

**MOUNT HOLLY TOWNSHIP SCHOOL DISTRICT  
7TH GRADE ENGLISH LANGUAGE ARTS CURRICULUM**



**2016 ELA Standards with companion June 2020 NJSLS  
Board Approval: August 2022**

**District Administration**

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Mrs. Amie Dougherty	Director of Curriculum and Instruction
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**New Jersey English Language Arts Standards:**  
[2016 New Jersey Student Learning Standards - ELA](#)

**2016 New Jersey Student Learning Standards for English Language Arts**

The ELA Standards were revised in 2016, with the recommendations of teams of teachers, parents, administrators, supervisors and other stakeholders and reflect the strong beliefs that:

- Literature and informational (nonfiction) text are important for our students and should maintain their rightful place in our classrooms;
- Background knowledge and motivation are critical to the success of students when learning to read and when accessing complex text;
- Research by students provides the opportunity to learn more about a subject, but equally as important, provides students the opportunity to look beyond their research to questions left unanswered (new avenues for student research);
- Using evidence remains a critical skill, interspersed throughout the standards, allowing students to ground their thinking in the work of authors and experts in literature and in the content areas;
- Literacy must be recognized and guided in content areas so that students recognize the academic vocabulary, media representations, and power of language inherent in the work of scholars and experts; and
- The importance of foundational skills in the early grades, as students learn to read, cannot be overstated and calls for targeted, sustained intervention at any point of struggle for a student.

**The NJSLS-ELA feature the following elements:**

- Anchor Standards: general expectations consistent across grades that must be met for students to be prepared to enter college and workforce training programs ready to succeed.
- Strands: Broad ideas nested within each of the anchor standards that describe the areas of focus for the NJSLS-ELA.
- Progress Indicators: define grade-specific expectations and frame a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school.

- Companion Standards: Grades 6-12 feature content area-specific guidance in history/social studies, science, and technical subjects based on anchor standards, and include expectations refined by the unique literacy requirements of the particular discipline(s).

**Reading (NJSLA.R):** Text complexity and the growth of comprehension

The Reading anchor standards place equal emphasis on the sophistication of what students read and the skill with which they read. NJSLA.R defines a grade-by-grade “staircase” of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.

**Writing (NJSLA.W):** Text types, responding to reading, and research

The Writing anchor standards acknowledge the fact that whereas some writing skills, such as the ability to plan, revise, edit, and publish, are applicable to many types of writing, other skills are more properly defined in terms of specific writing types: arguments, informative/explanatory texts, and narratives. NJSLA.W stresses the importance of the writing-reading connection by requiring students to draw upon and write about evidence from literary and informational texts. Because of the centrality of writing to most forms of inquiry, research standards are prominently included in this strand, though skills important to research are infused throughout the document.

**Speaking and Listening (NJSLA.SL):** Flexible communication and collaboration

Including but not limited to skills necessary for formal presentations, the Speaking and Listening anchor standards require students to develop a range of broadly useful oral communication and interpersonal skills. Students must learn to work together, express and listen carefully to ideas, integrate information from oral, visual, quantitative, and media sources, evaluate what they hear, use media and visual displays strategically to help achieve communicative purposes, and adapt speech to context and task.

**Language (NJSLA.L):** Conventions, effective use, and vocabulary

The Language anchor standards include the essential “rules” of standard written and spoken English, but they also approach language as a matter of craft and informed choice among alternatives. The vocabulary standards focus on understanding words and phrases, their relationships, and their nuances and on acquiring new vocabulary, particularly general academic and domain-specific words and phrases.

**New Jersey Computer Science and Design Thinking Standards**  
[2020 New Jersey Student Learning Standards: Computer Science and Design Thinking](#)

**New Jersey Career Readiness, Life Literacies, and Key Skills Standards**  
[2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies & Key Skills](#)

**Pacing Guide**

Topic	Unit #	Unit Length
Literary Analysis	1	9 weeks
Research Simulation/Amistad	2	9 weeks
Narrative	3	9 weeks
Holocaust	4	9 weeks

Unit # 1	
Unit Title	Literary Analysis
Reading Genre(s)	Realistic Fiction, Non-Fiction, Interview, Poetry, Song
Writing Tasks	Argumentative Essay, Routine Writing, and NJSLA Literary Analysis Task (LAT)
Recommended Pacing	9 weeks
Unit Summary	The Literary Analysis Unit will challenge students to find deeper-level meanings in Lois Duncan’s <u>I Know What You Did Last Summer</u> by examining small portions and understanding how they affect the whole. To accomplish this, they will analyze poems such as “Change” by Charlotte Zolotow, “A Poison Tree” by William Blake, “The Road Not Taken” by Robert Frost, and short stories such as “A Horseman in the Sky” by Ambrose Bierce, “The

Board Approved: August 18, 2022

	<p>Sniper” by Liam O’Flaherty, and “The Cask of Amontillado” by Edgar Allen Poe, which align to the New Jersey Student Learning Standards.</p> <p>Students will also regularly use technology, such as Google Drive and/or Google Classroom to explore topics through innovative and creative practices. Any project-based activities that are assigned will promote student choice and passion, while simultaneously assessing their content standard knowledge.</p> <p>During Independent Reading, students will incorporate habits and routines of effective readers into their independent reading. Students will be expected to choose “Just Right” books, use reading logs, create text evidence-based claims, set reading goals, and maintain a literacy binder and/or literacy folder in Google Drive to be used throughout the school year.</p> <p>During LATs, the expected strategy will incorporate the “I Do, We Do, You Do” approach. First, the teacher will model writing strategies for students. Then, the class will write a sample piece together as a whole group. Finally, students will write independently. Writing techniques will be taught through mini-lessons and modeling.</p> <p>Assessments will vary but may include: Post-Its/Claims, Exit Tickets, Multiple Choice Questions, End of Unit Benchmarks, Writing Pieces and other formative and summative assessments.</p>
<p>Career Readiness, Life Literacies, and Key Skills Standards</p>	<p><b>The standards listed below relate to the novel “I Know What You Did Last Summer.” Explore career options with students and identify a career of interest. Connect it to the characters and their jobs from our unit novel.</b></p> <ul style="list-style-type: none"> <li>● 9.2.8.CAP.1: Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.</li> <li>● 9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.</li> <li>● 9.2.8.CAP.5: Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.</li> <li>● 9.2.8.CAP.12: Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.</li> </ul> <p><b>The standards listed below relate to the novel “I Know What You Did Last Summer.” Discuss the lasting effects of social media and how it can affect a future career. Compare and contrast: How might the future careers of the story characters be affected if they had social media?</b></p>

	<ul style="list-style-type: none"> <li>● 9.2.8.CAP.4: Explain how an individual’s online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.</li> <li>● 9.2.8.CAP.18: Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process.</li> <li>● 9.4.8.DC.4: Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences.</li> <li>● 9.4.8.DC.5: Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure.</li> <li>● 9.4.8.DC.6: Analyze online information to distinguish whether it is helpful or harmful to reputation.</li> <li>● 9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information.</li> </ul> <p><b>The standards listed below are applied throughout the argument portfolio piece.</b></p> <ul style="list-style-type: none"> <li>● 9.4.8.DC.1: Analyze the resource citations in online materials for proper use.</li> <li>● 9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8)</li> </ul> <p><b>The standard listed below is applied throughout the literary analysis portfolio piece.</b></p> <ul style="list-style-type: none"> <li>● 9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information.</li> </ul>
Computer Science and Design Thinking (Technology)	<p><b>The standards list below may be applied when comparing and contrasting the past (the setting of our unit novel) and the technological advances of the current year (social media, etc.).</b></p> <ul style="list-style-type: none"> <li>● 8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.</li> <li>● 8.2.8.ITH.2: Compare how technologies have influenced society over time.</li> <li>● 8.2.8.ETW.3: Analyze the design of a product that negatively impacts the environment or society and develop possible solutions to lessen its impact.</li> <li>● 8.2.8.ETW.4: Compare the environmental effects of two alternative technologies devised to address climate change issues and use data to justify which choice is best.</li> <li>● 8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies.</li> </ul>

Diversity, Equity, and Inclusion	Throughout this unit, the lives and cultures of diverse people are represented in the materials students interact with daily. Diversity is explored within the paired texts on Iraq, Vietnam and Afghanistan and their cultural differences. Equity is explored within these texts, as well, on the topic of fair treatment for war veterans. Inclusion is reviewed through discussions on post-9/11 and the fair treatment of those who immigrate to the United States. Lastly, anchor texts, shared reads, and leveled readers represent a myriad of cultures, backgrounds, race, and ethnicities.
Amistad	Addressed in Unit 2
Holocaust	Addressed in Unit 4

Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> <li>• Effective readers use a variety of strategies and skills when reading in a text.</li> <li>• Writing should be purposely focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader.</li> <li>• Effective research presents an answer to a question, demonstrates an understanding of the inquiry, and properly cites information and multiple sources.</li> <li>• Comprehension is enhanced through a collaborative process of sharing and evaluating ideas.</li> <li>• Presentation of knowledge and ideas is enhanced through appropriate organization and style for an audience via the use of visual displays, technology, and the appropriate use of language</li> </ul>	<ul style="list-style-type: none"> <li>• What do good readers do?</li> <li>• Author's choice: Why does it matter? What makes a story a "great" story?</li> <li>• What do good writers do?</li> <li>• What do good researchers do?</li> <li>• What makes a presentation "great"?</li> </ul>



District/School Required Texts and Media Formats	District/School Supplementary Resources								
<p><b><u>I Know What You Did Last Summer</u> by Lois Duncan</b></p> <p><b>Pre-reading Activities:</b></p> <ul style="list-style-type: none"> <li>■ <a href="#">Lois Duncan Background</a> (Webquest)</li> <li>■ <a href="#">Interview with Lois Duncan on Larry King Live 1992</a> (Video)</li> <li>■ <a href="#">A Visit with Lois Duncan</a> (Video)</li> </ul> <p><b>Related Articles:</b></p> <ul style="list-style-type: none"> <li>■ <a href="#">Lois Duncan Speaks Out</a></li> </ul> <p><b>Paired Texts:</b></p> <ul style="list-style-type: none"> <li>○ “The Cask of Amontillado,” Edgar Allen Poe (Short Story)</li> <li>○ <a href="#">Chris Kyle- American Sniper- Iraq War</a> (Article)</li> </ul>	<p><b>Popular Supplemental Resources:</b></p> <table border="1" data-bbox="1041 306 1904 477"> <tr> <td> <ul style="list-style-type: none"> <li>• <a href="#">Read Write Think</a></li> <li>• <a href="#">ReadWorks</a></li> <li>• <a href="#">Scholastic Scope</a></li> <li>• <a href="#">Newsela</a></li> </ul> </td><td> <ul style="list-style-type: none"> <li>• <a href="#">Flocabulary</a></li> <li>• <a href="#">BrainPop</a></li> <li>• <a href="#">CommonLit</a></li> <li>• <a href="#">Core Standards: Appendix B</a></li> </ul> </td></tr> </table> <p><b>Additional Paired Texts:</b></p> <table border="1" data-bbox="1041 513 1904 753"> <tr> <td> <ul style="list-style-type: none"> <li>• “A Horseman in the Sky”, Ambrose Bierce_(Short Story)</li> <li>• “The Sniper”, Liam O’Flaherty (Short Story)</li> <li>• “Change”, Charlotte Zolotow (Poem)</li> </ul> </td><td> <ul style="list-style-type: none"> <li>• “A Poison Tree”, William Blake (Poem)</li> <li>• “The Road Not Taken”, Robert Frost (Poem)</li> </ul> </td></tr> </table> <p><b>Vietnam/Iran-Iraq War(s) Background:</b></p> <table border="1" data-bbox="1041 792 1904 1031"> <tr> <td> <ul style="list-style-type: none"> <li>• <a href="#">Vietnam Map</a> (Map)</li> <li>• <a href="#">Iran/Iraq Map</a> (Map)</li> <li>• <a href="#">Roosevelt's Infamy Speech: Pearl Harbor Address</a> (Video)</li> <li>• <a href="#">Bush Announces Start of Iraq War</a> (Video)</li> </ul> </td><td> <ul style="list-style-type: none"> <li>• <a href="#">9/11 Attack Footage</a> (Video)</li> <li>• <a href="#">History.com: Background of Vietnam War</a> (Website)</li> <li>• <a href="#">History.com: Background of Iran-Iraq War</a> (Website)</li> </ul> </td></tr> </table> <p><b>Vietnam/Iran-Iraq War(s) Post-war:</b></p> <table border="1" data-bbox="1041 1066 1904 1396"> <tr> <td> <ul style="list-style-type: none"> <li>• <a href="#">History.com: Vietnam Vets Treatment Post-War</a> (Website)</li> <li>• <a href="#">The Wall- Vietnam Veterans Memorial Fund</a> (Website)</li> <li>• <a href="#">Iraq, Afghanistan and Vietnam Vets Treatment Equal?</a> (Article)</li> <li>• <a href="#">PTSD: We Honor Veterans</a> (Article)</li> </ul> </td><td> <ul style="list-style-type: none"> <li>• <a href="#">Interview with H. 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<b>Instructional Best Practices</b>	
<ul style="list-style-type: none"> <li>Identifying Similarities and Differences</li> <li>Summarizing and Note Taking</li> <li>Reinforcing Effort and Providing Recognition</li> <li>Homework and Practice</li> <li>Modeling</li> <li>Cooperative Learning</li> <li>Setting Objectives and Providing Feedback</li> <li>Cues, Questions, and Advance Organizers</li> <li>Gradual Release of Responsibility</li> </ul>	<ul style="list-style-type: none"> <li>Managing response rates</li> <li>Checks for Understanding</li> <li>Diagrams, Charts and Graphs</li> <li>Coaching</li> <li>Reading Partners</li> <li>Visuals</li> <li>Collaborative Problem Solving</li> <li>Active Engagement Strategies</li> <li>Required Reading and Writing Artifacts (e.g. Word Wall, NJSLA Rubrics, Student Work display with rubric score, teacher feedback, student reflection, Reading Journal, (notebook), student portfolios, conference logs, data charts/logs, etc.)</li> </ul>
<b>Learning Plan</b>	
<b>NJSLS</b>	<b>Learning Targets and Exemplar Lessons:</b>
<b>RL.7.1</b> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<b>RL.7.1</b> <u><b>A. Closely read a text</b></u> 1. Create questions about the text  <u><b>B. Cite evidence from a text</b></u> 5. Correctly cite evidence from the text 7. Pull evidence to support a claim and its reasons  <u><b>C. Gather evidence for making evidence</b></u> ( <i>predictions, conclusions, context clues</i> ) 8. Use evidence from the text to make predictions 9. Use evidence to check predictions 10. Gather evidence from the text to support conclusions  <u><b>D. Multiple and deeper meanings</b></u>

<p><b>RL.7.2</b> 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><b>RL.7.4</b> 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> <p><b>RL.7.5</b> Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</p>	<p>14. Combine text information and prior knowledge (personal experience and/or previous reading) to create new information in the form of conclusions and predictions</p> <p><b><u>E. Apply above strategies</u></b></p> <p>15. Analyze a variety of literary genres</p> <p><b>RL.7.2</b></p> <p><b><u>A. Identify and Write theme/central idea</u></b></p> <p>2. Provide a theme of a fictional text based on text evidence</p> <p><b><u>B. Identify relationships between characters, setting, plot and theme.</u></b></p> <p>4. Explain how the theme in a fiction piece develops over the course of the text, including the relationship between characters</p> <p><b><u>C. Summarizing</u></b></p> <p>8. Summarize the text objectively, (minus the student and author's opinion) capturing the theme</p> <p>9. Distinguish between essential details of a text to create an objective summary of the text (minus the student and author's opinion)</p> <p>11. Explain the relationship between characters, setting, and plot</p> <p><b>RL.7.4</b></p> <p><b><u>B. Analyze words with specific connotations</u></b></p> <p>3. Determine the connotative meaning of words and phrases as they are used in a text</p> <p>4. Analyze the impact of words with a specific connotation on meaning and/or tone</p> <p><b><u>C. Analyze word choice</u></b></p> <p>7. Analyze the impact the word choice on meaning/tone</p> <p>8. Analyze why the author chose to use a word or sound device</p> <p><b>RL.7.5</b></p> <p><b><u>A. Describe and explain the structures of drama</u></b></p> <p>1. Describe the form of a drama</p> <p>3. Identify how the differing form or structure contributes to its meaning</p>
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<p><b>RL.7.6</b> Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p> <hr/> <p><b>RI.7.1</b> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>RI.7.2</b> 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>4. Explain why the author chose a specific form or structure</p> <p><b><u>C. Components of text</u></b>  10. Analyze how parts of a text contribute to meaning</p> <p><b>RL.7.6</b>  <b><u>A. Analyze points of view</u></b>  3. Trace how the author created and conveyed the similar and/or dissimilar characters</p> <p><b><u>B. Analyze and evaluate points of view choices</u></b>  4. Analyze the impact of the author's point of view choices on the reader  5. Evaluate the effectiveness of the author's point of view choices</p> <hr/> <p><b>RI.7.1</b>  <b><u>A. Closely read a text</u></b>  1. Create questions about the text  2. Determine what is important  5. Cite evidence to support claims and reasons</p> <p><b><u>B. Cite evidence from a text</u></b>  6. Correctly cite evidence from the text  8. Pull evidence to support a claim and its reasons</p> <p><b><u>D. Multiple and deeper meanings</u></b>  15. Combine text information and prior knowledge (personal experience and/or previous reading) to create new information in the form of conclusions and predictions</p> <p><b><u>E. Apply above strategies</u></b>  17. Analyze a variety of informational genres</p> <p><b>RI.7.2</b>  <b><u>A. Identify central idea</u></b></p>
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<p><b>RI.7.4</b> 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><b>RI.7.5</b> 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>2. Provide a central idea of a non-fictional text based on text evidence</p> <p><b><u>B. Relationships among central ideas</u></b></p> <p>5. Explain how two or more central ideas in a nonfiction piece develop over the course of the text; including the relationship between events</p> <p><b><u>C. Summarizing</u></b></p> <p>7. Summarize the text objectively, (minus the student and author’s opinion) capturing the main/central ideas</p> <p>11. Identify and use knowledge of common graphic features (charts, maps, diagrams, captions, illustrations) to help determine two or more central idea of a text</p> <p><b>RI.7.4</b></p> <p><b><u>B. Analyze connotation</u></b></p> <p>7. Analyze the impact of specific connotation on meaning</p> <p>8. Analyze the impact of specific connotation on tone</p> <p>9. Analyze the impact of connotation on the reader</p> <p><b>RI.7.5</b></p> <p><b><u>A. Analyze structure of organize a text</u></b></p> <p>1. Describe the structure used to organize a nonfiction text.</p> <p>2. Explain why the author chose a specific form or structure.</p> <p><b><u>B. Analyze parts of the structure</u></b></p> <p>5. Analyze how parts (specific paragraph, section or line) of a text contribute to overall meaning.</p>
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**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.

**W.7.1** Write arguments to support claims with clear reasons and relevant evidence.

**W.7.1.A** Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

**W.7.1.B** Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

**W.7.1.C** Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

**W.7.1.D** Establish and maintain a formal style.

**W.7.1.E** Provide a concluding statement or section that follows from and supports the argument presented.

**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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7)

**RI.7.8**

**Trace an argument (an argument consists of opinion, reasons and evidence)**

3. Write the implied reason(s) the author gives for the opinion.

**W.7.1 Text types and purposes**

- Write arguments to support claims
- Support arguments with clear reasons and relevant evidence
- Introduce claim(s)
- 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

**W.7.5 Production and distribution of writing**

- 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.

**W.7.6 Production and distribution of writing**

- 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

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

**W.7.9.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").

**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.

**SL.7.1.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.

**SL.7.1.B** Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

**SL.7.1.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.

- Give and receive feedback using technology
- Seek out authentic publishing opportunities

**W.7.9 Research to build and present knowledge**

- Incorporate ideas from literary or informational texts to support writing
- 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

**SL.7.1 Collaborative discussions**

- 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

**SL.7.4 Present claims and findings**



<p><b>SL.7.1.D</b> Acknowledge new information expressed by others and, when warranted, modify their own views.</p> <p><b>SL.7.4</b> 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.</p> <p><b>SL.7.6</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 <a href="#">here</a> for specific expectations.)</p> <p><b>L.7.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>L.7.1.A</b> Explain the function of phrases and clauses in general and their function in specific sentences.</p> <p><b>L.7.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<ul style="list-style-type: none"> <li>● Present information using sound, detailed, and relevant evidence in a coherent manner</li> <li>● Build arguments to prepare for persuasive speeches on topics of interest or address the class on a teacher-assigned topic</li> <li>● Use practices that engage the audience (ie: eye contact, volume, pronunciation)</li> <li>● Emphasize important points with different pitch or volume</li> <li>● Elaborate on a point that listeners may need more explanation to understand</li> </ul> <p><b>SL.7.6 Presentation of knowledge and ideas</b></p> <ul style="list-style-type: none"> <li>● Orally present information, using appropriate speech, in a variety of situations</li> <li>● Recognize and consider the audience</li> <li>● Determine if the topic and language style correspond appropriately</li> <li>● Reflect on the use of language and revise as needed</li> </ul> <p><b>L.7.1 Comprehension and collaboration</b></p> <ul style="list-style-type: none"> <li>● Identify phrases and clauses in sentences in reading</li> <li>● Explain the function of phrases and clauses in general</li> <li>● Explain the function of phrases and clauses in specific sentences</li> </ul> <p><b>L.7.2 Comprehension and collaboration</b></p> <ul style="list-style-type: none"> <li>● Apply common rules and patterns to spell words correctly</li> </ul>
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<p><b>L.7.2.B</b> Spell correctly.</p> <p><b>L.7.3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p><b>L.7.3.A</b> Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*</p> <p><b>L.7.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies.</p> <p><b>L.7.4.A</b> Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p><b>L.7.4.C</b> 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.</p> <p><b>L.7.4.D</b> Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p><b>L.7.6</b> 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.</p>	<p><b>L.7.3 Comprehension and collaboration</b></p> <ul style="list-style-type: none"> <li>● Select precise language</li> <li>● Revise writing for wordiness and redundancies</li> </ul> <p><b>L.7.4 Presentation of knowledge and ideas</b></p> <ul style="list-style-type: none"> <li>● 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</li> <li>● Use dictionaries, glossaries, and/or thesauruses to find the pronunciation of a word</li> <li>● Use dictionaries, glossaries, and/or thesauruses to determine the actual meaning of a word or its part of speech</li> <li>● Verify the inferred meaning of a word is the actual meaning by using dictionaries, glossaries, and/or thesauruses</li> <li>● Consult reference materials that are both printed and digital</li> </ul> <p><b>L.7.6 Presentation of knowledge and ideas</b></p> <ul style="list-style-type: none"> <li>● Understand and apply conversational, academic, and domain specific vocabulary</li> <li>● Interpret unknown words and their meanings, using context clues, understanding Greek and Latin roots, and applying grammatical knowledge of function and form</li> </ul>
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<b>Writing Tasks</b>	
<b>Portfolio Pieces:</b> <ul style="list-style-type: none"> <li>Argumentative <ul style="list-style-type: none"> <li><a href="#">Are Athletes Overpaid?</a></li> <li><a href="#">Should You Give Up Summer Vacation?</a></li> </ul> </li> <li>Literary Analysis Writing Tasks <ul style="list-style-type: none"> <li><a href="#">Point of View/Theme</a></li> </ul> </li> <li>District Benchmark <ul style="list-style-type: none"> <li><a href="#">"The Count of Monte Cristo", Alexandre Dumas/"Blessings", Mary Hall Surface</a></li> </ul> </li> <li>End of Novel Assessment <ul style="list-style-type: none"> <li>Teacher selected</li> </ul> </li> </ul>	<b>Routine Writing:</b> <ul style="list-style-type: none"> <li>Reading Logs</li> <li>Exit Ticket / DOL</li> <li>Warm-up</li> <li>Note Taking</li> </ul> <b>Secondary Focus (Grammar/Vocabulary)</b> <ul style="list-style-type: none"> <li>Apply common rules and patterns to spell words correctly</li> <li>Select precise language</li> <li>Revise writing for wordiness and redundancies</li> <li>Incorporate Unit Vocabulary</li> </ul>
<b>Content Vocabulary</b>	
<b>Novel:</b> adamant, affront, begrudge, contrite, degrading, detain, disburse, disclose, disconcerting, dote, chide, culminate, haggard, illusory, incredulous, inert, infuriate	insinuate, intrigued, irrevocable, jovial, ludicrous, mesmerize, patronize, perpetual, retrospect, reverie, silhouette, strenuous, translucent, vicarious, wary
<b>Required Speaking and Listening</b>	<b>Suggested Speaking and Listening</b>
<ul style="list-style-type: none"> <li>Whole group discussion</li> <li>Think-Pair-Share</li> <li>Small group discussions</li> <li>Teacher directed discussions</li> <li>Follow agreed upon rules for discussion</li> <li>Questioning techniques</li> </ul>	<ul style="list-style-type: none"> <li>Create audio recordings/ Book talk</li> <li>Class debates</li> <li>Student-led presentations</li> <li>Literature Circle</li> </ul>

<ul style="list-style-type: none"> <li>• Active Listening Strategies</li> <li>• Oral response to questions</li> <li>• Book discussions</li> </ul>	
<b>Performance Task Options/Interdisciplinary Connections</b>	<b>Professional Resources</b>
<p><b><u>Social Studies/Science/Math:</u></b> Students will identify a topic of interest or concern based on a current event. They will then work in small groups to develop an opinion survey relevant to that topic or concern. A survey is an inquiry into public opinion conducted by interviewing some participants from a larger population, where each of those selected is chosen randomly (entirely by chance). The selected topic should be complex enough to invite different points of view from the population sampled. Students should plan for what information is desired, how survey responses will be calculated and assessed, and how the survey results will be written and shared.</p> <p><a href="http://sciencenetlinks.com/lessons/opinion-surveys/">http://sciencenetlinks.com/lessons/opinion-surveys/</a></p>	
<b>Academic Vocabulary</b>	
<p><b><u>Reading Literature</u></b></p> <p><b>RL.7.1</b> textual evidence, relevant, analysis, inferences, explicitly, inferences</p> <p><b>RL.7.2</b> theme, development, objective summary</p> <p><b>RL.7.4</b> figurative, connotative, rhymes, alliteration, verse, stanza, drama</p> <p><b>RL.7.5</b> analyze, drama, poetry, soliloquy, sonnet, contributes to meaning</p> <p><b>RL.7.6</b> develops, contrast point of view</p> <p><b><u>Reading Informational</u></b></p> <p><b>RI.7.1</b> textual evidence, relevant, analysis, inferences, explicitly, inferences</p> <p><b>RI.7.2</b> central idea, development, objective summary</p> <p><b>RI.7.4</b> figurative, connotative, technical meanings, analyze, tone</p> <p><b>RI.7.5</b> analyze, development of ideas</p> <p><b>RI.7.6</b> contrast point of view, distinguishes</p>	<p><b><u>Language</u></b></p> <p><b>L.7.1</b> conventions, grammage phrases and clauses function</p> <p><b>L.7.2</b> command, punctuation</p> <p><b>L.7.3</b> precisely, eliminating, wordiness, redundancy</p> <p><b>L.7.4</b> context, multiple-meaning words, flexibility strategies</p> <p><b>L.7.6</b> acquire, expression</p> <p><b><u>Writing</u></b></p> <p><b>W.7.1</b> acknowledge, argument, claim, clause, cohesion, conclude/conclusion, credible, evidence, objective, opposing, persuade, phrase, precise, purpose, reasoning, relevant, rewriting, support, text structure, tone, voice</p> <p><b>W.7.4</b> coherent, voice, purpose, audience, task</p> <p><b>W.7.5</b> planning, revising, editing, rewriting</p>

<p><b><u>Speaking and Listening</u></b></p> <p><b>SL.7.1</b> diverse, explicitly, probe, warranted, modify</p> <p><b>SL.7.4</b> emphasize, salient, points, adequate, appropriate, pronunciation</p> <p><b>SL.7.6</b> command of formal English</p>	<p><b>W.7.6</b> publish, interact, collaborate, efficiently</p> <p><b>W.7.9</b> evaluate the argument trace, sound reasoning</p> <p><b>W.7.10</b> discipline-specifics, audience, revision</p>
<p><b>Modifications/Accommodations for Students with IEPs</b></p>	<p><b>Modifications/Accommodations for At-Risk Students</b></p>
<ul style="list-style-type: none"> <li>Review students' IEPs for academic and environmental support</li> <li>Modify activities/assignments/projects</li> <li>Breakdown activities/assignments/projects/assessments into manageable units</li> <li>Additional time to complete activities/assignments/projects/assessments</li> <li>Provide an option for alternative activities/assignments/projects/assessments</li> <li>Allow student to receive reading text in various forms (written, verbal, audio)</li> <li>Pre-teach new vocabulary</li> <li>Modify Content</li> <li>Modify Amount of work given</li> <li>Modify Assessment</li> <li>Modify Homework</li> <li>Re-teach skill if needed</li> <li>Allow student to make test corrections or retake assessment</li> <li>Adjust Pacing of Content</li> <li>Small Group Instruction</li> <li>Individual Intervention/Remediation</li> <li>Additional Support Material</li> <li>Lower-Level Text</li> <li>Guided Notes</li> <li>Graphic Organizers</li> </ul> <p><b><u>Resources:</u></b></p> <ul style="list-style-type: none"> <li><a href="#">Achieve3000</a> (Leveled Texts/Activities)</li> <li><a href="#">LearningAlly</a> (Independent novels on student's lexile level)</li> <li><a href="#">IXL Language Arts</a> (Individualized skill-based lessons)</li> <li><a href="#">iReady Teacher Toolbox</a> (Reading)</li> </ul>	<ul style="list-style-type: none"> <li>Breakdown activities/assignments/projects/assessments into manageable units</li> <li>Additional time to complete activities/assignments/projects/assessments</li> <li>Provide an option for alternative activities/assignments/projects/assessments</li> <li>Small Group Instruction</li> <li>Intervention/Remediation</li> </ul> <p><b><u>Resources:</u></b></p> <ul style="list-style-type: none"> <li><a href="#">Achieve3000</a> (Leveled Texts/Activities)</li> <li><a href="#">LearningAlly</a> (Independent novels on student's lexile level)</li> <li><a href="#">IXL Language Arts</a> (Individualized skill-based lessons)</li> <li><a href="#">iReady Teacher Toolbox</a> (Reading)</li> <li><a href="#">iReady Teacher Toolbox</a> (Writing/Grammar)</li> </ul>

<ul style="list-style-type: none"> <li>• <a href="#">iReady Teacher Toolbox</a> (Writing/Grammar)</li> <li>• <a href="#">SeeSaw</a> (Reteach/Reinforce Skills)</li> <li>• <a href="#">EdPuzzle</a> (Reteach/Reinforce Skills)</li> <li>• <a href="#">AchieveTheCore</a></li> <li>• <a href="#">ReadWorks</a></li> <li>• <a href="#">NewsELA</a></li> <li>• <a href="#">CommonLit</a></li> <li>• <a href="#">Graphic Organizers</a></li> </ul>	
Modifications/Accommodations for Students with 504s	Modifications/Accommodations for English Language Learners
<ul style="list-style-type: none"> <li>• Review student individual 504 plan for instructional, assessment, and environmental supports.</li> <li>• Provide students with flexible seating options while reading depending on need or preference.</li> <li>• Utilize Multisensory methods such as Google images, gesturing, and meaningful movement.</li> <li>• Oral reading &amp; oral response options can be used for assignments.</li> <li>• Extra time for completing tasks, checklists and other tasks.</li> <li>• Use multi-sensory methods such as hand-over-hand when writing, larger print materials and paper line options.</li> <li>• Provide samples and model each step of the writing process as needed.</li> <li>• Use sticky notes to annotate</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Achieve3000</a> (Leveled Texts/Activities)</li> <li>• <a href="#">LearningAlly</a> (Independent novels on student's lexile level)</li> <li>• <a href="#">IXL Language Arts</a> (Individualized skill-based lessons)</li> <li>• <a href="#">iReady Teacher Toolbox</a> (Reading)</li> <li>• <a href="#">iReady Teacher Toolbox</a> (Writing/Grammar)</li> </ul>	<p>All WIDA Can Do Descriptors can be found at this link:  <a href="https://www.wida.us/standards/CAN_DOs/">https://www.wida.us/standards/CAN_DOs/</a></p> <ul style="list-style-type: none"> <li>• Realia or concrete objects</li> <li>• Physical Models, Pictures, Photographs</li> <li>• Manipulatives</li> <li>• Videos and Films</li> <li>• Gestures, Physical Movements, Music and Songs</li> <li>• Partner Work</li> <li>• Student Mentor or Coach</li> <li>• Labeling</li> <li>• Word Banks</li> <li>• Sentence Starters, Sentence Frames</li> <li>• Graphic Organizers</li> </ul>
Extensions for Gifted Students	Required/Suggested Activities
<ul style="list-style-type: none"> <li>• Extend activities/assignments/projects/assessments</li> <li>• Provide an option for alternative activities/assignments/projects/assessments</li> </ul>	<p><b>Required:</b></p> <ul style="list-style-type: none"> <li>• Do Now/Warm-Up</li> <li>• Whole Group</li> </ul>

<ul style="list-style-type: none"> <li>• Modify Content</li> <li>• Adjust Pacing of Content</li> <li>• Small Group Enrichment</li> <li>• Individual Enrichment</li> <li>• Higher-Level Text</li> <li>• The inclusion of additional subject areas and/or activities (cross curricular.)</li> <li>• SAT vocabulary words</li> </ul>	<ul style="list-style-type: none"> <li>• Small Groups</li> <li>• Guided Practice</li> <li>• Independent Practice</li> <li>• Measurable Objective</li> <li>• Identify and review objectives for lesson</li> <li>• Centers</li> <li>• Guided Reading utilizing Before, During, and After activities</li> <li>• Intervention/Remediation</li> </ul> <p><b>Suggested:</b></p> <ul style="list-style-type: none"> <li>• Projects</li> <li>• Academic Games</li> <li>• Daily 5</li> </ul>
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Unit # 2	
Unit Title	Amistad/Research Simulation
Reading Genre(s)	Informational Nonfiction, Narrative Nonfiction, Historical Fiction, Speech, Poem, Folk Song, Primary Source
Writing Tasks	Informative Writing, and Routine Writing, NJSLA Research Simulation Task (RST)
Recommended Pacing	9 weeks
Unit Summary	<p>Students will explore the history of The Amistad through literary and informational texts. In conjunction, the Research Simulation Unit will challenge students to understand the structure, purpose, and meaning of nonfiction texts. To accomplish this, they will analyze informational, multimedia sources that align with the New Jersey Student Learning Standards. One of these sources will be Joyce Annette Barnes' text, "Amistad". Other sources for study may include teacher selected slave narratives, slave ballads, and other works of literature created during The Amistad Rebellion.</p> <p>Students will also regularly use technology, such as Google Drive and/or Google Classroom to explore topics through innovative and creative practices. Any project-based activities that are assigned will promote student choice and passion, while simultaneously assessing their content standard knowledge.</p> <p>During Independent Reading, students will incorporate habits and routines of effective readers into their independent reading. Students will be expected to choose "Just Right" books, use reading logs, create text evidence-based claims, set reading goals, and maintain a literacy binder and/or literacy folder in Google Drive to be used throughout the school year.</p> <p>During Research Simulation Tasks, the expected strategy will incorporate the "I Do, We Do, You Do" approach. First, the teacher will model writing strategies for students. Then, the class will write a sample piece together as a whole group. Finally, students will write independently. Writing techniques will be taught through mini-lessons and modeling.</p> <p>Assessments will vary but may include: Post-Its/Claims, Exit Tickets, Multiple Choice Questions, End of Unit Benchmarks, Writing Pieces and other formative and summative assessments.</p>



<p>Career Readiness, Life Literacies, and Key Skills Standards</p>	<p><b>The standards listed below are focused throughout the novel, “Amistad.” Discuss cultural differences and the global issue of slavery from that time period. Compare and contrast societal issues from the past to the present time.</b></p> <ul style="list-style-type: none"> <li>● 9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.</li> <li>● 9.1.8.PB.5: Identify factors that affect one’s goals, including peers, culture, location, and past experiences.</li> <li>● 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).</li> <li>● 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).</li> <li>● 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., 6.1.8.CivicsDP.1). MS-ETS1-4,</li> <li>● 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.</li> <li>● 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).</li> <li>● 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.</li> </ul> <p><b>The standards listed below are applied throughout both portfolio writing pieces for unit 2.</b></p> <ul style="list-style-type: none"> <li>● 9.4.8.CI.2: Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3).</li> <li>● 9.4.8.DC.1: Analyze the resource citations in online materials for proper use.</li> </ul>
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	<ul style="list-style-type: none"> <li>9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).</li> </ul>
Computer Science and Design Thinking (Technology)	<p><b>The standards listed below are applied during the discussion of how the Amistad/slavery could have been addressed/abolished sooner if technology was as advanced then as it is today. (Information on the Amistad was spread via newspaper, at the time)</b></p> <ul style="list-style-type: none"> <li>8.2.8.ED.3: Develop a proposal for a solution to a real-world problem that includes a model (e.g., physical prototype, graphical/technical sketch).</li> <li>8.2.8.ETW.1: Illustrate how a product is upcycled into a new product and analyze the short- and long-term benefits and costs.</li> <li>8.2.8.ETW.2: Analyze the impact of modifying resources in a product or system (e.g., materials, energy, information, time, tools, people, capital).</li> <li>8.2.8.ETW.3: Analyze the design of a product that negatively impacts the environment or society and develop possible solutions to lessen its impact.</li> <li>8.2.8.ETW.4: Compare the environmental effects of two alternative technologies devised to address climate change issues and use data to justify which choice is best.</li> </ul>
Diversity, Equity, and Inclusion	Throughout this unit, the lives and cultures of diverse people are represented in the materials students interact with daily. The story of the Amistad reviews the horrible reality of slavery during the 1800's. Students are introduced to vast diverse scenarios, which include the people (Africans vs. Cubans vs. Americans) and differences between the states (The laws of slavery in New York vs. Connecticut). This topic opens many avenues for discussions on life in the 1800's and how it compares/contrasts to life today. Lastly, anchor texts, shared reads, and leveled readers represent a myriad of cultures, backgrounds, race, and ethnicities.
Amistad	The story of the Amistad is represented predominantly through a novel study of the book "Amistad" by Joyce Arnette Barnes. Prior to reading, students will briefly review the events of the Amistad and learn about a dominant character throughout the story, Cinque. Throughout the unit, students will manipulate articles, videos, poems, paired texts and additional resources to assist in their understanding of the story of the Amistad and slavery.
Holocaust	Addressed in Unit 4

Enduring Understandings	Essential Questions				
<ul style="list-style-type: none"> <li>• Effective readers use a variety of strategies and skills when reading in a text.</li> <li>• Writing should be purposely focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader.</li> <li>• Effective research presents an answer to a question, demonstrates an understanding of the inquiry, and properly cites information and multiple sources.</li> <li>• Comprehension is enhanced through a collaborative process of sharing and evaluating ideas.</li> <li>• Presentation of knowledge and ideas is enhanced through appropriate organization and style for an audience via the use of visual displays, technology, and the appropriate use of language.</li> </ul>	<ul style="list-style-type: none"> <li>• What do good readers do?</li> <li>• Author’s choice: Why does it matter? What makes a story a “great” story?</li> <li>• What do good writers do?</li> <li>• What do good researchers do?</li> <li>• What makes a presentation “great”?</li> </ul>				
District/School Required Texts and Media Formats	District/School Supplementary Resources				
<p><b>Anchor Text:</b> <u>Amistad</u>, Joyce Arnette Barnes</p> <ul style="list-style-type: none"> <li>• Required Financial Literacy Standard</li> </ul> <p><b>Pre-reading Activities:</b></p> <ul style="list-style-type: none"> <li>■ <a href="#">The Amistad Case: A Chronology</a> (Webpage)</li> <li>■ <a href="#">Map of The Amistad Case</a> (Map)</li> <li>■ <a href="#">“Jose Ruiz: Famous Trials”</a> (Article)</li> <li>■ <a href="#">"Pedro Montes: Famous Trials"</a> (Article)</li> <li>■ <a href="#">“Cinque: Biography”</a> (Article)</li> </ul> <p><b>Related Articles:</b></p>	<p><b>Popular Supplemental Resources:</b></p> <table border="1"> <tbody> <tr> <td> <ul style="list-style-type: none"> <li>• <a href="#">Read Write Think</a></li> <li>• <a href="#">ReadWorks</a></li> <li>• <a href="#">Scholastic Scope</a></li> <li>• <a href="#">Newsela</a></li> </ul> </td><td> <ul style="list-style-type: none"> <li>• <a href="#">Flocabulary</a></li> <li>• <a href="#">BrainPop</a></li> <li>• <a href="#">CommonLit</a></li> <li>• <a href="#">Core Standards: Appendix B</a></li> </ul> </td></tr> </tbody> </table> <p><b>Amistad Supplemental Resources:</b></p> <table border="1"> <tbody> <tr> <td> <a href="#">NJ Amistad Commission</a>, NJDOE   <a href="#">“The Amistad Comes to Life!”</a>, Education </td><td> <a href="#">The Amistad: A Detailed Timeline</a>, NPS </td></tr> </tbody> </table>	<ul style="list-style-type: none"> <li>• <a href="#">Read Write Think</a></li> <li>• <a href="#">ReadWorks</a></li> <li>• <a href="#">Scholastic Scope</a></li> <li>• <a href="#">Newsela</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Flocabulary</a></li> <li>• <a href="#">BrainPop</a></li> <li>• <a href="#">CommonLit</a></li> <li>• <a href="#">Core Standards: Appendix B</a></li> </ul>	<a href="#">NJ Amistad Commission</a> , NJDOE  <a href="#">“The Amistad Comes to Life!”</a> , Education	<a href="#">The Amistad: A Detailed Timeline</a> , NPS
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<ul style="list-style-type: none"><li>■ <a href="#">“The Amistad Slave Rebellion”</a> (Article)</li><li>■ <a href="#">Newspaper Accounts: New London Gazette 1839</a> (Article)</li></ul> <p><b>Paired Texts:</b></p> <ul style="list-style-type: none"><li>■ <a href="#">“Narrative of the Life of Frederick Douglass”</a>, Federick Douglass (Excerpt)</li><li>■ <a href="#">Slavery in the U.S</a> (Article)</li></ul>	<table><tr><td>World</td><td><a href="#">Revolt Aboard the Amistad</a>, Discovery Education</td></tr><tr><td colspan="2"><a href="#">“The Amistad Slave Rebellion”</a>, History.com</td></tr></table> <p><b>Additional Paired Texts</b></p> <table><tr><td><ul style="list-style-type: none"><li>● <a href="#">“On Being Brought from Africa to America”</a>, Phillis Wheatley (Poem)</li><li>● <a href="#">“Lincoln’s Speech on Slavery”</a>, Common Lit (Speech)</li><li>● <a href="#">“The Blue Tail Fly”</a> (Folk song)</li></ul></td><td><ul style="list-style-type: none"><li>● <a href="#">The Fugitive Slave Acts of 1793</a> (Primary Source)</li><li>● <a href="#">“Middle Passage: Olaudah Equiano”</a>, (Excerpt)</li><li>● <a href="#">“Uncle Tom’s Cabin”</a>, Harriet Beecher Stowe (Excerpt)</li></ul></td></tr></table> <p><b>Multimedia Sources</b></p> <table><tr><td><ul style="list-style-type: none"><li>● <a href="#">“The Middle Passage: Tom Feelings”</a> (Video)</li><li>● “Amistad” (2007), Steven Spielberg (Movie)</li></ul></td></tr></table>	World	<a href="#">Revolt Aboard the Amistad</a> , Discovery Education	<a href="#">“The Amistad Slave Rebellion”</a> , History.com		<ul style="list-style-type: none"><li>● <a href="#">“On Being Brought from Africa to America”</a>, Phillis Wheatley (Poem)</li><li>● <a href="#">“Lincoln’s Speech on Slavery”</a>, Common Lit (Speech)</li><li>● <a href="#">“The Blue Tail Fly”</a> (Folk song)</li></ul>	<ul style="list-style-type: none"><li>● <a href="#">The Fugitive Slave Acts of 1793</a> (Primary Source)</li><li>● <a href="#">“Middle Passage: Olaudah Equiano”</a>, (Excerpt)</li><li>● <a href="#">“Uncle Tom’s Cabin”</a>, Harriet Beecher Stowe (Excerpt)</li></ul>	<ul style="list-style-type: none"><li>● <a href="#">“The Middle Passage: Tom Feelings”</a> (Video)</li><li>● “Amistad” (2007), Steven Spielberg (Movie)</li></ul>
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<b>Instructional Best Practices</b>								

<ul style="list-style-type: none"> <li>● Identifying Similarities and Differences</li> <li>● Summarizing and Note Taking</li> <li>● Reinforcing Effort and Providing Recognition</li> <li>● Homework and Practice</li> <li>● Modeling</li> <li>● Cooperative Learning</li> <li>● Setting Objectives and Providing Feedback</li> <li>● Cues, Questions, and Advance Organizers</li> <li>● Gradual Release of Responsibility</li> </ul>	<ul style="list-style-type: none"> <li>● Managing response rates</li> <li>● Checks for Understanding</li> <li>● Diagrams, Charts and Graphs</li> <li>● Coaching</li> <li>● Reading Partners</li> <li>● Visuals</li> <li>● Collaborative Problem Solving</li> <li>● Active Engagement Strategies</li> <li>● Required Reading and Writing Artifacts (e.g. Word Wall, NJSLA Rubrics, Student Work display with rubric score, teacher feedback, student reflection, Reading Journal, (notebook), student portfolios, conference logs, data charts/logs, etc.)</li> </ul>
<b>Learning Plan</b>	
<b>NJSLS</b>	<b>Learning Targets and Exemplar Lessons:</b>
<b>RL.7.1</b> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<p><b>RL.7.1</b></p> <p><b><u>A. Closely read a text</u></b></p> <ol style="list-style-type: none"> <li>1. Create questions about the text</li> <li>2. Determine what is important</li> <li>3. Look for patterns in a text</li> <li>4. Examine a text's explicit content (understand the meaning of what is explicitly stated)</li> </ol> <p><b><u>B. Cite evidence from a text</u></b></p> <ol style="list-style-type: none"> <li>5. Correctly cite evidence from the text</li> <li>6. Pull evidence to support explicit meaning</li> <li>7. Pull evidence to support a claim and its reasons</li> </ol> <p><b><u>C. Gather evidence for making inferences</u></b> (<i>predictions, conclusions, context clues</i>)</p> <ol style="list-style-type: none"> <li>10. Gather evidence from the text to support conclusions</li> <li>11. Refer to the text for support when analyzing conclusions and drawing conclusions</li> </ol> <p><b><u>D. Multiple and deeper meanings</u></b></p> <ol style="list-style-type: none"> <li>12. Analyze a segment of text in order to study its multiple, deeper, and varied meanings</li> </ol>

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

- ### E. APPLY ABOVE STRATEGIES

- RL.7.2**

1. Write a statement of a theme of a non-fictional text based on text evidence.

5. Explain how the theme in a fiction piece develops over the course of the text, including the relationship between settings

- ### C. Summarizing

8. Summarize the text objectively, (minus the student and author's opinion) capturing the theme.

9. Distinguish between essential details of a text to create an objective summary of the text (minus the student and author's opinion).

- ### RL.7.3

1. Analyze the impact specific story elements have on the text

2. Connect the change in character to changes in setting or plot and vice

**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.

3. Analyze how the plot and setting affect the actions/choices of the characters

### A. Closely read a text

- ### B. Cite evidence from a text

- ### D. Multiple and deeper meanings

- ### E. Apply above strategies

- ## RI.7.2

1. Write a statement of a central idea of a non-fictional text based on text evidence
2. Provide a central idea of a non-fictional text based on text evidence

**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).

**B. Relationships among central ideas**

3. Explain how two or more central ideas in a nonfiction piece develop over the course of the text; including the relationship between people
5. Explain how two or more central ideas in a nonfiction piece develop over the course of the text; including the relationship between events
6. Explain the relationship between people, ideas, and events

**C. Summarizing**

4. Summarize the text objectively, (minus the student and author's opinion) capturing the main/central ideas
5. Distinguish between essential details of a text to create an objective summary of the text (minus the student and author's opinion)
6. Distinguish between nonessential details of a text to create an objective summary of the text (minus the student and author's opinion)
7. Explain the relationship between people, ideas, and events
8. Identify and use knowledge of common graphic features (charts, maps, diagrams, captions, illustrations) to help determine two or more central idea of a text

**RI.7.3**

**A. Track and analyze individuals**

1. Use a note taking structure to track key individuals in informational texts
2. Reflect on how historical figures influenced ideas of the time period

**B. Track and analyze events**

3. Use a note taking structure to track events in informational texts.
4. Reflect on how events of a certain time period influenced historical figures.
5. Explain the relationships between (**individuals AND events AND ideas**) in a text.
6. Analyze the effectiveness of the interaction between (**events AND individuals, AND ideas**) in communicating the author's central idea.

**C. Track and analyze ideas**



**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.

1. Use a note taking structure to track ideas in informational texts.
2. Reflect on how ideas of a certain time period influenced historical figures.
3. Analyze why the author chose to describe the interaction between **(ideas AND individuals AND and events)** in a particular way.

**RI.7.4**

**A. Analyze figurative language**

6. Tell the meaning of figurative words and phrases as they are used in a text.
7. Analyze the impact of figurative language on meaning.
8. Analyze the impact of figurative language on tone.
9. Analyze why the author used a specific figurative language.
10. Evaluate the effectiveness of the author's choice of a figurative word or phrase

**B. Analyze connotation**

11. Tell the meaning of words and phrases with specific connotations as they are used in a text
12. Analyze the impact of specific connotation on meaning.
13. Analyze the impact of specific connotation on tone.
14. Analyze the impact of connotation on the reader.
15. Evaluate the effectiveness of the author's word choice.

**C. Analyze sound devices**

16. Analyze why the author used a specific sound device.  
E.g. alliteration (To stress the importance of what the author is saying)
17. Analyze the impact of a sound device on the reader.  
(To capture the reader; To make it memorable to the reader)
18. Evaluate the effectiveness of the author's choice of a sound device.

**D. Analyze technical words**

19. Tell the meaning of technical words and phrases as they are used in a text.
20. Analyze the impact of specific technical on the meaning of the text.
21. Analyze the impact of a technical word choice on the reader.
22. Analyze the impact of a particular technical word choice on the reader.
23. Evaluate the effectiveness of the author's choice of a particular technical word.

**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.7.5**

**A. Analyze structure of organize a text**

3. Explain how text structure impacts overall meaning of a text.
4. Identify how the differing form or structure of a text contributes to its meaning

**B. Analyze parts of the structure**

6. Analyze the impact of the form or structure on the reader

**C. Analyze changing structure and evaluate effectiveness**

7. Evaluate the effectiveness of a chosen form or structure.
8. Analyze how a text would be different if the form changed.

**RI.7.6**

**A. Identify, explain and evaluate the author's point of view**

1. Identify the author's point of view.
2. Explain the techniques the author uses to distinguish his/her point of view from others: Techniques: Structure, Strategies, Figurative Language, Diction, Style, Syntax, Tone (connotation, & denotation)
3. Evaluate the effectiveness of the techniques the author uses to distinguish his/her point of view from others.

**B. Identify, explain and evaluate author's purpose**

4. Identify the author's purpose.
5. Explain the techniques the author uses to distinguish his/her purpose from others
6. Evaluate the effectiveness of the techniques the author uses to distinguish his/her purpose from others.

**RI.7.7**

**A. Identify techniques in digital sources**

1. Identify techniques present in each format

**B. Compare/Contrast different formats**

**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 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.

2. Compare/Contrast two or more formats' portrayal of the same subject
3. Analyze how content differs depending on the medium in which it is presented
4. Explain how content changes when presented in written, audio, video, or multimedia formats
5. Reflect upon how various mediums affect or shape the segment of text

**RI.7.8**

**A. Trace an argument (an argument consists of opinion, reasons and evidence)**

1. Write the author's opinion of a non-fiction text.
2. Write the explicit reason(s) the author gives for the opinion.
3. Write the implied reason(s) the author gives for the opinion.
4. Write the most relevant text evidence(s) for each reason.

**B. Evaluate an argument**

1. Answer 'yes' or 'no' whether the reasoning is sound (makes sense and is logical).
2. Answer 'yes' or 'no' if the evidence relates to the reason.
3. Answer 'yes' or 'no' if the author gave at least two pieces of evidence for each reason.

**RI.7.9**

**A. Analyze using practical (background) knowledge**

1. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence.
2. Analyze how two or more authors writing about the same topic shape their presentations of key information by advancing different interpretations of facts.

**B. Analyze using theoretical knowledge**

3. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence.

**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.

**W.7.2.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.

**W.7.2.B** Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

**W.7.2.C** Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

**W.7.2.D** Use precise language and domain-specific vocabulary to inform about or explain the topic.

**W.7.2.E** Establish and maintain a formal style.

**W.7.2.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. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

4. Analyze how two or more authors writing about the same topic shape their presentations of key information by advancing different interpretations of facts.

**C. Analyze from historical context**

5. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence.

6. Analyze how two or more authors writing about the same topic shape their presentations of key information by advancing different interpretations of facts.

**D. Analyze from cultural context**

7. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence.

8. Analyze how two or more authors writing about the same topic shape their presentations of key information by advancing different interpretations of facts.

**W.7.2 Text types and purposes**

- 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
- Consistently use an appropriate style
- Create a language that is appropriate to one's audience and follows a formal tone
- Write a conclusion to bring the text to a close

**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 (time for research, reflection, 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.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.

**W.7.4 Production and distribution of writing**

- 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

**W.7.5 Production and distribution of writing**

- 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.

**W.7.6 Production and distribution of writing**

- 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

**W.7.10 Range of writing**

- 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

<p><b>SL.7.1.A</b> 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.</p> <p><b>SL.7.1.B</b> Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p><b>SL.7.1.C</b> 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.</p> <p><b>SL.7.1.D</b> Acknowledge new information expressed by others and, when warranted, modify their own views.</p> <p><b>SL.7.3</b> Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence.</p> <p><b>SL.7.4</b> 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.</p> <p><b>SL.7.6</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<ul style="list-style-type: none"> <li>• Write for a variety of audiences and purposes on an array of cross-curricular topics</li> </ul> <p><b>SL.7.1 Comprehension and collaboration</b></p> <ul style="list-style-type: none"> <li>• Read required texts prior to discussions</li> <li>• Prepare for discussions</li> <li>• Use previous knowledge to expand discussions about a topic</li> <li>• Engage in conversations about grade-appropriate topics and texts</li> <li>• Participate in a variety of rich, structured conversations</li> <li>• Define and identify rules for discussions, including group and individual roles</li> <li>• Model appropriate behavior during discussions</li> <li>• Craft and respond to specific questions based on the topic or text, elaborating when necessary</li> <li>• Reflect on and paraphrase what was discussed</li> <li>• Summarize the ideas expressed</li> </ul> <p><b>SL.7.3 Comprehension and collaboration</b></p> <ul style="list-style-type: none"> <li>• Determine the speaker's argument and claims</li> <li>• Evaluate whether the speaker's reasoning is rational and legitimate</li> <li>• Evaluate whether there is enough evidence to support the claims</li> </ul> <p><b>SL.7.4 Presentation of knowledge and ideas</b></p> <ul style="list-style-type: none"> <li>• Present information using sound, detailed, and relevant evidence in a coherent manner.</li> <li>• Build arguments to prepare for persuasive speeches on topics of interest or address the class on a teacher-assigned topic</li> <li>• Use practices that engage the audience (ie: eye contact, volume, pronunciation)</li> <li>• Emphasize important points with different pitch or volume</li> </ul>
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**L.7.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**L.7.1.B** Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

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

**L.7.2.B** Spell correctly.

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

**L.7.3.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.

**L.7.4.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.

**L.7.4.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.

**L.7.4.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).

- Elaborate on a point that listeners may need more explanation to understand

#### **SL.7.6 Presentation and knowledge of ideas**

- 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

#### **L.7.1 Conventions of standard english**

- Discern the differences in structure and use between simple, compound, complex, and compound-complex sentences
- Intentionally use a combination of simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas

#### **L.7.2 Conventions of standard english**

- Apply common rules and patterns to spell words correctly

#### **L.7.3 Knowledge of language**

- Select precise language
- Revise writing for wordiness and redundancies

#### **L.7.4 Vocabulary acquisition and use**

- 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

<p><b>L.7.5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p><b>L.7.5.B</b> Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p> <p><b>L.7.6</b> 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.</p>	<ul style="list-style-type: none"> <li>• Use dictionaries, glossaries, and/or thesauruses to find the pronunciation of a word</li> <li>• Use dictionaries, glossaries, and/or thesauruses to determine the actual meaning of a word or its part of speech</li> <li>• Verify the inferred meaning of a word is the actual meaning by using dictionaries, glossaries, and/or thesauruses</li> <li>• Consult reference materials that are both printed and digital</li> </ul> <p><b>L.7.5 Vocabulary acquisition and use</b></p> <ul style="list-style-type: none"> <li>• Identify the relationship of words in reading</li> <li>• Clarify words by using the relationship between them in writing</li> </ul> <p><b>L.7.6 Vocabulary acquisition and use</b></p> <ul style="list-style-type: none"> <li>• Understand and apply conversational, academic, and domain specific vocabulary</li> <li>• Interpret unknown words and their meanings, using context clues, understanding Greek and Latin roots, and applying grammatical knowledge of function and form.</li> </ul>
<p><b>Writing Tasks</b></p>	
<p><b>Portfolio Pieces:</b></p> <ul style="list-style-type: none"> <li>• Informative Essay <ul style="list-style-type: none"> <li>◦ <a href="#">Treatment of Slaves</a></li> </ul> </li> <li>• Research Simulation Writing Task <ul style="list-style-type: none"> <li>◦ <a href="#">Author's Purpose</a></li> </ul> </li> <li>• District Benchmark <ul style="list-style-type: none"> <li>◦ <a href="#">"Animals on the Move", Sy Montgomery/"Monarch Butterfly Migration and Overwintering"</a></li> </ul> </li> <li>• End of Novel Assessment <ul style="list-style-type: none"> <li>◦ Teacher selected</li> </ul> </li> </ul>	<p><b>Routine Writing:</b></p> <ul style="list-style-type: none"> <li>• Reading Logs</li> <li>• Exit Ticket / DOL</li> <li>• Warm-up</li> <li>• Note Taking</li> </ul> <p><b>Secondary Focus (Grammar/Vocabulary)</b></p> <ul style="list-style-type: none"> <li>• Apply common rules and patterns to spell words correctly</li> <li>• Select precise language</li> <li>• Revise writing for wordiness and redundancies</li> <li>• Incorporate Unit Vocabulary</li> </ul>
<p><b>Content Vocabulary</b></p>	



<b><u>Novel:</u></b> abolitionist, animosity, barnacle, brazen, brig, captive, clandestine, composure, comendation, debilitating, detain, disillusion, dysentery, elude, emancipate, evince, flourish, hove, ignominy	indenture, jubilation, jurisdiction, magnanimous, manumission, massacre, menace, mesmerize, missionary, mulatto, mutanin, pantomime, piracy, reelection, repressed, schooner, seize, skittish, solemnity, tattered, violation, zeal, zealot
Required Speaking and Listening	Suggested Speaking and Listening
<ul style="list-style-type: none"> <li>• Whole group discussion</li> <li>• Think-Pair-Share</li> <li>• Small group discussions</li> <li>• Teacher directed discussions</li> <li>• Follow agreed upon rules for discussion</li> <li>• Questioning techniques</li> <li>• Active Listening Strategies</li> <li>• Oral response to questions</li> <li>• Book discussions</li> </ul>	<ul style="list-style-type: none"> <li>• Create audio recordings/ Book talk</li> <li>• Class debates</li> <li>• Student-led presentations</li> <li>• Literature Circle</li> </ul>
Performance Task Options/Interdisciplinary Connections	Professional Resources
<p><b>Social Studies:</b> Students will take a survey of American life during The Great Depression by reviewing the work of Depression photographer Dorothea Lange. Students will work in small groups and will select 3-5 pictures. Each group will then choose one picture from this collection. This picture should be emotionally or intellectually evocative. After making their selection, groups will write journal entries from the standpoint of one of the subjects in the pictures. Students should use background information and research information about the Great Depression to construct their narrative entry.</p> <p><a href="http://www.history.com/topics/great-depression/photos">http://www.history.com/topics/great-depression/photos</a></p>	
Academic Vocabulary	
<b><u>Reading Literature</u></b>	<b><u>Language</u></b>

<p><b>RL.7.1</b> textual evidence, relevant, analysis, inferences, explicitly, inferences  <b>RL.7.2</b> theme, development, objective summary  <b>RL.7.6</b> develops, contrast point of view</p> <p><b><u>Reading Informational</u></b></p> <p><b>RI.7.1</b> textual evidence, relevant, analysis, inferences, explicitly, inferences  <b>RI.7.2</b> central idea, development, objective summary  <b>RI.7.3</b> central idea, structure  <b>RI.7.4</b> figurative, connotative, technical meanings, analyze, tone  <b>RI.7.5</b> analyze, development of ideas  <b>RI.7.6</b> contrast point of view, distinguishes  <b>RI.7.7</b> compare and contrast, segment  <b>RI.7.8</b> trace, evaluate, argument, relevant, textual segments, validity  <b>RI.7.9</b> historical/cultural knowledge, background knowledge, reflect emphasize, interpretation</p> <p><b><u>Speaking and Listening</u></b></p> <p><b>SL.7.1</b> diverse, explicitly, probe, warranted, modify  <b>SL.7.3</b>  <b>SL.7.4</b> emphasize, salient, points, adequate, appropriate, pronunciation  <b>SL.7.6</b> command of formal English, adapt</p>	<p><b>L.7.1</b> conventions, grammar phrases and clauses function  <b>L.7.2</b> command, punctuation  <b>L.7.3</b> precisely, eliminating, wordiness, redundancy  <b>L.7.4</b> context, multiple-meaning words, flexibility strategies  <b>L.7.5</b> figurative language, word relationships, nuances  synonym, antonym, analogy  <b>L.7.6</b> acquire, expression</p> <p><b><u>Writing</u></b></p> <p><b>W.7.2</b> informative/explanatory text, convey ideas, relevant content, concepts, text structures, classification, compare/contrast, cause/effect, text feature, comprehension, quotations, transitions, cohesion, precise language, formal/academic style, concluding statement  <b>W.7.4</b> coherent, voice, purpose, audience, task  <b>W.7.5</b> planning, revising, editing, rewriting  <b>W.7.6</b> publish, interact, collaborate, efficiently  <b>W.7.9</b> evaluate the argument trace, sound reasoning  <b>W.7.10</b> discipline-specifics, audience, revision</p>
<b>Modifications/Accommodations for Students with IEPs</b>	<b>Modifications/Accommodations for At-Risk Students</b>
<ul style="list-style-type: none"> <li>• Review students' IEPs for academic and environmental support</li> <li>• Modify activities/assignments/projects</li> <li>• Breakdown activities/assignments/projects/assessments into manageable units</li> <li>• Additional time to complete activities/assignments/projects/assessments</li> <li>• Provide an option for alternative activities/assignments/projects/assessments</li> <li>• Allow student to receive reading text in various forms (written, verbal, audio)</li> <li>• Pre-teach new vocabulary</li> <li>• Modify Content</li> <li>• Modify Amount of work given</li> <li>• Modify Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Breakdown activities/assignments/projects/assessments into manageable units</li> <li>• Additional time to complete activities/assignments/projects/assessments</li> <li>• Provide an option for alternative activities/assignments/projects/assessments</li> <li>• Small Group Instruction</li> <li>• Intervention/Remediation</li> </ul> <p><b><u>Resources:</u></b></p> <ul style="list-style-type: none"> <li>• <a href="#">Achieve3000</a> (Leveled Texts/Activities)</li> <li>• <a href="#">LearningAlly</a> (Independent novels on student's lexile level)</li> <li>• <a href="#">IXL Language Arts</a> (Individualized skill-based lessons)</li> </ul>

<ul style="list-style-type: none"> <li>• Modify Homework</li> <li>• Re-teach skill if needed</li> <li>• Allow student to make test corrections or retake assessment</li> <li>• Adjust Pacing of Content</li> <li>• Small Group Instruction</li> <li>• Individual Intervention/Remediation</li> <li>• Additional Support Material</li> <li>• Lower-Level Text</li> <li>• Guided Notes</li> <li>• Graphic Organizers</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Achieve3000</a> (Leveled Texts/Activities)</li> <li>• <a href="#">LearningAlly</a> (Independent novels on student's lexile level)</li> <li>• <a href="#">IXL Language Arts</a> (Individualized skill-based lessons)</li> <li>• <a href="#">iReady Teacher Toolbox</a> (Reading)</li> <li>• <a href="#">iReady Teacher Toolbox</a> (Writing/Grammar)</li> <li>• <a href="#">SeeSaw</a> (Reteach/Reinforce Skills)</li> <li>• <a href="#">EdPuzzle</a> (Reteach/Reinforce Skills)</li> <li>• <a href="#">AchieveTheCore</a></li> <li>• <a href="#">ReadWorks</a></li> <li>• <a href="#">NewsELA</a></li> <li>• <a href="#">CommonLit</a></li> <li>• <a href="#">Graphic Organizers</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">iReady Teacher Toolbox</a> (Reading)</li> <li>• <a href="#">iReady Teacher Toolbox</a> (Writing/Grammar)</li> </ul>
<b>Modifications/Accommodations for Students with 504s</b>	<b>Modifications/Accommodations for English Language Learners</b>
<ul style="list-style-type: none"> <li>• Review student individual 504 plan for instructional, assessment, and environmental supports.</li> <li>• Provide students with flexible seating options while reading depending on need or preference.</li> <li>• Utilize Multisensory methods such as Google images, gesturing, and meaningful movement.</li> <li>• Oral reading &amp; oral response options can be used for assignments.</li> <li>• Extra time for completing tasks, checklists and other tasks.</li> <li>• Use multi-sensory methods such as hand-over-hand when writing, larger print materials and paper line options.</li> <li>• Provide samples and model each step of the writing process as needed.</li> </ul>	<p>All WIDA Can Do Descriptors can be found at this link:  <a href="https://www.wida.us/standards/CAN_DOs/">https://www.wida.us/standards/CAN_DOs/</a></p> <ul style="list-style-type: none"> <li>• Realia or concrete objects</li> <li>• Physical Models, Pictures, Photographs</li> <li>• Manipulatives</li> <li>• Videos and Films</li> <li>• Gestures, Physical Movements, Music and Songs</li> <li>• Partner Work</li> <li>• Student Mentor or Coach</li> <li>• Labeling</li> <li>• Word Banks</li> </ul>

<ul style="list-style-type: none"> <li>• Use sticky notes to annotate</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Achieve3000</a> (Leveled Texts/Activities)</li> <li>• <a href="#">LearningAlly</a> (Independent novels on student's lexile level)</li> <li>• <a href="#">IXL Language Arts</a> (Individualized skill-based lessons)</li> <li>• <a href="#">iReady Teacher Toolbox</a> (Reading)</li> <li>• <a href="#">iReady Teacher Toolbox</a> (Writing/Grammar)</li> </ul>	<ul style="list-style-type: none"> <li>• Sentence Starters, Sentence Frames</li> <li>• Graphic Organizers</li> </ul>
Extensions for Gifted Students	Required/Suggested Activities
<ul style="list-style-type: none"> <li>• Extend activities/assignments/projects/assessments</li> <li>• Provide an option for alternative activities/assignments/projects/assessments</li> <li>• Modify Content</li> <li>• Adjust Pacing of Content</li> <li>• Small Group Enrichment</li> <li>• Individual Enrichment</li> <li>• Higher-Level Text</li> <li>• The inclusion of additional subject areas and/or activities (cross curricular.)</li> <li>• SAT vocabulary words</li> </ul>	<p><b>Required:</b></p> <ul style="list-style-type: none"> <li>• Do Now/Warm-Up</li> <li>• Whole Group</li> <li>• Small Groups</li> <li>• Guided Practice</li> <li>• Independent Practice</li> <li>• Measurable Objective</li> <li>• Identify and review objectives for lesson</li> <li>• Centers</li> <li>• Guided Reading utilizing Before, During, and After activities</li> <li>• Intervention/Remediation</li> </ul> <p><b>Suggested:</b></p> <ul style="list-style-type: none"> <li>• Projects</li> <li>• Academic Games</li> <li>• Daily 5</li> </ul>

Unit # 3	
Unit Title	Narrative
Reading Genre(s)	Fiction, Non-fiction, Informational, Song, Poem, Fable, Fairy Tale
Writing Tasks	Narrative Writing, and Routine Writing, NJSLA Narrative Task (NT)
Recommended Pacing	9 weeks
Unit Summary	<p>The Narrative Unit will challenge students to understand Jerry Spinelli's <u>Stargirl</u>, and its development through the author's craft. To accomplish this, they will examine short stories, poems, and other multimedia sources. The learning standards will be incorporated into this unit by exploring reading literature (RL) and reading informational texts (RI) aligned with the New Jersey Student Learning Standards.</p> <p>Students will also regularly use technology, such as Google Drive and/or Google Classroom to explore topics through innovative and creative practices. Any project-based activities that are assigned will promote student choice and passion, while simultaneously assessing their content standard knowledge.</p>

Board Approved: August 18, 2022

	<p>During Independent Reading, students will incorporate habits and routines of effective readers into their independent reading. Students will be expected to choose “Just Right” books, use reading logs, create text evidence-based claims, set reading goals, and maintain a literacy binder and/or literacy folder in Google Drive to be used throughout the school year.</p> <p>During Narrative Task pieces, the expected strategy will incorporate the “I Do, We Do, You Do” approach. First, the teacher will model writing strategies for students. Then, the class will write narratives together as a whole group. Finally, students will write narratives independently. Narrative techniques will be taught through mini-lessons and modeling.</p> <p>Assessments will vary but may include: Post-Its/Claims, Exit Tickets, Multiple Choice Questions, End of Unit Benchmarks, Writing Pieces and other formative and summative assessments.</p>
<p>Career Readiness, Life Literacies, and Key Skills Standards</p>	<p><b>The standards listed below may be utilized during novel-based activities (book projects, chapter-related activities (i.e. recreating Stargirl’s “Happy Wagon”) and other innovative ways of connecting with the story). These standards will also be used throughout the narrative writing process where students must write a continuation of the story and/or write from another character’s point of view.</b></p> <ul style="list-style-type: none"> <li>● 9.4.8.CI.1: Assess data gathered on varying perspectives on causes of climate change (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions (e.g., RI.7.9, 6.SP.B.5, 7.1.NH.IPERS.6, 8.2.8.ETW.4).</li> <li>● 9.4.8.CI.2: Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3).</li> <li>● 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH,</li> <li>● 6.1.8.CivicsPD.2).</li> </ul> <p><b>The standards listed below may be utilized throughout the novel “Stargirl” during discussions and/or activities relating to the recurring topic of “conformity” and “bullying.” Students may identify the problems with these topics and create a solution, compare past practices with bullying in schools, etc.</b></p>

	<ul style="list-style-type: none"> <li>● 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).</li> <li>● 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. 6.1.8.CivicsDP.1). MS-ETS1-4,</li> <li>● 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.</li> </ul> <p><b>The standards listed below may be used when discussing bullying, specifically online bullying, and the repercussions of doing so. Students may compare/contrast and/or make connections with “Stargirl” as social media was not prevalent throughout the story.</b></p> <ul style="list-style-type: none"> <li>● 9.4.8.DC.4: Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences.</li> <li>● 9.4.8.DC.5: Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure.</li> <li>● 9.4.8.DC.6: Analyze online information to distinguish whether it is helpful or harmful to reputation.</li> <li>● 9.4.8.IML.9: Distinguish between ethical and unethical uses of information and media (e.g., 1.5.8.CR3b, 8.2.8.EC.2).</li> <li>● 9.4.8.IML.10: Examine the consequences of the uses of media (e.g., RI.8.7).</li> <li>● 9.4.8.IML.11: Predict the personal and community impact of online and social media activities.</li> </ul>
Computer Science and Design Thinking (Technology)	<p><b>The standards listed below may be used when discussing bullying, specifically online bullying, and the repercussions of doing so. Students may compare/contrast and/or make connections with “Stargirl” as social media was not prevalent throughout the story.</b></p> <ul style="list-style-type: none"> <li>● 8.2.8.ITH.2: Compare how technologies have influenced society over time.</li> </ul>

	<ul style="list-style-type: none"> <li>8.2.8.ITH.3: Evaluate the impact of sustainability on the development of a designed product or system.</li> <li>8.2.8.ITH.4: Identify technologies that have been designed to reduce the negative consequences of other technologies and explain the change in impact</li> </ul>
Diversity, Equity, and Inclusion	Throughout this unit, the lives and cultures of diverse people are represented in the materials students interact with daily. Bullying and conformity are recurring topics throughout the unit novel, “Stargirl.” Characters evolve and begin to appreciate diversity and include characters who were once left out. Students understand the lasting effects of bullying through poetry, fairy tales, short videos, paired texts and other forms of media. Lastly, anchor texts, shared reads, and leveled readers represent a myriad of cultures, backgrounds, race, and ethnicities.
Amistad	Addressed in Unit 2
Holocaust	Addressed in Unit 4

Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> <li>Effective readers use a variety of strategies and skills when reading in a text.</li> <li>Writing should be purposely focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader.</li> <li>Effective research presents an answer to a question, demonstrates an understanding of the inquiry, and properly cites information and multiple sources.</li> <li>Comprehension is enhanced through a collaborative process of sharing and evaluating ideas.</li> <li>Presentation of knowledge and ideas is enhanced through appropriate organization and style for an audience via the use of visual displays, technology, and the appropriate use of language.</li> </ul>	<ul style="list-style-type: none"> <li>What do good readers do?</li> <li>Author’s choice: Why does it matter? What makes a story a “great” story?</li> <li>What do good writers do?</li> <li>What do good researchers do?</li> <li>What makes a presentation “great”?</li> </ul>
District/School Required Texts and Media Formats	District/School Supplementary Resources
<b>Anchor Text:</b> <u>Stargirl</u> , Jerry Spinelli	<b>Popular Supplemental Resources:</b>



<ul style="list-style-type: none"><li>Required Financial Literacy Standard 9.1.8.E.8</li><li><b>Pre-reading Activities:</b><ul style="list-style-type: none"><li><a href="#">Meet the Author: Jerry Spinelli</a> (Video)</li><li><a href="#">"Stargirl" WebQuest</a></li></ul></li><li><b>Related Articles:</b><ul style="list-style-type: none"><li><a href="#">Conformity, Common Lit</a></li><li><a href="#">Bullying in Early Adolescence, Common Lit</a></li><li><a href="#">Prinka Chopra Jonas Talks About Being Bullied, ABC News</a> (Article)</li></ul></li><li><b>Paired Texts:</b><ul style="list-style-type: none"><li><a href="#">“A Song of Myself”, Whalt Whitman</a> (Poem)</li><li><a href="#">“A Letter From the Fringe”, Joan Bauer</a> (Short Story)</li></ul></li></ul>	<table><tr><td><ul style="list-style-type: none"><li><a href="#">Read Write Think</a></li><li><a href="#">ReadWorks</a></li><li><a href="#">Scholastic Scope</a></li><li><a href="#">Newsela</a></li></ul></td><td><ul style="list-style-type: none"><li><a href="#">Flocabulary</a></li><li><a href="#">BrainPop</a></li><li><a href="#">CommonLit</a></li><li><a href="#">Core Standards: Appendix B</a></li></ul></td></tr></table> <p><b>Additional Paired Texts:</b></p> <table><tr><td><ul style="list-style-type: none"><li><a href="#">“If”, Rudyard Kipling</a> (Poem)</li><li><a href="#">“Still I Rise”, Maya Angelou</a> (Poem)</li><li><a href="#">“The Cat and Venus”, Aesop</a> (Fable)</li></ul></td><td><ul style="list-style-type: none"><li><a href="#">“The Ugly Duckling”, Hans Christian Andersen</a> (Fairy Tale)</li><li><a href="#">Conformity in Society</a> (Article)</li><li><a href="#">9 Wildly Successful People Who Were Bullied As Kids</a> (Article)</li></ul></td></tr></table> <p><b>Multimedia Sources</b></p> <table><tr><td><ul style="list-style-type: none"><li><a href="#">“Mean”, Taylor Swift</a> (Music Video/Song)</li><li><a href="#">“Beautiful”, Christina Aguilera</a> (Music Video/Song)</li><li><a href="#">“To This Day”, Shane Koyczan</a> (Video)</li><li><a href="#">The Hidden Power Of Not Always Fitting In- TED</a> (Video)</li></ul></td></tr></table>	<ul style="list-style-type: none"><li><a href="#">Read Write Think</a></li><li><a href="#">ReadWorks</a></li><li><a href="#">Scholastic Scope</a></li><li><a href="#">Newsela</a></li></ul>	<ul style="list-style-type: none"><li><a href="#">Flocabulary</a></li><li><a href="#">BrainPop</a></li><li><a href="#">CommonLit</a></li><li><a href="#">Core Standards: Appendix B</a></li></ul>	<ul style="list-style-type: none"><li><a href="#">“If”, Rudyard Kipling</a> (Poem)</li><li><a href="#">“Still I Rise”, Maya Angelou</a> (Poem)</li><li><a href="#">“The Cat and Venus”, Aesop</a> (Fable)</li></ul>	<ul style="list-style-type: none"><li><a href="#">“The Ugly Duckling”, Hans Christian Andersen</a> (Fairy Tale)</li><li><a href="#">Conformity in Society</a> (Article)</li><li><a href="#">9 Wildly Successful People Who Were Bullied As Kids</a> (Article)</li></ul>	<ul style="list-style-type: none"><li><a href="#">“Mean”, Taylor Swift</a> (Music Video/Song)</li><li><a href="#">“Beautiful”, Christina Aguilera</a> (Music Video/Song)</li><li><a href="#">“To This Day”, Shane Koyczan</a> (Video)</li><li><a href="#">The Hidden Power Of Not Always Fitting In- TED</a> (Video)</li></ul>
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<b>District/School Formative Assessments</b>	<b>District/School Summative Assessments</b>					
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<b>Instructional Best Practices</b>						

<ul style="list-style-type: none"> <li>● Identifying Similarities and Differences</li> <li>● Summarizing and Note Taking</li> <li>● Reinforcing Effort and Providing Recognition</li> <li>● Homework and Practice</li> <li>● Modeling</li> <li>● Cooperative Learning</li> <li>● Setting Objectives and Providing Feedback</li> <li>● Cues, Questions, and Advance Organizers</li> <li>● Gradual Release of Responsibility</li> </ul>	<ul style="list-style-type: none"> <li>● Managing response rates</li> <li>● Checks for Understanding</li> <li>● Diagrams, Charts and Graphs</li> <li>● Coaching</li> <li>● Reading Partners</li> <li>● Visuals</li> <li>● Collaborative Problem Solving</li> <li>● Active Engagement Strategies</li> <li>● Required Reading and Writing Artifacts (e.g. Word Wall, NJSLA Rubrics, Student Work display with rubric score, teacher feedback, student reflection, Reading Journal, (notebook), student portfolios, conference logs, data charts/logs, etc.)</li> </ul>
<b>Learning Plan</b>	
<b>NJSLS</b>	<b>Learning Targets and Exemplar Lessons:</b>
<b>RL.7.1</b> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<b>RL.7.1</b> <u><b>A. Closely read a text</b></u> <ol style="list-style-type: none"> <li>1. Create questions about the text</li> <li>2. Determine what is important</li> <li>3. Look for patterns in a text</li> </ol> <u><b>B. Cite evidence from a text</b></u> <ol style="list-style-type: none"> <li>5. Correctly cite evidence from the text</li> <li>7. Pull evidence to support a claim and its reasons</li> </ol> <u><b>C. Gather evidence for making inferences</b></u> <i>(predictions, conclusions, context clues)</i> <ol style="list-style-type: none"> <li>8. Use evidence from the text to make predictions</li> <li>9. Use evidence to check predictions</li> <li>10. Gather evidence from the text to support conclusions</li> </ol>

<p><b>RL.7.2</b> 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>11. Refer to the text for support when analyzing conclusions and drawing conclusions</p> <p><b><u>D. Multiple and deeper meanings</u></b></p> <p>12. Analyze a segment of text in order to study its multiple, deeper, and varied meanings</p> <p>13. Evaluate a segment of text for its multiple, deeper and varied meanings</p> <p>14. Combine text information and prior knowledge (personal experience and/or previous reading) to create new information in the form of conclusions and predictions</p> <p><b><u>E. Apply above strategies</u></b></p> <p>15. Analyze a variety of literary genres</p> <p><b>RL.7.2</b></p> <p><b><u>A. Identify and write central idea/theme</u></b></p> <p>1. Write a statement of a theme of a non-fiction text based on text evidence</p> <p>2. Provide a theme of a fictional text based on text evidence</p> <p><b><u>B. Identify relationships between characters, setting, plot and theme.</u></b></p> <p>3. Identify how the theme relates to the characters, setting, or plot over the course of the text</p> <p>4. Explain how the theme in a fiction piece develops over the course of the text, including the relationship between characters</p> <p>6. Explain how the theme in a fiction piece develops over the course of the text, including the relationship between events</p> <p>7. Explain the relationship between characters, setting, and plot</p> <p><b><u>C. Summarizing</u></b></p> <p>8. Summarize the text objectively, (minus the student and author's opinion) capturing the theme.</p>
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**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.

9. Distinguish between essential details of a text to create an objective summary of the text (minus the student and author's opinion).

10. Distinguish between nonessential details of a text to create an objective summary of the text (minus the student and author's opinion).

11. Explain the relationship between characters, setting, and plot.

**RL.7.3**

**A. Impact of story elements**

1. Analyze the impact specific story elements have on the text

**B. Relationship between characters, setting, and plot**

2. Connect the change in character to changes in setting or plot and vice versa

3. Analyze how the plot and setting affect the actions/choices of the characters

4. Analyze the impact of the relationship between characters, setting, and plot on the reader

5. Explain why the author chose to have elements of a story interact in a specific way

6. Evaluate the author's effectiveness in determining the interactions between character, setting, and plot

**RL.7.4**

**A. Analyze figurative language**

1. Determine the meaning of figurative words and phrases as they are used in a text

2. Analyze the impact of figurative words and phrases on meaning and/or tone

**C. Analyze word choice**

5. Analyze why the author chose to use a specific figurative word or phrase

6. Analyze the impact the word choice on the reader

7. Analyze the impact the word choice on meaning/tone.

9. Evaluate the effectiveness of the author's word or sound device choice

**D. Analyze poetic devices**

10. Explain poetic devices used in a text.

**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).

11. Analyze the impact of poetic sound devices on a section of a Text. (*rhyme scheme, alliteration, consonance, etc*)

**RL.7.5**

**A. Describe and explain the structures of drama**

1. Explain why the author chose a specific form or structure

**B. Describe and compare the structures of a poem**

5. Describe the form of a poem

8. Explain how the structure contributes to the meaning of the poem.

9. Explain why the author chose that structure

**C. Components of text**

10. Analyze how parts of a text contribute to meaning

**D. Impact on Reader**

11. Analyze the impact of the form or structure on the reader (how would the text be different if the form changed?)

12. Evaluate the effectiveness of the chosen form or structure

**RL.7.6**

**A. Analyze points of view**

1. Identify the viewpoints of characters in a text.

2. Compare and contrast the characters points-of-view.

3. Trace how the author created and conveyed the similar and/or dissimilar characters.

**B. Analyze and evaluate points of view choices**

4. Analyze the impact of the author's point of view choices on the reader.

5. Evaluate the effectiveness of the author's point of view choices.

**RL.7.7**

**A. Compare/contrast multimedia versions**

1. Interact with content expressed through multiple and varied formats (written, audio, staged, multimedia)

2. Generate a list of techniques expressed in each medium

**RL.7.9** 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.

**RI.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.

3. Explain what makes each medium unique
4. Compare and contrast a written story, drama, or poem or its audio, filmed, staged, or multimedia version

### **B. Analyze the effects and techniques of each medium**

5. Determine how the techniques of a particular medium affect the content
6. Analyze how content differs because of the medium in which it is presented
7. Analyze the effects of techniques unique to each medium

**RL.7.9**

### A. Compare and contrast practical (background) knowledge and theoretical knowledge

1. Analyze a fictional portrayal of time, place or character of an actual historical event.
2. Analyze how an author uses fictional time, place and character to alter the actual historical event.

### **B. Compare and contrast historical context and cultural context**

3. Analyze a fictional portrayal of time, place or character of an actual historical event.
4. Analyze how an author uses fictional time, place and character to alter the actual historical event.

### RI.7.1

### A. Closely read a text

1. Create questions about the text
2. Determine what is important
5. Cite evidence to support claims and reasons

### **B. Cite evidence from a text**

6. Correctly cite evidence 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.7.6** Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

8. Pull evidence to support a claim and its reasons

**C. Gather evidence for making inferences** (*predictions, conclusions, context clues*)

9. Use evidence from the text to make predictions
10. Use evidence to check predictions
11. Gather evidence from the text to support conclusions

**D. Multiple and deeper meanings**

13. Combine text information and prior knowledge (personal experience and/or previous reading) to create new information in the form of conclusions and predictions

**RI.7.2**

**A. Identify central idea**

1. Write a statement of a central idea of a non-fictional text based on text evidence
2. Provide a central idea of a non-fictional text based on text evidence

**B. Relationships among central ideas**

4. Explain how two or more central ideas in a nonfiction piece develop over the course of the text; including the relationship between ideas.

**C. Summarizing**

7. Summarize the text objectively, (minus the student and author's opinion) capturing the main/central ideas.
8. Distinguish between essential details of a text to create an objective summary of the text (minus the student and author's opinion).
9. Distinguish between nonessential details of a text to create an objective summary of the text (minus the student and author's opinion).

**RI.7.6**

**B. Identify, explain and evaluate author's purpose**

1. Identify the author's purpose.
2. Explain the techniques the author uses to distinguish his/her purpose from others

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

**W.7.3.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.

**W.7.3.B** Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

**W.7.3.C** Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

**W.7.3.D** Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

**W.7.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

**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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7)

3. Evaluate the effectiveness of the techniques the author uses to distinguish his/her purpose from others.

**W.7.3 Text types and purposes**

- 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, and/or characters
- 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 brings the story events to a meaningful close
- Clearly convey a conflict and a resolution to the conflict

**W.7.4 Production and distribution of writing**

- 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
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**W.7.5 Production and distribution of writing**



**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 (time for research, reflection, 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.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.

**SL.7.1.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.

**SL.7.1.B** Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

**SL.7.1.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.

- 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.

#### **W.7.6 Production and distribution of writing**

- 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
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#### **W.7.10 Range of writing**

- 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

#### **SL.7.1 Collaborative discussions**

- 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

<p><b>SL.7.1.D</b> Acknowledge new information expressed by others and, when warranted, modify their own views.</p> <p><b>SL.7.2</b> 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.</p> <p><b>SL.7.4</b> 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.</p> <p><b>SL.7.6</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or</p>	<ul style="list-style-type: none"> <li>• Define and identify rules for discussions, including group and individual roles</li> <li>• Model appropriate behavior during discussions</li> <li>• Craft and respond to specific questions based on the topic or text, elaborating when necessary</li> <li>• Reflect on and paraphrase what was discussed</li> <li>• Summarize the ideas expressed</li> </ul> <p><b>SL.7.2 Comprehension and collaboration</b></p> <ul style="list-style-type: none"> <li>• Extract the main ideas and the details used to support it presented in different media formats</li> <li>• Synthesize the information, sorting between the main points and smaller details that work to support the main points</li> <li>• Use a graphic organizer (e.g., web, outline, etc)to analyze presented information</li> <li>• Explain how the main idea and supporting details help to clarify a topic, text, or issue</li> </ul> <p><b>SL.7.4 Present claims and findings</b></p> <ul style="list-style-type: none"> <li>• Present information using sound, detailed, and relevant evidence in a coherent manner</li> <li>• Build arguments to prepare for persuasive speeches on topics of interest or address the class on a teacher-assigned topic</li> <li>• Use practices that engage the audience (ie: eye contact, volume, pronunciation)</li> <li>• Emphasize important points with different pitch or volume</li> <li>• Elaborate on a point that listeners may need more explanation to understand</li> </ul>
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appropriate. (See grade 7 Language standards 1 and 3 [here](#) for specific expectations.)

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

**L.7.1.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.

**L.7.2.A** Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old[,] green shirt*).

**L.7.2.B** Spell correctly.

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

**L.7.3.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.

**L.7.4.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.

**L.7.4.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.

**SL.7.6 Presentation of knowledge and ideas**

- 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

**L.7.1 Comprehension and collaboration**

- 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

**L.7.2 Comprehension and collaboration**

- Apply common rules and patterns to spell words correctly

**L.7.3 Comprehension and collaboration**

- Select precise language
- Revise writing for wordiness and redundancies

**L.7.4 Presentation of knowledge and ideas**

- 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

<p><b>L.7.4.D</b> Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p><b>L.7.6</b> 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.</p>	<ul style="list-style-type: none"> <li>• Use dictionaries, glossaries, and/or thesauruses to find the pronunciation of a word</li> <li>• Use dictionaries, glossaries, and/or thesauruses to determine the actual meaning of a word or its part of speech</li> <li>• Verify the inferred meaning of a word is the actual meaning by using dictionaries, glossaries, and/or thesauruses</li> <li>• Consult reference materials that are both printed and digital</li> </ul> <p><b>L.7.6 Presentation of knowledge and ideas</b></p> <ul style="list-style-type: none"> <li>• Understand and apply conversational, academic, and domain specific vocabulary</li> <li>• Interpret unknown words and their meanings, using context clues, understanding Greek and Latin roots, and applying grammatical knowledge of function and form</li> </ul>
<p style="text-align: center;"><b>Writing Tasks</b></p>	
<p><b>Portfolio Pieces:</b></p> <ul style="list-style-type: none"> <li>• Writing: Narrative <ul style="list-style-type: none"> <li>◦ <a href="#">Continuation/Point of View</a></li> </ul> </li> <li>• District Writing Benchmark Assessment- <ul style="list-style-type: none"> <li>◦ <a href="#">from "The Fast and the Furriest", Andy Behrens</a></li> </ul> </li> </ul>	<p><b>Routine Writing:</b></p> <ul style="list-style-type: none"> <li>• Reading Logs</li> <li>• Exit Ticket / DOL</li> <li>• Warm-up</li> <li>• Note Taking</li> </ul> <p><b>Secondary Focus (Grammar/Vocabulary)</b></p> <ul style="list-style-type: none"> <li>• Apply common rules and patterns to spell words correctly</li> <li>• Select precise language</li> <li>• Revise writing for wordiness and redundancies</li> </ul>

	<ul style="list-style-type: none"> <li>• Incorporate Unit Vocabulary</li> </ul>
<b>Content Vocabulary</b>	
<b>Novel:</b> amok, amorphous, antic, aviary, balking, blithe, cascade, convene, delusion, derelict, disdainful, disembark, dormant, elated, elusive, empathy, facetiously, ferocity, gander, gouge, hapless, impromptu, introverted, inquisition, jubilation, klutz	maestro, marquees, masochistic, mesmerizing, milling, mortified, mourner, nonconformity, oblivious, oratorical, paleontologist, pendant, perpetual, pirouette, primordial, promenade, rapture, raucous, revel, serenity, shunning, smitten, speil, sprightly, sullen, suppress, tentative, torrent, ukulele, veer, wistful
<b>Required Speaking and Listening</b>	<b>Suggested Speaking and Listening</b>
<ul style="list-style-type: none"> <li>• Whole group discussion</li> <li>• Think-Pair-Share</li> <li>• Small group discussions</li> <li>• Teacher directed discussions</li> <li>• Follow agreed upon rules for discussion</li> <li>• Questioning techniques</li> <li>• Active Listening Strategies</li> <li>• Oral response to questions</li> <li>• Book discussions</li> </ul>	<ul style="list-style-type: none"> <li>• Create audio recordings/ Book talk</li> <li>• Class debates</li> <li>• Student-led presentations</li> <li>• Literature Circle</li> </ul>
<b>Performance Task Options/Interdisciplinary Connections</b>	<b>Professional Resources</b>
<b>Science:</b> Students will learn about the positive physical side effects of laughter. A simple laugh or smile can produce positive outcomes for body, mind, and soul that prove to be extensive and invaluable. Students will create an anchor chart to display the physical and mental benefits of happiness. <a href="http://www.helpguide.org/life/humor_laughter_health.htm">http://www.helpguide.org/life/humor_laughter_health.htm</a> <a href="http://www.discovery.com/tv-shows/curiosity/topics/10-reasons-why-laughing-good-for-you.htm">http://www.discovery.com/tv-shows/curiosity/topics/10-reasons-why-laughing-good-for-you.htm</a>	
<b>Academic Vocabulary</b>	

<p><b>Reading Literature</b>  <b>RL.7.1</b> textual evidence, relevant, analysis, inferences, explicitly, inferences  <b>RL.7.2</b> theme, development, objective summary  <b>RL.7.3</b> story, elements, plot, setting, interactions  <b>RL.7.4</b> figurative, connotative, rhymes, alliteration, verse, stanza, drama  <b>RL.7.5</b> analyze, drama, poetry, soliloquy, sonnet, contributes to meaning  <b>RL.7.6</b> develops, contrast point of view  <b>RL.7.9</b> historical fiction, factual, omit, embellish, alter  factual, text, previous knowledge, alter</p> <p><b>Reading Informational</b>  <b>RI.7.1</b> textual evidence, relevant, analysis, inferences, explicitly, inferences  <b>RI.7.2</b> central idea, development, objective summary  <b>RI.7.6</b> contrast point of view, distinguishes</p> <p><b>Speaking and Listening</b>  <b>SL.7.1</b> diverse, explicitly, probe, warranted, modify  <b>SL.7.2</b> extract, synthesize, graphic organizer  <b>SL.7.4</b> emphasize, salient, points, adequate, appropriate, pronunciation  <b>SL.7.6</b> command of formal English, adapt</p>	<p><b>Language</b>  <b>L.7.1</b> conventions, grammage phrases and clauses function  <b>L.7.2</b> command, punctuation  <b>L.7.3</b> precisely, eliminating, wordiness, redundancy  <b>L.7.4</b> context, multiple-meaning words, flexibility strategies  <b>L.7.5</b> figurative language, figures of speech, clarify, discern, connotation, literary, biblical, interpret, mythological, allusions, denotations, refined, diplomatic, condescending  <b>L.7.6</b> acquire, expression</p> <p><b>Writing</b>  <b>W.7.3</b> hook, narrator, point of view, sequence, logically, narrative techniques, transitional phrases  sensory language  <b>W.7.4</b> coherent, voice, purpose, audience, task  <b>W.7.5</b> planning, revising, editing, rewriting  <b>W.7.6</b> publish, interact, collaborate, efficiently  <b>W.7.9</b> evaluate the argument trace, sound reasoning</p>
<b>Modifications/Accommodations for Students with IEP's</b>	<b>Modifications/Accommodations for At-Risk Students</b>
<ul style="list-style-type: none"> <li>• Review students' IEPs for academic and environmental support</li> <li>• Modify activities/assignments/projects</li> <li>• Breakdown activities/assignments/projects/assessments into manageable units</li> <li>• Additional time to complete activities/assignments/projects/assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Breakdown activities/assignments/projects/assessments into manageable units</li> <li>• Additional time to complete activities/assignments/projects/assessments</li> <li>• Provide an option for alternative activities/assignments/projects/assessments</li> <li>• Small Group Instruction</li> <li>• Intervention/Remediation</li> </ul>

- Provide an option for alternative activities/assignments/projects/assessments
- Allow student to receive reading text in various forms (written, verbal, audio)
- Pre-teach new vocabulary
- Modify Content
- Modify Amount of work given
- Modify Assessment
- Modify Homework
- Re-teach skill if needed
- Allow student to make test corrections or retake assessment
- Adjust Pacing of Content
- Small Group Instruction
- Individual Intervention/Remediation
- Additional Support Material
- Lower-Level Text
- Guided Notes
- Graphic Organizers

**Resources:**

- [Achieve3000](#) (Leveled Texts/Activities)
- [LearningAlly](#) (Independent novels on student's lexile level)
- [IXL Language Arts](#) (Individualized skill-based lessons)
- [iReady Teacher Toolbox](#) (Reading)
- [iReady Teacher Toolbox](#) (Writing/Grammar)
- [SeeSaw](#) (Reteach/Reinforce Skills)
- [EdPuzzle](#) (Reteach/Reinforce Skills)
- [AchieveTheCore](#)
- [ReadWorks](#)
- [NewsELA](#)
- [CommonLit](#)
- [Graphic Organizers](#)

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<b>Modifications/Accommodations for Students with 504s</b>	<b>Modifications/Accommodations for English Language Learners</b>
<ul style="list-style-type: none"> <li>• Review student individual 504 plan for instructional, assessment, and environmental supports.</li> <li>• Provide students with flexible seating options while reading depending on need or preference.</li> <li>• Utilize Multisensory methods such as Google images, gesturing, and meaningful movement.</li> <li>• Oral reading &amp; oral response options can be used for assignments.</li> <li>• Extra time for completing tasks, checklists and other tasks.</li> <li>• Use multi-sensory methods such as hand-over-hand when writing, larger print materials and paper line options.</li> <li>• Provide samples and model each step of the writing process as needed.</li> <li>• Use sticky notes to annotate</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Achieve3000</a> (Leveled Texts/Activities)</li> <li>• <a href="#">LearningAlly</a> (Independent novels on student's lexile level)</li> <li>• <a href="#">IXL Language Arts</a> (Individualized skill-based lessons)</li> <li>• <a href="#">iReady Teacher Toolbox</a> (Reading)</li> <li>• <a href="#">iReady Teacher Toolbox</a> (Writing/Grammar)</li> </ul>	<p>All WIDA Can Do Descriptors can be found at this link:  <a href="https://www.wida.us/standards/CAN_DOs/">https://www.wida.us/standards/CAN_DOs/</a></p> <ul style="list-style-type: none"> <li>• Realia or concrete objects</li> <li>• Physical Models, Pictures, Photographs</li> <li>• Manipulatives</li> <li>• Videos and Films</li> <li>• Gestures, Physical Movements, Music and Songs</li> <li>• Partner Work</li> <li>• Student Mentor or Coach</li> <li>• Labeling</li> <li>• Word Banks</li> <li>• Sentence Starters, Sentence Frames</li> <li>• Graphic Organizers</li> </ul>
<b>Extensions for Gifted Students</b>	<b>Required/Suggested Activities</b>
<ul style="list-style-type: none"> <li>• Extend activities/assignments/projects/assessments</li> <li>• Provide an option for alternative activities/assignments/projects/assessments</li> <li>• Modify Content</li> <li>• Adjust Pacing of Content</li> <li>• Small Group Enrichment</li> <li>• Individual Enrichment</li> <li>• Higher-Level Text</li> <li>• The inclusion of additional subject areas and/or activities (cross curricular.)</li> <li>• SAT vocabulary words</li> </ul>	<p><b>Required:</b></p> <ul style="list-style-type: none"> <li>• Do Now/Warm-Up</li> <li>• Whole Group</li> <li>• Small Groups</li> <li>• Guided Practice</li> <li>• Independent Practice</li> <li>• Measurable Objective</li> <li>• Identify and review objectives for lesson</li> <li>• Centers</li> <li>• Guided Reading utilizing Before, During, and After activities</li> <li>• Intervention/Remediation</li> </ul>



	<b>Suggested:</b> <ul style="list-style-type: none"> <li>• Projects</li> <li>• Academic Games</li> <li>• Daily 5</li> </ul>
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Unit # 4	
Unit Title	Holocaust
Reading Genre(s)	Historical Fiction, Non-fiction, Informational, Poetry
Writing Tasks	Research Project, Explanatory Writing, and Routine Writing, NJSLA Research Task (RT)
Recommended Pacing	9 weeks

Board Approved: August 18, 2022

Unit Summary	<p>The Holocaust Unit will survey details surrounding The Holocaust. Students will learn about the events and ideas that contributed to the genocide by reading “Then,” by Morris Gleitzman, and supplemental, informational texts. The learning standards will be incorporated into this unit by exploring reading literature (RL) and reading informational texts (RI) aligned with the New Jersey Student Learning Standards.</p> <p>Students will also regularly use technology, such as Google Drive and/or Google Classroom to explore topics through innovative and creative practices. Any project-based activities that are assigned will promote student choice and passion, while simultaneously assessing their content standard knowledge.</p> <p>During Independent Reading, students will incorporate habits and routines of effective readers into their independent reading. Students will be expected to choose “Just Right” books, use reading logs, create text evidence-based claims, set reading goals, and maintain a literacy binder and/or literacy folder in Google Drive to be used throughout the school year.</p> <p>Assessments will vary but may include: Post-Its/Claims, Exit Tickets, Multiple Choice Questions, End of Unit Benchmarks, Writing Pieces and other formative and summative assessments.</p>
Career Readiness, Life Literacies, and Key Skills Standards	<p><b>The standards listed below may be utilized during open discussions and lessons while reading our unit novel “Then,” and focusing on the recurring topic of the Holocaust. These standards will also be used while reading paired texts, articles and watching films.</b></p> <ul style="list-style-type: none"> <li>● 9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.</li> <li>● 9.1.8.PB.5: Identify factors that affect one’s goals, including peers, culture, location, and past experiences.</li> <li>● 9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.</li> <li>● 9.2.8.CAP.10: Evaluate how careers have evolved regionally, nationally, and globally.</li> </ul>

	<ul style="list-style-type: none"> <li>● 9.2.8.CAP.18: Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process.</li> <li>● 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.</li> <li>● 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).</li> <li>● 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.</li> </ul> <p><b>The standards listed below will be utilized during the Holocaust research project.</b></p> <ul style="list-style-type: none"> <li>● 9.4.8.CI.1: Assess data gathered on varying perspectives on causes of climate change (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions (e.g., RI.7.9, 6.SP.B.5, 7.1.NH.IPERS.6, 8.2.8.ETW.4).</li> <li>● 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).</li> <li>● 9.4.8.DC.1: Analyze the resource citations in online materials for proper use.</li> <li>● 9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).</li> <li>● 9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, ). 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a,</li> <li>● 9.4.8.IML.8: Apply deliberate and thoughtful search strategies to access high-quality information on climate change (e.g., 1.1.8.C1b).</li> <li>● 9.4.8.IML.9: Distinguish between ethical and unethical uses of information and media (e.g., 1.5.8.CR3b, 8.2.8.EC.2).</li> </ul>
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Computer Science and Design Thinking (Technology)	<p><b>The standards listed below may be used when conducting the social studies “Performance Task Options/Interdisciplinary Connections” portion of the unit.</b></p> <ul style="list-style-type: none"> <li>8.2.8.ED.2: Identify the steps in the design process that could be used to solve a problem.</li> <li>8.2.8.ED.3: Develop a proposal for a solution to a real-world problem that includes a model (e.g., physical prototype, graphical/technical sketch).</li> <li>8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.</li> <li>8.2.8.ITH.2: Compare how technologies have influenced society over time.</li> <li>8.2.8.ITH.4: Identify technologies that have been designed to reduce the negative consequences of other technologies and explain the change in impact.</li> <li>8.2.8.ITH.5: Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.</li> </ul>
Diversity, Equity, and Inclusion	Throughout this unit, the lives and cultures of diverse people are represented in the materials students interact with daily. Similarly to the Amistad unit, students will explore discrimination and its world-wide effects. The story of the Holocaust is taught through the novel “Then” by Morris Gleitzman. Students will make connections from past to present times and compare/contrast both the Holocaust and the Amistad - two historic events in which they studied more indepth this year. Lastly, anchor texts, shared reads, and leveled readers represent a myriad of cultures, backgrounds, race, and ethnicities.
Amistad	Addressed in Unit 2
Holocaust	The story of the Holocaust is taught within the unit novel, “Then,” by Morris Gleitzman. Students are placed in the shoes of a 10 year old named Felix and get a glimpse of this horrific event. Research in the form of webquests and the portfolio research project allow students to expand their understanding of the Holocaust. Lastly, the Holocaust is portrayed through a number of pair texts, poetry, films, short clips, guest speakers and group discussions.

Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> <li>Effective readers use a variety of strategies and skills when reading in a text.</li> </ul>	<ul style="list-style-type: none"> <li>What do good readers do?</li> </ul>

<ul style="list-style-type: none"><li>● Writing should be purposely focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader.</li><li>● Effective research presents an answer to a question, demonstrates an understanding of the inquiry, and properly cites information and multiple sources.</li><li>● Comprehension is enhanced through a collaborative process of sharing and evaluating ideas.</li><li>● Presentation of knowledge and ideas is enhanced through appropriate organization and style for an audience via the use of visual displays, technology, and the appropriate use of language.</li></ul>	<ul style="list-style-type: none"><li>● Author’s choice: Why does it matter? What makes a story a “great” story?</li><li>● What do good writers do?</li><li>● What do good researchers do?</li><li>● What makes a presentation “great”?</li></ul>				
District/School Required Texts and Media Formats	District/School Supplementary Resources				
<p><b>Anchor Text:</b> <u>Then</u>, Morris Gleitzman</p> <ul style="list-style-type: none"><li>● <b>Pre-reading Activities:</b><ul style="list-style-type: none"><li>■ <a href="#">Holocaust Webquest</a></li></ul></li><li>● <b>Paired Texts:</b><ul style="list-style-type: none"><li>■ <a href="#">“Knock, Knock”</a>, Daniel Beaty</li><li>■ <a href="#">"Little Match Girl"</a>, Hans Christian Andersen</li></ul></li></ul>	<p><b>Popular Supplemental Resources:</b></p> <table><tr><td><ul style="list-style-type: none"><li>● <a href="#">Read Write Think</a></li><li>● <a href="#">ReadWorks</a></li><li>● <a href="#">Scholastic Scope</a></li><li>● <a href="#">Newsela</a></li></ul></td><td><ul style="list-style-type: none"><li>● <a href="#">Flocabulary</a></li><li>● <a href="#">BrainPop</a></li><li>● <a href="#">CommonLit</a></li><li>● <a href="#">Core Standards: Appendix B</a></li></ul></td></tr></table> <p><b>Additional Paired Texts:</b></p> <table><tr><td><ul style="list-style-type: none"><li>● <a href="#">“The Blind Men and the Elephant”</a>, John Godfrey Saxe</li></ul></td></tr></table> <p><b>Related Articles:</b></p> <table><tr><td><ul style="list-style-type: none"><li>● <a href="#">Groening: The life of an Auschwitz Guard</a></li><li>● <a href="#">Profile: Oskar Groening</a></li><li>● <a href="#">Oskar Groening: Convicted</a></li></ul></td></tr></table> <p><b>Auschwitz Concentration Camp Background:</b></p>	<ul style="list-style-type: none"><li>● <a href="#">Read Write Think</a></li><li>● <a href="#">ReadWorks</a></li><li>● <a href="#">Scholastic Scope</a></li><li>● <a href="#">Newsela</a></li></ul>	<ul style="list-style-type: none"><li>● <a href="#">Flocabulary</a></li><li>● <a href="#">BrainPop</a></li><li>● <a href="#">CommonLit</a></li><li>● <a href="#">Core Standards: Appendix B</a></li></ul>	<ul style="list-style-type: none"><li>● <a href="#">“The Blind Men and the Elephant”</a>, John Godfrey Saxe</li></ul>	<ul style="list-style-type: none"><li>● <a href="#">Groening: The life of an Auschwitz Guard</a></li><li>● <a href="#">Profile: Oskar Groening</a></li><li>● <a href="#">Oskar Groening: Convicted</a></li></ul>
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Instructional Best Practices	
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Learning Plan	
NJSLS	Learning Targets and Exemplar Lessons:
<p><b>RL.7.1</b> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p><b>RL.7.1</b>  <b><u>A. Closely read a text</u></b>  1. Create questions about the text  2. Determine what is important    <b><u>B. Cite evidence from a text</u></b>  5. Correctly cite evidence from the text    <b><u>C. Gather evidence for making inferences</u></b> (<i>predictions, conclusions, context clues</i>)  7. Use evidence from the text to make predictions  8. Use evidence to check predictions</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.

**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.

**D. Multiple and deeper meanings**

11. Analyze a segment of text in order to study its multiple, deeper, and varied meanings

**E. Apply above strategies**

14. Analyze a variety of literary genres

**RL.7.2**

**A. Identify and write theme/central idea**

2. Provide a theme of a fictional text based on text evidence.

**B. Identify relationships between characters, setting, plot and theme**

4. Explain how the theme in a fiction piece develops over the course of the text, including the relationship between characters
6. Explain how the theme in a fiction piece develops over the course of the text, including the relationship between events

**C. Summarizing**

8. Summarize the text objectively, (minus the student and author's opinion) capturing the theme.
9. Distinguish between essential details of a text to create an objective summary of the text (minus the student and author's opinion).
10. Distinguish between nonessential details of a text to create an objective summary of the text (minus the student and author's opinion).

**RL.7.4**

**B. Analyze words with specific connotations**

3. Determine the connotative meaning of words and phrases as they are used in a text
4. Analyze the impact of words with a specific connotation on meaning and/or tone

**C. Analyze word choice**

5. Analyze why the author chose to use a specific figurative word or phrase
6. Analyze the impact the word choice on the reader
7. Analyze the impact the word choice on meaning/tone



**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.7.10** By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**RL.7.5**

**C. Components of text**

1. Analyze how parts of a text contribute to meaning

**D. Impact on reader**

12. Analyze the impact of the form or structure on the reader (how would the text be different if the form changed?)

**RL.7.6**

**A. Analyze points of view**

1. Identify the viewpoints of characters in a text.
2. Compare and contrast the characters points-of-view.
3. Trace how the author created and conveyed the similar and/or dissimilar characters.

**B. Analyze and evaluate points of view choices**

4. Analyze the impact of the author's point of view choices on the reader.
5. Evaluate the effectiveness of the author's point of view choices.

**RL.7.10**

- Determine difficulties in comprehending and making meaning
- Apply appropriate strategies in order to increase comprehension when encountering grade level 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
- Encounter the text with scaffolding when needed Make an increasing number of connections among ideas and between texts

**RI.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.

**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.7.1**

**A. Closely read a text**

1. Create questions about the text
2. Determine what is important
5. Cite evidence to support claims and reasons

**B. Cite evidence from a text**

6. Correctly cite evidence from the text
8. Pull evidence to support a claim and its reasons

**C. Gather evidence for making inferences** (*predictions, conclusions, context clues*)

11. Gather evidence from the text to support conclusions
12. Refer to the text for support when analyzing conclusions and drawing conclusions

**E. Apply above strategies**

17. Analyze a variety of informational genres

**RI.7.2**

**A. Identify central idea**

1. Write a statement of a central idea of a non-fictional text based on text evidence.
2. Provide a central idea of a non-fictional text based on text evidence.

**B. Relationships among central ideas**

4. Explain how two or more central ideas in a nonfiction piece develop over the course of the text; including the relationship between ideas.
5. Explain how two or more central ideas in a nonfiction piece develop over the course of the text; including the relationship between events.
6. Explain the relationship between people, ideas, and events.

**C. Summarizing**

8. Distinguish between essential details of a text to create an objective summary of the text (minus the student and author's opinion).

<p><b>RI.7.4</b> 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><b>RI.7.5</b> 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><b>RI.7.6</b> 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>9. Distinguish between nonessential details of a text to create an objective summary of the text (minus the student and author's opinion).</p> <p>11. Identify and use the knowledge of common graphic features (charts, maps, diagrams, captions, illustrations) to help determine two or more central ideas of a text.</p> <p><b>RI.7.4</b>  <b><u>A. Analyze figurative language</u></b>  4. Analyze why the author used a specific figurative language.  5. Evaluate the effectiveness of the author's choice of a figurative word or phrase</p> <p><b><u>B. Analyze connotation</u></b>  10. Evaluate the effectiveness of the author's word choice.</p> <p><b>RI.7.5</b>  <b><u>A. Analyze structure of organize a text</u></b>  1. Describe the structure used to organize a nonfiction text.  2. Explain why the author chose a specific form or structure.</p> <p><b><u>B. Analyze parts of the structure</u></b>  5. Analyze how parts (specific paragraph, section or line) of a text contribute to overall meaning.</p> <p><b>RI.7.6</b>  <b><u>B. Identify, Explain and Evaluate AUTHOR'S PURPOSE</u></b>  1. Identify the author's purpose.</p>
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**RI.7.10** By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**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.

**W.7.2.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.

**W.7.2.C** Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

**W.7.2.D** Use precise language and domain-specific vocabulary to inform about or explain the topic.

**W.7.2.E** Establish and maintain a formal style.

**W.7.2.F** Provide a concluding statement or section that follows from and supports the information or explanation presented.

**RI.7.10**

- Determine difficulties in comprehending and making meaning
- Apply appropriate strategies in order to increase comprehension when encountering grade level 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
- Encounter the text with scaffolding when needed Make an increasing number of connections among ideas and between texts

**W.7.2 Text types and purposes**

- 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
- Consistently use an appropriate style
- Create a language that is appropriate to one's audience and follows a formal tone
- Write a conclusion to bring the text to a close

**W.7.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

**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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7 [here](#).)

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

**W.7.4 Production and distribution of writing**

- 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

**W.7.5 Production and distribution of writing**

- 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.

**W.7.6 Production and distribution of writing**

- 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

**W.7.9 Research to build and present knowledge**

- Incorporate ideas from literary or informational texts to support writing
- 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

**W.7.10** Write routinely over extended time frames (time for research, reflection, 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.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.

**SL.7.1.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.

**SL.7.1.B** Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

**SL.7.1.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.

**SL.7.1.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.

- Apply a specific organizational strategy to a writing

**W.7.10 Range of writing**

- 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

**SL.7.1 Comprehension and collaboration**

- 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

**SL.7.2. Comprehension and collaboration**

- 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

<p><b>SL.7.5</b> Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p> <p><b>SL.7.6</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p><b>L.7.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  <b>L.7.2.B</b> Spell correctly.</p> <p><b>L.7.3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.  <b>L.7.3.A</b> Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*</p>	<ul style="list-style-type: none"> <li>• Use a graphic organizer (e.g., web, outline, etc)to analyze presented information</li> <li>• Explain how the main idea and supporting details help to clarify a topic, text, or issue</li> </ul> <p><b>SL.7.5 Presentation of knowledge and ideas</b></p> <ul style="list-style-type: none"> <li>• Use multimedia and visual displays to enhance work</li> <li>• Identify the various types of multimedia (text, audio, still images, animation, and video) and visual displays (posters, props)</li> <li>• Find meaningful ways to include these tools in presentations</li> <li>• Identify where to incorporate multimedia and visual displays, as well as implement specific video clips to enhance audience interest and learning</li> <li>• Use multimedia to help make claims and findings clear and to emphasize important points for the audience</li> <li>• Determine when it is appropriate to use informal language versus formal English</li> </ul> <p><b>SL.7.6 Presentation of knowledge and ideas</b></p> <ul style="list-style-type: none"> <li>• Orally present information, using appropriate speech, in a variety of situations.</li> <li>• Recognize and consider the audience</li> <li>• Determine if the topic and language style correspond appropriately</li> <li>• Reflect on the use of language and revise as needed</li> </ul> <p><b>L.7.2 Conventions of standard english</b></p> <ul style="list-style-type: none"> <li>• Apply common rules and patterns to spell words correctly</li> </ul> <p><b>L.7.3 Knowledge of language</b></p>
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**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.

**L.7.4.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.

**L.7.4.B** Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent*, *bellicose*, *rebel*).

**L.7.4.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.

**L.7.4.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.7.6** 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.

- Select precise language
- Revise writing for wordiness and redundancies

**L.7.4. Vocabulary and acquisition use**

- 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

**L.7.6 Vocabulary acquisition and use**

- 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



<b>Writing Tasks</b>	
<b>Portfolio Pieces:</b> <ul style="list-style-type: none"> <li>Research Project <ul style="list-style-type: none"> <li><a href="#">Holocaust Research Project</a></li> </ul> </li> <li>Explanatory Writing <ul style="list-style-type: none"> <li><a href="#">Explanatory Holocaust Prompts</a></li> </ul> </li> <li>End of Novel Assessment <ul style="list-style-type: none"> <li>Teacher selected</li> </ul> </li> </ul>	<b>Routine Writing:</b> <ul style="list-style-type: none"> <li>Reading Logs</li> <li>Exit Ticket / DOL</li> <li>Warm-up</li> <li>Note Taking</li> </ul> <b>Secondary Focus (Grammar/Vocabulary)</b> <ul style="list-style-type: none"> <li>Apply common rules and patterns to spell words correctly</li> <li>Select precise language</li> <li>Revise writing for wordiness and redundancies</li> <li>Incorporate Unit Vocabulary</li> </ul>
<b>Content Vocabulary</b>	
<b>Novel:</b> catastrophe, chaos, clamber, coincide, consult, content, contradict, conviction, countered, crucial, customary, deliberate, departure, desolate, despair, despite, dilemma, discard, disdain, dismissive, diversion, dominate, dwindle, enunciate, escapade, exasperation, existence, explicit	foreseeable, forlorn, grimace, implanted, inconsolable, incredulous, incumbent, indicate, insolent, lacquer, misshapen, muster, obliged, peckish, plaque, presume, prospect, reluctant, resolution, senile, snippets, sophistication, splendor, summon, torrent, unaccustomed
<b>Required Speaking and Listening</b>	<b>Suggested Speaking and Listening</b>
<ul style="list-style-type: none"> <li>Whole group discussion</li> <li>Think-Pair-Share</li> <li>Small group discussions</li> <li>Teacher directed discussions</li> <li>Follow agreed upon rules for discussion</li> <li>Questioning techniques</li> <li>Active Listening Strategies</li> <li>Oral response to questions</li> </ul>	<ul style="list-style-type: none"> <li>Create audio recordings/ Book talk</li> <li>Class debates</li> <li>Student-led presentations</li> <li>Literature Circle</li> </ul>

<ul style="list-style-type: none"> <li>• Book discussions</li> </ul>	
Performance Task Options/Interdisciplinary Connections	Professional Resources
<p><b><u>Social Studies:</u></b> Students will explore how countries can be evaluated based on “quality of life” standards such as national pride, personal freedom, safety, and security. Learning the components of a “happy country” is critical to understanding national and global politics. Students will work in groups to identify a country of interest and create strategies on how to assist that country in surmounting prevailing hardships. “The World’s Happiest Countries” by Francesca Levy</p> <p><a href="http://www.forbes.com/sites/vickisalemi/2016/04/22/what-we-can-learn-about-work-from-the-worlds-happiest-countries/#393e82822b69">http://www.forbes.com/sites/vickisalemi/2016/04/22/what-we-can-learn-about-work-from-the-worlds-happiest-countries/#393e82822b69</a></p> <p><a href="http://worldhappiness.report/">http://worldhappiness.report/</a></p>	
Academic Vocabulary	
<p><b><u>Reading Literature</u></b></p> <p><b>RL.7.1</b> textual evidence, relevant, analysis, inferences, explicitly, inferences</p> <p><b>RL.7.2</b> theme, development, objective summary</p> <p><b>RL.7.4</b> figurative, connotative, rhymes, alliteration, verse, stanza, drama</p> <p><b>RL.7.5</b> analyze, drama, poetry, soliloquy, sonnet, contributes to meaning</p> <p><b>RL.7.6</b> develops, contrast point of view</p> <p><b>RL.7.10</b> text complexity band proficiently, scaffolding</p> <p><b><u>Reading Informational</u></b></p> <p><b>RI.7.1</b> textual evidence, relevant, analysis, inferences, explicitly, inferences</p> <p><b>RI.7.2</b> central idea, development, objective summary</p> <p><b>RI.7.4</b> figurative, connotative, technical meanings, analyze, tone</p> <p><b>RI.7.5</b> analyze, development of ideas</p> <p><b>RI.7.6</b> contrast point of view, distinguishes</p> <p><b>RI.7.10</b> text complexity band proficiently, scaffolding</p> <p><b><u>Speaking and Language</u></b></p>	<p><b><u>Language</u></b></p> <p><b>L.7.2</b> command, punctuation</p> <p><b>L.7.3</b> precisely, eliminating, wordiness, redundancy</p> <p><b>L.7.4</b> context, multiple-meaning words, flexibility strategies</p> <p><b>L.7.6</b> acquire, expression</p> <p><b><u>Writing</u></b></p> <p><b>W.7.2</b> informative/explanatory text, convey ideas, relevant content, concepts, text structures, classification, compare/contrast, cause/effect</p> <p><b>W.7.4</b> coherent, voice, purpose, audience, task</p> <p><b>W.7.5</b> planning, revising, editing, rewriting</p> <p><b>W.7.6</b> publish, interact, collaborate, efficiently</p> <p><b>W.7.9</b> evaluate the argument trace, sound reasoning</p> <p><b>W.7.10</b> discipline-specifics, audience, revision</p>

<p><b>SL.7.1</b> diverse, explicitly, probe, warranted, modify</p> <p><b>SL.7.2</b> analyze, diverse, clarify</p> <p><b>SL.7.5</b> components, visual displays, clarify, salient points</p> <p><b>SL.7.6</b> command of formal English, adapt</p>	
<b>Modifications/Accommodations for Students with IEP's</b>	<b>Modifications/Accommodations for At-Risk Students</b>
<ul style="list-style-type: none"> <li>• Review students' IEPs for academic and environmental support</li> <li>• Modify activities/assignments/projects</li> <li>• Breakdown activities/assignments/projects/assessments into manageable units</li> <li>• Additional time to complete activities/assignments/projects/assessments</li> <li>• Provide an option for alternative activities/assignments/projects/assessments</li> <li>• Allow student to receive reading text in various forms (written, verbal, audio)</li> <li>• Pre-teach new vocabulary</li> <li>• Modify Content</li> <li>• Modify Amount of work given</li> <li>• Modify Assessment</li> <li>• Modify Homework</li> <li>• Re-teach skill if needed</li> <li>• Allow student to make test corrections or retake assessment</li> <li>• Adjust Pacing of Content</li> <li>• Small Group Instruction</li> <li>• Individual Intervention/Remediation</li> <li>• Additional Support Material</li> <li>• Lower-Level Text</li> </ul>	<ul style="list-style-type: none"> <li>• Breakdown activities/assignments/projects/assessments into manageable units</li> <li>• Additional time to complete activities/assignments/projects/assessments</li> <li>• Provide an option for alternative activities/assignments/projects/assessments</li> <li>• Small Group Instruction</li> <li>• Intervention/Remediation</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Achieve3000</a> (Leveled Texts/Activities)</li> <li>• <a href="#">LearningAlly</a> (Independent novels on student's lexile level)</li> <li>• <a href="#">IXL Language Arts</a> (Individualized skill-based lessons)</li> <li>• <a href="#">iReady Teacher Toolbox</a> (Reading)</li> <li>• <a href="#">iReady Teacher Toolbox</a> (Writing/Grammar)</li> </ul>

<ul style="list-style-type: none"> <li>• Guided Notes</li> <li>• Graphic Organizers</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Achieve3000</a> (Leveled Texts/Activities)</li> <li>• <a href="#">LearningAlly</a> (Independent novels on student's lexile level)</li> <li>• <a href="#">IXL Language Arts</a> (Individualized skill-based lessons)</li> <li>• <a href="#">iReady Teacher Toolbox</a> (Reading)</li> <li>• <a href="#">iReady Teacher Toolbox</a> (Writing/Grammar)</li> <li>• <a href="#">SeeSaw</a> (Reteach/Reinforce Skills)</li> <li>• <a href="#">EdPuzzle</a> (Reteach/Reinforce Skills)</li> <li>• <a href="#">AchieveTheCore</a></li> <li>• <a href="#">ReadWorks</a></li> <li>• <a href="#">NewsELA</a></li> <li>• <a href="#">CommonLit</a></li> <li>• <a href="#">Graphic Organizers</a></li> </ul>	
Modifications/Accommodations for Students with 504s	Modifications/Accommodations for English Language Learners
<ul style="list-style-type: none"> <li>• Review student individual 504 plan for instructional, assessment, and environmental supports.</li> <li>• Provide students with flexible seating options while reading depending on need or preference.</li> <li>• Utilize Multisensory methods such as Google images, gesturing, and meaningful movement.</li> <li>• Oral reading &amp; oral response options can be used for assignments.</li> <li>• Extra time for completing tasks, checklists and other tasks.</li> <li>• Use multi-sensory methods such as hand-over-hand when writing, larger print materials and paper line options.</li> <li>• Provide samples and model each step of the writing process as needed.</li> <li>• Use sticky notes to annotate</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Achieve3000</a> (Leveled Texts/Activities)</li> </ul>	<p>All WIDA Can Do Descriptors can be found at this link:  <a href="https://www.wida.us/standards/CAN_DOs/">https://www.wida.us/standards/CAN_DOs/</a></p> <ul style="list-style-type: none"> <li>• Realia or concrete objects</li> <li>• Physical Models, Pictures, Photographs</li> <li>• Manipulatives</li> <li>• Videos and Films</li> <li>• Gestures, Physical Movements, Music and Songs</li> <li>• Partner Work</li> <li>• Student Mentor or Coach</li> <li>• Labeling</li> <li>• Word Banks</li> <li>• Sentence Starters, Sentence Frames</li> <li>• Graphic Organizers</li> </ul>

<ul style="list-style-type: none"> <li>● <a href="#">LearningAlly</a> (Independent novels on student's lexile level)</li> <li>● <a href="#">IXL Language Arts</a> (Individualized skill-based lessons)</li> <li>● <a href="#">iReady Teacher Toolbox</a> (Reading)</li> <li>● <a href="#">iReady Teacher Toolbox</a> (Writing/Grammar)</li> </ul>	
Extensions for Gifted Students	Required/Suggested Activities
<ul style="list-style-type: none"> <li>● Extend activities/assignments/projects/assessments</li> <li>● Provide an option for alternative activities/assignments/projects/assessments</li> <li>● Modify Content</li> <li>● Adjust Pacing of Content</li> <li>● Small Group Enrichment</li> <li>● Individual Enrichment</li> <li>● Higher-Level Text</li> <li>● The inclusion of additional subject areas and/or activities (cross curricular.)</li> <li>● SAT vocabulary words</li> </ul>	<p><b>Required:</b></p> <ul style="list-style-type: none"> <li>● Do Now/Warm-Up</li> <li>● Whole Group</li> <li>● Small Groups</li> <li>● Guided Practice</li> <li>● Independent Practice</li> <li>● Measurable Objective</li> <li>● Identify and review objectives for lesson</li> <li>● Centers</li> <li>● Guided Reading utilizing Before, During, and After activities</li> <li>● Intervention/Remediation</li> </ul> <p><b>Suggested:</b></p> <ul style="list-style-type: none"> <li>● Projects</li> <li>● Academic Games</li> <li>● Daily 5</li> </ul>