read required texts prior to discussions • Prepare for discussions • Use previous knowledge to expand discussions about a topic • Engage in conversations about grade-appropriate topics and texts • Participate in a variety of rich, structured conversations • Define and identify rules for discussions, including group and individual roles • Model appropriate behavior during discussions • Craft and respond to specific questions based on the topic or text, elaborating when necessary • Reflect on and paraphrase what was discussed • Summarize the ideas expressed • Use multimedia and visual displays to enhance work	

7th Grade ELA

	• Identify the various types of multimedia (text, audio, still images, animation, and video) and visual displays (posters, props) • Find meaningful ways to include these tools in presentations • Identify where to incorporate multimedia and visual displays, as well as implement specific video clips to enhance audience interest and learning • Use multimedia to help make claims and findings clear and to emphasize important points for the audience • Assess how closely multimedia tools match the message / purpose of the presentation • Determine when it is appropriate to use informal language versus formal English • Identify a series of adjectives in writing • Use a comma to separate adjectives in a series • Select precise language • Revise writing for wordiness and redundancies • Define and identify figures of speech • Determine the meaning of and purpose of figures of speech in context • Identify the relationship of words • Clarify words by using the relationship between them • Discern the difference in meaning between closely related words • Understand and apply conversational, academic, and domain specific vocabulary • Interpret unknown words and their meanings, using context clues, understanding Greek and Latin roots, and applying grammatical knowledge of function and form	

Interdisciplinary Connections

7th Grade ELA

[2020 Career Readiness, Life Literacies, and Key Skills]

9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).
9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).
9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.
9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information.

Unit 2: Core Unit Content

Vocabulary	*Key Concepts*
❏ compare ❏ contrast ❏ evaluate ❏ support ❏ trace ❏ analyze ❏ context ❏ author's bias ❏ **Prefix:** pre-	❏ Wordiness, Clutter, and Redundancy ❏ Commas with Coordinating Adjectives

Unit 2: Instructional Materials & Resources

Core Instructional Materials	**Supplemental Instructional Materials**
CommonLit Newsela	*The Outsiders* *The Twilight Zone* scripts

7th Grade ELA

Flocabulary Sadlier vocabulary NoRedInk iReady Accelerated Reader	*The Boy Who Dared* *Four Perfect Pebbles* Short stories “The Gift of the Magi” “The Necklace” Short Story of the Month Club Nonfiction Article of the Week Club

Unit 2: Assessments

Formative assessments:

- RACE(CE)R in GC
- Exit ticket
- Warm-ups
- Sadlier wkbk & notes
- Choice boards
- NRI activities
- Online games (Kahoot, Blooket, Gimkit, etc)
- Writing prompts

Summative Assessments:

- Choice board
- Sadlier unit assessments
- NRI assessments
- AR quizzes
- Final writing pieces scored on rubric

7th Grade ELA

- Projects
- Writing prompts

Alternative Assessments:
Visual representation of ideas
Writing prompts
Choice boards

Unit 2: Accommodations & Modifications

Please utilize the link below for ideas and strategies to use with ELL, Students with IEPS & 504s, At-Risk Students and Gifted & Talented Students. Note possible accommodations or modifications for this unit below.
Modifications & Accommodations Menu

Unit 3

Influence Writing genre: argument	**Pacing: 7 Weeks**

Unit Summary:
Students are improving their skills on citing text evidence to support claims and ideas.
They will also explain how the evidence is supportive.
They will find reliable sources, take notes, and organize information in a structure appropriate to its audience

Essential Questions:	**Enduring Understandings:**
● What does it mean to be part of a group?	● Thoughtful readers gather, analyze, and synthesize textual

7th Grade ELA

• How do you sell an idea? • What inspires people? • What is your duty to others? • How can you feel alone and still be part of a group? • What turns a crowd into a mob?	evidence to make informed inferences, build understanding, and support claims. • The ability to interpret and evaluate how authors structure, present, and support their ideas—across genres and mediums—is key to deep comprehension. • Effective communication requires research-based thinking, clarity of purpose, and precise language tailored to audience, task, and context.

New Jersey Student Learning Standards	Student Learning Objectives	Practices
RL.CR.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. RL.CI.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. RL.IT.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. 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). L.VL.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	• Paraphrase evidence from text • Correctly cite evidence • Closely read the text (questioning, determining importance, looking for patterns) to extract quality evidence to support a claim • Use evidence from the text to make and check predictions as you read • Make personal connections, connections to other texts, and/or global connections, when relevant • Gather evidence from the text to support inferences or explicit meaning • Read and analyze a variety of literary genres and informational texts • Probe a segment of text in order to study and evaluate its multiple, deeper, and varied meanings • Combine text information and prior knowledge (personal experience and/or previous reading) to create new information in the form of inferences • Refer to the text for support when analyzing and drawing inferences • Provide a statement of a theme(s) or a central idea(s) of a fictional text, based on textual evidence	Adapting Communication: Adapting communication in response to the varying demands of audience, task, purpose, and discipline. Valuing Evidence in Argumentation: Constructing viable claims and evaluating, defending, challenging, and qualifying the arguments of others. Building Knowledge: Building strong content knowledge and connecting ideas across disciplines using a variety of text resources and media. Leveraging Technology: Employing technology and digital media thoughtfully, strategically and capably to enhance reading, writing, speaking, listening, and language use.

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. C. Analyze the impact of a specific word choice on meaning and tone. L.VI.7.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. B. C. Analyze the impact of rhymes and other repetitions of sound (e.g., alliteration) on a specific verse or stanza or a poem or section of a story or drama. RL.TS.7.4. Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning. RI.TS.7.4. 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. RL.MF.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 mediums, including	• Explain the theme or central idea of a fictional piece using key details as evidence, including details from the beginning, middle, and end of the text • Analyze the development of the theme or central idea over the course of the fictional text, including the relationship between characters, setting, and plot over the course of a text • Evaluate recurring ideas and changes in the characters and plot over the course of the text (why did the author make those changes, impact on the reader, effectiveness of the author's choices) • Identify how the theme or central idea relates to the characters, setting, and/or plot over the course of the text • Explain how two or more central ideas in a nonfiction piece develop over the course of the text, including the relationship between people, ideas, and events • Identify and use knowledge of common graphic features (charts, maps, diagrams, captions, illustrations) to help determine two or more central idea of a text • Summarize the text objectively, capturing the main ideas • Distinguish between essential and nonessential details of a text to create an objective summary of the text • Analyze the impact specific story elements have on the text • Relate the change in character to changes in setting or plot and vice versa (change in setting affects character or plot, change in plot affects character and setting) • Analyze how the plot and setting affect the actions/choices of the characters • Explain why the author chose to have elements of a story interact in a specific way • Analyze the impact of the relationship between characters, setting, and plot on the reader	

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. 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. W.AW.7.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence. A. Introduce claim(s) about a topic or issue, acknowledge alternate or opposing claims, and organize the reasons and evidence logically. B. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. C. D. Establish and maintain a formal style/academic style, approach, and form. E. Provide a concluding statement or section that follows from and supports the argument presented. W.WP.7.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices and sustaining effort to complete complex writing tasks; and focusing on how well purpose and audience have been addressed. W.RW.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	• Evaluate the author's effectiveness in determining the interactions between character, setting, and plot • Use a note-taking structure to track key individuals, events, and/or ideas in informational texts. • Explain the relationships between individuals, events, and ideas in a text • Reflect on how historical figures influenced ideas or events of the time period and vice versa • Analyze why the author chose to describe the interaction between ideas, individuals, and events in a particular way • Analyze the impact of the interaction between ideas, individuals, and events on the reader • Analyze the effectiveness of the interaction between ideas, individuals, and events in communicating the author's central idea • Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical) • Analyze the impact of specific word choice on meaning and/or tone • Analyze why the author used a specific word choice or sound device • Analyze the impact of a word choice or sound device on the reader • Evaluate the effectiveness of the author's word choice or sound device • Describe the structure used to organize a nonfiction text • Explain how text structure impacts overall meaning of text • Identify how the differing form or structure of a text contributes to its meaning • Analyze how parts of a text contribute to meaning • Explain why the author chose a specific form or	

of discipline-specific tasks, purposes, and audiences W.WR.7.5. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation W.SE.7.6. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation SL.PE.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. B. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. C. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. D. Acknowledge new information expressed by others and, when warranted, modify their own views. SL.ES.7.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	structure ● Analyze the impact of the form or structure on the reader (how would the text be different if the form changed?) ● Evaluate the effectiveness of the chosen form or structure ● Analyze how content differs because of the medium in which it is presented ● Interact with content expressed through multiple and varied formats (written, audio, staged, multimedia) ● Generate a list of techniques expressed in each medium ● Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version ● Determine how the techniques of a particular medium affect the content ● Analyze the effects of techniques unique to each medium ● Explain what makes each medium unique ● Analyze the impact of each medium on the reader ● Make judgments about which medium best represents the content ● Explain how content shifts/transforms/re-shapes when presented in written, audio, video or multimedia formats ● Identify techniques present in each format ● Compare/contrast two or more formats' portrayal of the same subject ● Reflect upon how the techniques within all mediums utilized affect and/or shape/color the particular segment of text ● Write arguments to support claims ● Support arguments with clear reasons and relevant evidence ● Introduce claim(s) ● Write a clear thesis statement	

7th Grade ELA

L.SS.7.1. Demonstrate command of the system and structure of the English language when writing or speaking. A. Explain the function of phrases and clauses in general and their function in specific sentences. B. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. C. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. L.VL.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). C. Analyze the impact of a specific word choice on meaning and tone. D. 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. E. 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). L.VI.7.4. Demonstrate understanding of figurative language, word	• Address opposing claims • Organize the reasons and evidence logically. • Choose appropriate reasoning and evidence to support claims • Evaluate sources for accuracy and reliability • Demonstrate an understanding of the topic or text • Use transitional words and phrases • Use transitions to clarify the relationships among claim(s), counterclaims, reasons, and evidence • Choose a consistent style, approach, and form for the task • Close the text with a conclusion • Identify defining characteristics of different genres of writing • Unpack the writing prompt • Write for a specific purpose and audience • Select an appropriate text structure or format for the task • Use language that is precise and powerful to create voice in writing • Create a tone that is appropriate for one's audience • Revise and edit intentionally to improve writing. • Generate ideas to develop topic • Revise writing with a partner or self-editing checklists • View writing from the vantage point of the audience in order to determine the effectiveness of their words, organization, etc. • Use technological resources to enhance writing • Follow appropriate typing format and conventions • Use technology to broaden research base • Use evidence found online to support ideas • Give and receive feedback using technology • Seek out authentic publishing opportunities • Engage in short research projects to answer a self-selected or teacher-assigned questions	

relationships, and nuances in word meanings. A. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. B. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. C. D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending). L.KL.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.	• Develop research questions • Determine keywords or topics for each question • Search for informational sources in an effort to answer the question • Compose follow-up research questions based on the initial search • Explain quotations used as support to enhance meaning • Research and synthesize information from several sources • Conduct research and synthesize multiple sources of information • Use search terms effectively • Write a clear thesis statement • Draw evidence from texts to support thesis • Assess the credibility and accuracy of each source • Select direct and indirect quotations that relate to the topic as evidence • Follow published guidelines (MLA, APA, etc) to cite direct and indirect quotations • Identify examples of plagiarism in writing • Paraphrase source information to avoid plagiarism in writing • Read required texts prior to discussions • Prepare for discussions • Use previous knowledge to expand discussions about a topic • Engage in conversations about grade-appropriate topics and texts • Participate in a variety of rich, structured conversations • Define and identify rules for discussions, including group and individual roles • Model appropriate behavior during discussions • Craft and respond to specific questions based on the topic or text, elaborating when necessary	

	• Reflect on and paraphrase what was discussed • Summarize the ideas expressed • Determine the speaker's argument and claims • Evaluate whether the speaker's reasoning is rational and legitimate • Evaluate whether there is enough evidence to support the claims • Identify phrases and clauses in sentences when reading • Accurately use phrases and clauses within a sentence in writing • Recognize and correct misplaced and dangling modifiers • Identify a series of adjectives in writing • Use a comma to separate adjectives in a series • Apply common rules and patterns to spell words correctly • Use a combination of context clues, structural clues, and the word's position in a sentence to determine the meaning of unknown words or phrases • Use dictionaries, glossaries, and/or thesauruses to find the pronunciation of a word • Use dictionaries, glossaries, and/or thesauruses to determine the actual meaning of a word or its part of speech • Verify the inferred meaning of a word is the actual meaning by using dictionaries, glossaries, and/or thesauruses • Consult reference materials that are both printed and digital • Define and identify figures of speech • Determine the meaning of and purpose of figures of speech in context • Identify the relationship of words • Clarify words by using the relationship between them • Discern the difference in meaning between closely	

	related words ● Identify the relationship of words in reading ● Clarify words by using the relationship between them in writing ● Understand and apply conversational, academic, and domain specific vocabulary ● Interpret unknown words and their meanings, using context clues, understanding Greek and Latin roots, and applying grammatical knowledge of function and form	

Interdisciplinary Connections

2020 Career Readiness, Life Literacies, and Key Skills

9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).
9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).
9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.
9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information.

Unit 3: Core Unit Content

Vocabulary	*Key Concepts*
❑ compare ❑ contrast ❑ explain ❑ summarize ❑ support ❑ semicolon	❑ Simple, Compound, Complex sentences ❑ Compound-Complex

❑ compound sentence ❑ compound-complex sentence ❑ simple sentence ❑ phrase ❑ clause ❑ **Prefix:** mis-	

Unit 3: Instructional Materials & Resources	
Core Instructional Materials CommonLit Newsela Flocabulary Sadlier vocabulary NoRedInk iReady Accelerated Reader	**Supplemental Instructional Materials** *The Outsiders* *The Twilight Zone* scripts *The Boy Who Dared* *Four Perfect Pebbles* Short stories "The Gift of the Magi" "The Necklace" Nonfiction choice books Short Story of the Month Club Nonfiction Article of the Week Club

7th Grade ELA

Unit 3: Assessments

Formative assessments:

- RACE(CE)R in GC
- Exit ticket
- Warm-ups
- Sadlier wkbk & notes
- Choice boards
- NRI activities
- Online games (Kahoot, Blooket, Gimkit, etc)
- Writing prompts
-

Summative Assessments:

- Choice board
- Sadlier unit assessments
- NRI assessments
- AR quizzes
- Final writing pieces scored on rubric
- Projects
- Writing prompts

Alternative Assessments:

Visual representation of ideas
Writing prompts
Choice boards

Unit 3: Accommodations & Modifications

7th Grade ELA

Please utilize the link below for ideas and strategies to use with ELL, Students with IEPS & 504s, At-Risk Students and Gifted & Talented Students. Note possible accommodations or modifications for this unit below.
Modifications & Accommodations Menu

Unit 4

Truth, Drama, & Poetry Writing genre: Argument & poetry	**Pacing: 7 Weeks**

Unit Summary:
Students will be exposed to structural elements of poetry while developing close reading skills to analyze author's purpose. In culmination, students will write original pieces of poetry, where their structure suits their topic.

Students will conduct short research assignments where they closely read articles to select supportive evidence to support a claim

Essential Questions	**Enduring Understandings:**
● How do we recognize the truth? ● Can appearances deceive? ● What's the message? ● How does news reveal agendas? ● Can you tell fact from fiction? ● When is a photo more than a picture?	● Language choices—including word meanings, figurative language, and sound devices—shape a text's tone, impact, and meaning. ● Different forms of media and genres offer unique techniques for conveying meaning, and analyzing these formats helps deepen comprehension and critical thinking. ● Building effective arguments requires clarity of thought, relevant evidence, and a structure that supports both the writer's purpose and the audience's understanding.

New Jersey Student Learning Standards	**Student Learning Objectives**	**Practices**

7th Grade ELA

RL.IT.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. 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). L.VI.7.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. RL.IT.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. 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). RL.PP.7.5. Determine how an author conveys or develops perspective or purpose in a text through contrasting the points of view of different characters or narrators in a text. RI.PP.7.5. Determine how an author conveys or develops perspective or purpose in a text through distinguishing their position from that of others using evidence. RL.MF.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 mediums, including the effects of techniques unique to each medium (e.g., lighting,	E. Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical) F. Analyze the impact of specific word choice on meaning and/or tone G. Explain poetic devices used in text H. Analyze the impact of poetic sound devices (rhyme scheme, alliteration, consonance, etc) on a particular section of a text I. Analyze why the author used a specific word choice or sound device J. Analyze the impact of a word choice or sound device on the reader K. Evaluate the effectiveness of the author's word choice or sound device L. Describe the structure used to organize a nonfiction text ● Explain how text structure impacts overall meaning of text ● Identify how the differing form or structure of a text contributes to its meaning ● Analyze how parts of a text contribute to meaning ● Explain why the author chose a specific form or structure ● Analyze the impact of the form or structure on the reader (how would the text be different if the form changed?) ● Evaluate the effectiveness of the chosen form or structure ● Identify the viewpoints of characters in a text ● Compare and contrast the characters' points-of-view ● Trace how the author created and conveyed the similar and/or dissimilar characters ● Analyze the impact of the author's point of view choices on the reader	Adapting Communication: Adapting communication in response to the varying demands of audience, task, purpose, and discipline. Valuing Evidence in Argumentation: Constructing viable claims and evaluating, defending, challenging, and qualifying the arguments of others. Building Knowledge: Building strong content knowledge and connecting ideas across disciplines using a variety of text resources and media. Leveraging Technology: Employing technology and digital media thoughtfully, strategically and capably to enhance reading, writing, speaking, listening, and language use.

sound, color, or camera focus and angles in a film). RI.MF.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. 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. 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.AW.7.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence. A. Introduce claim(s) about a topic or issue, acknowledge alternate or opposing claims, and organize the reasons and evidence logically. B. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. C. D. Establish and maintain a formal style/academic style, approach, and form. E. Provide a concluding statement or section that follows	• Evaluate the effectiveness of the author's point of view choice • Identify the author's point of view • Explain the techniques the author uses to distinguish his/her point of view from others • Evaluate the effectiveness of the techniques the author uses to distinguish his/her point of view from others • Analyze how content differs because of the medium in which it is presented • Interact with content expressed through multiple and varied formats (written, audio, staged, multimedia) • Generate a list of techniques expressed in each medium • Compare and contrast a written story, drama, or poem o its audio, filmed, staged, or multimedia version • Determine how the techniques of a particular medium affect the content • Analyze the effects of techniques unique to each medium • Explain what makes each medium unique • Analyze the impact of each medium on the reader • Make judgments about which medium best represents the contentAnalyze how content differs depending on the medium in which it is presented • Explain how content shifts/transforms/re-shapes when presented in written, audio, video or multimedia formats • Identify techniques present in each format • Compare/contrast two or more formats' portrayal of the same subject • Reflect upon how the techniques within all mediums utilized affect and/or shape/color the particular segment of text • Compare and contrast historical fiction and a factual text • Explain how authors of historical fiction omit,	

from and supports the argument presented. W.WP.7.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices and sustaining effort to complete complex writing tasks; and focusing on how well purpose and audience have been addressed W.SE.7.6. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation SL.II.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study SL.PI.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. SL.AS.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. L.VL.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.	embellish, or alter the information found in factual text to create a story • Use a variety of previous knowledge (e.g. practical knowledge, historical/cultural context, and background knowledge) to make connections to and reflect on the text • Analyze the importance of the information each author emphasized and the importance of what was excluded • Analyze why the author of the fictional piece chose to use or alter history • Analyze the impact that the author's use or alteration of history has on the reader • Evaluate the effectiveness of the author's choices to use and/or alter history Track key individuals, events, and/or ideas in informational texts from two or more authors. • Investigate how one topic may be presented in different ways • Compare and contrast two or more authors' presentations of key information • Analyze the importance of the different information each author emphasized and excluded • Analyze how the authors use the same information, but produce different texts because of interpretation • Use a variety of previous knowledge (e.g. practical knowledge, historical/cultural context, and background knowledge) to make connections to and reflect on the text • Evaluate the effectiveness of the authors' emphasis of specific evidence and different interpretations of facts for promoting their view • Write arguments to support claims • Support arguments with clear reasons and relevant evidence • Introduce claim(s)	

B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). C. D. 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. E. 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). L.VI.7.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. B. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. C. D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending). L.KL.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.	• Write a clear thesis statement • Address opposing claims • Organize the reasons and evidence logically. • Choose appropriate reasoning and evidence to support claims • Evaluate sources for accuracy and reliability • Demonstrate an understanding of the topic or text • Use transitional words and phrases • Use transitions to clarify the relationships among claim(s), counterclaims, reasons, and evidence • Choose a consistent style, approach, and form for the task • Close the text with a conclusion • Identify defining characteristics of different genres of writing • Unpack the writing prompt • Write for a specific purpose and audience • Select an appropriate text structure or format for the task • Use language that is precise and powerful to create voice in writing • Create a tone that is appropriate for one's audience • Use technological resources to enhance writing • Follow appropriate typing format and conventions • Use technology to broaden research base • Use evidence found online to support ideas • Give and receive feedback using technology • Seek out authentic publishing opportunities • Extract the main ideas and the details used to support it presented in different media formats • Synthesize the information, sorting between the main points and smaller details that work to support the main points • Use a graphic organizer (e.g., web, outline, etc)to analyze presented information	

	• Explain how the main idea and supporting details help to clarify a topic, text, or issue • Present information using sound, detailed, and relevant evidence in a coherent manner. • Build arguments to prepare for persuasive speeches on topics of interest or address the class on a teacher-assigned topic • Use practices that engage the audience (ie: eye contact, volume, pronunciation) • Emphasize important points with different pitch or volume • Elaborate on a point that listeners may need more explanation to understand • Orally present information, using appropriate speech, in a variety of situations. • Recognize and consider the audience • Determine if the topic and language style correspond appropriately • Reflect on the use of language and revise as needed • Use a combination of context clues, structural clues, and the word's position in a sentence to determine the meaning of unknown words or phrases • Use dictionaries, glossaries, and/or thesauruses to find the pronunciation of a word • Use dictionaries, glossaries, and/or thesauruses to determine the actual meaning of a word or its part of speech • Determine the meaning of commonly used prefixes and suffixes • Separate a base word from the prefix or suffix • Use the definition of known prefixes and suffixes to define new words • Identify root words in unknown words • Use known root words to aid in defining unknown words	

	• Verify the inferred meaning of a word is the actual meaning by using dictionaries, glossaries, and/or thesauruses • Consult reference materials that are both printed and digital • Define and identify figures of speech • Determine the meaning of and purpose of figures of speech in context • Identify the relationship of words • Clarify words by using the relationship between them • Discern the difference in meaning between closely related words • Understand and apply conversational, academic, and domain specific vocabulary • Interpret unknown words and their meanings, using context clues, understanding Greek and Latin roots, and applying grammatical knowledge of function and form	

Interdisciplinary Connections

2020 Career Readiness, Life Literacies, and Key Skills

9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).
9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).
9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.
9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information.

Unit 4: Core Unit Content

7th Grade ELA

Vocabulary	*Key Concepts*
❏ evaluate ❏ formulate ❏ support ❏ trace ❏ analyze ❏ nuance ❏ context ❏ coherence ❏ author's bias ❏ synthesize ❏ logical argument ❏ **Prefix:** inter-	❏ Fragments/Run-ons ❏ Sentence Types ❏ Misplaced/Dangling Modifiers

Unit 4: Instructional Materials & Resources

Core Instructional Materials	**Supplemental Instructional Materials**
CommonLit Newsela Flocabulary Sadlier vocabulary NoRedInk iReady	*The Outsiders* *The Twilight Zone* scripts *The Boy Who Dared* *Four Perfect Pebbles* Short stories "The Gift of the Magi" "The Necklace" *Technically It's Not My Fault*

7th Grade ELA

Accelerated Reader	*Blue Lipstick* *101 Different Ways of Playing Solitaire* *Odder* Short Story of the Month Club Nonfiction Article of the Week Club

Unit 4: Assessments

Formative assessments:

- RACE(CE)R in GC
- Exit ticket
- Warm-ups
- Sadlier wkbk & notes
- Choice boards
- NRI activities
- Online games (Kahoot, Blooket, Gimkit, etc)
- Writing prompts
-

Summative Assessments:

- Choice board
- Sadlier unit assessments
- NRI assessments
- AR quizzes
- Final writing pieces scored on rubric

- Projects
- Writing prompts

Alternative Assessments:
Visual representation of ideas
Writing prompts
Choice boards

Unit 4: Accommodations & Modifications

Please utilize the link below for ideas and strategies to use with ELL, Students with IEPS & 504s, At-Risk Students and Gifted & Talented Students. Note possible accommodations or modifications for this unit below.
Modifications & Accommodations Menu

7th Grade ELA

Unit 5

Perseverance Writing genre: all	**Pacing: 7 Weeks**

Unit Summary:
Students will incorporate the elements of narrative, argument, informational, literary analysis and poetry to dive deeper into short stories, longer works of fiction, and nonfiction articles & sources to analyze texts for ideas, structure, & cohesion.

Essential Questions:	**Enduring Understandings:**
● **What is a winner?** ● **Why should we keep on trying?**	● Understand and apply conversational, academic, and domain specific vocabulary ● Interpret unknown words and their meanings, using context clues, understanding Greek and Latin roots, and applying grammatical knowledge of function and form

New Jersey Student Learning Standards	Student Learning Objectives	Practices
RL.CR.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. RL.CI.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. RL.IT.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	● Paraphrase evidence from text ● Correctly cite evidence ● Closely read the text (questioning, determining importance, looking for patterns) to extract quality evidence to support a claim ● Use evidence from the text to make and check predictions as you read ● Make personal connections, connections to other texts, and/or global connections, when relevant ● Gather evidence from the text to support inferences or explicit meaning ● Read and analyze a variety of literary genres and informational texts	Developing Responsibility for Learning: Cultivating independence, self-reflection, and responsibility for one's own learning. Adapting Communication: Adapting communication in response to the varying demands of audience, task, purpose, and discipline. Valuing Evidence in Argumentation: Constructing viable claims and evaluating,

decision. RI.IT.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). L.VL.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). C. Analyze the impact of a specific word choice on meaning and tone. L.VI.7.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. B. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. C. Analyze the impact of rhymes and other repetitions of sound (e.g., alliteration) on a specific verse or stanza or a poem or section of a story or drama. W.IW.7.2. Write informative/explanatory texts (including the	• Probe a segment of text in order to study and evaluate its multiple, deeper, and varied meanings • Combine text information and prior knowledge (personal experience and/or previous reading) to create new information in the form of inferences • Refer to the text for support when analyzing and drawing inferences • Provide a statement of a theme(s) or a central idea(s) of a fictional text, based on textual evidence • Explain the theme or central idea of a fictional piece using key details as evidence, including details from the beginning, middle, and end of the text • Analyze the development of the theme or central idea over the course of the fictional text, including the relationship between characters, setting, and plot over the course of a text • Evaluate recurring ideas and changes in the characters and plot over the course of the text (why did the author make those changes, impact on the reader, effectiveness of the author's choices) • Identify how the theme or central idea relates to the characters, setting, and/or plot over the course of the text • Explain how two or more central ideas in a nonfiction piece develop • over the course of the text, including the relationship between people, ideas, and events • Identify and use knowledge of common graphic features (charts, maps, diagrams, captions, illustrations) to help determine two or more central idea of a text • Summarize the text objectively, capturing the main ideas • Distinguish between essential and nonessential details of a text to create an objective summary of the text • Analyze the impact specific story elements have on the	defending, challenging, and qualifying the arguments of others. Building Knowledge: Building strong content knowledge and connecting ideas across disciplines using a variety of text resources and media. Leveraging Technology: Employing technology and digital media thoughtfully, strategically and capably to enhance reading, writing, speaking, listening, and language use. Understanding Self and Others: Using literacy as a vehicle to affirm all the aspects of one's own identity, as well as understand, connect to and respect other perspectives and cultures.

narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

A. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.
B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
C. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
D. Use precise language and domain/ grade-level- specific vocabulary to inform about or explain the topic.
E. Establish and maintain a formal style academic style, approach, and form.
F. Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows the flow of ideas, reflects back on the topic, and supports the information or explanation presented.

W.WP.7.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices and sustaining effort to complete complex writing tasks; and focusing on how well purpose and audience have been addressed.

W.SE.7.6. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

text

- Relate the change in character to changes in setting or plot and vice versa (change in setting affects character or plot, change in plot affects character and setting)
- Analyze how the plot and setting affect the actions/choices of the characters
- Explain why the author chose to have elements of a story interact in a specific way
- Analyze the impact of the relationship between characters, setting, and plot on the reader
- Evaluate the author's effectiveness in determining the interactions between character, setting, and plot
- Use a note taking structure to track key individuals, events, and/or ideas in informational texts.
- Explain the relationships between individuals, events, and ideas in a text
- Reflect on how historical figures influenced ideas or events of the time period and vice versa
- Analyze why the author chose to describe the interaction between ideas, individuals, and events in a particular way
- Analyze the impact of the interaction between ideas, individuals, and events on the reader
- Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical)
- Analyze the impact of specific word choice on meaning and/or tone
- Explain poetic devices used in text
- Analyze the impact of poetic sound devices (rhyme scheme, alliteration, consonance, etc) on a particular section of a text
- Analyze why the author used a specific word choice or sound device
- Analyze the impact of a word choice or sound device

7th Grade ELA

SL.PE.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. B. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. C. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. D. Acknowledge new information expressed by others and, when warranted, modify their own views L.VL.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).	on the reader • Evaluate the effectiveness of the author's word choice or sound device • Deconstruct and reflect upon textual evidence • Identify evidence that supports claims in literary analysis • Logically connect evidence to claims in writing • Introduct a topic to create interest and preview what follows • Select direct and indirect quotations that relate to the topic as evidence • Cite in-text direct and indirect quotations appropriately • Explain quotations used as support to enhance meaning • Recognize and identify multiple organizational models • Apply a specific organizational strategy to a writing • CLose a text with a conclusion • Identify defining characteristics of different genres of writing • Unpack the writing prompt • Write for a specific purpose and audience • Select an appropriate text structure or format for the task • Use language that is precise and powerful to create voice in writing • Create a tone that is appropriate for one's audience • Use search terms effectively • Write a clear thesis statement • Draw evidence from texts to support thesis • Assess the credibility and accuracy of each source • Select direct and indirect quotations that relate to the topic as evidence • Follow published guidelines (MLA, APA, etc) to cite direct and indirect quotations • Identify examples of plagiarism in writing • Paraphrase source information to avoid plagiarism in	

	writing ● Read required texts prior to discussions ● Prepare for discussions ● Use previous knowledge to expand discussions about a topic ● Engage in conversations about grade-appropriate topics and texts ● Participate in a variety of rich, structured conversations ● Define and identify rules for discussions, including group and individual roles ● Model appropriate behavior during discussions ● Craft and respond to specific questions based on the topic or text, elaborating when necessary ● Reflect on and paraphrase what was discussed ● Summarize the ideas expressed ● Understand and apply conversational, academic, and domain specific vocabulary ● Interpret unknown words and their meanings, using context clues, understanding Greek and Latin roots, and applying grammatical knowledge of function and form	

Interdisciplinary Connections

2020 Career Readiness, Life Literacies, and Key Skills

9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).

9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).

9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.

9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.

9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information.

7th Grade ELA

Unit 5: Core Unit Content	
Vocabulary	***Key Concepts***
❏ compare ❏ contrast ❏ explain ❏ analyze ❏ soliloquy ❏ irony ❏ ballad ❏ alliteration ❏ **Prefix:** sub-	❏ Verb tense ❏ Parts of speech review ❏ Literary Present (present tense when writing about literary texts)

Unit 5: Instructional Materials & Resources	
Core Instructional Materials	**Supplemental Instructional Materials**
CommonLit Newsela Flocabulary Sadlier vocabulary NoRedInk iReady	*The Outsiders* *The Twilight Zone* scripts *The Boy Who Dared* *Four Perfect Pebbles* *101 Different Ways of Playing Solitaire* *Odder* Short stories

7th Grade ELA

Accelerated Reader	"The Gift of the Magi" "The Necklace" Short Story of the Month Club Nonfiction Article of the Week Club

Unit 5: Assessments

Formative assessments:

- RACE(CE)R in GC
- Exit ticket
- Warm-ups
- Sadlier wkbk & notes
- Choice boards
- NRI activities
- Online games (Kahoot, Blooket, Gimkit, etc)
- Writing prompts
- State test practice sessions

Summative Assessments:

- Choice board
- Sadlier unit assessments
- NRI assessments
- AR quizzes
- Final writing pieces scored on rubric
- Projects
- Writing prompts

- State test practice sessions

Alternative Assessments:
Visual representation of ideas
State test practice sessions
Writing prompts
Choice boards

Unit 5: Accommodations & Modifications

Please utilize the link below for ideas and strategies to use with ELL, Students with IEPS & 504s, At-Risk Students and Gifted & Talented Students. Note possible accommodations or modifications for this unit below.
Modifications & Accommodations Menu

Unit 6

Wisdom Writing genre: narrative	**Pacing:** **Until end of year**
Unit Summary:	

7th Grade ELA

Through analysis of short stories, longer works of literature, and nonfiction articles, students are studying the elements of literature and how authors craft narratives and articles.
Simultaneously, students are practicing and implementing narrative techniques into their own writing.

Essential Questions:	**Enduring Understandings:**
● How does our past shape today? ● What do we learn from our elders? ● What can we learn from stories? ● What can we learn from disasters? ● What makes a person a trailblazer?	● Themes and central ideas in fiction and nonfiction texts emerge through patterns, relationships, and interactions among characters, events, and ideas. ● Strong narratives and arguments are crafted through intentional choices in structure, voice, and language that reflect purpose and engage the audience. ● Speaking and listening with clarity, purpose, and awareness of audience enhances understanding and allows for thoughtful expression and response.

New Jersey Student Learning Standards	Student Learning Objectives	Practices
RL.CI.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. 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. A. Provide a statement of a theme(s) or a central idea(s) of a fictional text, based on textual evidence B. Explain the theme or central idea of a fictional piece using key details as evidence, including details from the beginning, middle, and end of the text C. Analyze the development of the theme or central idea over	● Provide a statement of a theme(s) or a central idea(s) of a fictional text, based on textual evidence ● Explain the theme or central idea of a fictional piece using key details as evidence, including details from the beginning, middle, and end of the text ● Analyze the development of the theme or central idea over the course of the fictional text, including the relationship between characters, setting, and plot over the course of a text ● Evaluate recurring ideas and changes in the characters and plot over the course of the text (why did the author make those changes, impact on the reader, effectiveness of the author's choices) ● Identify how the theme or central idea relates to the characters, setting, and/or plot over the course of the	Developing Responsibility for Learning: Cultivating independence, self-reflection, and responsibility for one's own learning. Adapting Communication: Adapting communication in response to the varying demands of audience, task, purpose, and discipline. Leveraging Technology: Employing technology and digital media thoughtfully, strategically and capably to enhance

the course of the fictional text, including the relationship between characters, setting, and plot over the course of a text D. Evaluate recurring ideas and changes in the characters and plot over the course of the text (why did the author make those changes, impact on the reader, effectiveness of the author's choices) E. Identify how the theme or central idea relates to the characters, setting, and/or plot over the course of the text F. Explain how two or more central ideas in a nonfiction piece develop over the course of the text, including the relationship between people, ideas, and events G. Identify and use knowledge of common graphic features (charts, maps, diagrams, captions, illustrations) to help determine two or more central idea of a text H. Summarize the text objectively, capturing the main ideas I. Distinguish between essential and nonessential details of a text to create an objective summary of the text J. RL.IT.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. 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). RL.PP.7.5. Determine how an author conveys or develops perspective or purpose in a text through contrasting the points of view of different characters or narrators in a text. RI.PP.7.5. Determine how an author conveys or develops perspective or purpose in a text through distinguishing their	text • Explain how two or more central ideas in a nonfiction piece develop over the course of the text, including the relationship between people, ideas, and events • Identify and use knowledge of common graphic features (charts, maps, diagrams, captions, illustrations) to help determine two or more central idea of a text • Summarize the text objectively, capturing the main ideas • Distinguish between essential and nonessential details of a text to create an objective summary of the text • Analyze the impact specific story elements have on the text • Relate the change in character to changes in setting or plot and vice versa (change in setting affects character or plot, change in plot affects character and setting) • Analyze how the plot and setting affect the actions/choices of the characters • Explain why the author chose to have elements of a story interact in a specific way • Analyze the impact of the relationship between characters, setting, and plot on the reader • Evaluate the author's effectiveness in determining the interactions between character, setting, and plot • Use a note taking structure to track key individuals, events, and/or ideas in informational texts. • Explain the relationships between individuals, events, and ideas in a text • Reflect on how historical figures influenced ideas or events of the time period and vice versa • Analyze why the author chose to describe the interaction between ideas, individuals, and events in a particular way • Analyze the impact of the interaction between ideas, individuals, and events on the reader	reading, writing, speaking, listening, and language use. Understanding Self and Others: Using literacy as a vehicle to affirm all the aspects of one's own identity, as well as understand, connect to and respect other perspectives and cultures.

position from that of others using evidence. W.NW.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. A. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. E. Provide a conclusion that follows from and reflects on the narrated experiences or even W.WP.7.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices and sustaining effort to complete complex writing tasks; and focusing on how well purpose and audience have been addressed. W.RW.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. SL.II.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally)	• Analyze the effectiveness of the interaction between ideas, individuals, and events in communicating the author's central idea • Identify the viewpoints of characters in a text • Compare and contrast the characters' points-of-view • Trace how the author created and conveyed the similar and/or dissimilar characters • Analyze the impact of the author's point of view choices on the reader • Evaluate the effectiveness of the author's point of view choices • Identify the author's point of view • Explain the techniques the author uses to distinguish his/her point of view from others • Evaluate the effectiveness of the techniques the author uses to distinguish his/her point of view from others • Determine difficulties in comprehending and making meaning • Apply appropriate strategies in order to increase comprehension when encountering text • Encounter appropriate texts at each grade level in order to develop the mature language skills and the conceptual knowledge needed for success in school and life • Make an increasing number of connections among ideas and between texts • Use scaffolding when necessary • Engage the reader with a story hook • Introduce a narrator and/or characters • Establish a point of view and background story • Organize an event sequence that unfolds naturally and logically • Use narrative techniques effectively to develop experiences, events, characters and/or the characters' struggles	

and explain how the ideas clarify a topic, text, or issue under study SL.PI.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. SL.AS.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. L.SS.7.1. Demonstrate command of the system and structure of the English language when writing or speaking. E. Recognize spelling conventions.	• Transition from one idea to the next by using appropriate words and phrases • Use figurative language to aid in description • Describe ideas by using sensory and specific language • Write a conclusion that makes a point and brings the story events to a meaningful close • Clearly convey a conflict and a resolution to the conflict • Identify defining characteristics of different genres of writing • Write for a specific purpose and audience • Select an appropriate text structure or format for the task • Use language that is precise and powerful to create voice in writing • Create a tone that is appropriate for one's audience • Revise and edit intentionally to improve writing. • Generate ideas to develop topic • Revise writing with a partner or self-editing checklists • View writing from the vantage point of the audience in order to determine the effectiveness of their words, organization, etc. • Practice writing in a myriad of situations (journals, dialogues, creative tasks, etc.) • Reflect on and be able to explain decisions made while crafting a piece of writing • Produce written reflections • Write for a variety of audiences and purposes on an array of cross-curricular topics • Extract the main ideas and the details used to support it presented in different media formats • Synthesize the information, sorting between the main points and smaller details that work to support the main points • Use a graphic organizer (e.g., web, outline, etc)to	

	analyze presented information ● Explain how the main idea and supporting details help to clarify a topic, text, or issue ● Present information using sound, detailed, and relevant evidence in a coherent manner. ● Build arguments to prepare for persuasive speeches on topics of interest or address the class on a teacher-assigned topic ● Use practices that engage the audience (ie: eye contact, volume, pronunciation) ● Emphasize important points with different pitch or volume ● Elaborate on a point that listeners may need more explanation to understand ● Orally present information, using appropriate speech, in a variety of situations ● Recognize and consider the audience ● Determine if the topic and language style correspond appropriately ● Reflect on the use of language and revise as needed ● Apply common rules and patterns to spell words correctly	

Interdisciplinary Connections

2020 Career Readiness, Life Literacies, and Key Skills

9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).

9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).

9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.

9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.

9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information.

7th Grade ELA

Unit 6: Core Unit Content	
Vocabulary	***Key Concepts***
❑ infer ❑ describe ❑ formulate ❑ summarize ❑ support ❑ trace ❑ analyze ❑ irony ❑ context ❑ coherence ❑ **Prefix:** fore-	❑ Commonly confused words ❑ Contractions ❑ THAMOs

Unit 6: Instructional Materials & Resources	
Core Instructional Materials	**Supplemental Instructional Materials**
CommonLit Newsela Flocabulary Sadlier vocabulary NoRedInk	*The Outsiders* *The Twilight Zone* scripts *The Boy Who Dared* *Four Perfect Pebbles* *101 DIfferent Ways of Playing Solitaire* *Odder*

7th Grade ELA

iReady Accelerated Reader	Short stories “The Gift of the Magi” “The Necklace” Short Story of the Month Club Nonfiction Article of the Week Club

Unit 6: Assessments

Formative assessments:

- RACE(CE)R in GC
- Exit ticket
- Warm-ups
- Sadlier wkbk & notes
- Choice boards
- NRI activities
- Online games (Kahoot, Blooket, Gimkit, etc)
- Writing prompts

Summative Assessments:

- Choice board
- Sadlier unit assessments
- NRI assessments
- AR quizzes
- Final writing pieces scored on rubric
- Projects
- Writing prompts

7th Grade ELA

Alternative Assessments:
Visual representation of ideas
Writing prompts
Choice boards

Unit 6: Accommodations & Modifications

Please utilize the link below for ideas and strategies to use with ELL, Students with IEPS & 504s, At-Risk Students and Gifted & Talented Students. Note possible accommodations or modifications for this unit below.
Modifications & Accommodations Menu