Hainesport Township School District
211 Broad Street Hainesport, NJ 08036

Course Title: Language Arts Grade 7
Board of Education Adoption Date: April 25, 2013
Board of Education Re-adoption Date: Aug. 28, 2018, 1/2/2024

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Course Description and Concepts

The standards define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school.

Students advancing through 7th grade are expected to meet the grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the standards.

To become college and career ready, students must grapple with works of exceptional craft and thought whose range extends across genres, cultures, and centuries. Such works offer profound insights into the human condition and serve as models for students' own thinking and writing. Along with high-quality contemporary works, these texts should be chosen from among seminal U.S. documents, the classics of American literature, and the timeless dramas of Shakespeare. Through wide and deep reading of literature and literary nonfiction of steadily increasing sophistication, students gain a reservoir of literary and cultural knowledge, references, and images; the ability to evaluate intricate arguments; and the capacity to surmount the challenges posed by complex texts.

In addition, students need to 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. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.

Next, students will have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains.

New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.

Finally, students will gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shades of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

NJ Technology Standards

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.

8.2 Technology Education, Engineering, Design and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Career Ready Practices

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

CRP1. Act as a responsible and contributing citizen and employee.
CRP2. Apply appropriate academic and technical skills.
CRP3. Attend to personal health and financial well-being.
CRP4. Communicate clearly and effectively and with reason.
CRP5. Consider the environmental, social and economic impacts of decisions.
CRP6. Demonstrate creativity and innovation.
CRP7. Employ valid and reliable research strategies.
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9. Model integrity, ethical leadership and effective management.
CRP10. Plan education and career paths aligned to personal goals.
CRP11. Use technology to enhance productivity.
CRP12. Work productively in teams while using cultural global competence.

http://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf

Pacing Guide

Unit Topic/Core Novel	Unit #	APX Unit Length
Zero Tolerance Informational/Explanatory Writing	I	45 Days
Tuck Everlasting Research/Arguments	II	45 Days
Fever 1793 Narrative/Literary Analysis	III	45 Days

[Freak the Mighty](#) Research/Informative and Explanatory		IV		45 Days

Overview	Reading	Writing	Speaking and Listening	Language
[Unit 1](#)	Primary Focus Standards: RL.7.1 RI.7.1 RL.7.2 RI.7.2 RL.7.4 RI.7.4 RL.7.5 RI.7.5 RL.7.6 RI.7.6	Primary Focus Standards: W.7.2A,B,C,D,E W.7.4 W.7.5 W.7.6 W.7.10 Select at least one from W.7.7, W.7.8, W.7.9A,B	Primary Focus Standards: SL.7.1A,B,C,D SL.7.4 SL.7.6	Primary Focus Standards: L.7.1A L.7.2B L.7.3A L.7.4A,C,D L.7.6
	Text Type: (fiction and nonfiction) ● 1 - 2 Extended Texts ● 4-8 shorter texts depending upon length and complexity	Writing Genre: ● Informational/Explanatory ● Literary Analysis ● Research ● Routine Writing	Task Types: ● Small and whole group discussions	These standards are embedded within the writing process

[Unit 2](#)	Primary Focus Standards: RL.7.1 RI.7.1
	 RL.7.2 RI.7.2
	 RL.7.6 RI.7.3
	         RI.7.4
	         RI.7.5
	         RI.7.6
		Primary Focus Standards: W.7.1A,B,C,D,E
		 W.7.4
		 W.7.5
		 W.7.6
		 W.7.10
		 Select at least one from W.7.7, W.7.8, W.7.9A,B
			Primary Focus Standards: SL.7.1A,B,C,D
			 SL.7.3
			 SL.7.4
			 SL.7.6
				Primary Focus Standards: L.7.1B
				 L.7.2B
				 L.7.3A
				 L.7.4A,C,D
				 L.7.5 B
				 L.7.6

	RI.7.7 RI 7.8 RI. 7.9			
	Text Type: (fiction and nonfiction) ● 1 - 2 Extended Texts ● 4-8 shorter texts depending upon length and complexity	**Writing Genre:** ● Research ● Arguments ● Routine Writing	**Task Type:** ● Discuss, analyze and present effectiveness of media messages in small groups and whole class	These standards are embedded within the writing process
Unit 3	**Primary Focus Standards:** RL.7.1 RI.7.1 RL.7.2 RI.7.2 RL.7.3 RI.7.6 RL.7.4 RL.7.5 RL.7.6 RL.7.7 RL. 7.9	**Primary Focus Standards:** W.7.3A,B,C,D,E W.7.4 W.7.5 W.7.6 W.7.10 Select at least one from W.7.7, W.7.8, W.7.9A,B	**Primary Focus Standards:** SL.7.1A,B,C,D SL.7.2 SL.7.4 SL.7.6	**Primary Focus Standards:** L.7.1C L.7.2A,B L.7.3A L.7.4A,C,D L.7.5A,C L.7.6
	Text Type: (fiction and nonfiction) ● 1 - 2 Extended Texts ● 4-8 shorter texts depending upon length and complexity	**Writing Genre:** ● Narrative ● Research/Informative ● Routine Writing	**Task type:** ● Project-based presentations focusing on use of multimedia and visual displays	These standards are embedded within the writing process

Unit 4	Primary Focus Standards: RL.7.1 RI.7.1 RL.7.2 RI.7.2 RL.7.4 RI.7.4 RL.7.5 RI.7.5 RL.7.6 RI.7.6 RL. 7.10 RI. 7.10	Primary Focus Standards: W.7.2A,,C,D,E,F W.7.4 W.7.5 W.7.6 W.7.10, Select at least one from W.7.7, W.7.8, W.7.9A,B	Primary Focus Standards: SL.7.1A,B,C,D SL.7.2 SL.7.5 SL.7.6	Primary Focus Standards: L.7.2B L.7.3A L.7.4A,B,C,D L.7.6
	Text Type: (fiction and nonfiction) ● 1 - 2 Extended Texts ● 4-8 shorter texts depending upon length and complexity	Writing Genre: ● Research ● Informative and Explanatory ● Routine Writing	Task type: ● Socratic Seminars and Debates	These standards are embedded within the writing process
Suggested Open Educational Resources	Reading ● Close In on Close Reading ● Teaching Channel: Thinking Notes Strategy For Close Reading ● Summarizing, Paraphrasing & Retelling ● Strategies for Analyzing Argument ● Common Core Reading Strategies Informational Text ● Summarizing Non-Fiction Text ● YouTube Reading Lessons Middle School ● Common Core Strategies	Writing/Language ● Teacher Tube - Counterclaims and rebuttals ● Evidence Based Arguments ● Writing Fix: Word Choice Resources ● Writing Resources by Strand ● Word Choice YouTube ● Argumentative Writing YouTube ● Writing Exemplars - Argument/Opinion ● PARCC Writing Resources ● Harvard College Writing Center ● Teaching Narrative	Speaking & Listening ● Inquiry Based Learning (Edutopia) ● Engaging Students Using Discussion ● Strategies for Student Centered Discussion ● Socratic Seminar: ReadWriteThink ● Fishbowl Strategy ● Stems on Fostering Class Discussion ● Fishbowl Strategies: Teach Like This ● Accountable Talk ● AVID Socratic Seminar	Critical Thinking ● Levels of Thinking in Bloom's and Webb's Depth of Knowledge ● Cognitive Rigor Chart ● 5 Strategies For Middle School Classrooms ● Spectrum of Standards by Grade; Breakdown of Standards and Sample Lessons

	● Teaching Reading ● Teaching Theme ● Exploring Character ● Literary Analysis ● Vocabulary: Doing It Differently	● Writing Exemplars by Grade Level and Aspects to Consider in Writing ● Thesis Writing ● Discussion, Planning and Questioning ● Literary Analysis Writing ● Writing a Thesis Statement		

Unit 1 Grade 7		
Unit 1 Reading Standards		**Unit 1 Reading Critical Knowledge and Skills**
RL.7.1 Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.	RI.7.1 Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.	● Paraphrase evidence from text ● Correctly cite evidence ● Closely read the text (questioning, determining importance, looking for patterns) to extract quality evidence to support a claim ● Use evidence from the text to make and check predictions as you read ● Make personal connections, connections to other texts, and/or global connections, when relevant ● Gather evidence from the text to support inferences or explicit meaning ● Read and analyze a variety of literary genres and informational texts ● Probe a segment of text in order to study and evaluate its multiple, deeper, and varied meanings ● Combine text information and prior knowledge (personal experience and/or previous reading) to create new information in the form of inferences ● Refer to the text for support when analyzing and drawing inferences
RL.7.2.Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	● Provide a statement of a theme(s) or a central idea(s) of a fictional text, based on textual evidence ● Explain the theme or central idea of a fictional piece using key details as evidence, including 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

		● Evaluate recurring ideas and changes in the characters and plot over the course of the text (why did the author make those changes, impact on the reader, effectiveness of the author's choices) ● Identify how the theme or central idea relates to the characters, setting, and/or plot over the course of the text ● Explain how two or more central ideas in a nonfiction piece develop over the course of the text, including the relationship between people, ideas, and events ● Identify and use knowledge of common graphic features (charts, maps, diagrams, captions, illustrations) to help determine two or more central idea of a text ● Summarize the text objectively, capturing the main ideas ● Distinguish between essential and nonessential details of a text to create an objective summary of the text
RL.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	RI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.	● Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical) ● Analyze the impact of specific word choice on meaning and/or tone ● Explain poetic devices used in text ● Analyze the impact of poetic sound devices (rhyme scheme, alliteration, consonance, etc) on a particular section of a text ● Analyze why the author used a specific word choice or sound device ● Analyze the impact of a word choice or sound device on the reader ● Evaluate the effectiveness of the author's word choice or sound device
RL.7.5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning	RI.7.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	● Describe the form and structure of a drama or poem ● Describe the structure used to organize a nonfiction text ~~texts~~ ● Explain how text structure impacts overall meaning of text ● Identify how the differing form or structure of a text contributes to its meaning ● Analyze how parts of a text contribute to meaning ● Explain why the author chose a specific form or structure ● Analyze the impact of the form or structure on the reader (how would the text be different if the form changed?) ● Evaluate the effectiveness of the chosen form or structure

RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	RI.7.6. 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.	RL.7.6: ● Identify the viewpoints of characters in a text ● Compare and contrast the characters' points-of-view ● Trace how the author created and conveyed the similar and/or dissimilar characters ● Analyze the impact of the author's point of view choices on the reader ● Evaluate the effectiveness of the author's point of view choices
		RI.7.6: ● Identify the author's point of view ● Explain the techniques the author uses to distinguish his/her point of view from others ● Evaluate the effectiveness of the techniques the author uses to distinguish his/her point of view from others

Unit 1 Writing Standards	Unit 1 Writing Critical Knowledge and Skills

W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
    W.7.2.A. Introduce a topic; 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 aiding comprehension.
    W.7.2.B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
    W.7.2.C. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
    W.7.2.D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
    W.7.2.E. Establish and maintain a formal style/academic style, approach, and form.
    W.7.2.F. Provide a concluding statement or section that follows from and supports the information or explanation presented.
	● Focus writing on thoroughly describing or explaining a topic
	● Identify the defining elements of this specific writing genre
	● Explore topics from their content area classes.
	● Introduce a topic clearly, previewing what is to follow
	● Organize ideas, concepts, and information into broader categories using strategies such as definition, classification, comparison/contrast, and cause/effect
	● Include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension
	● Include relevant supporting facts, information, and details
	● Transition between ideas using appropriate words and phrases
	● Select precise language and domain-specific vocabulary
	● Consistently use an appropriate style
	● Create language that is appropriate to one's audience and follows a formal tone
	● Write a conclusion to bring the text to a close

W.7.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.	● Identify defining characteristics of different genres of writing ● Unpack the writing prompt ● Write for a specific purpose and audience ● Select an appropriate text structure or format for the task ● Use language that is precise and powerful to create voice in writing

	● Create a tone that is appropriate for one's audience
W.7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	● Revise and edit intentionally to improve writing. ● Generate ideas to develop topic ● Revise writing with a partner or self-editing checklists ● View writing from the vantage point of the audience in order to determine the effectiveness of their words, organization, etc.
W.7.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	● Use technological resources to enhance writing ● Follow appropriate typing format and conventions ● Use technology to broaden research base ● Use evidence found online to support ideas ● Give and receive feedback using technology ● Seek out authentic publishing opportunities
W.7.7. (Choice) Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation	● Engage in short research projects to answer a self-selected or teacher-assigned questions ● Develop research questions ● Determine keywords or topics for each question ● Search for informational sources in an effort to answer the question ● Compose follow-up research questions based on the initial search ● Explain quotations used as support to enhance meaning ● Research and synthesize information from several sources ● Conduct research and synthesize multiple sources of information
W.7.8. (Choice) 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.	● Use search terms effectively ● Write a clear thesis statement ● Draw evidence from texts to support thesis ● Assess the credibility and accuracy of each source ● Select direct and indirect quotations that relate to the topic as evidence ● Follow published guidelines (MLA, APA, etc) to cite direct and indirect quotations ● Identify examples of plagiarism in writing ● Paraphrase source information to avoid plagiarism in writing
W.7.9. (Choice) Draw evidence from literary or informational texts to support analysis, reflection, and research. W.7.9.A. Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or	● Incorporate ideas from literary or informational texts to support writing ● Deconstruct and reflect upon textual evidence ● Identify evidence that supports claims in literary analysis

character and a historical account of the same period as a means of understanding how authors of fiction use or alter history"). W.7.9.B. Apply grade 7 Reading standards to literary nonfiction (e.g. "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").	● Logically connect evidence to claims in writing ● Select direct and indirect quotations that relate to the topic as evidence ● Cite in-text direct and indirect quotations appropriately ● Explain quotations used as support to enhance meaning ● Recognize and identify multiple organizational models ● Apply a specific organizational strategy to a writing
W.7.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	● Practice writing in a myriad of situations (journals, dialogues, creative tasks, etc.) ●——Reflect on and be able to explain decisions made while crafting a piece of writing ● Produce written reflections ● Write for a variety of audiences and purposes on an array of cross-curricular topics
Unit 1 Speaking and Listening Standards	Unit 1 Speaking and Listening Critical Knowledge and Skills
SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. 　　SL.7.1.A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. 　　SL.7.1.B. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. 　　SL.7.1.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. 　　SL.7.1.D. Acknowledge new information expressed by others and, when warranted, modify their own views.	● Read required texts prior to discussions ● Prepare for discussions ● Use previous knowledge to expand discussions about a topic ● Engage in conversations about grade-appropriate topics and texts ● Participate in a variety of rich, structured conversations ● Define and identify rules for discussions, including group and individual roles ● Model appropriate behavior during discussions ● Craft and respond to specific questions based on the topic or text, elaborating when necessary ● Reflect on and paraphrase what was discussed ● Summarize the ideas expressed
SL.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.	● Present information using sound, detailed, and relevant evidence in a coherent manner. ● Build arguments to prepare for persuasive speeches on topics of interest or address the class on a teacher-assigned topic ● Use practices that engage the audience (ie: eye contact, volume, pronunciation) ● Emphasize important points with different pitch or volume

	● Elaborate on a point that listeners may need more explanation to understand
SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 here for specific expectations.)	● Orally present information, using appropriate speech, in a variety of situations ● Recognize and consider the audience ● Determine if the topic and language style correspond appropriately ● Reflect on the use of language and revise as needed

Unit 1 Language Standards	Unit 1 Language Critical Knowledge and Skills
L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.7.1.A. Explain the function of phrases and clauses in general and their function in specific sentences.	● Identify phrases and clauses in sentences in reading ● Explain the function of phrases and clauses in general ● Explain the function of phrases and clauses in specific sentences
L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.7.2.B. Spell correctly.	● Apply common rules and patterns to spell words correctly
L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.7.3.A. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	● Select precise language ● Revise writing for wordiness and redundancies

L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 7 reading and content*, choosing flexibly from a range of strategies.
    L.7.4.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.
    L.7.4.C. 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.
    L.7.4.D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
	● Use a combination of context clues, structural clues, and the word's position in a sentence to determine the meaning of unknown words or phrases
	● Use dictionaries, glossaries, and/or thesauruses to find the pronunciation of a word
	● Use dictionaries, glossaries, and/or thesauruses to determine the actual meaning of a word or its part of speech
	● Verify the inferred meaning of a word is the actual meaning by using dictionaries, glossaries, and/or thesauruses
	● Consult reference materials that are both printed and digital

L.7.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	● Understand and apply conversational, academic, and domain specific vocabulary

	● Interpret unknown words and their meanings, using context clues, understanding Greek and Latin roots, and applying grammatical knowledge of function and form
8.8.2.A.4.	● Create a document with text using a word processing program.

Unit 1 Grade 7	
Content Area: Language Arts	
Unit Title/Core Novel: Zero Tolerance	Grade Level: 7
Interdisciplinary Connections: Social Studies	Length of Time: APX 45 Days
Unit Summary: Students will read one realistic-fiction about a seventh-grader Sierra Shepard who has always been the perfect student, so when she sees that she accidentally brought her mother's lunch bag to school, including a paring knife, she immediately turns in the knife at the school office. Much to her surprise, her beloved principal places her in in-school suspension and sets a hearing for her expulsion, citing the school's ironclad no weapons policy. While there, Sierra spends time with Luke, a boy who's known as a troublemaker, and discovers that he's not the person she assumed he would be--and that the lines between good and bad aren't as clear as she once thought. Claudia Mills brings another compelling school story to life with *Zero Tolerance*. This unit's writing focus will encompass a variety of reflective writing topics that will build the basics needed for a published informational/explanatory essays at the end of the unit.	21st Century Themes/Career Readiness Practices: Global Awareness Civic Literacy CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.
Core Instructional Materials:	Core Novel Achieve 3000 https://login.achieve3000.com/index NJ Student Learning Standards Grade 7 https://www.nj.gov/education/cccs/2016/ela/g07.pdf GSuite for Education Projector Internet resources Activity handouts from the teacher

	Presentations via technology including educational videos on Safari and youtube.com · Subject software Internet resources Presentations via technology, including documentaries and videos from Safari, youtube.com and teacher-created materials.

Standards/ ELA Concepts

Anchor Standards for Reading Grade 7: https://www.nj.gov/education/cccs/2016/ela/g07.pdf

Key Ideas and Details

- NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

- NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. New Jersey Student Learning Standards for English Language Arts Page 2 of 13
- NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Technology Standards:

- 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.Assess the credibility and accuracy of digital content.

- 8.2 Technology Education, Engineering, Design and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

District/School Formative Assessment Plan	District/School Summative Assessment Plan
Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards. ● Scholastic Reading Inventory (SRI) ● Daily Oral Vocabulary Activities ● Informational/Explanatory Process Piece (teacher constructed) ● Assessment Item Analysis ● UDL Menu ● Do Now / Exit Ticket ● Teacher / Student Questioning ● Class / Small Group Discussion ● Graphic Organizers ● Peer / Self Assessment ● Visual Presentations ● Think Pair Share ● Teacher Observation / Anecdotal Records ● Computer Based Applications/Programs ● Practice Presentations	*Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.* ● Essay ● Unit Test 1 Assessment 1 (Pre Progress Reporting Period 1) ● Unit Test 1 Assessment 2 ● Teacher Constructed Standards Based Quiz 1(Pre Progress Reporting Period 1) ● Teacher Constructed Standards Based Quiz 2 ● Alternative Assessment Teacher Constructed 1 (Pre Progress Reporting Period 1) ● Alternative Assessment Teacher Constructed 2
District/School Texts	District/School Supplementary Resources
Districts or schools choose appropriate grade level texts that may be traditional texts as well as digital texts. ● Zero Tolerance ● Nothing but the Truth	*Districts or schools choose supplementary resources that are not considered "texts."* ● Achieve 3000 ● Link to supplemental novels and texts utilized by staff ● Civil Rights ● Glencoe Anthology Course 2: "Rosa Parks: My Story" (pg. 85)

- Glencoe Anthology Course 2: "A poem langston hughes" (pg. 258)
- Glencoe Anthology Course 2: "Dreams" Langston Hughes (pg. 258)
- Scholastic Scope: Langston Hughes: Hold Fast to Dreams
- Scholastic Scope: Claudette Colvin
- [Paired Texts: Letter from ML King/Letter from Jackie Robinson](#)

District/School Writing Tasks

Primary Focus	**Secondary Focus**	**Routine Writing**
This is connected to the types of writing as indicated in the standards: Informational or Literary.	*This may be to develop a skill or connect to writing from resources or research writing.*	*This is daily writing or writing that is done several times over a week.* ● Text Dependent Writing (TDQ) ● Quickwrites ● Routine Writing
● Informational/Explanatory Writing	● Literary Analysis ● Research	

Unit Essential Questions

- How do personal qualities help an individual adjust to conflict and change?
- How do people adapt and change to overcome adversity?
- What makes a story effective for its purpose?
- How does an author create meaning in a text, and what makes that meaning valid?
- How can you make a convincing case about a problem that inspires people to take action?
- Why do we choose to use labels in society, and when can they be harmful?

Unit Enduring Understanding

- Closely read the text (questioning, determining importance, looking for patterns) to extract quality evidence to support a claim
- Explain the theme or central idea of a fictional piece using key details as evidence, including details from the beginning, middle, and end of the text
- Demonstrate the ability to determine the meaning of words and phrases as they are used in a text.
- Explain how text structure impacts overall meaning of text.
- Past experiences help people learn how to deal with future conflicts.
- People develop resilience, persistence, and determination to overcome adversity.
- Using a variety of resources enables a writer to examine a topic, convey ideas, concepts and information clearly.
- Analyzing texts for structure, purpose and viewpoint allows an effective reader to gain insight and strengthen understanding.
- Effective readers use a variety of strategies to make sense of key ideas and details presented in text.
- Writing should be purposely focused, detailed, organized and sequenced in a way that clearly communicates the ideas to the reader.

Key Vocabulary
● *Tier 2 vocabulary to be extracted from text during the course of instruction.*
● analyze
● explicit
● inference
● textual evidence
● author's purpose
● analyze
● explicit
● inference
● textual evidence
● conclude
● author's purpose
● phrases
● figurative meaning
● connotative meaning
● analyze
● specific
● impact
● meaning
● tone
● word choice
● determine
● analyze
● scene
● stanza
● text structure
● theme
● setting
● Plot
● author
● point of view

- develop
- narrator
- speaker in text

Unit Learning Targets (Students will do…)

- Cite several pieces of textual evidence to support analysis of what the text says explicitly in grade 7 text(s).
- Cite several pieces of textual evidence to support analysis of inferences drawn from grade 7 text(s).
- Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
- Analyze how particular elements of a story interact (e.g., how setting shapes the characters) in 7th grade text(s).
- Analyze how particular elements of a story interact (e.g., how setting shapes the plot) in 7th grade text(s).
- Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
- Analyze how a poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
- Analyze how an author develops the points of view of different characters or narrators in a 7th grade text.
- Analyze how an author contrasts the points of view of different characters or narrators in a 7th grade text.
- Compare and contrast a written story to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film)
- Compare and contrast a poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
- Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another when writing narratives.
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose has been addressed.
- With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well audience has been addressed.
- Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others.
- Draw evidence from literary texts to support analysis and reflection. Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as means of understanding how authors of fiction use or alter history").
- Write narratives routinely over extended time frames (time for reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- 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.

- Come to discussions prepared, having read or researched required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- When participating in collaborative discussions, follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
- 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.
- When participating in collaborative discussions, acknowledge new information expressed by others and, when warranted, modify their own views.
- Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, and orally) and explain how the ideas clarify a topic, text, or issue under study.
- Demonstrate a command of formal English and its conventions when writing, speaking, reading, or listening; adapt speech to a variety of contexts and choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; explain the function of phrases and clauses in general and their function in specific sentences.
- Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
- Demonstrate command of the conventions of standard English capitalization, punctuation, when writing; use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old [,] green shirt).
- Demonstrate command of the conventions of standard English to spell correctly.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies; 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.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies; use common grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies; consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech; 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).
- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Instructional Best Practices and Exemplars

Instructional Best Practices and Exemplars
Instructional Best Practices
(Please see information in attached link)

Unit 2 Grade 7		
Unit 2 Reading Standards		Unit 2 Reading Critical Knowledge and Skills
RL.7.1 Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.	RI.7.1 Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.	- Paraphrase evidence from text - Correctly cite evidence - Closely read the text (questioning, determining importance, looking for patterns) to extract quality evidence to support a claim - Use evidence from the text to make and check predictions as you read - Make personal connections, connections to other texts, and/or global connections, when relevant - Gather evidence from the text to support inferences or explicit meaning - Read and analyze a variety of literary genres and informational texts - Probe a segment of text in order to study and evaluate its multiple, deeper, and varied meanings - Combine text information and prior knowledge (personal experience and/or previous reading) to create new information in the form of inferences - Refer to the text for support when analyzing and drawing inferences
RL.7.2.Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	- Provide a statement of a theme(s) or a central idea(s) of a fictional text, based on textual evidence - Explain the theme or central idea of a fictional piece using key details as evidence, including 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 - Evaluate recurring ideas and changes in the characters and plot over the course of the text (why did the author make those changes, impact on the reader, effectiveness of the author's choices) - Identify how the theme or central idea relates to the characters, setting, and/or plot over the course of the text - Explain how two or more central ideas in a nonfiction piece develop over the course of the text, including the relationship between people, ideas, and events - Identify and use knowledge of common graphic features (charts, maps, diagrams, captions, illustrations) to help determine two or more central idea of a text

		● Summarize the text objectively, capturing the main ideas ● Distinguish between essential and nonessential details of a text to create an objective summary of the text
	RI.7.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	● Use a note taking structure to track key individuals, events, and/or ideas in informational texts. ● Explain the relationships between individuals, events, and ideas in a text ● Reflect on how historical figures influenced ideas or events of the time period and vice versa ● Analyze why the author chose to describe the interaction between ideas, individuals, and events in a particular way ● Analyze the impact of the interaction between ideas, individuals, and events on the reader ● Analyze the effectiveness of the interaction between ideas, individuals, and events in communicating the author's central idea
	RI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.	● Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical) ● Analyze the impact of specific word choice on meaning and/or tone ● Analyze why the author used a specific word choice or sound device ● Analyze the impact of a word choice or sound device on the reader ● Evaluate the effectiveness of the author's word choice or sound device
	RI.7.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	● Describe the form and structure of a drama or poem ● Describe the structure used to organize a nonfiction text ● Explain how text structure impacts overall meaning of text ● Identify how the differing form or structure of a text contributes to its meaning ● Analyze how parts of a text contribute to meaning ● Explain why the author chose a specific form or structure ● Analyze the impact of the form or structure on the reader (how would the text be different if the form changed?) ● Evaluate the effectiveness of the chosen form or structure
RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	RI.7.6. 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.	RL.7.6: ● Identify the viewpoints of characters in a text ● Compare and contrast the characters' points-of-view ● Trace how the author created and conveyed the similar and/or dissimilar characters ● Analyze the impact of the author's point of view choices on the reader

		● Evaluate the effectiveness of the author's point of view choices
		RI.7.6: ● Identify the author's point of view ● Explain the techniques the author uses to distinguish his/her point of view from others ● Evaluate the effectiveness of the techniques the author uses to distinguish his/her point of view from others
	RI.7.7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).	● Analyze how content differs depending on the medium in which it is presented ● Explain how content shifts/transforms/re-shapes when presented in written, audio, video or multimedia formats ● Identify techniques present in each format ● Compare/contrast two or more formats' portrayal of the same subject ● Reflect upon how the techniques within all mediums utilized affect and/or shape/color the particular segment of text
	RI.7.8. 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.	● Support arguments presented in text with evidence. ●—Identify arguments and specific claims in a text ● Determine which textual segments most strongly support the author's claim ● Determine the validity of the reasoning ● Determine the relevance and sufficiency of the evidence ● Delineate and evaluate the argument and specific claims in a text
	RI.7.9 Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	● Track key individuals, events, and/or ideas in informational texts from two or more authors. ● Investigate how one topic may be presented in different ways ● Compare and contrast two or more authors' presentations of key information. ● Analyze the importance of the different information each author emphasized and excluded ● Analyze how the authors use the same information, but produce different texts because of interpretation ● Use a variety of previous knowledge (e.g. practical knowledge, historical/cultural context, and background knowledge) to make connections to and reflect on the text ● Evaluate the effectiveness of the authors' emphasis of specific evidence and different interpretations of facts for promoting their view

Unit 2 Writing Standards	Unit 2 Writing Critical Knowledge and Skills
W.7.1. Write arguments to support claims with clear reasons and relevant evidence. W.7.1.A. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. W.7.1.B. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. W.7.1.C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claims, reasons, and evidence. W.7.1.D. Establish and maintain a formal style/academic style, approach, and form. W.7.1.E. Provide a concluding statement or section that follows from and supports the argument presented.	● Write arguments to support claims ● Support arguments with clear reasons and relevant evidence ● Introduce claim(s) ● Write a clear thesis statement ● Address opposing claims ● Organize the reasons and evidence logically. ● Choose appropriate reasoning and evidence to support claims ● Evaluate sources for accuracy and reliability ● Demonstrate an understanding of the topic or text ● Use transitional words and phrases ● Use transitions to clarify the relationships among claim(s), counterclaims, reasons, and evidence ● Choose a consistent style, approach, and form for the task ● Close the text with a conclusion
W.7.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.	● Identify defining characteristics of different genres of writing ● Unpack the writing prompt ● Write for a specific purpose and audience ● Select an appropriate text structure or format for the task ● Use language that is precise and powerful to create voice in writing ● Create a tone that is appropriate for one's audience
W.7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	● Revise and edit intentionally to improve writing. ● Generate ideas to develop topic ● Revise writing with a partner or self-editing checklists ● View writing from the vantage point of the audience in order to determine the effectiveness of their words, organization, etc.
W.7.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	● Use technological resources to enhance writing ● Follow appropriate typing format and conventions ● Use technology to broaden research base ● Use evidence found online to support ideas ● Give and receive feedback using technology ● Seek out authentic publishing opportunities
W.7.7. (Choice) Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation	● Engage in short research projects to answer a self-selected or teacher-assigned questions ● Develop research questions ● Determine keywords or topics for each question

	- Search for informational sources in an effort to answer the question - Compose follow-up research questions based on the initial search - Explain quotations used as support to enhance meaning - Research and synthesize information from several sources - Conduct research and synthesize multiple sources of information
W.7.8. (Choice) 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.	- Use search terms effectively - Write a clear thesis statement - Draw evidence from texts to support thesis - Assess the credibility and accuracy of each source - Select direct and indirect quotations that relate to the topic as evidence - Follow published guidelines (MLA, APA, etc) to cite direct and indirect quotations - Identify examples of plagiarism in writing - Paraphrase source information to avoid plagiarism in writing

W.7.9. (Choice) Draw evidence from literary or informational texts to support analysis, reflection, and research.
    W.7.9.A. Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history").
    W.7.9.B. Apply grade 7 Reading standards to literary nonfiction (e.g. "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").
	- Incorporate ideas from literary or informational texts to support writing - Deconstruct and reflect upon textual evidence - Identify evidence that supports claims in literary analysis - Logically connect evidence to claims in writing - Select direct and indirect quotations that relate to the topic as evidence - Cite in-text direct and indirect quotations appropriately - Explain quotations used as support to enhance meaning - Recognize and identify multiple organizational models - Apply a specific organizational strategy to a writing

W.7.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	- Practice writing in a myriad of situations (journals, dialogues, creative tasks, etc.) - Reflect on and be able to explain decisions made while crafting a piece of writing - Produce written reflections - Write for a variety of audiences and purposes on an array of cross-curricular topics
Unit 2 Speaking and Listening Standards	Unit 2 Speaking and Listening Critical Knowledge and Skills
SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.	- Read required texts prior to discussions - Prepare for discussions - Use previous knowledge to expand discussions about a topic - Engage in conversations about grade-appropriate topics and texts

SL.7.1.A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. SL.7.1.B. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. SL.7.1.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. SL.7.1.D. Acknowledge new information expressed by others and, when warranted, modify their own views.	● Participate in a variety of rich, structured conversations ● Define and identify rules for discussions, including group and individual roles ● Model appropriate behavior during discussions ● Craft and respond to specific questions based on the topic or text, elaborating when necessary ● Reflect on and paraphrase what was discussed ● Summarize the ideas expressed
SL.7.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence.	● Determine the speaker's argument and claims ● Evaluate whether the speaker's reasoning is rational and legitimate ● Evaluate whether there is enough evidence to support the claims
SL.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.	● Present information using sound, detailed, and relevant evidence in a coherent manner. ● Build arguments to prepare for persuasive speeches on topics of interest or address the class on a teacher-assigned topic ● Use practices that engage the audience (ie: eye contact, volume, pronunciation) ● Emphasize important points with different pitch or volume ● Elaborate on a point that listeners may need more explanation to understand
SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 here for specific expectations.)	● Orally present information, using appropriate speech, in a variety of situations. ● Recognize and consider the audience ● Determine if the topic and language style correspond appropriately ● Reflect on the use of language and revise as needed
<mark>Unit 2 Language Standards</mark>	<mark>Unit 2 Language Critical Knowledge and Skills</mark>
L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 　　L.7.1.B. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.	● Discern the differences in structure and use between simple, compound, complex, and compound-complex sentences ● Intentionally use a combination of simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas

L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.7.2.B. Spell correctly.	● Apply common rules and patterns to spell words correctly
L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.7.3.A. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	● Select precise language ● Revise writing for wordiness and redundancies

L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 7 reading and content*, choosing flexibly from a range of strategies.
    L.7.4.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.
    L.7.4.C. 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.
    L.7.4.D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
	● Use a combination of context clues, structural clues, and the word's position in a sentence to determine the meaning of unknown words or phrases
	● Use dictionaries, glossaries, and/or thesauruses to find the pronunciation of a word
	● Use dictionaries, glossaries, and/or thesauruses to determine the actual meaning of a word or its part of speech
	● Verify the inferred meaning of a word is the actual meaning by using dictionaries, glossaries, and/or thesauruses
	● Consult reference materials that are both printed and digital

L.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L.7.5.B. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.	● Identify the relationship of words in reading ● Clarify words by using the relationship between them in writing
L.7.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	● Understand and apply conversational, academic, and domain specific vocabulary ● Interpret unknown words and their meanings, using context clues, understanding Greek and Latin roots, and applying grammatical knowledge of function and form
8.1.8.D.3 Technological advancements create societal concerns regarding the practice of safe, legal and ethical behaviors.	● Demonstrate how information may be biased on a controversial issue.

Unit 2 Grade 7	
Content Area: Language Arts	
Unit Title/Core Novel: Fever 1793	Grade Level: 7
Interdisciplinary Connections: Social Studies, Science	Length of Time: APX 45 Days
Unit Summary:	21st Century Themes/Career Readiness Practices:

An epidemic of fever sweeps through the streets of 1793 Philadelphia in this novel from Laurie Halse Anderson where "the plot rages like the epidemic itself". During the summer of 1793, Mattie Cook lives above the family coffee shop with her widowed mother and grandfather. Mattie spends her days avoiding chores and making plans to turn the family business into the finest Philadelphia has ever seen. But then the fever breaks out. Disease sweeps the streets, destroying everything in its path and turning Mattie's world upside down. At her feverish mother's insistence, Mattie flees the city with her grandfather. But she soon discovers that the sickness is everywhere, and Mattie must learn quickly how to survive in a city turned frantic with disease.	Global Awareness Civic Literacy Environmental Literacy Health Literacy CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.
Core Instructional Materials:	Core Novel Achieve 3000 https://login.achieve3000.com/index NJ Student Learning Standards Grade 7 https://www.nj.gov/education/cccs/2016/ela/g07.pdf GSuite for Education Projector Internet resources Activity handouts from the teacher Presentations via technology including educational videos on Safari and youtube.com · Subject software Internet resources Presentations via technology, including documentaries and videos from Safari, youtube.com and teacher-created materials.

Standards/ ELA Concepts

Anchor Standards for Reading Grade 7: https://www.nj.gov/education/cccs/2016/ela/g07.pdf

Key Ideas and Details

- NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

- NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. New Jersey Student Learning Standards for English Language Arts Page 2 of 13
- NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Technology Standards:

- 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.Assess the credibility and accuracy of digital content.

- 8.2 Technology Education, Engineering, Design and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

District/School Formative Assessment Plan	District/School Summative Assessment Plan
Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards.	*Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.*

- Scholastic Reading Inventory (SRI)
- Daily Oral Vocabulary Activities
- Informational/Explanatory Process Piece (teacher constructed)
- Assessment Item Analysis
- UDL Menu
- Do Now / Exit Ticket
- Teacher / Student Questioning
- Class / Small Group Discussion
- Graphic Organizers
- Peer / Self Assessment
- Visual Presentations
- Think Pair Share
- Teacher Observation / Anecdotal Records
- Computer Based Applications/Programs
- Practice Presentations

- Essay
- Unit Test 2 Assessment 1 (Pre Progress Reporting Period 1)
- Unit Test 2 Assessment 2
- Teacher Constructed Standards Based Quiz 1(Pre Progress Reporting Period 2)
- Teacher Constructed Standards Based Quiz 2
- Alternative Assessment Teacher Constructed 1 (Pre Progress Reporting Period 2)
- Alternative Assessment Teacher Constructed 2

District/School Texts	District/School Supplementary Resources
Districts or schools choose appropriate grade level texts that may be traditional texts as well as digital texts. ● Fever 1793 ● An American Plague	*Districts or schools choose supplementary resources that are not considered "texts."* ● Achieve 3000 ● Link to supplemental novels and texts utilized by staff ● Newsela: Utopian Societies in America ● Group Behavior Article ● Readworks articles on genetics ● Scholastic Scope: "The Tell Tale Heart" (9/16) ● The Giver Play

District/School Writing Tasks		
Primary Focus *This is connected to the types of writing as indicated in the standards: Informational or Literary.*	**Secondary Focus** *This may be to develop a skill or connect to writing from resources or research writing.*	**Routine Writing** *This is daily writing or writing that is done several times over a week.* ● Text Dependent Writing (TDQ)

● Research	● Arguments	● Quickwrites
		● Routine Writing

Unit Essential Questions

- How does family play a role in shaping our values and beliefs?
- What personal qualities help you to deal with conflict and change?
- How might if feel to live through a conflict that disrupts your way of life?
- What does it mean to "grow up"?

Unit Enduring Understanding

- What do good researchers do?
- Analyzing texts for structure, purpose and viewpoint allows an effective reader to gain insight and strengthen understanding.
- Effective readers use a variety of strategies to make sense of key ideas and details presented in text.
- Effective research presents an answer to a question, demonstrates understanding of the inquiry, and properly cites information from multiple sources.
- An individual's actions and words determine the course of their struggle to persevere.
- Determination of the diverse individual provides the ability to prevail over any obstacle.
- Ideas, opinions, and comprehension of a topic change based upon the format of which the text is written.
- Analyzing texts for structure, purpose and viewpoint allows an effective reader to gain insight and strengthen understanding.
- To gain insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning and claims in diverse formats.
- Writing should be purposely focused, detailed, organized and sequenced in a way that clearly communicates the ideas to the reader.

Key Vocabulary

- ***Tier 2 vocabulary to be extracted from text during the course of instruction.***
- analyze
- explicit
- inference
- textual evidence
- author's purpose
- analyze
- explicit
- inference
- textual evidence
- conclude
- author's purpose

- describe
- plot
- episodes
- characters/character traits
- resolution
- Dialogue
- phrases
- figurative meaning
- connotative meaning
- analyze
- specific
- impact
- meaning
- tone
- word choice
- determine
- analyze
- scene
- stanza
- text structure
- theme
- setting
- plot
- author
- point of view
- develop
- narrator
- speaker in text
- compare
- contrast
- experience
- drama
- poetry

- viewing
- audio
- perception
- similarities
- differences
- compare
- contrast
- contrastar
- similarities
- differences
- text
- genres
- theme
- historical
- novels
- fantasy
- realism

Unit Learning Targets (Students will do…)

- Cite several pieces of textual evidence to support analysis of what the text says explicitly in grade 7 text (s).
- Cite several pieces of textual evidence to support analysis of inferences drawn from grade 7 text (s).
- Determine two or more central ideas in a text and analyze their development over the course of the text.
- Provide an objective summary of the text.
- Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
- Determine the meaning of words and phrases as they are used in a 7th grade text and analyze the impact of a specific word choice on meaning and tone.
- Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
- 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.
- Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
- When writing argumentative text, introduce a topic clearly, previewing what is to follow.
- Write argumentative texts to examine a topic and convey ideas, concepts, and information through the organization of relevant content; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings),

graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

- Write argumentative texts to examine a topic and convey ideas, concepts, and information through the selection of relevant content; develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- Use precise language and domain-specific vocabulary to inform about or explain the topic when writing informative/explanatory text.
- Establish and maintain a formal style when writing.
- When writing, provide a concluding statement or section that follows from and supports the information or explanation presented.
- Write argumentative texts to examine a topic and convey ideas, concepts, and information through the analysis of relevant content.
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.
- Apply grade 7 Reading Standards to literary nonfiction (e.g. "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")
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- 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.
- Come to discussions prepared, having read or researched required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- When participating in collaborative discussions, follow rules for collegial discussions, track progress toward specific goals and deadlines, and define roles as needed.
- 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.
- When participating in collaborative discussions, acknowledge new information expressed by others and, when warranted, modify own views.
- Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally).
- Explain how the ideas clarify a topic, text, or issue under study.
- Adapt speech to a variety of contexts and choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
- Explain the function of phrases and clauses in general and their function in specific sentences.
- Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

- Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore and old [,] green shirt).
- Demonstrate command of the conventions of standard English to spell correctly.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies; 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.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
- Use common grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 7 reading and content, choosing flexibly from a range of strategies; consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech; 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).

Instructional Best Practices and Exemplars

Instructional Best Practices and Exemplars
Instructional Best Practices
(Please see information in attached link)

Unit 3 Grade 7		
Unit 3 Reading Standards		Unit 3 Reading Critical Knowledge and Skills
RL.7.1 Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.	RI.7.1 Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.	- Paraphrase evidence from text - Correctly cite evidence - Closely read the text (questioning, determining importance, looking for patterns) to extract quality evidence to support a claim - Use evidence from the text to make and check predictions as you read - Make personal connections, connections to other texts, and/or global connections, when relevant - Gather evidence from the text to support inferences or explicit meaning - Read and analyze a variety of literary genres and informational texts - Probe a segment of text in order to study and evaluate its multiple, deeper, and varied meanings - Combine text information and prior knowledge (personal experience and/or previous reading) to create new information in the form of inferences

		● Refer to the text for support when analyzing and drawing inferences
RL.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	● Provide a statement of a theme(s) or a central idea(s) of a fictional text, based on textual evidence ● Explain the theme or central idea of a fictional piece using key details as evidence, including 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 ● Evaluate recurring ideas and changes in the characters and plot over the course of the text (why did the author make those changes, impact on the reader, effectiveness of the author's choices) ● Identify how the theme or central idea relates to the characters, setting, and/or plot over the course of the text ● Explain how two or more central ideas in a nonfiction piece develop over the course of the text, including the relationship between people, ideas, and events ● Identify and use knowledge of common graphic features (charts, maps, diagrams, captions, illustrations) to help determine two or more central idea of a text ● Summarize the text objectively, capturing the main ideas ● Distinguish between essential and nonessential details of a text to create an objective summary of the text
RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).		● Analyze the impact specific story elements have on the text ● Relate the change in character to changes in setting or plot and vice versa (change in setting affects character or plot, change in plot affects character and setting) ● Analyze how the plot and setting affect the actions/choices of the characters ● Explain why the author chose to have elements of a story interact in a specific way ● Analyze the impact of the relationship between characters, setting, and plot on the reader ● Evaluate the author's effectiveness in determining the interactions between character, setting, and plot
RL.7.4. Determine the meaning of words and phrases as they are used in		● Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical)

a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.		- Analyze the impact of specific word choice on meaning and/or tone - Explain poetic devices used in text - Analyze the impact of poetic sound devices (rhyme scheme, alliteration, consonance, etc) on a particular section of a text - Analyze why the author used a specific word choice or sound device - Analyze the impact of a word choice or sound device on the reader - Evaluate the effectiveness of the author's word choice or sound device
RL.7.5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning		- Describe the form and structure of a drama or poem - Describe the structure used to organize a nonfiction text ~~texts~~ - Explain how text structure impacts overall meaning of text - Identify how the differing form or structure of a text contributes to its meaning - Analyze how parts of a text contribute to meaning - Explain why the author chose a specific form or structure - Analyze the impact of the form or structure on the reader (how would the text be different if the form changed?) - Evaluate the effectiveness of the chosen form or structure
RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	RI.7.6. 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.	RL.7.6: - Identify the viewpoints of characters in a text - Compare and contrast the characters' points-of-view - Trace how the author created and conveyed the similar and/or dissimilar characters - Analyze the impact of the author's point of view choices on the reader - Evaluate the effectiveness of the author's point of view choices
		RI.7.6: - Identify the author's point of view - Explain the techniques the author uses to distinguish his/her point of view from others - Evaluate the effectiveness of the techniques the author uses to distinguish his/her point of view from others
RL.7.7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).		- Analyze how content differs because of the medium in which it is presented - Interact with content expressed through multiple and varied formats (written, audio, staged, multimedia) - Generate a list of techniques expressed in each medium - Compare and contrast a written story, drama, or poem o its audio, filmed, staged, or multimedia version

		● Determine how the techniques of a particular medium affect the content ● Analyze the effects of techniques unique to each medium ● Explain what makes each medium unique ● Analyze the impact of each medium on the reader ● Make judgments about which medium best represents the content
RL.7.9 Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.		● Compare and contrast historical fiction and a factual text ● Explain how authors of historical fiction omit, embellish, or alter the information found in factual text to create a story ● Use a variety of previous knowledge (e.g. practical knowledge, historical/cultural context, and background knowledge) to make connections to and reflect on the text ● Analyze the importance of the information each author emphasized and the importance of what was excluded ● Analyze why the author of the fictional piece chose to use or alter history ● Analyze the impact that the author's use or alteration of history has on the reader ● Evaluate the effectiveness of the author's choices to use and/or alter history

Unit 3 Writing Standards	Unit 3 Writing Critical Knowledge and Skills

W.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
    W.7.3.A. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
    W.7.3.B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
    W.7.3.C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
    W.7.3.D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
    W.7.3.E. Provide a conclusion that follows from and reflects on the narrated experiences or events.
	● Engage the reader with a story hook
	● Introduce a narrator and/or characters
	● Establish a point of view and background story
	● Organize an event sequence that unfolds naturally and logically
	● Use narrative techniques effectively to develop experiences, events, and/or characters
	● Transition from one idea to the next by using appropriate words and phrases
	● Use figurative language to aid in description
	● Describe ideas by using sensory and specific language
	● Write a conclusion that brings the story events to a meaningful close
	● Clearly convey a conflict and a resolution to the conflict

W.7.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.	● Identify defining characteristics of different genres of writing ● Unpack the writing prompt

	- Write for a specific purpose and audience - Select an appropriate text structure or format for the task - Use language that is precise and powerful to create voice in writing - Create a tone that is appropriate for one's audience
W.7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	- Revise and edit intentionally to improve writing. - Generate ideas to develop topic - Revise writing with a partner or self-editing checklists - View writing from the vantage point of the audience in order to determine the effectiveness of their words, organization, etc.
W.7.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	- Use technological resources to enhance writing - Follow appropriate typing format and conventions - Use technology to broaden research base - Use evidence found online to support ideas - Give and receive feedback using technology - Seek out authentic publishing opportunities
W.7.7. (Choice) Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation	- Engage in short research projects to answer a self-selected or teacher-assigned questions - Develop research questions - Determine keywords or topics for each question - Search for informational sources in an effort to answer the question - Compose follow-up research questions based on the initial search - Explain quotations used as support to enhance meaning - Research and synthesize information from several sources - Conduct research and synthesize multiple sources of information
W.7.8. (Choice) 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.	- Use search terms effectively - Write a clear thesis statement - Draw evidence from texts to support thesis - Assess the credibility and accuracy of each source - Select direct and indirect quotations that relate to the topic as evidence - Follow published guidelines (MLA, APA, etc) to cite direct and indirect quotations - Identify examples of plagiarism in writing - Paraphrase source information to avoid plagiarism in writing
W.7.9. (Choice) Draw evidence from literary or informational texts to support analysis, reflection, and research.	- Incorporate ideas from literary or informational texts to support writing - Deconstruct and reflect upon textual evidence - Identify evidence that supports claims in literary analysis

W.7.9.A. Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history"). W.7.9.B. Apply grade 7 Reading standards to literary nonfiction (e.g. "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").	● Logically connect evidence to claims in writing ● Select direct and indirect quotations that relate to the topic as evidence ● Cite in-text direct and indirect quotations appropriately ● Explain quotations used as support to enhance meaning ● Recognize and identify multiple organizational models ● Apply a specific organizational strategy to a writing
W.7.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	● Practice writing in a myriad of situations (journals, dialogues, creative tasks, etc.) ● Reflect on and be able to explain decisions made while crafting a piece of writing ● Produce written reflections ● Write for a variety of audiences and purposes on an array of cross-curricular topics
Unit 3 Speaking and Listening Standards	Unit 3 Speaking and Listening Critical Knowledge and Skills
SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. SL.7.1.A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. SL.7.1.B. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. SL.7.1.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. SL.7.1.D. Acknowledge new information expressed by others and, when warranted, modify their own views.	● Read required texts prior to discussions ● Prepare for discussions ● Use previous knowledge to expand discussions about a topic ● Engage in conversations about grade-appropriate topics and texts ● Participate in a variety of rich, structured conversations ● Define and identify rules for discussions, including group and individual roles ● Model appropriate behavior during discussions ● Craft and respond to specific questions based on the topic or text, elaborating when necessary ● Reflect on and paraphrase what was discussed ● Summarize the ideas expressed
SL.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.	● Extract the main ideas and the details used to support it presented in different media formats ● Synthesize the information, sorting between the main points and smaller details that work to support the main points

	● Use a graphic organizer (e.g., web, outline, etc)to analyze presented information ● Explain how the main idea and supporting details help to clarify a topic, text, or issue
SL.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.	● Present information using sound, detailed, and relevant evidence in a coherent manner. ● Build arguments to prepare for persuasive speeches on topics of interest or address the class on a teacher-assigned topic ● Use practices that engage the audience (ie: eye contact, volume, pronunciation) ● Emphasize important points with different pitch or volume ● Elaborate on a point that listeners may need more explanation to understand
SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 here for specific expectations.)	● Orally present information, using appropriate speech, in a variety of situations. ● Recognize and consider the audience ● Determine if the topic and language style correspond appropriately ● Reflect on the use of language and revise as needed
<mark>Unit 3 Language Standards</mark>	<mark>Unit 3 Language Critical Knowledge and Skills</mark>
L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.7.1.C. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	● Identify phrases and clauses in sentences when reading ● Accurately use phrases and clauses within a sentence in writing ● Recognize and correct misplaced and dangling modifiers

L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
    L.7.2.A. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).
    L.7.2.B. Spell correctly.
	● Identify a series of adjectives in writing
	● Use a comma to separate adjectives in a series
	● Apply common rules and patterns to spell words correctly

L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.7.3.A. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	● Select precise language ● Revise writing for wordiness and redundancies
L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 7 reading and content*, choosing flexibly from a range of strategies.	● Use a combination of context clues, structural clues, and the word's position in a sentence to determine the meaning of unknown words or phrases

L.7.4.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. L.7.4.C. 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. L.7.4.D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	● Use dictionaries, glossaries, and/or thesauruses to find the pronunciation of a word ● Use dictionaries, glossaries, and/or thesauruses to determine the actual meaning of a word or its part of speech ● Verify the inferred meaning of a word is the actual meaning by using dictionaries, glossaries, and/or thesauruses ● Consult reference materials that are both printed and digital
L.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L.7.5.A. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. L.7.5.C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).	● Define and identify figures of speech ● Determine the meaning of and purpose of figures of speech in context ● Identify the relationship of words ● Clarify words by using the relationship between them ● Discern the difference in meaning between closely related words
L.7.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	● Understand and apply conversational, academic, and domain specific vocabulary ● Interpret unknown words and their meanings, using context clues, understanding Greek and Latin roots, and applying grammatical knowledge of function and form
8.1.8.A.5	● Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.

Unit 3 Grade 7	
Content Area: Language Arts	
Unit Title/Core Novel: Tuck Everlasting	Grade Level: 7
Interdisciplinary Connections: Science, Social Studies	Length of Time: APX 45 Days
Unit Summary: What if you could live forever? Is eternal life a blessing or a curse? That is what young Winnie Foster must decide when she discovers a spring on her family's property whose waters grant immortality. Members of the Tuck family, having drunk from the	21st Century Themes/Career Readiness Practices: Global Awareness Civic Literacy CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions.

spring, tell Winnie of their experiences watching life go by and never growing older. But then Winnie must decide whether or not to keep the Tucks' secret—and whether or not to join them on their never-ending journey.	CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.
Core Instructional Materials:	Core Novel Achieve 3000 https://login.achieve3000.com/index NJ Student Learning Standards Grade 7 https://www.nj.gov/education/cccs/2016/ela/g07.pdf GSuite for Education Projector Internet resources Activity handouts from the teacher Presentations via technology including educational videos on Safari and youtube.com · Subject software Internet resources Presentations via technology, including documentaries and videos from Safari, youtube.com and teacher-created materials.

Standards/ ELA Concepts

Anchor Standards for Reading Grade 7: https://www.nj.gov/education/cccs/2016/ela/g07.pdf

Key Ideas and Details

- NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

- NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. New Jersey Student Learning Standards for English Language Arts Page 2 of 13
- NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Technology Standards:

- 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.Assess the credibility and accuracy of digital content.

- 8.2 Technology Education, Engineering, Design and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

District/School Formative Assessment Plan	District/School Summative Assessment Plan
Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards.	*Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.*
- Scholastic Reading Inventory (SRI) - Daily Oral Vocabulary Activities - Informational/Explanatory Process Piece (teacher constructed) - Assessment Item Analysis - UDL Menu - Do Now / Exit Ticket - Teacher / Student Questioning - Class / Small Group Discussion	- Essay - Unit Test 3 Assessment 1 (Pre Progress Reporting Period 3) - Unit Test 3 Assessment 2 - Teacher Constructed Standards Based Quiz 1(Pre Progress Reporting Period 3) - Teacher Constructed Standards Based Quiz 2 - Alternative Assessment Teacher Constructed 1 (Pre Progress Reporting Period 3)

- Graphic Organizers
- Peer / Self Assessment
- Visual Presentations
- Think Pair Share
- Teacher Observation / Anecdotal Records
- Computer Based Applications/Programs
- Practice Presentations

- Alternative Assessment Teacher Constructed 2

District/School Texts	District/School Supplementary Resources
Districts or schools choose appropriate grade level texts that may be traditional texts as well as digital texts. - [Tuck Everlasting](#) - The Westing Game	*Districts or schools choose supplementary resources that are not considered "texts."* - Achieve 3000 - [Link to supplemental novels and texts utilized by staff](#) - *Would You Live Forever?*- Scope - Immigration - Scholastic Scope: From War to America (9/17) - Scholastic Scope: Shattered Lives (1/15) - Achieve 3000: Closed for Repairs - Achieve 3000: A Home for America - Achieve 3000: Becoming an American (PARCC Challenge) - Immigration: Who We Are http://questgarden.com/183/87/4/150927100553/ - Scholastic Scope: 11/13""Welcome to the Future" - Homelessness Unit

District/School Writing Tasks		
Primary Focus *This is connected to the types of writing as indicated in the standards: Informational or Literary.* - Narrative	**Secondary Focus** *This may be to develop a skill or connect to writing from resources or research writing.* - Identify evidence that supports claims in literary analysis.	**Routine Writing** *This is daily writing or writing that is done several times over a week.* - Text Dependent Writing (TDQ) - Quickwrites - Routine Writing

- How do characters' actions and thoughts help us know the theme?
- Would living forever on earth be a blessing or a curse?
- How does the language in a story help us to see what the author is telling us?

Unit Enduring Understanding

- The theme of a text is a general understanding that can be applied to life.
- The theme of a story unfolds for each reader through the actions of the characters and how they respond to problems that they encounter.
- Good writing helps us see as well as know.

Key Vocabulary

- ***Tier 2 vocabulary to be extracted from text during the course of instruction.***
- analyze
- explicit
- inference
- textual evidence
- author's purpose
- analyze
- explicit
- inference
- textual evidence
- conclude
- author's purpose
- phrases
- figurative meaning
- connotative meaning
- analyze
- specific
- impact
- meaning
- tone
- word choice
- Determine
- author

- point of view
- develop
- narrator
- speaker in text
- compare
- contrast
- contrastar
- similarities
- differences
- text
- genres
- theme
- historical
- novels
- fantasy
- realism
- literature
- drama
- poetry
- Fluency
- comprehension

Unit Learning Targets (Students will do…)

- Cite several pieces of textual evidence to support analysis of what the text says explicitly in grade 7 text(s).
- Cite several pieces of textual evidence to support analysis of inferences drawn from grade 7 text(s).
- Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
- Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
- Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
- Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
- By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grade 7 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- Write narratives to develop real or imagined experiences or events using effective technique such as dialogue, pacing, and description to develop

experiences, events, and/or characters.

- When writing narratives, develop real or imagined experiences or events using relevant descriptive details; use precise words and phrases, and sensory language to capture the action and convey experiences and events.
- When writing narratives, develop real or imagined experiences or events using well-structured event sequences; 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.
- When writing narratives, use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another when writing narratives.
- When engaged in narrative writing, provide a conclusion that follows from and reflects on the narrated experiences or events.
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose has been addressed.
- With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well audience has been addressed.
- Draw evidence from literary texts to support analysis and reflection. Apply grade 7 *Reading standards* to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as means of understanding how authors of fiction use or alter history").
- Write narratives routinely over extended time frames (time for reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- 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.
- Come to discussions prepared, having read or researched required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- When participating in collaborative discussions, follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
- 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.
- When participating in collaborative discussions, acknowledge new information expressed by others and, when warranted, modify their own views.
- 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.
- 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 when speaking.
- When speaking and writing, include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

- Demonstrate a command of formal English and its conventions when writing, speaking, reading, or listening; adapt speech to a variety of contexts and choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; explain the function of phrases and clauses in general and their function in specific sentences.
- Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
- Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
- Demonstrate command of the conventions of standard English capitalization, punctuation, when writing; use comma to separate coordinate adjectives (e.g.. *It was a fascinating, enjoyable movie* but not *He wore and old [ ] green shirt).*
- Demonstrate command of the conventions of standard English to spell correctly.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading content, choosing flexibly from a range of strategies; 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.
- Use common grade appropriate Greek or Latin affixes and roots as clues to the meaning of a word *(e.g., belligerent, bellicose, rebel).*
- Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word to determine or clarify its precise meaning or its part of speech; verify the preliminary determination if the meaning of a word or phrase (e.g., by checking the inferred meaning in contest or in a dictionary).
- Demonstrate understanding of figurative language; interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
- Demonstrate understanding of word relationships; use the relationships between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
- Demonstrate understanding of nuances in word meanings; distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined, respectful, polite, diplomatic, condescending).*
- Acquire and use accurately grade appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Instructional Best Practices and Exemplars

Instructional Best Practices and Exemplars
Instructional Best Practices
(Please see information in attached link)

Unit 4 Grade 7		
Unit 4 Reading Standards		Unit 4 Reading Critical Knowledge and Skills
RL.7.1 Cite several pieces of textual evidence and make relevant	RI.7.1 Cite several pieces of textual evidence and make	● Paraphrase evidence from text ● Correctly cite evidence

connections to support analysis of what the text says explicitly as well as inferences drawn from the text.	relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.	• Closely read the text (questioning, determining importance, looking for patterns) to extract quality evidence to support a claim • Use evidence from the text to make and check predictions as you read • Make personal connections, connections to other texts, and/or global connections, when relevant • Gather evidence from the text to support inferences or explicit meaning • Read and analyze a variety of literary genres and informational texts • Probe a segment of text in order to study and evaluate its multiple, deeper, and varied meanings • Combine text information and prior knowledge (personal experience and/or previous reading) to create new information in the form of inferences • Refer to the text for support when analyzing and drawing inferences
RL.7.2.Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	• Provide a statement of a theme(s) or a central idea(s) of a fictional text, based on textual evidence • Explain the theme or central idea of a fictional piece using key details as evidence, including 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 • Evaluate recurring ideas and changes in the characters and plot over the course of the text (why did the author make those changes, impact on the reader, effectiveness of the author's choices) • Identify how the theme or central idea relates to the characters, setting, and/or plot over the course of the text •—Explain how two or more central ideas in a nonfiction piece develop over the course of the text, including the relationship between people, ideas, and events •—Identify and use knowledge of common graphic features (charts, maps, diagrams, captions, illustrations) to help determine two or more central idea of a text • Summarize the text objectively, capturing the main ideas • Distinguish between essential and nonessential details of a text to create an objective summary of the text
RL.7.4. Determine the meaning of words and phrases as they are used	RI.7.4. Determine the meaning of words and phrases as they are used	• Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical)

in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.	- Analyze the impact of specific word choice on meaning and/or tone - Explain poetic devices used in text - Analyze the impact of poetic sound devices (rhyme scheme, alliteration, consonance, etc) on a particular section of a text - Analyze why the author used a specific word choice or sound device - Analyze the impact of a word choice or sound device on the reader - Evaluate the effectiveness of the author's word choice or sound device
RL.7.5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning	RI.7.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	- Describe the form and structure of a drama or poem - Describe the structure used to organize a nonfiction text ~~texts~~ - Explain how text structure impacts overall meaning of text - Identify how the differing form or structure of a text contributes to its meaning - Analyze how parts of a text contribute to meaning - Explain why the author chose a specific form or structure - Analyze the impact of the form or structure on the reader (how would the text be different if the form changed?) - Evaluate the effectiveness of the chosen form or structure
RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	RI.7.6. 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.	RL.7.6: - Identify the viewpoints of characters in a text - Compare and contrast the characters' points-of-view - Trace how the author created and conveyed the similar and/or dissimilar characters - Analyze the impact of the author's point of view choices on the reader - Evaluate the effectiveness of the author's point of view choices
		RI.7.6: - Identify the author's point of view - Explain the techniques the author uses to distinguish his/her point of view from others - Evaluate the effectiveness of the techniques the author uses to distinguish his/her point of view from others
RL.7.10. **By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (see Appendix A) or above, scaffolding as needed.	RI.7.1.10. **By the end of the year read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above, with scaffolding as needed.	- Determine difficulties in comprehending and making meaning - Apply appropriate strategies in order to increase comprehension when encountering grade level text - Encounter appropriate texts at each grade level in order to develop the mature language skills and the conceptual knowledge needed for success in school and life

		● Encounter the text with scaffolding when needed Make an increasing number of connections among ideas and between texts

Unit 4 Writing Standards	Unit 4 Writing Critical Knowledge and Skills
W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. W.7.2.A. Introduce a topic; 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 aiding comprehension. W.7.2.B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. W.7.2.C. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. W.7.2.D. Use precise language and domain-specific vocabulary to inform about or explain the topic. W.7.2.E. Establish and maintain a formal style/academic style, approach, and form. W.7.2.F. Provide a concluding statement or section that follows from and supports the information or explanation presented.	● Focus writing on thoroughly describing or explaining a topic ● Identify the defining elements of this specific writing genre ● Explore topics from their content area classes. ● Introduce a topic clearly, previewing what is to follow ● Organize ideas, concepts, and information into broader categories using strategies such as definition, classification, comparison/contrast, and cause/effect ● Include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension ● Include relevant supporting facts, information, and details ● Transition between ideas using appropriate words and phrases ● Select precise language and domain-specific vocabulary ● Consistently use an appropriate style ● Create language that is appropriate to one's audience and follows a formal tone ● Write a conclusion to bring the text to a close
W.7.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.	● Identify defining characteristics of different genres of writing ● Unpack the writing prompt ● Write for a specific purpose and audience ● Select an appropriate text structure or format for the task ● Use language that is precise and powerful to create voice in writing ● Create a tone that is appropriate for one's audience
W.7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	● Revise and edit intentionally to improve writing. ● Generate ideas to develop topic ● Revise writing with a partner or self-editing checklists ● View writing from the vantage point of the audience in order to determine the effectiveness of their words, organization, etc.
W.7.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	● Use technological resources to enhance writing ● Follow appropriate typing format and conventions ● Use technology to broaden research base ● Use evidence found online to support ideas

	● Give and receive feedback using technology ● Seek out authentic publishing opportunities
W.7.7. (Choice) Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation	● Engage in short research projects to answer a self-selected or teacher-assigned questions ● Develop research questions ● Determine keywords or topics for each question ● Search for informational sources in an effort to answer the question ● Compose follow-up research questions based on the initial search ● Explain quotations used as support to enhance meaning ● Research and synthesize information from several sources ● Conduct research and synthesize multiple sources of information
W.7.8. (Choice) 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.	● Use search terms effectively ● Write a clear thesis statement ● Draw evidence from texts to support thesis ● Assess the credibility and accuracy of each source ● Select direct and indirect quotations that relate to the topic as evidence ● Follow published guidelines (MLA, APA, etc) to cite direct and indirect quotations ● Identify examples of plagiarism in writing ● Paraphrase source information to avoid plagiarism in writing

W.7.9. (Choice) Draw evidence from literary or informational texts to support analysis, reflection, and research.
    W.7.9.A. Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history").
    W.7.9.B. Apply grade 7 Reading standards to literary nonfiction (e.g. "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").
	● Incorporate ideas from literary or informational texts to support writing
	● Deconstruct and reflect upon textual evidence
	● Identify evidence that supports claims in literary analysis
	● Logically connect evidence to claims in writing
	● Select direct and indirect quotations that relate to the topic as evidence
	● Cite in-text direct and indirect quotations appropriately
	● Explain quotations used as support to enhance meaning
	● Recognize and identify multiple organizational models
	● Apply a specific organizational strategy to a writing

W.7.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	● Practice writing in a myriad of situations (journals, dialogues, creative tasks, etc.) ● Reflect on and be able to explain decisions made while crafting a piece of writing ● Produce written reflections ● Write for a variety of audiences and purposes on an array of cross-curricular topics

Unit 4 Speaking and Listening Standards	Unit 4 Speaking and Listening Critical Knowledge and Skills
SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. SL.7.1.A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. SL.7.1.B. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. SL.7.1.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. SL.7.1.D. Acknowledge new information expressed by others and, when warranted, modify their own views.	● 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 ● Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed ● Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas ● Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented
SL.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.	● Extract the main ideas and the details used to support it presented in different media formats ● Synthesize the information, sorting between the main points and smaller details that work to support the main points ● Use a graphic organizer (ie: web, outline, etc)to analyze presented information ● Explain how the main idea and supporting details help to clarify a topic, text, or issue
SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	● Use multimedia and visual displays to enhance work ● Identify the various types of multimedia (text, audio, still images, animation, and video) and visual displays (posters, props) ● Find meaningful ways to include these tools in presentations ● Identify where to incorporate multimedia and visual displays, as well as implement specific video clips to enhance audience interest and learning ● Use multimedia to help make claims and findings clear and to emphasize important points for the audience ● Determine when it is appropriate to use informal language versus formal English

SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 here for specific expectations.)	● Orally present information, using appropriate speech, in a variety of situations. ● Recognize and consider the audience ● Determine if the topic and language style correspond appropriately ● Reflect on the use of language and revise as needed
L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.7.2.B. Spell correctly.	● Apply common rules and patterns to spell words correctly
L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.7.3.A. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	● Select precise language ● Revise writing for wordiness and redundancies

L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 7 reading and content*, choosing flexibly from a range of strategies.
    L.7.4.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.
    L.7.4.B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
    L.7.4.C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
    L.7.4.D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
	● Use a combination of context clues, structural clues, and the word's position in a sentence to determine the meaning of unknown words or phrases
	● Use dictionaries, glossaries, and/or thesauruses to find the pronunciation of a word
	● Use dictionaries, glossaries, and/or thesauruses to determine the actual meaning of a word or its part of speech
	● Determine the meaning of commonly used prefixes and suffixes
	● Separate a base word from the prefix or suffix
	● Use the definition of known prefixes and suffixes to define new words
	● Identify root words in unknown words
	● Use known root words to aid in defining unknown words
	● Verify the inferred meaning of a word is the actual meaning by using dictionaries, glossaries, and/or thesauruses
	● Consult reference materials that are both printed and digital

L.7.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	● Understand and apply conversational, academic, and domain specific vocabulary ● Interpret unknown words and their meanings, using context clues, understanding Greek and Latin roots, and applying grammatical knowledge of function and form
8.8.2.A.4	● Create a document with text using a word processing program.
8.1.8.E.1	● Gather and analyze findings to produce a possible solution for a content-related or real world problem using data collection technology.

8.2.2.D.1	● Collect and post the results of a digital classroom survey about a problem or issue and predict consequences based on claims and reasons.

Unit 4 Grade 7	
Content Area: Language Arts	
Unit Title/Core Novel: Freak the Mighty	Grade Level: 7
Interdisciplinary Connections:	Length of Time: APX 45 Days
Unit Summary: Social Studies This unit revolves around Rodman Philbrick's young adult novel "*Freak the Mighty*". This story is realistic fiction though it has many elements of fantasy. Philbrick's novel is told through the perspective of Max, who through the life and death of his friend Kevin, learns to respect his own intelligence and endure his own frightening heritage. The writing focus for this unit will be both a narrative and persuasive piece. Students will write a personal narrative using one of their favorite photographs to supply the details. This unit will also include short informational texts that center on the topic of ability grouping in schools. Students will analyze articles for and against the topic, write a persuasive essay, and hold a debate on the issue. Overall, students will use these resources to "recognize the worth in all" and strengthen reading and writing skills learned throughout the year.	21st Century Themes/Career Readiness Practices: Global Awareness Environmental Literacy Health Literacy Civic Literacy Financial Literacy CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.
Core Instructional Materials:	Core Novel Achieve 3000 https://login.achieve3000.com/index NJ Student Learning Standards Grade 7 https://www.nj.gov/education/cccs/2016/ela/g07.pdf GSuite for Education Projector Internet resources Activity handouts from the teacher Presentations via technology including educational videos on Safari and

	youtube.com · Subject software Internet resources Presentations via technology, including documentaries and videos from Safari, youtube.com and teacher-created materials.

Standards/ ELA Concepts

Anchor Standards for Reading Grade 7: https://www.nj.gov/education/cccs/2016/ela/g07.pdf

Key Ideas and Details

- NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

- NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. New Jersey Student Learning Standards for English Language Arts Page 2 of 13
- NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Technology Standards:

- 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems

individually and collaborate and to create and communicate knowledge.Assess the credibility and accuracy of digital content.

- [8.2 Technology Education, Engineering, Design and Computational Thinking - Programming:](#) All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

District/School Formative Assessment Plan	District/School Summative Assessment Plan
Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards. - Scholastic Reading Inventory (SRI) - Daily Oral Vocabulary Activities - Informational/Explanatory Process Piece (teacher constructed) - Assessment Item Analysis - UDL Menu - Do Now / Exit Ticket - Teacher / Student Questioning - Class / Small Group Discussion - Graphic Organizers - Peer / Self Assessment - Visual Presentations - Think Pair Share - Teacher Observation / Anecdotal Records - Computer Based Applications/Programs - Practice Presentations	*Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.* - Essay - Unit Test 4 Assessment 1 (Pre Progress Reporting Period 4) - Unit Test 4 Assessment 2 - Teacher Constructed Standards Based Quiz 1(Pre Progress Reporting Period 1) - Teacher Constructed Standards Based Quiz 2 - Alternative Assessment Teacher Constructed 1 (Pre Progress Reporting Period 4) - Alternative Assessment Teacher Constructed 2
District/School Texts	**District/School Supplementary Resources**
Districts or schools choose appropriate grade level texts that may be traditional texts as well as digital texts. - [Freak the Mighty](#)	*Districts or schools choose supplementary resources that are not considered "texts."* - Achieve 3000 - [Link to supplemental novels and texts utilized by staff](#)
District/School Writing Tasks	

Primary Focus	Secondary Focus	Routine Writing
This is connected to the types of writing as indicated in the standards: Informational or Literary. ● Informational/Explanatory	*This may be to develop a skill or connect to writing from resources or research writing.* ● Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	*This is daily writing or writing that is done several times over a week.* ● Text Dependent Writing (TDQ) ● Quickwrites ● Routine Writing

Unit Essential Questions

- How do you recognize the worth in all humans?
- Author's choice: Why does it matter? What makes a story a "great" story?
- What do good readers do? Am I clear about what I just read? How do I know?
- What do good writers do? What's my purpose and how do I develop it?
- What makes collaboration meaningful? How can a debate make an argument stronger or clearer?

Unit Enduring Understanding

- Every person is born with inherent worth regardless of any imperfections or faults they may have. Everyone brings unique qualities and talents to various situations.
- Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding.
- Effective readers use a variety of strategies to make sense of key ideas and details presented in text.
- Writing should be purposely focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader.
- Comprehension is enhanced through a collaborative process of sharing and evaluating ideas.

Key Vocabulary

- ***Tier 2 vocabulary to be extracted from text during the course of instruction.***
- analyze
- explicit
- inference
- textual evidence
- author's purpose
- analyze
- explicit
- inference
- textual evidence
- conclude

- author's purpose
- describe
- plot
- episodes
- characters/character traits
- resolution
- dialogue
- phrases
- figurative meaning
- connotative meaning
- analyze
- specific
- impact
- meaning
- tone
- word choice
- determine
- analyze
- scene
- stanza
- text structure
- theme
- setting
- plot
- author
- point of view
- develop
- narrator
- speaker in text
- compare
- contrast
- experience
- drama

- poetry
- viewing
- audio
- perception
- similarities
- differences
- compare
- contrast
- contrastar
- similarities
- differences
- text
- genres
- theme
- historical
- novels
- fantasy
- realism
- literature
- drama
- poetry
- Fluency
- comprehension

Unit Learning Targets (Students will do…)

- Cite several pieces of textual evidence to support analysis of what the text says explicitly in grade 7 text(s)
- Cite several pieces of textual evidence to support analysis of inferences drawn from grade 7 text(s)
- Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text
- Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g. alliteration) on a specific verse or stanza of a poem or section of a story or drama.
- Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
- Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
- Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how

authors of fiction use or alter history.
- By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grade 7 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
- Analyze the interactions between individuals, events, and ideas in a text (e.g. how ideas influence individuals or events, or how individuals influence ideas or events).
- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
- Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
- 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.
- Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning of an argument is sound and the evidence is relevant and sufficient to support the claims.
- Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
- By the end of the year, read and comprehend literary nonfiction in grade 7 text complexity proficiently, with scaffolding as needed at the high end of the range.
- Write narratives to develop real or imagined experiences or events using effective technique such as dialogue, pacing, and description to develop experiences, events, and/or characters.
- When writing narratives, develop real or imagined experiences or events using relevant descriptive details; use precise words and phrases, and sensory language to capture the action and convey experiences and events.
- When writing narratives, develop real or imagined experiences or events using well- structured event sequences; 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.
- When writing narratives, use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another when writing narratives.
- When engaged in narrative writing, provide a conclusion that follows from and reflects on the narrated experiences or events.
- When writing arguments, introduce and support claims with clear reasons and relevant evidence, acknowledge alternate or opposing claims.
- Organize reasons and evidence logically when writing arguments.
- When writing arguments, support claims with clear reasons and relevant evidence; support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- When writing arguments, use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- When writing arguments, establish and maintain a formal style.
- When writing arguments, provide a concluding statement or section that follows from and supports the argument presented.
- 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.

- Come to discussions prepared, having read or researched required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- When participating in collaborative discussions, follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
- 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.
- When participating in collaborative discussions, acknowledge new information expressed by others and, when warranted, modify their own views.
- 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.
- Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. 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 when speaking.
- When speaking and writing, include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
- Demonstrate a command of formal English and its conventions when writing, speaking, reading, or listening; adapt speech to a variety of contexts and choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; explain the function of phrases and clauses in general and their function in specific sentences.
- Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
- Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
- Demonstrate command of the conventions of standard English capitalization, punctuation, when writing; use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old [,] green shirt).
- Demonstrate command of the conventions of standard English to spell correctly.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies; 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.
- Use common grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
- Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech; 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).
- Demonstrate understanding of figurative language; interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
- Demonstrate understanding of word relationships; use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand

each of the words.
- Demonstrate understanding of nuances in word meanings; distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).
- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Instructional Best Practices and Exemplars

Instructional Best Practices and Exemplars
Instructional Best Practices
(Please see information in attached link)

Modifications for SpEd/ESL/Students at Risk/Gifted

● Complete fewer or different homework problems than peers
● Write shorter papers
● Supports, Accommodations, and Modifications must be provided as stated in IEP, 504 Plan, or I&RS Intervention Plan, and may include (but are not limited to) the following:

Presentation accommodations:
● Listen to audio recordings instead of reading text
● Learn content from audio books, movies, videos and digital media instead of reading print versions
● Use alternate texts at lower readability level
● Work with fewer items per page or line and/or materials in a larger print size
● Use magnification device, screen reader, or Braille / Nemeth Code
● Use audio amplification device (e.g., hearing aid(s), auditory trainer, sound-field system (which may require teacher use of microphone)
● Be given a written list of instructions
● Record a lesson, instead of taking notes
● Have another student share class notes with him
● Be given an outline of a lesson
● Be given a copy of teacher's lecture notes
● Be given a study guide to assist in preparing for assessments
● Use visual presentations of verbal material, such as word webs and visual organizers
● Use manipulatives to teach or demonstrate concepts
● Have curriculum materials translated into native language

Response accommodations:

- Use sign language, a communication device, Braille, other technology, or native language other than English
- Dictate answers to a scribe
- Capture responses on an audio recorder
- Use a spelling dictionary or electronic spell-checker
- Use a word processor to type notes or give responses in class
- Use a calculator or table of "math facts"
- Respond directly in the test booklet rather than on an answer sheet. Setting accommodations:
- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where he learns best (for example, near the teacher, away from distractions)
- Use special lighting or acoustics
- Take a test in small group setting
- Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out)
- Use noise buffers such as headphones, earphones, or earplugs

Timing accommodations:
- Take more time to complete a task or a test
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing a task

Scheduling accommodations:
- Take more time to complete a project
- Take a test in several timed sessions or over several days
- Take sections of a test in a different order
- Take a test at a specific time of day

Organization skills accommodations:
- Use an alarm to help with time management
- Mark texts with a highlighter
- Have help coordinating assignments in a book or planner
- Receive study skills instruction

Assignment modifications:

● Answer fewer or different test questions
● Create alternate projects or assignments

Curriculum modifications:

● Learn different material
● Get graded or assessed using a different standard than the one for classmates