

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

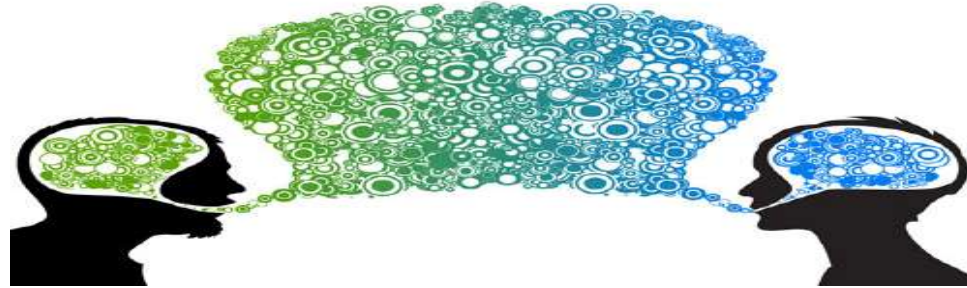
Seventh Grade
PARCC-Aligned Curriculum Guide
Module C



School Year 2016-2017

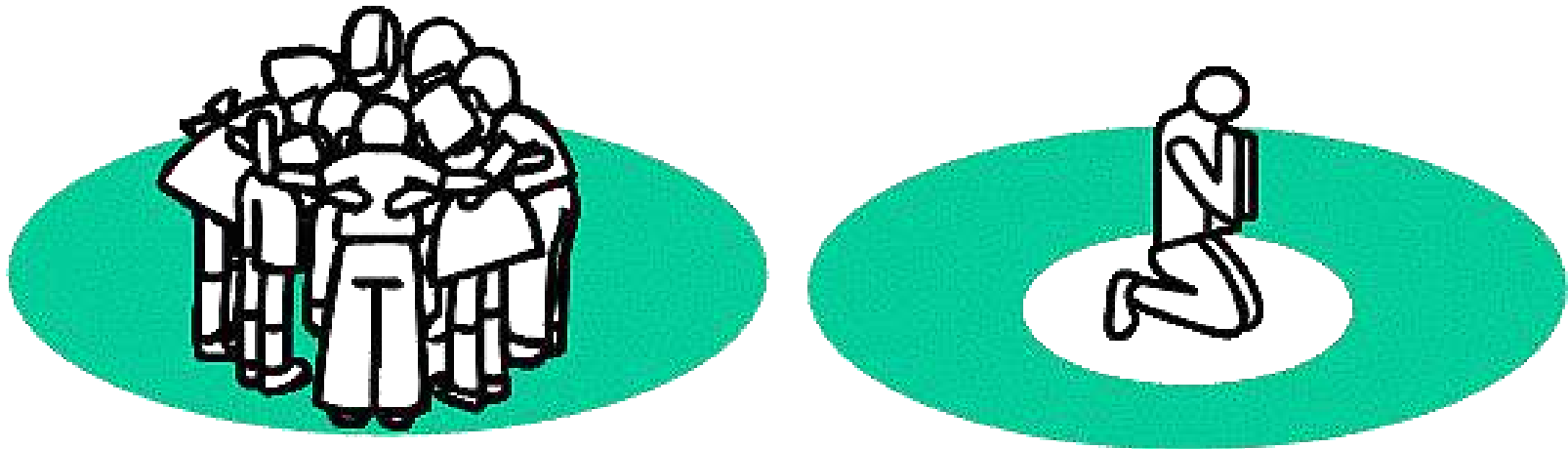
Module C 7 th Grade		
District/School Formative Assessment Plan		District/School Summative Assessment Plan
Mid-Module Assessment End-of Module Assessment Also additional supplemental formative activities as deemed appropriate by individual instructors.		See performance tasks in Prentice Hall Literature. (pp. 714-715 or 1058-1059)
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.7.9 RL.7.1, RL.7.2, RL.7.3, RL.7.4, RL.7.6, RL.7.10 W.7.1	Secondary Focus W.7.2, W.7.3, W.7.4, W.7.5, W.7.6, W.7.9	Routine Writing W.7.10
21 st 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		
Social Studies Fine Arts		

Module C: Unit #1 (Poetry) Big Question: What is the best way to communicate?



<http://www.abbymedcalf.com/wp-content/uploads/2015/06/DP-Communication-Heads.jpg>

Module C: Unit #2 (Mythology) Big Question: Community or Individual-Which is more important?



http://historeo.com/Resources/individual_community.gif

Table of Contents:

Module C : Unit 1: Poetry Focus Module C: Unit 2: Mythology Focus	4-5
Standards: Anchor and Progress Indicators	6-10
Essential Questions and Enduring Understandings AND Learning Targets by Standard	11-12
Assessments and Sample Schedule	13
Module C: Unit 1 Poetry Overview, Module C: Unit 2 Mythology Overview	14-15
Unit 1: Week #1: (1/27-2/3) Poetry Collection 1 OR 2	16-17
Unit 1: Week #2: (2/6-2/10) Poetry Collection 3 OR 4	18-19
Unit 1: Week #3: (2/13-2/17) Informational Passage and Comparing Literary Works	20-21
Unit 1: Week #4: (2/27-3/3) Poetry Collection 5 OR 6	22-23
Unit 2: Week #5: (3/6-3/10) Mythology: Icarus and Daedalus District Mid-Module Assessment	24-25
Unit 2: Week #6: (3/13-3/17) Informational Passage and Comparing Literary Works	26-27
Unit 2: Week #7: (3/20-3/24) Mythology: The People Could Fly	28-29
Unit 2: Week #8 + Week #9: 3/27-4/6) Portfolios, Performance Task/Presentations District End of Module Assessment	30
Resources for Teachers and Students	31
Reflections	32

Grade/Unit	7th grade Module C: Unit #1 Poetry
Big Question	What Is The Best Way To Communicate? <i>We communicate for different reasons and in different ways. Through communication, we can send a message to another person. The message may be to entertain or inform, and it may be made in person or transmitted through technology...We can express ourselves through art, music, and photography. With so many reasons and ways to communicate, we often have to choose the <u>best</u> way to express ourselves. PHLit pg. 570</i>
Unit Focus	<p>In 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.</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 C, Unit 1, students will read grade level complex poems 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 poetry <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 focusing on analyzing elements, structure, and theme of poetry, as well as drawing conclusions, determining main ideas, paraphrasing, figurative language/sound device, and point of view 2. Construct writing in the form of argumentative essays, focusing on prewriting and revising/editing appropriate for a specific purpose, genre, and audience. 3. Engage in meaningful classroom discussions with their peers demonstrating ability to orally present information and adapt speech to a variety of contexts. 4. Lastly, at the end of the module, students will create and present an authentic assessment drawing on skills learned during unit readings and reflect on the Big Question, thus supporting the ELA department philosophy that reading and writing are intertwined.

Grade/Unit	7th grade Module C: Unit 2 Mythology
Big Question	Community Or Individual- Which is More Important? <i>In many parts of our lives, we celebrate the individual...each individual has unique qualities and beliefs. However, an individual may also be a part of a family or group that shares common cultural beliefs, traditions, or customs... Sometimes the rights or desires on an individual may conflict with those of their community. In these cases it can be difficult to find a fair solution. PHLit pg. 900</i>
Unit Focus	<p>In 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 C, Unit 2, students will read grade level complex mythology 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 poetry and mythology <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 focusing on analyzing elements, structure, and theme of mythology, as well as drawing conclusions, determining main ideas, paraphrasing, figurative language/sound device, and point of view 2. Construct writing in the form of argumentative essays, focusing on prewriting and revising/editing appropriate for a specific purpose, genre, and audience. 3. Engage in meaningful classroom discussions with their peers demonstrating ability to orally present information and adapt speech to a variety of contexts. 4. Lastly, at the end of the module, students will create and present an authentic assessment drawing on skills learned during unit 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.7.4](#) 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.7.9](#) 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.

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.

W.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (Summative/Authentic Assessment for Module #1)

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

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.

NJSLSA.L.6. 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	Third Marking Period: 9 Weeks <ul style="list-style-type: none"> ● Start: January 27 ● Interim: March 6 District Mid-Module Assessment ● End: April 6 District End of Module Assessment
Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> ● What do readers do when they don't 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	
<p><i>At the end of this unit, I can...</i></p> <p>Reading</p> <ul style="list-style-type: none"> ● Read closely using different lenses (*multiple readings) and find answers explicitly in the text and answers that require an inference(RL.7.1/RI.7.1) ● Determine a theme in a poem and mythological story (RL.7.2) ● Explain how plot is developed by key events and episodes experienced by the characters (RL.7.3) ● Determine the meaning of words and phrases in a text (RL.7.4) ● Identify and compare/contrast figures of speech(RL.7.4) ● Analyze how a poem's form/structure contributes to its meaning (RL.7.5) ● Compare/contrast a written text to its audio/filmed/multimedia version, analyzing the effects of techniques unique to each medium ● 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.7.1.D)
 - provides a conclusion (W.7.1.F)
- Write explanatory texts to examine a topic (W.7.2) that
 - are clearly introduced,
 - developed with facts/examples/definitions (W.7.2.B)
 - organized with transitions (W.7.2.C)
 - provides a conclusion (W.7.2.F)
- Write narratives to develop real or imagined experiences (W.7.3) that
 - engage the reader by establishing context/point of view (W.7.3.A)
 - use narrative techniques (W.7.3.B)
 - Use a variety of transition words, descriptive details (W.7.3.C)
 - provides a conclusion (W.7.3F)
- Write clearly and adhere to specific task, audience and purpose (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 idioms (L.7.5.A)
- 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		
<u>Formative</u>	<u>Summative</u>	<u>Authentic</u>
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 Formal <ul style="list-style-type: none"> District Mid-Module Assessment 	<ul style="list-style-type: none"> District End of Module Assessment Poetry Cumulative Review pp. 710-713 Mythology Cumulative Review pp. 1054-1057 Argument Essay 9 (Units of Study) 	<ul style="list-style-type: none"> Poetry Performance Tasks pp. 714-715 Mythology Performance Tasks pp. 1058-1059 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 LEVELED LIBRARIES	Independent Read: Supplemental:Content/Know - ledge SEE APPENDIX	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 C: UNIT 1 Poetry “What Is The Best Way To Communicate?”

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)
<i>Complex Grade Level Text</i>	<i>Short Texts</i>	<i>Routine Writing</i>	<i>4-6 Analyses:</i>	<i>1-2 Narratives</i>	<i>1 Short Research Project</i>
<i>Literature:</i> Poetry Collection 1 OR Poetry Collection 2 pp. 582-96 Poetry Collection 3 OR Poetry Collection 4 pp. 600-9 Poetry Collection 5 OR Poetry Collection 6 pp. 646-63	<i>Literature:</i> <u>Literary Analysis</u> 4 Model poems pp. 577-80 <u>Comparing Lit Works</u> <i>The Highwayman</i> pp. 630-5, <i>How I Learned</i> <i>English</i> pp. 637-8 <u>Informational:</u> <i>The Rhythms of Rap</i> pg. 687, <i>School House</i> <i>Rock</i> pp. 89-90	<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	<i>Focus on Arguments</i> Units of Study Unit 3: The Art of argument	<i>Convey experiences, events and/or procedures</i> Writer’s notebook entries	<i>Integrates knowledge from sources when composing</i> Art of Argument: Research-based essays

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

Poetry	Nonfiction
<i>It Doesn’t Always Rhyme</i> by Eve Merriam <i>Poetry of Robert Frost</i> <i>When I Dance</i> by James Berry <i>My Own True Name</i> by Pat Mora	<i>Discoveries: Pushing the Boundaries</i> by Pearson <i>This Land was Made for You and Me</i> by Elizabeth Partridge <i>The Music of Dolphins</i> by Karen Hesse

ELA Model Content Framework Chart - Grade 7

Module C: UNIT 2 Mythology “Community or Individual- Which is More Important?”

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
<i>Literature:</i> <i>Icarus and Daedalus</i> pp. 912-20 <i>The People Could Fly</i> pp. 1006-14	<i>Literature:</i> <u>Lit Analysis Workshop:</u> 2 Model texts pp. 907-8 <u>Comparing Lit Works:</u> <i>Odyssey</i> pp. 968-71 and <i>To the Top of Everest</i> pp. 972-80 Two versions: Fox and the Crow pp. 1036,1038 <u>Informational:</u> <i>Walking for Exercise & Pleasure</i> pg. 365 <i>Safe Routes to School</i> pg. 367	<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	<i>Focus on Arguments</i> Units of Study Unit 3: The Art of Argument	<i>Convey experiences, events and/or procedures</i> Writer’s Notebook entries	<i>Integrates knowledge from sources when composing</i> The Art of Argument: Research-based essays

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	Nonfiction
<i>The People Could Fly: American Black Folktales</i> by Virginia Hamilton <i>Trojan Horse</i> by Clement-Davies <i>The Adventures of Ulysses</i> by Bernard Evslin <i>The Time Warp Trio: It’s All Greek to Me</i> by Jon Scieszka	<i>Myths and Folktales Around the World</i> by Robert Potter <i>Around the World in a Hundred Years</i> by Jean Fritz <i>The Great Fire</i> by Jim Murphy POETRY: <i>Thirteen Moons</i> by Joseph Bruchac

Module C : Unit 1 : Week 1 (1/27- 2/3) Intro to Poetry, Poetry Collection 1 or 2

Reading

PhLit Complex Text	Skill/Small Group	Student Assessment/Evidence (CW/HW)	Standards
Elements of Poetry Preview an Model texts pp. 572-83 Poetry Collection 1 pp. 585-91 OR Poetry Collection 2 pp. 592-97	Draw Conclusions pg. 583 Forms of poetry Anchor Chart	Text-dependent questions (page number depends on collection) Draw Conclusion, Forms of poetry, Craft and Structure pg. 591 OR pg. 597	RL.7.1 RL.7.3 RL.7.4 RL.7.5

Writing

PhLit Writing Activity (Responding to Lit.)	Skill/Small Group	Student Assessment/Evidence (CW/HW)	Standards
Lyric, Concrete, or Haiku pg. 599	Form/structure, figurative language		W.7.3.d
Units of Study-Narrative	Skill/Small Group	Student Assessment/Evidence (CW/HW)	Standards
The Art of Argument Bend I: Session1-3	Weighing evidence, Debating to test a position, Bolstering positions	Writer's notebook entries	W.7.1.b

Language

PhLit Word Study	Skill/Small Group	Student Assessment/Evidence (CW/HW)	Standards
Vocabulary from Collection 1 or 2: pg. 591 OR pg. 597 Latin root -lum- pg. 591 OR Greek Root -gram- pg. 597 Infinitives and Infinitive Phrases pg. 598	Acquisition of language Apply Latin affixes	Vocabulary practice/ quiz Apply to writing	L.7.1 L.7.4 L.7.4.b
Academic Vocabulary: English		Academic Vocabulary: Spanish	Standards
Poem/Poetry Tone Impact Text structure Subjective/Objective		Poema/Poesia Tono Impacto Estructura del texto Sujeto/ Objeto	RL.7.4 RL.7.5

Speaking/Listening

Activity	Skill	Standard
Compare/contrast poem to audio version and present p599	compare/contrast Analyze effects of techniques to different medium	RL.7.7 SL.7.4

Module C : Unit 1 : Week 2 (2/6- 2/10) Poetry Collection 3 or 4

Reading

PhLit Complex Text	Skill/Small Group	Student Assessment/Evidence (CW/HW)	Standards
Intro to figurative language pg. 601 Poetry Collection 3 pp. 602-9 OR Poetry Collection 4 pp. 610-17	Draw conclusions Figurative language	Text-dependent questions (page number depends on collection) Draw Conclusion,, Figurative Language, Craft and Structure p601 and pg. 609 OR pg. 617	RL.7.1 RL.7.3 RL.7.4 RL.7.5

Writing

PhLit Writing Activity (Responding to Lit.)	Skill/Small Group	Student Assessment/Evidence (CW/HW)	Standards
Explanatory essay: Metaphor pg. 619	Use precise language, comparison, imagery/descriptive details		W.7.2D
Units of Study-Narrative	Skill/Small Group	Student Assessment/Evidence (CW/HW)	Standards
Bend I: Session 4-5 Bend II: Session 6	Balance evidence with analysis, Composing focused arguments	Writer's notebook entries	W.7.1, W.7.4, W.7.5, W.7.8, W.7.9

Language

PhLit Word Study	Skill/Small Group	Student Assessment/Evidence (CW/HW)	Standards
Vocabulary pg. 609 OR pg. 617 Latin suffix -ly p609 OR Greek suffix -y pg. 617 Appositives pg. 618	Acquisition of language Apply understanding of Latin/Greek affixes	Incorporate vocabulary/roots/appositives into writing	L.7.1 L.7.4 L.7.4.b
Academic Vocabulary: English		Academic Vocabulary: Spanish	Standards
Poem/Poetry Tone Impact Text structure Subjective/Objective		Poema/Poesia Tono Impacto Estructura del texto Sujeto/ Objeto	RL.7.4 RL.7.5

Speaking/Listening

Activity	Skill	Standard
Partners: Present research-based explanation pg. 619	Research, explain, incorporate visuals	SL.7.4, SL.7.5

Module C: Unit 1: Week 3 (2/13-2/17) Reading Information: Rhythms of Rap and Schoolhouse Rock

Reading

PhLit Complex Text	Skill/Small Group	Student Assessment/Evidence (CW/HW)	Standards
<u>Informational:</u> Rhythms of Rap pg. 687 and Schoolhouse Rock pg. 689 <u>Comparing Literary Works:</u> <i>The Highwayman</i> pp. 630-5 and <i>How I Learned to Speak English</i> pg. 637	Determining main idea Comparing imagery	Text-dependent questions pg. 635 and pg. 638 Comparing expository texts pg. 691 Compare Schoolhouse rock to audio version	RL.7.1 RL.7.2 RL.7.4 RL.7.5 RL.7.7

Writing

PhLit Writing Activity (Responding to Lit.)	Skill/Small Group	Student Assessment/Evidence (CW/HW)	Standards
Expository Text: Paraphrase (Timed writing) pg. 691 Comparing Lit. Works (Timed Writing) pg. 639	Pg. 691: paraphrase, determine important points/supporting detail Pg. 639: Comparing narrative poems, point of view, cite evidence	Two On Demand pieces	W.2A-F
Units of Study-Narrative	Skill/Small Group	Student Assessment/Evidence (CW/HW)	Standards

Bend II: Session 7-9	Perspective, research, introduction	Writer's notebook entries	W.7.1, W.7.4 W.7.5
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Language

PhLit Word Study	Skill/Small Group	Student Assessment/Evidence (CW/HW)	Standards
Vocab from selections	Use context clues	practice/quiz/apply to writing	L.7.1, L.7.4.a
Academic Vocabulary: English		Academic Vocabulary: Spanish	Standards
Compare/Contrast		Comparar/contrastar	W.7.2

Speaking/Listening

Activity	Skill	Standard
Whole class/small group Read alouds	Adapt speech to purpose/mood	SL.7.4

Module C : Unit 1 : Week 4 (2/27-3/3) Poetry Collection 4 or 5

Reading

PhLit Complex Text	Skill/Small Group	Student Assessment/Evidence (CW/HW)	Standards
Poetry Collection 5 pp. 648-5 OR Poetry collection 6 pp. 656-61	Paraphrasing Sound devices Anchor chart	Text dependent questions (page number depends on collection) Paraphrase chart, sound device pg. 655 or pg. 661	

Writing

PhLit Writing Activity (Responding to Lit.)	Skill/Small Group	Student Assessment/Evidence (CW/HW)	Standards
Informative Text: paraphrase pg. 663	Paraphrase, restate, main idea		RL.7.2, W.7.4
Units of Study-Narrative	Skill/Small Group	Student Assessment/Evidence (CW/HW)	Standards
Bend II: Session 10-12	Self-assessment	Writer's notebook entry	W7.1,W7.4

Language

PhLit Word Study	Skill/Small Group	Student Assessment/Evidence (CW/HW)	Standards
Vocabulary pg. 655 or pg. 661 Independent/Subordinate Clauses pg. 662	Acquisition of language	Vocabulary practice/quiz Apply clauses to writing	L.7.1 L.7.4

Academic Vocabulary: English	Academic Vocabulary: Spanish	Standards
Determine Central idea	Determinar Idea central	RL.7.2

Speaking/Listening

Activity	Skill	Standard
Present a poetry reading pg. 663	Adapt speech for purpose/audience	SL.7.4

District Mid-Module Assessment, Mythology: Icarus and Daedalus

Reading

PhLit Complex Text	Skill/Small Group	Student Assessment/Evidence (CW/HW)	Standards
Elements of Folk Lit/Myth and Model texts pp. 902-10 Icarus and Daedalus pp. 916-20	Cause and effect Elements of myth	Cause and effect chart pg. 913, 921 Lit. Analysis: Myth pg. 921 District Mid-Module Assessment	RL.7.1, RL.7.2 RL.7.3, RL.7.4, RL.7.6

Writing

PhLit Writing Activity (Responding to Lit.)	Skill/Small Group	Student Assessment/Evidence (CW/HW)	Standards
Narrative Text: Myth pg. 933	Develop characters, problem/solution		W.7.3A-F
Units of Study-Narrative	Skill/Small Group	Student Assessment/Evidence (CW/HW)	Standards
Bend II: Session 13	focused/nuanced argument	Writer's notebook entries	W.7.1, W.7.4, W.7.5

Language

PhLit Word Study	Skill/Small Group	Student Assessment/Evidence (CW/HW)	Standards
Vocabulary and Latin root -vac- pg. 914, 921 Conventions: Punctuation marks pg. 932	Acquisition of language	practice/quiz/ apply to writing	L.7.2, L.7.4, L.7.4.a

Academic Vocabulary: English	Academic Vocabulary: Spanish	Standards
Character Perspective Cause/effect	Personaje Perspectiva Causa/efecto	RL.7.2 W.7.2

Speaking/Listening

Activity	Skill	Standard
Debate: Responsibility	justify/defend claim	SL.7.4, SL.7.6

Module C: Unit 2 : Week 6 (3/13-3/17) Informational and The Fox and the Crow-2versions

Reading

PhLit Complex Text	Skill/Small Group	Student Assessment/Evidence (CW/HW)	Standards
<u>Informational:</u> Walking for Exercise & Pleasure pg. 365 and Safe Routes to School pg. 367 <u>Comparing Lit. Works:</u> The Fox Outwits the Crow pp. 1036-7 And The Fox and the Crow pp. 1038	Drawing inferences generalizations Compare/contrast	Text-dependent questions pg. 369 Text-dependent questions pp. 1037-8 Comparing Tone and theme, craft and structure pg. 1039	RL/RI;7.1 RL/RI;7.2 RL;7.3 RL;7.5

Writing

PhLit Writing Activity (Responding to Lit.)	Skill/Small Group	Student Assessment/Evidence (CW/HW)	Standards
Explanatory Essay: Compare tone and theme (Timed Writing) Pg. 1039	Understand tone and theme Comparisons Justify a claim with evidence		W.7.2A-F
Units of Study-Narrative	Skill/Small Group	Student Assessment/Evidence (CW/HW)	Standards
Bend III: Session 14-16	Revising	Writer's notebook entries	W.7.1, W.7.5

Language

PhLit Word Study	Skill/Small Group	Student Assessment/Evidence (CW/HW)	Standards
Vocabulary from selections	Acquisition of language	practice/quiz/apply to writing	W.7.4
Academic Vocabulary: English		Academic Vocabulary: Spanish	Standards
Compare/contrast Tone theme		Comparar/Contrastar Tono Thema	RL.7.4

Speaking/Listening

Activity	Skill	Standard
Whole class/small group read aloud/ discuss	Adapt speech to specific purpose	SL.7.1

Module C : Unit 2 : Week# 7 (3/20-3/24) The People Could Fly

Reading

PhLit Complex Text	Skill/Small Group	Student Assessment/Evidence (CW/HW)	Standards
The People Could Fly pp. 1010-14	Elements of folktales Compare/contrast	Venn diagram pg. 1007 Text-dependent questions pg. 1014 Compare/contrast pg. 1015 Lit Analysis: Folktales pg. 1015	RL.7.1 RI.7.2 RI.7.3 RL.7.4

Writing

PhLit Writing Activity (Responding to Lit.)	Skill/Small Group	Student Assessment/Evidence (CW/HW)	Standards
Argument: Literature Review pg. 1025	Support opinion with evidence		W.7.1A-F
Units of Study-Narrative	Skill/Small Group	Student Assessment/Evidence (CW/HW)	Standards
Bend III: Session 7	Global audiences	Writer's notebook entries	W.7.1, W.7.4, W.7.5

Language

PhLit Word Study	Skill/Small Group	Student Assessment/Evidence (CW/HW)	Standards
Vocabulary and Greek root -myst- pg. 1015 Abbreviations pg. 1024	Language Acquisition Greek affixes	practice/quiz/apply to writing	L.7.4 L.7.4.a
Academic Vocabulary: English		Academic Vocabulary: Spanish	Standards
Compare/Contrast Argument Summarize		Comparar/Contrastar Argumentos Resumir	W.7.1

Speaking/Listening

Activity	Skill	Standard
TV News Report pg. 1025	Summarize, organization, details, conclusion	SL.7.4

Module C: Unit 2 : Week 8 (3/27-3/31) and Week 9 (4/3-4/6)
District End-of-Module Assessment, Portfolio Development, Presentations

Reading

PhLit Complex Text	Skill/Small Group	Student Assessment/Evidence (CW/HW)	Standards
See Performance Tasks		Cumulative Review pp. 1054-7 District End-of-Module Assessment	RL/RI.7.1, 2, 3,4, 5, 6

Writing

PhLit Writing Activity (Responding to Lit.)	Skill/Small Group	Student Assessment/Evidence (CW/HW)	Standards
See Performance Tasks	Analyze, compare/contrast, respond	Poetry Performance tasks pp. 714-15 Mythology Performance Tasks pp. 1058-9 Portfolio submission	RL.7.4,5 RL.7.2,3,9 W.7.1A-F, W.9

Language





















Academic Vocabulary: English	Academic Vocabulary: Spanish	Standards
Presentation/ Pronunciation	Presentación/ Pronunciación	SL.7.4

Speaking/Listening

Activity	Skill	Standard
Presentations	Adapt speech to specific purpose/audience	SL.7.4,6





















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://jfmuellerr.faculty.noctrl.edu/toolbox/examples/tasks_middle_1_anguagearts.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/snpapp/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: www.Readworks.com</p> <p>Tween Tribune: http://tweentribune.com</p> <p>NEWSELA: www.Newsela.com</p>

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

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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 Supplemental Curriculum 2016-2017

Module #C Unit 1 BIG QUESTION: What is the Best Way to Communicate?

We communicate for different reasons and in different ways. Through communication, we can send a message to another person. The message may be to entertain or inform, and it may be made in person or transmitted through technology...We can express ourselves through art, music, and photography. With so many reasons and ways to communicate, we often have to choose the best way to express ourselves. PHLit p570

Module C Unit 2 BIG Questions: Community Or Individual- Which is More Important?

In many parts of our lives, we celebrate the individual...each individual has unique qualities and beliefs. However, an individual may also be a part of a family or group that shares common cultural beliefs, traditions, or customs... Sometimes the rights or desires on an individual may conflict with those of their community. In these cases it can be difficult to find a fair solution. PHLit p900

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.

UNIT #1: Intro to BIG Question: Communication	Unit #2: Intro to BIG Question: Individual vs. Community
<ul style="list-style-type: none">● 9 Weird Ways Animals Communicate: https://www.youtube.com/watch?v=JJ2ebYNtFUA <p>*What are some methods/types of messages are the animals sending?</p> <p>*What are some ways we communicate/messages we send to others?</p>	<ul style="list-style-type: none">● Individual Rights Prezi: https://prezi.com/j_g7laxtskre/needs-of-society-vs-individual-rights/ <p>*Analyze author's purpose, support, agree/disagree</p> <ul style="list-style-type: none">● It's A Wonderful Life: Individual vs. Community https://www.youtube.com/watch?v=8G3JBKgegGA <p>**Can also be connected to Module D: A Christmas Carol</p>

UNIT #1: Intro to Poetry Resources	UNIT #2: Intro to Mythology Resources
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<ul style="list-style-type: none"> Overview of Poetry: lines/stanzas, form, voice, sound devices, imagery: https://www.youtube.com/watch?v=15iidGNKL14 National Poetry Slam videos: https://www.youtube.com/user/thisispoetryslaminc 	<ul style="list-style-type: none"> Overview of Greek Gods: https://www.youtube.com/watch?v=N5gRZ-C0vOc Myths and Legends from around the world (28 short videos) https://www.youtube.com/playlist?list=PLRIVSH4J8bOJo1IXmOcx7SBQjeQkjggrc
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Newsela.com modify lexile up to 5 tiers short quiz and writing prompt Some articles have annotations, audio, or Spanish translation print or assign to entire class online					
Title	Grade/Lexile	Type/ Topic	Audio/ Annotation	Spanish	Standards
UNIT#1: Face Value: Emojis Spell out Emotion in Texts, Emails https://newsela.com/articles/emojis-communication/id/14927/	2nd-12th 500L-1110L	Arts	X	X	Anchor 3: People, Events, Ideas Anchor 4: Word Meaning and Choice
UNIT#1: An Emoji is Worth a THousand Words- and they can All be Misinterpreted https://newsela.com/articles/emoji-miscommunication/id/16774/	3rd-12th 610L-980L	Science	Annotation	YES	Anchor 2: Central Idea Anchor 5: Text Structure
UNIT#1: Women Leaders: Helen Keller https://newsela.com/articles/bio-women-leaders-helen-keller/id/19492/	2nd-12th 460L-1030L	Health	X	YES	Anchor 2: Central Idea Anchor 5: Text Structure
UNIT#1: Musicians Dream of the Day they can Play a Coast-to-Coast Concert Online https://newsela.com/articles/music-light-speed/id/6304/	4th-12th 630L-1130L	Arts	X	X	Anchor 2: Central Idea Anchor 3: People, Events, Ideas
UNIT#2: I Spy vs iPhone: U.S. Wants to Unlock Security but Apple is Resisting	3rd-12th 560L-1160L	War and Peace,	X	X	Anchor 1: What the text says Anchor 2: Central Idea

https://newsela.com/articles/apple-encryption/id/15081/		security			
UNIT#2: High-tech Hall Monitoring in Schools Make Some Uneasy https://newsela.com/articles/student-tracking/id/5842/	4th-12th 700L-1110L	Kids, security	X	X	Anchor 1: What the text Says Anchor 2: Central Idea
UNIT#2: Primary Source: Japanese Civilian Exclusion Order Number Five https://newsela.com/articles/primary-source-japanese-exclusion/id/18288/	3rd-12th 610L-1250L	War and Peace	Annotation	X	Anchor 1: What the text says Anchor 4: Word Meaning and Choice
Unit#2: Hunger Games Salute now Banned by Thailand's Military Leaders https://newsela.com/articles/thai-hungergames/id/6140/	4th-12th 680L-1220L	War and Peace	X	YES	Anchor 2: Central Idea Anchor 4: Word Meaning and Choice

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
UNIT#1: Talking Leaves , Paired With A New Letter for the Alphabet http://www.readworks.org/passages/talking-leaves	5th 760L	Geography/Society, U.S. Hist	YES	NO	STEP (620L) And 1 paired text	R.1, R.2, R.9, R.10 L.4, L.6
UNIT#1: Alexander Graham Bell , Paired With Louis Braille http://www.readworks.org/passages/alexander-graham-bell	6th 1070L	Technology and Engineering	YES	NO	1 paired text	R.1, R.2, R.9, R.10 L.4, L.6
UNIT#1: Satellites and Gravity http://www.readworks.org/passages/satellites-and-gravity	6th 1100L	Earth and Space Sci	NO	NO	NO	R.1, R.2, R.10 L.4, L.6
UNIT#2: News Debate: Spouting Off	6th	Life Sci,	NO	NO	NO	R.1, R.2, R.10

http://www.readworks.org/passages/news-debate-spouting	1020L	Civics, Govt				L.4, L.6
UNIT#2: Women Who Fought for http://www.readworks.org/passages/women-who-fought-vote	11th-12th 1370L	U.S. Hist, Gov't	NO	NO	Paired VIDEO	R.1, R.2, R.10 L.4, L.6
UNIT#2: Education in America http://www.readworks.org/passages/education-america	8th 1110L	School + Family, U.S. Hist	YES	NO	NO	R.1, R.2, 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		
UNIT#1: Family Drama http://discoverer.prod.sirs.com/discoweb/disco/do/article?urn=urn%3Asirs%3AUS%3BARTICLE%3BART%3B0000354712	Scholastic Choices	5th-7th 970L	Questions, Quiz , Communication tips	R1, R2, R4, R10		
UNIT#1: Beyond Texting http://discoverer.prod.sirs.com/discoweb/disco/do/article?urn=urn%3Asirs%3AUS%3BARTICLE%3BART%3B0000372526	Chicago Tribune	7th-10th 1120L	Discussion Points	R1, R2, R4, R10		
UNIT#1: Is Facebook Making You Mean? http://discoverer.prod.sirs.com/discoweb/disco/do/article?urn=urn%3Asirs%3AUS%3BARTICLE%3BART%3B0000337981	Scholastic Choices	4th-6th 940L	Graphic Organizer	R1, R2, R4, R10		

UNIT#2: Zombies on the Brain http://discoverer.prod.sirs.com/discoweb/disco/do/article?urn=urn%3Aurn%3AUS%3BARTICLE%3BART%3B0000345946 *Connect to mythology/superstitions ; what ideas/fears do zombies communicate?	MUSE	7th-11th 1080L	X	R1,R2, R4,, R10
UNIT#2: Who Has the Right to Bear Arms? http://discoverer.prod.sirs.com/discoweb/disco/do/article?urn=urn%3Aurn%3AUS%3BARTICLE%3BART%3B0000308560 *Pair with: https://www.youtube.com/watch?v=g5nQIeU1iG4 https://www.youtube.com/watch?v=O5IYKMalBEU	New York Times Upfront	1480L	Questions, Writing Prompt, Jeopardy Game	R1, R2, R4, R10
Unit#2: Edward Snowden: Hero or Traitor? http://discoverer.prod.sirs.com/discoweb/disco/do/article?urn=urn%3Aurn%3AUS%3BARTICLE%3BART%3B0000360335#	New York Times Upfront	1300L	Political cartoon	R1, R2, R4, R7,, R10