

ORANGE PUBLIC SCHOOLS
OFFICE OF CURRICULUM AND INSTRUCTION
OFFICE OF ENGLISH LANGUAGE ARTS

Seventh Grade
PARCC-Aligned Curriculum Guide
Module B



School Year 2016-2017

Module B 7th Grade		
District/School Formative Assessment Plan		District/School Summative Assessment Plan
Mid-Module Assessment End-of Module Assessment Also additional supplemental formative activities as deemed appropriate by individual instructors.		See performance tasks in Prentice Hall Literature. (pp. 564-565)
District/School Texts		District/School Supplementary Resources
See District Modules Below		See District Modules Below
District/School Writing Tasks		
Primary Focus RI.7.1, RI.7.2, RI.7.3, RI.7.4, RI.7.5, RI.7.6, RI.7.8, RI.7.9, RI.7.10 RL.7.1, RL.7.2, RL.7.3, RL.7.4, RL.7.6, RL.7.10 W.7.2	Secondary Focus W.7.1, W.7.3, W.7.4, W.7.5, W.7.6, W.7.9	Routine Writing W.7.10
21st Century Skills		
CRP1. Act as a responsible and contributing Citizen and employee. CRTP4. Communicate clearly and effectively and with reason. CRTP7. Employ valid and reliable research strategies. CRP11. Use technology to enhance productivity.		
Interdisciplinary Connections		
Science Fine Arts		

Module B: Big Question: What Should We Learn?



[http://cerdpakistan.org/wp-content/uploads/2014/01/what we do1.jpg](http://cerdpakistan.org/wp-content/uploads/2014/01/what_we_do1.jpg)

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Grade/Unit	7th grade Module B: Nonfiction
Big Question	<p>What Should We Learn?</p> <p>When you think about what we should learn, remember that knowledge includes skills you learn at school and lessons you learn from others. It also includes information that helps you understand other cultures, and ideas that inspire you to investigate the world around you (PHLit p406)</p>
Module Focus	<p>In the English Language Arts, the Orange Public School District’s 2016-17 school year will focus on the philosophy that reading and writing are intertwined. We will also focus on three key shifts in the reading program, directly related to Reading Complex Texts. These three shifts include the following:</p> <ul style="list-style-type: none"> ● Build Vocabulary and Fluency ● Cite Evidence grounded in Writing, Speaking and Listening ● Building Content/Knowledge <p>Throughout Module B, students will read grade level complex short stories as well as a variety of other texts/media that are tiered to individual reading levels related to the Big Question.</p> <p>Students will consider the Big Question as they read both literary and informational texts with the following goals:</p> <ol style="list-style-type: none"> 1. Strengthening reading level and acquiring vocabulary and fluency through whole class and independent reading 2. Gaining knowledge/content through mentor text, related/paired texts, and other media 3. Gaining a deeper understanding of literature <p>Using these texts, students will achieve the following outcomes:</p> <ol style="list-style-type: none"> 1. Learn the required fundamental skills aligned with New Jersey standards such as summarizing, citing evidence, using context clues, and make personal connections, allowing them to comprehend nonfiction texts including essays, argumentative texts, biographies and autobiographies 2. Identify, analyze, and compare themes and elements of nonfiction while reading these texts, focusing on main idea and classifying fact and opinion 3. Construct writing in the form of informational essays, focusing on prewriting and revising/editing appropriate for a specific purpose, genre, and audience. 4. Engage in meaningful classroom discussions with their peers demonstrating ability to orally present information and adapt speech to a variety of contexts. 5. Lastly, at the end of the module, students will create and present an authentic assessment drawing on skills learned during module readings and reflect on the Big Question, thus supporting the ELA department philosophy that reading and writing are intertwined.

Focus Standards: READING

NJ Anchor Standards Reflecting 3 Key Shifts in ELA Reading Curriculum *Text Complexity, Building Fluency, Building Knowledge/Content*

NJSLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2 Determine central ideas/ themes of a text and analyze their development; summarize key supporting details/ideas.

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R9 Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

NJSLSA.R10: Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Reading Literature

Key Ideas + Details:

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

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

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

Craft + Structure:

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

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

Range of Reading and Level of Text Complexity:

RL.7.10: By the end of the year read and comprehend literature...at grade level text-complexity.

Reading Information

Key ideas + Details:

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

RI.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of text.

Craft + Structure:

RI.7.3 Analyze the interactions between individuals, events, and ideas in a text

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

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

RI.7.6 Determine the author's point of view or purpose and analyze how the author distinguishes their position from others'

RI.7.8 Trace and evaluate the argument and specific claims in a text, assessing if reasoning is sound and evidence is relevant/sufficient support

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

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

Focus Standard: WRITING

NJ Anchor Standards Reflecting Shift in ELA Writing Curriculum
Reading and Writing are Intertwined (Complexity, Fluency, Knowledge/Content)

NJSLSA.W1 Write arguments to support claims in an analysis of substantive topics/texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Writing

Text Types and Purposes:

W.7.1. Write arguments to support claims with clear reasons and relevant evidence. (Performance Task, HW, CW)

- A. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
- B. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- D. Establish and maintain a formal style/academic style, approach, and form.
- E. Provide a concluding statement or section that follows from and supports the argument presented

W.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. (Performance Tasks, HW, CW)

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

Production and Distribution of Writing:

W.7.4. Produce clear and coherent writing in which the development, organization, voice 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.

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.

Research to Build and Present Knowledge:

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

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”).

Range of Writing

W.7.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline -specific tasks, purposes, and audiences.

Focus Standard: Language

NJ Anchor Standards: Acquiring Language and Building Fluency

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSAL2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

NJSLSAL3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

NJSLSA.L.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

NJSLSAL6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Language

Conventions of Standard English

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

- A. Explain the function of phrases and clauses in general and their function in specific sentences.

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

- A. Use a comma to separate coordinate adjectives
- B. Spell correctly.

Knowledge of Language

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

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

Vocabulary Acquisition and Use

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

- A. Use context as a clue to the meaning of a word or phrase.
- B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word
- C. Consult reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary)

L.7.6. 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.

Standard Focus: Speaking and Listening

NJ Anchor Standards: Building Fluency and Knowledge/Content Through Speaking and Listening

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and

expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Speaking and Listening

Comprehension and Collaboration:

SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- B. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
- C. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
- D. Acknowledge new information expressed by others and, when warranted, modify their own views.

Presentation of Knowledge and Ideas:

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

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

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

Pacing:	Second Marking Period : November 14-January 26 (10 weeks)	
	<ul style="list-style-type: none"> ● Start: November 14 ● Interim: December 15 ● End: January 26 	
Essential Questions		Enduring Understandings
<ul style="list-style-type: none"> ● What do readers do when they do not understand everything in the text? ● Why do readers need to pay attention to a writer’s choice of words? ● How do writers develop a well-written product? ● How do good writers express themselves? ● How do we effectively use language to communicate in a manner that is appropriate to purpose, audience, and task? ● How can discussions increase our knowledge and understanding of an idea or ideas 		<p>Students will understand that...</p> <ul style="list-style-type: none"> ● Good readers employ strategies to help them understand text. ● Words powerfully affect meaning. ● Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts. ● Good writers develop and refine their ideas for thinking, learning, communicating, and aesthetic expression. ● Rules and conventions of language help readers understand what is being communicated. ● Oral discussions help to build connections to others and create opportunities for learning.

Learning Targets	
<i>At the end of this unit, I can...</i>	
Reading	
<ul style="list-style-type: none"> ● Read closely using different lenses (*multiple readings) and find answers explicitly in the text (right there answers) and answers that require an inference (RL.7.1/RI.7.1) ● Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text (RI.7.1) ● Determine 2 or more central ideas, analyze their development and provide an objective summary (R.I.7.2) ● Analyze the interactions between individuals, events, and ideas in a text (RI.7.3) ● Determine the meaning of words/phrases as they are used in a text (RI.7.4) ● Analyze the structure an author uses to organize a text (RI.7.5) 	

- Determine an author’s point of view or purpose and analyze how an author distinguishes their point of view from others’ (RI.7.6)
- Trace and evaluate the argument and specific claims in a text, assessing if reasoning is sound and evidence is relevant/sufficient (RI.7.8)
- Compare and contrast literary and informational themes to relate to Big Question and build knowledge (RL.7.9)

Writing

- Write arguments (W.7.1) that
 - clearly introduce claims (W.7.1A)
 - support claims with clear reasons and evidence (W.7.1B)
 - are organized with transitions (W.7.1D)
 - provides a conclusion (W.7.1F)
- Write explanatory texts to examine a topic (W.7.2) that
 - are clearly introduced,
 - developed with facts/examples/definitions (W.7.2B)
 - organized with transitions (W.7.2C)
 - provides a conclusion (W.7.2F)
- Write clearly and adhere to specific task, audience and purpose (Compare/Contrast, How-To etc.) (W.7.4)
- Engage in the writing process: Plan, revise, edit writing (W.7.5)
- Conduct short research-based projects to answer a question, compare/contrast (W.7.7)

Language

- Demonstrate command of the English language in terms of grammar and usage (adjectives, adverbs, verb parts) (L.7.1)
- Use context clues to determine word/phrase meaning (L.7.4A)
- Use grade-appropriate Latin affixes and roots as clues to the meaning of a word (L.7.4.B)
- Demonstrate understanding of figures of speech(L.7.5A)
- Acquire and use grade-appropriate academic and domain specific vocabulary/phrases (L.7.6)

Speaking and Listening

- Effectively engage in a range of collaborative discussions (SL.7.1)
- Present claims and findings with appropriate eye contact, voice, volume, pronunciation (SL.7.4)
- Include multimedia components/visual displays in presentations to enhance salient points (SL.7.5)
- Adapt speech to a variety of contexts and tasks (SL.7.6)

Assessments		
Formative	Summative	Authentic
Formal- <ul style="list-style-type: none"> District Mid-Module Assessment Informal – <ul style="list-style-type: none"> anecdotal records, annotations, discussion notes, double-entry journals, exit tickets, notes, writer’s notebook entries, reader response journals, sticky notes 	<ul style="list-style-type: none"> District End of Module Assessment (Week of 1/16) Published Writing about Reading 	<ul style="list-style-type: none"> Performance Tasks (PH Lit pp. 564-565) Socratic Seminar

Block Schedule (90 Minutes)					
Opening	Core curriculum (review target learning outcome)				5
Work Time PHLit	Core curriculum: *See: engageny.org ELA Appendix for full list of strategies/implementation				50
Small Groups Each group session is 15 minutes. Two sessions per day.	Independent Read: Student Choice <u>LEVELED</u> <u>LIBRARIES</u>	Independent Read: Supplemental:Content/Know - ledge <u>SEE APPENDIX</u>	Teacher Led Small Group: Meets with 2 groups daily- -5 minutes check-in on Interest Read -10 minute small group instruction with Content Complex text	Instructional Software: Reading Plus	30
Closing	Core curriculum (exit ticket)				5

ELA Model Content Framework Chart - Grade 7

Module B: UNIT 1 “What Should We Learn?”

Reading Complex Texts* (RL/RI.7.10)		Writing to Texts (W.7.1-6, 9-10, RL/RI.7.1-10)			Research Project (W.7.1, 2, 4-9, RL/RI.7.1-10)
Complex Grade Level Text	Short Texts	Routine Writing	4-6 Analyses:	1-2 Narratives	1 Short Research Project
Literature: 1. <i>Life Without Gravity</i> Pp. 423-428 OR <i>Conversational Ballgames</i> pp. 431-436 2. <i>I Am a Native of the North</i> pp. 443-448 OR <i>Volar: To Fly</i> pp. 499-502	Literature: <u>Comparing Literary Works:</u> “A Special Gift: The Legacy of Snowflake Bentley” and “No Gumption” pp. 469-482 <u>Informational:</u> “Keeping It Quiet” & “On the Boardwalk” pp. 462-466	<i>Develop & convey understanding</i> 1. Text-Dependent Question Responses (i.e., the PHLit Critical Thinking) 2. Reader’s/Writer’s Notebook Entries 3. Annotations 4. Responses to Literature	Focus on Arguments 1. Comparing Expository Texts: Quiet + Boardwalk (Timed Writing p467) 2. Comparing Biography/ Autobiography: Snowflake +Gumption (Timed Writing p483)	Convey experiences, events and/or procedures How-to Essay p484	Writing about Reading: Unit of Study in Argument, Information, and Narrative Writing Integrates knowledge from sources when composing

Independent reading is an encouraged component of the MS ELA Curriculum. For this unit, texts that align to the Big Question include the following:

Fiction	Poetry	Nonfiction
<i>Owl Child</i> by Lawrence Yep	<i>Slow Dance Heart Break Blues</i> By Arnold Adoff	<i>Barrio Boy</i> by Ernesto Galarza <i>Astronomy and Space</i> by Phillis Engelbert <i>Discoveries: Finding Our Place in the World</i> by Pearson <i>Vincent Van Gogh: Portrait of an Artist</i> by Jan greenberg & Sandra Jordan

ELA Model Content Framework Chart - Grade 7

Module B: UNIT 2 “What Should We Learn?”

Reading Complex Texts*† (RL/RI.7.10)		Writing to Texts (W.7.1-6, 9-10, RL/RI.7.1-10)			ResearchProject (W.7.1, 2, 4-9, RL/RI.7.1-10)
Complex Grade Level Text	Short Texts	Routine Writing	4-6 Analyses:	1-2 Narratives	1 Short Research Project
<p><i>Literature:</i></p> <p><i>The Real Story of a Cowboy’s Life</i> pp. 509-514 OR <i>Rattlesnake Hunt</i> pp. 517-524</p>	<p><u>Comparing Literary Works:</u> <i>Alligator</i> pp. 539-541 and <i>The Cremation of Sam McGee</i> pp. 542-546</p> <p><u>Informational:</u> <i>How to Recognize Snakes & Warning Signs</i> pp. 531-534</p>	<p><i>Develop & convey understanding</i></p> <p>1. Text-Dependent Question Responses (i.e., the PHLit Critical Thinking)</p> <p>2. Reader’s/Writer’s Notebook Entries</p> <p>3. Annotations</p> <p>4. Responses to Literature</p>	<p><i>Focus on Arguments</i></p> <p>1. Comparing functional Texts: Snakes (Timed Writing pg. 535)</p> <p>2. Comparing humor: Alligator vs. Sam McGee (Timed Writing pg. 547)</p> <p>3. Compare/Contrast pg. 548</p>	<p>Convey experiences, events and/or procedures</p>	<p>Writing about Reading: Unit of Study in Argument, Information, and Narrative Writing)</p> <p>Integrates knowledge from sources when composing</p>

Module B : Unit 1 : Week#1(11/14-18) and Week#2 (11/21-23): Life without Gravity OR Conversational Ballgames

Reading

PhLit Complex Text	Skill/Small Group	Student Assessment/Evidence (CW/HW)	Standards
<p>1. Module Preview:</p> <ul style="list-style-type: none"> ● Elements of Nonfiction pg. 408 ● Structure in Nonfiction pg. 410 ● Relationships in Nonfiction pg. 411 ● Determining Author's Purpose pg. 412 <p>2. <i>Life without Gravity</i> pp. 423-8 OR <i>Conversational BALLgames</i> pp. 431-6</p>	<p>Anchor Chart</p> <ul style="list-style-type: none"> ● Main Idea 	<p>Main Idea Chart pg. 421 Text-dependent questions pg. 428 OR pg. 436 Main Idea + Skimming pg. 429 OR pg. 437 Lit Analysis: Expository Essay pg. 429 OR pg. 437 Pre- or Post- Main Idea Quiz PHLit pg. 460 (Week 1,2, or 3)</p>	<p>RI.7.1 RI.7.2 RI.7.5</p>

Writing

PhLit Writing Activity (Responding to Lit.)	Skill/Small Group	Student Assessment/Evidence (CW/HW)	Standards
<p>1. Explanatory Text: Analogy pg. 439</p>	<p>Gallery Walk</p>	<p>On Demand</p>	<p>W.7.2A-F W.7.4 W.7.9</p>
Units of Study-Narrative	Skill/Small Group	Student Assessment/Evidence (CW/HW)	Standards

Units of Study: Writing about Reading Bend I: session 1-3 and Bend I: session 4-6	Gallery walk	Writer's Notebook entries	W.7.2A-F
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Language

PhLit Word Study	Skill/Small Group	Student Assessment/Evidence (CW/HW)	Standards
Vocabulary from passage pg. 422/29 OR pg. 430/37 Old English suffix-ness pg. 429 OR Latin suffix -able pg. 437 Conjunctions pg. 438	Acquisition of language Use common Greek/Latin affixes Demonstrate command of English grammar/usage	Apply vocabulary to writing Vocabulary/grammar quiz	L.7.1 L.7.2 L.7.4B
Academic Vocabulary: English		Academic Vocabulary: Spanish	Standards
Main Idea/ Summarize Text Structure Sections/Graphics Nonfiction Tone		Idea central/ Resumir Estructura del texto Secciones/Gráficos No ficción Tono	RI.7.2 RI.7.5

Speaking/Listening

Activity	Skill	Standard
Compare passage to audio and present oral summary p439	compare/contrast	RI.7.7, SL.7.4

Module B : Unit 1 : Week#3 (11/28-12/2) I Am a Native of the North OR Volar: To Fly

Reading

PhLit Complex Text	Skill/Small Group	Student Assessment/Evidence (CW/HW)	Standards
<i>I Am a Native of the North</i> pp. 443-448 OR <i>Volar: To Fly</i> pp. 451-456	Main Idea Author's Purpose Anchor chart	Text-dependent questions pg. 448 OR pg. 456 Main Idea pg. 449 OR pg. 457 Lit Analysis: Reflective Essay pg. 449 OR pg. 457 Pre- or Post- Main Idea Quiz PHLit pg. 460 (Week 1,2, or 3)	RI.7.1 RI.7.2 RI.7.9

Writing

PhLit Writing Activity (Responding to Lit.)	Skill/Small Group	Student Assessment/Evidence (CW/HW)	Standards
Informational: Outline pg. 459	Summarize main ideas		W.7.2
Units of Study-Narrative	Skill/Small Group	Student Assessment/Evidence (CW/HW)	Standards
Bend I: Sessions 7-8	Selecting/Incorporating evidence to elaborate,	Writer's Notebook entry	W.7.1 W.7.2 W.7.4

Language

PhLit Word Study	Skill/Small Group	Student Assessment/Evidence (CW/HW)	Standards
Vocabulary pg. 442/449 OR pg 450/457 Latin root -just pg. 449 OR Latin root -rupt pg. 457 Prepositions and prepositional phrases pg. 458	Acquisition of vocabulary Use of Latin affixes	Apply vocabulary to writing Vocabulary/grammar quiz	L.7.1 L.7.4b L.7.6
Academic Vocabulary: English		Academic Vocabulary: Spanish	Standards
Main Idea/ Summarize Analyze Objective Point of View		Idea central/ Resumir Analizar Objeto Punto de vista	RI.7.1 RI.7.2

Speaking/Listening

Activity	Skill	Standard
Respond to audio version of passage (PHLitOnline); Orally present	compare/ contrast passage and audio version	RI.7.7 SL.7.4

Module B: Unit 1 : Week# 4 (12/5-12/9)

1. *Snowflake Bentley* and *No Gumption* AND 2. *Keeping it Quiet on the Boardwalk* and *On the Boardwalk*

Reading

PhLit Complex Text	Skill/Small Group	Student Assessment/Evidence (CW/HW)	Standards
1. Keeping it Quiet pp. 463-464 <u>and</u> On the Boardwalk pp. 465-466	1. Analyzing expository text, Analyze author’s argument, Content-area vocabulary	1. Text-dependent questions pg. 467, On Demand	RI.7.1 RI.7.2 RI.7.3
2. Snowflake Bentley pp. 470-473 <u>and</u> No Gumption pp.474-482	2. Compare/contrast biography and autobiography, Track character traits and supporting details	2. Text-dependent questions pg. 473 and pg. 482	RI.7.4 RI.7.9

Writing

PhLit Writing Activity (Responding to Lit.)	Skill/Small Group	Student Assessment/Evidence (CW/HW)	Standards
1. On Demand: Argumentative: Propose a solution pg. 467	Introduce and Support an argument	On-Demand	W.7.1A-F
2. On Demand: Explanatory: Compare bio vs. autobio pg. 484	Introduce and support comparison		
Units of Study-Narrative	Skill/Small Group	Student Assessment/Evidence (CW/HW)	Standards

Bend I: Session 9 Bend II: Session 10	Reflection and goal-setting Reading like writers	Writer's notebook entry	W.7.2 W.7.3 W.7.5
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Language

PhLit Word Study	Skill/Small Group	Student Assessment/Evidence (CW/HW)	Standards
Vocabulary from selection		Vocabulary quiz	L.7.4A L.7.6
Academic Vocabulary: English		Academic Vocabulary: Spanish	Standards
Compare/contrast Argument		Comparar/ Contrastar Argumento	RI.7.8 RI.7.9

Speaking/Listening

Activity	Skill	Standard
Small group discussions	Collaborative discussion	SL7.1

Module B : Unit 1-2 : Week 5 (12/12-12/16) and Week 6 (12/26-12/30)

District Mid-Module Assessment; All Together Now OR The Eternal Frontier

Reading

PhLit Complex Text	Skill/Small Group	Student Assessment/Evidence (CW/HW)	Standards
All Together Now pp. 494-496 OR The Eternal Frontier pp. 500-502	Classifying fact and opinion	Text-dependent questions pg. 496 OR pg. 502 Classifying Fact and Opinion pg. 497 OR pg. 503 Literary Analysis: Persuasive Appeals pg. 497 OR pg. 503 Pre- or Post fact/Opinion Quiz pg. 528-529 (Week 5-7)	RI.7.1, RI.7.2 RI.7.4, RI.7.6 RI.7.8, RI.7.9

Writing

PhLit Writing Activity (Responding to Lit.)	Skill/Small Group	Student Assessment/Evidence (CW/HW)	Standards
Persuasive Letter pg. 505 How-to Essay pg. 484 *See example “How to Download Ringtones for a Cellphone” pg. 623	Letter format Persuasive appeals Defend claims with evidence Sequencing events	District Mid-Module Assessment	W.7.1A-F W.7.5
Units of Study-Narrative	Skill/Small Group	Student Assessment/Evidence (CW/HW)	Standards
Bend II: Session 11-12	Writing about Reading, Rethink the meaning of titles,	Writer’s Notebook entry	W.7.2, W.7.3, W.7.4, W.7.5,

	Analyzing structure		W.7.10
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Language

PhLit Word Study	Skill/Small Group	Student Assessment/Evidence (CW/HW)	Standards
Vocabulary pg. 497 OR pg. 503 Latin root -leg- pg. 497 OR Latin root -peti- pg. 503 Subjects and Predicates pg. 504	Acquisition of vocabulary Applying conventions of grammar to writing	Vocabulary quiz	L.7.1 L.7.4.b
Academic Vocabulary: English		Academic Vocabulary: Spanish	Standards
Persuade/Argument Claims Sufficient Relevant (Pertinent) Explanatory		Persuadir/Argumento Reclamaciones Suficiente Pertinente Explicativo	W.7.1 RI.7.8 W.7.2

Speaking/Listening

Activity	Skill	Standard
Public Service Announcement pg. 505	Defend claim with evidence	SL.7.4, 5, 6

Module B : Unit 2 : Week 7 (1/3-1/6): The Real Story of a Cowboy's Life OR Rattlesnake Hunt

Reading

PhLit Complex Text	Skill/Small Group	Student Assessment/Evidence (CW/HW)	Standards
The Real Story of a Cowboy's Life pp. 511-14 OR Rattlesnake Hunt pp. 517-524	Classifying fact and opinion Word choice	Text-dependent questions pg. 514 OR pg. 524 Classifying fact and opinion pg. 515 OR pg. 525 Word choice/Diction pg. 515 OR pg. 525 Pre- or Post fact/Opinion Quiz pp. 528-9 (Week 5-7)	RI.7.1 RI.7.2 RI.7.4 RI.7.6 RI.7.9

Writing

PhLit Writing Activity (Responding to Lit.)	Skill/Small Group	Student Assessment/Evidence (CW/HW)	Standards
Informative Text: Adaptation pg. 527 Help Wanted Ad pg. 527	Incorporate precise words and sensory language to adapt to specific audience Narrow search terms, writing style and language to adapt to specific audience; incorporate visuals		W.7.2A, D, E W.7.4 W.7.5 W.7.6 W.7.8
Units of Study-Narrative	Skill/Small Group	Student Assessment/Evidence (CW/HW)	Standards
Bend II: Sessions 13-14	Improvisations and Fan Fiction	Writer's Notebook Entry	W.7.2, W7.3, W7.4

Language

PhLit Word Study	Skill/Small Group	Student Assessment/Evidence (CW/HW)	Standards
Vocabulary pg. 515 OR pg. 525 Latin root -vers- pg. 515 OR Latin root -sol- pg. 525 Compound Subjects and Predicates	Acquisition of vocabulary Apply knowledge of Latin affixes Apply conventions to writing	Vocabulary quiz	L.7.1 L.7.4b
Academic Vocabulary: English		Academic Vocabulary: Spanish	Standards
Precise Style Purpose Audience		Preciso Estilo Propósito Audiencia	W.7.3 W.7.4

Speaking/Listening

Activity	Skill	Standard
Present Help-wanted Ad	Adapt speech for specific audience	SL.7.4, SL.7.5

Module B: Unit 2 : Week 8 (1/9-1/13)

Informational Passaged on Snakes and Alligator and The Cremation of Sam McGee

Reading

PhLit Complex Text	Skill/Small Group	Student Assessment/Evidence (CW/HW)	Standards
1. <i>How to Recognize Venomous Snakes...</i> pp. 531-532 AND <i>State Warning Signs</i> pp.533-534	Structure and Purpose Utilizing graphics Content-area vocabulary	Comparing functional texts (structure and purpose) pg. 535	RI.7.1 RI.7.2 RI.7.4 RI.7.9
2. <i>Alligator</i> pp. 539-541 AND <i>The Cremation of Sam McGee</i> pp. 542-546	Functions of humor Organization anchor chart	Text-dependent questions pg. 541 and pg. 546 Cluster diagram pg. 536 Comparing humor pg. 547 Cumulative Quiz/Test pp. 560-563	

Writing

PhLit Writing Activity (Responding to Lit.)	Skill/Small Group	Student Assessment/Evidence (CW/HW)	Standards
1. Explanatory Text pg. 535 2. Explanatory Text pg. 547	1. Select most important information from a source Sequencing events 2. Defend claim with evidence Organizational strategy	District End-of-Module Assessment Two On Demand Writing pieces	W.7.2A-F

Units of Study-Narrative	Skill/Small Group	Student Assessment/Evidence (CW/HW)	Standards
Bend II: session 15	Writing introductions and conclusions	Writer's notebook entry	W.7.3a,f W.7.4 W.7.5

Language

PhLit Word Study	Skill/Small Group	Student Assessment/Evidence (CW/HW)	Standards
Vocabulary from the selections	Acquisition of vocabulary	Vocabulary quiz	L.7.4
Academic Vocabulary: English		Academic Vocabulary: Spanish	Standards
Compare/contrast Introduction/ Conclusion Organization		comparar/contrastar Introducción/conclusión Organización	W.7.2

Speaking/Listening

Activity	Skill	Standard
Daily reading/discussing texts	Collaborative discussions	SL.7.1

Module B : Unit 2 : Week 9 (1/7-1/20) and Week 10:

District End-of-Module Assessment, Performance Tasks, Portfolio Development, Presentations

Reading

PhLit Complex Text	Skill/Small Group	Student Assessment/Evidence (CW/HW)	Standards
See: Performance Tasks	Elements of nonfiction Applying elements of nonfiction to writing	End of Module District Assessment (Week 9) Performance Tasks pg. 564-5	RI.7.1 RI.7.2 RI.7.3

Writing

PhLit Writing Activity (Responding to Lit.)	Skill/Small Group	Student Assessment/Evidence (CW/HW)	Standards
Compare/Contrast Essay pg. 548	See PHLit pp. 549-50	Portfolio development/submission See Performance Task/ Compare/Contrast essay	W.7.3A-F W.7.4, W7.5 W.7.9
Units of Study-Narrative	Skill/Small Group	Student Assessment/Evidence (CW/HW)	Standards
Bend II: Session 16	Final Edits		W.5

Language

PhLit Word Study	Skill/Small Group	Student Assessment/Evidence (CW/HW)	Standards
Vocabulary from Module B	Apply vocabulary from Module B to writing	End of module quiz See student writing	L.7.3
Academic Vocabulary: English		Academic Vocabulary: Spanish	Standards





















Speaking/Listening

Activity	Skill	Standard
Presentations of Performance Tasks	Adapt speech to specific purpose and audience	SL.7.4, SL.7.5













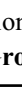
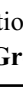






Resources

Teachers	Students
<p>PH Lit Resources (Interactive Digital Path, Unit 2 Resources, Graphic Organizers & Bell Ringers, Professional Development, All-in-One Workbook and Answer Key, Common Core Resources, Reader’s Notebooks, Reading Kit, Audio, Assessments, Editable Presentations, Editable Worksheets)</p> <p>Authentic Assessment Toolbox: Language Arts – Middle School http://jfmuller.faculty.noctrl.edu/toolbox/examples/tasks_middle_languagearts.htm</p> <p>Grades 6-8 ELA Curriculum: Appendix 1: Teaching Practices and Protocols http://www.engageny.org/resource/grades-6-8-ela-curriculum-appendix-1-teaching-practices-and-protocols</p> <p>NJ Educator Resource Exchange http://njcore.org/</p> <p>The Reading & Writing Project Resources http://readingandwritingproject.com/resources.html</p> <p>Teaching that Makes Sense http://www.ttms.org/</p> <p>In Common: Effective Writing for All students http://www.achievethecore.org/page/507/in-common-effective-writing-for-all-students</p>	<p>PH Lit Resources</p> <ul style="list-style-type: none"> · Pearson Success Net https://www.pearsonsuccessnet.com/snapp/login/PsnLandingPage.jsp?showLandingPage=true (Home Page Orientation http://www.mypearsontraining.com/tutorials/snet_students_homepageorientation/player.html) · Reader’s Notebook · Common Core Companion Workbook * · All-in-One Workbook, audio recordings * · English Learner Reader’s Notebook * · Adapted Reader’s Notebook * · Spanish Reader’s Notebook * <p>* Assigned by teacher in response to data</p> <p>Solo 6</p> <p>Vocabulary Spelling City http://www.spellingcity.com/</p> <p>Reading Rewards www.readingrewards.com</p> <p>ProQuest: www.proquestk12.com; User NJ85665H Password:07050</p> <p>Read Works: Readworksdigital.com</p> <p>Tween Tribune:http://tweentribune.com</p> <p>NEWSELA: www.Newsela.com</p>

Management/Organizational Chart
Week 1 of 2

Monday	Tuesday	Wednesday	Thursday	Friday	Notes/Comments
Teacher led small group instruction Group A  Group B	Teacher led small group instruction Group C  Group D	Teacher led small group instruction Group A  Group B	Teacher led small group instruction Group C  Group D	Teacher led small group instruction Group A  Group B	<ul style="list-style-type: none"> • Each group is 15 minutes • Group members may be flexible; based on student need.
Student Choice Leveled Readers Group B  Group A	Student Choice Leveled Readers Group D  Group C	Student Choice Leveled Readers Group B  Group A	Student Choice Leveled Readers Group D  Group C	Student Choice Leveled Readers Group B  Group A	
Content Read See Appendix  Instructional Software Group C	Content Read See Appendix  Instructional Software Group A	Content Read See Appendix  Instructional Software Group C	Content Read See Appendix  Instructional Software Group A	Content Read See Appendix  Instructional Software Group C	
Instructional Software  Content Read See Appendix Group D	Instructional Software  Content Read See Appendix Group B	Instructional Software  Content Read See Appendix Group D	Instructional Software  Content Read See Appendix Group B	Instructional Software  Content Read See Appendix Group D	

Management/Organizational Chart
Week 2 of 2

Monday	Tuesday	Wednesday	Thursday	Friday	Notes/Comments
Teacher led small group instruction Group C  Group D	Teacher led small group instruction Group A  Group B	Teacher led small group instruction Group C  Group D	Teacher led small group instruction Group A  Group B	Teacher led small group instruction Group C  Group D	<ul style="list-style-type: none"> • Each group is 15 minutes • Group members may be flexible; based on student need.
Student Choice Leveled Readers Group D  Group C	Student Choice Leveled Readers Group B  Group A	Student Choice Leveled Readers Group D  Group C	Student Choice Leveled Readers Group B  Group A	Student Choice Leveled Readers Group D  Group C	
Content Read See Appendix  Instructional Software Group A	Content Read See Appendix  Instructional Software Group C	Content Read See Appendix  Instructional Software Group A	Content Read See Appendix  Instructional Software Group C	Content Read See Appendix  Instructional Software Group A	
Instructional Software  Content Read See Appendix Group B	Instructional Software  Content Read See Appendix Group D	Instructional Software  Content Read See Appendix Group B	Instructional Software  Content Read See Appendix Group D	Instructional Software  Content Read See Appendix Group B	

Authors	Amended by: Kate Godin, 7th Grade ELA Teacher
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Evaluations/Reflection	<p>Throughout the unit, you should analyze the results of the assessments to make instructional choices that will meet students' individual needs. At the end of the unit, you should use the data and your analyses to respond to the following questions:</p> <ul style="list-style-type: none">● What worked well?● What posed challenges to you? To the students?● What do you think could have been implemented more effectively in your lessons?● What do you need to learn more about?● Which resources (provided in the appendix/ ones you provided) were helpful?

Appendix

Grade 7 ELA Curriculum 2016-17

Module B: BIG QUESTION: What Should We Learn?

When you think about what we should learn, remember that knowledge includes skills you learn at school and lessons you learn from others. It also includes information that helps you understand other cultures, and ideas that inspire you to investigate the world around you (PHLit p406)

*See Sentence/Discussion Starters PHLit p406

The purpose of the below passages are to address the varied reading levels of our individual students to build text complexity relating to the Big Question and to build Knowledge/Content; thus, not all passages are at a 7th grade reading level. Some of the resources allow for modifications; others allow teachers to search for level-appropriate texts aligned to the big question.

10 Things We Didn't Know 100 Years Ago: <https://www.youtube.com/watch?v=hV2RYhXBWu4>

Newsela.com					
modify lexile up to 5 tiers short quiz and writing prompt print or assign to entire class online					
Title	Grade/ Lexile	Type/ Topic	Audio	Spanish	Standards
"Pokemon Go" users injure themselves, bond over Charmander in the park https://newsela.com/articles/pokemon-go-injuries/id/19398/	3rd-12th 630-1140L	Kids, Games	X	YES	Anchor 1: What the text says Anchor 2: Central Idea
Animal Remains Hint at Ancient Maya Eating Habits: Crocodile, Anyone? https://newsela.com/articles/maya-society-bones/id/19770/ *Pair with I am a Native of the North p443	3rd-12th 510-1220L	Science, Culture	X	YES	Anchor 1: What the text Says Anchor 4: Word Meaning and choice
Around the World in Record Time: Russian Does it in a Balloon https://newsela.com/articles/australian-balloon-voyage/id/20011/	3rd-12th 440-1210L	Sports	X	X	Anchor 1: What the text says Anchor 2: Central Idea

*Pair with Life Without Gravity p423					
Old West Cattle Traditions Live on in the 21st Century *Pair with The Real Story of a Cowboy's Life	3rd-12th 560-1000L	Culture	X	X	Anchor 4: Word Meaning Anchor 5: Text Structure

ReadWorks.org Search by keyword, grade, lexile Multiple choice and short answer questions W/ answer key Many have paired texts to build knowledge Many have StepReads (a modified version) Many have additional Vocabulary worksheets						
Title	Grade/ Lexile	Type/ Topic	Vocab	Images	Paired Text/ STEP	ANCHOR Standards
Snake, Rattle, and Roll http://www.readworks.org/passages/snake-rattle-and-roll *Pair with Rattlesnake Hunt; Connection: research the state of New Jersey/ nominate your own state snake etc. and defend reasons	6th 940L	Civics and Gov't Sequencing	YES	NO	NO	R.1, R.2, R.9, R.10 L.4, L.6
A Museum of Their Own http://www.readworks.org/passages/museum-their-own-0	6th 1010L	Sports, US Hist.1	YES	YES	NO	R.1, R.2, R.9, R.10 L.4, L.6
Einstein in Time (Timeline), Paired With: Everyday Einstein:Lasers; and It's All Relative; http://www.readworks.org/passages/einstein-time *Pair with biography	5th 990L	Physical Sci, World Hist, multi-skill	NO	YES	2 Paired texts	R.1, R.2, R.10 L.4, L.6
Classical Music- Wolfgang Amadeus Mozart http://www.readworks.org/passages/classical-music-wolfgang-amadeus-mozart *Pair with biography; listen to an excerpt by Mozart and respond	5th 710L	Arts, Culture multi-skill	NO	NO	NO	R.1, R.2, R.9, R.10 L.4, L.6
A Closer Look at Mars , Paired with: Robots , and, Spacecraft , and Telescopes http://www.readworks.org/passages/closer-look-mars *Pair with Life without Gravity/ The Eternal Frontier	7th 860L	Space, multi-skill	NO	YES	3 Paired texts	R.1, R.2, R.9, R.10 L.4, L.6

Proquestk12.com User: NJ2106 Password: 07050 Browse by subject, keyword Browse by current events, pro/con leading issues Sort articles by lexile, relevance,date Sort articles by type: newspaper, magazine, image, reference Audio and dictionary Translation to Spanish MLA-style citation provided Some articles contain graphics, critical thinking questions/activities				
Title	Source	Grade/Lexile	Images / Questions	ANCHOR Standards
Students Stir Seattle High School’s Melting Pot http://discoverer.prod.sirs.com/discoweb/disco/do/article?urn=urn%3Aurn%3AUS%3BARTICLE%3BART%3B0000159698 *Pair with All Together Now	Seattle Times	4th-5th 880L	Images	R1,R2, R4, R9, R10
Living in the Mix http://discoverer.prod.sirs.com/discoweb/disco/do/article?urn=urn%3Aurn%3AUS%3BARTICLE%3BART%3B0000026054 *Pair with All Together Now	Scholastic Choices	4th-5th 890L	X	R1, R2, R4, R9, R10
The Day of the Dead: A Mexican Celebration http://discoverer.prod.sirs.com/discoweb/disco/do/article?urn=urn%3Aurn%3AUS%3BARTICLE%3BART%3B0000027120 *Read on Nov1 or Nov2; connect to holidays celebrated by students in the classroom; Pair with I am Native of the North	Skipping Stones	4th-5th 880L	X	R1, R2, R4, R7, R9, R10
Posters That Create Social Change http://discoverer.prod.sirs.com/discoweb/disco/do/article?urn=urn%3Aurn%3AUS%3BARTICLE%3BART%3B0000341328 * Click on “Oakland Poster Exhibit” at bottom to view posters *Pair with Public Service Announcement activity	NewsCurrents Read to Know	4th-6th 930L	Questions	R1, R2, R4, R7, R9, R10

<p>The Sixties: The Decade that Changed America http://discoverer.prod.sirs.com/discoweb/disco/do/article?urn=urn%3Aurn%3AUS%3BARTICLE%3BART%3B0000025863 *Listen to music mentioned in article: Bob Dylan: The Times They Are A Changing: https://www.youtube.com/watch?v=0FANtKIXg_M The Beatles: Strawberry Fields: https://www.youtube.com/watch?v=1XR25iNtAc8 *Connect: how has America changed in the last 10 years? Research and create a timeline to show development What are 2 songs that reflect American life today?</p>	Junior scholastic	4th-7th 990L	Timeline	R1, R2, R4, R9, R10
<p>Endangered Cultures and the Animals in Their Lives http://discoverer.prod.sirs.com/discoweb/disco/do/article?urn=urn%3Aurn%3AUS%3BARTICLE%3BART%3B0000270785 *Connect: Create your own version of the lists in the article for (choose 2) the state of NJ, the city of Orange, your school, your family</p>	National Geographic Kids	8th-12th 1240L	X	R1, R2, R4, R9, R10