

Stratford School District

Curriculum Map

Reading 7th Grade



Unit	Time Frame
Take Control	8 weeks
Bold Actions	8 weeks
Facing Challenges	8 weeks
Game On!	4 weeks
How Can Changing the World Change You?	8 weeks

Interdisciplinary Connections

Visual and Performing Arts

1.2.8.Re7a: Compare, contrast and analyze the qualities of and relationships between the components and style in media artworks.

1.2.8.Re7b: Compare, contrast and analyze how various forms, methods and styles in media artworks affect and manage audience experience and create intention when addressing global issues including climate change.

Math Practice Standards

1 Make sense of problems and persevere in solving them.

3 Construct viable arguments and critique the reasoning of others.

Social Studies

6.3.8.CivicsPD.3: Construct a claim as to why it is important for democracy that individuals are informed by facts, aware of diverse viewpoints, and willing to take action on public issues.

Career Readiness, Life Literacies, and Key Skills

9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors

9.1.8.PB.5: Identify factors that affect one's goals, including peers, culture, location, and past experiences

9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income

9.4.8.DC.1: Analyze the resource citations in online materials for proper use.

9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).

9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.

9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).

9.4.8.DC.1: Analyze the resource citations in online materials for proper use.

9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).

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

9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).

9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.

9.4.8.TL.3: Select appropriate tools to organize and present information digitally.

Computer Science and Design Thinking

8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options.

8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.

8.2.8.ED.2: Identify the steps in the design process that could be used to solve a problem.

8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies.

UNIT 1 TAKE CONTROL

Unit New Jersey Student Learning Standards:

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

RL.CI.7.2. Determine a theme in a literary text (e.g., stories, plays or poetry) and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RL.IT.7.3. Analyze how particular elements of a text interact including how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

RL.TS.7.4. Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

RL.PP.7.5. Determine how an author conveys or develops perspective or purpose in a text through contrasting the points of view of different characters or narrators in a text.

RL.MF.7.6. Compare and contrast texts (e.g., a written story, drama, or poem) to its audio, filmed, staged, or multimedia version and analyze the unique qualities of different mediums, including the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

W.IW.7.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

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

W.RW.7.7. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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

A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

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

C. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

D. Acknowledge new information expressed by others and, when warranted, modify their own views.

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

L.VL.7.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, including technical meanings, choosing flexibly from a range of strategies.

A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

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

C. Analyze the impact of a specific word choice on meaning and tone.

D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

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

L.VI.7.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

A. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.

B. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.

- C. Analyze the impact of rhymes and other repetitions of sound (e.g., alliteration) on a specific verse or stanza or a poem or section of a story or drama.
- D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

Unit 1 Learning Objectives:

- Students will read for a variety of purposes.
- Identify define major literary terms (e.g. protagonist, antagonist, setting, conflict, parts of plot, point(s) of view, dialogue, foreshadowing, symbol, flashback, characterization).
- Apply literary terms to text with ability to compare and contrast protagonists, conflicts, and themes
- Analyze an author's craft and structure - literary devices, style, mood, tone
- Analyze the plot and conflict of a text to develop a theme or life lesson thinking about EQ
- Understand vocabulary in context and apply academic vocabulary studied in unit
- Make connections between multiple literary texts in similar conflicts and resulting themes
- Make connections between literary text and the "real" world or a personal connection to self.
- Analyze and respond to texts by identifying key elements such as themes, characters, and plot, and by supporting their responses with evidence from the text
- Apply correct grammar, punctuation, and sentence structure in their analytical writing.
- Use Greek and Latin roots, prefixes and affixes to develop meaning of vocabulary

Unit Resources:

Core: *HMH Into Literature: Heartbeat, Flight of Icarus, Icarus's Flight, Rogue Wave*
 Supplemental: EB Academics Grammar; Quill, IXL, *The Landlady* by Roald Dahl, [The Landlady short film](#), HMH Waggle, Scholastic *SCOPE* magazine

Learning Plan:

Unit Essential Question: How do actions define us?

Independent Reading Kickoff: students choose a novel to read alongside the short stories read in class.

Book talks - Students should try to choose a book that is connected to their identity

Observe student activities, take surveys, etc. to help identify preferences.

Bookmarks assignments

- Model and ensure students understand how to summarize what they have read; practice by summarizing texts or IR chapter(s) read. (SWBST).

- **Teach literary terms** by identifying in short stories

- Parts of plot

- | | |
|---|------------------|
| ○ Exposition: setting (place, time, mood) | ○ Falling action |
| ○ Rising action | ○ Resolution |
| ○ Climax | |

- Types of characters

- | | |
|----------------|-----------|
| ○ Protagonists | ○ Dynamic |
| ○ Antagonist | ○ Static |

- Types of conflicts

- | | |
|---------------------------|---|
| ○ Character vs. character | ○ Character vs. nature |
| ○ Character vs. self | ○ Character vs. technology, or supernatural or fate |
| ○ Character vs. society | |

- **Students will respond to the EQ, how do our actions define us?** The lessons above are provided to give the students the vocab needed for their oral discussions and written responses to in class texts and IR books.

Unit Assessments:**Formative Assessments:**

Close Reading/Analysis of work, short answer responses, Student/Teacher Conferences, Socratic Discussion, Classwork /Group work , Journal Responses

Summative Assessment:

Module Assessment, Vocabulary quizzes, Reading Comprehension quizzes

Alternate Assessments: classroom projects, classroom discussions, conferences, written response to text

UNIT 2 Bold Actions

Unit New Jersey Student Learning Standards:

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

RL.CI.7.2. Determine a theme in a literary text (e.g., stories, plays or poetry) and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

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

RI.CI.7.2. Determine a central idea in an informational text and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.IT.7.3. Analyze how particular elements of a text interact including how a text makes connections and distinctions among individuals, events, and ideas (e.g., through comparisons, analogies, or categories).

RI.TS.7.4. Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including using knowledge of text structure (e.g.; cause-effect, proposition-support) and genre features (e.g., graphics, captions, indexes) to organize and analyze important information.

RI.PP.7.5. Determine how an author conveys or develops perspective or purpose in a text through distinguishing their position from that of others using evidence.

RI.MF.7.6. Compare and contrast texts to analyze the unique qualities of different mediums, including the integration of information from multiple formats and sources to develop deeper understanding of the concept, topic or subject and resolve conflicting information.

RI.CT.7.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing informational texts about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

W.IW.7.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

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

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

W.RW.7.7. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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

SL.II.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

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

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

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

L.VL.7.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, including technical meanings, choosing flexibly from a range of strategies.

A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

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

C. Analyze the impact of a specific word choice on meaning and tone.

- D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.VI.7.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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

Unit 2 Learning Objectives:

- Students will read for a variety of purposes.
- Chunk and jot to summarize both fiction and non-fiction texts.
- Identify text structures in non-fiction text
- Determine central idea of a text
- Analyze character, setting, and conflict
- Make connections to the central idea of a text
- Understand Author's purpose, analyze point of view, tone, word choice, audience
- Compare and contrast two works of literature and how they approach/develop similar themes
- Understand vocabulary in context and apply academic vocabulary studied in unit
- Analyze and respond to texts by identifying key elements such as themes, characters, and plot, and by supporting their responses with evidence from the text
- Apply correct grammar, punctuation, and sentence structure in their analytical writing.
- Use Greek and Latin roots, prefixes and affixes to develop meaning of vocabulary

Unit Resources:

Core: *HMH Into Literature: Thank you Ma'am, A Police Stop Changed This Teenager's Life, Frances Perkins and the Triangle Factory Fire, from Ashes of Roses*

Supplemental: *Freedom Walkers* by Freedman; *I Too, Am America* by Hughes; [Civil Rights Movement](#); EB Academics Grammar; Quill, IXL, HMH Waggle, Scholastic *SCOPE* magazine

Learning Plan:

Unit Essential Question: What inspires people to take action?

Independent Reading: students choose a nonfiction book to read alongside the non-fiction read in class.

Book talks - Students should try to choose a book that is connected to people making positive change

Observe student activities, conferencing

Bookmarks assignments to reinforce skills

In-class Readings

- Annotations to identify author's purpose, audience, text structure(s)
- Model and ensure students understand how to summarize what they have read; practice by summarizing info texts or IR chapter(s) read. Chunk and Jot.
- Teach non-fiction text structure and terms by identifying in text
- RTL/RACE responses to readings
- Students will respond to the EQ: The lessons above are provided to give the students the vocab needed for their oral discussions and written responses to in class texts and IR books. e current social movements domestic or global through discussion and written analysis
- Collegial discussion or socratic seminar - Compare and contrast other nonfiction sources with the in-class texts

Unit Assessments:

Formative Assessments:

Close Reading/Analysis of work, short answer responses, Student/Teacher Conferences, Socratic Discussion, Classwork /Group work , Journal Responses

Summative Assessment:

Module Assessment, Vocabulary quizzes, Reading Comprehension quizzes

Alternate Assessments: classroom projects, classroom discussions, conferences, written response to text

UNIT 3 Facing Challenges

Unit New Jersey Student Learning Standards:

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

RL.CI.7.2. Determine a theme in a literary text (e.g., stories, plays or poetry) and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RL.IT.7.3. Analyze how particular elements of a text interact including how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

RL.PP.7.5. Determine how an author conveys or develops perspective or purpose in a text through contrasting the points of view of different characters or narrators in a text.

RL.MF.7.6. Compare and contrast texts (e.g., a written story, drama, or poem) to its audio, filmed, staged, or multimedia version and analyze the unique qualities of different mediums, including the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

W.IW.7.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

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

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

W.RW.7.7. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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

SL.II.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

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

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

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

L.VL.7.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, including technical meanings, choosing flexibly from a range of strategies.

A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

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

C. Analyze the impact of a specific word choice on meaning and tone.

D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

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

L.VI.7.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

A. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.

B. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.

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

Unit 3 Learning Objectives:

- Analyze how authors use outside sources to influence their fiction work to develop relatable themes.
- Make text connections between works of literature
- Identify how and where authors use craft techniques (e.g. symbol, metaphor, simile) as well as how those craft techniques build depth within the text.
- Evaluate characters' reactions/responses to situations and explain how it affects their decisions
- Understand vocabulary in context and apply academic vocabulary studied in unit
- Analyze and respond to texts by supporting their responses with evidence from the text
- Apply correct grammar, punctuation, and sentence structure in their analytical writing.
- Use Greek and Latin roots, prefixes and affixes to develop meaning of vocabulary

Unit Resources:

Core: *HMH Into Literature - The Hunger Games* by Suzanne Collins

Supplement: Theseus & Minotaur text and audio; The Lottery (CommonLit.org); Academics Grammar; Quill, iXL, HMH Waggle, Scholastic *SCOPE* magazine

Learning Plan:

What character traits must one possess to overcome challenges?

Independent Reading:

- Book talks - Students will think about the character development in their novels
- Observe student activities, conferencing
- Bookmarks assignments to reinforce skills

In-class Readings

- Annotations to track theme, characters, setting
- Model and ensure students understand how to summarize what they have read;
- RTL/RACE responses to readings
- Students will respond to the EQ: What character traits must one possess to overcome challenges?
- Collegial discussion or socratic seminar - Character actions and reactions

Unit Assessments:

Formative Assessments:

Close Reading/Analysis of work, short answer responses, Student/Teacher Conferences, Socratic Discussion, Classwork /Group work , Journal Responses

Summative Assessment:

Module Assessment, Vocabulary quizzes, Reading Comprehension quizzes

Alternate Assessments: classroom projects, classroom discussions, conferences, written response to text

UNIT 4 Game On!

Unit New Jersey Student Learning Standards:

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

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

RL.CI.7.2. Determine a theme in a literary text (e.g., stories, plays or poetry) and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.CI.7.2. Determine a central idea in an informational text and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RL.IT.7.3 Analyze how particular elements of a text interact including how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

RI.IT.7.3. Analyze how particular elements of a text interact including how a text makes connections and distinctions among individuals, events, and ideas (e.g., through comparisons, analogies, or categories).

RL.TS.7.4 Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including how a drama's or poem's form or structure (e.g.; soliloquy, sonnet) contributes to its meaning.

RI.TS.7.4. Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including using knowledge of text structures (e.g., cause-effect, proposition-support) and genre features (e.g., graphics, captions, indexes) to organize and analyze important information.

RL.PP.7.5. Determine how an author conveys or develops perspective or purpose in a text through contrasting the points of view of different characters or narrators in a text.

RI.PP.7.5. Determine how an author conveys or develops perspective or purpose in a text through distinguishing their position from that of others using evidence.

RI.AA.7.7. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

W.IW.7.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

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

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

W.RW.7.7. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

L.VL.7.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, including technical meanings, choosing flexibly from a range of strategies.

A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

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

C. Analyze the impact of a specific word choice on meaning and tone.

D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

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

L.VI.7.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

A. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.

B. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.

C. Analyze the impact of rhymes and other repetitions of sound (e.g., alliteration) on a specific verse or stanza or a poem or section of a story or drama.

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

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

SL.II.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

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

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

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

Unit 4 Learning Objectives: Poetry Analysis; Argument Writing (writing cont'd from Unit 3)

- Identify and apply poetic devices and vocabulary
- Identify a theme in a poem and analyze how it was developed by the author
- Explain how a poem's structure adds to the meaning
- Analyze conflict, point of view, and figurative language
- Analyze author's perspective and purpose
- Make and check predictions and inferences during reading
- Analyze organizational structure and its impact on a text
- Understand vocabulary in context and apply academic vocabulary studied in unit
- Analyze and respond to texts by supporting their responses with evidence from the text
- Apply correct grammar, punctuation, and sentence structure in their analytical writing.
- Use Greek and Latin roots, prefixes and affixes to develop meaning of vocabulary

Unit Resources:

Core: HMH Into Literature - *Double Doubles*, *from Crossover*, *It's Not Just a Game!*, *Get in the Zone: The Psychology of Video-Game Design*

Supplemental: *Crossover-novel in verse*, *March Madness Poetry*, HMH Waggle, iXL, HMH Waggle, Scholastic *SCOPE* magazine

Learning Plan:

Unit Essential Question: What provides you with intrinsic motivation? How do games impact our lives?

Independent Reading: students should choose a book that is relevant and personal to them.

Book talks - Students will compare themes from the various readings this year

Observe student activities, conferencing

Bookmarks assignments to reinforce skills

In-class Readings- Whole class and Aloud in groups

- Annotations to track poetic devices and analytical reading
Select evidence from text to support author's beliefs (theme)
- Model and ensure students understand how to read poetry
- RTL/RACE responses to readings -Students will respond to the EQ: How do games impact our lives?
- Collegial discussion or socratic seminar - What provides you with intrinsic motivation?

Unit Assessments:

Formative Assessments:

Close Reading/Analysis of work, short answer responses, Student/Teacher Conferences, Socratic Discussion, Classwork /Group work , Journal Responses

Summative Assessment:

Module Assessment, Vocabulary quizzes, Reading Comprehension quizzes

Alternate Assessments: classroom projects, classroom discussions, conferences, written response to text

Unit 5 - How Can Changing the World Change You?

Unit New Jersey Student Learning Standards:

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

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

RL.CI.7.2. Determine a theme in a literary text (e.g., stories, plays or poetry) and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.CI.7.2. Determine a central idea in an informational text and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RL.MF.7.6. Compare and contrast texts (e.g., a written story, drama, or poem) to its audio, filmed, staged, or multimedia version and analyze the unique qualities of different mediums, including the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

RI.MF.7.6. Compare and contrast texts to analyze the unique qualities of different mediums, including the integration of information from multiple formats and sources to develop deeper understanding of the concept, topic or subject and resolve conflicting information.

RL.CT.7.8. Compare and contrast a fictional portrayal of an event, time, place, or character and a historical or scientific account of the same period or event as a means of understanding how authors of fiction use or alter history and/or events.

RI.CT.7.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing informational texts about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

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

W.WR.7.5. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

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

W.RW.7.7. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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

SL.II.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

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

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

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

L.SS.7.1. Demonstrate command of the system and structure of the English language when writing or speaking.

L.SS.7.1.E Recognize spelling conventions.

L.KL.7.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

B. Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.

L.VL.7.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, including technical meanings, choosing flexibly from a range of strategies.

A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

- B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
- C. Analyze the impact of a specific word choice on meaning and tone.
- D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.VI.7.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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

Unit 5 Learning Objectives:

- Develop questions related to text when reading
- Analyze point of view, character, setting, irony, and theme in a text
- Identify the characteristics of historical fiction
- Determine central idea during reading
- Compare author's perspectives on multiple texts on the same topic
- Understand vocabulary in context and apply academic vocabulary studied in unit
- Analyze and respond to texts by supporting their responses with evidence from the text
- Apply correct grammar, punctuation, and sentence structure in their analytical writing.
- Use Greek and Latin roots, prefixes and affixes to develop meaning of vocabulary

Unit Resources:

Core: *HMH Into Literature - Craig Kielburger Reflects on Working Toward World Peace*

Supplemental: Personal essay (text) and documentary (media), *Night* excerpts, Poetry - Butterfly, ushmm.org, iXL, HMH Waggle, Scholastic *SCOPE* magazine

Learning Plan:

Unit Essential Question: How can changing the world change you?

Independent Reading: students should choose a historical fiction novel to compare to class readings

Book talks - Students will compare themes from the various readings this year,

Observe student activities, conferencing

Bookmarks assignments to reinforce skills

In-class Readings- Whole class and Aloud in groups

- Annotations to track poetic devices and analytical reading
- Select evidence from text to support author's beliefs (theme)
- Model and ensure students understand how to read poetry
- RTL/RACE responses to readings -Students will respond to the EQ
- Writing Choice for argument
- Collegial discussion or socratic seminar

Unit Assessments:

Formative Assessments:

Close Reading/Analysis of work, short answer responses, Student/Teacher Conferences, Socratic Discussion, Classwork /Group work , Journal Responses

Summative Assessment:

Module Assessment, Vocabulary quizzes, Reading Comprehension quizzes

Alternate Assessments: classroom projects, classroom discussions, conferences, written response to text

ACCOMMODATIONS and MODIFICATIONS

Additional accommodations can also be found in the curriculum [appendix](#).

<p>504</p> <ul style="list-style-type: none"> • Work with fewer items per page or line and/or materials in a larger print size • Sit where he learns best (for example, near the teacher, away from distractions) • Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out) • Use an alarm to help with time management • Take frequent breaks, such as after completing a task • Use visual presentations of verbal material, such as word webs and visual organizers 	<p>Special Education</p> <ul style="list-style-type: none"> • Utilize reading focus tools to help with tracking • Listen to audio recordings instead of reading text • Always keep the Closed Captioning option ON when showing videos or TV segments so that all students can listen to and read the information. • Take more time to complete a task or a test • Take sections of a test in a different order • Be given a written list of instructions • Sit where they learn best (for example, near the teacher, away from distractions) • Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out) • Have extra time to process oral information and directions • Complete fewer or different homework problems than peers
<p>At-Risk</p> <ul style="list-style-type: none"> • Utilize reading focus tools to help with tracking • Mark texts with a highlighter • Be given a written list of instructions • Flexible due dates • Ability to resubmit assignments • Sit where he learns best (for example, near the teacher, away from distractions) • Use visual presentations of verbal material, such as word webs and visual organizers 	<p>Gifted and Talented</p> <ul style="list-style-type: none"> • Avoid drill and practice activities. • Create specialized learning centers for skill work • Provide opportunities for divergent (many answers) and convergent (best answer) thinking • Help them learn to set their own learning goals, then provide them with the opportunity to work towards those goals. • Higher level support text • Allow gifted students to move more quickly through the material • Provide higher level thinking questions to invoke thoughtful written responses
<p>Multilingual Learners</p> <ul style="list-style-type: none"> • Explanation of directions (English) • Repeat directions • Preferential seating • Have curriculum materials translated into native language • Provide verbal praise or tangible reinforcement to increase motivation • Answer orally, point to answer 	