

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

**Seventh Grade**

**PARCC-Aligned Curriculum Guide  
Unit 1**



School Year 2015-2016

**Big Question of the Unit:** *“Does Every Conflict have a Winner?”*



<https://georgedelahenty.files.wordpress.com/2015/04/managing-conflict-and-handling-with-difficult-people.jpg>

<b>Grade</b>	<b>7</b>
<b>Unit</b>	<b>1</b>
<b>Unit's Big Question</b>	<i>"Does every conflict have a winner?"</i>
<b>Unit Focus</b>	Throughout this unit, students will read short stories as well as other texts related to the big question. Using these texts, students will learn the required skills to comprehend fiction as well as nonfiction texts. Students will analyze the elements of short stories while reading these texts focusing on characters and conflict. Students will consider the big question as they read these texts with the goal of gaining a deeper understanding of literature. Students will construct writing in the form of realistic fiction narratives and essays. Students will also engage in meaningful classroom discussions with their peers. Lastly, students will create and present an authentic assessment at the end of the unit based on the unit's performance tasks to demonstrate their understanding of the unit's skills and reflecting on the big question.

### **Focus Standards**

#### **Reading Literature**

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

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

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

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

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

#### **Reading Informational**

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

**RI.7.5** 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 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.

## Writing

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

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

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

**W.7.2.a** Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension

**W.2.d** Use precise language and domain-specific vocabulary to inform about or explain the topic.

**W.2.e** Establish and maintain a formal style.

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

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

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

**W.7.3.a** Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

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

**W.7.3.e** Provide a conclusion that follows from and reflects on the narrated experiences or events.

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

**W.7.9.a** Apply *grade 7 Reading standards* to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history").

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

## Language

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

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

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

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

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

**L.7.4.c** Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

**L.7.6** 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

### Speaking and Listening

**SL.7.1.a** Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

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

**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. (See grade 7 Language standards 1 and 3 [here](#) for specific expectations.)

**Pacing:** | **First Marking Period: September 8 – November 12, 2015**

#### Essential Questions

- What do readers do when they do not understand everything in the text?
- Why do readers need to pay attention to a writer's choice of words?
- How do writers develop a well-written product?
- How do good writers express themselves?
- How do we effectively use language to communicate in a manner that is appropriate to purpose, audience, and task?
- How can discussions increase our knowledge and understanding of an idea or ideas?

#### Enduring Understandings

##### Students will understand that...

- 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 Outcomes

*At the end of this unit, students will be able to:*

- Define textual evidence

- Define inference and explain how a reader uses textual evidence to reach a logical conclusion
- Read closely and find answers explicitly in the text (right there answers) and answers that require an inference
- Analyze an author's words and determine textual evidence needed to support both explicit and inferential questions
- Analyze plot to determine a theme
- Explain how plot is developed by key events and episodes experienced by the characters.
- Determine qualities of characters in a text based on an author's direct and indirect characterization
- Define narrative and describe the basic parts of plot structure.
- Engage the reader by introducing the narrator, characters, setting, and the event that starts the story in motion.
- Use narrative techniques to develop a storyline where one event logically leads to another.
- Use descriptive words and phrases that appeal to the senses and create mind pictures to help the reader understand the experiences and events.
- Use transition words, phrases, and clauses to signal changes in time and place.
- Write a conclusion that provides a sense of closure.

## Assessments

### **Screening:**

- Unit Pretest
- Reading Interest/Strategy Inventory
- On Demand Realistic Fiction Narrative
- Teacher Review of portfolio (6<sup>th</sup> grade)

### **Formative:**

Informal –

- anecdotal records, annotations, discussion notes, double-entry journals, exit tickets, notes, writer's notebook entries, reader response journals, sticky notes

Formal –

- District Benchmark (Interim)

### **Summative:**

- End of Unit Test
- Published Realistic Fiction Narrative
- End of Unit
- On-Demand Writing

### **Authentic:**

- Performance Tasks (PH Lit pp. 400-401)
- Socratic Seminar

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<b>Sample Schedule for one period</b>			
<b>Opening (mini-lesson) – 7-10 minutes</b>			
<b>Work Period (small group instruction, conferring) – 20-25 minutes</b>			
<b>Closing – (Share, Exit Ticket) – 10 minutes</b>			

# **ELA Model Content Framework Chart for Grade 7**

## **Module A: "Does every conflict have a winner?"**

(Pacing: 10 Weeks)

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)
<i>Extended Text</i>	<i>Short Texts</i>	<i>Routine Writing</i>	<i>4-6 Analyses</i>	<i>1-2 Narratives</i>	<i>1 Research Project</i>
<b>Literature:</b> 1. <i>The Bear Boy</i> p. 220 <b>or</b> <i>Rikki-tikki-tavi</i> p. 228. 2. <i>From Letters from Rifka</i> pp. 252 <b>or</b> <i>Two Kinds from The Joy Luck Club</i> pp. 260. 3. <i>The Third Wish</i> p. 311 <b>or</b> <i>Amigo Brothers</i> p. 321. 4. <i>Zoo</i> p. 339 <b>or</b> <i>Ribbons</i> p. 345.	<b>Literature:</b> <u><b>Literary Analysis Workshop</b></u> 1. <i>The Dinner Party</i> 2. <i>The Treasure of Lemon Brown</i>  <u><b>Comparing Literary Works</b></u> 1. <i>Seventh Grade</i> , p. 290-295 & 2. <i>Melting Pot</i> , p. 296-300 3. <i>After Twenty Years</i> p. 372 4. <i>He-y, Come On Out!</i> p. 378  <b>Informational:</b> <u><b>Reading for Information</b></u> 1. <i>Mongoose on the Loose</i> , p. 283 & 2. <i>Indian Grey Mongoose</i> , p. 285 3. <i>Walking for Exercise &amp; Pleasure</i> p. 365 4. <i>Safe Routes to School</i> p. 367.	<b>Develop &amp; convey understanding</b> 1. Text-Dependent Question Responses (i.e., the PHLit Critical Thinking: Integration of Knowledge and Ideas question that aligns to the Big Question 2. Writers' Notebook Entries (e.g., session work for Units of Study) 3. Annotations 4. Responses to Literature	<b>Focus on explanatory text</b> 1. <u>Reading for Information:</u> Informative Text - Description (Timed Writing, p. 287) 2. <u>Comparing Literary Works:</u> Explanatory Text – Essay (Timed Writing, p.301) 3. <u>Reading for Information:</u> Explanatory Text: Directions (Timed Writing, p. 369) 4. <u>Comparing Literary Works</u> Explanatory Text: Essay (Timed Writing, p. 383)	<b>Convey experiences, events and/or procedures</b>  Units of Study Realistic Fiction	<b>Integrates knowledge from sources when composing</b>
For Reading and Writing in Each Module					
Cite evidence (RL/RI.7.1)	Analyze content (RL/RI.2-9, SL.7.2-3)	Study & apply grammar (L.7.1-3, SL.7.6)	Study & apply vocabulary (L.7.4-6)	Conduct discussions (SL.7.1)	Report findings (SL.7.4-6)
Daily	Literary Analysis Workshop	Integrated Language Skills	Big Question Vocabulary and Academic Vocabulary	Communications Workshop	Daily (SL.7.4 & 6) Often (SL.7.5)

\*Independent Reading is an encouraged component of the MS ELA curriculum. For this unit, texts that align to the Big Question include:

Fiction		Nonfiction
<b>The Dark Is Rising by Susan Cooper</b>	Heat by Mike Lupica	<b>Geeks: How Two Lost Boys Rode the Internet out of Idaho by Jon Katz</b>
<b>The Collected Poems of Langston Hughes by Langston Hughes</b>	The Devil's Arithmetic by Jane Yolen	
White Fang and The Call of the Wild by Jack London		



## ELA Unit Instructional Pacing Plan – Grade 7

### Introduction to the Reading and Writing Workshop

Essential Questions: “How do readers make sense of what they are reading?” “How do writers find ideas for writing?”

Pacing	Standards	Curricular Resources/Supplements	Strategies	Student Assessment/Evidence
Weeks of Sept 8th and 18th	<b>READING BLOCK</b>	Student Interest Inventory  <b>Reading</b> Engagement Inventory Independent Reading Book Immersion lessons Introduce strategies for good readers <i>Launching the Reading and Writing Workshops Lessons Day 1-9</i>	*See <i>Launching the Reading and Writing Workshops Lessons Day 1-9</i>	Student Interest and Engagement Inventories  Reader’s Notebook Entries  Teachers will conduct short informal running records  <b>Unit Pretest</b>
	<b>WRITING BLOCK</b>	<b>Writing</b> Notebooking (Sharing our Notebooks) Collecting Ideas Immersion lessons Realistic Fiction exemplars (Units of Study) <i>Launching the Reading and Writing Workshops Lessons Day 1-9</i>	*See <i>Launching the Reading and Writing Workshops Lessons Day 1-9</i>	Writer’s Notebook Entries  <b>On-Demand Timed Writing</b>
PH Literature, Unit 2: “Does every conflict have a winner?”				
Pacing	Standards	Curricular Resources/Supplements	Strategies	Student Assessment/Evidence
Week of Sept. 21	<b>READING BLOCK</b> <a href="#">RL.7.3</a>	<b>PH Literature</b> -“The Bear Boy” p. 220 <b>Reading Skill:</b> Make predictions <b>Literary Analysis:</b> Plot	Plot diagram, pg. 217	<ul style="list-style-type: none"> <li>Prediction chart</li> <li>Plot diagram</li> <li>Reader’s Notebook entries</li> </ul>
	<a href="#">W.7.2.d</a> ;	<b>Writing Task (Informative)</b>		<ul style="list-style-type: none"> <li>Informative Article (PH Lit, pg.</li> </ul>

	<a href="#">W.7.2.e;</a>	(pg. 247) Informative Article		247)
	Language <a href="#">L.7.4.b;</a> <a href="#">L.7.6</a>	<b><u>Integrated Language Skill</u></b> (pg. 246) Conventions: Verbs  <b><u>Word Study</u></b> (pg. 225) Suffix: -ance		
	<b>WRITING BLOCK</b> <a href="#">W.7.3</a>	<b><u>Units of Study</u></b> <i>Sessions 1-3 (Bend I)</i> <i>Creating and Developing Meaningful Stories and Characters</i> <i>Imagining Stories from Everyday Moments, Imagining Stories You Wish Existed in the World &amp; Developing Believable Characters through Scene Boot Camp</i>	Tap settings as another possible place for fiction story ideas  Sharing struggles with characters  Developing the character's point-of-view	<ul style="list-style-type: none"> <li>• Writer's notebook entries</li> </ul>
<b>Pacing</b>	<b>Standards</b>	<b>Curricular Resources/Supplements</b>	<b>Strategies</b>	<b>Student Assessment/Evidence</b>
Week of Sept. 28th	<b>READING BLOCK</b> <a href="#">RL.7.6</a>	<b><u>PH Literature</u></b> "From Letters from Rifka" p. 252  <b><u>Reading Skill:</u></b> Make predictions <b><u>Literary Analysis:</u></b> Plot	Prediction chart, pg. 249  Character trait diagram, pg. 257	<ul style="list-style-type: none"> <li>• Inference charts</li> <li>• Conflict charts</li> <li>• Character trait diagram</li> <li>• Reader's Notebook entries</li> </ul>
	<a href="#">W.7.3.a;</a> <a href="#">W.7.3.b;</a> <a href="#">W.7.7;</a>	<b><u>Writing Task (Narrative)</u></b> (p. 279) Journal Entry		<ul style="list-style-type: none"> <li>• Journal entry</li> </ul>
	<b>WRITING BLOCK</b> <a href="#">W.7.3;</a> <a href="#">W.7.3.a;</a> <a href="#">W.7.3.b</a>	<b><u>Units of Study</u></b> <i>Sessions 4-6 (Bends I,II)</i> <i>Creating and Developing Meaningful Stories and Characters &amp; Drafting and Revising with an Eye Toward Meaning</i> <i>Giving Characters Struggles and Motivations that Mirror Real Life, Plotting with Tools &amp; Planning and Writing Scenes with Evidence</i>	Shaping stories  Knowing when to use summary in stories	<ul style="list-style-type: none"> <li>• Writer's notebook entries</li> <li>• Realistic Fiction drafts (on paper)</li> </ul>

	Language <a href="#">L.7.1</a> ; <a href="#">L.7.4.b</a> ; <a href="#">L.7.6</a>	<u>Integrated Language Skill</u> (pg. 278) Conventions: The Principal Parts of Verbs  <u>Word Study (pg. 250)</u> <u>-tract-</u>		
Pacing	Standards	Curricular Resources/Supplements	Strategies	Student Assessment/Evidence
Week of Oct. 5th	<b>READING BLOCK</b> <a href="#">RL.7.5</a> ; <a href="#">RL.7.9</a>	<u>PH Literature</u> Reading for Information “Mongoose on the Loose” (pp. 283-285)  <u>Reading Skill:</u> Understand text structure and purpose		***District Benchmark I
	<a href="#">W.7.4</a>	<u>Reading for Information Writing Task (Timed Writing-Informative Text)</u> <u>p. 287</u> Description	5 Minute Planner, pg. 287	<ul style="list-style-type: none"> <li>Description (On Demand Timed Writing)</li> </ul>
	<a href="#">RL.7.4</a>	<u>Comparing Literary Works</u> (pp. 288-300) Skill: Compare idioms	Idiom chart, pg. 288	<ul style="list-style-type: none"> <li>Idiom chart</li> </ul>
	<a href="#">W.7.2.a</a> ; <a href="#">W.7.2.f</a>	<u>Comparing Literary Works Writing Task (Timed Writing – Explanatory Essay)</u> <u>pg. 301</u>	5 Minute Planner, pg. 301	<ul style="list-style-type: none"> <li>Explanatory Essay (On Demand Timed Writing)</li> </ul>
	<b>WRITING BLOCK</b> <a href="#">W.7.3</a> ; <a href="#">W.7.3.a</a> ; <a href="#">W.7.3.b</a>	<u>Units of Study</u> <i>Sessions 7-9 (Bend II)</i> <i>Drafting and Revising with an Eye Toward Meaning</i> <i>Stepping into the Drama of the Story to Draft,</i> <i>Studying Published Texts to Write Leads &amp; Grounding Dialogue in Scenes</i>	Creating patterns for cohesion  Researching in fiction  Including what’s important	<ul style="list-style-type: none"> <li>Realistic Fiction narrative drafts</li> </ul>
Pacing	Standards	Curricular Resources/Supplements	Strategies	Student Assessment/Evidence
Week of Oct. 12 <sup>th</sup>	<b>READING BLOCK</b> <a href="#">RL.7.1</a>	<u>PH Literature</u> “The Third Wish” p. 311  <u>Reading Skill:</u>	Details chart, pg. 309 (Inferences)  Conflict-Resolution chart,	<ul style="list-style-type: none"> <li>Details chart</li> <li>Conflict and resolution chart</li> </ul>

		Make inferences <b><u>Literary Analysis:</u></b> Conflict and Resolution	pg. 319	
	<a href="#">W.7.2.a;</a> <a href="#">W.2.e;</a> <a href="#">W.7.3;</a> <a href="#">W.7.3.e</a>	<b><u>Writing Task</u></b> <b><u>(Narrative Text)</u></b> Pg. 335 Anecdote		<ul style="list-style-type: none"> <li>Writing Task: Anecdote, p. 335</li> </ul>
	Language <a href="#">L.7.2.a;</a> <a href="#">L.7.4.b;</a> <a href="#">L.7.6</a>	<b><u>Integrated Language Skill</u></b> Conventions: Adjectives, p. 334  <b><u>Word Study:</u></b> Latin Prefix: mal- Pg. 310		
	<b>WRITING BLOCK</b> <a href="#">W.7.3;</a> <a href="#">W.7.3.a;</a> <a href="#">W.7.3.b;</a> <a href="#">W.7.3.e</a>	<b><u>Units of Study</u></b> <i>Sessions 10-12 (Bends II &amp; III)</i> <i>Drafting and Revising with an Eye Toward Meaning &amp; Meticulous Revision and Precise Edits with Audience in Mind</i> <i>Writing Ending that will Make Readers Swoon, Reading Drafts Like Editors &amp; Revision</i>	Crafting surprising but inevitable endings  Choosing sentence types and ways of connecting thoughts within sentences  Creating metaphors	<ul style="list-style-type: none"> <li>Realistic Fiction narratives</li> </ul>
<b>Pacing</b>	<b>Standards</b>	<b>Curricular Resources/Supplements</b>	<b>Strategies</b>	<b>Student Assessment/Evidence</b>
Week of Oct. 19 <sup>th</sup>	<b>READING BLOCK</b> <a href="#">RL.7.1;</a> <a href="#">RL.7.2</a>	PH Literature “Zoo” p. 339 303-314 <b><u>Reading Skill:</u></b> Making Inferences <b><u>Literary Analysis:</u></b> Theme	Question and Answer chart, pg. 337 (Inferences)  Theme graphic organizer, pg. 343	<ul style="list-style-type: none"> <li>Question and Answer chart</li> <li>Theme graphic organizer</li> <li>Reader’s notebook entries</li> </ul>
	<a href="#">W.7.1.a;</a> <a href="#">W.7.1.a;</a> <a href="#">W.7.7</a>	<b><u>Writing Task (Argument):</u></b> (p. 361) Letter to the Editor		<ul style="list-style-type: none"> <li>Writing Task: Letter to the Editor</li> </ul>
	Language <a href="#">L.7.1;</a> <a href="#">L.7.4.b;</a> <a href="#">L.7.6</a>	<b><u>Integrated Language Skill:</u></b> Conventions: Adverbs Pg. 360  <b><u>Word Study:</u></b>		

Week of Oct. 26th		Latin suffix: -ment Pg. 338		
	<b>WRITING BLOCK</b> <a href="#">W.7.3</a> ; <a href="#">W.7.3.a</a> ; <a href="#">W.7.3.b</a> ; <a href="#">W.7.3.e</a>	<b>Units of Study:</b> <i>Sessions 13-15</i> <i>Meticulous Revision and Precise Edits with Audience in Mind</i> <i>Conducting a Rhythm of Language, Using mentor texts &amp; Economizing on the Sentence and Word Level</i>	Placing phrases and clauses within sentences  “Said is Not Dead”	<b>On Demand Realistic Fiction Narrative</b>
	<b>Pacing</b>	<b>Standards</b>	<b>Curricular Resources/Supplements</b>	<b>Strategies</b>
	<b>Standards</b>	<b>Curricular Resources/Supplements</b>	<b>Strategies</b>	<b>Student Assessment/Evidence</b>
	<b>READING BLOCK</b> <a href="#">RI.7.1</a>  <a href="#">L.7.1</a> ; <a href="#">L.7.4.c</a> ; <a href="#">L.7.6</a>	<b>Reading for Information</b> “Walking for Exercise” p. 365 and “Safe Routes to School” p. 367  <b>Reading Skill:</b> Connecting ideas to make inferences and generalizations	Generalizations chart, pg. 364	<ul style="list-style-type: none"> <li>Generalization chart</li> <li>Reader’s notebook entries</li> </ul>
	<a href="#">W.7.1</a>	<b>Reading for Information Writing Task (Timed Writing- Explanatory Text)</b> <b>p. 369</b> Directions	5 Minute Planner, pg. 369	<ul style="list-style-type: none"> <li>Explanatory Text, p. 369, Directions</li> </ul>
	<a href="#">RL.7.3</a> ;	<b>Comparing Literary Works</b> pp. 370-382 Skill: Comparing Irony	Irony chart, pg. 370  5 Minute Planner, pg. 383	<ul style="list-style-type: none"> <li>Timed Writing – Explanatory Essay)</li> </ul>
	<a href="#">W.7.2.a</a>	<b>Comparing Literary Works Writing Task (Timed Writing – Explanatory Essay)</b> <b>p. 383</b>		
	<b>WRITING BLOCK</b> <a href="#">W.7.3</a> ; <a href="#">W.7.3.a</a> ; <a href="#">W.7.3.b</a> ; <a href="#">W.7.3.e</a>	<b>Units of Study</b> <i>Sessions 16-17 (Bend III)</i> <i>Meticulous Revision and Precise Edits with Audience in Mind</i> Editing with Lenses and Independence & Publishing Anthologies	Recognizing and replacing misplaced modifiers	<ul style="list-style-type: none"> <li><b>On Demand Realistic Fiction Narrative</b></li> <li><i>Celebrations</i></li> </ul>
	<b>Speaking and Listening</b> <a href="#">SL.7.5</a>	<i>Celebrations</i>		<i>Celebrations</i>

Pacing	Standards	Curricular Resources/Supplements	Strategies	Student Assessment/Evidence
Week of Nov. 2 <sup>nd</sup>	<b>READING BLOCK</b> <a href="#">RL.7.1</a> ; <a href="#">RL.7.2</a> ; <a href="#">RL.7.3</a> ; <a href="#">RL.7.6</a>	<u>PH Literature Performance Tasks</u> pp. 400-401	Digital tools for publishing writing	<b>End of the Unit Benchmark</b>  Performance Tasks
	<b>WRITING BLOCK</b> <a href="#">W.7.9.a</a>	On Demand Realistic Fiction Narrative		<b>On Demand Realistic Fiction Narrative</b>
	Speaking/Listening <a href="#">SL.7.5</a> ; <a href="#">SL.7.6</a>	Performance Tasks presentations		Performance Tasks presentations
Pacing	Standards	Curricular Resources/Supplements	Strategies	Student Assessment/Evidence
Week of Nov. 9 <sup>th</sup>	<b>READING BLOCK</b> <a href="#">RL.7.1</a> ; <a href="#">RL.7.2</a> ; <a href="#">RL.7.3</a> ; <a href="#">RL.7.6</a>	<u>PH Literature Performance Tasks</u> pp. 400-401  Portfolio development	Digital tools for publishing writing	Performance tasks  Portfolio submission
	<b>WRITING BLOCK</b> <a href="#">W.7.9.a</a>	<i>Units of Study Celebrations</i>		<i>Units of Study Celebrations</i>
	Speaking/Listening <a href="#">SL.7.5</a> ; <a href="#">SL.7.6</a>	PH Literature Performance Tasks presentations  <i>Units of Study Celebrations</i>		PH Literature Performance Tasks presentations  <i>Units of Study Celebrations</i>
Resources				
<b>For Teachers:</b> 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) Authentic Assessment Toolbox: Language Arts – Middle School <a href="http://jfmuellet.faculty.noctrl.edu/toolbox/examples/tasks_middle_languagearts.htm">http://jfmuellet.faculty.noctrl.edu/toolbox/examples/tasks_middle_languagearts.htm</a> Grades 6-8 ELA Curriculum: Appendix 1: Teaching Practices and Protocols <a href="http://www.engageny.org/resource/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</a>			<b>For students:</b> PH Lit Resources <ul style="list-style-type: none"> <li>Pearson Success Net  <a href="https://www.pearsonsuccessnet.com/snpapp/login/PsnLandingPage.jsp?showLandingPage=true">https://www.pearsonsuccessnet.com/snpapp/login/PsnLandingPage.jsp?showLandingPage=true</a> (Home Page Orientation  <a href="http://www.mypearsontraining.com/tutorials/snet_students_homepageorientation/player.html">http://www.mypearsontraining.com/tutorials/snet_students_homepageorientation/player.html</a>)</li> <li>Reader's Notebook</li> <li>Common Core Companion Workbook *</li> <li>All-in-One Workbook, audio recordings *</li> <li>English Learner Reader's Notebook *</li> </ul>	

NJ Educator Resource Exchange <a href="http://njcore.org/">http://njcore.org/</a> The Reading & Writing Project Resources <a href="http://readingandwritingproject.com/resources.html">http://readingandwritingproject.com/resources.html</a> Teaching that Makes Sense <a href="http://www.ttms.org/">http://www.ttms.org/</a> In Common: Effective Writing for All students <a href="http://www.achievethecore.org/page/507/in-common-effective-writing-for-all-students">http://www.achievethecore.org/page/507/in-common-effective-writing-for-all-students</a>	<ul style="list-style-type: none"> <li>• Adapted Reader's Notebook *</li> <li>• Spanish Reader's Notebook *</li> </ul> <p>* Assigned by teacher in response to data</p> <p>Solo 6</p> <p>Vocabulary Spelling City <a href="http://www.spellingcity.com/">http://www.spellingcity.com/</a></p> <p>Reading Rewards <a href="http://www.readingrewards.com">www.readingrewards.com</a></p>
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<b>Evaluation/Reflection</b>	<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> <ol style="list-style-type: none"> <li>1. <i>What worked?</i></li> <li>2. <i>What do you think could have been implemented more effectively in your lessons and instruction?</i></li> <li>3. <i>What do you need to learn more about?</i></li> <li>4. <i>What resources were helpful?</i></li> </ol>