# English Language Arts Curriculum Grade 7



NEPTUNE TOWNSHIP SCHOOL DISTRICT
Office of the Superintendent
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Neptune, NJ 07753-4836

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# ENGLISH LANGUAGE ARTS GRADE 7 CURRICULUM

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#### English Language Arts Grade 7

#### **Acknowledgements**

The English Language Art Curriculum for grade 7 was developed through the dedicated efforts of Rachel Clark, with guidance of the district's curriculum steering committee members including Lakeda Demery-Alston, Supervisor of Humanities and ESL/Bilingual K-12 and Sally A. Millaway, Ed.D., Director for Curriculum, Instruction and Assessment.

Students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. They must also learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. As a result, all curricula have been intentionally and coherently structured to develop rich content knowledge within and across grades.

This curriculum was written in alignment with the 2023 New Jersey Student Learning Standards for English Language Arts. The curriculum fosters and promotes critical thinking and effective communication. All curricula ensure that students are able to demonstrate independence, comprehend as well as critique, value evidence, respond to varying demands of audience, task, purpose and discipline, use technology and understand other perspectives and cultures.

It is our hope that this curriculum will serve as a valuable resource for the staff members who teach this course and that they will provide feedback and make recommendations for improvement.

#### DISTRICT MISSION STATEMENT

The primary mission of the Neptune Township School District is to prepare all of our students for a life-long learning process and to become confident, competent, socially, and culturally- conscious citizens in a complex and diverse world. It is with high expectations that our schools foster:

- A strong foundation in academic and modern technologies.
- A positive, equitable, and varied approach to teaching and learning.
- An emphasis on critical thinking skills and problem-solving techniques.
- A respect for and an appreciation of our world, its resources, and its diverse people.
- A sense of responsibility, good citizenship, and accountability.
- An involvement by the parents and the community in the learning process.

#### **Neptune Township School District**

#### **Educational Outcome Goals**

The students in the Neptune Township schools will become life-long learners and will:

- Become fluent readers, writers, speakers, listeners, and viewers with comprehension and critical thinking skills.
- Acquire the mathematical skills, understandings, and attitudes that are needed to be successful in their careers and everyday life.
- Understand fundamental scientific principles, develop critical thinking skills, and demonstrate safe practices, skepticism, and open-mindedness when collecting, analyzing, and interpreting information.
- Become technologically literate.
- Demonstrate proficiency in all New Jersey Student Learning Standards (NJSLS).
- Develop the ability to understand their world and to have an appreciation for the heritage of America with a high degree of literacy in civics, history, economics and geography.
- Develop a respect for different cultures and demonstrate trustworthiness, responsibility, fairness, caring, and citizenship.
- Become culturally literate by being aware of the historical, societal, and multicultural aspects and implications of the arts.
- Demonstrate skills in decision-making, goal setting, and effective communication, with a focus on character development.
- Understand and practice the skills of family living, health, wellness and safety for their physical, mental, emotional, and social development.
- Develop consumer, family, and life skills necessary to be a functioning member of society.
- Develop the ability to be creative, inventive decision-makers with skills in communicating ideas, thoughts and feelings.
- Develop career awareness and essential technical and workplace readiness skills, which are significant to many aspects of life and work.

#### INTEGRATED SOCIAL AND EMOTIONAL LEARNING COMPETENCIES

The following social and emotional competencies are integrated in this curriculum document:

#### **Self-Awareness**

- X Recognize one's own feelings and thoughts
- X Recognize the impact of one's feelings and thoughts on one's own behavior
- X Recognize one's personal traits, strengths and limitations
- X Recognize the importance of self-confidence in handling daily tasks and challenges

#### **Self-Management**

- X Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- X Recognize the skills needed to establish and achieve personal and educational goals
- $\underline{X}$  Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

#### **Social Awareness**

- $\underline{X}$  Recognize and identify the thoughts, feelings, and perspectives of others
- $\underline{X}$  Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- X Demonstrate an understanding of the need for mutual respect when viewpoints differ
- X Demonstrate an awareness of the expectations for social interactions in a variety of setting

#### **Responsible Decision Making**

- X Develop, implement and model effective problem solving and critical thinking skills
- X Identify the consequences associated with one's action in order to make constructive choices
- X Evaluate personal, ethical, safety and civic impact of decisions

#### **Relationship Skills**

- X Establish and maintain healthy relationships
- X Utilize positive communication and social skills to interact effectively with others
- X Identify ways to resist inappropriate social pressure
- X Demonstrate the ability to present and resolve interpersonal conflicts in constructive ways
- X Identify who, when, where, or how to seek help for oneself or others when needed

#### Accommodations/Modifications

Below please find a list of suggestions for accommodations and modifications to meet the diverse needs of our students. Teachers should consider this a resource and understand that they are not limited to the recommendations included below.

An **accommodation** *changes* HOW *a student learns*; the change needed does not alter the grade-level standard. A **modification** *changes* WHAT *a student learns*; the change alters the grade-level expectation.

<u>Special Education and 504 Plans</u>. All modifications and accommodations must be specific to each individual child's IEP (Individualized Educational Plan) or 504 Plan.

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments
- Repetition and time for additional practice
- Model skills/techniques to be mastered
- Extended time to complete task/assignment/work
- Provide a copy of class notes
- Strategic seating (with a purpose eg. less distraction)
- Flexible seating
- Repetition and additional practice
- Use of manipulatives
- Use of assistive technology (as appropriate)
- Assign a peer buddy
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Provide oral reminders and check student work during independent practice
- Chunk the assignment broken up into smaller units, work submitted in phases
- Encourage student to proofread assignments and tests
- Provide regular home/school communication
- Teacher checks student planner

• Provide students with clear expectations in writing and grading criteria for assignments (rubrics)

#### Testing Accommodations:

Students should receive all testing accommodations for Benchmark assessments that they receive for State testing.

#### **Multilingual Learners:**

All modifications and accommodations should be specific to each individual child's LEP level as determined by the WIDA screening or ACCESS, utilizing the WIDA Can Do Descriptors.

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Scaffold language based on their Can Do Descriptors
- Alter materials and requirements according to Can Do Descriptors
- Adjust number of paragraphs or length of writing according to their Can Do Descriptor
- TPR (Total Physical Response-Sheltered Instruction strategy) Demonstrate concepts through multi-sensory forms such as with body language, intonation
- Pair visual prompts with verbal presentations
- Repetition and additional practice
- Model skills and techniques to be mastered
- Native Language translation (peer, assistive technology, bilingual dictionary)
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Use of self-assessment rubrics
- Increase one-on-one conferencing; frequent check ins
- Use study guide to organize materials
- Make vocabulary words available in a student created vocabulary notebook, vocabulary bank, Word Wall, or vocabulary ring
- Extended time
- Select text complexity and tiered vocabulary according to Can Do Descriptors
- Projects completed individually or with partners
- Use online dictionary that includes images for words:

#### http://visual.merriamwebster.com/.

• Use an online translator to assist students with pronunciation:

http://www.reverso.net/text\_translation.aspx?lang=EN.

#### **Students at Risk of Failure:**

- Use of self-assessment rubrics for check-in
- Pair visual prompts with verbal presentations
- Ask students to restate information and/or directions
- Opportunity for repetition and additional practice
- Model skills/techniques to be mastered
- Extended time
- Provide copy of class notes
- Strategic seating with a purpose
- Provide student opportunity to make corrections and/or explain their answers
- Support organizational skills
- Check daily planner
- Encourage student to their proofread work
- Assign a peer buddy
- Build on students' strengths based on Multiple Intelligences: Linguistic (verbal); Logical (reasoning); Musical/Rhythmic; Intrapersonal Intelligence (understanding of self); Visual Spatial Intelligence; Interpersonal Intelligence (the ability to interact with others effectively); Kinesthetic (bodily); Naturalist Intelligence; and Learning Styles: Visual; Auditory; Tactile; Kinesthetic; Verbal

#### **High Achieving:**

#### **Extension Activities**

- Allow for student choice from a menu of differentiated outcomes; choices grouped by complexity of thinking skills; variety of options enable students to work in the mode that most interests them
- Allow students to pursue independent projects based on their individual interests
- Provide enrichment activities that include more complex material
- Allow opportunities for peer collaboration and team-teaching
- Set individual goals
- Conduct research and provide presentation of appropriate topics
- Provide student opportunity to design surveys to generate and analyze data to be used in discussion

• Allow students to move through the assignment at their own pace (as appropriate)

#### Strategies to Differentiate to Meet the Needs of a Diverse Learning Population

- Vocabulary Sorts-students engage with the vocabulary word by sorting into groups of similar/different rather than memorizing definitions
- Provide "Realia" (real life objects to relate to the five senses) and ask questions relating to the senses
- Role Play-students create or participate in role playing situations or Reader's Theater
- Moving Circle-an inside and outside circle partner and discuss, circles moves to new partner (Refer to Kagan Differentiated Strategies)
- Brainstorm Carousel-Large Post Its around the room, the group moves in a carousel to music. Group discusses topics and responses on paper. Groups rotate twice to see comments of others. (Refer to Kagan Differentiated Strategies)
- Gallery Walk-Objects, books, or student work is displayed. Students examine artifacts and rotate.
- Chunking-chunk reading, tests, questions, homework, etc to focus on particular elements.
- Think Pair Share Write
- Think Talk Write
- Think Pair Share
- Note-taking -can be done through words, pictures, phrases, and sentences depending on level
- KWL (Know, Want to Know, Learned)/KWHL(Know, What to Know, How Will I Learn, learned)/KWLS (Know, Want to Know, Learned, Still Want to Know) /KWLQ (Know, What to Know, Learned, Questions I Still Have) Charts
- Corners Cooperative Learning Strategy:

#### http://cooperativelearningstrategies.pbworks.com/w/page/28234420/Corners.

- Circle Map strategy- place the main topic in a small circle and add student ideas in a bigger circle around the topic. Students may use their native language with peers to brainstorm.
- Flexible grouping -as a whole class, small group, or with a partner, temporary groups are created: <a href="http://www.teachhub.com/flexible-grouping-differentiated-instruction-strategy">http://www.teachhub.com/flexible-grouping-differentiated-instruction-strategy</a>.
- Jigsaw Activities -cooperative learning in a group, each group member is responsible for becoming an "expert" on one section of the assigned material and then "teaching" it to the other members of the team: <a href="http://www.adlit.org/strategies/22371/">http://www.adlit.org/strategies/22371/</a>.

#### ENGLISH LANGUAGE ARTS GRADE 7

#### **COURSE DESCRIPTION**

The Grade 7 English Language Arts curriculum includes units focused on both reading and writing. Students engage with narrative, informational, and argumentative texts, reading self-chosen materials, participating in book clubs, and writing for various purposes on a daily basis. They will compare and contrast written stories, dramas, or poems with their audio, film, staged, or multimedia adaptations, analyzing the unique techniques used in each medium. Additionally, students will write regularly over extended periods (allowing for research, reflection, and revision) and shorter periods (such as a single session or a few days) for a variety of tasks, purposes, and audiences.

#### **PACING GUIDE**

Unit	Suggested Timeframe	Торіс	Notes
	1 Day September	LinkIt Benchmark Assessment Form A	To be taken within the 1st 2 weeks of school
1	September- October	Reading: Launching with Realistic Fiction	Book Clubs- Some lessons may need more than one day to complete
	1 Day	Grade 7 Unit 1 Cumulative Assessment: Reading	Department Assessment: Link-It
1	November	Writing: Literary Analysis	Literary Essay- some lessons may need more than one day to complete
1	1 Day	Grade 7 Unit 1 Cumulative Assessment: Writing	Department Assessment: Link-It
2	December- January	Reading: Mixed Genre	some lessons may need more than one day to complete
	2 Days	Grade 7 Unit 2 Cumulative Reading & Writing Assessments	Department Assessment: Link-It
2	1 Day January	LinkIt Benchmark Assessment Form B	To be taken within the winter testing window
2	February	Writing: Narrative Writing	Narrative Writing- some lessons may need more than one day to complete
3	March	Reading: Analyzing Informational Text	Nonfiction Book Clubs- some lessons may need more than one day to complete
	1 Day	Grade 7 Unit 3 Cumulative Assessment	Department Assessment: Link-It
3	March	Writing: Informational	Informational Writing Project-

			some lessons may need more than one day to complete
4	April	Reading: Analyzing Argumentative Text	Analyze an author's argument- some lessons may need more than one day to complete
	1 Day	Grade 7 Unit 3 Cumulative Assessment	Department Assessment: Link-It
4	April- May	Writing: Arguments/ Debate	Written argument or oral debate- some lessons may need more than one day to complete
5	June	Reading: Fantasy Book Clubs	Book Clubs- some lessons may need more than one day to complete; some lessons may not need to be covered due to student mastery or time constraints
	1 Day	Grade 7 Unit 4 Cumulative Assessment	Department Assessment: Link-It
5	June	Writing: Multi-Genre Writing	Project of choice- some lessons may need more than one day to complete; some lessons may not need to be covered due to student mastery or time constraints
	1 Day June	LinkIt Benchmark Assessment Form C (Final Exam)	To be taken during the spring testing window

Unit Plan Title	Unit 1 Reading: Launching with Realistic Fiction
Suggested Time Frame	Approximately 25 Days

#### **Overview / Rationale**

This unit will allow teachers to establish good reading practices for their class with the use of a whole class novel. While students are engaged with a shared text, teachers will be able to model how students can monitor for comprehension, track their own ideas about reading, and prepare for lively discussions with partners. From this experience students will be inspired to work on their reading with increased agency and independence with the hope of creating avid readers.

After providing a model for reading a novel, students will delve into the world of realistic fiction. Students will embark on their own reading journeys as they engage in book clubs where they will apply their knowledge of literary elements (characters, setting, plot, conflict, and theme) to analyze the texts. They will use this lens to see how literary elements connect and be able to track those connections over the course of the text.

#### **Stage 1 – Desired Results**

#### **Established Goals:**

New Jersey Student Learning Standards for English Language Arts 2023

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

<b>Essential Questions:</b>	Enduring Understandings:
How do we become a reading community that develops the rituals, routines, and goals of	Readers read with agency and engagement.
reading and responding to texts?	Partners grow ideas through conversation.
What strategies do readers use to help them read, understand, and respond to texts?	Effective readers use specific strategies to help them better understand and deepen comprehension.
How do authors develop themes in literature?	
How do story elements impact theme development?	Readers look for evidence in the text to support their predictions, inferences, ideas, and opinions about the plot, character, and theme of the text.

#### **Knowledge:**

Students will know...

Plot and character development are dynamic and may lead to a better understanding of the text.

Authors develop themes by creating complicated conflicts and characters.

An analysis of a text includes explicit understanding of and inferences about a text supported by textual evidence.

Readers can respond analytically to text when they understand the reason behind the author's intentional choice of words, point of view and structure.

There are multiple themes within a text.

Readers expand their understanding of a text by participating in book clubs.

#### **Skills:**

Students will be able to...

Students learn the routines and expectations of the workshop so they can work together and independently.

Use active reading strategies: visualize, predict, adjust predictions, connect, infer, question, synthesize.

Reflect upon their reading through written response, peer discussion, and reading conferences.

Discuss and document how characters develop as story plots unfold.

Track themes throughout a text.

Read actively by recording thoughts, ideas, connections, inferences, questions, predictions, etc. on post-it notes.

Use reader's notebook/ reader response journal to collect ideas, reflect on text, and support writing.

Use Post-its and Reader's Notebooks to track and grow ideas about characters, events, recurring threads, and theories.

#### **Interdisciplinary Connections**

#### 2020 New Jersey Student Learning Standards for Social Studies

• **6.1.8.HistoryCC.4.d:** Analyze the push-pull factors that led to increase in immigration and explain why ethnic and cultural conflicts resulted.

# 2020 New Jersey Student Learning Standards for Computer Science and Design Thinking NJSLS 8.2 Design Thinking

- **8.2.8.ITH.2**: Compare how technologies have influenced society over time.
- **8.2.8.ITH.5:** Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.
- **8.2.8.EC.1:** Explain ethical issues that may arise from the use of new technologies.

# 2020 New Jersey Student Learning Standards - Career Readiness, Life Literacies, and Key Skills

#### NJSLS 91. Credit and Debt Management

- 9.1.8.FP.2: Evaluate the role of emotions, attitudes, and behavior (rational and irrational) in making financial decisions.
- 9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.
- 9.1.8.PB.5: Identify factors that affect one's goals, including peers, culture, location, and past experiences.

#### NJSLS 9.2 Career Awareness, Exploration, Preparation and Training

- 9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
- 9.2.8.CAP.12: Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.

#### NJSLS 9.4 Life Literacies and Key Skills

• **9.4.8.TL.6**: Collaborate to develop and publish work that provides perspectives on a real-world problem.

#### **Student Resources**

**Student Texts:** Students will select books at their independent reading level from the classroom library, bookroom inventory and school library inventory.

**Book Club Selections:** 

Orbiting Jupiter, Gary D. Schmidt

Gracefully Grayson, Ami Polonsky

Patina, Jason Reynolds

We Are All Made of Molecules, Susin Nielsen

Flipped, Wendelin Van Draanen

All American Boys, Brendan Kiely and Jason Reynolds

Holding Up the Universe, Jennifer Niven

Symptoms of Being Human, Jeff Garvin

Losers Take All, David Klass

Gym Candy, Carl Duekker

Turtles All the Way Down, John Green

#### **Teacher Resources**

Notice and Note by Beers & Probst

The Reading Strategies Book 2.0 by Jennifer. Serravallo

*Ghost* by Jason Reynolds (Lexile 730)

Bridges to Literature by Jane Greene, McDougal Littell, 2002

Language of Literature by McDougal Littell, 2002

Scholastic Scope

CommonLit

#### **Stage 2 – Assessment Evidence**

#### **Pre-Assessments:**

Link-it Form A Benchmark Assessment - Grade 7 (Required)

STAR reading assessment (Required)

#### Formative Assessments:

- Individual student reading inventory
- Teacher's student data monitoring system in place (ex. Data-binder)
  - Student-teacher conference notes for each student
  - o STAR score
  - o Individual student reading goals
- Student's self-monitoring of progress system in place
  - Stamina Charts
  - Monthly reading goals / strategies
- Accountable Talk / partner talk routines in place Notice & Note signposts launch and student practice in independent texts
- Reading Interest Inventory
- Fall STAR Assessment
- Teacher observations/ anecdotal notes
  - Reading and Writing conference notes
- Reading/ Writing Notebook
  - Signpost entries
  - o Post-it Notes
  - End of Unit Student reflections on strategies/ goal attainment/ next goals
  - Quick Writes
  - Reading Responses

#### Summative Assessments:

Link It-Grade 7 Unit 1 Cumulative Assessment: Reading

#### Stage 3 – Learning Plan

#### **Grade 7 English Language Arts Curriculum**

Unit 1: Launching with Realistic Fiction & Book Clubs

Time: Approximately 35 days

**Getting Ready:** During the novel read aloud, teachers should use this time to set up and enforce classroom procedures while reading: how to behave during read aloud, how to behave during mini-lessons, how to stop & jot, how to turn and talk, how to use a reader's notebook, etc.

• Ghost by Jason Reynolds is the suggested mentor text, but teachers can choose another realistic fiction for this unit. Suggestion-short stories with the same character to show growth over time as opposed to chapter books. However, if you choose a chapter book,

- understand you may not have time to read all the chapters, and may have to summarize some chapters for you to get to the ones where the best work can be modeled and practiced.
- Prior to this lesson, teachers need to decide expectations for notebooks, including how
  the notebook should look, i.e. title of book on the top line and page number next to each
  entry.
- Teachers use anchor charts as a reference for students. These charts outline expectations or strategies. They are displayed around the room for students to refer to during independent practice. Some are used year round, others get switched out with new units.
- Students can practice in the mentor text, as long as a portion of the text is shared on the SMART Board or students have copies. Otherwise, you may have students practice the strategies taught in their independent reading book. Partnerships need to be established for Turn & Talk and partner share at the end of lessons. Partnerships can be based on reading level, ability, or personality.
- Students should have genre specific books for each unit that they can read during independent reading.

#### Part 1: Elements of Fiction with Whole Class Novel

Unit of Study: Unit 1 Reading: Launching with Realistic Fiction & Book Clubs  Topic: Character Perspective	•	Topic: Character Perspective
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**Suggested Length:** 3-5 days

#### Focus Standard(s):

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.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.

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.

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.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.

**Teacher Objective:** You will teach students to determine how an author develops perspective in a novel by looking out for keywords that reveal the narrator of a text and considering the contrasting perspectives of different characters.

#### **Lesson Focus - Who is telling the story?**

Teacher will open the lesson reviewing plot structure and key words that reveal a narrator. Read Chapter 1 of *Ghost* by Jason Reynolds. Remind students that the start of a novel is the exposition where readers will learn about the characters, the setting, and the conflict. Model for students how to identify the narrator of a text. Stop & jot key words that reveal point of view. Consider how that point of view is unique to that particular character in the story.

**Student Objective: SWBAT** determine how an author develops perspectives by identifying a narrator of a text.

#### For additional support with this lesson, refer to the following resources:

- -The Reading Strategies Book 2.0 by Jennifer Serravallo Strategy 6.2 Identifying Who's Telling the Story, page 208
- -The Reading Strategies Book 2.0 by Jennifer Serravallo Strategy 6.23 Analyze Author Choices: Point of View & Perspectives, page 229
- Point of View Mini Lesson: Understanding 1st, 2nd, 3rd Person POV <a href="https://www.voutube.com/watch?v=UX9u">https://www.voutube.com/watch?v=UX9u</a> NLP6hE
- First person vs. Second person vs. Third person Rebekah Bergman https://www.youtube.com/watch?v=B5vEfuLS2Qc

Perspective Teaching Resources

https://kristinenannini.com/free-resources-to-teach-point-of-view-and-perspective/

#### **Lesson Focus - Inferring Character's Perspective**

Read Chapter 2 of *Ghost* by Jason Reynolds. Remind students that our main character, Ghost, is a first person narrator. As you read the chapter, model your thinking about the limitations of a first person narrator. By understanding those limitations, point out how other characters may tell this story differently. As you read the text point out how other characters respond to the narrator recognizing how a character views something is based on his or her experiences, beliefs, background, knowledge, preferences, feelings, thoughts, opinions, etc.

**Student Objective: SWBAT** Consider the limitations of certain types of narration and how readers need to infer to understand multiple perspectives.

#### For additional support with this lesson, refer to the following resources:

- -The Reading Strategies Book 2.0 by Jennifer Serravallo Strategy 6.2 Identifying Who's Telling the Story, page 208
- -The Reading Strategies Book 2.0 by Jennifer Serravallo Strategy 6.23 Analyze Author Choices: Point of View & Perspectives, page 229
- Point of View Mini Lesson: Understanding 1st, 2nd, 3rd Person POV <a href="https://www.youtube.com/watch?v=UX9u">https://www.youtube.com/watch?v=UX9u</a> NLP6hE
- First person vs. Second person vs. Third person Rebekah Bergman <a href="https://www.youtube.com/watch?v=B5vEfuLS2Qc">https://www.youtube.com/watch?v=B5vEfuLS2Qc</a>

Perspective Teaching Resources

https://kristinenannini.com/free-resources-to-teach-point-of-view-and-perspective/

#### **Lesson Focus - Inferring Character's Perspective Practice**

Review how authors reveal the narrator of a story. Remind students that other characters may retell the events of the story differently based on their beliefs, background, knowledge, preferences, feelings, thoughts, opinions, etc.

Provide an opportunity for students to respond to one of the following questions with textual evidence about *Ghost* or their independent reading text.

- How might this scene have been different if a different character had narrated it?
- How does the author's choice of point of view change how we experience the story?

**Student Objective: SWBAT** Consider the limitations of certain types of narration and how readers need to infer to understand multiple perspectives. Respond to a short constructed response using evidence from the text to support responses.

#### For additional support with this lesson, refer to the following resources:

- -The Reading Strategies Book 2.0 by Jennifer Serravallo Strategy 6.2 Identifying Who's Telling the Story, page 208
- -The Reading Strategies Book 2.0 by Jennifer Serravallo Strategy 6.23 Analyze Author Choices:

Point of View & Perspectives, page 229

- Point of View Mini Lesson: Understanding 1st, 2nd, 3rd Person POV <a href="https://www.voutube.com/watch?v=UX9u">https://www.voutube.com/watch?v=UX9u</a> NLP6hE
- First person vs. Second person vs. Third person Rebekah Bergman <a href="https://www.youtube.com/watch?v=B5vEfuLS2Qc">https://www.youtube.com/watch?v=B5vEfuLS2Qc</a>

Perspective Teaching Resources

https://kristinenannini.com/free-resources-to-teach-point-of-view-and-perspective/

#### **Formative Assessment**

At the conclusion of each lesson, there must be a formative assessment to determine the students' mastery of the skill taught.

#### **Reading Response**

Provide an opportunity for students to respond to one of the following questions with textual evidence about *Ghost* or their independent reading text.

- How might this scene have been different if a different character had narrated it?
- How does the author's choice of point of view change how we experience the story?

#### NJSLA Rubric for Scoring

https://nj.mypearsonsupport.com/resources/njgpa-practice-tests/ELA%20Writing%20Rubric%20 for%20NJGPA 01.26.22.pdf

#### **NJSLA Test Prep**

- Khan Academy Test Prep: Realistic Fiction
- https://www.khanacademy.org/ela/cc-7th-reading-vocab/x4aa9073b12675eb1:cc-7 th-living-tongues/x4aa9073b12675eb1:reading-for-understanding-realistic-fiction/e/living-tongues-reading-realistic-fiction-direct-translation-7
- For additional questions to use, please visit this site: NJ Digital Item Library
- <a href="https://nj.digitalitemlibrary.com/home?subject=ELA&grades=Grade%207&view=CCSS">https://nj.digitalitemlibrary.com/home?subject=ELA&grades=Grade%207&view=CCSS</a>

Unit of Study: Unit 1 Reading: Launching | Topic: Conflict

with Realistic Fiction

**Suggested Length:** 3 days

#### Focus Standard(s):

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.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.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.
- 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.
- 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.
  - C. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
- 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).

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.

**Teacher Objective:** You will teach the students the importance of understanding the structure of a narrative and how that structure contributes to the meaning of the text.

#### **Lesson Focus - Plotting the Plot: Conflict**

**Student Objective: SWBAT** recognize that the plot is the predictable structure of a narrative and how tracking the plot can lead to understanding.

During this lesson the teacher will review the elements of the plot in a narrative. Teacher should point out that at this stage in the novel, the exposition has been fully developed and the reader should start focusing on how the conflict will be resolved.

Use a plot diagram to review/summarize the details of the novel at this stage. Read Chapter 6 of *Ghost* and hone their ideas of the main conflict of the novel.

#### Plot Diagram PDF

https://www.scholastic.com/content/dam/teachers/articles/2018-2019/teacher-mag/fall/blank-plot-diagram.pdf

#### Interactive Plot Diagram

https://www.readwritethink.org/classroom-resources/student-interactives/plot-diagram

#### For additional support with this lesson, refer to the following resources:

Plot Diagram: Storyboard

- -The Reading Strategies Book 2.0 by Jennifer Serravallo Strategy 5.16 Summarize with "Uh-oh...UH-OH...Phew!", page 180
- -The Reading Strategies Book 2.0 by Jennifer Serravallo Strategy 5.18 Summarize with "Somebody... Wanted...But...So...", page 182
- -The Reading Strategies Book 2.0 by Jennifer Serravallo Strategy 5.25 Use Two (or More!) Plot Mountains, page 189
- -The Reading Strategies Book 2.0 by Jennifer Serravallo Strategy 5.26 Follow the Story's Ups and Downs, page 190

#### **Lesson Focus - Plotting the Plot: Rising Action**

**Student Objective: SWBAT** recognize how a conflict builds in a narrative

During this lesson, teachers will point out that a conflict drives a narrative. Continue to plot the main parts of the narrative as the conflict progresses.

Read Chapter 7 of *Ghost* and continue to track the main details that make up the rising action of the plot.

#### Plot Diagram PDF

 $\underline{https://www.scholastic.com/content/dam/teachers/articles/2018-2019/teacher-mag/fall/blank-plot-diagram.pdf}$ 

#### Interactive Plot Diagram

https://www.readwritethink.org/classroom-resources/student-interactives/plot-diagram

#### For additional support with this lesson, refer to the following resources:

Plot Diagram: Storyboard

- -The Reading Strategies Book 2.0 by Jennifer Serravallo Strategy 5.16 Summarize with "Uh-oh...UH-OH...Phew!", page 180
- -The Reading Strategies Book 2.0 by Jennifer Serravallo Strategy 5.18 Summarize with "Somebody...Wanted..But...So...", page 182
- -The Reading Strategies Book 2.0 by Jennifer Serravallo Strategy 5.25 Use Two (or More!) Plot Mountains, page 189
- -The Reading Strategies Book 2.0 by Jennifer Serravallo Strategy 5.26 Follow the Story's Ups and Downs, page 190

#### **Lesson Focus - Plotting the Plot: Climax**

**Student Objective: SWBAT** understand that the structure of a narrative helps readers recognize when a conflict in a narrative begins to be resolved

During this lesson, teachers will point out that a conflict drives a narrative. Continue to plot the main parts of the narrative as the conflict progresses.

Read Chapter 8 of *Ghost* and continue to track the main details that make up the rising action of the plot and the turning point of the novel where the conflict appears to be heading to a resolution.

#### Plot Diagram PDF

https://www.scholastic.com/content/dam/teachers/articles/2018-2019/teacher-mag/fall/blank-plot-diagram.pdf

#### Interactive Plot Diagram

https://www.readwritethink.org/classroom-resources/student-interactives/plot-diagram

#### For additional support with this lesson, refer to the following resources:

Plot Diagram: Storyboard

- -The Reading Strategies Book 2.0 by Jennifer Serravallo Strategy 5.16 Summarize with "Uh-oh...UH-OH...Phew!", page 180
- -The Reading Strategies Book 2.0 by Jennifer Serravallo Strategy 5.18 Summarize with "Somebody... Wanted...But...So...", page 182
- Somebody...Wanted..But...So..., page 182
  The Reading Strategies Rook 2.0 by Januifer Serravalle Strategy
- -The Reading Strategies Book 2.0 by Jennifer Serravallo Strategy 5.25 Use Two (or More!) Plot Mountains, page 189

-The Reading Strategies Book 2.0 by Jennifer Serravallo Strategy 5.26 Follow the Story's Ups and Downs, page 190

#### **Formative Assessment**

At the conclusion of each lesson, there must be a formative assessment to determine the students' mastery of the skill taught.

Formative assessments can include but are not limited to:

- Do Now and Closure Activities
- Group Work
- Class Discussions
- Text analysis
- Tiered Assignments
- Open ended questions using the NJSLA Rubric to score
  - o NJSLA Rubric for Scoring
  - https://nj.mypearsonsupport.com/resources/njgpa-practice-tests/ELA%20Writing %20Rubric%20for%20NJGPA 01.26.22.pdf

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#### NJSLA Test Prep

Students will read the passage from "The Count of Monte Cristo" and then answer questions # 1-3.

- NJSLA Sample Grade 7 Test
- <a href="https://nj.mypearsonsupport.com/resources/Practice-Tests/ela/PaperPracticeTests/PC1117010">https://nj.mypearsonsupport.com/resources/Practice-Tests/ela/PaperPracticeTests/PC1117010</a> Gr7ELATB PT.pdf
- For additional questions to use, please visit this site: <u>NJ Digital Item Library</u> <u>https://nj.digitalitemlibrary.com/home?subject=ELA&grades=Grade%207&view=CCSS</u>

Unit of Study: Unit 1 Reading: Launching with Realistic Fiction Topic: Theme

**Suggested Length:** 5 days

#### Focus Standard(s):

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.
- 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.
- 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.
  - C. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
- 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).
- 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.

**Teacher Objective:** You will teach the students how to determine a theme in a literary text by developing a theory about the text through examination of details they have been tracking-

perspectives, characters, conflicts.

#### **Lesson Focus - Authors help readers recognize themes**

**Student Objective: SWBAT** recognize a theme of a literary text.

During this lesson, the teacher will remind students of the definition of theme. Read Chapter 9 of *Ghost*. This would be a good chapter to review the Notice & Note reading strategies that help students find a theme in a text: Words of the Wiser and Aha Moment Before reading, have students think about the characters in *Ghost* that may 'give advice.' Track those pieces of advice while reading.

#### For additional support with this lesson, refer to the following resources:

- -Notice and Note Strategies for Close Reading, Words of the Wiser, page 152
- -Notice and Note Strategies for Close Reading, Aha Moment, page 128
- -The Reading Strategies Book 2.0 by Jennifer Serravallo Strategy 7.6 Pay Attention to "Aha Moments", page 244
- -The Reading Strategies Book 2.0 by Jennifer Serravallo Strategy 7.7 Notice When Wise Characters Teach, page 245

#### Lesson Focus - Authors help readers recognize themes continued

**Student Objective: SWBAT** recognize a theme of a literary text

During this lesson, the teacher will remind students of the work they completed yesterday. Allow students to share some themes they found from those advice givers in the text. Read Chapter 10 of *Ghost*. Point out that even when readers identify those advice givers, readers can also make their own meaning of the text. As you end the class read-aloud, allow time for students to share their ideas about the big ideas the book presented that could lead to a theme.

#### For additional support with this lesson, refer to the following resources:

- -Notice and Note Strategies for Close Reading, Words of the Wiser, page 152
- -Notice and Note Strategies for Close Reading, Aha Moment, page 128
- -The Reading Strategies Book 2.0 by Jennifer Serravallo Strategy 7.6 Pay Attention to "Aha Moments", page 244
- -The Reading Strategies Book 2.0 by Jennifer Serravallo Strategy 7.7 Notice When Wise Characters Teach, page 245

#### **Lesson Focus - Response to Reading**

**Student Objective: SWBAT** demonstrate their understanding perspective, characters, plot, and theme in a creative display.

During this lesson(s), teachers will remind students of the work that was done during the class read aloud and present them with an opportunity to demonstrate their understanding. Assign a "One Pager" for students to complete over 1-3 class days and present to their classmates to creatively show their interpretations and understandings. Teachers can customize the information they want students to include in their project based on their focus of their lessons throughout the class read aloud and the needs of their students.

A "One Pager" is a single-page response to your reading; a visual and symbolic response to a literary (or informational) text; a way to communicate your understanding of the material in a creative way. (see student sample below)

An optional reading response could be a formal open ended question asking students to support a theme presented in *Ghost* with textual evidence. Teachers may remind students how to utilize the RACE method to complete open ended questions.

While students are working independently, teachers can take time for small group instruction to address student needs.



#### For additional support with this lesson, refer to the following resources:

Option 1: One Pager Student Directions and Rubric

https://docs.google.com/document/d/1\_0oMYR0VbC1O4JrWsp19MvmE5teTjThno7AEw07W9 Ew/edit

Option 2 One Pager Directions & Rubric

https://docs.google.com/document/d/1xU6BUQyEsE1i\_A5HPZH\_muyphsPV29fgextk1iHHNxg/edit

Accelerated Reader

https://login.renaissance.com/1095779c-9cd8-4c46-96b5-303bf655ab30?state=1350e00f-7c6d-431a-a009-b76db5200ca8

#### **Formative Assessment**

At the conclusion of each lesson, there must be a formative assessment to determine the students' mastery of the skill taught.

Formative assessments can include but are not limited to:

Accelerated Reader Quiz: Ghost

#### **Reading Response**

Option One: A "One Pager" is a single-page response to your reading; a visual and symbolic response to a literary (or informational) text; a way to communicate your understanding of the material in a creative way. (see student sample below)

Option Two: An optional reading response could be a formal open ended question asking students to support a theme presented in *Ghost* with textual evidence.

#### **NJSLA Test Prep**

Response to Reading open ended questions should be considered part of test prep- Teachers could time the writing to mirror testing conditions.

Students will read the scene from "Blessings" and then answer questions #4-6.

- o NJSLA Sample Grade 7 Test
- <a href="https://nj.mypearsonsupport.com/resources/Practice-Tests/ela/PaperPracticeTests/PC1117010">https://nj.mypearsonsupport.com/resources/Practice-Tests/ela/PaperPracticeTests/PC1117010</a> Gr7ELATB PT.pdf
- For additional questions to use, please visit this site: NJ Digital Item Library
- <a href="https://nj.digitalitemlibrary.com/home?subject=ELA&grades=Grade%207&view=CCSS">https://nj.digitalitemlibrary.com/home?subject=ELA&grades=Grade%207&view=CCSS</a>

#### Part 2: Book Clubs

Unit of Study: Unit 1 Reading: Launching with Realistic Fiction & Book Clubs	Topic: Forming Book Clubs

**Suggested Length: 2 days** 

#### Focus Standard(s):

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.

**Teacher Objective:** You will teach the students the importance of discussion while reading.

#### **Lesson Focus - Setting up book clubs**

**Student Objective: SWBAT** express their ideas clearly within their reading group by asking questions and posing questions to their group mates

Day 1:During this lesson, teachers will conduct 'book talks' in order for their students to have some choice in their book selection. Teachers should be familiar with the options available to their students and their students' reading levels to guide students to the book option most suited for them.

Day 2: During this lesson, teachers should allow students time to have discussions within their groups to make decisions about how their group will run. Allow students to make their own parameters for their clubs if they are able. Some students will need more support in setting up their book clubs than others. Some things that should be considered when setting up book clubs are specific student roles within the club, meeting days, reading pace, note taking strategies, and discussion rules.

#### For additional support with this lesson, refer to the following resources:

Implementation ideas for student book clubs

https://blog.heinemann.com/plan-book-clubs-middle-school#:~:text=Usually%20clubs%20read%20the%20same,interpretation%2C%20learning%20about%20shared%20social

Implementation ideas for student book clubs

https://pernillesripp.com/2019/04/17/how-we-set-up-book-clubs-in-middle-school/

Implementation ideas for student book clubs

https://theliteracyeffect.com/2022/07/06/how-to-implement-book-clubs-into-the-middle-school-ela-classroom/

■ Book Club Discussion Rubric

https://docs.google.com/document/d/1n9p4OlFYhgIZF-qvEilfSURDpvs6mjQmuiM00skJOIE/edit

Unit of Study: Unit 1 Reading: Launching with Realistic Fiction & Book Clubs

Topic:

Realistic Book Clubs: Focus on Theme

**Development** 

**Suggested Length:** 15 days

#### Focus Standard(s):

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.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.
- 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.
- 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.
- 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).

**Teaching Note:** Now that classroom procedures have been established, teachers should endeavor to structure their class time to provide a mini lesson along with student practice of the skill/strategy over a two day period. Here is a suggested weekly schedule for teachers and students to follow during book clubs.

Monday: teacher led mini-lesson & modeling

Tuesday: student practice of previous day mini lesson using their book club selection/small group instruction

Wednesday: teacher led mini-lesson & modeling

Thursday: student practice of previous day mini lesson using their book club selection/small group instruction

Friday: at teacher discretion, based on class needs, a mix of review of the week's mini-lessons, formative assessments, small group instruction, test prep practice.

**Teacher Objective:** You will teach the students how to determine a theme in a literary text by tracking character perspectives

**Lesson Focus - (2-3 days) Understanding Point of View (RL.PP.7.5)** 

**Student Objective: SWBAT** determine how understanding a character's perspective can help them determine a theme in a literary text.

During this lesson, the teacher will review narrator types and allow for practice with students. Choose a portion of *Ghost* to serve as a model as to demonstrate your thinking about how a perspective in the novel pointed to a potential theme.

Provide an additional day for students to continue reading their book club selection and identify the narrator of the text. Provide time for student conversation and small groups. Remind students that this work will help them determine the overall theme of the literary text they are reading.

For additional support with this lesson, refer to the following resources:

#### ■ A story's point of view | Reading | Khan Academy

https://www.youtube.com/watch?v=GGS3NcmAZnw

-The Reading Strategies Book 2.0 by Jennifer Serravallo Strategy 7.20, Consider Characters' Identities for Different Perspectives on Themes, page 258

#### **Lesson Focus - (2-3 days) Character Changes (RL.IT.7.3)**

**Student Objective: SWBAT** determine how understanding how a character changes during the story can help them determine a theme of a literary text.

During this lesson, the teacher will review how students have learned to identify character traits in the past- 'STEAL' method. Choose portions of *Ghost* to show Ghost's traits at the start of the novel, and how he changed during the course of the novel. A timeline could serve as a note taking tool to track a character's changes.

Provide an additional day for students to continue reading their book club selection and how a character changes over the course of the text. Provide time for student conversation and small groups. Remind students that this work will help them determine the overall theme of the literary text they are reading.

#### For additional support with this lesson, refer to the following resources:

#### **■** STEAL Characterization.docx

https://docs.google.com/document/d/1f75qfbNczItDfnPe4\_KAczg8-QEK0WDXUphvHXAtNoY/edit#heading=h.gjdgxs

# ► Character change | Reading | Khan Academy https://www.voutube.com/watch?v=KC6WY06twwc

- -The Reading Strategies Book 2.0 by Jennifer Serravallo Strategy 7.4, Learn From Character Changes, page 242
- -The Reading Strategies Book 2.0 by Jennifer Serravallo Strategy 7.5, Notice How Characters Respond, page 243
- -The Reading Strategies Book 2.0 by Jennifer Serravallo Strategy 7.13, Find a Story's Theme(s) by Focusing on Character, page 251

#### **Lesson Focus - (2-3 days) Conflicts and Resolutions (**RL.TS.7.4; RL.IT.7.3)

**Student Objective: SWBAT** determine how understanding how a story's conflict is resolved can help them determine a theme of a literary text

During this lesson, the teacher will review the types of conflicts that can occur in a literary text. Choose portions of *Ghost* that demonstrate each type of conflict and examine how the resolutions to those conflicts pointed to a theme. Choose one of the graphic organizers listed in the resource section to help organize the conflict and resolution and serve as a model for students. Provide an additional day for students to continue reading their book club selection and to

examine the conflicts found in their reading selection. Provide a variety of graphic organizers for students to track the conflicts of the main character. Provide time for student conversation and small groups. Remind students that this work will help them determine the overall theme of the literary text they are reading.

# For additional support with this lesson, refer to the following resources:

- DISCOVER THE CONFLICTS PRESENTED IN LITERARY SELECTIONS https://www.voutube.com/watch?v=2K3i2miJe8g
- -The Reading Strategies Book 2.0 by Jennifer Serravallo Strategy 5.14, Use Story Elements to Identify Problem(s), page 178
- -The Reading Strategies Book 2.0 by Jennifer Serravallo Strategy 5.20, Identify Internal and External Problems, page 184
- -The Reading Strategies Book 2.0 by Jennifer Serravallo Strategy 5.21, Track the Problems as They Snowball, page 185
- -The Reading Strategies Book 2.0 by Jennifer Serravallo Strategy 5.22, Notice if Problems are Solved or Resolved, page 186

## Lesson Focus - (2-3 days) Symbolism in Literature

**Student Objective: SWBAT** determine how understanding literary symbols can help them determine a theme of a literary text

During this lesson, the teacher will define symbolism and point out how readers can find something that could be considered a symbol in a literary text. Find examples of symbols in Ghost, specifically symbols that can point to our understanding of a theme.

Provide an additional day for students to continue reading their book club selection and to examine symbols found in their reading selection. Provide a variety of examples (a symbol bank) of traditional symbols in literature for students to use as a reference as they read. Provide time for student conversation and small groups. Remind students that this work will help them determine the overall theme of the literary text they are reading.

#### For additional support with this lesson, refer to the following resources:

- Symbolism: Mini Lesson <a href="https://www.youtube.com/watch?v=Li7fkBmyz1Y">https://www.youtube.com/watch?v=Li7fkBmyz1Y</a>
- -The Reading Strategies Book 2.0 by Jennifer Serravallo Strategy 7.22, Recognize Objects as Symbols, page 260
- -The Reading Strategies Book 2.0 by Jennifer Serravallo Strategy 7.23, Draw from Your Symbol Bank, page 261
- -The Reading Strategies Book 2.0 by Jennifer Serravallo Strategy 7.24, Look for Symbolism in Setting, page 262

#### **NJSLA Test Prep**

Link It- Grade 7 Unit 1 Cumulative Assessment- Reading

Unit Plan Title	Unit 1 Writing: Literary Analysis
<b>Suggested Time Frame</b>	Approximately 25 Days

#### Overview / Rationale

Following a unit of literature analysis work, students will have developed an understanding of how narrative elements work together to contribute to the overall meaning of a text. Students will benefit from writing literary essays each year to develop their analytical skills as well as their skills at argument writing. Students will develop a thesis statement based upon exploration of the themes developed within the analyzed text.

Students will explain how the theme is developed throughout a narrative text, whether it be a novel, short story, poem, or drama. Students will learn how to take their theories and present them in formal writing. Students will gain insight into writing a literary argument by using evidence to support claims. Thought will be given to form and an emphasis will be placed on presenting explanation and clarification of evidence in a way that connects back to the thesis and focuses on theme. (This unit was adapted from Oakland Schools, Waterford, MI.)

# **Stage 1 – Desired Results**

#### **Established Goals -**

New Jersey Student Learning Standards for English Language Arts 2023

W.AW.7.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

- A. Introduce claim(s) about a topic or issue, acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
- B. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- 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.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.

- 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.
- 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.
  - C. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
- L.SS.7.1. Demonstrate command of the system and structure of the English language when writing or speaking.
  - A. Explain the function of phrases and clauses in general and their function in specific sentences.
  - B. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
  - E. Recognize spelling conventions.
- 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.

#### **Essential Questions**

How can I read closely, and write structured, evidence-based literary essays?

How can I use various forms of literature to support my thesis?

# **Enduring Understandings**

Writers use literary essays to express the meaning understood from their analysis of a text.

Writers identify a thesis statement for development into a literary essay.

Writers structure each part of their writing for the purpose of supporting their thesis.

## Knowledge:

Students will know...

Writers grow ideas that are central to one story, grounded in close reading, with text evidence, and reflection to support the claim.

Writers collect solid text evidence to support their thesis statement.

Writers select and organize their evidence to create a plan for drafting.

Writing is a process that includes planning, drafting, revising, and editing.

Writers effectively communicate their ideas by using proper grammar and spelling.

#### **Skills:**

Students will be able to...

Develop a strong thesis statement.

Collect solid text evidence to support the thesis statement.

Compare and contrast two or more texts.

Make intentional choices about how to organize a literary essay.

## **Interdisciplinary Connections**

# 2020 New Jersey Student Learning Standards for Social Studies

• **6.1.8.HistoryCC.4.d:** Analyze the push-pull factors that led to increase in immigration and explain why ethnic and cultural conflicts resulted.

# 2020 New Jersey Student Learning Standards for Computer Science and Design Thinking NJSLS 8.2 Design Thinking

- **8.2.8.ITH.2**: Compare how technologies have influenced society over time.
- **8.2.8.ITH.5:** Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.
- **8.2.8.EC.1:** Explain ethical issues that may arise from the use of new technologies.

# 2020 New Jersey Student Learning Standards - Career Readiness, Life Literacies, and Key Skills

## NJSLS 91. Credit and Debt Management

• 9.1.8.FP.2: Evaluate the role of emotions, attitudes, and behavior (rational and irrational) in making financial decisions.

- 9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.
- **9.1.8.PB.5:** Identify factors that affect one's goals, including peers, culture, location, and past experiences.

## NJSLS 9.2 Career Awareness, Exploration, Preparation and Training

- 9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
- 9.2.8.CAP.12: Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.

## NJSLS 9.4 Life Literacies and Key Skills

• **9.4.8.TL.6**: Collaborate to develop and publish work that provides perspectives on a real-world problem.

#### **Student Resources**

**Student Texts:** Students will select books at their independent reading level from the classroom library, bookroom inventory and school library inventory.

**Book Club Selections:** 

Orbiting Jupiter, Gary D. Schmidt

Gracefully Grayson, Ami Polonsky

Patina, Jason Reynolds

We Are All Made of Molecules, Susin Nielsen

Flipped, Wendelin Van Draanen

All American Boys, Brendan Kiely and Jason Reynolds

Holding Up the Universe, Jennifer Niven

Symptoms of Being Human, Jeff Garvin

Losers Take All, David Klass

Gym Candy, Carl Duekker

Turtles All the Way Down, John Green

## **Teacher Resources**

The Writing Strategies Book by Jennifer Serravallo

A Curricular Plan for Writing Workshop Grade 7, Lucy Calkins, 2011

CalkCurricPlanGr7WtgWshp.pdf

https://drive.google.com/file/d/1Aq7hSpSaVAO4KOCrwCiMoBaOB1tbFoMF/view

Argument Unit - 7th Grade English @ Wilson West

https://westenglish7.weebly.com/argument-unit.html

# **Stage 2 – Assessment Evidence**

#### Pre- Assessments:

Writing about reading completed during Unit 1 Reading can provide a baseline for student needs at the start of this unit.

#### Formative Assessments:

- Teacher observations / anecdotal notes
- Partner talk
- Writing Conference Notes
- Reader's/Writer's notebook
- Signpost entries / Stop & Jot / Post-it Notes
- Quick writes / Response to Reading
- End of Unit Student reflections on strategies / goal attainment / next goals

## Summative Assessments:

Grade 7: Unit 1 Cumulative Assessment: Writing

## Performance Task(s):

Published literary essay

# Stage 3 – Learning Plan

# **Grade 7 English Language Arts Curriculum**

**Unit 1: Literary Essay** 

**Time: Approximately 25 days** 

#### **Getting Ready:**

- This unit is designed for students to use the work they completed on theme during Reading Unit 1 to compose a literary essay. Since this unit directly ties into the previous reading unit. Students should utilize the notes they compiled during their reading unit to develop their literary essay.
- According to the standards, seventh graders are tasked with developing and proving a theory as a claim about a text's theme, using direct quotes, paraphrase examples, and the author's decisions as evidence. Students introduce key evidence and explain evidence by connecting it back to the claim.
- Decide prior to assigning the literary essay if students will be examining the development of the theme using one of the mentor texts or one of their independent reading texts. Whether they use the shared texts or independent texts, all students should be able to write a thematic statement about the text and explain that theme's development over the course of the text.
- When planning for the unit, consider which lessons will require scheduled small group instruction and conferring.

- Prior to unit, consider composing your own literary essay using one of the shared texts that can be used throughout the unit as a model for student work.
- Teachers can use anchor charts to model writing strategies. Anchor charts should be displayed for students to refer to during independent writing.
- Students should have genre specific books for each unit that they can read during independent reading.

Now that classroom procedures have been established, teachers should endeavor to structure their class time to provide a mini lesson along with student practice of the skill/strategy over a two day period. Here is a suggested weekly schedule for teachers to follow.

During a writing unit, teachers should be writing along with students or have a prepared model for students to reference.

Monday: teacher led mini-lesson & modeling

Tuesday: student practice of previous day mini lesson/small group instruction

Wednesday: teacher led mini-lesson & modeling

Thursday: student practice of previous day mini lesson/small group instruction

Friday: at teacher discretion, based on class needs, a mix of review of the week's mini-lessons,

formative assessments, small group instruction, test prep practice.

## Part 1: Literary Essay Prewriting

Unit of Study: Unit 1 Writing Thematic Essay	Topic: Planning
Suggested Length: 4-5 days	

# Focus Standard(s):

W.AW.7.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

- A. Introduce claim(s) about a topic or issue, acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
- B. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- 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.

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.
- 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.
  - C. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
- L.SS.7.1. Demonstrate command of the system and structure of the English language when writing or speaking.
  - A. Explain the function of phrases and clauses in general and their function in specific sentences.
  - B. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
  - E. Recognize spelling conventions.

**Teacher Objective:** You will teach the students how to write a thematic statement.

#### **Lesson Focus - Writing Thematic Statements**

**Student Objective: SWBAT** compose a thematic statement that applies to a previously read text

Teacher will model how to take the ideas students have worked on during their book club reading and write a coherent thematic statement. Teachers can model with Ghost or a short picture book to show students how to take a big idea from a text and write thematic statements. Provide an additional day for students to write their thematic statements. Provide time for student conversation and small groups. Remind students that this work will focus their writing.

#### For additional support with this lesson, refer to the following resources:

- Stand Tall Molly Lou Melon By Patty Lovell | Kids Books Read Aloud <a href="https://www.youtube.com/watch?v=54Q3MwhGzKw">https://www.youtube.com/watch?v=54Q3MwhGzKw</a>
- Thesis Sentence vs. Topic Sentence by Shmoop <a href="https://www.youtube.com/watch?v=Nx2-PcBzZjo&t=42s">https://www.youtube.com/watch?v=Nx2-PcBzZjo&t=42s</a>

## Copy of Thematic Statements

https://docs.google.com/presentation/d/1m6402U7Imo65fYI-BWmoB00-hmcxr2\_JW3wqq\_hS5 AA/edit#slide=id.p

# **■** Copy of Theme Study Sheet

 $\underline{https://docs.google.com/document/d/1B9InHt3ZmEgpjFTQSD01Kh1VjIkc8V9IjuXadCXeMzM/edit}$ 

- -The Writing Strategies Book by Jennifer Serravallo Strategy 4.18 Craft a Thesis, page 153
- -The Writing Strategies Book by Jennifer Serravallo Strategy 4.21 Focus on an Issue, page 156

# **Lesson Focus - Finding Support/Evidence**

**Student Objective: SWBAT** support their claim with relevant evidence to demonstrate their understanding of the topic

During this lesson, teachers will model how to take notes that were collected during the reading of Ghost or another text to support the theme of the text. Remind students of the work they have previously done with how themes are developed in text: character perspective, character change, conflict/resolution, symbolism. Demonstrate how one or more of those ideas can be used as evidence to support the thematic statement.

Provide an additional day for students to adequately complete their prewriting and allow for revisions if needed. Provide time for student conversation and small groups.

**Teaching Note:** Students may realize during this lesson that they cannot support the theme they have written. Provide help to students to review their thematic statements and make revisions as needed.

# For additional support with this lesson, refer to the following resources:

Videos for writing paragraphs

https://www.youtube.com/playlist?list=PLY2iGpRrMhnFKhXD8qALS2VOvGtMoS8KI

Using Text Evidence

https://nhousen.weebly.com/uploads/2/3/7/0/23707637/text\_evidence\_lesson\_plan.pdf

■ Citing Textual Evidence - Literary Analysis for Teens

https://www.youtube.com/watch?v=Z8Qm87wtfJ0

- -The Writing Strategies Book by Jennifer Serravallo Strategy 5.39 Write the Bones, Then Go Back to Flesh It Out, page 206
- -The Writing Strategies Book by Jennifer Serravallo Strategy 6.10 Prove It, page 221
- -The Writing Strategies Book by Jennifer Serravallo Strategy 5.24 Outline, Reoutline, Outline Again, page 191

#### **Formative Assessment**

At the conclusion of each lesson, there must be a formative assessment to determine the students' mastery of the skill taught.

Students should have a completed graphic organizer that contains evidential support for a claim about the theme of a text.

## **NJSLA Test Prep**

Students will reread the passage from "The Count of Monte Cristo" and the scene from "Blessings" and then answer question # 7

- o NJSLA Sample Grade 7 Test
- https://nj.mypearsonsupport.com/resources/Practice-Tests/ela/PaperPracticeTests/PC1117010 Gr7ELATB PT.pdf
- For additional questions to use, please visit this site: NJ Digital Item Library
- <a href="https://nj.digitalitemlibrary.com/home?subject=ELA&grades=Grade%207&view=CCSS">https://nj.digitalitemlibrary.com/home?subject=ELA&grades=Grade%207&view=CCSS</a>

## Part 2: Drafting

Essay Body Paragraphs
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**Suggested Length:** 10 days

#### Focus Standard(s):

W.AW.7.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

- A. Introduce claim(s) about a topic or issue, acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
- B. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- 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.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.
- 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.
- L.KL.7.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
  - D. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
  - E. Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.
  - F. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
- L.SS.7.1. Demonstrate command of the system and structure of the English language when writing or speaking.
  - C. Explain the function of phrases and clauses in general and their function in specific sentences.
  - D. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
  - E. Recognize spelling conventions.
- 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.

**Teacher Objective:** You will teach the students how to draft a literary essay by organizing reasons that are relevant, logical, and cohesive while using a formal style of writing.

# **Lesson Focus - Drafting Body Paragraphs**

**Teaching Note:** Based on student data this lesson may last multiple days for teachers to address topic and concluding sentences, summation of literary scenes, and use of transitions.

Student Objective: SWBAT draft cohesive paragraphs to support their claim that include a topic sentence, summation of important literary scenes, text evidence, and elaboration.

Teacher will model how to take all the parts that we've been practicing to compose a formal, cohesive paragraph: topic sentence, literary summation, text evidence, reasoning, concluding sentence.

Videos for writing paragraphs

## For additional support with this lesson, refer to the following resources:

■ How to Write a Topic Sentence | Scribbr 🎓

https://www.youtube.com/watch?v=2R-9T9TgGnE&t=20s

■ Thesis Sentence vs. Topic Sentence by Shmoop

https://www.youtube.com/watch?v=Nx2-PcBzZjo&t=42s

Topic Sentence Reference Sheet

 $\frac{https://www.fusd1.org/cms/lib/AZ01001113/Centricity/Domain/800/Topic\%20and\%20Concluding\%20Sentences\%20Reference\%20Sheet.pdf}{}$ 

- How to Write a Summary <a href="https://www.youtube.com/watch?v=Gz8JDJDwRxQ">https://www.youtube.com/watch?v=Gz8JDJDwRxQ</a>
- Summarizing stories | Reading | Khan Academy https://www.youtube.com/watch?v=SmnR4AZ-XM8

Student Practice: Summarizing

https://www.ereadingworksheets.com/worksheets/reading/summarizing/summarizing-practice-activity/summarizing-practice.pdf

■ How to End and Transition a Paragraph with Closing & Concluding Sentences <a href="https://www.youtube.com/watch?v=WTkUGlg9uGw">https://www.youtube.com/watch?v=WTkUGlg9uGw</a>

Student Practice: Concluding Sentences

https://www.englishworksheetsland.com/grade7/writing/5/2pays.pdf

Guide to Writing Concluding Sentences

https://grasphopperlearning.com/a-step-by-step-guide-to-teaching-concluding-sentences/

Concluding Sentence Reference Sheet

https://www.fusd1.org/cms/lib/AZ01001113/Centricity/Domain/800/Topic%20and%20Concluding%20Sentences%20Reference%20Sheet.pdf

Videos for writing paragraphs

https://www.youtube.com/playlist?list=PLY2iGpRrMhnFKhXD8qALS2VOvGtMoS8KI

-The Writing Strategies Book by Jennifer Serravallo Strategy 5.37 Conclude with the Big Idea, page 204

# **Lesson Focus - Using Text Evidence**

Student Objective: SWBAT incorporate relevant evidence into paragraphs

Teacher will model how to incorporate text evidence into paragraphs. During a writing unit, teachers should be writing along with students or have a prepared model for students to reference. After the mini-lesson, provide time for students to compose and to conduct small groups

Citing evidence in literary analysis | Reading | Khan Academy https://www.youtube.com/watch?v=Tq\_BoPJsv-4

Reference Sheet for Including Evidence

 $\underline{https://www.washoeschools.net/cms/lib/NV01912265/Centricity/Domain/253/Social\%20Studies/The\%20Quote\%20Sandwich.pdf}$ 

#### For additional support with this lesson, refer to the following resources:

Using Text Evidence

https://nhousen.weebly.com/uploads/2/3/7/0/23707637/text\_evidence\_lesson\_plan.pdf

Citing Textual Evidence - Literary Analysis for Teens
<a href="https://www.youtube.com/watch?v=Z8Qm87wtfJ0">https://www.youtube.com/watch?v=Z8Qm87wtfJ0</a>

-The Writing Strategies Book by Jennifer Serravallo Strategy 9.6 Ellipses, page 329

## **Lesson Focus - Including Logical Reasoning**

**Student Objective: SWBAT** demonstrate understanding of their topic by supporting claims with logical reasoning

During this lesson, the teacher will demonstrate how to elaborate on a reason/evidence used to support a claim. During a writing unit, teachers should be writing along with students or have a prepared model for students to reference. After the mini-lesson, provide time for students to compose and to conduct small groups

■ How to Explain and Elaborate on a Claim and Evidence in a Paragraph <a href="https://www.youtube.com/watch?v=CjyYo6RLeDc">https://www.youtube.com/watch?v=CjyYo6RLeDc</a>

## For additional support with this lesson, refer to the following resources:

Videos for writing paragraphs

https://www.voutube.com/playlist?list=PLY2iGpRrMhnFKhXD8gALS2VOvGtMoS8KI

-The Writing Strategies Book by Jennifer Serravallo Strategy 6.22 Support Your Facts, page 233

# **Lesson Focus - Writing Effective Introductions**

Student Objective: SWBAT introduce a claim using a formal writing style

Teacher will model effective ways to write introductory paragraphs that introduce a claim. During a writing unit, teachers should be writing along with students or have a prepared model for students to reference. After the mini-lesson, provide time for students to compose and to conduct small groups

■ Learn to Write an Introduction Paragraph!

# For additional support with this lesson, refer to the following resources:

Videos for writing paragraphs

https://www.youtube.com/playlist?list=PLY2iGpRrMhnFKhXD8qALS2VOvGtMoS8KI

- -The Writing Strategies Book by Jennifer Serravallo Strategy 5.21 Lead by Addressing the Reader, page 188
- -The Writing Strategies Book by Jennifer Serravallo Strategy 5.20 Nonfiction Leads, page 187
- -The Writing Strategies Book by Jennifer Serravallo Strategy 5.40 Leading with Contrast, page 207

## **Lesson Focus - Writing Effective Conclusions**

**Student Objective: SWBAT** provide a concluding paragraph that supports the argument presented using a formal writing style

Teacher will model effective ways to write a concluding paragraph that supports a claim. During a writing unit, teachers should be writing along with students or have a prepared model for students to reference. After the mini-lesson, provide time for students to compose and to conduct small groups

■ Learn to Write a Conclusion in Under Five Minutes!

## For additional support with this lesson, refer to the following resources:

Videos for writing paragraphs

https://www.voutube.com/playlist?list=PLY2iGpRrMhnFKhXD8gALS2VOvGtMoS8KI

- -The Writing Strategies Book by Jennifer Serravallo Strategy 5.37 Conclude with the Big Idea, page 204
- -The Writing Strategies Book by Jennifer Serravallo Strategy 5.35 Coming Full Circle, page 202

#### **Formative Assessment**

At the conclusion of each lesson, there must be a formative assessment to determine the students' mastery of the skill taught.

Students should have a compelled rough draft that includes a strong introductory paragraph, support paragraphs with text evidence, and a strong logical conclusion.

## NJSLA Test Prep

Read "The Save" found at CommonLit and complete the questions.

- The\_Save\_\_Target\_Lesson\_STUDENT\_COPY\_1.5v.pdf https://drive.google.com/file/d/1fAVkFcdAjReDlFInN2jkxfhhrIiVdLIQ/view
- The\_Save\_\_Target\_Lesson\_TEACHER\_COPY\_1.5v.pdf https://drive.google.com/file/d/1f7qZEzj5LBYiT\_CjhyOQrfJv3zNLDwGY/view
- For additional questions to use, please visit this site: NJ Digital Item Library
- https://nj.digitalitemlibrary.com/home?subject=ELA&grades=Grade%207&view= CCSS

## Part 3: Language Domain Mini-Unit

Unit of Study: Unit 1 Writing Thematic	Topic: Phrases & Clauses: Writing Complete
Essay	Sentences

**Suggested Length:** 4-5 days

#### Focus Standard(s):

- L.SS.7.1. Demonstrate command of the system and structure of the English language when writing or speaking.
  - A. Explain the function of phrases and clauses in general and their function in specific sentences.
  - B. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
  - E. Recognize spelling conventions.
- 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.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.
  - C. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

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

**Teacher Objective:** You will teach the students the function of phrases and clauses and how they create a variety of sentences: simple, compound, complex, compound-complex.

**Student Objective: SWBAT** differentiate among sentence types, use a variety of sentence types in writing correctly, demonstrate command of the structure of the English language when writing.

#### **Lesson Focus - Looking Within Text for Sentence Variety**

During this lesson, the teacher will explain that writers use a variety of sentences while writing. Students will find and use these types of sentences as examples located in the text you used for previous lessons (i.e., *Ghost* by Jason Reynolds). Students should be able to locate these types of sentences in previously read text along with writing them as well.

Students use these types of sentences to respond to questions based on the book *Ghost* by Jason Renolds.

Discussion Questions for Ghost-Discussion Questions for "Ghost"

Resource- Sentence Types and Functions- Sentence Types and Functions.pdf <a href="https://drive.google.com/file/d/1agvc0Agpe-KJVJQaGxw9iM6IPi0OdRks/view">https://drive.google.com/file/d/1agvc0Agpe-KJVJQaGxw9iM6IPi0OdRks/view</a>

## **Lesson Focus -** The Difference Between a Phrase and a Clause

Phrases and clauses (video) | Khan Academy

https://www.khanacademy.org/humanities/grammar/syntax-sentences-and-clauses/phrases-and-clauses/v/phrases-and-clauses-syntax-khan-academy

# **Lesson Dependent and Independent Clauses-**Dependent and independent clauses (video) | Khan Academy

https://www.khanacademy.org/humanities/grammar/syntax-sentences-and-clauses/phrases-and-clauses/v/dependent-and-independent-clauses-syntax-khan-academy

Student Practice- Independent Clause or a Dependant Clause

**Lesson-Subordinating conjunctions-** Subordinating conjunctions (video) | Khan Academy https://www.khanacademy.org/humanities/grammar/parts-of-speech-the-preposition-and-the-conjunction/introduction-to-conjunctions/v/subordinating-conjunctions

Student Practice- Subordinating Conjunctions.docx - Google Docs (1).pdf https://drive.google.com/file/d/1oznlzkOTNhlNzDsbVLwEnar5pXG2-H 3/view

For additional support with this lesson, refer to the following resources:

#### Formative Assessment

At the conclusion of each lesson, there must be a formative assessment to determine the students' mastery of the skill taught.

Students should have completed practice of phrases, clauses, and subordinating conjunctions with some level of proficiency and should endeavor to apply this skill to their literary essay.

## Part 4: Revision/Publishing/Celebrating

Unit of Study: Unit 1 Writing Thematic	Topic: Pulling it All Together
Essay	

**Suggested Length:** 5 days

#### Focus Standard(s):

W.AW.7.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

- A. Introduce claim(s) about a topic or issue, acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
- B. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- 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.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.
- 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.
- 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.
- C. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
- L.SS.7.1. Demonstrate command of the system and structure of the English language when writing or speaking.
  - A. Explain the function of phrases and clauses in general and their function in specific sentences.
  - B. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
  - C. Recognize spelling conventions.

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.

**Teacher Objective:** You will teach the students to make editing and revision choices that develop and strengthen their writing; consider their writing purpose; celebrate their writing accomplishments.

#### **Lesson Focus - Revision**

Student Objective: SWBAT consider revision choices in order to complete their writing task

Based on formative assessments, teachers will choose an area for revision focus. Some suggested topics could include clauses & phrases, sentence variety, transition words, formal vs informal language, or word choice. During a writing unit, teachers should be writing along with students or have a prepared model for students to reference. After the mini-lesson, provide time for students to compose and to conduct small groups.

## For additional support with this lesson, refer to the following resources:

- -The Writing Strategies Book by Jennifer Serravallo Strategy 5.34 Weight the Parts of Your Piece, page 201
- -The Writing Strategies Book by Jennifer Serravallo Strategy 7.5 Write with Authority: Domain-Specific Vocabulary, page 263
- -The Writing Strategies Book by Jennifer Serravallo Strategy 7.14 Leave Only the Essential Words, page 275
- -The Writing Strategies Book by Jennifer Serravallo Strategy 7.18 Vary Words to Eliminate Repetition, page 279
- -The Writing Strategies Book by Jennifer Serravallo Strategy 9.22 Eliminating Repetition with Sentence Combining, page 345
- -The Writing Strategies Book by Jennifer Serravallo Strategy 9.24 Creating Complex Sentences,

page 347

- -The Writing Strategies Book by Jennifer Serravallo Strategy 9.25 Creating Compound Sentences, page 348
- -The Writing Strategies Book by Jennifer Serravallo Strategy 9.34 Rephrase for Clarity, page 357

## **Lesson Focus - Peer Editing**

Student Objective: SWBAT support their peers in helping to strengthen writing as needed.

During this lesson, students will work in pairs to read and suggest areas for improvement. Teachers should provide a checklist for students to follow and use to start conversation about revisions and editing. Model how to utilize the checklist by examining the model draft from the unit. During a writing unit, teachers should be writing along with students or have a prepared model for students to reference. After the mini-lesson, provide time for students to compose and to conduct small groups

Peer Editing Checklist

 $https://www.readwritethink.org/sites/default/files/resources/lesson\_images/lesson786/handout.pdf$ 

#### For additional support with this lesson, refer to the following resources:

Ideas for preparing for peer review

https://teaching.cornell.edu/resource/teaching-students-evaluate-each-other

-The Writing Strategies Book by Jennifer Serravallo Strategy 8.18 Turn to Spell-Check, page 315

## **Lesson Focus - Publishing**

**Student Objective: SWBAT** complete a writing task focusing on their purpose for writing, and maintaining a formal writing style

Teachers will provide time for students to pull their writing together into a completed essay. Teachers may encourage students to use a formal publishing style like MLA; a quick demonstration of how to format a Google doc may be necessary. During a writing unit, teachers should be writing along with students or have a prepared model for students to reference. After the mini-lesson, provide time for students to compose and to conduct small groups.

## For additional support with this lesson, refer to the following resources:

**Lesson Focus - Celebration** 

**Student Objective: SWBAT** share their writing with classmates

Teachers will provide an opportunity to students to share their work. Some suggestions could be

the use of a gallery walk, author's chair, small group read-alouds, etc.

Writing Celebration Ideas

https://twowritingteachers.org/2017/06/12/writing-celebrations-but-why/

# For additional support with this lesson, refer to the following resources:

-The Writing Strategies Book by Jennifer Serravallo Strategy 10.10 PQP(Praise, Question, Polish), page 373

# **NJSLA Test Prep**

Link It- Grade 7 Unit 1 Cumulative Assessment- Writing

Unit Plan Title	Unit 2 Reading: Mixed Genre Analysis
<b>Suggested Time Frame</b>	Approximately 20 days

#### **Overview / Rationale**

This unit encourages readers to shift from reading for plot toward reading for ideas. Readers will explore a variety of genres and understand the literary elements that contribute to that genre. They will also begin thinking about the ways in which books, stories, plays, and poems address themes and ideas.

Readers will understand the unique structures of different forms of literature and use that knowledge to help them continue to read all forms of literature. They will also be able to take their understanding of text structure as a model in their own writing.

Readers will be asked to think about ways ideas and themes presented in these texts are similar and different from one text to the next. This not only teaches students to think between the different texts they read, but also invites students to think between the text and their lives.

Students in middle school are expected to be able to analyze, evaluate, and differentiate sources to help them understand what is going on in the world. In short, students need to gain insight from texts that will help them to understand complex situations in the world.

# **Stage 1 – Desired Results**

#### **Established Goals -**

New Jersey Student Learning Standards for English Language Arts (2023)

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.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.
- L.SS.7.1. Demonstrate command of the system and structure of the English language when writing or speaking.
  - A. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
  - B. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old green shirt).
  - C. Recognize spelling conventions.
- 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.

- 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.

# **Essential Questions:**

What strategies do readers use to help them read, understand, and respond to texts?

How do I determine what the messages an author is trying in a book and across texts and genres?

# **Enduring Understandings:**

Effective readers use specific strategies to help them better understand and deepen comprehension.

Readers look for evidence in the text to support their predictions, inferences, ideas, and opinion about the plot, character, and theme of the text.

Readers determine the themes or messages in books, recognize the authors' perspectives, and compare and contrast the ways that different authors address those themes.

## **Knowledge:**

Students will know...

Authors develop themes by creating complicated conflicts and characters.

An analysis of a text includes explicit understanding of and inferences about a text supported by textual evidence.

#### Skills:

Students will be able to...

Use active reading strategies: visualize, predict, adjust predictions, connect, infer, question, synthesize.

Explain the theme or central idea of a fictional piece using key details as evidence, including

Readers can respond analytically to text when they understand the reason behind the author's intentional choice of words, point of view and structure.

There are multiple themes within a text.

Readers expand their understanding of a text by participating in book clubs. details from the beginning, middle, and end of the text.

Analyze the development of the theme or central idea over the course of the fictional text, including the relationship between characters, setting, and plot over the course of a text.

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

Explain how text structure impacts the overall meaning of text.

## **Interdisciplinary Connections**

# 2020 New Jersey Student Learning Standards for Social Studies

- **6.1.8.HistoryCC.4.d:** Analyze the push-pull factors that led to increase in immigration and explain why ethnic and cultural conflicts resulted.
- **6.2.8.HistoryCC.3.a:** Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.

# 2020 New Jersey Student Learning Standards for Computer Science and Design Thinking NJSLS 8.2 Design Thinking

- **8.2.8.ITH.2**: Compare how technologies have influenced society over time.
- **8.2.8.ITH.5:** Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another
- **8.2.8.EC.1:** Explain ethical issues that may arise from the use of new technologies.

# 2020 New Jersey Student Learning Standards - Career Readiness, Life Literacies, and Key Skills

## NJSLS 91. Credit and Debt Management

- 9.1.8.FP.2: Evaluate the role of emotions, attitudes, and behavior (rational and irrational) in making financial decisions.
- 9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.
- 9.1.8.PB.5: Identify factors that affect one's goals, including peers, culture, location, and past experiences.

## NJSLS 9.2 Career Awareness, Exploration, Preparation and Training

- 9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
- 9.2.8.CAP.12: Assess personal strengths, talents, values, and interests to appropriate jobs

and careers to maximize career potential.

#### **NJSLS 9.4 Life Literacies and Key Skills**

• **9.4.8.TL.6**: Collaborate to develop and publish work that provides perspectives on a real-world problem.

#### **Student Resources**

**Student Texts:** Students will select books at their independent reading level from the classroom library, bookroom inventory and school library inventory.

Suggested Student Practice text:

*Taco Head* by Viola Canales

Sometimes a Dream Needs a Push by Walter Dean Meyers

Button, Button by Richard Matheson

Eraser Tattoo by Jason Reynolds

The Fan Club by Rona Maynard

Dear Mama by Tupac

It Seems I Test People by James Berry

Scholastic Scope

CommonLit

Bridges to Literature by Jane Greene, McDougal Littell, 2002

Language of Literature by McDougal Littel, 20021

#### **Teacher Resources**

Suggested Mentor Texts:

Seventh Grade by Gary Soto

The Sniper by Liam O'Flaherty

"Monsters are Due on Maple Street" by Rod Serling

Sara Cynthia Sylvia Stout by Shel Silverstein

Mother to Son by Langston Hughes

Flying Lesson and Other Short Stories edited by Ellen Oh

Scholastic Scope

CommonLit

Bridges to Literature by McDougal Littell

Language of Literature by McDougal Littell

The Reading Strategies Book, Jennifer Serravallo

*Notice and Note* by Beers & Probst

The Reading Strategies Book 2.0 by Jennifer. Serravallo

A Curricular Plan for Reading Workshop Grade 7, Lucy Calkins, 2011

CalkCurricPlanGr7ReadWshp.pdf

https://drive.google.com/file/d/1fsCiEW6ms3v9hAbEhAqTXr-RJqJhztvV/view

# **Stage 2 – Assessment Evidence**

#### **Pre-Assessments:**

Data from Link-it Form A Benchmark Assessment

#### Formative Assessments:

- Individual student reading inventory
- Teacher's student data monitoring system in place (ex. Data-binder)
  - Student-teacher conference notes for each student
  - o DRA level, STAR score
  - o Individual student reading goals
- Student's self-monitoring of progress system in place
  - Stamina Charts
  - Monthly reading goals / strategies
- Accountable Talk / partner talk routines in place
- Notice & Note signposts student practice in independent texts
- Running records (based on student data)
- On Demand Writing
- Teacher observations/ anecdotal notes
  - Reading and Writing conference notes
- Reading/ Writing Notebook
  - Signpost entries
  - o Post-it Notes
  - End of Unit Student reflections on strategies/ goal attainment/ next goals
  - Quick Writes

#### Summative Assessments:

Link It- Grade 7 Unit 2 Cumulative Assessment: Reading

# Stage 3 – Learning Plan

# **Grade 7 English Language Arts Curriculum**

**Unit 2: Reading Mixed Genre Analysis** 

Time: Approximately 20 days

# **Getting Ready:**

- While planning read-alouds and use of mentor texts, consider finding short stories, poems, and dramas that share a similar theme for comparison later in the unit.
- While planning read-alouds and use of mentor texts, consider the availability of audio or video of the same texts as it could be used for the comparison lessons later in the unit.

- Teach students to determine the text type and read strategically, holding on to predictable questions for that genre as they read. You'll want to coach your struggling readers with modified strategies, helping them to make sense of what they are reading and not to get too hung up on holding on to predictable questions.
- This may be a good time to remind students to track the various genres they are reading independently in their reading notebooks.
- Use of a plot diagram may be useful for students to understand the narrative structures of short stories.
- Throughout the unit, remind students of the work that was completed in unit 1 regarding theme. Have them continue to find themes in the various texts read in this unit.
- Anchor charts of the various genres could be used throughout the unit.
- Students should have genre specific books for each unit that they can read during independent reading.

## Part 1: Poetry

Unit of Study: Unit 2 Reading: Mixed Genre Analysis	Poetry

**Suggested Length:** 5 days

## Focus Standard(s):

- 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.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.
- 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.
- 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).

**Teaching Note:** Now that classroom procedures have been established, teachers should endeavor to structure their class time to provide a mini lesson along with student practice of the skill/strategy over a two day period. Here is a suggested weekly schedule for teachers and students to follow during book clubs.

Monday: teacher led mini-lesson & modeling

Tuesday: student practice of previous day mini lesson using assigned or self selected text/small group instruction

Wednesday: teacher led mini-lesson & modeling

Thursday: student practice of previous day mini lesson using assigned or self selected text/small group instruction

Friday: at teacher discretion, based on class needs, a mix of review of the week's mini-lessons, formative assessments, small group instruction, test prep practice.

**Teacher Objective:** You will teach the students how to analyze a poem's structure and how it contributes to meaning, recognize and understand forms of figurative language and sound devices and analyze their impact on a reader's overall understanding of a poem.

#### **Lesson Focus - Poetic Structure**

**Student Objective: SWBAT** recognize the basic structure of a poem and how to use that knowledge to assist in understanding the meaning of the poem.

During this lesson, the teacher will introduce/reinforce poetic vocabulary including but not limited to the terms: line, stanza, speaker. Share a poem and model how to identify those terms while reading and how analyzing these terms can aid in understanding of a poem.

Teacher Suggested Model: "Mother to Son" by Lanston Hughes <a href="https://www.poetryfoundation.org/poems/47559/mother-to-son">https://www.poetryfoundation.org/poems/47559/mother-to-son</a>

Student Practice Poem: "Dear Mama" by Tupac

https://archives.studentscommission.ca/hype/resources/song 2pac dm.pdf

## For additional support with this lesson, refer to the following resources:

The elements of a poem | Reading | Khan Academy (unlisted) https://www.youtube.com/watch?v=zFNnbxCZPBU

-The Reading Strategies Book 2.0 by Jennifer Serravallo Strategy 4.24 Find the Pauses in Poetry, page 156

## **Lesson Focus - Figurative Language**

**Student Objective: SWBAT** identify and interpret various forms of figurative language and sound devices and the impact they have on the meaning of the poem.

During this lesson, the teacher will introduce/reinforce various forms of figurative language including but not limited to the following terms: simile, metaphor, personification, idioms, hyperbole, alliteration, rhyme, repetition, onomatopoeia, allusion. Share a variety of poems to model how to identify and interpret these poetic terms.

Teacher Suggested Model: "Sarah Cynthia Sylvia Stout" by Shel Silverstein <a href="https://curriculum640essaywriting.weebly.com/uploads/2/3/9/5/23952407/sarah\_cynthia\_sylvia\_stout.pdf">https://curriculum640essaywriting.weebly.com/uploads/2/3/9/5/23952407/sarah\_cynthia\_sylvia\_stout.pdf</a>

Student Practice Poem: "It Seems I Test People" by James Berry https://kauffmanm.weebly.com/uploads/2/6/3/4/26347773/itseemsitestpeople.pdf

## For additional support with this lesson, refer to the following resources:

- Figurative language | Reading | Khan Academy https://www.youtube.com/watch?v=lzKj-bLvrYQ
- Literary Devices

https://www.youtube.com/watch?v=uCMniNKxLFk

- -The Reading Strategies Book 2.0 by Jennifer Serravallo Strategy 4.25 Let the Rhyme Be Your Guide, page 157
- -The Reading Strategies Book 2.0 by Jennifer Serravallo Strategy 4.11 Drum the Poem to Find the Rhythm, page 143
- -The Reading Strategies Book 2.0 by Jennifer Serravallo Strategy 11.22 Consider the Type of

Figurative Language, page 382

-The Reading Strategies Book 2.0 by Jennifer Serravallo Strategy 11.23 Picture It, page 383

## **Lesson Focus - Writing Open Ended Questions/Reading Response**

**Student Objective: SWBAT** respond to an open ended question by including text evidence to support their response.

During this lesson, teachers will review/reinforce the RACES method for responding to open ended questions.

- Consider having a model ready for students to use as they draft their own responses. This may be something you already did during the launch unit and just need to remind students of that as they work today.
- Consider providing students with a clear prompt to address or maybe a few for student choice. However the prompts may work best if they are connected to a prior lesson where students have taken time to take notes. Demonstrate or remind students how using our notes is a good way to write 'long' about a text.

Suggested open-ended questions:

- Re-read one of the poems from this week's lessons and analyze the language the poet used and the effect that language has on the reader.
- Choose a poem we read during the unit. What do you think the poem means both literally and figuratively?

#### For additional support with this lesson, refer to the following resources:

RACES <u>reference sheet</u> for students and teachers

 $\underline{https://mrslongs3rd.weebly.com/uploads/2/0/9/8/20984166/response writing with races strategy free \underline{bie.pdf}$ 

#### **Formative Assessment**

At the conclusion of each lesson, there must be a formative assessment to determine the students' mastery of the skill taught.

# Reading Response: Choose one

- Re-read one of the poems from this week's lessons and analyze the language the poet used and the effect that language has on the reader.
- Choose a poem we read during the unit. What do you think the poem means both literally and figuratively?

NJSLA Rubric for Scoring

https://nj.mypearsonsupport.com/resources/njgpa-practice-tests/ELA%20Writing%20Rubric%20 for%20NJGPA 01.26.22.pdf

#### NJSLA Test Prep

Response to Reading should be considered part of test prep- Teachers could time the writing to

## mirror testing conditions.

Students will read the folktale "The Four Dragons" then answer questions #8 &9.

- NJSLA Sample Grade 7 Test
   https://nj.mypearsonsupport.com/resources/Practice-Tests/ela/PaperPracticeTests/
   PC1117010 Gr7ELATB PT.pdf
- For additional questions to use, please visit this site: NJ Digital Item Library
- <a href="https://nj.digitalitemlibrary.com/home?subject=ELA&grades=Grade%207&view=CCSS">https://nj.digitalitemlibrary.com/home?subject=ELA&grades=Grade%207&view=CCSS</a>

#### Part 2:Drama

Unit of Study: Unit 2 Reading: Mixed Topic: Understanding Drama

**Genre Analysis** 

**Suggested Length:** 10 days

## Focus Standard(s):

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.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.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.

- 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).

**Teacher Objective:** You will teach the students how to analyze the structure of a drama and how it contributes to its meaning, how lines of dialogue propel action, analyze the impact of word choice on meaning and tone, and compare a written drama to its film version to analyze the unique qualities of the medium.

#### **Lesson Focus - Dramatic Structure**

**Student Objective: SWBAT** identify the terms related to dramatic structure and read a drama with classmates

During these lessons, the teacher will introduce the structure of a drama including terms related to this type of literature including but not limited to playwright, cast of characters, lines of dialogue, stage directions, setting, lighting, sound.

Engage students in the reading of a whole class shared text of a drama.

Suggested shared text: u1\_the\_monster\_due\_se.pdf by Rod Serling; also found in *Language* of *Literature* textbook

https://drive.google.com/file/d/1PsXmx25V7fJXfy3E1mU8TTnx7Fvd-gDn/view

## For additional support with this lesson, refer to the following resources:

■ Elements of Drama

https://www.youtube.com/watch?v=X7UoCVbTJGk&list=PL7uCDEWTzZEEKmut9xgeDO1hFjDisi-RS&index=26

- -The Reading Strategies Book 2.0 by Jennifer Serravallo Strategy 4.23 Be Your Own Director with Plays and Scripts, page 155.
- -The Reading Strategies Book 2.0 by Jennifer Serravallo Strategy 4.22 Make Your Voice Match the Meaning and Genre, page 154
- -The Reading Strategies Book 2.0 by Jennifer Serravallo Strategy 4.20 Read it How the Author Tells You, page 152
- -The Reading Strategies Book 2.0 by Jennifer Serravallo Strategy 4.21 Make Your Voice Match the Feeling, page 153

#### **Lesson Focus - Tone & Mood**

**Student Objective: SWBAT** reread to examine the author's word choice that contributes to the overall tone and mood of a text.

During this lesson, the teacher will introduce/reinforce the literary terms tone & mood. Look back with the model text for examples of how tone and mood were created and its impact on the reader. Point out specific examples of how the tone & mood change over the course of the drama. Encourage students to reexamine the text to find and interpret mood and tone. Suggested model & practice text: ul\_the\_monster\_due\_se.pdf by Rod Serling; also found in the Language of Literature textbook

https://drive.google.com/file/d/1PsXmx25V7fJXfy3E1mU8TTnx7Fvd-gDn/view

■ The-Monsters-Are-Due-on-Maple-Street-Teleplay-Short-Story-Unit-Grade-7-preview.pdf https://drive.google.com/file/d/1qAgirVpXmbCk47fHBViXi0t2mvwrMnh-/view

## For additional support with this lesson, refer to the following resources:

- Mood vs. Tone
- -The Reading Strategies Book 2.0 by Jennifer Serravallo Strategy 4.23 Be Your Own Director with Plays and Scripts, page 155.
- -The Reading Strategies Book 2.0 by Jennifer Serravallo Strategy 4.22 Make Your Voice Match the Meaning and Genre, page 154
- -The Reading Strategies Book 2.0 by Jennifer Serravallo Strategy 4.20 Read it How the Author Tells You, page 152
- -The Reading Strategies Book 2.0 by Jennifer Serravallo Strategy 4.21 Make Your Voice Match the Feeling, page 153
- -The Reading Strategies Book 2.0 by Jennifer Serravallo Strategy 11.20 Use Mood as a Clue to Meaning, page 380
- -The Reading Strategies Book 2.0 by Jennifer Serravallo Strategy 11.24 Be Alert to Word Choice, page 384

#### **Lesson Focus - Comparing Media**

**Student Objective: SWBAT** compare and contrast a written drama to its filmed version to analyze its unique qualities including lighting, sound, color, camera focus and angles in a film

During this lesson, the teacher will review how movie makers take the written word and create it in another form, specifically film. Introduce the following terms to students: lighting, sound, color, camera focus and angles.

View one or both versions of "The Monsters Are Due on Maple Street" part of the "Twilight Zone" series and compare and contrast to its written form.

Modern Version: ■ THE TWILIGHT ZONE("The Monsters Are on Maple Street") https://www.youtube.com/watch?v=jlHSD6uo7Mk

Original Version available on Prime Video

https://www.primevideo.com/offers/nonprimehomepage/ref=dv\_web\_force\_root?scrlybrkr=5c52\_142e

Compare/Contrast Chart

https://drive.google.com/file/d/1qAgirVpXmbCk47fHBViXi0t2mvwrMnh-/view

#### For additional support with this lesson, refer to the following resources:

Story & Film Log- adapt for any story/film

https://www.readwritethink.org/sites/default/files/resources/lesson\_images/lesson1048/log.pdf

Compare/Contrast Guide

https://www.readwritethink.org/sites/default/files/resources/lesson\_images/lesson1098/BookMovieComp.pdf

#### **Lesson Focus - Responding to Reading- Open Ended Response**

**Student Objective: SWBAT** respond to an open ended question by including text evidence to support their response.

During this lesson, teachers will review/reinforce the RACES method for responding to open ended questions.

- Consider having a model ready for students to use as they draft their own responses. This may be something you already did during the launch unit and just need to remind students of that as they work today.
- Consider providing students with a clear prompt to address or maybe a few for student choice. However the prompts may work best if they are connected to a prior lesson where students have taken time to take notes. Demonstrate or remind students how using our notes is a good way to write 'long' about a text.

# Suggested open-ended questions:

- After reading "The Monsters are Due on Maple Street," explain the mood at the beginning of the play. Where does it change? What is the mood toward the end of the play? Use exact words and phrases from the play to answer the question.
- Ask students to think about the two versions of "The Monsters are Due on Maple Street."

Have them write a paragraph comparing the original version to the adaptation, including an explanation of any interesting camera angles, lighting techniques, sound effects, or music.

## For additional support with this lesson, refer to the following resources:

RACES reference sheet for students and teacher's

https://mrslongs3rd.weebly.com/uploads/2/0/9/8/20984166/responsewritingwithracesstrategyfree bie.pdf

#### **Formative Assessment**

At the conclusion of each lesson, there must be a formative assessment to determine the students' mastery of the skill taught.

# **Reading Response- Choose One**

Suggested open-ended questions:

- After reading "The Monsters are Due on Maple Street," explain the mood at the beginning of the play. Where does it change? What is the mood toward the end of the play? Use exact words and phrases from the play to answer the question.
- Ask students to think about the two versions of "The Monsters are Due on Maple Street."
  Have them write a paragraph comparing the original version to the adaptation, including
  an explanation of any interesting camera angles, lighting techniques, sound effects, or
  music.

**NJSLA Rubric for Scoring** 

 $\frac{https://nj.mypearsonsupport.com/resources/njgpa-practice-tests/ELA\%20Writing\%20Rubric\%20}{for\%20NJGPA\_01.26.22.pdf}$ 

#### **NJSLA Test Prep**

Response to Reading should be considered part of test prep- Teachers could time the writing to mirror testing conditions.

Students will read the passage "The Four Dragons" then answer questions # 10 & 11.

- NJSLA Sample Grade 7 Test
   https://nj.mypearsonsupport.com/resources/Practice-Tests/ela/PaperPracticeTests/
   PC1117010 Gr7ELATB PT.pdf
- For additional questions to use, please visit this site: NJ Digital Item Library
- https://nj.digitalitemlibrary.com/home?subject=ELA&grades=Grade%207&view= CCSS

## Part 3: Short Stories

Unit of Study: Unit 2 Reading: Mixed Genre Analysis	Topic: The Short Story	
Suggested Length: 5 days		
Focus Standard(s):		

- 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.
- 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.
- 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).

**Teacher Objective:** You will teach the students to analyze how particular elements of text interact to propel action, understand irony in literature, and write an objective summary.

## **Lesson Focus - How Setting Impacts the Plot**

**Student Objective: SWBAT** examine how particular elements of the text interact.

During this lesson the teacher will review story elements taught in unit 1 including but not limited to plot, narrator, point of view, setting, conflict, theme. Model during a read aloud how story elements interact. After teacher modeling occurs, students should be encouraged to practice reading a short story independently examining how particular elements of the text interact. Students can use an assigned or self-selected short story. Note: Students can choose one text to complete multiple lessons.

Suggested Teacher Model text: "Seventh Grade" by Gary Soto https://hansonlibrary.org/wp-content/uploads/2018/06/7th-Grade-Short-Story.pdf

# Suggested Student Practice text:

"Taco Head" by Viola Canales

https://mrsbrundidge.weebly.com/uploads/6/0/6/9/60699593/taco\_head.pdf

"Sometimes a Dream Needs a Push" by Walter Dean Meyers

https://www.memphis.edu/middleschool/pdfs/6thgradeela\_sometimes\_a\_dream\_needs\_a\_push.pdf

"Button, Button" by Richard Matheson

https://christian\_fuller.myteachersite.org/teacher/files/documents/button%20button.pdf

"Eraser Tattoo" by Jason Reynolds

https://www.theproutschool.org/media/summer-work-2024/eraser-tattoo-by-jason-reynolds-mar-27-2021-8-48-am.pdf

#### **■** The Fan Club

 $\underline{https://docs.google.com/document/d/1MKkSOc\_ljR0YwwExN02FU8whG3Wg0\_ZgQSan0RRkutfY/edit}$ 

## For additional support with this lesson, refer to the following resources:

▶ Plot Elements https://www.voutube.com/watch?v=WH5ilkK4aUI

Plot Diagram PDF

https://www.scholastic.com/content/dam/teachers/articles/2018-2019/teacher-mag/fall/blank-plot-diagram.pdf

## Interactive Plot Diagram

https://www.readwritethink.org/classroom-resources/student-interactives/plot-diagram

■ The Importance of Setting in a Story | Educational Rap for Language Arts Class https://www.youtube.com/watch?v=30CPmgVQNks

Elements of Fiction Worksheet

https://www.englishworksheetsland.com/grade7/readingliterature/3/2elements.pdf

Breaking Down Story Elements Worksheet

https://www.englishworksheetsland.com/grade6/readingliterature/storvelements/5break.pdf

- -The Reading Strategies Book 2.0 by Jennifer Serravallo Strategy 11.24 Be Alert to Word Choice, page 384
- -The Reading Strategies Book 2.0 by Jennifer Serravallo Strategy 5.14 Use Story Elements to Identify Problems, page 178
- -The Reading Strategies Book 2.0 by Jennifer Serravallo Strategy 5.15 Find the Problem by Focusing on Reactions, page 179
- -The Reading Strategies Book 2.0 by Jennifer Serravallo Strategy 5.27 Consider the Importance of Setting to the Plot, page 191
- -The Reading Strategies Book 2.0 by Jennifer Serravallo Strategy 5.28 Consider How the Setting Impacts the Character, page 192

## **Lesson Focus - Irony**

Student Objective: SWBAT recognize forms of irony and their purpose in a literary text

During this lesson the teacher will introduce 3 types of irony found in literature, modeling how to identify irony in text and providing students to find irony in text. Connect how irony can be utilized to create a conflict, influence character's decisions, or advance the plot of a piece of literature.

■ Irony Explained — 3 Types of Irony Every Storyteller Should Know (Verbal, Situational, a...) https://www.youtube.com/watch?v=Ptwxw6FFmKo&t=18s

Suggested Teacher Model Text: "The Sniper" by Liam O'Flaherty

## Suggested Student Practice text:

"Taco Head" by Viola Canales

https://mrsbrundidge.weebly.com/uploads/6/0/6/9/60699593/taco head.pdf

"Sometimes a Dream Needs a Push" by Walter Dean Meyers

https://www.memphis.edu/middleschool/pdfs/6thgradeela\_sometimes\_a\_dream\_needs\_a\_push.pdf

"Button, Button" by Richard Matheson

https://christian\_fuller.myteachersite.org/teacher/files/documents/button%20button.pdf

"Eraser Tattoo" by Jason Reynolds

https://www.theproutschool.org/media/summer-work-2024/eraser-tattoo-by-jason-reynolds-mar-27-2021-8-48-am.pdf

■ The Fan Club

 $\underline{https://docs.google.com/document/d/1MKkSOc\_ljR0YwwExN02FU8whG3Wg0\_ZgQSan0RRkufY/edit}$ 

## For additional support with this lesson, refer to the following resources:

- Situational irony: The opposite of what you think Christopher Warner
- What is verbal irony? Christopher Warner

https://www.youtube.com/watch?v=tqg6RO8c\_W0&list=PL7uCDEWTzZEEKmut9xgeDO1hFjDisi-RS&index=7

■ In on a secret? That's dramatic irony - Christopher Warner

https://www.youtube.com/watch?v=RZFYuX84n1U&list=PL7uCDEWTzZEEKmut9xgeDO1hFj Disi-RS&index=9

## Lesson Focus - Summary Writing

Student Objective: SWBAT write an objective summary of a previously read text

Teacher will model how to write an objective summary. Create a summary using one of the shared short stories.

Allow students time to create their own summaries of a story or scene they have read independently.

■ Summarizing: Somebody, Wanted, But, So, Then <a href="https://www.youtube.com/watch?v=Bi8RnDjELdc">https://www.youtube.com/watch?v=Bi8RnDjELdc</a>

## For additional support with this lesson, refer to the following resources:

**Summary Writing Worksheets** 

https://www.ereadingworksheets.com/free-reading-worksheets/reading-comprehension-worksheets/summarizing-worksheets-and-activities/

**Summarizing Teaching Strategies** 

https://www.readingrockets.org/classroom/classroom-strategies/summarizing

Summarizing Teaching Strategies

https://cieraharristeaching.com/2022/10/summarizing-mini-lessons.html/

-The Reading Strategies Book 2.0 by Jennifer Serravallo Strategy 5.16 Summarize with "Uh-oh...UH-OH...Phew!", page 180

- -The Reading Strategies Book 2.0 by Jennifer Serravallo Strategy 5.17 Summarize Based on What a Character Wants, page 181
- -The Reading Strategies Book 2.0 by Jennifer Serravallo Strategy 5.18 Summarize with "Somebody...Wanted...But...So", page 182

## **Formative Assessment**

At the conclusion of each lesson, there must be a formative assessment to determine the students' mastery of the skill taught.

Students will write an objective summary of one to the texts read during the week's lessons.

## **NJSLA Test Prep**

Link-It Grade 7: Unit 2 Cumulative Assessment: Reading Link-It Grade 7: Unit 2 Cumulative Assessment: Writing

Unit Plan Title	Unit 2 Writing: Narrative
<b>Suggested Time Frame</b>	Approximately 20 days

#### Overview / Rationale

This unit was designed to help middle school students understand the writing process and examine how and why writers of fiction write the way they do. They will have opportunities to apply those observations to their own writing while exploring different genres, text types, structures, and purposes for writing stories.

In this unit students will follow the routines of the Writers workshop, utilize a Writer's Notebook, examine mentor texts, discover craft techniques of narratives and apply them to their own writing. At the end of the unit students will publish a narrative piece of writing.

## **Stage 1 – Desired Results**

## **Established Goals**

New Jersey Student Learning Standards for English Language Arts 2023

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

- 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 and convey experiences and events.
- E. Provide a conclusion that follows from and reflects on the narrated experiences or events.

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.

- L.SS.7.1. Demonstrate command of the system and structure of the English language when writing or speaking.
  - A. Explain the function of phrases and clauses in general and their function in specific sentences.
  - B. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
  - C. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
  - D. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old green shirt).
  - E. Recognize spelling conventions.
- 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.

# **Essential Questions**

What literary techniques do writers use to create narratives / realistic fiction?

How can understanding elements of stories help writers draft stronger narratives centered on a theme?

How do authors use literary elements to convey meaning and move a piece forward?

# **Enduring Understandings**

Writing is a multi-stage process.

Writers of narratives communicate the true meaning of their story by thinking more deeply about the story.

Proficient writers understand that narratives convey real or imagined experiences or events through deliberate use of sequencing and narrative techniques to develop a unique voice.

# **Knowledge:**

Students will know...

Narrative writers engage and orient the reader by establishing a context.

Narrative writers organize an event sequence that unfolds naturally and logically.

Narrative writers use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

Writing is a process that includes planning, drafting, revising, and editing.

Writers effectively communicate their ideas by using proper grammar and spelling.

## Skills:

Students will be able to...

Use narrative techniques effectively to develop experiences, events, and/or characters.

Develop characters and plots that are believable and engaging.

Show characters' motivation by how they look, what they say and do and what others think about them.

Clearly convey a conflict and a resolution to the conflict.

Transition from one idea to the next by using appropriate words and phrases.

Use figurative language to aid in description.

Write a conclusion that brings the story events to a meaningful close.

Use dialogue in a way that reflects the setting and attributes of self and others.

## **Interdisciplinary Connections**

# 2020 New Jersey Student Learning Standards for Social Studies

- **6.1.8.HistoryCC.4.d:** Analyze the push-pull factors that led to increase in immigration and explain why ethnic and cultural conflicts resulted.
- **6.2.8.HistoryCC.3.a:** Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.

# 2020 New Jersey Student Learning Standards for Computer Science and Design Thinking NJSLS 8.2 Design Thinking

- **8.2.8.ITH.2**: Compare how technologies have influenced society over time.
- **8.2.8.ITH.5:** Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.
- **8.2.8.EC.1:** Explain ethical issues that may arise from the use of new technologies.

# 2020 New Jersey Student Learning Standards - Career Readiness, Life Literacies, and Key Skills

## NJSLS 91. Credit and Debt Management

- 9.1.8.FP.2: Evaluate the role of emotions, attitudes, and behavior (rational and irrational) in making financial decisions.
- 9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.
- 9.1.8.PB.5: Identify factors that affect one's goals, including peers, culture, location, and past experiences.

## NJSLS 9.2 Career Awareness, Exploration, Preparation and Training

- 9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
- 9.2.8.CAP.12: Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.

## **NJSLS 9.4 Life Literacies and Key Skills**

• **9.4.8.TL.6**: Collaborate to develop and publish work that provides perspectives on a real-world problem.

## **Student Resources**

**Student Texts:** Students will select books at their independent reading level from the classroom library, bookroom inventory and school library inventory.

Texts from previous reading units can serve as models for narrative writing.

## **Teacher Resources**

Writing Magic: Creating Stories That Fly by Gail Carson Levine

The Writing Strategies Book by Jennifer Serravallo

The Big Book of Details by Rozlyn Linder

■ 7th grade Q1 Example Narrative - Continuation of Schooled excerpt

A Curricular Plan for Writing Workshop Grade 7, Lucy Calkins, 2011

<u>CalkCurricPlanGr7WtgWshp.pdf</u>

https://drive.google.com/file/d/1Aq7hSpSaVAQ4KQCrwCjMoBaOB1tbFoMF/view

# Stage 2 – Assessment Evidence

## Pre- Assessments:

Narrative Pre-Assessment (On-Demand)

## Formative Assessments:

- Teacher observations / anecdotal notes
- Partner talk
- Writing Conference Notes
- Reader's/Writer's notebook
- Signpost entries / Stop & Jot / Post-it Notes
- Quick writes / Response to Reading
- End of Unit Student reflections on strategies / goal attainment / next goals

#### Summative Assessments:

Goal based on NJSLA practice-Today you will read a passage from a novel. As you read, you will gather information to prepare for writing an original story. Example: At the end of the passage, Howie tells Kevin that he is not making a good case. Write an original story that describes what Kevin does next to try to change Howie's mind about paying for Cromwell's training. Grade 7 English Language Arts/Literacy - Test Booklet pg. 53 <a href="https://nj.mypearsonsupport.com/resources/Practice-Tests/ela/PaperPracticeTests/PC1117010\_Gr7ELATB\_PT.pdf">https://nj.mypearsonsupport.com/resources/Practice-Tests/ela/PaperPracticeTests/PC1117010\_Gr7ELATB\_PT.pdf</a>

## Performance Task(s):

Published narrative writing

## Stage 3 – Learning Plan

**Grade 7 English Language Arts Curriculum** 

**Unit 2: Narrative Writing Time: Approximately 20 days** 

## **Getting Ready:**

- This unit is designed for students to use the structures and techniques they analyzed during Unit 2 Reading: Mixed Genre to write a continuation of a short story.
- If student writing data is needed, have students complete a pre-assess for narrative writing to capture what students can do as writers before instruction. Teachers will use this baseline data to gather evidence of strengths and weaknesses of the class and individual students. Teachers will use this information to guide their instruction during

- this unit and future units. It will also allow students and teachers to see visible evidence of growth among writers and the effectiveness of teaching.
- Routines for writing should be decided prior to this lesson. Routines should be explained and practiced.
- Each student will need a writing notebook and pencil daily. These items should be brought to the meeting area, if you have chosen to establish a meeting area. Seating and partnerships should also be established. You may choose to have the same partnerships you have for reading. Students will Turn & Talk during lessons. Students will also share writing with partners for peer review.
- Teachers should have a writing notebook whether you choose to share from your notebook or chart paper to demonstrate your own process of thinking and writing. Going through the process will help you explain and model for students.
- According to the standards, students should be able to produce a clear and coherent narrative at the end of this unit developed from real or imagined experiences or events. Whether students develop stories from their own seed ideas or extend stories from mentor texts shared in class, they should be able to develop characters, settings, and storylines appropriate for their grade level.
- Teachers can use anchor charts to model writing strategies. Anchor charts should be displayed for students to refer to during independent writing.
- Students should have genre specific books for each unit that they can read during independent reading.

# Part 1: Prewriting

Unit of Study: Unit 2 Narrative Writing	Topic: Planning a Story

## **Suggested Length: 2-3 days**

#### Focus Standard(s):

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

- 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 and convey experiences and events.
- E. Provide a conclusion that follows from and reflects on the narrated experiences or events.

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.

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

- A. Explain the function of phrases and clauses in general and their function in specific sentences.
- B. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
- C. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
- D. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old green shirt).
- E. Recognize spelling conventions.

**Teaching Note:** Now that classroom procedures have been established, teachers should endeavor to structure their class time to provide a mini lesson along with student practice of the skill/strategy over a two day period. Here is a suggested weekly schedule for teachers to follow. During a writing unit, teachers should be writing along with students or have a prepared model for students to reference. 

7th grade Q1 Example Narrative - Continuation of Schooled exc... https://docs.google.com/document/d/1cZU5Xe6rXwA\_pv\_n59uVoVI25CKLey-fLAVoFMLy46E/edit

Monday: teacher led mini-lesson & modeling

Tuesday: student practice of previous day mini lesson/small group instruction

Wednesday: teacher led mini-lesson & modeling

Thursday: student practice of previous day mini lesson/small group instruction

Friday: at teacher discretion, based on class needs, a mix of review of the week's mini-lessons, formative assessments, small group instruction, test prep practice.

**Teacher Objective:** You will teach the students how to develop a narrative by planning for a well structured sequence of events.

## **Lesson Focus - Brainstorming**

**Student Objective: SWBAT** select a story to continue and plan for a particular point of view, additional characters and conflicts.

Teacher will model how to brainstorm ideas for continuing a short story including but not limited to new characters, conflicts, settings. Teachers can model with *Ghost*, a short picture book, or one of the mentor texts from Unit 2. During a writing unit, teachers should be writing along with students or have a prepared model for students to reference.

Allow time for students to select a story that was read during unit 2 that they can continue. Provide time for student conversation and small groups. Remind students that this work will focus their writing.

## For additional support with this lesson, refer to the following resources:

Writing Magic: Creating Stories that Fly by Gail Carson Levine Chapter 1

- -The Writing Strategies Book by Jennifer Serravallo Strategy 3.11 Mine Mentor Texts for Topics, page 104
- -The Writing Strategies Book by Jennifer Serravallo Strategy 3.13 Start with a Character, page 106
- -The Writing Strategies Book by Jennifer Serravallo Strategy 3.15 Jot Today, Write Tomorrow, page 108
- -The Writing Strategies Book by Jennifer Serravallo Strategy 3.17 Get Sparked by Setting, page 110
- -The Writing Strategies Book by Jennifer Serravallo Strategy 3.24 Wonder, "What If...?", page 117
- -The Writing Strategies Book by Jennifer Serravallo Strategy 3.25 Mix and Match Story Elements, page 118
- -The Writing Strategies Book by Jennifer Serravallo Strategy 7.29 Name Your Characters and Places, page 291
- -The Writing Strategies Book by Jennifer Serravallo Strategy 3.35 Person vs. Nature, page 128
   Intro to Narrative Writing <a href="https://www.youtube.com/watch?v=k4yDQTc6I5Q">https://www.youtube.com/watch?v=k4yDQTc6I5Q</a>

## Lesson Focus - Create a Storyboard to Focus Your Writing

**Student Objective: SWBAT** organize ideas so that events in a story can unfold naturally and logically

During this lesson, the teacher will model how to build a narrative logically and naturally. Use a plot diagram, storyboard, or online planning tool to model the plot points of your narrative. Teachers can model with *Ghost*, a short picture book, or one of the mentor texts from Unit 2. During a writing unit, teachers should be writing along with students or have a prepared model for students to reference.

Allow time for students to plan their stories. Provide time for student conversation and small groups. Remind students that this work will focus their writing.

Plot Diagram PDF

https://www.scholastic.com/content/dam/teachers/articles/2018-2019/teacher-mag/fall/blank-plot-diagram.pdf

#### Interactive Plot Diagram

https://www.readwritethink.org/classroom-resources/student-interactives/plot-diagram

Plot Diagram: Storyboard

https://www.readwritethink.org/classroom-resources/student-interactives/plot-diagram

## For additional support with this lesson, refer to the following resources:

Digital Story Board <a href="https://www.storyboardthat.com/">https://www.storyboardthat.com/</a>

Writing Magic: Creating Stories that Fly by Gail Carson Levine, Chapters 10, 16, & 17

- -The Writing Strategies Book by Jennifer Serravallo Strategy 3.11 Mine Mentor Texts for Topics, page 104
- -The Writing Strategies Book by Jennifer Serravallo Strategy 3.13 Start with a Character, page 106
- -The Writing Strategies Book by Jennifer Serravallo Strategy 3.15 Jot Today, Write Tomorrow, page 108
- -The Writing Strategies Book by Jennifer Serravallo Strategy 3.17 Get Sparked by Setting, page 110
- -The Writing Strategies Book by Jennifer Serravallo Strategy 3.24 Wonder, "What If...?", page 117
- -The Writing Strategies Book by Jennifer Serravallo Strategy 3.25 Mix and Match Story Elements, page 118
- -The Writing Strategies Book by Jennifer Serravallo Strategy 3.35 Person vs. Nature, page 128
- -The Writing Strategies Book by Jennifer Serravallo Strategy 5.8 Uh-Oh...UH-OH...Phew, page 175
- -The Writing Strategies Book by Jennifer Serravallo Strategy 5.29 Multiscene Storyboarding page 196

#### **Formative Assessment**

At the conclusion of each lesson, there must be a formative assessment to determine the students' mastery of the skill taught.

Storyboard that contains a new conflict for characters, a setting, and a plan that will guide student writing throughout the unit.

## **NJSLA Test Prep**

Students will read a passage from "The Fast and the Furriest" and then answer questions #21-22.

- o NJSLA Sample Grade 7 Test
- https://nj.mypearsonsupport.com/resources/Practice-Tests/ela/PaperPracticeTests/ PC1117010 Gr7ELATB PT.pdf
- For additional questions to use, please visit this site: NJ Digital Item Library
- <a href="https://nj.digitalitemlibrary.com/home?subject=ELA&grades=Grade%207&view=CCSS">https://nj.digitalitemlibrary.com/home?subject=ELA&grades=Grade%207&view=CCSS</a>

## Part 2: Drafting

Unit of Study: Unit 2 Narrative Writing | Topic: Drafting Narratives

**Suggested Length:** 5-7 days

#### Focus Standard(s):

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

- 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 and convey experiences and events.
- E. Provide a conclusion that follows from and reflects on the narrated experiences or events.

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.

- L.SS.7.1. Demonstrate command of the system and structure of the English language when writing or speaking.
  - A. Explain the function of phrases and clauses in general and their function in specific sentences.
  - B. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
  - C. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
  - D. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old green shirt).
  - E. Recognize spelling conventions.

**Teacher Objective:** You will teach the students to begin drafting their stories by engaging and orienting 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.

#### **Lesson Focus - Narrative Introductions**

**Student Objective: SWBAT** begin drafting their narratives by giving attention to the narrator and the point of view

Teacher will model several introduction techniques for narratives that both engage the reader and establish the point of view. Teachers could create a possible anchor chart, Types of Leads (action, setting, dialogue, internal thought). Have examples of each type of lead from published authors. Teachers can model with *Ghost*, a short picture book, or one of the mentor texts from Unit 2. During a writing unit, teachers should be writing along with students or have a prepared model for students to reference.

Allow time for students to plan their stories. Provide time for student conversation and small groups.

■ Sizzling Starts: 6 Ways to Start your Story! | EasyTeaching https://www.youtube.com/watch?v=akwRzjNahzQ

## For additional support with this lesson, refer to the following resources:

Writing Magic: Creating Stories that Fly by Gail Carson Levine, Chapters 5 & 12
-The Writing Strategies Book by Jennifer Serravallo Strategy 5.8 Uh-Oh...UH-OH...Phew, page 175

-The Writing Strategies Book by Jennifer Serravallo Strategy 6.32 Writing Through a Mask (Perspective and Point of View), page 243

## Lesson Focus - Building Conflict- Working to a Conclusion

**Student Objective: SWBAT** develop experiences by creating sufficient events in a story that unfold naturally and logically

Teacher will demonstrate how to continue to tell a story by building a conflict that leads to a logical and natural conclusion.

Prior to this lesson, teachers should select various portions of a shared read to highlight this writing technique or strategy. Teachers may choose to distinguish between summaries and stories using examples of each.

Teachers should point out that writers of fiction craft endings that their stories and their readers deserve. They make sure their endings connect with the hearts of their stories and help to create a satisfying feeling for the reader. Good writers provide a satisfying conclusion that follows the events, experiences, or ideas.

Teachers can model with *Ghost*, a short picture book, or one of the mentor texts from Unit 2. During a writing unit, teachers should be writing along with students or have a prepared model for students to reference.

Allow time for students to plan their stories. Provide time for student conversation and small groups.

# ■ Narrative Conclusion // PART 4 Narrative Writing For Kids https://www.youtube.com/watch?v=auCcSDL9Fa4

## For additional support with this lesson, refer to the following resources:

Writing Magic: Creating Stories that Fly by Gail Carson Levine, Chapter 16

- -The Writing Strategies Book by Jennifer Serravallo Strategy 5.9 Beef Up the Middle, page 176
- -The Writing Strategies Book by Jennifer Serravallo Strategy 5.11 End of the Moment, page 178
- -The Writing Strategies Book by Jennifer Serravallo Strategy 5.12 End the Last Words from the Character, page 179
- -The Writing Strategies Book by Jennifer Serravallo Strategy 5.19 Create Urgency, page 186
- -The Writing Strategies Book by Jennifer Serravallo Strategy 5.27 Draw Our (Don't Summarize) to Build Suspense, page 194
- -The Writing Strategies Book by Jennifer Serravallo Strategy 5.31 Moving Quickly (or Slowly) Through Time, page 198
- -The Writing Strategies Book by Jennifer Serravallo Strategy 5.35 Coming Full Circle, page 202
- -The Writing Strategies Book by Jennifer Serravallo Strategy 5.37 Conclude with the Big Ideas, page 204
- -The Big Book of Details by Rozlyn Linder Chapter 3 Details that Dance: Showing Action and Sequencing Events, pages 59-95

## **Lesson Focus - Adding Inner Thoughts for Characters**

**Student Objective: SWBAT** provide points of view for characters by revealing their inner thoughts

Teacher will model how to add internal thoughts for characters to develop characters and perspectives. Teachers can explain that writers create their best drafts when they experience the world through the character's skin, letting the story unfold as it happens to them, describing the setting, events, and characters. Good writers learn how to balance the internal and external story. This allows readers to better understand the characters and to help readers make personal connections to the story.

Teachers can model with *Ghost*, a short picture book, or one of the mentor texts from Unit 2. During a writing unit, teachers should be writing along with students or have a prepared model for students to reference.

Allow time for students to plan their stories. Provide time for student conversation and small groups.

■ How to Write Character Thoughts (Format All Major POVs Correctly) https://www.youtube.com/watch?v=GeGWpKSkqAs

## For additional support with this lesson, refer to the following resources:

- -The Writing Strategies Book by Jennifer Serravallo Strategy 6.21 Write the "Inside Story", page 232
- -The Big Book of Details by Rozlyn Linder Chapter 6: Details That Speak: Conversation, Dialogue, and Speech, pages 203-218.

# **Lesson Focus - Getting Characters to Speak**

## Student Objective: SWBAT use dialogue correctly to advance the plot of a narrative

Teacher will model how to incorporate relevant dialogue into a narrative including using appropriate tags and punctuation.

Teachers should point out that writers study published authors to learn a variety of writing techniques. Characters talk and their conversations should be grounded in the scenes we create. This dialogue should also be written properly. Students can learn to employ correct grammar and punctuation to craft effective dialogue by studying the books they read.

Teachers can model with *Ghost*, a short picture book, or one of the mentor texts from Unit 2. During a writing unit, teachers should be writing along with students or have a prepared model for students to reference.

Allow time for students to plan their stories. Provide time for student conversation and small groups.

Dialogue Reference Sheet & Practice

 $\frac{https://www.baldwinschools.org/cms/lib8/NY01913517/Centricity/Domain/426/Punctuating\%20}{Dialogue.pdf}$ 

## For additional support with this lesson, refer to the following resources:

- -The Writing Strategies Book by Jennifer Serravallo Strategy 6.15 Let Your Readers Know Who's Talking, page 226
- -The Writing Strategies Book by Jennifer Serravallo Strategy 6.33 How Does Your Character Talk?, page 244
- -The Big Book of Details by Rozlyn Linder Chapter 6: Details That Speak: Conversation, Dialogue, and Speech, pages 178-202

Writing Magic: Creating Stories that Fly by Gail Carson Levine, Chapter 11

## Lesson Focus - Sensory Details/Imagery

**Student Objective: SWBAT** use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

Teacher will model how to 'show' not just tell when writing narratives. Teachers can explain that writers start with two-dimensional plans and turn them into a three-dimensional experience for readers. Stepping into the drama of the story, they make a place and people seem real and alive through sensory details.

Teachers can model with *Ghost*, a short picture book, or one of the mentor texts from Unit 2. During a writing unit, teachers should be writing along with students or have a prepared model for students to reference.

Allow time for students to plan their stories. Provide time for student conversation and small groups.

# For additional support with this lesson, refer to the following resources:

Writing Magic: Creating Stories that Fly by Gail Carson Levine, Chapter 20

- -The Writing Strategies Book by Jennifer Serravallo Strategy 6.28 Tell What It's Not (to Say What It Is), page 239
- -The Writing Strategies Book by Jennifer Serravallo Strategy 6.13 Show, Don't Tell: Using Senses to Describe Places, page 224
- -The Writing Strategies Book by Jennifer Serravallo Strategy 6.14 Show, Don't Tell: Emotions, page 225
- -The Writing Strategies Book by Jennifer Serravallo Strategy 7.30 Specific, Definite, Concrete: Allow Your Words to Call Up Pictures, page 292
- -The Writing Strategies Book by Jennifer Serravallo Strategy 7.17 Hyperbole, page 278
- -The Writing Strategies Book by Jennifer Serravallo Strategy 6.7 See the World like a Poet(Metaphor and Simile), page 218
- -The Writing Strategies Book by Jennifer Serravallo Strategy 7.8 Sneaky Sounds: Alliteration, Consonance, and Assonance, page 269
- -The Writing Strategies Book by Jennifer Serravallo Strategy 7.4 Personify to Bring Objects to Life, page 265
- -The Writing Strategies Book by Jennifer Serravallo Strategy 7.1 Onomatopoeia: Sound Effects, page 262

#### **Formative Assessment**

At the conclusion of each lesson, there must be a formative assessment to determine the students' mastery of the skill taught.

Students should have a completed rough draft of a narrative that includes an introduction, a distinct point of view, a setting, character and plot development, and a logical conclusion.

## NJSLA Test Prep

Students will read a passage from "The Fast and the Furriest" and then answer questions # 23 & 24.

- NJSLA Sample Grade 7 Test
   https://nj.mypearsonsupport.com/resources/Practice-Tests/ela/PaperPracticeTests/
   PC1117010 Gr7ELATB PT.pdf
- For additional questions to use, please visit this site: <u>NJ Digital Item Library</u> <u>https://nj.digitalitemlibrary.com/home?subject=ELA&grades=Grade%207&view=</u> CCSS

#### Part 3: Mini Grammar Unit

Unit of Study: Unit 2 Narrative Writing Topic: Adjectives

Suggested Length: 4 days

#### Focus Standard(s):

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

- 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 and convey experiences and events.
- E. Provide a conclusion that follows from and reflects on the narrated experiences or events.

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.
- L.SS.7.1. Demonstrate command of the system and structure of the English language when writing or speaking.
  - A. Explain the function of phrases and clauses in general and their function in specific sentences.
  - B. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
  - C. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
  - D. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old green shirt).
  - E. Recognize spelling conventions.

**Teacher Objective:** You will teach the students how to separate coordinate adjectives with a comma and avoid misplaced and dangling modifiers

# **Lesson Focus - Misplaced/Dangling Modifiers**

**Student Objective: SWBAT** understand what a misplaced/dangling modifier is and how to correct them

Teacher will explicitly teach the definition of a displaced/dangling modifier. Model how to recognize them in writing and how to correct them when they occur. Students should practice and then apply their knowledge to their own writing.

- ► How misused modifiers can hurt your writing Emma Bryce <a href="https://www.youtube.com/watch?v=-tX34V">https://www.youtube.com/watch?v=-tX34V</a> XGeQ
- Dangling Modifiers by Shmoop <a href="https://www.youtube.com/watch?v=TtRh-HGPVwU">https://www.youtube.com/watch?v=TtRh-HGPVwU</a>

Misplaced modifier practice page

https://my.cgu.edu/writing-rhetoric/wp-content/uploads/sites/9/2020/08/Grammar-Quickies-Misplaced-Modifiers.pdf

Misplaced modifier practice pages

https://www.englishworksheetsland.com/grade7/misplaced.html

Misplaced/dangling modifier practice page

https://irsc-asc.weebly.com/uploads/3/1/8/1/31813909/036 modifiers - dangling misplaced.pdf

# For additional support with this lesson, refer to the following resources:

Resource for understanding dangling and misplaced modifiers

https://www.grammarly.com/blog/misplaced-modifiers/#:~:text=A%20misplaced%20modifier%20is%20a,purple%20is%20the%20misplaced%20modifier.

## **Lesson Focus - Coordinate Adjectives**

Student Objective: SWBAT understand how to use coordinate adjectives correctly

During this lesson, teachers will explicitly teach what coordinate adjectives are and how to punctuate them correctly when used in writing

■ Adjectives and commas | Adjectives | Khan Academy

https://www.youtube.com/watch?v=OfxiZdsqGeA

Coordinating adjective practice pages

https://www.englishworksheetsland.com/grade7/4commas.html

Coordinating adjective practice & reference page

 $\underline{https://blog.penningtonpublishing.com/wp-content/uploads/2016/07/Commas-with-Coordinate-A} \\ \underline{diectives-Worksheet.pdf}$ 

Coordinating adjective reference page

https://educateempowerinspire.weebly.com/uploads/3/9/6/9/39691236/commas and coordinatin

# g adjectives.pdf

# For additional support with this lesson, refer to the following resources:

Resource for understanding coordinating adjectives

https://study.com/academy/lesson/what-are-coordinate-adjectives-definition-examples.html#:~:te xt=Coordinate%20adjectives%20are%20two%20or%20more%20adjectives%20that%20describe%20the,advanced%20as%20a%20class%20leader.

#### Formative Assessment

At the conclusion of each lesson, there must be a formative assessment to determine the students' mastery of the skill taught.

Students should have completed practice of using adjectives with some level of proficiency and should endeavor to apply this skill to their narrative writing.

# Part 4: Revising, Editing, Publishing

Unit of Study: Unit 2 Narrative Writing	Topic: Finishing Up

**Suggested Length:** 4- 5 days

## Focus Standard(s):

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

- 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 and convey experiences and events.

Provide a conclusion that follows from and reflects on the narrated experiences or events.

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.

- L.SS.7.1. Demonstrate command of the system and structure of the English language when writing or speaking.
  - A. Explain the function of phrases and clauses in general and their function in specific sentences.
  - B. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
  - C. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
  - D. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old green shirt).
  - E. Recognize spelling conventions.

**Teacher Objective:** You will teach the students to make editing and revision choices that develop and strengthen their writing; consider their writing purpose; celebrate their writing accomplishments.

#### **Lesson Focus - Revision**

Student Objective: SWBAT consider revision choices in order to complete their writing task

Based on formative assessments, teachers will choose an area for revision focus. Some suggested topics could include coordinating adjectives, dangling modifiers, imagery, word choice, or dialogue rules. During a writing unit, teachers should be writing along with students or have a prepared model for students to reference. After the mini-lesson, provide time for students to compose and to conduct small groups.

■ 7th grade Q1 Narrative Writing Checklist

https://docs.google.com/document/d/1Q7xmAofszEsiLIikxxggJryhysOQIjhVQ55MVrx6C-c/edit

## For additional support with this lesson, refer to the following resources:

- -The Writing Strategies Book by Jennifer Serravallo Strategy 6.36 Get the Sound ) of Some Mentors) in Your Head, page 247
- -The Writing Strategies Book by Jennifer Serravallo Strategy 6.37 Be Your Own Harshest Critic, page 248
- -The Writing Strategies Book by Jennifer Serravallo Strategy 6.38 Mentor Sentence, page 249
- -The Writing Strategies Book by Jennifer Serravallo Strategy 6.44 Weave in Symbolism, page 255
- -The Writing Strategies Book by Jennifer Serravallo Strategy 6.45 Clue in the Reader to the Past (Flashback), page 256
- -The Writing Strategies Book by Jennifer Serravallo Strategy 7.30 Specific, Definite, Concret: Allow Your Words to Call Up Pictures, page 292
- -The Writing Strategies Book by Jennifer Serravallo Strategy 7.23 Not "So" "Very" "Nice", page 284

#### **Lesson Focus - Peer Editing**

**Student Objective: SWBAT** support their peers in helping to strengthen writing as needed.

During this lesson, students will work in pairs to read and suggest areas for improvement. Teachers should provide a checklist for students to follow and use to start conversation about revisions and editing. Model how to utilize the checklist by examining the model draft from the unit. During a writing unit, teachers should be writing along with students or have a prepared model for students to reference. After the mini-lesson, provide time for students to compose and to conduct small groups

Peer Editing Checklist

## For additional support with this lesson, refer to the following resources:

Ideas for preparing for peer review

https://www.readwritethink.org/sites/default/files/resources/lesson\_images/lesson786/handout.pdf

- -The Writing Strategies Book by Jennifer Serravallo Strategy 9.17 Read Your Draft Aloud, and Listen, page 340
- -The Writing Strategies Book by Jennifer Serravallo Strategy 9.5 Does It Sound Like a Book?, page 328

## **Lesson Focus - Publishing**

**Student Objective: SWBAT** complete a writing task focusing on their purpose for writing, and maintaining a formal writing style

Teachers will provide time for students to pull their writing together into a completed essay. Teachers may encourage students to use a formal publishing style like MLA; a quick demonstration of how to format a Google doc may be necessary. During a writing unit, teachers should be writing along with students or have a prepared model for students to reference. After the mini-lesson, provide time for students to compose and to conduct small groups.

## For additional support with this lesson, refer to the following resources:

## **Lesson Focus - Celebration**

Student Objective: SWBAT share their writing with classmates

Teachers will provide an opportunity to students to share their work. Some suggestions could be the use of a gallery walk, author's chair, small group read-alouds, etc.

Writing Celebration Ideas

https://twowritingteachers.org/2017/06/12/writing-celebrations-but-why/

# **Formative Assessment**

At the conclusion of each lesson, there must be a formative assessment to determine the students' mastery of the skill taught.

Students should have a completed narrative.

■ Narrative Writing Rubric 6-12

 $\underline{https://docs.google.com/document/d/11mSh-Jx4CHWp2qG3zO90bt3G\_hv3A9dd-YyqmUJ1HM}\\E/edit$ 

## **NJSLA Test Prep**

Students will read a passage from "The Fast and the Furriest" and then answer question #25.

- NJSLA Sample Grade 7 Test
   https://nj.mypearsonsupport.com/resources/Practice-Tests/ela/PaperPracticeTests/
   PC1117010 Gr7ELATB PT.pdf
- o For additional questions to use, please visit this site: NJ Digital Item Library
- <a href="https://nj.digitalitemlibrary.com/home?subject=ELA&grades=Grade%207&view=CCSS">https://nj.digitalitemlibrary.com/home?subject=ELA&grades=Grade%207&view=CCSS</a>

Unit Plan Title	Unit 3 Reading: Analyzing Informational Text
<b>Suggested Time Frame</b>	Approximately 20 days

## **Overview / Rationale**

In an increasingly information-rich world, students must be equipped to navigate and critically evaluate a wide range of informational texts. As students are immersed in informational text and narrative nonfiction the importance of students developing the skills to comprehend, analyze, and evaluate those texts will be emphasized. By learning to analyze the text's structure, author's purpose, point of view and compare how information on the same topic is presented by different authors, students can begin to think critically about information and articulate their understanding of viewpoints effectively.

By the end of this unit, students will have developed a strong foundation in reading and analyzing informational texts, positioning themselves for continued reading success.

## **Stage 1 – Desired Results**

#### **Established Goals**

New Jersey Student Learning Standards for English Language Arts 2023

- 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 structures (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.

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

## **Essential Questions**

What are the central ideas of the text, and how are they developed to fulfill the author's purpose?

How does the structure of the text contribute to its meaning?

## **Enduring Understandings**

Readers understand and effectively use the characteristics / structure of informational / expository text in order to better comprehend the content.

Informational readers identify and acknowledge an author's purpose when reading a text.

## **Knowledge:**

Students will know...

Readers recognize the difference between narrative nonfiction and expository nonfiction text by comparing and contrasting the structure of the two different texts to decide how to read it.

Readers of nonfiction read narrative nonfiction stories to learn more about a nonfiction topic.

Readers identify the author's point of view and explain the techniques the author uses to distinguish his/her point of view from others.

Readers evaluate details and assess if they are relevant and support the central idea.

Readers determine how two different authors advance their evidence to support the central idea in informational text.

Readers need to recognize when an author is stating an opinion, rather than a fact.

## **Skills:**

Students will be able to...

Focus ideas around main points and supporting details to best teach their audience about a topic.

Summarize the most important points in a text objectively.

Readers understand and effectively use the characteristics / structure of informational / expository text in order to better comprehend the content.

Readers determine the author's purpose and the central idea of a text by analyzing text features.

Informational text readers examine one or more central ideas and are able to provide a summary of the text using an author's presented evidence.

Readers use organizational tools and note taking strategies to learn from informational texts and to track their sources.

## **Interdisciplinary Connections**

## 2020 New Jersey Student Learning Standards for Social Studies

- **6.1.8.HistoryCC.5.d:** Assess the role of various factors that affected the course and outcome of the Civil War (i.e., geography, natural resources, demographics, transportation, leadership, and technology).
- **6.1.12.CivicsPD.1.a:** Use multiple sources to analyze the factors that led to an increase in the political rights and participation in government.

# 2020 New Jersey Student Learning Standards for Computer Science and Design Thinking NJSLS 8.1 Computer Science

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

## NJSLS 8.2 Design Thinking

- **8.2.8.ED.2:** Identify the steps in the design process that could be used to solve a problem.
- **8.2.8.ITH.1**: Explain how the development and use of technology influences economic, political, social, and cultural issues.
- **8.2.8.ITH.2**: Compare how technologies have influenced society over time.

# 2020 New Jersey Student Learning Standards - Career Readiness, Life Literacies, and Key Skills

## **NJSLS 9.1 Financial Literacy**

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

# NJSLS 9.2 Career Awareness, Exploration, Preparation and Training

- 9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
- **9.2.8.CAP.19**: Relate academic achievement, as represented by high school diplomas, college degrees, and industry credentials, to employability and to potential level.

# NJSLS 9.4 Life Literacies and Key Skills

- 9.4.8.CI.1: Assess data gathered on varying perspectives on causes of climate change (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions.
- 9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective.
- **9.4.8.CT.3:** Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
- 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.
- **9.4.8.GCA.2:** Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
- **9.4.8.IML.1:** Critically curate multiple resources to assess the credibility of sources when searching for information.
- **9.4.8.IML.3:** Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping.
- 9.4.8.IML.4: Ask insightful questions to organize different types of data and create meaningful visualizations.
- **9.4.8.IML.5:** Analyze and interpret local or public data sets to summarize and effectively communicate the data.
- **9.4.8.IML.7:** Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose.
- **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.2:** Gather data and digitally represent information to communicate a real-world problem.
- 9.4.8.TL.3: Select appropriate tools to organize and present information digitally.
- 9.4.8.TL.4: Synthesize and publish information about a local or global issue or event.
- **9.4.8.TL.6**: Collaborate to develop and publish work that provides perspectives on a real-world problem.

#### **Student Resources**

**Student Texts:** Students will select books at their independent reading level from the classroom library, bookroom inventory and school library inventory.

#### **Teacher Resources**

Teacher / students selected:

Speeches

Biographies

Memoirs

Newsela articles

CommonLit articles,

Scholastic magazines

Bridges to Literature by Jane Greene, McDougal Littell, 2002

Language of Literature by McDougal Littell, 2002

Reading Nonfiction: Notice and Note by Beers & Probst

The Reading Strategies Book 2.0 by Jennifer. Serravallo

Suggested Book Clubs:

While the World Watched, Carolyn Maull McKinstry

Ana's Story, Jenn Bush

Lizzie Borden Murder, Sarah Miller

Lincoln's Grave Robbers. Steve Sheinkin

Bad Girls: Sirens, Jezebels and Murderesses, Jane Yolen and Heidi Stemple

Chasing King's Killer, James Swanson

Hey, Kiddo, Jarrett Krosoczka

Ugly, Riber Hoge

A Child Called It, Dave Pelzer

57 Bus, Dashka Slater

Terrible Typhoid Mary, Susan Campbell Bartoletti

We Should Hang Out Sometime, Josh Sundquist

A Curricular Plan for Writing Workshop Grade 7, Lucy Calkins, 2011

https://drive.google.com/file/d/1fsCiEW6ms3v9hAbEhAqTXr-RJqJhztvV/view?usp=sharing

# Stage 2 – Assessment Evidence

## **Pre-Assessments:**

Data from Link-it Form A Benchmark Assessment

Administer Link-it Form B Benchmark Assessment during winter testing window (Required)

Mid-Year STAR Assessment to be given in winter testing window (Required)

## Formative Assessments:

- Individual student reading inventory
- Teacher's student data monitoring system in place (ex. Data-binder)

- Student-teacher conference notes for each student
- o DRA level, STAR score
- Individual student reading goals
- Student's self-monitoring of progress system in place
  - Stamina Charts
  - Monthly reading goals / strategies
- Accountable Talk / partner talk routines in place
- Notice & Note signposts launch and student practice in independent texts
- Reading Interest Inventory
- Running records (based on student data)
- On Demand Writing
- Teacher observations/ anecdotal notes
  - Reading and Writing conference notes
- Reading/ Writing Notebook
  - Signpost entries
  - o Post-it Notes
  - End of Unit Student reflections on strategies/ goal attainment/ next goals
  - Quick Writes

#### Summative Assessments:

Link-It Grade 7 Unit 3 Cumulative Assessment

## Performance Task(s):

Nonfiction Book Clubs; Writing about Reading

## Stage 3 – Learning Plan

# Grade 7 English Language Arts Curriculum

**Unit 3 Reading: Analyzing Informational Text** 

Time: Approximately 20 days

## **Getting Ready**

- The following lessons have been created for a class read-aloud of shared informational novel *Chasing Lincoln's Killer*. However all lessons can be adapted to use with any informational article. Teachers should determine if they want to model with a full class novel or a variety of articles.
- You may want to take a few minutes to quickly review the difference between fiction and nonfiction. Students should know the difference by now.
- Prior to reading any informational text, teachers should activate the students' prior knowledge about the topic. With that in mind, an additional day of instruction may be needed to address the nonfiction topic of study.
- When modeling, teachers should demonstrate think aloud strategies.

• Students should have genre specific books for each unit that they can read during independent reading.

## Part 1: Author's Purpose

Unit of Study: Unit 3 Reading: Analyzing Informational Text

Topic: Determining Author's Purpose and Perspective

**Suggested Length:** 3-5 days

## Focus Standard(s):

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.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.

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).

## **Teaching Note:**

Now that classroom procedures have been established, teachers should endeavor to structure their class time to provide a mini lesson along with student practice of the skill/strategy over a

two day period. Here is a suggested weekly schedule for teachers and students to follow during book clubs.

Monday: teacher led mini-lesson & modeling

Tuesday: student practice of previous day mini lesson using their book club selection/small group instruction

Wednesday: teacher led mini-lesson & modeling

Thursday: student practice of previous day mini lesson using their book club selection/small group instruction

Friday: at teacher discretion, based on class needs, a mix of review of the week's mini-lessons, formative assessments, small group instruction, test prep practice.

**Teacher Objective:** You will teach the students how to determine how an author develops or conveys a perspective or purpose in a text.

## **Lesson Focus - Author's Purpose**

**Student Objective: SWBAT** identify the author's stated or implied purpose for writing a specified text.

Teacher will define the reasons authors write: inform, persuade, entertain. Author's Purpose <a href="https://www.youtube.com/watch?v=G3">https://www.youtube.com/watch?v=G3</a> OBy9f5rA

Read Prologue of *Chasing Lincoln's Killer* to determine James Swanson's purpose for writing the text.

Attention can be drawn to the idea that some texts have primary and secondary purposes. If students are reading nonfiction independently, they should also be encouraged to continue this work in their personal reading texts.

## For additional support with this lesson, refer to the following resources:

■ Purpose, Tone, and Bias https://www.youtube.com/watch?v=pJaNPkCT8ns

#### Student Practice Worksheets

https://www.ereadingworksheets.com/free-reading-worksheets/authors-purpose-worksheets/

Student Practice Worksheets https://www.englishworksheetsland.com/grade7/6authorpov.html

-The Reading Strategies Book 2.0 by Jennifer Serravallo Strategy 8.8 Survey the Text, page 280

## **Lesson Focus - Perspective/Bias**

Student Objective: SWBAT determine how an author distinguishes their position about a topic

During this lesson, teachers will point out to students that writers on informational texts, while presenting historical information, may still take a position about their topic.

■ Analyzing an author's purpose | Reading | Khan Academy

## https://www.youtube.com/watch?v=R bgo8j6jxc

Read Chapter 1 of *Chasing Lincoln's Killer* and point out the author's word choice that conveys his unique perspective. Teachers should point out that readers of nonfiction understand that authors infuse their own thoughts and opinions in nonfiction texts. As students read nonfiction texts, whether on the same topic or not, they will see different authors have different perspectives on a topic. They will see and report different things. Students should figure out the point of view of the author.

If students are reading nonfiction independently, they should also be encouraged to continue this work in their personal reading texts.

## For additional support with this lesson, refer to the following resources:

- Purpose, Tone, and Bias <a href="https://www.voutube.com/watch?v=pJaNPkCT8ns">https://www.voutube.com/watch?v=pJaNPkCT8ns</a>
- Simple Steps on How to Identify Author's Bias in a Text <a href="https://www.voutube.com/watch?v=mOIwRhoG68E">https://www.voutube.com/watch?v=mOIwRhoG68E</a>
- -The Reading Strategies Book 2.0 by Jennifer Serravallo Strategy 8.18 Notice the What and the How of Information, page 290
- -The Reading Strategies Book 2.0 by Jennifer Serravallo Strategy 8.19 Research and Recognize the Author's Authority and Bias, page 291

## Lesson Focus -Response to Reading

**Student Objective: SWBAT** explain an author's purpose and perspective on a topic.

During this lesson, teachers will assess student writing ability. Teachers should take this time to review RACES method for responding to text or use this time to collect writing data about their students.

Assign the following short constructed response:

Explain James Swanson's purpose for writing Chasing Lincoln's Killer and determine if his writing contains a bias.

- -use 2 examples to support your response
- -use textual evidence and connections to explain these examples
- -look back at the text to help you and anything we discussed and wrote down as notes about the text

#### **Formative Assessment**

At the conclusion of each lesson, there must be a formative assessment to determine the students' mastery of the skill taught.

# **Reading Response:**

Assign the following short constructed response:

Explain James Swanson's purpose for writing Chasing Lincoln's Killer and determine if his

writing contains a bias.

- -use 2 examples to support your response
- -use textual evidence and connections to explain these examples
- -look back at the text to help you and anything we discussed and wrote down as notes about the text

## NJSLA Rubric for Scoring

https://nj.mypearsonsupport.com/resources/njgpa-practice-tests/ELA%20Writing%20Rubric%20 for%20NJGPA 01.26.22.pdf

## **NJSLA Test Prep**

Response to Reading should be considered part of test prep- Teachers could time the writing to mirror testing conditions.

Students will read the article "Energy Story" and complete questions # 12 & 13.

- NJSLA Sample Grade 7 Test
   https://nj.mypearsonsupport.com/resources/Practice-Tests/ela/PaperPracticeTests/
   PC1117010 Gr7ELATB PT.pdf
- o For additional questions to use, please visit this site: NJ Digital Item Library
- <a href="https://nj.digitalitemlibrary.com/home?subject=ELA&grades=Grade%207&view=CCSS">https://nj.digitalitemlibrary.com/home?subject=ELA&grades=Grade%207&view=CCSS</a>

# Part 2:Using Text Structure to Comprehend

Unit of Study: Unit 3 Reading: Analyzing	Topic: Text Structures & Text Features Aid
Informational Text	Comprehension

**Suggested Length:** 3-5 days

## Focus Standard(s):

- 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 structures (e.g., cause-effect, proposition-support) and genre features (e.g., graphics, captions, indexes) to organize and analyze important information.

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.

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.

**Teacher Objective:** You will teach the students how to analyze the structure an author uses to organize a text and how it contributes to the text as a whole and compare the unique qualities of different mediums to understand a concept.

#### **Lesson Focus - Nonfiction Text Features**

**Student Objective: SWBAT** recognize nonfiction text features and understand how they contribute to understanding a concept

During this lesson, teachers will remind students of various text features used in nonfiction writing to aid readers understand the topic. Teachers should point out that authors intentionally include photographs with captions, charts, graphs, and other text features in the text to help readers understand information they encounter. Good readers of nonfiction will read and analyze all text features to make sure they fully understand what the author is presenting.

Read Chapter 2 of Chasing Lincoln's Killer and have students be on the lookout for a variety of text features within the novel. Provide time for them to consider how these features are aiding their comprehension.

If students are reading nonfiction independently, they should also be encouraged to continue this work in their personal reading texts.

- Using text features to locate information | Reading | Khan Academy <a href="https://www.youtube.com/watch?v=v6EDEr\_20sc">https://www.youtube.com/watch?v=v6EDEr\_20sc</a>
- Interpreting text features | Reading | Khan Academy https://www.youtube.com/watch?v=Zx2A9WAswCo

## For additional support with this lesson, refer to the following resources:

- -The Reading Strategies Book 2.0 by Jennifer Serravallo Strategy 10.2 Scan Before You Turn, page 326
- -The Reading Strategies Book 2.0 by Jennifer Serravallo Strategy 10.27 Ask: Why a Text Feature?, page 351
- -The Reading Strategies Book 2.0 by Jennifer Serravallo Strategy 10.28 Fit the Features and Text

Together, page 352

Nonfiction Text Features <a href="https://www.youtube.com/watch?v=3mAl9QMJJTo">https://www.youtube.com/watch?v=3mAl9QMJJTo</a>

Text Feature Student Practice https://www.education.com/worksheets/nonfiction-text-features/

#### **Lesson Focus - Nonfiction Text Structures**

**Student Objective: SWBAT** analyze the structure an author uses to organize a text and how it contributes to the text as a whole

**Teaching Note:** Text structure can be revisited during the course of reading this text as the author uses a variety of structures throughout the text.

During this lesson, the teacher will remind students of the various nonfiction text structures. Read chapter 3 of *Chasing Lincoln's Killer* and point of how authors can use a variety of structures in one text. Students should notice that the primary structure is chronological, but there are examples of cause/effect, compare/contrast, description throughout the text. Provide time for students to look back at the previous chapters to find examples of text structure and consider how that structure helps aid their comprehension. Point out that there are common ways that nonfiction texts are organized or structured, and the author gets to make that decision. Understanding of a text's structure will help readers anticipate content and aid in understanding the content.

If students are reading nonfiction independently, they should also be encouraged to continue this work in their personal reading texts.

■ The structures of informational texts | Reading | Khan Academy https://www.youtube.com/watch?v=D0YUpfLofgQ

## For additional support with this lesson, refer to the following resources:

- -The Reading Strategies Book 2.0 by Jennifer Serravallo Strategy 8.13 Consider Structure to Find Main Idea(s), page 285
- -The Reading Strategies Book 2.0 by Jennifer Serravallo Strategy 8.14 Consider Structure: Problem/Solution, page 286
- -The Reading Strategies Book 2.0 by Jennifer Serravallo Strategy 8.17 Consider Shifting Structures, page 289

**Student Practice Worksheets** 

https://www.ereadingworksheets.com/text-structure/text-structure-worksheets/

#### **Lesson Focus - Comparing Historical Accounts**

**Student Objective: SWBAT** analyze how two or more authors, using two different mediums to depict the same information can help deepen understanding.

During this lesson, teachers will provide time for students to view a video clip that depicts the material students previously read in *Chasing Lincoln's Killer*. Teachers should encourage students to make observations about what was similar and what was different in the text and

video.

Point out that readers learn a lot on a topic by reading multiple relevant texts on it. Good readers compare and contrast informational text on the same subject.

In *Killing Lincoln*, show the clip of Lincoln assassination & conspirator assassination attempts. Compare/Contrast Graphic Organizer

## For additional support with this lesson, refer to the following resources:

Killing Lincoln available on Prime Video

https://www.primevideo.com/offers/nonprimehomepage/ref=dv\_web\_force\_root

10 Things You May Not Know About Abraham Lincoln by Christopher Klein; Abraham Lincoln: Biography, U.S. President, Abolitionist (also includes video links for comparing across multimedia)

https://www.biography.com/political-figures/abraham-lincoln

## **Lesson Focus - Response to Reading**

Student Objective: SWBAT compare how two authors depict the same information

During this lesson, teachers will assess student writing ability. Teachers should take this time to review RACES method for responding to text or use this time to collect writing data about their students.

Assign the following short constructed response:

Explain the similarities and differences between James Swanson's book depiction of the assassination attempts to the depiction of the same events in the film "Killing Lincoln."

- -use 2 examples to support your response
- -use textual evidence and connections to explain these examples
- -look back at the text to help you and anything we discussed and wrote down as notes about the text

#### Optional reading responses:

What kind of text features did the author include in the text? How did they help you to understand the text better? What did they clarify that text alone would have left you confused about?

What way is this book/chapter/passage structured? Does the author use more than one structure throughout the piece? Why do you think he chose to use multiple structures or keep it uniform throughout?

#### **Formative Assessment**

At the conclusion of each lesson, there must be a formative assessment to determine the students' mastery of the skill taught.

## **Reading Response:**

Assign the following short constructed response:

Explain the similarities and differences between James Swanson's book depiction of the assassination attempts to the depiction of the same events in the film "Killing Lincoln."

- -use 2 examples to support your response
- -use textual evidence and connections to explain these examples
- -look back at the text to help you and anything we discussed and wrote down as notes about the text

## NJSLA Rubric for Scoring

https://nj.mypearsonsupport.com/resources/njgpa-practice-tests/ELA%20Writing%20Rubric%20 for%20NJGPA 01.26.22.pdf

## Optional reading responses:

What kind of text features did the author include in the text? How did they help you to understand the text better? What did they clarify that text alone would have left you confused about?

What way is this book/chapter/passage structured? Does the author use more than one structure throughout the piece? Why do you think he chose to use multiple structures or keep it uniform throughout?

#### **NJSLA Test Prep**

Response to Reading should be considered part of test prep- Teachers could time the writing to mirror testing conditions.

Students will read the article "Short Circuit" and then answer questions # 14-17.

- NJSLA Sample Grade 7 Test
   https://nj.mypearsonsupport.com/resources/Practice-Tests/ela/PaperPracticeTests/
   PC1117010 Gr7ELATB PT.pdf
- For additional questions to use, please visit this site: <u>NJ Digital Item Library</u> <u>https://nj.digitalitemlibrary.com/home?subject=ELA&grades=Grade%207&view=</u> CCSS

## Part 3: Determine Importance & Synthesizing

Unit of Study: Unit 3 Reading: Analyzing Informational Text	Topic: Main Ideas & Summary Writing
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**Suggested Length:** 3-5 days

## Focus Standard(s):

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 structures (e.g., cause-effect, proposition-support) and genre features (e.g., graphics, captions, indexes) to organize and analyze important information.
- 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).
- 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.

**Teaching Note:** At this point in the class read-aloud, teachers can determine how they want to continue/conclude the reading. Teachers may continue to read the remainder of the text, assign portions for students to read, use the video Killing Lincoln or teacher summary to conclude the story for students.

**Teacher Objective:** You will teach the students how to determine the central ideas of a nonfiction text and write objective summaries.

## **Lesson Focus - Identifying Central Ideas**

# Student Objective: SWBAT read and determine main ideas within a text

During this lesson, the teacher will model how to read to identify the main ideas of a text. Read Chapter 4 of *Chasing Lincoln's Killer* and model your thinking about main ideas while reading. point out that each text should have meaning or a central message that connects the events and facts together. The teacher may leave portions of the chapter or the text for students to read independently to practice finding main ideas. Use sentence stems for modeling how to write the main idea of the chapter: This main idea of this chapter is how/ who (detail from text). If students are reading nonfiction independently, they should also be encouraged to continue this work in their personal reading texts.

- What is a main idea? | Reading | Khan Academy https://www.youtube.com/watch?v=4swFGRhQoMI
- ► How can a text have two or more main ideas? | Reading | Khan Academy https://www.youtube.com/watch?v=GvWH9ZXy9gY

# For additional support with this lesson, refer to the following resources:

Main Idea Student Practice Worksheets

https://www.ereadingworksheets.com/free-reading-worksheets/reading-comprehension-worksheets/main-idea-worksheets/

Mini-Lesson Idea for Central Idea

https://www.teachingintentionally.com/blog/2022/1/16/4-steps-to-teach-central-idea

- How To Teach Central Idea to Your Middle School Students https://www.youtube.com/watch?v=FHhNciEplY4
- -The Reading Strategies Book 2.0 by Jennifer Serravallo Strategy 8.3 Look for Main Ideas in the Introduction, page 275
- -The Reading Strategies Book 2.0 by Jennifer Serravallo Strategy 8.4 Look for Main Ideas in the Conclusion, page 276
- -The Reading Strategies Book 2.0 by Jennifer Serravallo Strategy 8.5 Clue In to Key Sentences, page 277
- -The Reading Strategies Book 2.0 by Jennifer Serravallo Strategy 8.6 Name the 'What' and 'So What', page 278
- -The Reading Strategies Book 2.0 by Jennifer Serravallo Strategy 8.7 Ask Questions, Form Main Ideas, page 279
- -The Reading Strategies Book 2.0 by Jennifer Serravallo Strategy 8.11 Add Up Details to Determine Main Idea, page 283
- -The Reading Strategies Book 2.0 by Jennifer Serravallo Strategy 8.13 Consider Structure to Find Main Idea(s), page 285

#### **Lesson Focus - Determining Importance**

# Student Objective: SWBAT find supporting details for main ideas

During this lesson, teachers will review how students found main ideas and encourage them to check if their main ideas are accurate with supporting details. Remind students that there are details within a text that may not support the main idea, but are included as interesting information. Read Chapter 5 of *Chasing Lincoln's Killer* or any complementary text to model your reading for central ideas and supporting details. Use a graphic organizer to track the big ideas of the text. If students are reading nonfiction independently, they should also be encouraged to continue this work in their personal reading texts.

## For additional support with this lesson, refer to the following resources:

► How do writers use examples to get their points across? | Reading | Khan Academy <a href="https://www.youtube.com/watch?v=g9qWsEJakbQ">https://www.youtube.com/watch?v=g9qWsEJakbQ</a>

Main Idea & Supporting Details Student Practice

https://www.shmemorial.org/cms/lib/NJ01912932/Centricity/Domain/58/Scholastic%20Reading%20Passages%20%20Main%20Idea%20and%20Details.pdf

Main Idea & Supporting Details Student Practice <a href="https://www.englishworksheetsland.com/grade7/2centralideas.html">https://www.englishworksheetsland.com/grade7/2centralideas.html</a>

#### Graphic Organizer

https://www.hempsteadschools.org/cms/lib/NY01920790/Centricity/Domain/229/Extra%20Support%20-%20Main%20Idea.details.pdf

- -The Reading Strategies Book 2.0 by Jennifer Serravallo Strategy 9.10 Ask: How Do I Know?, page 310
- -The Reading Strategies Book 2.0 by Jennifer Serravallo Strategy 9.11 Distinguish Important from Interesting, page 311
- -The Reading Strategies Book 2.0 by Jennifer Serravallo Strategy 9.17 Analyze the Development of an Idea with Details, page 317

#### **Lesson Focus - Objective vs Subjective Language**

**Student Objective: SWBAT** distinguish between objective and subjective language in preparation for summarizing texts

During this lesson, teachers will teach students the difference between objective and subjective language. A quick review of the author's bias could be a starting point for this lesson. Demonstrate how writers can retell information in an objective way. Model how to write an objective summary. Provide students time to practice by using portions of *Chasing Lincoln's Killer* or a complementary text. If students are reading nonfiction independently, they should also be encouraged to continue this work in their personal reading texts.

□ Creating objective summaries | Reading | Khan Academy

# For additional support with this lesson, refer to the following resources:

Objective vs Subjective lesson idea

https://ecampusontario.pressbooks.pub/centennialbusn732/chapter/writing-style-objective-and-subjective/

-The Reading Strategies Book 2.0 by Jennifer Serravallo Strategy 11.24 Be Alert to Word Choice, page 384

## **Lesson Focus - Summary Writing**

Student Objective: SWBAT summarize a text objectively.

During this lesson, teachers will provide time for students to write an objective summary of a text. Choose a portion of text students have already read or assign a new text for students to summarize objectively. Provide a model of an objective summary for students to reference.

■ Summarizing nonfiction | Reading | Khan Academy https://www.youtube.com/watch?v=as7xe8UQEr4

#### For additional support with this lesson, refer to the following resources:

-The Reading Strategies Book 2.0 by Jennifer Serravallo Strategy 10.13 Find Just the Information You Need, page 337

Graphic Organizers <a href="https://junior.scholastic.com/pages/graphic-organizer-library.html">https://junior.scholastic.com/pages/graphic-organizer-library.html</a>

#### **Formative Assessment**

At the conclusion of each lesson, there must be a formative assessment to determine the students' mastery of the skill taught.

Compose an objective summary containing only central ideas and objective language.

#### NJSLA Test Prep

Students will read the article "Conducting Solutions" and then answer questions #18-20

- NJSLA Sample Grade 7 Test
   https://nj.mypearsonsupport.com/resources/Practice-Tests/ela/PaperPracticeTests/
   PC1117010 Gr7ELATB PT.pdf
- For additional questions to use, please visit this site: <u>NJ Digital Item Library</u> <u>https://nj.digitalitemlibrary.com/home?subject=ELA&grades=Grade%207&view=CCSS</u>

## Part 4: Comparing Accounts

Unit of Study: Unit 3 Reading: Analyzing	Topic: Compare and Contrast Historical
Informational Text	Account with Fictional Portrayal

**Suggested Length:** 3-5 days

#### Focus Standard(s):

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.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.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.

**Teaching Note:** At this point in the class read-aloud, teachers can determine how they want to continue/conclude the reading. Teachers may continue to read the remainder of the text, assign portions for students to read, use the video Killing Lincoln or teacher summary to conclude the story for students.

**Teacher Objective:** Students will be able to distinguish the difference between a historical account and the fictional portrayal of that character by explaining why/how an author changed the facts of history with a fictional portrayal of the character.

## **Lesson Focus - Reading Fictional Portrayals of Historical Accounts**

**Student Objective: SWBAT** distinguish the difference between a historical account and the fictional portrayal of that character by explaining why/how an author changed the facts of history with a fictional portrayal of the character.

During this lesson the teacher should model and facilitate a group discussion of the differences between the historical character and the fictional portrayal of that character. Time should be provided for students to read one of the suggested texts in order to distinguish the differences between historical accounts and fictional portrayals.

#### For additional support with this lesson, refer to the following resources:

Chasing Lincoln's Killer by James Swanson

O Captain, My Captain by Walt Whitman

■ Abraham Lincoln Comes Home

https://www.youtube.com/watch?v=PP0O2mn-Daw

O Captain, My Captain: Walt Whitman, Abraham Lincoln, and the Civil War by Robert Burleigh Sample Lesson Plan and Additional Resources

https://www.google.com/url?q=https://achievethecore.org/content/upload/8.%2520O%2520Capt ain%2520My%2520Captain.%2520lesson%2520-%2520Anthology.docx&sa=D&source=docs&ust=1724074259286709&usg=AOvVaw35fHoHIn-W4dYZI5T\_m3Lv

#### **Lesson Focus - Using Graphic Organizers to Track Comparisons**

**Student Objective: SWBAT** distinguish the difference between a historical account and the fictional portrayal of that character by explaining why/how an author changed the facts of history with a fictional portrayal of the character.

During this lesson, the teacher should monitor group discussions about the various accounts read. After group discussion of the historical facts and fictional portrayal, students should create a Venn diagram that outlines the similarities and differences between the fictional and historical accounts. Provide time for students to refer back to the texts they have read to complete their graphic organizers.

## For additional support with this lesson, refer to the following resources:

Chasing Lincoln's Killer by James Swanson

O Captain, My Captain by Walt Whitman

■ Abraham Lincoln Comes Home https://www.youtube.com/watch?v=PP0O2mn-Daw

O Captain, My Captain: Walt Whitman, Abraham Lincoln, and the Civil War by Robert Burleigh Sample Lesson Plan and Additional Resources

 $\frac{https://www.google.com/url?q=https://achievethecore.org/content/upload/8.\%25200\%2520Captain.\%2520My\%2520Captain.\%2520lesson\%2520-\%2520Anthology.docx&sa=D&source=docs&ust=1724074259286709&usg=AOvVaw35fHoHIn-W4dYZI5T\_m3Ly$ 

#### **Lesson Focus - Response to Reading**

#### **Student Objective: SWBAT**

During this lesson, teachers will assess student comprehension and writing ability. Teachers should take this time to review RACES method for responding to text or use this time to collect writing data about their students.

Assign the following short constructed response:

Reread one of the selected texts and write a response to explain how the author changed at least one fact about history in the fictional portrayal of the character explaining why they think the author made the change.

- -use examples to support your response
- -use textual evidence and connections to explain these examples
- -look back at the text to help you and anything we discussed and wrote down as notes about the text

# For additional support with this lesson, refer to the following resources:

Chasing Lincoln's Killer by James Swanson

O Captain, My Captain by Walt Whitman

■ Abraham Lincoln Comes Home https://www.youtube.com/watch?v=PP0Q2mn-Daw

O Captain, My Captain: Walt Whitman, Abraham Lincoln, and the Civil War by Robert Burleigh Sample Lesson Plan and Additional Resources

https://www.google.com/url?q=https://achievethecore.org/content/upload/8.%2520O%2520Capt ain%2520My%2520Captain.%2520lesson%2520-%2520Anthology.docx&sa=D&source=docs&ust=1724074259286709&usg=AOvVaw35fHoHIn-W4dYZI5T\_m3Ly

#### **Formative Assessment**

At the conclusion of each lesson, there must be a formative assessment to determine the students' mastery of the skill taught.

# **Reading Response:**

Assign the following short constructed response:

Reread one of the selected texts and write a response to explain how the author changed at least one fact about history in the fictional portrayal of the character explaining why they think the author made the change.

- -use examples to support your response
- -use textual evidence and connections to explain these examples
- -look back at the text to help you and anything we discussed and wrote down as notes about the text

#### **NJSLA Test Prep**

Students will read the articles in the Research Simulation Task and complete question # 20.

- NJSLA Sample Grade 7 Test
   https://nj.mypearsonsupport.com/resources/Practice-Tests/ela/PaperPracticeTests/
   PC1117010 Gr7ELATB PT.pdf
- o For additional questions to use, please visit this site: NJ Digital Item Library
- <a href="https://nj.digitalitemlibrary.com/home?subject=ELA&grades=Grade%207&view=CCSS">https://nj.digitalitemlibrary.com/home?subject=ELA&grades=Grade%207&view=CCSS</a>

Unit Plan Title	Unit 3 Writing: Informational
<b>Suggested Time Frame</b>	Approximately 25 Days

#### Overview / Rationale

This unit is designed to foster essential skills in informational writing that will serve students across all subject areas in future academic endeavors. The unit aims to equip students with the skills necessary to research, organize, and present factual information effectively.

Students will have opportunities to develop research skills by locating, evaluating, and synthesizing information from various sources. They will enhance their ability to organize and structure their writing to convey information clearly and effectively by using textual evidence to support their ideas. Applying their understanding of the author's perspective and point of view from reading a variety of narrative-non-fiction texts, students will use digital tools to research, organize and present their work.

## Stage 1 – Desired Results

#### **Established Goals**

New Jersey Student Learning Standards for English Language Arts 2023

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.

- 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) when useful to aid in comprehension.
- 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/ grade-level- 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 (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows the flow of ideas, reflects back on the topic, and supports the information or explanation presented.

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.
- 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.
- L.SS.7.1. Demonstrate command of the system and structure of the English language when writing or speaking.
  - A. Explain the function of phrases and clauses in general and their function in specific sentences.
  - B. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
  - C. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
  - D. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old green shirt).
  - 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.
  - C. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
- 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.UM.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

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

## **Essential Questions**

How do writers decide which information is reliable and relevant to a specified purpose?

What craft structures do writers use to better inform the reader about a topic?

# **Enduring Understandings**

Informational writers gather information on their topic acquiring research skills.

Informational writers structure informational writing to match purpose.

Writers support the ideas presented with unbiased evidence.

## **Knowledge:**

Students will know...

Informational writers organize their thoughts (and paragraph accordingly) so their reader can follow their ideas easily.

Informational writers support their writing with other sources, putting information into their own words, and citing carefully to let readers know where the information came from.

#### **Skills:**

Students will be able to...

Collect information using boxes and bullets in their notebooks.

Support the ideas presented with unbiased evidence.

Focus ideas around main points and supporting details to best teach their audience about a topic.

Summarize the most important points in a text objectively.

Make a note of sources to give credit to the publication.

#### **Interdisciplinary Connections**

# 2020 New Jersey Student Learning Standards for Social Studies

- **6.1.8.HistoryCC.5.d:** Assess the role of various factors that affected the course and outcome of the Civil War (i.e., geography, natural resources, demographics, transportation, leadership, and technology).
- **6.1.12.CivicsPD.1.a:** Use multiple sources to analyze the factors that led to an increase in the political rights and participation in government.

# 2020 New Jersey Student Learning Standards for Computer Science and Design Thinking NJSLS 8.1 Computer Science

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

# **NJSLS 8.2 Design Thinking**

- **8.2.8.ED.2:** Identify the steps in the design process that could be used to solve a problem.
- **8.2.8.ITH.1**: Explain how the development and use of technology influences economic, political, social, and cultural issues.
- **8.2.8.ITH.2**: Compare how technologies have influenced society over time.

# 2020 New Jersey Student Learning Standards - Career Readiness, Life Literacies, and Key Skills

## **NJSLS 9.1 Financial Literacy**

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

# NJSLS 9.2 Career Awareness, Exploration, Preparation and Training

- 9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
- 9.2.8.CAP.19: Relate academic achievement, as represented by high school diplomas, college degrees, and industry credentials, to employability and to potential level.

## NJSLS 9.4 Life Literacies and Key Skills

- 9.4.8.CI.1: Assess data gathered on varying perspectives on causes of climate change (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions.
- 9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective.
- 9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
- 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.
- **9.4.8.GCA.2:** Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
- **9.4.8.IML.1:** Critically curate multiple resources to assess the credibility of sources when searching for information.
- 9.4.8.IML.3: Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial

grouping.

- **9.4.8.IML.4:** Ask insightful questions to organize different types of data and create meaningful visualizations.
- 9.4.8.IML.5: Analyze and interpret local or public data sets to summarize and effectively communicate the data.
- **9.4.8.IML.7:** Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose.
- **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.2:** Gather data and digitally represent information to communicate a real-world problem.
- 9.4.8.TL.3: Select appropriate tools to organize and present information digitally.
- 9.4.8.TL.4: Synthesize and publish information about a local or global issue or event.
- **9.4.8.TL.6**: Collaborate to develop and publish work that provides perspectives on a real-world problem.

#### **Student Resources**

**Student Texts:** Students will select books at their independent reading level from the classroom library, bookroom inventory and school library inventory.

#### **Teacher Resources**

The Writing Strategies Book by Jennifer Serravallo

The Big Book of Details by Rozlyn Linder

A Curricular Plan for Writing Workshop Grade 7, Lucy Calkins, 2011

https://drive.google.com/file/d/1Aq7hSpSaVAQ4KQCrwCjMoBaOB1tbFoMF/view?usp=sharing

## **Stage 2 – Assessment Evidence**

#### Pre- Assessments:

Writing about reading completed during Unit 3 Reading can provide a baseline for student needs at the start of this unit.

#### Formative Assessments:

- Teacher observations / anecdotal notes
- Partner talk
- Writing Conference Notes
- Reader's/Writer's notebook
- Signpost entries / Stop & Jot / Post-it Notes
- Quick writes / Response to Reading
- End of Unit Student reflections on strategies / goal attainment / next goals

#### Summative Assessments:

Link-It Grade 7 Unit 3 Cumulative Assessment

## Performance Task(s):

Published informational writing/ multimedia project

After reading texts or books during Unit 3 Reading Unit, students will examine and learn about a specific topic.

- Develop a point of interest and an idea of what you can use to present information about this topic to others.
- After you have read and learned about the topic, decide how you want to present the information to others.
- Decide how to organize information. Choose at least one of the nonfiction text structures (depending on the publication format you may use more than one structure).
- Decide how to publish information. Choose one format for publication including digital tools.
- Decide what text features would complement your project.

# **Grade 7 English Language Arts Curriculum**

**Unit 3 Writing: Informational Time: Approximately 20 days** 

## Getting Ready:

- This unit is designed for students to use the work they completed during Reading Unit 3 to create a presentation that teaches classmates about a researched topic.
- Students should have completed a nonfiction book of choice during the reading unit. This book can help students generate topics for further research in this unit. Students can work independently or with a partner to conduct research on a topic and create a teaching tool that can teach their classmates about their topic.
- Students should have genre specific books for each unit that they can read during independent reading.
- You should outline your expectations for their final pieces within the first few lessons. The rubric should also be shared and reviewed.

#### Part 1: Prewriting

Unit of Study: Unit 3 Writing:	Topic: Planning
Informational	

**Suggested Length:** 6 days

#### Focus Standard(s):

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.

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) when useful to aid in comprehension.
- 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/ grade-level- 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 (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows the flow of ideas, reflects back on the topic, and supports the information or explanation presented.
- 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.
- RI.CR.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what text says explicitly as well as inferences drawn from the text.
- SL.UM.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
- SL.AS.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

**Teacher Objective:** You will teach the students how to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

## **Lesson Focus - Selecting Topics**

**Student Objective: SWBAT** select a topic and focus, narrow it down to its most interesting aspects.

During this lesson, the teacher models how to hone in on a topic, giving examples of how to zoom in from something broad. Students should be encouraged to think about a topic from the independent reading they did during Unit 3 Reading. Pose the following question to students to stimulate their thinking about a potential topic for research: 'If I had to teach a course to the other kids in the class, what would I teach?' Coach students into choosing a topic quickly by advising them to follow their interests. Students should discuss their topic choices with their partners.

## For additional support with this lesson, refer to the following resources:

- -The Writing Strategies Book by Jennifer Serravallo Strategy 3.28 Ask Yourself Questions (and Then Answer Them), page 121
- -The Writing Strategies Book by Jennifer Serravallo Strategy 3.29 Collect Triggers, page 122
- -The Writing Strategies Book by Jennifer Serravallo Strategy 3.32 Abstract Issues, Specific Examples, page 125
- -The Writing Strategies Book by Jennifer Serravallo Strategy 4.21 Focus on an Issue, page 156
- -The Big Book of Details by Rozlyn Linder Chapter 5 Details That Inform Defining, Comparing, and Clarifying, pages 136-177

## **Lesson Focus - Choosing a Perspective**

**Student Objective: SWBAT** write a thesis statement that focuses questions for further research and investigation.

During this lesson, model how authors infuse their own thoughts and opinions in their writing. Demonstrate for students how to make decisions about how their informational text will go. Craft a thesis statement or main idea that will show a perspective on a topic and decide how the topic will be presented.

During a writing unit, teachers should be writing along with students or have a prepared model for students to reference. After the mini-lesson, provide time for students to compose and to conduct small groups

#### For additional support with this lesson, refer to the following resources:

- -The Writing Strategies Book by Jennifer Serravallo Strategy 3.30 Subtopics Hiding in Topics, page 123
- -The Writing Strategies Book by Jennifer Serravallo Strategy 4.4 Write a Title, page 139
- -The Writing Strategies Book by Jennifer Serravallo Strategy 4.7 Ask Question to Focus, page 142
- -The Writing Strategies Book by Jennifer Serravallo Strategy 4.8 Find Your Passion to Focus, page 143
- -The Writing Strategies Book by Jennifer Serravallo Strategy 4.9 Imagine Your Audience and Consider Your Purpose, page 144
- -The Writing Strategies Book by Jennifer Serravallo Strategy 4.13 Their Topic, Your Idea, page 148
- -The Writing Strategies Book by Jennifer Serravallo Strategy 4.24 Let Available Sources Steer

Your Focus, page 159

- -The Writing Strategies Book by Jennifer Serravallo Strategy 5.24 Outline, Reoutline, Outline Again, page 191
- -The Big Book of Details by Rozlyn Linder Chapter 5 Details That Inform Defining, Comparing, and Clarifying, pages 136-177

## **Lesson Focus - Evaluating Sources**

**Student Objective: SWBAT** assess the credibility and accuracy of sources while gathering relevant information to a topic

During this lesson, teachers will model how to assess sources for accuracy and credibility. Teachers should model a system students can use to keep track of sources used. During a writing unit, teachers should be writing along with students or have a prepared model for students to reference. After the mini-lesson, provide time for students to compose and to conduct small groups.

## For additional support with this lesson, refer to the following resources:

CRAAP test <a href="https://www.edutopia.org/article/students-identify-credible-research-sources/">https://www.edutopia.org/article/students-identify-credible-research-sources/</a>

#### Lesson Focus - Gathering Information: Paraphrasing- Avoiding Plagiarism

**Student Objective: SWBAT** quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation while gathering information about a topic

During this lesson, teachers will model how to effectively collect information from appropriate sources making decisions about what information should be quoted and what should be paraphrased. During a writing unit, teachers should be writing along with students or have a prepared model for students to reference. After the mini-lesson, provide time for students to compose and to conduct small groups.

#### For additional support with this lesson, refer to the following resources:

- Summarizing, Paraphrasing, and Quotations Tutorial https://www.youtube.com/watch?v=ev8mG9xnXA8
- Paraphrasing without Plagiarizing <a href="https://www.voutube.com/watch?v=bZSEtSJCK2E">https://www.voutube.com/watch?v=bZSEtSJCK2E</a>
- □ Plagiarism by Shmoop https://www.youtube.com/watch?v=hJipA52LOms
- Quoting, Paraphrasing, & Summarizing <a href="https://www.youtube.com/watch?v=pGOPYJUvWi4">https://www.youtube.com/watch?v=pGOPYJUvWi4</a>
- -The Writing Strategies Book by Jennifer Serravallo Strategy 6.18 Keeping a Research Notebook, page 229

-The Big Book of Details by Rozlyn Linder Chapter 5 Details That Inform Defining, Comparing, and Clarifying, pages 136-177

#### **Formative Assessment**

At the conclusion of each lesson, there must be a formative assessment to determine the students' mastery of the skill taught.

Students should have a thesis statement to drive their research and writing as well as a list of reliable sources from which to draw information. This work can be demonstrated with a graphic organizer, within a writing notebook, use of digital organizational tools, or sticky notes.

## NJSLA Test Prep

Students will read the articles in the Research Simulation Task and complete questions # 1-3

- NJSLA Sample Grade 7 Test https://resources.newmeridiancorp.org/wp-content/uploads/2019/11/Grade-7-RST-Storm-2019 AR BV-1.pdf
- o For additional questions to use, please visit this site: NJ Digital Item Library
- <a href="https://nj.digitalitemlibrary.com/home?subject=ELA&grades=Grade%207&view=CCSS">https://nj.digitalitemlibrary.com/home?subject=ELA&grades=Grade%207&view=CCSS</a>

## Part 2: Drafting

Unit of Study: Unit 3 Writing: Informational	Topic: Research & Writing
Suggested Length: 6 days	

#### Focus Standard(s):

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.

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) when useful to aid in comprehension.

- A. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- B. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- C. Use precise language and domain/ grade-level- specific vocabulary to inform about or explain the topic.
- D. Establish and maintain a formal style, academic style, approach, and form.

- E. Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows the flow of ideas, reflects back on the topic, and supports the information or explanation presented.
- 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.
- RI.CR.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what text says explicitly as well as inferences drawn from the text.
- SL.UM.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
- SL.AS.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

**Teacher Objective:** You will teach the students how to develop ideas and concepts that have been researched by using an appropriate structure of organization.

#### **Lesson Focus - Writing with Structure in Mind**

**Student Objective: SWBAT** choose the structure that will best support the information they are trying to convey.

Teacher will model how to write using a variety of nonfiction text structures. A review of text structure from Unit 3 Reading may be needed for this lesson. Provide a variety of graphic organizers for students to use to organize the research they have collected. Provide a list of transition words that could help students begin drafting. Provide time for them to begin drafting paragraphs using specific structures. This lesson may need to be spread across a few days to allow students sufficient time to draft. During a writing unit, teachers should be writing along with students or have a prepared model for students to reference. After the mini-lesson, provide time for students to compose and to conduct small groups.

## For additional support with this lesson, refer to the following resources:

- The structures of informational texts | Reading | Khan Academy https://www.youtube.com/watch?v=D0YUpfLofgQ&t=120s
- -The Writing Strategies Book by Jennifer Serravallo Strategy 5.7 Organize in Sequence, page 174
- -The Writing Strategies Book by Jennifer Serravallo Strategy 5.10 Question-Answer, page 177
- -The Writing Strategies Book by Jennifer Serravallo Strategy 5.13 Start With a Table of Contents, page 180
- -The Writing Strategies Book by Jennifer Serravallo Strategy 5.14 Parts of a Topic: Features and Characteristics, page 181
- -The Writing Strategies Book by Jennifer Serravallo Strategy 5.18 Start with a Plan in Mind, page 185
- -The Writing Strategies Book by Jennifer Serravallo Strategy 5.20 Nonfiction Leads, page 187
- -The Writing Strategies Book by Jennifer Serravallo Strategy 5.30 Problem-Solution Structure for Persuasive Writing, page 197
- -The Writing Strategies Book by Jennifer Serravallo Strategy 5.33 Headings, Subheadings, Subheadings, page 200
- -The Writing Strategies Book by Jennifer Serravallo Strategy 6.22 Support Your Facts, page 233
- -The Big Book of Details by Rozlyn Linder Chapter 5 Details That Inform Defining, Comparing, and Clarifying, pages 136-177

# **Lesson Focus - Using Text Features that Complement Writing**

**Student Objective: SWBAT** plan for the text features that will support their writing.

During this lesson, teachers will review how text features were used during Unit 3 Reading to aid comprehensions. Teachers should model how to choose which text features are most helpful in conveying ideas as a writer. Students may begin thinking about how they will publish this information to aid them in selecting text features. Provide time for students to create or find text features to include in their writing piece. During a writing unit, teachers should be writing along with students or have a prepared model for students to reference. After the mini-lesson, provide time for students to compose and to conduct small groups.

#### For additional support with this lesson, refer to the following resources:

- Using text features to locate information | Reading | Khan Academy https://www.youtube.com/watch?v=v6EDEr\_20sc&t=10s
- -The Writing Strategies Book by Jennifer Serravallo Strategy 6.6 Teach With Diagrams, page 217
- -The Writing Strategies Book by Jennifer Serravallo Strategy 7.16 Clever Titles, Headings, and Subheadings, page 277
- -The Big Book of Details by Rozlyn Linder Chapter 5 Details That Inform Defining, Comparing, and Clarifying, pages 136-177

#### **Formative Assessment**

At the conclusion of each lesson, there must be a formative assessment to determine the students'

mastery of the skill taught.

Students should have a rough draft completed along with a compilation of text features that will be used in the final published research piece.

## NJSLA Test Prep

Students will read the articles in the Research Simulation Task and complete questions #4-8

- NJSLA Sample Grade 7 Test
   https://resources.newmeridiancorp.org/wp-content/uploads/2019/11/Grade-7-RST-Storm-2019 AR BV-1.pdf
- o For additional questions to use, please visit this site: NJ Digital Item Library
- <a href="https://nj.digitalitemlibrary.com/home?subject=ELA&grades=Grade%207&view=CCSS">https://nj.digitalitemlibrary.com/home?subject=ELA&grades=Grade%207&view=CCSS</a>

## Part 3: Language Domain Mini-Unit

Unit of Study: Unit 1 Writing Thematic	Topic: Sentence Types/Using Sentence
Essay	Variety

Suggested Length: 4-5 days

#### Focus Standard(s):

- L.SS.7.1. Demonstrate command of the system and structure of the English language when writing or speaking.
  - A. Explain the function of phrases and clauses in general and their function in specific sentences.
  - B. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
  - C. Recognize spelling conventions.
- 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.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.
  - C. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
- SL.AS.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

**Teaching Note:** Review of phrases and clauses from unit 1 will aid students to write a variety of sentences.

**Teacher Objective:** You will teach the students how to create a variety of sentences: simple, compound, complex, compound-complex.

**Student Objective: SWBAT** differentiate among sentence types, use a variety of sentence types in writing correctly, demonstrate command of the structure of the English language when writing.

**Lesson-Simple and Compound Sentences-** Simple and compound sentences (video) | Khan Academy

https://www.khanacademy.org/humanities/grammar/syntax-sentences-and-clauses/types-of-sentences/v/simple-and-compound-sentences-syntax-khan-academy

Student Practice- Sentence Packet.pdf

https://drive.google.com/file/d/1Cimr53sHHVQWHnOaG-v 0Z vvDWoThou/view

## **Lesson- Complex Sentences**

Complex sentences: overview & examples (video) | Khan Academy

https://www.khanacademy.org/humanities/grammar/syntax-sentences-and-clauses/types-of-sentences/v/complex-sentences-syntax-khan-academy

Student Practice- Sentence Packet.pdf

https://drive.google.com/file/d/1Cimr53sHHVQWHnOaG-v\_0Z\_vvDWoThou/view

## **Lesson-Compound-Complex sentences**

Compound-Complex Sentences Compound-Complex Sentences (show first) <a href="https://www.youtube.com/watch?v=mylPYe6Ks88">https://www.youtube.com/watch?v=mylPYe6Ks88</a>

Compound-complex sentences (video) | Khan Academy

 $\frac{https://www.khanacademy.org/humanities/grammar/syntax-sentences-and-clauses/types-of-sentences-yv/compound-complex-sentences-syntax-khan-academy}{}$ 

Student Practice- Sentence Packet.pdf

https://drive.google.com/file/d/1Cimr53sHHVQWHnOaG-v\_0Z\_vvDWoThou/view

# For additional support with this lesson, refer to the following resources:

■ Sentence Types and Functions.pdf

https://drive.google.com/file/d/1agvc0Agpe-KJVJQaGxw9iM6IPi0OdRks/view

■ Independent Clause or a Dependant Clause

https://drive.google.com/file/d/1oznlzkOTNhlNzDsbVLwEnar5pXG2-H 3/view

## ■ Subordinating Conjunctions.docx - Google Docs (1).pdf

https://drive.google.com/file/d/18fe-U5st-Z3JGBz7Qtl0RjtRRVmGW0-7/view

Phrases and clauses (video) | Khan Academy

https://www.khanacademy.org/humanities/grammar/syntax-sentences-and-clauses/phrases-and-clauses/v/phrases-and-clauses-syntax-khan-academy

Dependent and independent clauses (video) | Khan Academy

https://www.khanacademy.org/humanities/grammar/syntax-sentences-and-clauses/phrases-and-clauses/v/dependent-and-independent-clauses-syntax-khan-academy

Subordinating conjunctions (video) | Khan Academy

https://www.khanacademy.org/humanities/grammar/parts-of-speech-the-preposition-and-the-conjunction/introduction-to-conjunctions/v/subordinating-conjunctions

#### **Formative Assessment**

At the conclusion of each lesson, there must be a formative assessment to determine the students' mastery of the skill taught.

Students should have completed practice of compound, complex, and compound-complex sentences with some level of proficiency and should endeavor to apply these skills to their informational writing.

## Part 4: Revising/Editing/Publishing

Unit of Study: Unit 3 Writing: Topic: Pulling it All Together Informational
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**Suggested Length:** 6 days

#### Focus Standard(s):

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.

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) when useful to aid in comprehension.

- A. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- B. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

- C. Use precise language and domain/ grade-level- specific vocabulary to inform about or explain the topic.
- D. Establish and maintain a formal style, academic style, approach, and form.
- E. Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows the flow of ideas, reflects back on the topic, and supports the information or explanation presented.
- 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.
- RI.CR.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what text says explicitly as well as inferences drawn from the text.
- SL.UM.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
- SL.AS.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

**Teacher Objective:** You will teach the students to make editing and revision choices that develop and strengthen their writing; consider their writing purpose; celebrate their writing accomplishments.

#### **Lesson Focus - Choose a Publication Format-Media**

**Student Objective: SWBAT** determine how to incorporate various media into their informational writing

The teacher will provide students with a variety of publishing options which could include a digital poster, pamphlet, booklet, video. Provide some examples of publication options for students to use as a mentor. Provide time for students to begin putting their writing and text features into their selected format. During a writing unit, teachers should be writing along with students or have a prepared model for students to reference. After the mini-lesson, provide time for students to compose and to conduct small groups.

# For additional support with this lesson, refer to the following resources:

- -The Writing Strategies Book by Jennifer Serravallo Strategy 5.22 Audiences for Information, page 189
- -The Writing Strategies Book by Jennifer Serravallo Strategy 5.23 Draw Your Layout, page 190
- -The Writing Strategies Book by Jennifer Serravallo Strategy 5.25 Lay Out Pages to See the Architecture, page 192
- -The Big Book of Details by Rozlyn Linder Chapter 5 Details That Inform Defining, Comparing, and Clarifying, pages 136-177

## **Lesson Focus - Revising**

**Student Objective:** SWBAT consider revision choices in order to complete their writing task.

Based on formative assessments, teachers will choose an area for revision focus. Some suggested topics could include nonfiction text structure, transition words, complementary text features, clarity- word choice, paraphrasing, citations. During a writing unit, teachers should be writing along with students or have a prepared model for students to reference. After the mini-lesson, provide time for students to compose and to conduct small groups.

## For additional support with this lesson, refer to the following resources:

- -The Writing Strategies Book by Jennifer Serravallo Strategy 6.23 Partner Facts: Ask Yourself, "How?", page 234
- -The Writing Strategies Book by Jennifer Serravallo Strategy 6.38 Mentor Sentence, page 249
- -The Writing Strategies Book by Jennifer Serravallo Strategy 7.6 Shades of Meaning, page 267
- -The Writing Strategies Book by Jennifer Serravallo Strategy 7.25 Work for More-Precise Language (by Taking Out Adjectives and Adverbs), page 286
- -The Big Book of Details by Rozlyn Linder Chapter 5 Details That Inform Defining, Comparing, and Clarifying, pages 136-177

**Student Objective: SWBAT** support their peers in helping to strengthen writing as needed.

During this lesson, students will work in pairs to read and suggest areas for improvement. Teachers should provide a checklist for students to follow and use to start conversation about revisions and editing. Model how to utilize the checklist by examining the model draft from the unit. During a writing unit, teachers should be writing along with students or have a prepared model for students to reference. After the mini-lesson, provide time for students to compose and to conduct small groups

Peer Editing Checklist

https://www.readwritethink.org/sites/default/files/resources/lesson\_images/lesson786/handout.pd f

#### For additional support with this lesson, refer to the following resources:

Ideas for preparing for peer review

https://teaching.cornell.edu/resource/teaching-students-evaluate-each-other

- -The Writing Strategies Book by Jennifer Serravallo Strategy 8.18 Turn to Spell-Check, page 315
- -The Writing Strategies Book by Jennifer Serravallo Strategy 9.4 Repeated Rereadings to Check a Checklist, page 327
- -The Writing Strategies Book by Jennifer Serravallo Strategy 9.16 Paragraph Starters, page 339
- -The Writing Strategies Book by Jennifer Serravallo Strategy 9.34 Rephrase for Clarity, page 357
- -The Writing Strategies Book by Jennifer Serravallo Strategy 10.11 Tell Me: Does It Match My Intention?, page 374
- -The Big Book of Details by Rozlyn Linder Chapter 5 Details That Inform Defining, Comparing, and Clarifying, pages 136-177

# **Lesson Focus - Publishing**

**Student Objective: SWBAT** complete a writing task focusing on their purpose for writing, and maintaining a formal writing style.

Teachers will provide time for students to pull their writing together into a completed essay. Teachers may encourage students to use a formal publishing style like MLA and include the works cited; a quick demonstration of how to format a Google doc and cite sources may be necessary. During a writing unit, teachers should be writing along with students or have a prepared model for students to reference. After the mini-lesson, provide time for students to compose and to conduct small groups.

## For additional support with this lesson, refer to the following resources:

-The Big Book of Details by Rozlyn Linder Chapter 5 Details That Inform Defining, Comparing, and Clarifying, pages 136-177

#### **Lesson Focus - Celebration**

**Student Objective: SWBAT** share their writing with classmates.

Teachers will provide an opportunity to students to share their work. Some suggestions could be the use of a gallery walk, author's chair, small group read-alouds, etc.

Writing Celebration Ideas

https://twowritingteachers.org/2017/06/12/writing-celebrations-but-why/

#### For additional support with this lesson, refer to the following resources:

-The Writing Strategies Book by Jennifer Serravallo Strategy 10.10 PQP(Praise, Question, Polish), page 373

#### **Formative Assessment**

At the conclusion of each lesson, there must be a formative assessment to determine the students' mastery of the skill taught.

After completing research and using reliable sources, students will publish an informational writing piece that includes a variety of structures and features to support their main idea. Link It Grade 7 Unit 3 Cumulative Assessment

# **NJSLA Test Prep**

Students will read the articles in the Research Simulation Task and complete questions # 9 & 10

- NJSLA Sample Grade 7 Test <a href="https://resources.newmeridiancorp.org/wp-content/uploads/2019/11/Grade-7-RST-Storm-2019">https://resources.newmeridiancorp.org/wp-content/uploads/2019/11/Grade-7-RST-Storm-2019</a> AR BV-1.pdf
- o For additional questions to use, please visit this site: NJ Digital Item Library
- <a href="https://nj.digitalitemlibrary.com/home?subject=ELA&grades=Grade%207&view=CCSS">https://nj.digitalitemlibrary.com/home?subject=ELA&grades=Grade%207&view=CCSS</a>

<b>Unit Plan Title</b>	Unit 4 Reading: Analyzing Argumentative Text
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<b>Suggested Time Frame</b>	Approximately 15 Days

#### Overview / Rationale

In this unit you'll build on all the essential nonfiction comprehension reading skills taught in the prior unit. Students will also build on their knowledge from 6th grade about the foundational concepts of argument. It is important to emphasize students' abilities to not only restate information from a text but to analyze the claims and validity of the argument presented in the text. In order to do high-level, critical, analytical work students need to read more than one text on a subject, becoming experts on gathering information to analyze how that information is conveyed. As a result students will be able to evaluate by tracing claims and determining an author's perspective which may contain a bias. Close examination of evidence is important to determine fact from opinion and evidence from commentary. Critical readers of argument texts will in turn be able to develop their own stances on a variety of subjects.

## **Stage 1 – Desired Results**

#### **Established Goals**

New Jersey Student Learning Standards for English Language Arts (2023)

- L.SS.7.1. Demonstrate command of the system and structure of the English language when writing or speaking.
  - A. Explain the function of phrases and clauses in general and their function in specific sentences.
  - B. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
  - C. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
  - D. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old green shirt).
  - 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.
  - C. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
- 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).
- 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 structures (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.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.
- 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.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.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.

## **Essential Questions**

How do readers trace and evaluate the argument and specific claims in a text?

How do readers determine the soundness of the author's reasoning and whether the evidence is enough to support the author's claims?

How do purpose and audience shape the content in a persuasive/argument text?

## **Enduring Understandings**

Readers of argumentative texts must evaluate a writer's argument, recognize potential bias, assess whether the evidence is accurate and relevant and determine if the reasoning is valid.

Readers recognize the building blocks of effective argumentation by studying mentor texts / arguments.

Argument / persuasion involves emotional, logical, and rational arguments supported by facts, details, examples, or emotional appeal.

# **Knowledge:**

Students will know...

Readers of argumentative text must acknowledge and respond to counter arguments.

One or more differences in the points of view can create bias in fiction and nonfiction text.

Claims need to be supported with sufficient and relevant evidence.

Writing is a process that includes planning, drafting, revising, and editing.

Writers effectively communicate their ideas by using proper grammar and spelling.

## Skills:

Students will be able to...

Develop stances on a variety of subjects.

Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

Evaluate the merits of a claim by citing evidence.

Describe the position a writer takes on an issue and identify the potential biases that may impact his/her position.

Explain the impact that word choice has on the meaning and/or tone of an argumentative text.

# **Interdisciplinary Connections**

## 2020 New Jersey Student Learning Standards for Social Studies

- **6.2.8.GeoHE.4.b:** Use geographic models to determine the impact of environmental modifications made by earlier civilizations on the current day environmental challenges.
- **6.3.8.CivicsPI.3:** Use a variety of sources from multiple perspectives to examine the role of individuals, political parties, interest groups, and the media in a local or global issue and share this information with a governmental or nongovernmental organization as a way to gain support for addressing the issue.
- **6.3.8.CivicsPR.5:** Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.

2020 New Jersey Student Learning Standards for Computer Science and Design Thinking

#### **NJSLS 8.1 Computer Science**

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

## **NJSLS 8.2 Design Thinking**

- **8.2.8.ITH.2**: Compare how technologies have influenced society over time.
- **8.2.8.ETW.2:** Analyze the impact of modifying resources in a product or system (e.g., materials, energy, information, time, tools, people, capital).
- **8.2.8.ETW.3:** Analyze the design of a product that negatively impacts the environment or society and develop possible solutions to lessen its impact.

# 2020 New Jersey Student Learning Standards - Career Readiness, Life Literacies, and Key Skills

## NJSLS 91. Credit and Debt Management

- **9.1.8.FP.6:** Compare and contrast advertising messages to understand what they are trying to accomplish.
- 9.1.8.FP.7: Identify the techniques and effects of deceptive advertising.

## NJSLS 9.4 Life Literacies and Key Skills

- 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.
- **9.4.8.DC.6:** Analyze online information to distinguish whether it is helpful or harmful to reputation.
- 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
- **9.4.8.IML.1:** Critically curate multiple resources to assess the credibility of sources when searching for information.
- 9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information.
- 9.4.8.IML.5: Analyze and interpret local or public data sets to summarize and effectively communicate the data.
- 9.4.8.IML.6: Identify subtle and overt messages based on the method of communication.
- **9.4.8.IML.7:** Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose.
- 9.4.8.IML.9: Distinguish between ethical and unethical uses of information and media.
- 9.4.8.IML.10: Examine the consequences of the uses of media.
- **9.4.8.IML.12:** Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.
- **9.4.8.IML.13:** Identify the impact of the creator on the content, production, and delivery of information.
- **9.4.8.IML.14:** Analyze the role of media in delivering cultural, political, and other societal messages.
- **9.4.8.IML.15:** Explain ways that individuals may experience the same media message differently.
- **9.4.8.TL.6**: Collaborate to develop and publish work that provides perspectives on a real-world problem.

#### Student Resources

**Student Texts:** Students will select books at their independent reading level from the classroom library, bookroom inventory and school library inventory.

Scholastic Scope Magazines

CommonLit Newsela articles

#### **Teacher Resources**

The Reading Strategies Book 2.0 by Jennifer Serravallo

Newsela

Scholastic Scope Magazines

■ Copy of persuasion across time & space.pdf

A Curricular Plan for Reading Workshop Grade 7, Lucy Calkins, 2011

CalkCurricPlanGr7ReadWshp.pdf

# Stage 2 – Assessment Evidence

#### **Pre-Assessments:**

Data from Link-it Form B Benchmark Assessment

#### Formative Assessments:

- Individual student reading inventory
- Teacher's student data monitoring system in place (ex. Data-binder)
  - Student-teacher conference notes for each student
  - o DRA level, STAR score
  - o Individual student reading goals
- Student's self-monitoring of progress system in place
  - o Stamina Charts
  - Monthly reading goals / strategies
- Accountable Talk / partner talk routines in place
- Notice & Note signposts launch and student practice in independent texts
- Reading Interest Inventory
- Running records (based on student data)
- On Demand Writing
- Teacher observations/ anecdotal notes
  - Reading and Writing conference notes
- Reading/ Writing Notebook
  - Signpost entries
  - o Post-it Notes
  - End of Unit Student reflections on strategies/ goal attainment/ next goals
  - o Quick Writes

#### Summative Assessments:

Link-It Grade 7 Unit 4 Cumulative Assessment

## Performance Task(s):

# Stage 3 - Learning Plan

Grade 7 English Language Arts Curriculum

**Unit 4: Reading Analyzing Arguments** 

Time: Approximately 15 days

**Getting Ready:** 

- While preparing for this unit, teachers should consider selecting text sets that can be used for comparison in both a teacher mentor and student independent work.
- When planning for this unit, you want to consider what your students will be reading independently. Continuing to read nonfiction or moving back to fiction texts, will not easily lend itself to corresponding independent practice for students. Prepare to have many examples of argument texts for students to use during the independent practice portion of the daily lessons. You may consider creating text sets on a variety of topics so students can still work with their "clubs" as they read. You may focus those articles so they will serve as a basis for the argument writing/debate unit that follows.
- When planning for teaching points you may have to break the teaching point into more than one lesson. The inclusion of a counter claim is new to 7th grade students, therefore you may want to include a lesson or provide small group work that demonstrates the difference between persuasion and argument to help students understand the new concept.
- Students should recall from the nonfiction unit how writers use a variety of structures. You may consider adding a lesson to re-teach this idea as it pertains to argument texts or work with students in small groups.
- Graphic Organizers may assist students in breaking down the parts of an argument in an article. If students are able to have their own copy of articles, using highlighters and/or a color coding system could be helpful.
- Anchor chart of "Terms of Argument" could be used for this lesson and displayed for student reference during independent work.
- Students should have genre specific books for each unit that they can read during independent reading.

#### Part 1: Parts of Argument

Unit of Study: Unit 4: Reading Analyzing	Topic: Defining Argument Terms
Arguments	

**Suggested Length:** 3-5 days

## Focus Standard(s):

- L.SS.7.1. Demonstrate command of the system and structure of the English language when writing or speaking.
  - A. Explain the function of phrases and clauses in general and their function in specific sentences.
  - B. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
  - C. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
  - D. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old green shirt).
  - 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.
  - C. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
- 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).
- 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 structures (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.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.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.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.

**Teaching Note:** While preparing for this unit, teachers should consider selecting text sets that can be used for comparison in both a teacher mentor and student independent work.

Now that classroom procedures have been established, teachers should endeavor to structure their class time to provide a mini lesson along with student practice of the skill/strategy over a two day period. Here is a suggested weekly schedule for teachers and students to follow during book clubs.

Monday: teacher led mini-lesson & modeling

Tuesday: student practice of previous day mini lesson using their book club selection/small group instruction

Wednesday: teacher led mini-lesson & modeling

Thursday: student practice of previous day mini lesson using their book club selection/small group instruction

Friday: at teacher discretion, based on class needs, a mix of review of the week's mini-lessons, formative assessments, small group instruction, test prep practice.

**Teacher Objective:** You will teach the students specific terms of argument writing including claim, counterclaim, rebuttal, evidence, and reasons.

## **Lesson Focus - Argument Terms**

**Student Objective: SWBAT** define argumentative terms and identify them in an argumentative article

Teacher will provide explicit instruction of argumentative terms. Some terms are a review for students, and some are new to seventh grade readers. These introductory lessons will serve as a time to remind students of work they have previously done with argument texts and allow for teachers and students to create a common language for reading and analyzing arguments.

Arguments persuade the reader to believe a debatable claim by providing effective evidence. A debatable claim is an opinion, while effective evidence is made up of facts, details and reasons that directly relate to and prove the claim. Assure your students that by the end of the class today, they will have a better understanding of all these terms.

## Parts of an Argument

https://www.youtube.com/watch?v=04UA2YwDpc4&list=PL7uCDEWTzZEEMrLjmyHkV9F1 QP4JAqa3E&index=10

## For additional support with this lesson, refer to the following resources:

Teaching Argument Lesson Ideas

https://www.teachingintentionally.com/blog/2022/2/5/how-to-teach-argument-and-claims#:~:text = It%20is%20essential%20that%20everyone,Counterclaim%2C%20Rebuttal%2C%20and%20Cr edible.

## **Argument Terms**

https://www.scusd.edu/sites/main/files/file-attachments/appendix6\_10\_keytermsinargumentwritingthepowertopersuade6\_8.pdf

## ■ SCOPE-Activity-ArgumentTerms.pdf

https://drive.google.com/file/d/1cLGnnfgqN5hf6x4d 6ZS1A1xG6UNMn31/view

# ■ Copy of persuasion across time & space.pdf

https://drive.google.com/file/d/1NIcX0cFr2KqWqyZEmHhV3nf jJEWQt8X/view

## Lesson Focus - Reading to Identify Parts of an Argument

**Student Objective: SWBAT** read and identify the author's claims and reasoning

During this lesson, teachers will model how when reading an argument, readers are on the lookout for claims, reasons, evidence, counterclaims, and rebuttals.

Choose a mentor text to revisit throughout the unit or read a variety of mentor texts. This is a good unit to expose students to speeches. Find a speech and its audio/visual component to use as a mentor or student text. Allow time after the teacher model for students to practice reading an argument to identify the author's claims and reasoning.

Suggested Teacher Text: The Rise of AI or any text on the following sites: Scholastic Scope, Newsela, CommonLit

Suggested Student Text: Scholastic Scope, Newsela, CommonLit

# Parts of Argument Graphic Organizer

 $\frac{https://go.thinkcerca.com/hubfs/Blog/Coronavirus/Analyzing\%20an\%20Article\%20-\%20CERC}{A\%20Graphic\%20Organizer.pdf}$ 

## For additional support with this lesson, refer to the following resources:

Argument Essay Resources <a href="https://super-ela.com/terms/argumentative-essays/">https://super-ela.com/terms/argumentative-essays/</a>

## **Lesson Focus - Determine the author's point of view**

**Student Objective: SWBAT** determine how an author distinguishes their position in an argument.

During this lesson, the teacher will model how to determine an author's position on a topic. Remind students of previous lessons about an author's bias. Teachers can use a previously used mentor text or read a variety or mentor texts. This is a good unit to expose students to speeches. Find a speech and its audio/visual component to use as a mentor or student text. Allow time for students to practice determining the author's position within a text.

Suggested Teacher Text: The Rise of AI or any text on the following sites: Scholastic Scope, Newsela, CommonLit

Suggested Student Text: Scholastic Scope, Newsela, CommonLit

## For additional support with this lesson, refer to the following resources:

Author's Perspective Lesson Ideas

https://www.albert.io/blog/analyzing-authors-purpose-and-point-of-view/

- -The Reading Strategies Book 2.0 by Jennifer Serravallo Strategy 8.18 Notice the 'What' and the 'How' of Information, page 290
- -The Reading Strategies Book 2.0 by Jennifer Serravallo Strategy 6.23 Analyze Author Choices: Point of View & Perspectives, page 229
- -The Reading Strategies Book 2.0 by Jennifer Serravallo Strategy 8.19 Research and Recognize the Author's Authority and Bias, page 291

#### **Formative Assessment**

At the conclusion of each lesson, there must be a formative assessment to determine the students' mastery of the skill taught.

Students should have completed a graphic organizer or another form of note taking to demonstrate they can identify parts of written arguments.

## **NJSLA Test Prep**

Khan Academy Argument Reading Review and Practice Questions

https://www.khanacademy.org/ela/cc-7th-reading-vocab/x4aa9073b12675eb1:cc-7th-mysteries-of-the-past/x4aa9073b12675eb1:close-reading-argumentative-text/v/what-is-an-argument-reading

- NJSLA Sample Grade 7 Test
   https://nj.mypearsonsupport.com/resources/Practice-Tests/ela/PaperPracticeTests/
   PC1117010 Gr7ELATB PT.pdf
- For additional questions to use, please visit this site: NJ Digital Item Library
- https://nj.digitalitemlibrary.com/home?subject=ELA&grades=Grade%207&view=CCSS

# Part 2: Tracing the Development of Arguments

Unit of Study: Unit 4: Reading Analyzing Arguments	Topic: How authors develop claims

**Suggested Length:** 3-5 days

## Focus Standard(s):

- L.SS.7.1. Demonstrate command of the system and structure of the English language when writing or speaking.
  - A. Explain the function of phrases and clauses in general and their function in specific sentences.
  - B. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
  - C. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
  - D. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old green shirt).
  - 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.
  - C. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
- 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).
- 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 structures (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.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.
- 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.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.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.

**Teacher Objective:** You will teach the students how to determine how an author conveys or develops perspective by analyzing the impact of a specific word choice on meaning and tone and tracing the evidence presented to support a claim.

Lesson Focus - Appeals: Ethos, Pathos, Logos

**Student Objective: SWBAT** analyze the impact of rhetorical devices

Teacher will teach rhetorical terms: ethos, pathos, and logos and model how writers use these various appeals to build an argument. Arguments and/or speeches are designed to hold the audience's interest while the writers or speakers clearly make their points. Teacher can model how to analyze an argument/speech to discover how writers/speakers make use of rhetorical devices.

Commercials are helpful to help students see the different appeals in action and then apply that knowledge to text.

Choose a mentor text to revisit throughout the unit or read a variety of mentor texts. Allow time after the teacher model for students to practice reading an argument to identify the author's use of appeals. This is a good unit to expose students to speeches. Find a speech and its audio/visual

component to use as a mentor or student text.

Suggested Teacher Text: The Rise of AI or any text on the following sites: Scholastic Scope,

Newsela, CommonLit

Suggested Student Text: Scholastic Scope, Newsela, CommonLit

■ How to Identify Ethos, Logos and Pathos by Shmoop

https://www.youtube.com/watch?v=gf81d0YS58E&list=PL7uCDEWTzZEEMrLjmyHkV9F1QP4JAqa3E&index=13

# For additional support with this lesson, refer to the following resources:

Commercial Playlist

https://www.youtube.com/playlist?list=PLCDxL3dzT6Eb7Gmqz\_xjJHSP7JgLXO5KV

- Copy of RhetoricalAppealsHandoutsandWorksheetsforEthosPathosandLogos.pdf https://drive.google.com/file/d/1svbBZJzx0tB2MD\_9AY5OEIvV6ZQohIhV/view
- -The Reading Strategies Book 2.0 by Jennifer Serravallo Strategy 8.18 Notice the 'What' and the 'How' of Information, page 290
- -The Reading Strategies Book 2.0 by Jennifer Serravallo Strategy 9.8 Look for Comparatives and Superlatives, page 308

#### Lesson Focus - Evidence: Factual and Anecdotal

**Student Objective: SWBAT** identify the types of evidence authors use to support a claim and trace their use in an argument.

Teachers will teach the difference between factual and anecdotal evidence and point out to students the impact the use of evidence has on an argument. Writers use two types of evidence in argument pieces: factual and anecdotal. Factual evidence is statistics, confirmed facts, and expert research. Anecdotal evidence is the writer's personal experience, the experience of family and friends, and the experience of reliable acquaintances and interviewees.

Choose a mentor text to revisit throughout the unit or read a variety of mentor texts. Allow time after the teacher model for students to practice reading an argument to identify the author's evidence. This is a good unit to expose students to speeches. Find a speech and its audio/visual component to use as a mentor or student text.

■ Types of Evidence - Factual and Anecdotal <a href="https://www.youtube.com/watch?v=YYt12LeTlhI">https://www.youtube.com/watch?v=YYt12LeTlhI</a>

Suggested Teacher Text: The Rise of AI or any text on the following sites: Scholastic Scope,

Newsela, CommonLit

Suggested Student Text: Scholastic Scope, Newsela, CommonLit

## For additional support with this lesson, refer to the following resources:

**Interactive Lessons** 

https://ny.pbslearningmedia.org/resource/claims-and-support-interactive-lesson/skills-on-demand

- -The Reading Strategies Book 2.0 by Jennifer Serravallo Strategy 9.6 Slow Down for Numbers, page 306
- -The Reading Strategies Book 2.0 by Jennifer Serravallo Strategy 9.11 Distinguish Important from Interesting, page 311
- -The Reading Strategies Book 2.0 by Jennifer Serravallo Strategy 9.15 Find Contradictions, page 315
- -The Reading Strategies Book 2.0 by Jennifer Serravallo Strategy 10.24 Consider Primary Sources, page 348

#### **Lesson Focus - Word Choice**

**Student Objective: SWBAT** notice how the author's word choice impacts the argument to better understand the text.

The teacher will show students that as we identify what authors make us feel about a subject, we also investigate how the author caused those feelings to get stirred up. Model how readers pay close attention to the language authors use and the choice of information that they include and how those choices impact their argument and affect the reader.

This could be a good time to teach connotation/denotation. Explain to students that it is the content and language used to express ideas that make the writing come alive and create an impact on the reader.

Choose a mentor text to revisit throughout the unit or read a variety of mentor texts. Allow time after the teacher model for students to practice reading an argument to analyze the author's word choice. This is a good unit to expose students to speeches. Find a speech and its audio/visual component to use as a mentor or student text.

Suggested Teacher Text: The Rise of AI or any text on the following sites: Scholastic Scope, Newsela, CommonLit

Suggested Student Text: Scholastic Scope, Newsela, CommonLit

# For additional support with this lesson, refer to the following resources:

Loaded Language Lesson

https://www.readwritethink.org/classroom-resources/lesson-plans/loaded-words-vocabulary#:~:te xt=Introduce%20the%20term%20loaded%20words,or%20negative%20about%20an%20idea.

- -The Reading Strategies Book 2.0 by Jennifer Serravallo Strategy 11.22 Consider the Type of Figurative Language, page 382
- -The Reading Strategies Book 2.0 by Jennifer Serravallo Strategy 11.24 Be Alert to Word Choice, page 384

#### **Formative Assessment**

At the conclusion of each lesson, there must be a formative assessment to determine the students' mastery of the skill taught.

Students should have completed a graphic organizer or another form of note taking to demonstrate they can identify techniques authors use in written arguments.

# NJSLA Test Prep

Khan Academy Argument Reading Review and Practice Questions
<a href="https://www.khanacademy.org/ela/cc-7th-reading-vocab/x4aa9073b12675eb1:cc-7th-mysteries-o-f-the-past/x4aa9073b12675eb1:close-reading-argumentative-text/v/what-is-an-argument-reading-argument-r

- NJSLA Sample Grade 7 Test
   https://nj.mypearsonsupport.com/resources/Practice-Tests/ela/PaperPracticeTests/
   PC1117010 Gr7ELATB PT.pdf
- For additional questions to use, please visit this site: NJ Digital Item Library
- <a href="https://nj.digitalitemlibrary.com/home?subject=ELA&grades=Grade%207&view=CCSS">https://nj.digitalitemlibrary.com/home?subject=ELA&grades=Grade%207&view=CCSS</a>

## Part 3: Reading & Analyzing

Unit of Study: Unit 4: Reading Analyzing Arguments	Topic: Reading & Analyzing Arguments

**Suggested Length:** 3-5 days

# Focus Standard(s):

- L.SS.7.1. Demonstrate command of the system and structure of the English language when writing or speaking.
  - A. Explain the function of phrases and clauses in general and their function in specific sentences.
  - B. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
  - C. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
  - D. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old green shirt).
  - 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.
  - C. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

- 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).
- 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 structures (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.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.
- 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.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.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.

**Teacher Objective:** You will teach the students how to trace and evaluate an argument and

specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

# **Lesson Focus - Reading & Evaluating Arguments**

Student Objective: SWBAT read an argument and evaluate the claims, reasoning, and evidence.

Teacher will model how to evaluate arguments. Review information from last week's lessonsterms of rhetoric, word choice, and types of evidence. Also remind students what they have previously learned about evaluating sources for credibility.

Teachers should select text sets that can be used for comparison in both a teacher mentor and student independent work. This is a good unit to expose students to speeches. Find a speech and its audio/visual component to use as a mentor or student text. Allow time after the teacher model for students to practice reading an argument to evaluate the reasoning and evidence.

Suggested Teacher Text: any text set on the following sites: Scholastic Scope, Newsela, CommonLit

Suggested Student Text: Scholastic Scope, Newsela, CommonLit

# For additional support with this lesson, refer to the following resources:

► Evaluating a source's reasoning and evidence | Reading | Khan Academy https://www.youtube.com/watch?v=v4HhzvSgUpU&t=347s

## **Interactive Lessons**

https://ny.pbslearningmedia.org/resource/claims-and-support-interactive-lesson/skills-on-demand/

- -The Reading Strategies Book 2.0 by Jennifer Serravallo Strategy 9.17 Analyze the Development of a Idea with Details, page 317
- -The Reading Strategies Book 2.0 by Jennifer Serravallo Strategy 12.3 Listen and Connect, page 395

## **Lesson Focus - Comparing Viewpoints**

**Student Objective: SWBAT** analyze how two or more authors writing about the same topic shape their presentations

During this lesson, teachers will point out that readers of arguments study both sides of the argument to analyze the validity or each writer's viewpoint. Model how to compare the reasons and evidence provided to support claims. Use of a graphic organizer would be helpful to keep track of information. Today's work will be used for tomorrow's writing lesson.

Teachers should select text sets that can be used for comparison in both a teacher mentor and student independent work. Allow time after the teacher model for students to practice reading an argument to evaluate the reasoning and evidence.

Suggested Teacher Text: any text set on the following sites: Scholastic Scope, Newsela, CommonLit

Suggested Student Text: Scholastic Scope, Newsela, CommonLit

# For additional support with this lesson, refer to the following resources:

**Interactive Lessons** 

https://ny.pbslearningmedia.org/resource/claims-and-support-interactive-lesson/skills-on-demand

**Student Practice** 

https://www.spsd.k12.ms.us/cms/lib/MS01910585/Centricity/Domain/491/READY%20LESSON%2016%20ARGUMENT.pdf

- -The Reading Strategies Book 2.0 by Jennifer Serravallo Strategy 8.20 Compare and Combine Main Ideas Across Texts, page 292
- -The Reading Strategies Book 2.0 by Jennifer Serravallo Strategy 9.14 Categorize to Compare, page 314

## **Lesson Focus - Reading Response- Evaluating Arguments**

**Student Objective: SWBAT** analyze how two or more authors writing about the same topic shape their presentations

During this lesson, teachers will assess student writing ability. Teachers should take this time to review RACES method for responding to text or use this time to collect writing data about their students. Additionally teachers should take this time to ensure students can write using a compare/contrast structure.

Assign the following short constructed response:

After reading two authors' views on a topic, determine which author makes the stronger argument. Consider the rhetorical devices, evidence, and word choice used in the development of the argument.

- -use 2 examples to support your response
- -use textual evidence and connections to explain these examples
- -look back at the text to help you and anything we discussed and wrote down as notes about the text

## For additional support with this lesson, refer to the following resources:

Suggested Teacher Text: any text set on the following sites: Scholastic Scope, Newsela,

CommonLit

Suggested Student Text: Scholastic Scope, Newsela, CommonLit

#### **Formative Assessment**

At the conclusion of each lesson, there must be a formative assessment to determine the students' mastery of the skill taught.

Reading Response:

Assign the following short constructed response:

After reading two authors' views on a topic, determine which author makes the stronger argument. Consider the rhetorical devices, evidence, and word choice used in the development of

the argument.

- -use 2 examples to support your response
- -use textual evidence and connections to explain these examples
- -look back at the text to help you and anything we discussed and wrote down as notes about the text

NJSLA Rubric for Scoring

https://nj.mypearsonsupport.com/resources/njgpa-practice-tests/ELA%20Writing%20Rubric%20 for%20NJGPA 01.26.22.pdf

# **NJSLA Test Prep**

Link It Grade 7 Unit 4 Cumulative Assessment

Unit Plan Title	Unit 4 Writing: Writing Arguments / Debate
<b>Suggested Time Frame</b>	Approximately 20 days

Overview / Rationale
Overview / Nationale

Following a unit of argument analysis, students will be reading to embark on developing their own perspectives on topics. They have paid close attention to how writers make and support claims, and they will be able to do the same. In this unit of study, students will write essays in which they stake a claim, support that claim with research, and evaluate and cite the research they use. Students may work in small research groups, gathering and evaluating resources on high-interest topics. They'll bring this research to a writing workshop, where they will learn strategies for evaluating facts and information, for constructing hypotheses or claims, and for crafting compelling essays that forward these claims convincingly.

Resource: <u>Argument Unit - 7th Grade English @ Wilson West</u> https://westenglish7.weebly.com/argument-unit.html

# **Stage 1 – Desired Results**

## **Established Goals**

New Jersey Student Learning Standards for English Language Arts (2023)

- 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.
  - C. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
- 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).
- 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.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.
- W.AW.7.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.
  - A. Introduce claim(s) about a topic or issue, acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
  - B. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
  - 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.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.
  - 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.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.

# **Essential Questions**

How are logical arguments (and persuasive techniques) used in writing to change the reader's point of view, to bring about some action on the reader's part, or to ask the reader to accept the writer's explanation of a concept, issue or problem?

How do I use logical reasoning and relevant evidence to support my claim?

How do I acknowledge alternate or opposing claims?

How do writers use the writing process to organize / write an argumentative essay that is clear, logical and convincing?

## Knowledge:

Students will know...

Argument writers use particular structures to format their writing in a manner that helps the reader follow their thoughts and ideas.

Argument writers recognize multiple viewpoints for a single topic.

# **Enduring Understandings**

Argument is a process through which writers present several strong, well-researched, logical arguments to change the reader's point of view, to bring about some action on the reader's part, or to ask the reader to accept the writer's explanation of a concept, issue or problem.

Writers design a claim and support it with clear evidence while addressing other viewpoints.

Writers argue as experts by using precise language and multiple/varied pieces of evidence.

## Skills:

Students will be able to...

Brainstorm about the topic they choose by listing arguments that support and oppose the topic.

Craft a thesis that supports their claim and discredits the opposing counterclaim.

Determine a strong, arguable claim/thesis statement for their topic by considering the two sides of a topic.

Argument writers can identify their own viewpoint on a topic and differentiate it from that of others.

Argument writers articulate their viewpoint in a well-crafted thesis statement.

Writing is a process that includes planning, drafting, revising, and editing.

Writers effectively communicate their ideas by using proper grammar and spelling.

Support claims with logical reasons and use credible evidence to demonstrate understanding of the topic.

Use anecdotal and factual evidence in argument writing.

## **Interdisciplinary Connections**

# 2020 New Jersey Student Learning Standards for Social Studies

- **6.2.8.GeoHE.4.b:** Use geographic models to determine the impact of environmental modifications made by earlier civilizations on the current day environmental challenges.
- **6.3.8.CivicsPI.3:** Use a variety of sources from multiple perspectives to examine the role of individuals, political parties, interest groups, and the media in a local or global issue and share this information with a governmental or nongovernmental organization as a way to gain support for addressing the issue.
- **6.3.8.CivicsPR.5:** Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.

# 2020 New Jersey Student Learning Standards for Computer Science and Design Thinking NJSLS 8.1 Computer Science

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

## **NJSLS 8.2 Design Thinking**

- **8.2.8.ITH.2**: Compare how technologies have influenced society over time.
- **8.2.8.ETW.2:** Analyze the impact of modifying resources in a product or system (e.g., materials, energy, information, time, tools, people, capital).
- **8.2.8.ETW.3:** Analyze the design of a product that negatively impacts the environment or society and develop possible solutions to lessen its impact.

# 2020 New Jersey Student Learning Standards - Career Readiness, Life Literacies, and Key Skills

## NJSLS 91. Credit and Debt Management

- 9.1.8.FP.6: Compare and contrast advertising messages to understand what they are trying to accomplish.
- 9.1.8.FP.7: Identify the techniques and effects of deceptive advertising.

# NJSLS 9.4 Life Literacies and Key Skills

- 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.

- **9.4.8.DC.6:** Analyze online information to distinguish whether it is helpful or harmful to reputation.
- 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
- **9.4.8.IML.1:** Critically curate multiple resources to assess the credibility of sources when searching for information.
- **9.4.8.IML.2:** Identify specific examples of distortion, exaggeration, or misrepresentation of information.
- **9.4.8.IML.5:** Analyze and interpret local or public data sets to summarize and effectively communicate the data.
- 9.4.8.IML.6: Identify subtle and overt messages based on the method of communication.
- **9.4.8.IML.7:** Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose.
- 9.4.8.IML.9: Distinguish between ethical and unethical uses of information and media.
- 9.4.8.IML.10: Examine the consequences of the uses of media.
- **9.4.8.IML.12:** Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.
- **9.4.8.IML.13:** Identify the impact of the creator on the content, production, and delivery of information.
- **9.4.8.IML.14:** Analyze the role of media in delivering cultural, political, and other societal messages.
- **9.4.8.IML.15:** Explain ways that individuals may experience the same media message differently.
- **9.4.8.TL.6**: Collaborate to develop and publish work that provides perspectives on a real-world problem.

#### **Student Resources**

**Student Texts:** Students will select books at their independent reading level from the classroom library, bookroom inventory and school library inventory.

Scholastic Scope Magazine

CommonLit Newsela

## **Teacher Resources**

Scholastic Scope Magazine

CommonLit

Newsela

The Writing Strategies Book by Jennifer Serravallo

The Big Book of Details by Rozlyn Linder

Resource: Argument Unit - 7th Grade English @ Wilson West

https://westenglish7.weebly.com/argument-unit.html

A Curricular Plan for Writing Workshop Grade 7, Lucy Calkins, 2011

CalkCurricPlanGr7WtgWshp.pdf

https://drive.google.com/file/d/1Aq7hSpSaVAQ4KQCrwCjMoBaOB1tbFoMF/view

# Stage 2 – Assessment Evidence

#### Pre- Assessments:

Writing about reading completed during Unit 4 Reading can provide a baseline for student needs at the start of this unit.

#### Formative Assessments:

- Teacher observations / anecdotal notes
- Partner talk
- Writing Conference Notes
- Reader's/Writer's notebook
- Signpost entries / Stop & Jot / Post-it Notes
- Quick writes / Response to Reading
- End of Unit Student reflections on strategies / goal attainment / next goals

## Summative Assessments:

Link It Grade 7 Unit 4 Cumulative Assessment

## Performance Task(s):

Published Argument Essay/ Debate

# Stage 3 – Learning Plan

Grade 7 English Language Arts Curriculum Unit 4 Writing: Writing Arguments/Debate

Time: Approximately 20 days

## **Getting Ready:**

- Students should have genre specific books for each unit that they can read during independent reading.
- When planning for this unit, consider using the topic that matched the reading argument unit. You may also choose another class topic, or allow students to individually choose topics for research. Whichever you decide, have topic(s) decided before this lesson, or add a lesson for topic idea generating.
- When planning for this unit, decide beforehand if you will have your students write a formal essay or complete the lessons with the idea of presenting their information in a debate setting. Some lessons may need to be tweaked in order to prepare for a debate but students should do essentially the same research and work whether writing formally or orally presenting. If presenting the argument orally, you may have students work together in groups.

- Providing students with a form for note taking will be important. You may have set up note taking strategies in previous units and need to remind students or you may provide a graphic organizer to help students keep their notes organized.
- When planning for the unit, consider which lessons will require scheduled small group instruction and conferring.
- Prior to unit, consider composing your own literary essay using one of the shared texts that can be used throughout the unit as a model for student work.
- Teachers can use anchor charts to model writing strategies. Anchor charts should be displayed for students to refer to during independent writing.

# Part 1: Prewriting

Unit of Study: Unit 4 Writing: Writing
Arguments/Debate

Topic: Preparing to Argue

**Suggested Length:** 3-5 days

## Focus Standard(s):

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).
- 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.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.

- W.AW.7.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.
  - A. Introduce claim(s) about a topic or issue, acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
  - B. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
  - 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.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.
- 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.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.

**Teacher Objective:** You will teach the students how to introduce claim(s) about a topic or issue, acknowledge alternate or opposing claims, and organize reasons and evidence logically.

Lesson Focus - Writers conduct research before establishing a position for an argument by using a system of note taking.

**Student Objective: SWBAT** conduct research before establishing a position for an argument by using a system of note taking.

The teacher will provide time to students to collect evidence and examples for the topic they are arguing. The teacher can use this time to review researching techniques, evaluating sources, or note taking strategies.

This lesson may take place over more than one day as students work to gather evidence on their topic from both sides of the argument. One consideration may be to guide students to gather evidence on the 'pro' side on day one, and on the 'con' side on day two.

After the mini-lesson, provide time for students to compose and to conduct small groups.

Suggested Texts: Teacher may choose any sources that match the topic of choosing; any of the previously read texts in Unit 4: Scholastic Scope, Newsela, CommonLit Typhoid Mary Text Set:

Bridges to Literature by McDougal Littell, Terrible Typhoid Mary by Susan Bartoletti, Mary Mallon's letter to press-primary source, You Wouldn't Want to Meet Typhoid Mary by Jacqueline Morely.

## For additional support with this lesson, refer to the following resources:

■ CalkCurricPlanGr7WtgWshp.pdf

https://drive.google.com/file/d/1Aq7hSpSaVAQ4KQCrwCjMoBaOB1tbFoMF/view

#### **EBSCO**

https://sites.google.com/neptune.k12.nj.us/nmslibrary/middle-search-plus?authuser=0&scrlybrkr =5c52142e

■ How to Write an Argumentative Essay by Shmoop https://www.voutube.com/watch?v=-lzGv5gizKg

Persuasive Techniques: Ten Superior Techniques to Improve your Writing

# https://www.youtube.com/watch?v=EvgKr7tJF4U

# **Graphic Organizers**

https://www.englishworksheetsland.com/argessay.html

- -The Writing Strategies Book by Jennifer Serravallo Strategy 3.2 Moments With Strong Feelings, page 95
- -The Writing Strategies Book by Jennifer Serravallo Strategy 3.7 Writing to Change the World, page 100
- -The Writing Strategies Book by Jennifer Serravallo Strategy 3.9 Interview to Dig for and Uncover Topics, page 102
- -The Writing Strategies Book by Jennifer Serravallo Strategy 3.33 Scan a Newspaper, page 126
- -The Writing Strategies Book by Jennifer Serravallo Strategy 3.34 Read Something on an Unfamiliar Topic, page 127
- -The Writing Strategies Book by Jennifer Serravallo Strategy 4.8 Find Your Passion to Focus, page 143
- -The Writing Strategies Book by Jennifer Serravallo Strategy 4.21 Focus on an Issue, page 156
- -The Writing Strategies Book by Jennifer Serravallo Strategy 4.22 What Problem Are You Solving?, page 157
- -The Writing Strategies Book by Jennifer Serravallo Strategy 6.18 Keeping a Research Notebook, page 229
- -The Big Book of Details by Rozlyn Linder Chapter 3 Details That Convince Opinions, Persuasion and Arguments, pages 96-135

## **Lesson Focus -Writing claims**

**Student Objective: SWBAT** understand the components of writing an argument- writing claims.

During this lesson, teachers will model how to write an effective claim. After completing research on a topic, students are ready to consider the research and take their own stance. One way to write the thesis statement (claim) of an argument essay is to start by stating something that an opposite side might say, but then add what we would like to argue instead. For example: Although some people believe . . . it may actually be argued that... Essayists try out several possible claims and rehearse those with a partner, 'writing the essay in the air,' sort of giving a speech about it. Then we try a second idea or claim.

After the mini-lesson, provide time for students to compose and to conduct small groups.

■ How to Write a Thesis Statement | Argumentative Essay

https://www.youtube.com/watch?v=YBIjmcHfyL4

Suggested Texts: Teacher may choose any sources that match the topic of choosing; any of the previously read texts in Unit 4: Scholastic Scope, Newsela, CommonLit Typhoid Mary Text Set:

Bridges to Literature by McDougal Littell, Terrible Typhoid Mary by Susan Bartoletti, Mary Mallon's letter to press-primary source, You Wouldn't Want to Meet Typhoid Mary by Jacqueline Morely.

## For additional support with this lesson, refer to the following resources:

EBSCO https://sites.google.com/neptune.k12.nj.us/nmslibrary/middle-search-plus?authuser=0

- -The Writing Strategies Book by Jennifer Serravallo Strategy 3.38 Start with an Outlandish Claim, page 131
- -The Writing Strategies Book by Jennifer Serravallo Strategy 4.4 Write a Title, page 139
- -The Writing Strategies Book by Jennifer Serravallo Strategy 4.18 Craft a Thesis, page 153
- -The Big Book of Details by Rozlyn Linder Chapter 3 Details That Convince Opinions, Persuasion and Arguments, pages 96-135

## **Lesson Focus - Choosing evidence to support their position.**

**Student Objective: SWBAT** rank and choose evidence to support their position.

During this lesson, the teacher may want to point out to students that all of their research may not be used in their final piece. Hopefully, students will have found more evidence than needed for their argument. Remind students that as researchers gather lots of notes and jottings, they also go back into them and develop systems that help them to analyze this data for patterns. Students may find they are in need of more research. Overall they should evaluate their evidence and ensure that it is relevant and sufficient.

After the mini-lesson, provide time for students to compose and to conduct small groups.

Suggested Texts: Teacher may choose any sources that match the topic of choosing; any of the previously read texts in Unit 4: Scholastic Scope, Newsela, CommonLit Typhoid Mary Text Set:

Bridges to Literature by McDougal Littell, Terrible Typhoid Mary by Susan Bartoletti, Mary Mallon's letter to press-primary source, You Wouldn't Want to Meet Typhoid Mary by Jacqueline Morely.

# For additional support with this lesson, refer to the following resources:

Graphic Organizer

https://www.education.com/worksheet/article/mapping-out-claim-reasons-evidence/

Student Practice <a href="https://www.englishworksheetsland.com/grade7/2evidence.html">https://www.englishworksheetsland.com/grade7/2evidence.html</a>
EBSCO <a href="https://sites.google.com/neptune.k12.nj.us/nmslibrary/middle-search-plus?authuser=0">https://sites.google.com/neptune.k12.nj.us/nmslibrary/middle-search-plus?authuser=0</a>

- -The Writing Strategies Book by Jennifer Serravallo Strategy 4.9 Imagine Your Audience and Consider Your Purpose, page 144
- -The Writing Strategies Book by Jennifer Serravallo Strategy 5.14 Parts of a Topic: Features and Characteristics, page 181
- -The Writing Strategies Book by Jennifer Serravallo Strategy 6.22 Support Your Facts, page 233

-The Big Book of Details by Rozlyn Linder Chapter 3 Details That Convince Opinions, Persuasion and Arguments, pages 96-135

#### **Formative Assessment**

At the conclusion of each lesson, there must be a formative assessment to determine the students' mastery of the skill taught.

Students should have a completed graphic organizer or note taking system with a thesis statement and evidential support.

## Part 2: Drafting

Unit of Study: Unit 4 Writing: Writing	Topic: Draft Your Argument
Arguments/Debate	

**Suggested Length:** 4-6 days

# Focus Standard(s):

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).
- 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.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.

- W.AW.7.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.
  - A. Introduce claim(s) about a topic or issue, acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
  - B. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
  - 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.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.
- 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.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.

**Teacher Objective:** You will teach the students to support their claims with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

# **Lesson Focus - Using Evidence**

**Student Objective: SWBAT** use text evidence to support their positions.

During this lesson, the teacher will remind students of the effective strategies (evidence and appeals) from the corresponding reading unit that could enhance their own argument. Once students know the argument that they want to forward, they look back at all their notes to come up with a list of reasons or examples that may serve as evidence of their argument. Notes can be elaborated by:

- inserting anecdotes as evidence
- quoting experts and describing their expertise
- including statistics and an analysis of the implications of these statistics

If you have not already encouraged your students to begin a rough draft, today would be a logical place to begin drafting the body paragraphs of the essay. If your students are preparing for a debate they should be sure to have organized notes with evidence and sources.

After the mini-lesson, provide time for students to compose and to conduct small groups.

Suggested Texts: Teacher may choose any sources that match the topic of choosing; any of the previously read texts in Unit 4: Scholastic Scope, Newsela, CommonLit Typhoid Mary Text Set:

Bridges to Literature by McDougal Littell, Terrible Typhoid Mary by Susan Bartoletti, Mary Mallon's letter to press-primary source, You Wouldn't Want to Meet Typhoid Mary by Jacqueline Morely.

# For additional support with this lesson, refer to the following resources: EBSCO

- ► How do writers use examples to get their points across? | Reading | Khan Academy | https://www.youtube.com/watch?v=g9qWsEJakbQ
- -The Writing Strategies Book by Jennifer Serravallo Strategy 4.14 Use a Search Engine to Find Connections, page 149
- -The Writing Strategies Book by Jennifer Serravallo Strategy 4.19 The 'So What?' Rule, page 154
- -The Writing Strategies Book by Jennifer Serravallo Strategy 5.30 Problem-Solution Structure

for Persuasive Writing, page 197

- -The Writing Strategies Book by Jennifer Serravallo Strategy 6.10 Prove It, page 221
- -The Writing Strategies Book by Jennifer Serravallo Strategy 6.41 Anecdotes Can Teach and Give Evidence, page 252
- -The Big Book of Details by Rozlyn Linder Chapter 3 Details That Convince Opinions, Persuasion and Arguments, pages 96-135

## **Lesson Focus - Writing Introductions**

**Student Objective: SWBAT** hook readers with an appropriate introduction.

During this lesson, the teachers should provide a variety of introduction techniques. The teacher can return to mentor texts to see how authors have introduced a topic to a reader.

Whether writing a formal essay or presenting an oral argument, students should write an

Whether writing a formal essay or presenting an oral argument, students should write an introduction to inform the audience of their topic and state their claim.

After the mini-lesson, provide time for students to compose and to conduct small groups.

■ How to Write an Eye-Catching Essay Introduction | Scribbr ★ https://www.youtube.com/watch?v=msaynBwwxkA

Suggested Texts: Teacher may choose any sources that match the topic of choosing; any of the previously read texts in Unit 4: Scholastic Scope, Newsela, CommonLit Typhoid Mary Text Set:

Bridges to Literature by McDougal Littell, Terrible Typhoid Mary by Susan Bartoletti, Mary Mallon's letter to press-primary source, You Wouldn't Want to Meet Typhoid Mary by Jacqueline Morely.

## For additional support with this lesson, refer to the following resources:

- -The Writing Strategies Book by Jennifer Serravallo Strategy 5.20 Nonfiction Leads, page 187
- -The Writing Strategies Book by Jennifer Serravallo Strategy 5.21 Lead by Addressing the Reader, page 188
- -The Writing Strategies Book by Jennifer Serravallo Strategy 5.40 Leading with Contrast, page 207
- -The Big Book of Details by Rozlyn Linder Chapter 3 Details That Convince Opinions, Persuasion and Arguments, pages 96-135

## **Lesson Focus - Focusing on the Opposition**

Student Objective: SWBAT acknowledge and refute counterclaims.

During this lesson, the teacher should remind students to look at the possible evidence to support the opposite side's argument. Have students jot all possible evidence that may support the counterclaim, adding a transition like Nevertheless, But, However, Despite this . . . to refute each argument, showing that it is inaccurate/incomplete/not representative of all situations/deficient in some other way. In this way, students can develop a paragraph or two in which they acknowledge and discredit the counterclaim (rebuttal).

If students are debating their argument, they may need to have discussions with their opponents in order to compose effective counterclaims.

After the mini-lesson, provide time for students to compose and to conduct small groups.

□ Incorporating opposing viewpoints | Reading | Khan Academy

Suggested Texts: Teacher may choose any sources that match the topic of choosing; any of the previously read texts in Unit 4: Scholastic Scope, Newsela, CommonLit Typhoid Mary Text Set:

Bridges to Literature by McDougal Littell, Terrible Typhoid Mary by Susan Bartoletti, Mary Mallon's letter to press-primary source, You Wouldn't Want to Meet Typhoid Mary by Jacqueline Morely.

# For additional support with this lesson, refer to the following resources:

EBSCO

https://sites.google.com/neptune.k12.nj.us/nmslibrary/middle-search-plus?authuser=0&scrl vbrkr=bfc026c1

-The Big Book of Details by Rozlyn Linder Chapter 4 Details That Convince 'Opposite Side,' pages 107-111

#### **Lesson Focus - Conclusions**

Student Objective: SWBAT write conclusions that challenge their audience.

During this lesson, teachers should model writing a conclusion or have models of conclusions to share. Teachers should provide a variety of introduction techniques. The teacher can return to mentor texts to see how authors concluded arguments. Students could consider making a plea for change in the world. Or, share what seem like the most significant personal applications of the claim. Or, try to state the biggest potential implications, now and in the future, of the claim.

Even if presenting an oral argument, students should write a conclusion that restates the claim as well as calls the audience to some kind of action.

After the mini-lesson, provide time for students to compose and to conduct small groups.

■ How to Write a Strong Essay Conclusion | Scribbr ★ https://www.youtube.com/watch?v=2UEIC YZ0Eo

Suggested Texts: Teacher may choose any sources that match the topic of choosing; any of the previously read texts in Unit 4: Scholastic Scope, Newsela, CommonLit Typhoid Mary Text Set:

Bridges to Literature by McDougal Littell, Terrible Typhoid Mary by Susan Bartoletti, Mary Mallon's letter to press-primary source, You Wouldn't Want to Meet Typhoid Mary by Jacqueline Morely.

## For additional support with this lesson, refer to the following resources:

-The Writing Strategies Book by Jennifer Serravallo Strategy 5.37 Conclude with the Big Idea, page 204

-The Big Book of Details by Rozlyn Linder Chapter 3 Details That Convince Opinions, Persuasion and Arguments, pages 96-135

#### **Formative Assessment**

At the conclusion of each lesson, there must be a formative assessment to determine the students' mastery of the skill taught.

Students should have a completed rough draft or sufficient notes to take part in a debate.

# Part 3: Presenting Arguments

	Unit of Study: Unit 4 Writing: Writing	Topic: Finalize Writing/Engage in Debate
ı	Arguments/Debate	

**Suggested Length:** 4-6 days

### Focus Standard(s):

- 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).
- 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.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.
- W.AW.7.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

- A. Introduce claim(s) about a topic or issue, acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
- B. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- 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.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.
- 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.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.

**Teacher Objective:** You will teach the students to present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; establish and maintain a formal style/academic style, approach, and form if writing or use appropriate eye contact, adequate volume, and clear pronunciation if orally debating.

# Lesson Focus - Revision- clarity & understanding

**Student Objective: SWBAT** revise for clarity and understanding, specifically focusing on word choice.

During this lesson, the teacher will remind students that their arguments should establish their authority and expertise on the topic. Encourage students to look out for places where they might need to define vocabulary words that are connected to the topic that might be hard for readers to understand. Have students consider their audience and make decisions about their level of vocabulary expertise. Have students consider the connotations of words as well—how words such as fierce and deadly create a different image than strong and efficient. Magnificent and menacing convey a different tone than magnificent and magical. Make sure that our connotations support the tone and claim they are making.

If students are debating orally, they may need to practice their oral arguments today to work on language and delivery for maximum efficacy.

Encourage students to use a checklist and/or rubric as they review their essays.

You may choose to have students complete a peer review.

After the mini-lesson, provide time for students to compose and to conduct small groups.

Suggested Texts: Teacher may choose any sources that match the topic of choosing; any of the previously read texts in Unit 4: Scholastic Scope, Newsela, CommonLit Typhoid Mary Text Set:

Bridges to Literature by McDougal Littell, Terrible Typhoid Mary by Susan Bartoletti, Mary Mallon's letter to press-primary source, You Wouldn't Want to Meet Typhoid Mary by Jacqueline Morely.

## For additional support with this lesson, refer to the following resources:

- Connotation | Reading | Khan Academy <u>https://www.youtube.com/watch?v=XRt1N0sJJQo</u> Student Practice <u>https://www.englishworksheetsland.com/grade7/1introclaims.html</u>
- -The Writing Strategies Book by Jennifer Serravallo Strategy 4.11 Cut It to the Bone, page 146
- -The Writing Strategies Book by Jennifer Serravallo Strategy 4.12 Underline One Line (That Says the Most), page 147
- -The Writing Strategies Book by Jennifer Serravallo Strategy 5.31 Weight the Parts of Your Piece, page 201
- -The Writing Strategies Book by Jennifer Serravallo Strategy 7.6 Shades of Meaning, page 267

- -The Writing Strategies Book by Jennifer Serravallo Strategy 7.11 Words That Match the Audience, page 272
- -The Big Book of Details by Rozlyn Linder Chapter 3 Details That Convince Opinions, Persuasion and Arguments, pages 96-135

## **Lesson Focus - Editing**

**Student Objective: SWBAT** establish and maintain a formal style/academic style, approach, and form.

During this lesson, teachers should focus on student needs as they edit and pull together their writing. Some ideas to target in this lesson could include, proper citation of sources, sentence variety, transitions, prior craft lessons and apply those to our writing. Students could share ideas with a partner and show each other how we incorporate meaningful elaboration and revision. If they are stuck for ideas, they might study mentor texts, thinking about how authors have made their arguments compelling and convincing.

Students should know that formal writing should follow MLA formatting. If previously taught, use this lesson to review or focus more time on citing sources using Google.

If students are debating orally, they should still learn and use the formatting for recording sources; they may need to practice their oral arguments today to work on transitions and revisions.

After the mini-lesson, provide time for students to compose and to conduct small groups.

## Peer Editing Checklist

https://www.readwritethink.org/sites/default/files/resources/lesson\_images/lesson786/handout.pdf

Suggested Texts: Teacher may choose any sources that match the topic of choosing; any of the previously read texts in Unit 4: Scholastic Scope, Newsela, CommonLit Typhoid Mary Text Set:

Bridges to Literature by McDougal Littell, Terrible Typhoid Mary by Susan Bartoletti, Mary Mallon's letter to press-primary source, You Wouldn't Want to Meet Typhoid Mary by Jacqueline Morely.

# For additional support with this lesson, refer to the following resources:

Ideas for preparing for peer review

https://teaching.cornell.edu/resource/teaching-students-evaluate-each-other

-The Big Book of Details by Rozlyn Linder Chapter 3 Details That Convince Opinions, Persuasion and Arguments, pages 96-135

## **Lesson Focus - Publishing/Presenting**

**Student Objective: SWBAT** complete a writing task focusing on their purpose for writing, and maintaining a formal writing style

During this lesson, provide time for writers to complete their drafts for submission. If students are presenting orally, you could use today's lesson for student presentations.

Suggested Texts: Teacher may choose any sources that match the topic of choosing; any of the previously read texts in Unit 4: Scholastic Scope, Newsela, CommonLit Typhoid Mary Text Set:

Bridges to Literature by McDougal Littell, Terrible Typhoid Mary by Susan Bartoletti, Mary Mallon's letter to press-primary source, You Wouldn't Want to Meet Typhoid Mary by Jacqueline Morely.

## For additional support with this lesson, refer to the following resources:

## Lesson Focus - Celebrate/Reflect

**Student Objective: SWBAT** reflect on their writing decisions and the impact of those decisions. They use this knowledge to find satisfaction in a job well done and to create individual writing goals for future writing.

During this lesson, prepare a student reflection page for students to evaluate their own writing and set goals for future writing.

## For additional support with this lesson, refer to the following resources:

Sample Reflection Questions

 $\underline{https://wac.gmu.edu/wp\text{-}content/uploads/Questions\text{-}to\text{-}Guide\text{-}Students\text{-}in\text{-}Reflecting\text{-}on\text{-}Their\text{-}O}\\wn\text{-}Writing.pdf}$ 

Writing Reflection Ideas

https://www.teachwriting.org/612th/2017/12/28/10-unique-and-creative-reflection-techniques-lessons-for-the-secondary-student

## **Formative Assessment**

At the conclusion of each lesson, there must be a formative assessment to determine the students' mastery of the skill taught.

Students should have a final published argumentative essay or should have taken part in a formal debate.

Unit Plan Title	Unit 5 Reading: Fantasy Book Clubs
Suggested Time Frame	Approximately 15 Days

## Overview / Rationale

In this unit students will work in clubs or partnerships to become immersed in the fantasy genre which could include mythology, fables, legends, and fairy tales to further develop their critical thinking skills. Students will use their knowledge of various cultures to explore the quests and themes within and across their novels. Students will consider the implications of conflicts, themes, and lessons learned and focus on challenges that harder novels pose. Students will continue to grow their reading habits to build knowledge and vocabulary.

This unit of study is intended to be a book club unit. Due to the complex nature of fantasy novels, readers will benefit from the intellectual support of book club conversations, learning to use their book club buddies to build collaborative interpretations. Students will increase their facility with complex texts and collaborate in book clubs. Students will continue to learn to pay close attention as they read, assuming that all details matter, accumulating and synthesizing a tremendous density of information. Some students may have the opportunity to read across novels, noticing patterns, archetypes, and themes.

# Stage 1 – Desired Results

## **Established Goals**

New Jersey Student Learning Standards for English Language Arts (2023)

- 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).
- 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.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.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).
- 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.
- 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.

## **Essential Questions:**

How can I use all I have learned about how authors develop themes to study the way authors approach common themes in fantasy?

What will my strategies and goals be that help me to make sense of multiple plot lines, layered characters, complex themes?

How can I deepen my thoughts about fantasy stories by thinking about the choices the authors have made - especially thinking about symbolism, allusion and craft?

## **Knowledge:**

Students will know

In more complex texts, main characters will have more than one problem, that problems will arise for other characters, and that not all problems will be resolved by the end of a story.

Fantasy readers envision the story in their mind, creating the world the author is trying to portray.

Fantasy readers develop thematic understandings of texts.

There are many fantasy archetypes, quest structures, and thematic patterns.

# **Enduring Understandings:**

Fantasy novels have certain characteristics, or patterns in their structures and the character roles.

There are certain themes that fantasy writers typically write about. These themes can be developed differently in text.

Authors make deliberate choices that influence how their story unfolds. They incorporate symbolism, allusion and other craft moves to hook their readers and develop their stories.

#### **Skills:**

Students will be able to...

Analyze how a theme or central idea develops and/or changes over the course of a fantasy text.

Analyze what themes, structures or character types (archetypes) this modern story borrows from older/traditional texts.

Analyze the atmosphere created by the setting of a fantasy text.

Analyze external influences on characters, as well as characters' internal strengths and flaws.

Identify and analyze dialogue, narration and internal thinking to understand characters more deeply.

## **Interdisciplinary Connections**

# 2020 New Jersey Student Learning Standards for Social Studies

• **6.2.8.HistoryCC.3.a:** Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.

# 2020 New Jersey Student Learning Standards for Computer Science and Design Thinking NJSLS 8.2 Design Thinking

- **8.2.8.ITH.2**: Compare how technologies have influenced society over time.
- **8.2.8.ITH.5:** Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.
- **8.2.8.EC.1:** Explain ethical issues that may arise from the use of new technologies.

# 2020 New Jersey Student Learning Standards - Career Readiness, Life Literacies, and Key Skills

# NJSLS 91. Credit and Debt Management

- 9.1.8.FP.2: Evaluate the role of emotions, attitudes, and behavior (rational and irrational) in making financial decisions.
- 9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.
- 9.1.8.PB.5: Identify factors that affect one's goals, including peers, culture, location, and past experiences.

# NJSLS 9.2 Career Awareness, Exploration, Preparation and Training

- 9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
- 9.2.8.CAP.12: Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.

# NJSLS 9.4 Life Literacies and Key Skills

• **9.4.8.TL.6**: Collaborate to develop and publish work that provides perspectives on a real-world problem.

#### **Student Resources**

**Student Texts:** Students will select books at their independent reading level from the classroom library, bookroom inventory and school library inventory.

# **Suggested Mentor Texts**

The Lightning Thief, Rick Riordan

Paper Bag Princess, Robert Munsch

Ashputtle, Grimm Brothers

Chinese Cinderella

Scholastic Scope

CommonLit

Bridges to Literature by Jane Greene, McDougal Littell, 2002

Language of Literature by McDougal Littell, 2002

## **Suggested Book Club Choices:**

Land of Stories Series, Chris Colfer

Tales Dark and Grimm Series, Adam Gidwitz

Ranger's Apprentice Series, John Flanagan

The Lightning Thief Series, Rick Riordan

The Lion, the Witch, and the Wardrobe, C.S. Lewis

The Adventures of Ulysses, Bernard Evslin

Time Warp Trio Series, Jon Scieszka

Falling In, Frances O'Roark Dowell

Rapunzel, Dean Hale and Shannon Hale

Unicorns and Goblins, Dana Simpson

The Descendants Series, Melissa de la Cruz

Beastly, Alex Flinn

Cloaked. Alex Flinn

Harry Potter Series, J.K Rowling

## **Teacher Resources**

# Scholastic Scope

CommonLit

https://www.commonlit.org/blog/7-fantasy-stories-to-transport-students-to-magical-worlds/

Bridges to Literature by Jane Greene, McDougal Littell, 2002

Language of Literature by McDougal Littell, 2002

A Quick Guide to Teaching Reading Through Fantasy Novels by Mary Ehrenworth

Notice and Note, Beers & Probst

The Reading Strategies Book, Jennifer. Serravallo

A Curricular Plan for Reading Workshop Grade 7, Lucy Calkins, 2011

CalkCurricPlanGr7ReadWshp.pdf

https://drive.google.com/file/d/1fsCiEW6ms3v9hAbEhAgTXr-RJgJhztvV/view

## **Stage 2 – Assessment Evidence**

#### **Pre-**Assessments:

Link-it Form B Benchmark Assessment (Required)

# STAR reading assessment (Required)

#### Formative Assessments:

- Individual student reading inventory
- Teacher's student data monitoring system in place (ex. Data-binder)
  - Student-teacher conference notes for each student
  - o DRA level, STAR score
  - o Individual student reading goals
- Student's self-monitoring of progress system in place
  - Stamina Charts
  - o Monthly reading goals / strategies
  - Accountable Talk / partner talk routines in place
- Notice & Note signposts launch and student practice in independent texts
- Reading Interest Inventory
- Running records (based on student data)
- On Demand Writing
- Teacher observations/ anecdotal notes
  - Reading and Writing conference notes
- Reading/ Writing Notebook
  - Signpost entries
  - o Post-it Notes
  - End of Unit Student reflections on strategies/ goal attainment/ next goals
  - Quick Writes

**Summative Assessments:** Unit 5 Link-it Assessment Administer Link-it Form C during spring testing window Administer STAR assessment during spring testing window

**Performance Task(s):** Fantasy Book Clubs

# Stage 3 – Learning Plan

**Grade 7 English Language Arts Curriculum** 

**Unit 5 Reading: Fantasy Book Clubs** 

Time: Approximately 15 days

## **Getting Ready:**

• This unit is written as a review of standards addressed throughout the year, allowing for students to participate in book clubs. However, due to time constraints, the lessons suggested can be accomplished using a variety of myths, legends, tall tales, and fairy tales.

- As you plan, please look at Writing Unit 5 as the units are designed to be taught together.
- Be sure to review the possible assessments for this unit so you can plan to assess while both reading and writing.

Unit of Study: Unit 5: Fantasy Book Clubs | Topic: Exploring the Fantasy Genre

**Suggested Length:** 10-15 days

# Focus Standard(s):

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).
- 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.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.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).
- 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.
- 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.

**Teacher Objective:** You will teach the students to analyze and evaluate key elements of the fantasy genre, including setting, character development, and thematic elements through reading and discussing selected fantasy texts.

**Lesson Focus - Introduction to Fantasy** 

**Student Objective: SWBAT** define characteristics of the fantasy genre and develop an understanding of how fantasy literature reflects cultural themes and human experiences.

During this lesson, the teacher should take time to acquaint students with the genre as it may be unfamiliar to some students. Prepare students for the reading they will do during the unit. Provide opportunities for students to select books to read as a club or independently. If working in clubs, provide time for students to plan their reading.

# For additional support with this lesson, refer to the following resources:

**□** Fiction Book Genres - What Is Fantasy

https://www.youtube.com/watch?v=n\_cqszvdTqk&list=PL7uCDEWTzZEEwPctrI4po76fT7S4TgcGk&index=4

**Lesson Focus - Fantasy Archetypes: Setting** 

Student Objective: SWBAT recognize setting archetypes in fantasy texts

In this lesson, the teacher will teach students how to determine what kind of setting their story takes place in. Readers look for clues about the time period- and the magical elements, in particular- using the covers, blurbs, and details from the beginning of the story for their research. Point out that the setting has physical and psychological implications on the character and the story.

Use of a mentor text is suggested to model setting. *Lightning Thief* is the suggested mentor text for this unit, but you should also have on hand a copy of any concise, accessible picture book version of a fantasy story. You may also choose to include film clips from fantasy movies as well.

Provide time for students to read independently or with their club and practice and discuss this idea.

# For additional support with this lesson, refer to the following resources:

Lightning Thief by Rick Riordan

Paper Bag Princess by Robert Munsch

A Quick Guide to Teaching Reading Through Fantasy Novels by Mary Ehrenworth

**Lesson Focus - Fantasy Archetypes: Characters** 

**Student Objective: SWBAT** recognize archetypal characters in fantasy texts

During this lesson, the teacher will point out that fantasy novels have certain characteristics or patterns in their structures and the character roles. One way that experienced fantasy readers analyze the stories they read is to consider character roles.

Fantasy characters typically fall into one of the following categories: hero, villain, sidekick, love interest, and mentor. Understanding these archetypal characters can help students recognize and

analyze the deeper patterns and themes in fantasy literature.

In this lesson or in an additional lesson, students can examine gender norms, stereotypes, or character flaws.

Remind students that as they get towards the end of a story, shocking "out of character" things are often revealed about the "good" or "bad" character.

You may use a film interpretation of a fantasy book in which a "good" character might do something bad or vice versa.

Have on hand some book covers and possibly some film clips or images to display of stereotypical Disney characters and ones who break the mold.

Many fantasy series have blogs and websites for their readers. You may let students do some quick online research to see what images are posted to accompany their texts, what characters look like in the film version, and maybe what other readers are saying about these interpretations. Continue using a mentor text to model this work for students.

Provide time for students to read independently or with their club and practice and discuss this idea.

# For additional support with this lesson, refer to the following resources:

Lightning Thief by Rick Riordan

Paper Bag Princess by Robert Munsch

A Quick Guide to Teaching Reading Through Fantasy Novels by Mary Ehrenworth Archetype Fun Activity

https://www.distinguishedenglishteacher.com/blog/3-ways-to-teach-literary-archetypes-in-middle-school

## **Lesson Focus - Fantasy Archetypes: Conflicts**

**Student Objective: SWBAT** recognize the typical conflicts characters face in fantasy texts

During this lesson, teachers will point out that characters usually encounter conflicts that set them off on a quest. Teachers can focus their whole class instruction or work with book clubs on some or all of the ways fantasy conflicts are developed listed below.

- In the stories students are reading, the characters face dragons. Not just literal dragons, which some fantasy characters do encounter, but metaphorical dragons: these are the conflicts inside a character's soul that haunt that character. Powerful readers learn to think metaphorically about these 'dragons'.
- Stories begin to have multiple plotlines. This means that the main characters have more than one problem, that problems arise for other characters, and that not all problems are resolved by the end of a story. Often readers find it helpful to use charts, timelines, and other graphic organizers to track the problems that arise in a story to closely follow the multiple plotlines and to gather evidence the way scientists do, in charts and tables that let us do close analysis.
- In complicated stories such as these fantasy novels, the main characters often begin without a lot of knowledge, and they have a steep learning curve. When the main character is told important information or has dramatic new experiences, alert readers see

those moments in the story as opportunities not just for the character to learn but for themselves to learn hand-in-hand with the main character.

Continue using a mentor text to model this work for students.

Provide time for students to read independently or with their club and practice and discuss this idea

# For additional support with this lesson, refer to the following resources:

Lightning Thief by Rick Riordan

Paper Bag Princess by Robert Munsch

A Quick Guide to Teaching Reading Through Fantasy Novels by Mary Ehrenworth

**Lesson Focus - Fantasy Archetypes: Themes** 

**Student Objective: SWBAT** recognize the typical themes in fantasy texts

During this lesson, teachers will help students understand the text is more than epic adventures, but also about underlying themes and life lessons. Point out that often with great stories, the plot is a vehicle for teaching about ideas. The stories are not just about what happens. Stories are also about themes and life lessons. Students should mine these stories for themes and lessons.

# For additional support with this lesson, refer to the following resources:

Lightning Thief by Rick Riordan

Paper Bag Princess by Robert Munsch

A Quick Guide to Teaching Reading Through Fantasy Novels by Mary Ehrenworth

## **Lesson Focus - Response to Reading**

**Student Objective: SWBAT** apply all strategies learned to informal and formal assessments.

During this lesson, provide time for students to write about their reading.

This lesson can occur multiple times throughout the unit, considering the amount of time that is available.

Possible Literature Response:

What does your character discover about his/her circumstances? How does the character's confusion become clear? How might this new knowledge change things for the character? Since this is an 'aha moment' include in your response what literary element this scene helps the reader understand: character development, plot, conflict. Include relevant text evidence to support. Best entries will answer the questions and be reflective and analytical.

Determine which setting applies to your book. Explain the setting and one of its purposes using text evidence to support your response. How will this setting impact the rest of the book? Best entries will answer the question and be reflective and analytical.

# For additional support with this lesson, refer to the following resources:

Lightning Thief by Rick Riordan

Paper Bag Princess by Robert Munsch

A Quick Guide to Teaching Reading Through Fantasy Novels by Mary Ehrenworth

#### **Formative Assessment**

At the conclusion of each lesson, there must be a formative assessment to determine the students' mastery of the skill taught.

Students should complete a fantasy text in a book club, or a variety of fantasy texts if not engaged in book clubs.

Students should complete at least one response to reading.

Possible Literature Response:

What does your character discover about his/her circumstances? How does the character's confusion become clear? How might this new knowledge change things for the character? Since this is an 'aha moment' include in your response what literary element this scene helps the reader understand: character development, plot, conflict. Include relevant text evidence to support. Best entries will answer the questions and be reflective and analytical.

Determine which setting applies to your book. Explain the setting and one of its purposes using text evidence to support your response. How will this setting impact the rest of the book? Best entries will answer the question and be reflective and analytical.

Link-It Grade 7 Unit 5 Cumulative Assessment

Unit Plan Title	Unit 5 Writing: Multi-Genre Writing
<b>Suggested Time Frame</b>	2 weeks (June)

## **Overview / Rationale**

In this unit students will hone in on the skills needed to advance their short constructed responses. They will focus on moving beyond the basics of things like simply providing text evidence, and learn the skills of real authors as they paraphrase, embed, and make deeper connections.

Students will also revisit a variety of writing genres covered throughout the year to support their understanding of the reading material. They will utilize the skills of narrative, informational and argument writing to produce a culminating writing piece of their choosing to showcase the writing techniques they've acquired in previous units.

## Stage 1 – Desired Results

## **Established Goals**

New Jersey Student Learning Standards for English Language Arts (2023)

- 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.
  - C. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
- 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).

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

- 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 and convey experiences and events.
- E. Provide a conclusion that follows from and reflects on the narrated experiences or events.
- 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.
  - 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.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.UM.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

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

Essential Questions What techniques and strategies help writers communicate their ideas?  How do essential components of the writing process guide writers in the communication of ideas?	Enduring Understandings Writers use a repertoire of strategies that enables them to communicate effectively for a variety of audiences, clearly expressing ideas through purposeful selection and organization of content.
Knowledge: Students will know Writing is a process that includes planning, drafting, revising, and editing.	Skills: Students will be able to Use textual evidence to support short constructed responses.
Writers effectively communicate their ideas by using proper grammar and spelling.	Generate focused ideas for writing narratives, informational and argumentative texts.
	Make intentional choices about how to organize their work.  Use grammar and conventions to convey ideas precisely and powerfully.

## **Interdisciplinary Connections**

## 2020 New Jersey Student Learning Standards for Social Studies

• **6.2.8.HistoryCC.3.a:** Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.

# 2020 New Jersey Student Learning Standards for Computer Science and Design Thinking NJSLS 8.2 Design Thinking

- **8.2.8.ITH.2**: Compare how technologies have influenced society over time.
- **8.2.8.ITH.5:** Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.
- **8.2.8.EC.1:** Explain ethical issues that may arise from the use of new technologies.

# 2020 New Jersey Student Learning Standards - Career Readiness, Life Literacies, and Key Skills

## NJSLS 91. Credit and Debt Management

- 9.1.8.FP.2: Evaluate the role of emotions, attitudes, and behavior (rational and irrational) in making financial decisions.
- 9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and

charities in community development and the quality of life in a variety of cultures.

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

## NJSLS 9.2 Career Awareness, Exploration, Preparation and Training

- 9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
- 9.2.8.CAP.12: Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.

# NJSLS 9.4 Life Literacies and Key Skills

• **9.4.8.TL.6**: Collaborate to develop and publish work that provides perspectives on a real-world problem.

## **Student Resources**

**Student Texts:** Students will select books at their independent reading level from the classroom library, bookroom inventory and school library inventory.

## **Teacher Resources**

The Lightning Thief by Rick Riordan

Paper Bag Princess by Robert Munsch

Teaching Reading through Fantasy Novels by Mary Ehrenworth

The Writing Strategies Book by Jennifer Serravallo

A Curricular Plan for Writing Workshop Grade 7, Lucy Calkins, 2011

CalkCurricPlanGr7WtgWshp.pdf

https://drive.google.com/file/d/1Aq7hSpSaVAQ4KQCrwCjMoBaOB1tbFoMF/view

# Stage 2 – Assessment Evidence

#### Pre-Assessments:

Use Data from the Link-it Form B Benchmark Assessment

STAR reading assessment (Required)

## Formative Assessments:

- Individual student reading inventory
- Teacher's student data monitoring system in place (ex. Data-binder)
  - Student-teacher conference notes for each student
  - o DRA level, STAR score
  - o Individual student reading goals
- Student's self-monitoring of progress system in place
  - Stamina Charts
  - Monthly reading goals / strategies
- Accountable Talk / partner talk routines in place
- Notice & Note signposts launch and student practice in independent texts

- Reading Interest Inventory
- Running records (based on student data)
- On Demand Writing
- Teacher observations/ anecdotal notes
  - Reading and Writing conference notes
- Reading/ Writing Notebook
  - Signpost entries
  - Post-it Notes
  - End of Unit Student reflections on strategies/ goal attainment/ next goals
  - Quick Writes

Summative Assessments: Unit 5 Link-it Assessment

Administer Link-it Form C during spring testing window (Required - Final Exam)

Administer STAR assessment during spring testing window (Required)

**Performance Task(s):** Fantasy Book Clubs/Narrative, informational and argument writing or project

## Stage 3 – Learning Plan

**Grade 7 English Language Arts Curriculum** 

**Unit 5 Writing: Multi-Genre Writing** 

Time: Approximately 15 days

## **Getting Ready:**

- This unit is written as a review of standards addressed throughout the year. The reading and writing units are designed to be taught together. Teachers can choose to focus on one type of writing in which to concentrate, or allow for student choice.
- Be sure to review the possible assessments for this unit so you can plan to assess while both reading and writing.
  - Rewrite a classic fable as a modern skit; rewrite a portion of book club selection
  - Research a legend mentioned in book club selection or of choice
  - Write and illustrate an original tall tale, fable, fairy tale, myth, or legend
  - Debate the appropriateness of fairy tales or fantasy texts regarding stereotypes, gender norms, etc.
  - Research a god, goddess, monster, or hero
- As students progress through the writing lessons in this unit, they should be using their reading notebooks as writers to deepen their engagement and analytical thinking.

|--|

**Suggested Length:** 10- 15 days

## Focus Standard(s):

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.
- C. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
- 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).
- W.NW.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
  - 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 and convey experiences and events.
  - E. Provide a conclusion that follows from and reflects on the narrated experiences or events.

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.

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

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

**Teacher Objective:** You will teach the students to enhance their writing skills by focusing on responding to reading, creating narratives, writing to inform, or writing to present an argument.

**Lesson Focus - Writing Focus: Short Constructed Responses** 

**Student Objective: SWBAT** use sufficient and relevant text evidence.

Teachers will help students continue to improve their responses to literature by responding to

open ended questions. Students have been practicing citations throughout the year. This skill is elevated from their previous lessons as you are preparing them for 8th grade. Encourage students that can, to take their use of text evidence to the next level. Show students that this year they used common introductions for text evidence like 'according to the text...' or 'the author states...' Today you want to show them that they can incorporate the evidence that best supports their idea seamlessly into their writing.

This is specifically tied to the reading response lesson in the fantasy reading unit. Students should be responding to short constructed response questions regularly to accompany their fantasy reading, often following book club discussions. Therefore, these writing lessons can be taught intermittently and mixed throughout the reading unit, instead of as its own separate writing unit to follow.

Prepare a sample short constructed response question and a partially pre-written model of an answer. Be ready to model for students how to best select the most appropriate piece of text evidence, possibly by projecting a choice of pre-typed quotes from the mentor text. Embedding Text Evidence

■ Embedding Quotes and Evidence https://www.youtube.com/watch?v=SzbBgElMFi4

## **Lesson Focus - Selecting Format & Genre**

**Student Objective: SWBAT** hone in on their particular styles and strengths, choosing to write in the format and genre in which they excel.

During this lesson, have students select a writing focus for the unit. Following writing instruction for enhancing short constructed responses (which goes hand-in-hand with the reading lessons), most teaching points from here on out will take place in small groups as need be based on student choice for the end of unit task. Each option will include a review of different writing techniques covered over the course of the year.

Students should be given adequate class time to work on their final projects, at teacher discretion. As it is nearing the end of the school year, some of the work might need to be done at home due to time constraints. If students are given 5 class periods to work, this allows a day for each type of project to receive small group instruction tailored to their individual needs.

Create a Google doc to share in the classroom with the specific directions for each assignment. Include links for teacher-approved resources, and examples of work done in previous years.

## **Lesson Focus - Writing Focus: Supporting Claims**

**Student Objective: SWBAT** discern which evidence to include in a draft.

During this lesson, remind students that it is important to support your claims and inferences about a book with evidence that you already know. However, not all evidence is sound evidence.

Some writers find evidence that actually does not make the point they want. It is not good enough to just pull any random quote out of a text and call it evidence. Another thing some writers do is use a quote that is repetitive of what they already said in their own words, and readers are not going to want to waste time reading the same thing twice. Good writers make sure they select the very best evidence to include in their pieces.

## For additional support with this lesson, refer to the following resources:

■ Persuasive Techniques: Ten Superior Techniques to Improve your Writing https://www.youtube.com/watch?v=EvgKr7tJF4U

Graphic Organizers https://www.englishworksheetsland.com/argessay.html

**Lesson Focus - Writing Focus: Narratives** 

**Student Objective: SWBAT** write a compelling fantasy narrative.

During this lesson, teachers will remind students that good narratives will include development of characters, settings, and plots while utilizing descriptive language, while incorporating elements of fantasy such as magic, mythical creatures, and unique worlds.

# For additional support with this lesson, refer to the following resources:

Storyboard <a href="https://www.storyboardthat.com/">https://www.storyboardthat.com/</a>

■ 7th grade Q1 Narrative Writing Checklist

https://docs.google.com/document/d/1Q7xmAofszEsiLIikxxggJryhysOQIjhVQ55MVrx6C-c/edit

## **Lesson Focus - Writing Focus: Informational**

**Student Objective: SWBAT** write a clear and well-organized informational text by researching a topic, organizing information logically, and using appropriate language and text features to inform.

During this lesson, teachers will remind students about the purpose and structure of informational writing and the importance of using text features to enhance understanding.

## For additional support with this lesson, refer to the following resources:

Nonfiction Text Structures and Features

https://thisreadingmama.com/comprehension/non-fiction/non-fiction-text-structure/

- Using text features to locate information | Reading | Khan Academy https://www.voutube.com/watch?v=v6EDEr 20sc&t=10s
- -The Writing Strategies Book by Jennifer Serravallo Strategy 6.6 Teach With Diagrams, page 217
- -The Writing Strategies Book by Jennifer Serravallo Strategy 7.16 Clever Titles, Headings, and Subheadings, page 277
- -The Big Book of Details by Rozlyn Linder Chapter 5 Details That Inform Defining, Comparing,

and Clarifying, pages 136-177

## **Lesson Focus - Preparing Presentations**

**Student Objective: SWBAT** capture the attention of and create enjoyable experiences for their audiences using a variety of visual aids/multimedia elements.

During this lesson, suggest a variety of presentation options and styles for students. Encourage them to think about teachers and the ways they present lessons in classes, or presentations by a speaker they have seen. Did they catch your attention? Often in order to grab and hold an audience's attention, speakers use a wide variety of visual aids or multimedia to accompany their spoken material. Focus today on finding or creating attention grabbing visuals to supplement our final projects.

# For additional support with this lesson, refer to the following resources:

# **Lesson Focus - Speaking and Presenting**

**Student Objective: SWBAT** use effective presentation techniques such as adequate volume, direct eye contact, and appropriate body language and adapt it to the audience and purpose.

During this lesson, allow time for students to present their final projects to their classmates. Celebrate their writing accomplishments.

Have students reflect on their writing in this unit or the school year.

## For additional support with this lesson, refer to the following resources:

Sample Reflection Questions

https://wac.gmu.edu/wp-content/uploads/Questions-to-Guide-Students-in-Reflecting-on-Their-Own-Writing.pdf

Writing Reflection Ideas

https://www.teachwriting.org/612th/2017/12/28/10-unique-and-creative-reflection-techniques-lessons-for-the-secondary-student

Writing Celebration Ideas

https://twowritingteachers.org/2017/06/12/writing-celebrations-but-why/

-The Writing Strategies Book by Jennifer Serravallo Strategy 10.10 PQP(Praise, Question, Polish) , page 373

## **Formative Assessment**

At the conclusion of each lesson, there must be a formative assessment to determine the students' mastery of the skill taught.

Students should complete one of the following writing assignments:

- Rewrite a classic fable as a modern skit; rewrite a portion of book club selection
- Research a legend mentioned in book club selection or of choice
- Write and illustrate an original tall tale, fable, fairy tale, myth, or legend
- Debate the appropriateness of fairy tales or fantasy texts regarding stereotypes, gender norms, etc
- Research a god, goddess, monster, or hero

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