

# English Language Arts- Grade 7

Standards for English Language Arts Literacy are based on the Common Core State Standards, adopted by the New Jersey Board of Education in 2010 and implemented in 2012. The curriculum was again revised in 2016 and adapted to the New Jersey Student Learning Standards and officially adopted by the Egg Harbor Township School Board for the 2017-2018 school year.

The curriculum is a living and breathing document that is updated each marking period to reflect technology, authentic resources and the needs of the student population.

## Introduction

During the school year, the teacher will establish a literature-rich climate by utilizing the provided reading/writing trade books and novels located in the classroom and school library aligned to the NJ state standards. Benchmarks will allow the teacher to determine what needs to be modeled during future mini-lessons and guided reading groups. Reading and writing should be integrated to include elements of grammar and reading, spelling, mechanics, traits of writing, and the writing process. The integration of Social Studies texts and topics provides learners with the knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national and global communities in the digital age. Instruction should take place in the form of mini-lessons, targeted small group instruction, and guided reading/writing groups in order to meet the needs of all learners.

Each genre based unit allows students to deeply analyze text. Each unit builds on the next to move students towards agency and independence.

Unit 1 (Marking Period 1): Memoir & Autobiography (45 Days)

Unit 2 (Marking Period 2): Historical Fiction around American History (45 Days)

Unit 3 (marking Period 3): Dystopia and Society (45 Days)

Unit 4 (marking Period 4): Coming of Age Tales and Identity (45 Days)

This document outlines in detail the answers to following four questions:

1. What do we want our students to know?
2. How do we know if they learned it?
3. What do we do if they did not learn it?
4. What do we do when they did learn it?

Board Approval: August 2020

<b>Title of Unit:</b> Memoir/Autobiography	<b>Timeframe:</b> Marking Period 1 (45 Days)
<b>DESIRED RESULTS</b>	
<b>CONTENT STANDARDS</b>	
<b>PROGRESS INDICATORS FOR READING LITERATURE</b>	
<p>RL.7.1 Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	
<p>RL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p>	
<p>RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p>	
<p>RL.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p>	
<b>PROGRESS INDICATORS FOR READING INFORMATIONAL TEXT</b>	
<p>RI.7.1 Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	
<p>RI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p>	
<p>RI.7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p>	
<p>RI.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p>	
<p>RI.7.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p>	
<p>RI.7.6 Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p>	
<p>RI.7.7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).</p>	
<p>RI.7.8 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.</p>	
<p>RI.7.9 Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</p>	
<b>WRITING</b>	
<p>W.7.1. Write arguments to support claims with clear reasons and relevant evidence.</p>	
<p>A. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</p>	
<p>B. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p>	
<p>C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</p>	
<p>D. Establish and maintain a formal style/academic style, approach, and form.</p>	
<p>E. Provide a concluding statement or section that follows from and supports the argument presented.</p>	

W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a. Apply *grade 7 Reading standards* to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history").
- b. **\*Apply *grade 7 Reading standards* to literary nonfiction (e.g. "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/I.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**

W.7.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

### **PROGRESS INDICATORS FOR LANGUAGE (all year within writing)**

L.7.1. Demonstrate command of the conventions of standard English grammar and usage 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.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

A. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).

B. Spell correctly. Knowledge of Language

L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

A. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, 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. 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.

D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.7.5. 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. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

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

### **PROGRESS INDICATORS FOR SPEAKING AND LISTENING**

SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led)

with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

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.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.7.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

Presentation of Knowledge and Ideas

SL.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English

### **Primary Interdisciplinary Connections**

Infused within the unit are connections to the NJSLs for Social Studies

6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

D. History, Culture, and Perspectives

### **TECHNOLOGY STANDARDS and APPLY explicit standards as appropriate**

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations

B. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

C. Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

E. Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.

F. Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

### **21st Century Themes/Careers**

Through instruction in life and career skills, all students acquire the knowledge and skills needed to prepare for life as citizens and workers in the 21st century. For further clarification see NJ World Class Standards at [www.NJ.gov/education/aps/cccs/career/](http://www.NJ.gov/education/aps/cccs/career/)

CRP1. Act as a responsible and contributing citizen and employee.

CRP7. Employ valid and reliable research strategies.

CRP9. Model integrity, ethical leadership and effective management.

<b>Understandings</b>	<b>Essential Questions</b>
In order to fully comprehend a text, I need to be able to identify and understand the literary elements and provide several pieces of textual evidence to support my findings.	<p><b>OVERARCHING:</b> Why do I need to fully comprehend a text?</p> <p><b>TOPICAL:</b> How does identifying <u>__(insert lit element)__</u> help me understand <u>_____ (insert text) ?</u></p>
<b>KNOWLEDGE</b> <b>Students will know...</b>	<b>SKILLS</b> <b>Students will be able to...</b>
<p>To show full comprehension of a text, I must support my answers with several pieces of textual evidence.</p> <p>Evaluating multiple sources helps determine validity of a claim and argument.</p>	<p><b>Reading Skills Focus:</b> In both literature and informational text cite evidence to identify and evaluate the use of:</p> <ul style="list-style-type: none"> <li>● key details</li> <li>● inferences- <i>using text + what you know</i></li> <li>● plot- <i>look at how it is shaped and applied to theme</i></li> <li>● theme- <i>driving force of Unit</i></li> <li>● conflict- <i>internal and external</i></li> <li>● setting- <i>how does setting affect text</i></li> <li>● characters- <i>static/dynamic &amp; round/flat</i></li> <li>● mood- <i>identify and define</i></li> <li>● point of view- <i>1<sup>st</sup>-3<sup>rd</sup> (3<sup>rd</sup> limited &amp; 3<sup>rd</sup> omniscient)</i></li> <li>● author's purpose- <i>focus on general overall purpose of the text</i></li> </ul> <p><b>Writing Skills Focus:</b></p> <ul style="list-style-type: none"> <li>● Utilizing word choice, key elements, and figurative language to create descriptive writing</li> <li>● Topic sentences</li> </ul>

	<ul style="list-style-type: none"> <li>● Presenting a clear claim (thesis statement)</li> <li>● Citation/ Explanation of citation (textual evidence)</li> <li>● Flow/ clarity of purpose/ with use of transition words</li> </ul>
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**ASSESSMENT**

<b>PERFORMANCE TASK (WRITING)</b>	<b>EVIDENCE</b>
<p><b>W.7.1 (RI.7.1-9)</b> Evaluate author’s argument and presentation of facts in comparison to another’s.</p> <p><b>Research Simulation Task</b> Look at a major claim or idea being made in three different sources (one visual, two pieces of informational text). Write an essay analyzing how that claim or idea is developed differently in each source.</p> <ul style="list-style-type: none"> <li>● Compare historical documents, recounts, reports with information in historical fiction/memoir</li> <li>● Read informational articles on topic or time being presented</li> </ul>	<ul style="list-style-type: none"> <li>● Textual evidence graphic organizer</li> <li>● Journals: topics based on reading and literary elements</li> <li>● Independent reading: skills-based organizers</li> <li>● Skills-based organizers</li> <li>● Common Assessments (PLC)</li> </ul>

**RESOURCES**

<ol style="list-style-type: none"> <li>1. Recent SCOPE magazine narrative nonfiction piece</li> <li>2. A Long Walk to Water</li> <li>3. I am Malala</li> <li>4. I Will Always Write Back</li> <li>5. Invisible Girl</li> <li>6. This Star Won’t Go Out: The Life and Words of Esther Grace Earl</li> <li>7. Stitches by David Small</li> <li>8. Henry Hudson</li> </ol> <p>*Open Resource Links:</p> <ul style="list-style-type: none"> <li>● <a href="#">Edulastic</a></li> <li>● <a href="#">The Teaching Channel</a></li> <li>● <a href="#">Commonlit.org</a></li> <li>● <a href="#">4Teachers.org</a></li> <li>● <a href="#">Web English Teacher</a></li> <li>● <a href="#">Readwritethink.org</a></li> <li>● <a href="#">Learnzillion</a></li> <li>● <a href="#">Literacy Design Collaborative</a></li> <li>● <a href="#">OER Commons</a></li> <li>● <a href="#">Engage NY</a></li> <li>● <a href="#">Hudson County Curriculum Consortium</a></li> </ul>
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Any instructional-level memoir or autobiography to meet the needs and interests of students.

**Title of Unit:** Historical Fiction around American History

**Timeframe:** Marking Period 2 (45 days)

## DESIRED RESULTS

### CONTENT STANDARDS

#### PROGRESS INDICATORS FOR READING LITERATURE

RL.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text;

provide an objective summary of the text.

RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters

or plot).

RL.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a

specific verse or stanza of a poem or section of a story or drama.

RL.7.5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators

in a text.

RL.7.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background

knowledge) a fictional portrayal of a time, place, or character and a historical account of the same period as a

means of understanding how authors of fiction use or alter history.

#### PROGRESS INDICATORS FOR READING INFORMATIONAL TEXT

RI.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

RI.7.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

RI.7.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background

knowledge) how two or more authors writing about the same topic shape their presentations of key

information

by emphasizing different evidence or advancing different interpretations of facts.

### **PROGRESS INDICATORS FOR WRITING**

**W.7.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using 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.
- b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

**W.7.3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- e. Provide a conclusion that follows from and reflects on the narrated experiences or events

W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

- c. Apply *grade 7 Reading standards* to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history").
- d. **\*Apply grade 7 Reading standards to literary nonfiction (e.g. "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/I.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**

W.7.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

### **PROGRESS INDICATORS FOR LANGUAGE (all year within writing)**



L.7.1 Demonstrate command of the conventions of standard English grammar and usage 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.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old[,] green shirt*).
- b. Spell correctly.

**Knowledge of Language:**

L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.\*

**Vocabulary Acquisition and Use:**

L.7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content*, 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. Consult general and specialized 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.
- d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.7.5 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. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined, respectful, polite, diplomatic, condescending*).

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

**PROGRESS INDICATORS FOR SPEAKING AND LISTENING**

SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led)

with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

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.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.7.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the

relevance and sufficiency of the evidence.

Presentation of Knowledge and Ideas

SL.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent

descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and

emphasize salient points.

SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

### **Primary Interdisciplinary Connections**

Infused within the unit are connections to the NJSLs for Social Studies

6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

B. Geography, People, and the Environment

### **TECHNOLOGY STANDARDS and APPLY explicit standards as appropriate**

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations

B. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

C. Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

E: Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.

F: Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

Through instruction in life and career skills, all students acquire the knowledge and skills needed to prepare for life as citizens and workers in the 21st century. For further clarification see NJ World Class Standards at [www.NJ.gov/education/aps/cccs/career/](http://www.NJ.gov/education/aps/cccs/career/)

CRP1. Act as a responsible and contributing citizen and employee.

CRP7. Employ valid and reliable research strategies.

CRP9. Model integrity, ethical leadership and effective management

<b>Understandings</b>	<b>Essential Questions</b>
<p>In order to compare texts, I need to be able to analyze literary elements of multiple mediums and make a common connection, such as text-world, text-self, text-text.</p>	<p><b>OVERARCHING:</b> How are our views influenced by various mediums?</p> <p><b>TOPICAL:</b> How does analyzing __ (insert lit element) _ help me understand _____ (insert text) ?</p>
<b>KNOWLEDGE</b> <b>Students will know...</b>	<b>SKILLS</b> <b>Students will be able to...</b>
<p>To show full comprehension of a text, I must support my answers with several pieces of textual evidence.</p> <p>Evaluating multiple sources helps determine validity of a claim and argument.</p>	<p><b>Reading Skill Focus:</b> In both literature and informational text cite evidence to identify and evaluate the use of:</p> <ul style="list-style-type: none"> <li>• Recognize author’s purpose</li> <li>• Find Main Idea</li> <li>• Common theme</li> <li>• Recognize an objective summary based on central idea</li> <li>• Context Clues</li> <li>• Extended Response</li> <li>• Support claims using evidence</li> <li>• Paraphrase</li> <li>• Textual Evidence to support inference</li> <li>• Compare/contrast main idea, theme, author’s purpose, etc.</li> </ul> <p><b>Writing Skill Focus:</b></p> <ul style="list-style-type: none"> <li>• Present a clear claim (thesis statement)</li> <li>• Support a claim based on multiple sources.</li> <li>• Topic sentences</li> <li>• Citation/ Explanation of citation (textual evidence)</li> <li>• Flow/ clarity of purpose/ with use of transition words</li> <li>• Incorporating summary/paraphrase</li> <li>• Clear introduction/ conclusion <ul style="list-style-type: none"> <li>○ General-specific funnel and the opposite for the conclusions</li> </ul> </li> </ul>
<b>ASSESSMENTS</b>	
<b>PERFORMANCE TASK (WRITING)</b>	<b>EVIDENCE</b>

<p><b>Common Writing Prompt: W.7.3 (RL.7.1-6)</b></p> <ul style="list-style-type: none"> <li>● <b>Narrative writing</b> that continues the established author’s style, setting, and characters. Mainly the student will be posed with the challenge of maintaining the integrity of the story. Student should also be challenged to alter and/or explore point of view, author’s craft and voice</li> </ul>	<ul style="list-style-type: none"> <li>● Choice board: conflict, character, author’s purpose</li> <li>● Journals: topics based on reading and literary elements</li> <li>● Independent reading</li> <li>● Skills-based organizers</li> <li>● Common Assessments (PLCs)</li> </ul>
<b>RESOURCES</b>	
<ol style="list-style-type: none"> <li>1. Bargain pg. 398/ article based on Lewis and Clark/Oregon Trail/California Gold Rush</li> <li>2. Annabelle Lee pg. 413, User Friendly pg. 419, Echo and Narcissus pg. 434, Only Girl in the World for me pg. 439</li> <li>3. Monsters are Due on Maple Street, Rosewood (paired text), Salem Witch Trial, “Fear Prompts Teens to Act Impulsively” (from commonlit.org – Fear and Paranoia)</li> <li>4. Compare 2 texts for argument/compare contrast – Commonlit.org (browse prejudice and discrimination) includes quick assessments</li> <li>5. Scope Magazine paired reading text</li> </ol> <p><b>Novel options:</b></p> <ul style="list-style-type: none"> <li>● Full of Beans (about the Great Depression)</li> <li>● Esperanza Rising</li> <li>● Chains</li> <li>● Fever 1793</li> <li>● My Brother Sam is Dead</li> <li>● Johnny Tremain</li> <li>● Al Capone Does My Shirts</li> <li>● Al Capone Shines My Shoes</li> </ul>	

<b>Title of Unit:</b> Dystopia and Society	<b>Timeframe:</b> Marking Period 3 (45 Days)
<b>DESIRED RESULTS</b>	
<b>CONTENT STANDARDS</b>	
<p><b>PROGRESS INDICATORS FOR READING LITERATURE</b></p> <p>RL.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p>RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p> <p>RL.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p>	

RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

RL.7.7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

### **PROGRESS INDICATORS FOR READING INFORMATIONAL TEXT**

RI.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

RI.7.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

Craft and Structure

RI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

RI.7.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

### **PROGRESS INDICATORS FOR WRITING**

**W.7.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using 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.
- b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

W.7.6 Use technology, including the internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

W.7.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

### **PROGRESS INDICATORS FOR LANGUAGE (all year within writing)**

L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- d. Explain the function of phrases and clauses in general and their function in specific sentences.
- e. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
- f. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.\*

L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- 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. Spell correctly.

**Knowledge of Language:**

L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- b. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.\*

**Vocabulary Acquisition and Use:**

L.7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content*, choosing flexibly from a range of strategies.

- e. 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.
- f. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent, bellicose, rebel*).
- g. Consult general and specialized 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.
- h. 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.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- d. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
- e. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
- f. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined, respectful, polite, diplomatic, condescending*).

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

**PROGRESS INDICATORS FOR SPEAKING AND LISTENING (all year where appropriate)**

SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led)

with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

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.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.7.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the

relevance and sufficiency of the evidence.

Presentation of Knowledge and Ideas

SL.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent

descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and

emphasize salient points.

SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

### **Primary Interdisciplinary Connections**

Infused within the unit are connections to the NJSLs for Social Studies

6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

A. Civics, Government and Human Rights

### **TECHNOLOGY STANDARDS and APPLY explicit standards as appropriate**

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

B. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

C. Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

E: Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.

F: Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

### **21st Century Themes/Careers**

Through instruction in life and career skills, all students acquire the knowledge and skills needed to prepare for life as citizens and workers in the 21st century. For further clarification see NJ World Class Standards at [www.NJ.gov/education/aps/cccs/career/](http://www.NJ.gov/education/aps/cccs/career/)

CRP1. Act as a responsible and contributing citizen and employee.

- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP 7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence

<b>Understandings</b>	<b>Essential Questions</b>
<p>In order to show full comprehension of text, I must be able to analyze how form or structure of a text contributes to its meaning.</p>	<p><b>OVERARCHING:</b> How do authors use literary elements in order to convey meanings?</p> <p><b>TOPICAL:</b> How does analyzing <u>    (insert lit element)    </u> help me understand <u>        (insert text)        </u></p>
<b>KNOWLEDGE</b>	<b>SKILLS</b>
<b>Students will know...</b>	<b>Students will be able to...</b>



<p>To show full comprehension of a poetry, I must be able to analyze the impact of rhymes and other repetitions of sounds.</p> <p>To show full comprehension of a story or a drama, I must be able to determine the meaning of words and phrases that are found in the text.</p>	<p><b>Reading Skills Focus:</b> In both literature and informational text cite evidence to identify and evaluate the use of:</p> <ul style="list-style-type: none"> <li>● Figurative and Connotative meaning</li> <li>● Rhyme and repetition</li> <li>● Forms of poetry (epic, ballad, ode, lyric, narrative, sonnet, free verse)</li> <li>● Tone and Mood</li> <li>● Figurative Language and its effect on text</li> <li>● Character</li> <li>● Setting</li> <li>● Point of view</li> <li>● Context Clues</li> <li>● Inference</li> <li>● Textual Evidence</li> </ul> <p><b>Writing Skills Focus:</b></p> <ul style="list-style-type: none"> <li>● Utilizing word choice, key elements, and figurative language to prove claim</li> <li>● Topic sentences</li> <li>● Presenting a clear claim (thesis statement)</li> <li>● Citation/ Explanation of citation (textual evidence)</li> <li>● Flow/ clarity of purpose/ with use of transition words</li> <li>● Incorporating summary/paraphrase</li> <li>● Clear introduction/ conclusion <ul style="list-style-type: none"> <li>○ General-specific funnel and the opposite for the conclusion</li> </ul> </li> </ul>
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**ASSESSMENT**

<b>PERFORMANCE TASK (WRITING)</b>	<b>EVIDENCE</b>
<p><b>Literary Analysis: W.7.2, RL.7.1, RL.7.2, RL.7.4, RL.7.5, RL.7.6)</b></p> <p><b>Common Writing Prompt:</b> You have read a _____ and _____.</p> <p>Think about the similarities and differences in how the two authors develop the themes in each text. Write an essay in which you identify a theme from each text and analyze how each theme is developed. Be sure to include specific details from both selections.</p>	<ul style="list-style-type: none"> <li>● Choice Board: Independent written poetry based on various forms</li> <li>● Performance based drama conversions</li> <li>● Journals: topics based on reading and literary elements</li> <li>● Independent reading</li> <li>● Skills-based organizers</li> <li>● Common Assessments (PLCs)</li> </ul>

**LEARNING ACTIVITIES**

**Novel options**

House of Scorpions

Hunger Games

City of ember

The Outsiders

Z for Zachariah

Unwind

The Giver

The Juvie Three

**\*Open Resource Links:**

- [Eduastic](#)
- [The Teaching Channel](#)
- [Commonlit.org](#)
- [4Teachers.org](#)
- [Web English Teacher](#)
- [Readwritethink.org](#)
- [Learnzillion](#)
- [Literacy Design Collaborative](#)
- [OER Commons](#)
- [Engage NY](#)
- [Hudson County Curriculum Consortium](#)

**Title of Unit:** Coming of Age & Identity

**Timeframe:** Marking Period 4 (45 Days)

## DESIRED RESULTS

### CONTENT STANDARDS

#### PROGRESS INDICATORS FOR READING LITERATURE

RL.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the

text says explicitly as well as inferences drawn from the text.

RL.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text;

provide an objective summary of the text.

RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters

or plot).

RL.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a

specific verse or stanza of a poem or section of a story or drama.

RL.7.5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators

in a text.

RL.7.7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

RL.7.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background

knowledge) a fictional portrayal of a time, place, or character and a historical account of the same period as a

means of understanding how authors of fiction use or alter history.

RL.7.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade

level text-complexity or above, scaffolding as needed.

#### PROGRESS INDICATORS FOR READING INFORMATIONAL TEXT

RI.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the

text says explicitly as well as inferences drawn from the text.

RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

RI.7.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

RI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

RI.7.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to

the whole and to the development of the ideas.

RI.7.6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his

or her position from that of others.

RI.7.7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

RI.7.8. 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.

RI.7.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing about the same topic shape their presentations of key information

by emphasizing different evidence or advancing different interpretations of facts.

RI.7.10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above,  
with scaffolding as needed.

### **PROGRESS INDICATORS FOR WRITING**

W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

W.7.6 Use technology, including the internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

W.7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

W.7.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a. Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history").
- b. Apply grade 7 Reading standards to literary nonfiction (e.g. "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").

W.7.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

### **PROGRESS INDICATORS FOR LANGUAGE (all year within writing)**

L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- g. Explain the function of phrases and clauses in general and their function in specific sentences.
- h. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
- i. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.\*

L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- e. Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old[,] green shirt*).
- f. Spell correctly.

**Knowledge of Language:**

L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- c. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.\*

**Vocabulary Acquisition and Use:**

L.7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content*, choosing flexibly from a range of strategies.

- i. 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.
- j. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent*, *bellicose*, *rebel*).
- k. Consult general and specialized 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.
- l. 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.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- g. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
- h. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
- i. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined*, *respectful*, *polite*, *diplomatic*, *condescending*).

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

**PROGRESS INDICATORS FOR SPEAKING AND LISTENING (all year where appropriate)**

SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led)

with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

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.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.7.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the

relevance and sufficiency of the evidence.

**Presentation of Knowledge and Ideas**

SL.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent

descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

### **Primary Interdisciplinary Connections**

Infused within the unit are connections to the NJSLs for Social Studies

6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

A.-D.

### **TECHNOLOGY STANDARDS and APPLY explicit standards as appropriate**

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations

B. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

C. Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

D. Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

E. Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.

F. Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

### **21st Century Themes/Careers**

Through instruction in life and career skills, all students acquire the knowledge and skills needed to prepare for life as citizens and workers in the 21st century. For further clarification see NJ World Class Standards at [www.NJ.gov/education/aps/cccs/career/](http://www.NJ.gov/education/aps/cccs/career/)

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP 7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence

<b>Understandings</b>	<b>Essential Questions</b>
I need to be able to comprehend, analyze, and evaluate text through close reading and annotating.	<b>OVERARCHING:</b> How does comprehending text allow me to generate arguments and respond to claims and literary prompts?  <b>TOPICAL:</b> How does analyzing __ (insert lit element) __ help me understand _____ (insert text) ?
<b>KNOWLEDGE</b> <b>Students will know...</b>	<b>SKILLS</b> <b>Students will be able to...</b>
To show full understanding of literature, including stories, dramas, and poems, in the complexity band proficiently with scaffolding as needed at the high end of the range.	<b>Reading Skills Focus:</b> In both literature and informational text cite evidence to identify and evaluate the use of: <ul style="list-style-type: none"><li>• Annotating-citing an explanation or comment</li><li>• Author's purpose</li><li>• Paraphrasing</li><li>• Summarizing</li><li>• Synthesizing</li><li>• Author's point of view</li><li>• Support claims</li><li>• Main Idea</li><li>• Context Clues</li><li>• Inference</li><li>• Textual Evidence</li></ul> <b>Writing Skill Focus:</b> Develop a research based product that draws from several sources. <ul style="list-style-type: none"><li>• Utilizing multiple reliable sources to prove overall claim</li><li>• Topic sentences</li><li>• Presenting a clear claim (thesis statement)</li><li>• Citation/ Explanation of citation (textual evidence)</li><li>• Flow/ clarity of purpose/ with use of transition words</li><li>• Incorporating summary/paraphrase</li><li>• Clear introduction/ conclusion</li></ul>

	<ul style="list-style-type: none"> <li>○ General-specific funnel and the opposite for the conclusion</li> <li>● Proper MLA format of work cited page</li> </ul>
<b>ASSESSMENT</b>	
<b>PERFORMANCE TASK (WRITING)</b>	<b>EVIDENCE</b>
<p><b>W.7.7</b> Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. <b>(RI.7.1, RI.7.9, W.7.8, W.7.9)</b></p> <p>Write a short researched based assignment drawing on several sources and generating additional related, focused questions for further research and investigation.</p>	<ul style="list-style-type: none"> <li>● Choice Board: research topics</li> <li>● Journals: topics based on reading and literary elements</li> <li>● Independent reading</li> <li>● Skills-based organizers</li> <li>● Common Assessments (PLCs)</li> </ul>
<b>RESOURCES</b>	
<ol style="list-style-type: none"> <li>1. Scope Magazine</li> <li>2. <u>Research Project Ideas</u> <ul style="list-style-type: none"> <li>● Biography Project with Work Cited (Powerpoint with MLA page, Facebook page for writer, etc.)</li> <li>● Environmental Issues with Culminating Project</li> <li>● Choice Topics (Independent Research Project) with Choice Project (Essay, Powerpoint, Oral Presentation)</li> </ul> </li> </ol> <p>*Open Resource Links:</p> <ul style="list-style-type: none"> <li>● <u>Edulastic</u></li> <li>● <u>The Teaching Channel</u></li> <li>● <u>Commonlit.org</u></li> <li>● <u>4Teachers.org</u></li> <li>● <u>Web English Teacher</u></li> <li>● <u>Readwritethink.org</u></li> <li>● <u>Learnzillion</u></li> <li>● <u>Literacy Design Collaborative</u></li> <li>● <u>OER Commons</u></li> <li>● <u>Engage NY</u></li> <li>● <u>Hudson County Curriculum Consortium</u></li> </ul>	



## Assessments, Accommodations and Modifications

<b>Special Education</b>	<ul style="list-style-type: none"><li>● Learning Ally</li><li>● Additional guided reading time based on targeted intervention</li><li>● Skills groups and practice via small group instruction and/or MobyMax individualized learning path</li><li>● Phonics First small group instruction</li><li>● Use of graphic organizers to complete assignments</li><li>● Appropriate text</li></ul>
<b>English Language Learners</b>	<ul style="list-style-type: none"><li>● L1 supports- Google translate, native language dictionary, etc.</li><li>● Additional guided reading time based on targeted intervention</li><li>● Skills groups and practice via small group instruction and/or MobyMax individualized learning path</li><li>● Phonics First small group instruction</li><li>● Use of graphic organizers to complete assignments</li><li>● Use of audible and books on tape</li><li>● Use of word walls</li><li>● Alternate assessments that demonstrate non- verbal understanding</li><li>● Use of visuals and manipulatives</li></ul>
<b>504 Plans</b>	<ul style="list-style-type: none"><li>● Extended time</li><li>● Listening centers</li><li>● Phonics First</li><li>● Graphic organizers</li><li>● Written, visual or audible supports and/or alternates</li></ul>

<p><b>Students at Risk (I&amp;RS - Rtl)</b></p>	<p>Tier 1</p> <ul style="list-style-type: none"> <li>● Word work</li> <li>● Differentiated literacy centers</li> <li>● Small group instruction formed through formative assessment and progress monitoring data</li> </ul> <p>Tier 2</p> <ul style="list-style-type: none"> <li>● Additional Guided Reading and/or teacher supported small group time based on targeted intervention</li> <li>● Skills small group instruction based on formative assessment and progress monitoring data</li> </ul> <p>Tier 3</p> <ul style="list-style-type: none"> <li>● Leveled Literacy Intervention (LLI)- (MS only)</li> <li>● Phonics First</li> <li>● English lab and MobyMax individualized learning path</li> <li>● Maximum small group literacy instruction based on formative assessment and progress monitoring data</li> </ul>
<p><b>Gifted and Talented</b></p>	<ul style="list-style-type: none"> <li>● Skills groups and practice via small group instruction and/or MobyMax individualized learning path</li> <li>● Word Work</li> <li>● Extension, Level 4, projects and assignments to promote student agency through guided reading, differentiated literacy centers, and/or individualized learning plans</li> </ul>
<p><b>Alternative Assessments</b></p>	<ul style="list-style-type: none"> <li>● Formative <ul style="list-style-type: none"> <li>○ Conferring</li> <li>○ Anecdotal notes</li> <li>○ Reader's Response Journals</li> <li>○ Visual/Manipulative demonstrations</li> <li>○ Oral response</li> <li>○ Literature Circles/Book Clubs</li> </ul> </li> <li>● Summative <ul style="list-style-type: none"> <li>○ Project-based</li> <li>○ Student choice</li> <li>○ Demonstrations</li> <li>○ Visual choice to show comprehension</li> <li>○ Written responses</li> <li>○ Oral responses</li> </ul> </li> <li>● Performance Tasks (Use of Technology) <ul style="list-style-type: none"> <li>○ <a href="#">MobyMax</a> individualized assigned assessments</li> <li>○ <a href="#">LinkIt!</a> Standards based assessments</li> <li>○ <a href="#">Kahoot</a></li> <li>○ Socrative</li> <li>○ Plickers</li> </ul> </li> </ul>