

## Green Township School District GRADE 7 ELA Curriculum--Revised 2017

Overview	READING	WRITING	SPEAKING & LISTENING	LANGUAGE
<b><u>Unit 1</u></b>  Change  (6 weeks)	Primary Focus Standards:  RL.7.1                      RI.7.1  RL.7.2  RL.7.3  RI.7.8   <b>Tech Std. 8.1.8.A.2</b>	Primary Focus Standards:  W.7.3  W.7.4  W.7.5  W.7.9   <b>Tech Std. 8.1.8.A.2</b>	Primary Focus Standards:  SL.7.1	Primary Focus Standards:  L.7.1  L.7.2  L.7.3  L.7.4
	Text Type: (fiction and nonfiction) <ul style="list-style-type: none"> <li>● 1-2 Extended Texts</li> <li>● 4-8 shorter texts depending on length and complexity</li> </ul> <p><i>(Note: Some texts will be read by the whole class; others will be chosen by groups or individuals)</i></p>	Writing Genre: <ul style="list-style-type: none"> <li>● <b>Narrative</b></li> <li>● Literary Analysis</li> <li>● Routine Writing</li> </ul>	Task Types: <ul style="list-style-type: none"> <li>● Small and whole group discussions</li> </ul>	These standards are embedded within the writing process.
<b><u>Unit 1B</u></b>  Wisdom  (5 weeks)	Primary Focus Standards:  RL.7.1                      RI.7.1  RL.7.5                      RI.7.5  RL.7.6                      RI.7.6  RI.7.7  RL.7.9                      RI.7.9	Primary Focus Standards:  W.7.2  W.7.4  W.7.5  W.7.7  W.7.8	Primary Focus Standards:  SL.7.5	Primary Focus Standards:  L.7.2

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		W.7.9  <b>Tech Std. 8.1.8. A.2; 8.1.8.B.1; 8.1.8.D.1-D.5</b>		
	Text Type: (fiction and nonfiction) <ul style="list-style-type: none"> <li>• 1-2 Extended Texts</li> <li>• 4-8 shorter texts depending on length and complexity</li> </ul> <i>(Note: Some texts will be read by the whole class; others will be chosen by groups or individuals)</i>	Writing Genre: <ul style="list-style-type: none"> <li>• <b>Informational</b></li> <li>• Literary Analysis</li> <li>• Research</li> <li>• Routine Writing</li> </ul>	Task Types: <ul style="list-style-type: none"> <li>• Small and whole group discussions</li> <li>• Multimedia research presentation</li> </ul>	These standards are embedded within the writing process.
<b>Unit 2</b>  Challenges  (5 weeks)	Primary Focus Standards:  RL.7.1                  RI.7.1  RL.7.2                  RI.7.2  RL.7.3                  RI.7.3  RL.7.4                  RI.7.4	Primary Focus Standards:  W.7.2  W.7.5  W.7.7  W.7.8  W.7.9  <b>Tech stds. 8.1.8.A.2, 8.1.8.D.1-D.5</b>	Primary Focus Standards:  SL 7.1  SL 7.5	Primary Focus Standards:  L.7.1  L.7.2  L.7.3  L.7.4  L.7.6
	Text Type: (fiction and nonfiction) <ul style="list-style-type: none"> <li>• 1-2 Extended Texts</li> <li>• 4-8 shorter texts depending on length and complexity</li> </ul>	Writing Genre: <ul style="list-style-type: none"> <li>• <b>Informational</b></li> <li>• Literary Analysis</li> <li>• Research</li> </ul>	Task Types: <ul style="list-style-type: none"> <li>• Small and whole group discussions</li> <li>• Multimedia research</li> </ul>	<ul style="list-style-type: none"> <li>• These standards are embedded within the writing process.</li> </ul>

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	<i>(Note: Some texts will be read by the whole class; others will be chosen by groups or individuals)</i>	<ul style="list-style-type: none"> <li>Routine Writing</li> </ul>	presentation	
<b>Unit 3A</b>  Influence  (5 weeks)	Primary Focus Standards:  RL.7.1                  RI.7.1  RL.7.2                  RI.7.2  RL.7.3                  RI.7.3  RL.7.5                  RI.7.5  RL.7.7                  RI.7.7	Primary Focus Standards:  W.7.1  W.7.4  W.7.5  W.7.6  W.7.7  W.7.8  <b>Tech Std. 8.1.8.E.1, 8.1.8.F.1</b>	Primary Focus Standards:  SL.7.1  SL.7.3	Primary Focus Standards:  L.7.1  L.7.5  L.7.6
	Text Type: (fiction and nonfiction) <ul style="list-style-type: none"> <li>1-2 Extended Texts</li> <li>4-8 shorter texts depending on length and complexity</li> </ul> <i>(Note: Some texts will be read by the whole class; others will be chosen by groups or individuals)</i>	Writing Genre: <ul style="list-style-type: none"> <li><b>Argument</b> (with research)</li> <li>Literary Analysis</li> <li>Routine Writing</li> </ul>	Task Types: <ul style="list-style-type: none"> <li>Small and whole group discussions</li> </ul>	These standards are embedded within the writing process.
<b>Unit 3B</b>  Truth, Drama & Poetry	Primary Focus Standards:  RL.7.4                  RI.7.4  RL.7.5                  RI.7.5	Primary Focus Standards:  W.7.1  W.7.4	Primary Focus Standards:  SL.7.2  SL.7.4	Primary Focus Standards:  L.7.4  L.7.5

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(6 weeks)	RL.7.6                  RI.7.6 RL.7.7                  RI.7.7 RL.7.9                  RI.7.9	W.7.6  <b>Tech stds. 8.1.8.D.2, D.3, D.4, D.5</b>	SL.7.6	L.7.6
	Text Type: (fiction and nonfiction) <ul style="list-style-type: none"> <li>● 1-2 Extended Texts</li> <li>● 4-8 shorter texts depending on length and complexity</li> </ul> <i>(Note: Some texts will be read by the whole class; others will be chosen by groups or individuals)</i>	Writing Genre: <ul style="list-style-type: none"> <li>● Narrative / <b>Poetry</b></li> <li>● <b>Argument</b></li> <li>● Literary Analysis</li> <li>● Research</li> <li>● Routine Writing</li> </ul>	Task Types: <ul style="list-style-type: none"> <li>● Small and whole group discussions</li> <li>● Information presentation (elevator pitch)</li> </ul>	These standards are embedded within the writing process.
<b>Unit 4</b> Perseverance  (3 weeks)	Primary Focus Standards: RL.7.1                  RI.7.1 RL.7.2                  RI.7.2 RL.7.4                  RI.7.4 RL.7.6                  RI.7.6	Primary Focus Standards: W.7.4 W.7.8 W.7.9	Primary Focus Standards: SL.7.1	Primary Focus Standards: L.7.6
	Text Type: (fiction and nonfiction) <ul style="list-style-type: none"> <li>● 1-2 Extended Texts</li> <li>● 4-8 shorter texts depending on length and complexity</li> </ul> <i>(Note: Some texts will be read by the whole class; others will be chosen by groups or individuals)</i>	Writing Genre: <ul style="list-style-type: none"> <li>● Narrative</li> <li>● Argument</li> <li>● Literary Analysis</li> <li>● Research</li> <li>● Routine Writing</li> </ul>	Task Types: <ul style="list-style-type: none"> <li>● Small and whole group discussions</li> </ul>	These standards are embedded within the writing process.
<b>Unit 5</b>	Primary Focus Standards:	Primary Focus Standards:	Primary Focus Standards:	Primary Focus Standards:

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Growing Up  (6 weeks)	RL.7.2                  RI.7.2  RL.7.3                  RI.7.3  RL.7.6                  RI.7.6	W.7.3  W.7.4  W.7.5  W.7.10  <b>Tech std. 8.1.8.A.2, 8.1.8.E.1, 8.1.8.F.1</b>	SL.7.2  SL.7.4  SL.7.6	L.7.2  L.7.6
	Text Type: (fiction and nonfiction) <ul style="list-style-type: none"> <li>● 1-2 Extended Texts</li> <li>● 4-8 shorter texts depending on length and complexity</li> </ul> <p><i>(Note: Some texts will be read by the whole class; others will be chosen by groups or individuals)</i></p>	Writing Genre: <ul style="list-style-type: none"> <li>● <b>Narrative</b></li> <li>● Argument</li> <li>● Literary Analysis</li> <li>● Research</li> <li>● Routine Writing</li> </ul>	Task Types: <ul style="list-style-type: none"> <li>● Small and whole group discussions</li> </ul>	These standards are embedded within the writing process.
<b>Suggested Open Educational Resources</b>	Reading <ul style="list-style-type: none"> <li>● <a href="#">Close In on Close Reading</a></li> <li>● <a href="#">Teaching Channel: Thinking Notes Strategy For Close Reading</a></li> <li>● <a href="#">Summarizing, Paraphrasing &amp; Retelling</a></li> <li>● <a href="#">Strategies for Analyzing Argument</a></li> <li>● <a href="#">Common Core Reading Strategies Informational Text</a></li> <li>● <a href="#">Teaching Reading</a></li> <li>● <a href="#">Teaching Theme</a></li> <li>● <a href="#">Exploring Character</a></li> <li>● <a href="#">Literary Analysis</a></li> <li>● <a href="#">Vocabulary: Doing It Differently</a></li> <li>● <a href="#">Google Cultural Institute</a></li> <li>● <a href="#">ClassHook</a></li> <li>● <a href="#">Formative Assessment Tool</a></li> <li>● <a href="#">OER Commons</a></li> </ul>	Writing/Language <ul style="list-style-type: none"> <li>● <a href="#">Teacher Tube - Counterclaims and rebuttals</a></li> <li>● <a href="#">Evidence Based Arguments</a></li> <li>● <a href="#">Writing Fix: Word Choice Resources</a></li> <li>● <a href="#">Writing Resources by Strand</a></li> <li>● <a href="#">Word Choice YouTube</a></li> <li>● <a href="#">Argumentative Writing YouTube</a></li> <li>● <a href="#">Writing Exemplars - Argument/Opinion</a></li> <li>● <a href="#">PARCC Writing Resources</a></li> <li>● <a href="#">Harvard College Writing Center</a></li> <li>● <a href="#">Teaching Narrative</a></li> <li>● <a href="#">Writing Exemplars by Grade Level and Aspects to Consider in Writing</a></li> </ul>	Speaking & Listening <ul style="list-style-type: none"> <li>● <a href="#">Inquiry Based Learning (Edutopia)</a></li> <li>● <a href="#">Engaging Students Using Discussion</a></li> <li>● <a href="#">Socratic Seminar: ReadWriteThink</a></li> <li>● <a href="#">Fishbowl Strategy</a></li> <li>● <a href="#">Stems on Fostering Class Discussion</a></li> <li>● <a href="#">Fishbowl Strategies: Teach Like This</a></li> <li>● <a href="#">Accountable Talk</a></li> <li>● <a href="#">AVID Socratic Seminar</a></li> <li>● <a href="#">Listenwise</a></li> <li>● <a href="#">Flipgrid</a></li> </ul>	Critical Thinking <ul style="list-style-type: none"> <li>● <a href="#">Levels of Thinking in Bloom's and Webb's Depth of Knowledge</a></li> <li>● <a href="#">Cognitive Rigor Chart</a></li> <li>● <a href="#">5 Strategies For Middle School Classrooms</a></li> </ul>

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	<ul style="list-style-type: none"> <li>• <a href="#">Arts Edge</a></li> <li>• <a href="#">CommonLit</a></li> <li>• <a href="#">Poetry</a></li> <li>• <a href="#">US Holocaust Museum</a></li> <li>• <a href="#">Treks (Google Maps Street View)</a></li> <li>• <a href="#">Digital Compass</a></li> <li>• <a href="#">DK Find Out</a></li> <li>• <a href="#">Zoom In (history)</a></li> <li>• <a href="#">Tween Tribune</a></li> <li>• <a href="#">What was there</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Thesis Writing</a></li> <li>• <a href="#">Literary Analysis Writing</a></li> <li>• <a href="#">Writing a Thesis Statement</a></li> <li>• <a href="#">Website Evaluation</a></li> <li>• <a href="#">Pixabay</a></li> <li>• <a href="#">My Simpleshow</a></li> <li>• <a href="#">Media Smarts</a></li> <li>• <a href="#">Piktochart</a></li> <li>• <a href="#">Photos for Class</a></li> <li>• <a href="#">Actively Learn</a></li> <li>• <a href="#">Hstry timeline creation tool</a></li> </ul>		
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<b>Pacing: 6 Weeks</b>		<b>Unit 1 A</b>	
<b>Writing Genre: Narrative</b>		<b>Unit 1 CHANGE</b>	
<b>Unit 1 Standards</b>		<b>Unit 1 ESSENTIAL QUESTIONS</b>	
<b>Unit 1 Reading Standards</b>		<b>Unit 1 Reading Critical Knowledge and Skills</b>	
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.	<ul style="list-style-type: none"> <li>● Paraphrase evidence from text</li> <li>● Correctly cite evidence</li> <li>● Closely read the text (questioning, determining importance, looking for patterns) to extract quality evidence to support a claim</li> <li>● Use evidence from the text to make and check predictions as you read</li> <li>● Make personal connections, connections to other texts, and/or global connections, when relevant</li> <li>● Gather evidence from the text to support inferences or explicit meaning</li> <li>● Read and analyze a variety of literary genres and informational texts</li> <li>● Probe a segment of text in order to study and evaluate its multiple, deeper, and varied meanings</li> <li>● Combine text information and prior knowledge (personal experience and/or previous reading) to create new information in the form of inferences</li> <li>● Refer to the text for support when analyzing and drawing inferences</li> </ul>	
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.		<ul style="list-style-type: none"> <li>● Provide a statement of a theme(s) or a central idea(s) of a fictional text, based on textual evidence</li> <li>● 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</li> <li>● 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</li> <li>● Evaluate recurring ideas and changes in the characters and plot over the course of</li> </ul>	

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		<p>the text (why did the author make those changes, impact on the reader, effectiveness of the author’s choices)</p> <ul style="list-style-type: none"> <li>● Identify how the theme or central idea relates to the characters, setting, and/or plot over the course of the text</li> <li>● 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</li> <li>● Identify and use knowledge of common graphic features (charts, maps, diagrams, captions, illustrations) to help determine two or more central idea of a text</li> <li>● Summarize the text objectively, capturing the main ideas</li> <li>● Distinguish between essential and nonessential details of a text to create an objective summary of the text</li> </ul>
<p>RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p>		<ul style="list-style-type: none"> <li>● Analyze the impact specific story elements have on the text</li> <li>● 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)</li> <li>● Analyze how the plot and setting affect the actions/choices/struggles of the characters</li> <li>● Explain why the author chose to have elements of a story interact in a specific way</li> <li>● Analyze the impact of the relationship between characters, setting, and plot on the reader</li> <li>● Evaluate the author’s effectiveness in determining the interactions between character, setting, and plot</li> </ul>
	<p>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.</p>	<ul style="list-style-type: none"> <li>● Support arguments presented in text with evidence.</li> <li>● Identify arguments and specific claims in a text</li> <li>● Determine which textual segments most strongly support the author's claim</li> <li>● Determine the validity of the reasoning</li> <li>● Determine the relevance and sufficiency of the evidence</li> <li>● Delineate and evaluate the argument and specific claims in a text</li> </ul>
<p><b>Unit 1 Writing Standards</b></p>		<p><b>Unit 1 Writing Critical Knowledge and Skills</b></p>
<p>W.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p style="padding-left: 20px;">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.</p> <p style="padding-left: 20px;">W.7.3.B. Use narrative techniques, such as dialogue, pacing,</p>		<ul style="list-style-type: none"> <li>● Engage the reader with a story hook</li> <li>● Introduce a narrator and/or characters</li> <li>● Establish a point of view and background story</li> <li>● Organize an event sequence that unfolds naturally and logically</li> <li>● Use narrative techniques effectively to develop experiences, events, characters and/or characters’ struggles</li> <li>● Transition from one idea to the next by using appropriate words and phrases</li> </ul>



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<p>and description, to develop experiences, events, and/or characters.</p> <p>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.</p> <p>W.7.3.D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>W.7.3.E. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>	<ul style="list-style-type: none"> <li>● Use figurative language to aid in description</li> <li>● Describe ideas by using sensory and specific language</li> <li>● Write a conclusion that brings the story events to a meaningful close</li> <li>● Clearly convey a conflict and a resolution to the conflict</li> </ul>
<p>W.7.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.</p>	<ul style="list-style-type: none"> <li>● Identify defining characteristics of different genres of writing</li> <li>● Unpack the writing prompt</li> <li>● Write for a specific purpose and audience</li> <li>● Select an appropriate text structure or format for the task</li> <li>● Use language that is precise and powerful to create voice in writing</li> <li>● Create a tone that is appropriate for one's audience</li> </ul>
<p>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.</p>	<ul style="list-style-type: none"> <li>● Revise and edit intentionally to improve writing.</li> <li>● Generate ideas to develop topic</li> <li>● Revise writing with a partner or self-editing checklists</li> <li>● View writing from the vantage point of the audience in order to determine the effectiveness of their words, organization, etc.</li> </ul>
<p>W.7.9. (Choice) Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>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").</p> <p>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").</p>	<ul style="list-style-type: none"> <li>● Incorporate ideas from literary or informational texts to support writing</li> <li>● Deconstruct and reflect upon textual evidence</li> <li>● Identify evidence that supports claims in literary analysis</li> <li>● Logically connect evidence to claims in writing</li> <li>● Select direct and indirect quotations that relate to the topic as evidence</li> <li>● Cite in-text direct and indirect quotations appropriately</li> <li>● Explain quotations used as support to enhance meaning</li> <li>● Recognize and identify multiple organizational models</li> <li>● Apply a specific organizational strategy to a writing</li> </ul>
<p><b>Unit 1 Speaking and Listening Standards</b></p>	<p><b>Unit 1 Speaking and Listening Critical Knowledge and Skills</b></p>
<p>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.</p>	<ul style="list-style-type: none"> <li>● Read required texts prior to discussions</li> <li>● Prepare for discussions</li> <li>● Use previous knowledge to expand discussions about a topic</li> <li>● Engage in conversations about grade-appropriate topics and texts</li> </ul>

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<p>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.</p> <p>SL.7.1.B. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>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.</p> <p>SL.7.1.D. Acknowledge new information expressed by others and, when warranted, modify their own views.</p>	<ul style="list-style-type: none"> <li>● Participate in a variety of rich, structured conversations</li> <li>● Define and identify rules for discussions, including group and individual roles</li> <li>● Model appropriate behavior during discussions</li> <li>● Craft and respond to specific questions based on the topic or text, elaborating when necessary</li> <li>● Reflect on and paraphrase what was discussed</li> <li>● Summarize the ideas expressed</li> </ul>
<p><b>Unit 1 Language Standards</b></p>	<p><b>Unit 1 Language Critical Knowledge and Skills</b></p>
<p>L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.7.1.A. Explain the function of phrases and clauses in general and their function in specific sentences.</p>	<ul style="list-style-type: none"> <li>● Identify phrases and clauses in sentences in reading</li> <li>● Explain the function of phrases and clauses in general</li> <li>● Explain the function of phrases and clauses in specific sentences</li> </ul>
<p>L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.7.2.B. Spell correctly.</p>	<ul style="list-style-type: none"> <li>● Apply common rules and patterns to spell words correctly</li> </ul>
<p>L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.7.3.A. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p>	<ul style="list-style-type: none"> <li>● Select precise language</li> <li>● Revise writing for wordiness and redundancies</li> </ul>
<p>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.</p>	<ul style="list-style-type: none"> <li>● Understand and apply conversational, academic, and domain specific vocabulary</li> <li>● Interpret unknown words and their meanings, using context clues, understanding Greek and Latin roots, and applying grammatical knowledge of function and form</li> </ul>
<p><b>Unit 1A Grade 7 What This May Look Like</b></p>	
<p><b>District/School Formative Assessment Plan</b></p>	<p><b>District/School Summative Assessment Plan</b></p>
<p>STAR Reading Test AR Quizzes Study Island practice assignments* Google Classroom questions*</p>	<p>Literary Essay on Essential Questions</p>

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<p>Kahoot: review sessions Exit tickets Class discussions Writing drafts and conferences Newsela quizzes and responses* Reading responses* Membean vocabulary quizzes*</p> <p><i>*At various points in the unit, these activities will be used as formative assessments; as students progress, these same formats will be used as summative assessments.</i></p>	
<p><b>Core Instructional Materials</b></p>	<p><b>District/School Supplementary Resources</b></p>
<p>Membean Newsela Pearson Prentice Hall Literature Anthology Freak the Mighty</p>	<p>Study Island Renaissance Learning Discovery Education Grammarly / PaperRater Notice &amp; Note lessons &amp; resources Four Perfect Pebbles Woody Guthrie: This Land Was Made for You and Me by Elizabeth Partridge (CCSS Exemplar Text) Travels With Charley: In Search of America by John Steinbeck (CCSS Exemplar Text) Zlata's Diary Last Book in the Universe Locomotion Hush Speak Mayflower (Philbrick) Home of the Brave Memoirs / Biographies NPR podcasts Story Corps TED Talks Commencement Speeches</p>

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	Editorials Chinese Cinderella Behind Rebel Lines North: The Amazing Story of Arctic Migration When Jessie Came Across the Sea One for the Murphys Inside Out and Back Again Nelson Mandela (Kadir Nelson) Orion and the Dark The Mangrove Tree: Planting Trees to Feed Families I Have an Olive Tree Stepping Stones (Margriet Ruurs) The Journey (Cynthia Rylant) Gleam and Glow (Eve Bunting) Peacebound Trains (Haemi Balgassi)	
<b>Possible Types of Assignments</b>		
<b>Writing:</b> <ul style="list-style-type: none"> <li>● Autobiography</li> <li>● Alternate endings</li> <li>● Inspirational 6 word stories</li> </ul> <p><b>Tech Std. 8.1.8.A.2</b></p>	<b>Speaking:</b> <ul style="list-style-type: none"> <li>● Informal discussions</li> <li>● Peer feedback</li> </ul>	<b>Multimedia:</b> <ul style="list-style-type: none"> <li>● N/A</li> </ul>
<b>Plan for Language Study</b>		
<b>Review:</b> <ul style="list-style-type: none"> <li>● Capitalization</li> <li>● Comma usage</li> </ul>	<b>New:</b> <ul style="list-style-type: none"> <li>● Phrases and clauses</li> </ul>	<b>Academic Vocabulary:</b> infer describe predict summarize support analyze irony recurring theme  <b>Prefix:</b> over- (too much)
<b>Interdisciplinary Connections throughout the K-12 Curriculum: Unit 1A Grade 7</b>		

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- Student creation of projects and presentations in math, science, social studies, health, and visual and performing arts utilizing all strands of the ELA standards (RL, RI, W, SL, L)
- Reading and deciphering word problems in math, explaining verbally (both in writing and orally)
- Reading books, articles, multimedia, and other materials in other disciplines for analysis and integration of knowledge and ideas
- Negotiation of complexity of text in science and social studies
- Research to build and present knowledge in science and social studies
- Vocabulary and language skill acquisition in discipline-specific readings
- Production and distribution of writing assignments and writing tasks in science, social studies, health
- Speaking and listening skills in tasks and presentations created for Visual and Performing Arts

### Integration of 21st Century Themes and Skills

#### 21st Century Skills/ Career Ready Practices:

- 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.**

### 2014 Technology Standards

#### 2014 NJ Technology Standards:

#### **8.1 Educational Technology ([Word](#) | [PDF](#))**

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** ([Word](#) | [PDF](#))

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.

Please see relevant projects for technology standards [8.1](#) and [8.2](#):

## Green Township School District GRADE 7 ELA Curriculum--Revised 2017

### Differentiation / Accommodations / Modifications

#### Gifted and Talented:

##### **Extension Activities** (*content, process, product and learning environment*)

- Conduct research and provide presentation of various topics.
- Design surveys to generate and analyze data to be used in discussion.
- Debate topics of interest / cultural importance.
- Authentic listening and reading sources that provide data and support for speaking and writing prompts.
- Exploration of art and/or artists to understand society and history.
- Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).

##### **Anchor Activities**

- Use of Higher Level Questioning Techniques
- Provide assessments at a higher level of thinking

#### English Language Learners:

##### **Modifications for Classroom**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting

##### **Modifications for Homework/Assignments**

- Modified Assignments
- Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment completion as needed
- Highlight key vocabulary
- Use graphic organizers

#### Students with Disabilities:

## Green Township School District GRADE 7 ELA Curriculum--Revised 2017

*Appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team.*

### **Modifications for Classroom**

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- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

### **Modifications for Homework and Assignments**

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
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### **Modifications for Assessments**

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

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

## Green Township School District GRADE 7 ELA Curriculum--Revised 2017

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## Green Township School District GRADE 7 ELA Curriculum--Revised 2017

Pacing: 5 Weeks		Unit 1 B
Writing Genre: Informational		Unit 1 WISDOM
Unit 1 B Standards		Unit 1B ESSENTIAL QUESTIONS
Unit 1 B Reading Standards		Unit 1B 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.	<ul style="list-style-type: none"> <li>● How does our past shape today?</li> <li>● What do we learn from our elders?</li> <li>● What can we learn from stories?</li> <li>● What can we learn from disasters?</li> <li>● What makes a person a trailblazer?</li> </ul>
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.	<ul style="list-style-type: none"> <li>● Paraphrase evidence from text</li> <li>● Correctly cite evidence</li> <li>● Closely read the text (questioning, determining importance, looking for patterns) to extract quality evidence to support a claim</li> <li>● Use evidence from the text to make and check predictions as you read</li> <li>● Make personal connections, connections to other texts, and/or global connections, when relevant</li> <li>● Gather evidence from the text to support inferences or explicit meaning</li> <li>● Read and analyze a variety of literary genres and informational texts</li> <li>● Probe a segment of text in order to study and evaluate its multiple, deeper, and varied meanings</li> <li>● Combine text information and prior knowledge (personal experience and/or previous reading) to create new information in the form of inferences</li> <li>● Refer to the text for support when analyzing and drawing inferences</li> </ul>
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.	<ul style="list-style-type: none"> <li>● Describe the structure used to organize a nonfiction text</li> <li>● Explain how text structure impacts overall meaning of text</li> <li>● Identify how the differing form or structure of a text contributes to its meaning</li> <li>● Analyze how parts of a text contribute to meaning</li> <li>● Explain why the author chose a specific form or structure</li> <li>● Analyze the impact of the form or structure on the reader (how would the text be different if the form changed?)</li> <li>● Evaluate the effectiveness of the chosen form or structure</li> </ul>
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.	<ul style="list-style-type: none"> <li>● Identify the viewpoints of characters in a text</li> <li>● Compare and contrast the characters' points-of-view</li> <li>● Trace how the author created and conveyed the similar and/or dissimilar characters</li> <li>● Analyze the impact of the author's point of view choices on the reader</li> <li>● Evaluate the effectiveness of the author's point of view choices</li> </ul>

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		<ul style="list-style-type: none"> <li>Identify the author’s point of view</li> <li>Explain the techniques the author uses to distinguish his/her point of view from others</li> <li>Evaluate the effectiveness of the techniques the author uses to distinguish his/her point of view from others</li> </ul>
	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).	<ul style="list-style-type: none"> <li>Analyze how content differs depending on the medium in which it is presented</li> <li>Explain how content shifts/transforms/re-shapes when presented in written, audio, video or multimedia formats</li> <li>Identify techniques present in each format</li> <li>Compare/contrast two or more formats’ portrayal of the same subject</li> <li>Reflect upon how the techniques within all mediums utilized affect and/or shape/color the particular segment of text</li> </ul>
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.	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.	<ul style="list-style-type: none"> <li>Compare and contrast historical fiction and a factual text</li> <li>Explain how authors of historical fiction omit, embellish, or alter the information found in factual text to create a story</li> <li>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</li> <li>Analyze the importance of the information each author emphasized and the importance of what was excluded</li> <li>Analyze why the author of the fictional piece chose to use or alter history</li> <li>Analyze the impact that the author’s use or alteration of history has on the reader</li> <li>Evaluate the effectiveness of the author’s choices to use and/or alter history</li> <li>Track key individuals, events, and/or ideas in informational texts from two or more authors.</li> <li>Investigate how one topic may be presented in different ways</li> <li>Compare and contrast two or more authors’ presentations of key information.</li> <li>Analyze the importance of the different information each author emphasized and excluded</li> <li>Analyze how the authors use the same information, but produce different texts because of interpretation</li> <li>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</li> <li>Evaluate the effectiveness of the authors’ emphasis of specific evidence and different interpretations of facts for promoting their view</li> </ul>
<b>Unit 1 B Writing Standards</b>		<b>Unit 1 B Writing Critical Knowledge and Skills</b>
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		<ul style="list-style-type: none"> <li>Focus writing on thoroughly describing or explaining a topic</li> <li>Identify the defining elements of this specific writing genre</li> <li>Explore topics from their content area classes.</li> <li>Introduce a topic clearly, previewing what is to follow</li> </ul>

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<p>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.</p> <p>W.7.2.B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>W.7.2.C. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>W.7.2.D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>W.7.2.E. Establish and maintain a formal style/academic style, approach, and form.</p> <p>W.7.2.F. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<ul style="list-style-type: none"> <li>● Organize ideas, concepts, and information into broader categories using strategies such as definition, classification, comparison/contrast, and cause/effect</li> <li>● Include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension</li> <li>● Include relevant supporting facts, information, and details</li> <li>● Transition between ideas using appropriate words and phrases</li> <li>● Select precise language and domain-specific vocabulary</li> <li>● Consistently use an appropriate style</li> <li>● Create language that is appropriate to one's audience and follows a formal tone</li> <li>● Write a conclusion to bring the text to a close</li> </ul>
<p>W.7.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.</p>	<ul style="list-style-type: none"> <li>● Identify defining characteristics of different genres of writing</li> <li>● Unpack the writing prompt</li> <li>● Write for a specific purpose and audience</li> <li>● Select an appropriate text structure or format for the task</li> <li>● Use language that is precise and powerful to create voice in writing</li> <li>● Create a tone that is appropriate for one's audience</li> </ul>
<p>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.</p>	<ul style="list-style-type: none"> <li>● Revise and edit intentionally to improve writing.</li> <li>● Generate ideas to develop topic</li> <li>● Revise writing with a partner or self-editing checklists</li> <li>● View writing from the vantage point of the audience in order to determine the effectiveness of their words, organization, etc.</li> </ul>
<p>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</p>	<ul style="list-style-type: none"> <li>● Engage in short research projects to answer a self-selected or teacher-assigned questions</li> <li>● Develop research questions</li> <li>● Determine keywords or topics for each question</li> <li>● Search for informational sources in an effort to answer the question</li> <li>● Compose follow-up research questions based on the initial search</li> <li>● Explain quotations used as support to enhance meaning</li> <li>● Research and synthesize information from several sources</li> <li>● Conduct research and synthesize multiple sources of information</li> </ul>
<p>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.</p>	<ul style="list-style-type: none"> <li>● Use search terms effectively</li> <li>● Write a clear thesis statement</li> <li>● Draw evidence from texts to support thesis</li> <li>● Assess the credibility and accuracy of each source</li> <li>● Select direct and indirect quotations that relate to the topic as evidence</li> </ul>

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	<ul style="list-style-type: none"> <li>● Follow published guidelines (MLA, APA, etc) to cite direct and indirect quotations</li> <li>● Identify examples of plagiarism in writing</li> <li>● Paraphrase source information to avoid plagiarism in writing</li> </ul>
<p>W.7.9. (Choice) Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>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").</p> <p>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").</p>	<ul style="list-style-type: none"> <li>● Deconstruct and reflect upon textual evidence</li> <li>● Identify evidence that supports claims in literary analysis</li> <li>● Logically connect evidence to claims in writing</li> <li>● Select direct and indirect quotations that relate to the topic as evidence</li> <li>● Cite in-text direct and indirect quotations appropriately</li> <li>● Explain quotations used as support to enhance meaning</li> <li>● Recognize and identify multiple organizational models</li> <li>● Apply a specific organizational strategy to a writing</li> </ul>
<b>Unit 1 Speaking and Listening Standards</b>	<b>Unit 1 Speaking and Listening Critical Knowledge and Skills</b>
<p>SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p>	<ul style="list-style-type: none"> <li>● Use multimedia and visual displays to enhance work</li> <li>● Identify the various types of multimedia (text, audio, still images, animation, and video) and visual displays (posters, props)</li> <li>● Find meaningful ways to include these tools in presentations</li> <li>● Identify where to incorporate multimedia and visual displays, as well as implement specific video clips to enhance audience interest and learning</li> <li>● Use multimedia to help make claims and findings clear and to emphasize important points for the audience</li> <li>● Determine when it is appropriate to use informal language versus formal English</li> </ul>
<b>Unit 1 Language Standards</b>	<b>Unit 1 Language Critical Knowledge and Skills</b>
<p>L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>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).</p>	<ul style="list-style-type: none"> <li>● Identify a series of adjectives in writing</li> <li>● Use a comma to separate adjectives in a series</li> </ul>
<p>L.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.7.5.A. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p> <p>L.7.5.C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).</p>	<ul style="list-style-type: none"> <li>● Define and identify figures of speech</li> <li>● Determine the meaning of and purpose of figures of speech in context</li> <li>● Identify the relationship of words</li> <li>● Clarify words by using the relationship between them</li> <li>● Discern the difference in meaning between closely related words</li> </ul>
<p>L.7.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge</p>	<ul style="list-style-type: none"> <li>● Understand and apply conversational, academic, and domain specific vocabulary</li> <li>● Interpret unknown words and their meanings, using context clues, understanding</li> </ul>

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when considering a word or phrase important to comprehension or expression.	Greek and Latin roots, and applying grammatical knowledge of function and form
<b>Unit 1 B Grade 7 What This May Look Like</b>	
<b>District/School Formative Assessment Plan</b>	<b>District/School Summative Assessment Plan</b>
<p>STAR Reading Test AR Quizzes Study Island practice assignments* Google Classroom questions* Kahoot: review sessions Exit tickets Class discussions Writing drafts and conferences Newsela quizzes and responses* Reading responses* Membean vocabulary quizzes*</p> <p><i>*At various points in the unit, these activities will be used as formative assessments; as students progress, these same formats will be used as summative assessments.</i></p>	<p>STAR test End of unit literary analysis Presentation of research</p>
<b>Core Instructional Materials</b>	<b>District/School Supplementary Resources</b>
<p>Membean Newsela Pearson Prentice Hall Literature Anthology</p>	<p>Study Island Renaissance Learning Discovery Education Grammarly / PaperRater Notice &amp; Note lessons &amp; resources <a href="http://www.usmmm.org/">http://www.usmmm.org/</a> <a href="http://www.tenement.org/">http://www.tenement.org/</a> Lily's Crossing Folktales Murphy, Jim. The Great Fire (CCSS Exemplar Text) Freeman, Russell. Freedom Walkers (CCSS Exemplar Text) Abe's Honest Words: The Life of Abraham Lincoln One Times Square: A Century of Change at the Crossroads of the World Moonshot: The Flight of Apollo 11</p>

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	<p>Chains (Anderson)          Mythology          Founding documents          Presidential speeches          Orphan train readings          Dust bowl readings          Civil rights readings          Slave Dancer          The Book Thief          Number the Stars          The Midwife's Apprentice          Crispin          The Golden Goblet          The Watsons go to Birmingham          Ida, Always (Caron Levis)          The Three Wishes (Jon Muth)          It's a Book (Lane Smith)          Flowers for Sarajevo (John McCutcheon)          Always Remember (Cece Meng)          What do you do with a Problem (Kobi Yamada)          If the World were a Village (David J. Smith)          Enormous Smallness: A Story of E. E. Cummings (Matthew Burgess)</p>	
<b>Possible Types of Assignments</b>		
<p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>Compare/contrast experience of reading a speech vs. listening to it</li> <li>Research: "It Was a Mistake"--historical event and lesson learned from history</li> </ul>	<p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>Present research with 3 minute speech (from index cards)</li> </ul>	<p><b>Multimedia:</b></p> <ul style="list-style-type: none"> <li>Storyboard</li> </ul> <p><b>Tech Std. 8.1.8. A.2; 8.1.8.B.1; 8.1.8.D.1-D.5</b></p>
<b>Plan for Language Study</b>		
<p><b>Review:</b></p> <ul style="list-style-type: none"> <li>Wordiness, Clutter, and Redundancy</li> </ul>	<p><b>New:</b></p> <ul style="list-style-type: none"> <li>Commas with Coordinating Adjectives</li> </ul>	<p><b>Academic Vocabulary:</b>          compare contrast evaluate support trace          analyze context author's bias</p> <p><b>Prefix:</b> pre-</p>

## Green Township School District GRADE 7 ELA Curriculum--Revised 2017

### Interdisciplinary Connections throughout the K-12 Curriculum: Unit 1B Grade 7

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### Integration of 21st Century Themes and Skills

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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.

## Green Township School District GRADE 7 ELA Curriculum--Revised 2017

Please see relevant projects for technology standards [8.1](#) and [8.2](#):

### Differentiation / Accommodations / Modifications

#### Gifted and Talented:

##### **Extension Activities** (*content, process, product and learning environment*)

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##### **Anchor Activities**

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- Provide assessments at a higher level of thinking

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- Pair visual prompts with verbal presentations
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## Green Township School District GRADE 7 ELA Curriculum--Revised 2017

### Students with Disabilities:

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## Green Township School District GRADE 7 ELA Curriculum--Revised 2017

### Students at Risk of School Failure:

#### **Modifications for Classroom**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Provide copy of classnotes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

#### **Modifications for Homework and Assignments**

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

#### **Modifications for Assessments**

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

## Green Township School District GRADE 7 ELA Curriculum--Revised 2017

Pacing: 5 Weeks		Unit 2
Writing Genre: Informational		Unit 2 CHALLENGES
Unit 2 Standards		<b>Unit 2 ESSENTIAL QUESTIONS</b> <ul style="list-style-type: none"> <li>● What do people do in the face of fear?</li> <li>● Why should we keep trying?</li> <li>● Is it brave to suffer in silence?</li> <li>● What stands in the way of your dreams?</li> <li>● Where do people find hope?</li> </ul>
Unit 2 Reading Standards		<b>Unit 2 Reading Critical Knowledge and Skills</b>
RL.7.1 Cite several pieces of textual evidence <b>and make relevant connections</b> 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 <b>and make relevant connections</b> to support analysis of what the text says explicitly as well as inferences drawn from the text.	<ul style="list-style-type: none"> <li>● Paraphrase evidence from text</li> <li>● Correctly cite evidence</li> <li>● Closely read the text (questioning, determining importance, looking for patterns) to extract quality evidence to support a claim</li> <li>● Use evidence from the text to make and check predictions as you read</li> <li>● Make personal connections, connections to other texts, and/or global connections, when relevant</li> <li>● Gather evidence from the text to support inferences or explicit meaning</li> <li>● Read and analyze a variety of literary genres and informational texts</li> <li>● Probe a segment of text in order to study and evaluate its multiple, deeper, and varied meanings</li> <li>● Combine text information and prior knowledge (personal experience and/or previous reading) to create new information in the form of inferences</li> <li>● Refer to the text for support when analyzing and drawing inferences</li> </ul>
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.	<ul style="list-style-type: none"> <li>● Provide a statement of a theme(s) or a central idea(s) of a fictional text, based on textual evidence</li> <li>● 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</li> <li>● 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</li> <li>● 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)</li> </ul>

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		<ul style="list-style-type: none"> <li>● Identify how the theme or central idea relates to the characters, setting, and/or plot over the course of the text</li> <li>● 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</li> <li>● Identify and use knowledge of common graphic features (charts, maps, diagrams, captions, illustrations) to help determine two or more central idea of a text</li> <li>● Summarize the text objectively, capturing the main ideas</li> <li>● Distinguish between essential and nonessential details of a text to create an objective summary of the text</li> </ul>
<p>RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p>	<p>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).</p>	<ul style="list-style-type: none"> <li>● Analyze the impact specific story elements have on the text</li> <li>● 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)</li> <li>● Analyze how the plot and setting affect the actions/choices of the characters</li> <li>● Explain why the author chose to have elements of a story interact in a specific way</li> <li>● Analyze the impact of the relationship between characters, setting, and plot on the reader</li> <li>● Evaluate the author’s effectiveness in determining the interactions between character, setting, and plot</li> <li>● Use a note taking structure to track key individuals, events, and/or ideas in informational texts.</li> <li>● Explain the relationships between individuals, events, and ideas in a text</li> <li>● Reflect on how historical figures influenced ideas or events of the time period and vice versa</li> <li>● Analyze why the author chose to describe the interaction between ideas, individuals, and events in a particular way</li> <li>● Analyze the impact of the interaction between ideas, individuals, and events on the reader</li> <li>● Analyze the effectiveness of the interaction between ideas, individuals, and events in communicating the author’s central idea</li> </ul>

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<p>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.</p>	<p>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.</p>	<ul style="list-style-type: none"> <li>● Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical)</li> <li>● Analyze the impact of specific word choice on meaning and/or tone</li> <li>● Analyze why the author used a specific word choice or sound device</li> <li>● Analyze the impact of a word choice or sound device on the reader</li> <li>● Evaluate the effectiveness of the author’s word choice or sound device</li> </ul>
<b>Unit 2 Writing Standards</b>		<b>Unit 2 Writing Critical Knowledge and Skills</b>
<p>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.</p> <p>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.</p> <p>W.7.2.B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>W.7.2.C. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>W.7.2.D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>W.7.2.E. Establish and maintain a formal style/academic style, approach, and form.</p> <p>W.7.2.F. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>		<ul style="list-style-type: none"> <li>● Focus writing on thoroughly describing or explaining a topic</li> <li>● Identify the defining elements of this specific writing genre</li> <li>● Explore topics from their content area classes.</li> <li>● Introduce a topic clearly, previewing what is to follow</li> <li>● Organize ideas, concepts, and information into broader categories using strategies such as definition, classification, comparison/contrast, and cause/effect</li> <li>● Include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension</li> <li>● Include relevant supporting facts, information, and details</li> <li>● Transition between ideas using appropriate words and phrases</li> <li>● Select precise language and domain-specific vocabulary</li> <li>● Consistently use an appropriate style</li> <li>● Create language that is appropriate to one's audience and follows a formal tone</li> <li>● Write a conclusion to bring the text to a close</li> </ul>
<p>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.</p>		<ul style="list-style-type: none"> <li>● Revise and edit intentionally to improve writing.</li> <li>● Generate ideas to develop topic</li> <li>● Revise writing with a partner or self-editing checklists</li> <li>● View writing from the vantage point of the audience in order to determine the effectiveness of their words, organization, etc.</li> </ul>
<p>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</p>		<ul style="list-style-type: none"> <li>● Engage in short research projects to answer a self-selected or teacher-assigned questions</li> <li>● Develop research questions</li> <li>● Determine keywords or topics for each question</li> <li>● Search for informational sources in an effort to answer the question</li> <li>● Compose follow-up research questions based on the initial search</li> <li>● Explain quotations used as support to enhance meaning</li> <li>● Research and synthesize information from several sources</li> <li>● Conduct research and synthesize multiple sources of information</li> </ul>

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<p>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.</p>	<ul style="list-style-type: none"> <li>● Use search terms effectively</li> <li>● Write a clear thesis statement</li> <li>● Draw evidence from texts to support thesis</li> <li>● Assess the credibility and accuracy of each source</li> <li>● Select direct and indirect quotations that relate to the topic as evidence</li> <li>● Follow published guidelines (MLA, APA, etc) to cite direct and indirect quotations</li> <li>● Identify examples of plagiarism in writing</li> <li>● Paraphrase source information to avoid plagiarism in writing</li> </ul>
<p>W.7.9. (Choice) Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>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").</p> <p>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").</p>	<ul style="list-style-type: none"> <li>● Deconstruct and reflect upon textual evidence</li> <li>● Identify evidence that supports claims in literary analysis</li> <li>● Logically connect evidence to claims in writing</li> <li>● Select direct and indirect quotations that relate to the topic as evidence</li> <li>● Cite in-text direct and indirect quotations appropriately</li> <li>● Explain quotations used as support to enhance meaning</li> <li>● Recognize and identify multiple organizational models</li> <li>● Apply a specific organizational strategy to a writing</li> </ul>
<p><b>Unit 2 Speaking and Listening Standards</b></p>	<p><b>Unit 2 Speaking and Listening Critical Knowledge and Skills</b></p>
<p>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.</p> <p>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.</p> <p>SL.7.1.B. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>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.</p> <p>SL.7.1.D. Acknowledge new information expressed by others and, when warranted, modify their own views.</p>	<ul style="list-style-type: none"> <li>● Read required texts prior to discussions</li> <li>● Prepare for discussions</li> <li>● Use previous knowledge to expand discussions about a topic</li> <li>● Engage in conversations about grade-appropriate topics and texts</li> <li>● Participate in a variety of rich, structured conversations</li> <li>● Define and identify rules for discussions, including group and individual roles</li> <li>● Model appropriate behavior during discussions</li> <li>● Craft and respond to specific questions based on the topic or text, elaborating when necessary</li> <li>● Reflect on and paraphrase what was discussed</li> <li>● Summarize the ideas expressed</li> </ul>
<p>SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p>	<ul style="list-style-type: none"> <li>● Use multimedia and visual displays to enhance work</li> <li>● Identify the various types of multimedia (text, audio, still images, animation, and video) and visual displays (posters, props)</li> <li>● Find meaningful ways to include these tools in presentations</li> <li>● Identify where to incorporate multimedia and visual displays, as well as implement specific video clips to enhance audience interest and</li> </ul>

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	<ul style="list-style-type: none"> <li>● learning</li> <li>● Use multimedia to help make claims and findings clear and to emphasize important points for the audience</li> <li>● Determine when it is appropriate to use informal language versus formal English</li> </ul>
<b>Unit 2 Language Standards</b>	<b>Unit 2 Language Critical Knowledge and Skills</b>
<p>L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.7.1.B. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among</p>	<ul style="list-style-type: none"> <li>● Discern the differences in structure and use between simple, compound, complex, and compound-complex sentences</li> <li>● Intentionally use a combination of simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas</li> </ul>
<p>L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>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).</p> <p>L.7.2.B. Spell correctly.</p>	<ul style="list-style-type: none"> <li>● Identify a series of adjectives in writing</li> <li>● Use a comma to separate adjectives in a series</li> <li>● Apply common rules and patterns to spell words correctly</li> </ul>
<p>L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.7.3.A. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p>	<ul style="list-style-type: none"> <li>● Select precise language</li> <li>● Revise writing for wordiness and redundancies</li> </ul>
<p>L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>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.</p> <p>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.</p> <p>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).</p>	<ul style="list-style-type: none"> <li>● 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</li> <li>● Use dictionaries, glossaries, and/or thesauruses to find the pronunciation of a word</li> <li>● Use dictionaries, glossaries, and/or thesauruses to determine the actual meaning of a word or its part of speech</li> <li>● Verify the inferred meaning of a word is the actual meaning by using dictionaries, glossaries, and/or thesauruses</li> <li>● Consult reference materials that are both printed and digital</li> </ul>
<p>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.</p>	<ul style="list-style-type: none"> <li>● Understand and apply conversational, academic, and domain specific vocabulary</li> <li>● Interpret unknown words and their meanings, using context clues, understanding Greek and Latin roots, and applying grammatical knowledge of function and form</li> </ul>
<b>Unit 2 Grade 7 What This May Look Like</b>	
<b>District/School Formative Assessment Plan</b>	<b>District/School Summative Assessment Plan</b>

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<p>STAR Reading Test          AR Quizzes          Study Island practice assignments*          Google Classroom questions*          Kahoot: review sessions          Exit tickets          Class discussions          Writing drafts and conferences          Newsela quizzes and responses*          Reading responses*          Membean vocabulary quizzes*</p> <p><i>*At various points in the unit, these activities will be used as formative assessments; as students progress, these same formats will be used as summative assessments.</i></p>	<p>STAR test          End of unit literary analysis          Infographic on phobia</p>
<p><b>Core Instructional Materials</b></p>	<p><b>District/School Supplementary Resources</b></p>
<p>Membean          Newsela          Pearson Prentice Hall Literature Anthology</p>	<p>Study Island          Renaissance Learning          Discovery Education          Grammarly / PaperRater          Notice &amp; Note lessons &amp; resources          Woodsong by Gary Paulsen          Guts by Gary Paulsen          Gary Paulsen: Voice of Adventure and Survival; Winterdance          Far North by Will Hobbs          Exploding Ants          First person accounts of people who have survived historical disasters          Brain's reaction to fear: fight or flight          Mouse's Big Book of Fears          Phobiapedia          Ender's Game          Revolution          Aliens are Coming: The True Account of the 1938 War of the Worlds Radio          Broadcast          The Boy who Dared          "Paul Revere's Ride"</p>



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	<p>“Captain, My Captain” (CCSS Exemplar Text)  A Wrinkle in Time (CCSS Exemplar Text)  Alex Rider series  Maximum Ride series  Harriet Tubman: Conductor on the Underground Railroad by Ann Petry (CCSS Exemplar Text)  Narrative of the Life of Frederick Douglass Written by Himself (CCSS Exemplar Text)  Jim Murphy  The Cay  Island of the Blue Dolphins by Scott O’Dell  Sorry, Wrong Number (radio play)  Call of the Wild  “King of Mazy May”  “Monsters are Due on Maple Street”  Edgar Allan Poe  Agatha Christie  Something Upstairs  The War of the Worlds by H.G. Wells  “To Serve Man”  The Tripods (White Mountains)  Henry’s Freedom Box (Ellen Levine)  My Own True Name (Pat Mora)  The Art of Miss Chew (Patricia Polacco)  The Heart and the Bottle (Oliver Jeffers)  A Monster Calls (Patrick Ness)  Unstoppable (Tim Green)  Freedom Over Me (Ashley Bryan)  Ghost (Jason Reynolds)  The Whispering Town (Jennifer Riesmeyer Elvgren)</p>	
<b>Possible Types of Assignments</b>		
<p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>● Open-ended response</li> <li>● Explanations</li> <li>● Research a phobia</li> </ul>	<p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>● Presentation of a phobia (1 minute oral presentation)</li> </ul>	<p><b>Multimedia:</b></p> <ul style="list-style-type: none"> <li>● Infographic for Presentation of a phobia</li> </ul>

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		Tech stds. 8.1.8.A.2, 8.1.8.D.1-D.5
<b>Plan for Language Study</b>		
<b>Review:</b> <ul style="list-style-type: none"> <li>● Simple, Compound, Complex sentences</li> </ul>	<b>New:</b> <ul style="list-style-type: none"> <li>● Compound-Complex</li> </ul>	<b>Academic Vocabulary:</b> compare contrast explain summarize support semicolon compound sentence compound-complex sentence simple sentence phrase clause  <b>Prefix:</b> mis-
<b>Interdisciplinary Connections throughout the K-12 Curriculum: Unit 2 Grade 7</b>		
<ul style="list-style-type: none"> <li>● Student creation of projects and presentations in math, science, social studies, health, and visual and performing arts utilizing all strands of the ELA standards (RL, RI, W, SL, L)</li> <li>● Reading and deciphering word problems in math, explaining verbally (both in writing and orally)</li> <li>● Reading books, articles, multimedia, and other materials in other disciplines for analysis and integration of knowledge and ideas</li> <li>● Negotiation of complexity of text in science and social studies</li> <li>● Research to build and present knowledge in science and social studies</li> <li>● Vocabulary and language skill acquisition in discipline-specific readings</li> <li>● Production and distribution of writing assignments and writing tasks in science, social studies, health</li> <li>● Speaking and listening skills in tasks and presentations created for Visual and Performing Arts</li> </ul>		
<b>Integration of 21st Century Themes and Skills</b>		
<u>21st Century Skills/ Career Ready Practices:</u>	<b>CRP1. Act as a responsible and contributing citizen and employee.</b> <b>CRP2. Apply appropriate academic and technical skills.</b> <b>CRP3. Attend to personal health and financial well-being.</b> <b>CRP4. Communicate clearly and effectively and with reason.</b> <b>CRP5. Consider the environmental, social and economic impacts of decisions.</b> <b>CRP6. Demonstrate creativity and innovation.</b> <b>CRP7. Employ valid and reliable research strategies.</b> <b>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</b> <b>CRP9. Model integrity, ethical leadership and effective management.</b> <b>CRP10. Plan education and career paths aligned to personal goals.</b> <b>CRP11. Use technology to enhance productivity.</b>	

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### 2014 Technology Standards

#### [2014 NJ Technology Standards:](#)

#### **8.1 Educational Technology** ([Word](#) | [PDF](#))

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**

([Word](#) | [PDF](#))

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.

Please see relevant projects for technology standards [8.1](#) and [8.2](#):

### Differentiation / Accommodations / Modifications

#### **Gifted and Talented:**

##### **Extension Activities** (*content, process, product and learning environment*)

- Conduct research and provide presentation of various topics.
- Design surveys to generate and analyze data to be used in discussion.
- Debate topics of interest / cultural importance.
- Authentic listening and reading sources that provide data and support for speaking and writing prompts.
- Exploration of art and/or artists to understand society and history.
- Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).

##### **Anchor Activities**

- Use of Higher Level Questioning Techniques
- Provide assessments at a higher level of thinking

#### **English Language Learners:**

##### **Modifications for Classroom**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work

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- Provide copy of classnotes
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting

### **Modifications for Homework/Assignments**

- Modified Assignments
- Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment completion as needed
- Highlight key vocabulary
- Use graphic organizers

### **Students with Disabilities:**

*Appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team.*

### **Modifications for Classroom**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

### **Modifications for Homework and Assignments**

- Extended time to complete assignments.

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- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

### **Modifications for Assessments**

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

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

### **Modifications for Classroom**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Provide copy of classnotes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

### **Modifications for Homework and Assignments**

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

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### Modifications for Assessments

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

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Pacing: 5 Weeks		Unit 3A	
<b>Writing Genre: Argument</b>		<b>Unit 3A INFLUENCE</b>	
<b>Unit 3A Standards</b>		<b>Unit 3A ESSENTIAL QUESTIONS</b>	
		<ul style="list-style-type: none"> <li>● What does it mean to be part of a group?</li> <li>● How do you sell an idea?</li> <li>● What inspires people?</li> <li>● What is your duty to others?</li> <li>● How can you feel alone and still be part of a group?</li> <li>● What turns a crowd into a mob?</li> </ul>	
<b>Unit 3A Reading Standards</b>		<b>Unit 3A Reading Critical Knowledge and Skills</b>	
<p>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.</p>	<p>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.</p>	<ul style="list-style-type: none"> <li>● Paraphrase evidence from text</li> <li>● Correctly cite evidence</li> <li>● Closely read the text (questioning, determining importance, looking for patterns) to extract quality evidence to support a claim</li> <li>● Use evidence from the text to make and check predictions as you read</li> <li>● Make personal connections, connections to other texts, and/or global connections, when relevant</li> <li>● Gather evidence from the text to support inferences or explicit meaning</li> <li>● Read and analyze a variety of literary genres and informational texts</li> <li>● Probe a segment of text in order to study and evaluate its multiple, deeper, and varied meanings</li> <li>● Combine text information and prior knowledge (personal experience and/or previous reading) to create new information in the form of inferences</li> <li>● Refer to the text for support when analyzing and drawing inferences</li> </ul>	
<p>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.</p>	<p>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.</p>	<ul style="list-style-type: none"> <li>● Provide a statement of a theme(s) or a central idea(s) of a fictional text, based on textual evidence</li> <li>● 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</li> <li>● 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</li> <li>● 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</li> </ul>	

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		<p>the reader, effectiveness of the author’s choices)</p> <ul style="list-style-type: none"> <li>● Identify how the theme or central idea relates to the characters, setting, and/or plot over the course of the text</li> <li>● 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</li> <li>● Identify and use knowledge of common graphic features (charts, maps, diagrams, captions, illustrations) to help determine two or more central idea of a text</li> <li>● Summarize the text objectively, capturing the main ideas</li> <li>● Distinguish between essential and nonessential details of a text to create an objective summary of the text</li> </ul>
<p>RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p>	<p>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).</p>	<ul style="list-style-type: none"> <li>● Analyze the impact specific story elements have on the text</li> <li>● 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)</li> <li>● Analyze how the plot and setting affect the actions/choices of the characters</li> <li>● Explain why the author chose to have elements of a story interact in a specific way</li> <li>● Analyze the impact of the relationship between characters, setting, and plot on the reader</li> <li>● Evaluate the author’s effectiveness in determining the interactions between character, setting, and plot</li> <li>● Use a note taking structure to track key individuals, events, and/or ideas in informational texts.</li> <li>● Explain the relationships between individuals, events, and ideas in a text</li> <li>● Reflect on how historical figures influenced ideas or events of the time period and vice versa</li> <li>● Analyze why the author chose to describe the interaction between ideas, individuals, and events in a particular way</li> <li>● Analyze the impact of the interaction between ideas, individuals, and events on the reader</li> <li>● Analyze the effectiveness of the interaction between ideas, individuals, and events in communicating the author’s central idea</li> </ul>



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<p>RL.7.5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning</p>	<p>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.</p>	<ul style="list-style-type: none"> <li>● Describe the structure used to organize a nonfiction text</li> <li>● Explain how text structure impacts overall meaning of text</li> <li>● Identify how the differing form or structure of a text contributes to its meaning</li> <li>● Analyze how parts of a text contribute to meaning</li> <li>● Explain why the author chose a specific form or structure</li> <li>● Analyze the impact of the form or structure on the reader (how would the text be different if the form changed?)</li> <li>● Evaluate the effectiveness of the chosen form or structure</li> </ul>
<p>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).</p>	<p>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).</p>	<ul style="list-style-type: none"> <li>● Analyze how content differs because of the medium in which it is presented</li> <li>● Interact with content expressed through multiple and varied formats (written, audio, staged, multimedia)</li> <li>● Generate a list of techniques expressed in each medium</li> <li>● Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version</li> <li>● Determine how the techniques of a particular medium affect the content</li> <li>● Analyze the effects of techniques unique to each medium</li> <li>● Explain what makes each medium unique</li> <li>● Analyze the impact of each medium on the reader</li> <li>● Make judgments about which medium best represents the content</li> <li>● Explain how content shifts/transforms/re-shapes when presented in written, audio, video or multimedia formats</li> <li>● Identify techniques present in each format</li> <li>● Compare/contrast two or more formats' portrayal of the same subject</li> <li>● Reflect upon how the techniques within all mediums utilized affect and/or shape/color the particular segment of text</li> </ul>
<p><b>Unit 3A Writing Standards</b></p>		<p><b>Unit 3A Writing Critical Knowledge and Skills</b></p>
<p>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 claim(s), reasons, and evidence.  W.7.1.D. Establish and maintain a formal style/academic style, approach, and form.</p>		<ul style="list-style-type: none"> <li>● Write arguments to support claims</li> <li>● Support arguments with clear reasons and relevant evidence</li> <li>● Introduce claim(s)</li> <li>● Write a clear thesis statement</li> <li>● Address opposing claims</li> <li>● Organize the reasons and evidence logically.</li> <li>● Choose appropriate reasoning and evidence to support claims</li> <li>● Evaluate sources for accuracy and reliability</li> <li>● Demonstrate an understanding of the topic or text</li> <li>● Use transitional words and phrases</li> </ul>

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<p>W.7.1.E. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<ul style="list-style-type: none"> <li>● Use transitions to clarify the relationships among claim(s), counterclaims, reasons, and evidence</li> <li>● Choose a consistent style, approach, and form for the task</li> <li>● Close the text with a conclusion</li> </ul>
<p>W.7.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.</p>	<ul style="list-style-type: none"> <li>● Identify defining characteristics of different genres of writing</li> <li>● Unpack the writing prompt</li> <li>● Write for a specific purpose and audience</li> <li>● Select an appropriate text structure or format for the task</li> <li>● Use language that is precise and powerful to create voice in writing</li> <li>● Create a tone that is appropriate for one's audience</li> </ul>
<p>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.</p>	<ul style="list-style-type: none"> <li>● Revise and edit intentionally to improve writing.</li> <li>● Generate ideas to develop topic</li> <li>● Revise writing with a partner or self-editing checklists</li> <li>● View writing from the vantage point of the audience in order to determine the effectiveness of their words, organization, etc.</li> </ul>
<p>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.</p>	<ul style="list-style-type: none"> <li>● Use technological resources to enhance writing</li> <li>● Follow appropriate typing format and conventions</li> <li>● Use technology to broaden research base</li> <li>● Use evidence found online to support ideas</li> <li>● Give and receive feedback using technology</li> <li>● Seek out authentic publishing opportunities</li> </ul>
<p>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</p>	<ul style="list-style-type: none"> <li>● Engage in short research projects to answer a self-selected or teacher-assigned questions</li> <li>● Develop research questions</li> <li>● Determine keywords or topics for each question</li> <li>● Search for informational sources in an effort to answer the question</li> <li>● Compose follow-up research questions based on the initial search</li> <li>● Explain quotations used as support to enhance meaning</li> <li>● Research and synthesize information from several sources</li> <li>● Conduct research and synthesize multiple sources of information</li> </ul>
<p>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.</p>	<ul style="list-style-type: none"> <li>● Use search terms effectively</li> <li>● Write a clear thesis statement</li> <li>● Draw evidence from texts to support thesis</li> <li>● Assess the credibility and accuracy of each source</li> <li>● Select direct and indirect quotations that relate to the topic as evidence</li> <li>● Follow published guidelines (MLA, APA, etc) to cite direct and indirect quotations</li> <li>● Identify examples of plagiarism in writing</li> <li>● Paraphrase source information to avoid plagiarism in writing</li> </ul>

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Unit 3A Speaking and Listening Standards	Unit 3A Speaking and Listening Critical Knowledge and Skills
<p>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.</p> <p>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.</p> <p>SL.7.1.B. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>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.</p> <p>SL.7.1.D. Acknowledge new information expressed by others and, when warranted, modify their own views.</p>	<ul style="list-style-type: none"> <li>● Read required texts prior to discussions</li> <li>● Prepare for discussions</li> <li>● Use previous knowledge to expand discussions about a topic</li> <li>● Engage in conversations about grade-appropriate topics and texts</li> <li>● Participate in a variety of rich, structured conversations</li> <li>● Define and identify rules for discussions, including group and individual roles</li> <li>● Model appropriate behavior during discussions</li> <li>● Craft and respond to specific questions based on the topic or text, elaborating when necessary</li> <li>● Reflect on and paraphrase what was discussed</li> <li>● Summarize the ideas expressed</li> </ul>
<p>SL.7.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence.</p>	<ul style="list-style-type: none"> <li>● Determine the speaker's argument and claims</li> <li>● Evaluate whether the speaker's reasoning is rational and legitimate</li> <li>● Evaluate whether there is enough evidence to support the claims</li> </ul>
Unit 3A Language Standards	Unit 3A Language Critical Knowledge and Skills
<p>L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.7.1.C. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</p>	<ul style="list-style-type: none"> <li>● Identify phrases and clauses in sentences when reading</li> <li>● Accurately use phrases and clauses within a sentence in writing</li> <li>● Recognize and correct misplaced and dangling modifiers</li> </ul>
<p>L.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.7.5.A. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p> <p>L.7.5.B. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p> <p>L.7.5.C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).</p>	<ul style="list-style-type: none"> <li>● Define and identify figures of speech</li> <li>● Determine the meaning of and purpose of figures of speech in context</li> <li>● Identify the relationship of words</li> <li>● Clarify words by using the relationship between them</li> <li>● Discern the difference in meaning between closely related words</li> <li>● Identify the relationship of words in reading</li> <li>● Clarify words by using the relationship between them in writing</li> </ul>
<p>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.</p>	<ul style="list-style-type: none"> <li>● Understand and apply conversational, academic, and domain specific vocabulary</li> <li>● Interpret unknown words and their meanings, using context clues, understanding Greek and Latin roots, and applying grammatical knowledge of function and form</li> </ul>
Unit 3A Grade 7 What This May Look Like	
District/School Formative Assessment Plan	District/School Summative Assessment Plan

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<p>STAR Reading Test          AR Quizzes          Study Island practice assignments*          Google Classroom questions*          Kahoot: review sessions          Exit tickets          Class discussions          Writing drafts and conferences          Newsela quizzes and responses*          Reading responses*          Membean vocabulary quizzes*</p> <p><i>*At various points in the unit, these activities will be used as formative assessments; as students progress, these same formats will be used as summative assessments.</i></p>	<p>STAR test          End of unit literary analysis</p>
<p><b>Core Instructional Materials</b></p>	<p><b>District/School Supplementary Resources</b></p>
<p>Membean          Newsela          Pearson Prentice Hall Literature Anthology</p>	<p>Study Island          Renaissance Learning          Discovery Education          Grammarly / PaperRater          Notice &amp; Note lessons &amp; resources          The Outsiders          Firehouse by David Halberstam          Crossing Jordan          The Lions of Little Rock          One (Kathryn Otoshi)          Hitler Youth / Ku Klux Klan readings          The Wave          The Shadow Club          Flipped by Wendelin Van Draanen          The Revealers          Woody Guthrie: This Land Was Made for You and Me by Elizabeth Partridge (CCSS Exemplar Text)          “The All-American Slurp” by Lensey Namioka          “I am an Italian-American” by Angelo Bianchi, Esq.</p>

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	<p>“Hub Fans Bid Kid Adieu” by John Updike                  Cyberbullying Resources from Reading and Writing Project                  Geeks: How Two Lost Boys Rode the Internet out of Idaho (CCSS Exemplar Text)                  I Have a Dream (picturebook version / speech)                  The Boy on the Wooden Box (Leon Leyson)                  A Pocket in my Poem (J. Patrick Lewis)</p>	
<b>Possible Types of Assignments</b>		
<p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>● Literary analysis</li> <li>● Humorous presentation of misplaced modifiers (illustrated)</li> <li>● Research issue related to peer influence, peer pressure, etc.</li> </ul>	<p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>● Public service message (resisting peer pressure, etc.)</li> </ul>	<p><b>Multimedia:</b></p> <ul style="list-style-type: none"> <li>● Public service message (resisting peer pressure, etc.)</li> </ul> <p><b>Tech Std. 8.1.8.E.1, 8.1.8.F.1</b></p>
<b>Plan for Language Study</b>		
<p><b>Review:</b></p> <ul style="list-style-type: none"> <li>● Fragments/Run-ons</li> <li>● Sentence Types</li> </ul>	<p><b>New:</b></p> <ul style="list-style-type: none"> <li>● Misplaced/Dangling Modifiers</li> </ul>	<p><b>Academic Vocabulary:</b>                  evaluate formulate support                  trace analyze nuance context                  coherence author's bias                  synthesize logical argument</p> <p><b>Prefix:</b> inter-</p>
<b>Interdisciplinary Connections throughout the K-12 Curriculum: Unit 3A Grade 7</b>		
<ul style="list-style-type: none"> <li>● Student creation of projects and presentations in math, science, social studies, health, and visual and performing arts utilizing all strands of the ELA standards (RL, RI, W, SL, L)</li> <li>● Reading and deciphering word problems in math, explaining verbally (both in writing and orally)</li> <li>● Reading books, articles, multimedia, and other materials in other disciplines for analysis and integration of knowledge and ideas</li> <li>● Negotiation of complexity of text in science and social studies</li> <li>● Research to build and present knowledge in science and social studies</li> <li>● Vocabulary and language skill acquisition in discipline-specific readings</li> <li>● Production and distribution of writing assignments and writing tasks in science, social studies, health</li> <li>● Speaking and listening skills in tasks and presentations created for Visual and Performing Arts</li> </ul>		

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Integration of 21st Century Themes and Skills	
<p><u><a href="#">21st Century Skills/ Career Ready Practices:</a></u></p>	<p>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.</p>
2014 Technology Standards	
<p><u><a href="#">2014 NJ Technology Standards:</a></u></p>	<p><b>8.1 Educational Technology</b> (<a href="#">Word</a>   <a href="#">PDE</a>)            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.</p> <p><b>8.2 Technology Education, Engineering, Design and Computational Thinking - Programming</b>            (<a href="#">Word</a>   <a href="#">PDE</a>)            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.</p> <p>Please see relevant projects for technology standards <a href="#">8.1</a> and <a href="#">8.2</a>:</p>
Differentiation / Accommodations / Modifications	
<p><b><u>Gifted and Talented:</u></b></p>	
<p><b>Extension Activities</b> (<i>content, process, product and learning environment</i>)</p> <ul style="list-style-type: none"> <li>● Conduct research and provide presentation of various topics.</li> <li>● Design surveys to generate and analyze data to be used in discussion.</li> </ul>	

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- Debate topics of interest / cultural importance.
- Authentic listening and reading sources that provide data and support for speaking and writing prompts.
- Exploration of art and/or artists to understand society and history.
- Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).

### **Anchor Activities**

- Use of Higher Level Questioning Techniques
- Provide assessments at a higher level of thinking

### **English Language Learners:**

#### **Modifications for Classroom**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting

#### **Modifications for Homework/Assignments**

- Modified Assignments
- Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment completion as needed
- Highlight key vocabulary
- Use graphic organizers

### **Students with Disabilities:**

*Appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team.*

#### **Modifications for Classroom**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.

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- Extended time to complete class work
- Provide copy of classnotes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

### **Modifications for Homework and Assignments**

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

### **Modifications for Assessments**

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

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

### **Modifications for Classroom**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Provide copy of classnotes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.



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- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

### **Modifications for Homework and Assignments**

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

### **Modifications for Assessments**

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

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Pacing: 6 Weeks		Unit 3B	
Writing Genre: Argument / Poetry		Unit 3B TRUTH, DRAMA & POETRY	
<b>Unit 3B Standards</b>		<b>Unit 3B ESSENTIAL QUESTIONS</b>	
		<ul style="list-style-type: none"> <li>● How do we recognize the truth?</li> <li>● Can appearances deceive?</li> <li>● What's the message?</li> <li>● How does news reveal agendas?</li> <li>● Can you tell fact from fiction?</li> <li>● When is a photo more than a picture?</li> </ul>	
<b>Unit 3B Reading Standards</b>		<b>Unit 3B Reading Critical Knowledge and Skills</b>	
<p>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.</p>	<p>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.</p>	<ul style="list-style-type: none"> <li>● Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical)</li> <li>● Analyze the impact of specific word choice on meaning and/or tone</li> <li>● Explain poetic devices used in text</li> <li>● Analyze the impact of poetic sound devices (rhyme scheme, alliteration, consonance, etc) on a particular section of a text</li> <li>● Analyze why the author used a specific word choice or sound device</li> <li>● Analyze the impact of a word choice or sound device on the reader</li> <li>● Evaluate the effectiveness of the author's word choice or sound device</li> </ul>	
<p>RL.7.5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning</p>	<p>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.</p>	<ul style="list-style-type: none"> <li>● Describe the structure used to organize a nonfiction text</li> <li>● Explain how text structure impacts overall meaning of text</li> <li>● Identify how the differing form or structure of a text contributes to its meaning</li> <li>● Analyze how parts of a text contribute to meaning</li> <li>● Explain why the author chose a specific form or structure</li> <li>● Analyze the impact of the form or structure on the reader (how would the text be different if the form changed?)</li> <li>● Evaluate the effectiveness of the chosen form or structure</li> </ul>	
<p>RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p>	<p>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.</p>	<ul style="list-style-type: none"> <li>● Identify the viewpoints of characters in a text</li> <li>● Compare and contrast the characters' points-of-view</li> <li>● Trace how the author created and conveyed the similar and/or dissimilar characters</li> <li>● Analyze the impact of the author's point of view choices on the reader</li> <li>● Evaluate the effectiveness of the author's point of view choices</li> <li>● Identify the author's point of view</li> </ul>	

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		<ul style="list-style-type: none"> <li>● Explain the techniques the author uses to distinguish his/her point of view from others</li> <li>● Evaluate the effectiveness of the techniques the author uses to distinguish his/her point of view from others</li> </ul>
<p>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).</p>	<p>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).</p>	<ul style="list-style-type: none"> <li>● Analyze how content differs because of the medium in which it is presented</li> <li>● Interact with content expressed through multiple and varied formats (written, audio, staged, multimedia)</li> <li>● Generate a list of techniques expressed in each medium</li> <li>● Compare and contrast a written story, drama, or poem o its audio, filmed, staged, or multimedia version</li> <li>● Determine how the techniques of a particular medium affect the content</li> <li>● Analyze the effects of techniques unique to each medium</li> <li>● Explain what makes each medium unique</li> <li>● Analyze the impact of each medium on the reader</li> <li>● Make judgments about which medium best represents the contentAnalyze how content differs depending on the medium in which it is presented</li> <li>● Explain how content shifts/transforms/re-shapes when presented in written, audio, video or multimedia formats</li> <li>● Identify techniques present in each format</li> <li>● Compare/contrast two or more formats' portrayal of the same subject</li> <li>● Reflect upon how the techniques within all mediums utilized affect and/or shape/color the particular segment of text</li> </ul>
<p>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.</p>	<p>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.</p>	<ul style="list-style-type: none"> <li>● Compare and contrast historical fiction and a factual text</li> <li>● Explain how authors of historical fiction omit, embellish, or alter the information found in factual text to create a story</li> <li>● 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</li> <li>● Analyze the importance of the information each author emphasized and the importance of what was excluded</li> <li>● Analyze why the author of the fictional piece chose to use or alter history</li> <li>● Analyze the impact that the author's use or alteration of history has on the reader</li> <li>● Evaluate the effectiveness of the author's choices to use and/or alter history Track key individuals, events, and/or ideas in informational texts from two or more authors.</li> <li>● Investigate how one topic may be presented in different ways</li> <li>● Compare and contrast two or more authors' presentations of key information.</li> <li>● Analyze the importance of the different information each author emphasized</li> </ul>

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		<p>and excluded</p> <ul style="list-style-type: none"> <li>Analyze how the authors use the same information, but produce different texts because of interpretation</li> <li>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</li> <li>Evaluate the effectiveness of the authors’ emphasis of specific evidence and different interpretations of facts for promoting their view</li> </ul>
<b>Unit 3B Writing Standards</b>		<b>Unit 3B Writing Critical Knowledge and Skills</b>
<p>W.7.1. Write arguments to support claims with clear reasons and relevant evidence.</p> <p>W.7.1.A. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>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.</p> <p>W.7.1.C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</p> <p>W.7.1.D. Establish and maintain a formal style/academic style, approach, and form.</p> <p>W.7.1.E. Provide a concluding statement or section that follows from and supports the argument presented.</p>		<ul style="list-style-type: none"> <li>Write arguments to support claims</li> <li>Support arguments with clear reasons and relevant evidence</li> <li>Introduce claim(s)</li> <li>Write a clear thesis statement</li> <li>Address opposing claims</li> <li>Organize the reasons and evidence logically.</li> <li>Choose appropriate reasoning and evidence to support claims</li> <li>Evaluate sources for accuracy and reliability</li> <li>Demonstrate an understanding of the topic or text</li> <li>Use transitional words and phrases</li> <li>Use transitions to clarify the relationships among claim(s), counterclaims, reasons, and evidence</li> <li>Choose a consistent style, approach, and form for the task</li> <li>Close the text with a conclusion</li> </ul>
<p>W.7.4. Produce clear and coherent writing in which the development, organization, <b>voice</b> and style are appropriate to task, purpose, and audience.</p>		<ul style="list-style-type: none"> <li>Identify defining characteristics of different genres of writing</li> <li>Unpack the writing prompt</li> <li>Write for a specific purpose and audience</li> <li>Select an appropriate text structure or format for the task</li> <li>Use language that is precise and powerful to create voice in writing</li> <li>Create a tone that is appropriate for one’s audience</li> </ul>
<p>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.</p>		<ul style="list-style-type: none"> <li>Use technological resources to enhance writing</li> <li>Follow appropriate typing format and conventions</li> <li>Use technology to broaden research base</li> <li>Use evidence found online to support ideas</li> <li>Give and receive feedback using technology</li> <li>Seek out authentic publishing opportunities</li> </ul>
<b>Unit 3B Speaking and Listening Standards</b>		<b>Unit 3B Speaking and Listening Critical Knowledge and Skills</b>
<p>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.</p>		<ul style="list-style-type: none"> <li>Extract the main ideas and the details used to support it presented in different media formats</li> <li>Synthesize the information, sorting between the main points and smaller</li> </ul>

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	<p>details that work to support the main points</p> <ul style="list-style-type: none"> <li>● Use a graphic organizer (e.g., web, outline, etc)to analyze presented information</li> <li>● Explain how the main idea and supporting details help to clarify a topic, text, or issue</li> </ul>
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.	<ul style="list-style-type: none"> <li>● Present information using sound, detailed, and relevant evidence in a coherent manner.</li> <li>● Build arguments to prepare for persuasive speeches on topics of interest or address the class on a teacher-assigned topic</li> <li>● Use practices that engage the audience (ie: eye contact, volume, pronunciation)</li> <li>● Emphasize important points with different pitch or volume</li> <li>● Elaborate on a point that listeners may need more explanation to understand</li> </ul>
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 <a href="#">here</a> for specific expectations.)	<ul style="list-style-type: none"> <li>● Orally present information, using appropriate speech, in a variety of situations.</li> <li>● Recognize and consider the audience</li> <li>● Determine if the topic and language style correspond appropriately</li> <li>● Reflect on the use of language and revise as needed</li> </ul>
<b>Unit 3B Language Standards</b>	<b>Unit 3B Language Critical Knowledge and Skills</b>
<p>L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>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.</p> <p>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).</p> <p>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.</p> <p>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).</p>	<ul style="list-style-type: none"> <li>● 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</li> <li>● Use dictionaries, glossaries, and/or thesauruses to find the pronunciation of a word</li> <li>● Use dictionaries, glossaries, and/or thesauruses to determine the actual meaning of a word or its part of speech</li> <li>● Determine the meaning of commonly used prefixes and suffixes</li> <li>● Separate a base word from the prefix or suffix</li> <li>● Use the definition of known prefixes and suffixes to define new words</li> <li>● Identify root words in unknown words</li> <li>● Use known root words to aid in defining unknown words</li> <li>● Verify the inferred meaning of a word is the actual meaning by using dictionaries, glossaries, and/or thesauruses</li> <li>● Consult reference materials that are both printed and digital</li> </ul>
<p>L.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.7.5.A. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p> <p>L.7.5.B. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p>	<ul style="list-style-type: none"> <li>● Define and identify figures of speech</li> <li>● Determine the meaning of and purpose of figures of speech in context</li> <li>● Identify the relationship of words</li> <li>● Clarify words by using the relationship between them</li> <li>● Discern the difference in meaning between closely related words</li> </ul>

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<p>L.7.5.C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).</p>	
<p>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.</p>	<ul style="list-style-type: none"> <li>● Understand and apply conversational, academic, and domain specific vocabulary</li> <li>● Interpret unknown words and their meanings, using context clues, understanding Greek and Latin roots, and applying grammatical knowledge of function and form</li> </ul>
<b>Unit 3B Grade 7 What This May Look Like</b>	
<b>District/School Formative Assessment Plan</b>	<b>District/School Summative Assessment Plan</b>
<p>STAR Reading Test AR Quizzes Study Island practice assignments* Google Classroom questions* Kahoot: review sessions Exit tickets Class discussions Writing drafts and conferences Newsela quizzes and responses* Reading responses* Membean vocabulary quizzes*</p> <p><i>*At various points in the unit, these activities will be used as formative assessments; as students progress, these same formats will be used as summative assessments.</i></p>	<p>Literary essay on essential questions AR quizzes</p>
<b>Core Instructional Materials</b>	<b>District/School Supplementary Resources</b>
<p>Membean Newsela Newseum website Pearson/Prentice-Hall Literature Anthology</p>	<p>Study Island Renaissance Learning Discovery Education Grammarly / PaperRater Notice &amp; Note lessons &amp; resources Evidence / CSI "Space Probe" (CCSS Exemplar Text) The True Story of the Three Little Pigs Ain't Nothing but a Man: My Quest to Find the Real John Henry Nothing but the Truth Monster</p>

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	Twelve Angry Men The US Constitution: Preamble and the First Amendment (CCSS Exemplar Text) Gideon's Trumpet Readings about juries / the law To Kill a Mockingbird What are my Rights? Is it Still Cheating if you Don't get Caught? Advertising Scientific method UFOs / ghosts The Negro Speaks of Rivers (Langston Hughes) Here's a Little Poem (Jane Yolen)	
<b>Possible Types of Assignments</b>		
<b>Writing:</b> <ul style="list-style-type: none"> <li>● Analysis/Critique of ad</li> <li>● Poetry</li> <li>● Restaurant review</li> </ul>	<b>Speaking:</b> <ul style="list-style-type: none"> <li>● Elevator pitch</li> <li>● Discussion of front pages of various newspapers</li> </ul>	<b>Multimedia:</b> <ul style="list-style-type: none"> <li>● Piclits to combine imagery and poetry</li> </ul> <b>Tech stds. 8.1.8.D.2, D.3, D.4, D.5</b>
<b>Plan for Language Study</b>		
<b>Review:</b> <ul style="list-style-type: none"> <li>● Verb tense</li> </ul>	<b>New:</b> <ul style="list-style-type: none"> <li>● Literary Present (present tense when writing about literary texts)</li> </ul>	<b>Academic Vocabulary:</b> compare contrast explain analyze soliloquy irony ballad alliteration  <b>Prefix:</b> sub-
<b>Interdisciplinary Connections throughout the K-12 Curriculum: Unit 3B Grade 7</b>		
<ul style="list-style-type: none"> <li>● Student creation of projects and presentations in math, science, social studies, health, and visual and performing arts utilizing all strands of the ELA standards (RL, RI, W, SL, L)</li> <li>● Reading and deciphering word problems in math, explaining verbally (both in writing and orally)</li> <li>● Reading books, articles, multimedia, and other materials in other disciplines for analysis and integration of knowledge and ideas</li> <li>● Negotiation of complexity of text in science and social studies</li> <li>● Research to build and present knowledge in science and social studies</li> </ul>		

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- Vocabulary and language skill acquisition in discipline-specific readings
- Production and distribution of writing assignments and writing tasks in science, social studies, health
- Speaking and listening skills in tasks and presentations created for Visual and Performing Arts

### Integration of 21st Century Themes and Skills

#### 21st Century Skills/ Career Ready Practices:

- 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.

### 2014 Technology Standards

#### 2014 NJ Technology Standards:

- 8.1 Educational Technology** ([Word](#) | [PDF](#))  
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**  
([Word](#) | [PDF](#))  
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.
- Please see relevant projects for technology standards [8.1](#) and [8.2](#):

### Differentiation / Accommodations / Modifications

#### Gifted and Talented:

#### **Extension Activities** (*content, process, product and learning environment*)

- Conduct research and provide presentation of various topics.



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- Design surveys to generate and analyze data to be used in discussion.
- Debate topics of interest / cultural importance.
- Authentic listening and reading sources that provide data and support for speaking and writing prompts.
- Exploration of art and/or artists to understand society and history.
- Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).

### **Anchor Activities**

- Use of Higher Level Questioning Techniques
- Provide assessments at a higher level of thinking

### **English Language Learners:**

#### **Modifications for Classroom**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting

#### **Modifications for Homework/Assignments**

- Modified Assignments
- Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment completion as needed
- Highlight key vocabulary
- Use graphic organizers

### **Students with Disabilities:**

*Appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team.*

#### **Modifications for Classroom**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice

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- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

### **Modifications for Homework and Assignments**

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

### **Modifications for Assessments**

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

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

### **Modifications for Classroom**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Provide copy of classnotes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.

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- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

### **Modifications for Homework and Assignments**

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

### **Modifications for Assessments**

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

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Pacing: 3 Weeks		Unit 4
<b>Writing Genre: ALL</b>		<b>Unit 4 PERSEVERANCE (Inauthentic Assessment)</b>
<b>Unit 4 Standards</b>		<b>Unit 4 ESSENTIAL QUESTIONS</b>
<b>Unit 4 Reading Standards</b>		<b>Unit 4 Reading Critical Knowledge and Skills</b>
RL.7.1 Cite several pieces of textual evidence <b>and make relevant connections</b> 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 <b>and make relevant connections</b> to support analysis of what the text says explicitly as well as inferences drawn from the text.	<ul style="list-style-type: none"> <li>● Paraphrase evidence from text</li> <li>● Correctly cite evidence</li> <li>● Closely read the text (questioning, determining importance, looking for patterns) to extract quality evidence to support a claim</li> <li>● Use evidence from the text to make and check predictions as you read</li> <li>● Make personal connections, connections to other texts, and/or global connections, when relevant</li> <li>● Gather evidence from the text to support inferences or explicit meaning</li> <li>● Read and analyze a variety of literary genres and informational texts</li> <li>● Probe a segment of text in order to study and evaluate its multiple, deeper, and varied meanings</li> <li>● Combine text information and prior knowledge (personal experience and/or previous reading) to create new information in the form of inferences</li> <li>● Refer to the text for support when analyzing and drawing inferences</li> </ul>
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.	<ul style="list-style-type: none"> <li>● Provide a statement of a theme(s) or a central idea(s) of a fictional text, based on textual evidence</li> <li>● 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</li> <li>● 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</li> <li>● 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)</li> <li>● Identify how the theme or central idea relates to the characters, setting, and/or plot over the course of the text</li> <li>● Explain how two or more central ideas in a nonfiction piece develop over the course of the text, including the relationship between people,</li> </ul>

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		<ul style="list-style-type: none"> <li>ideas, and events</li> <li>● Identify and use knowledge of common graphic features (charts, maps, diagrams, captions, illustrations) to help determine two or more central idea of a text</li> <li>● Summarize the text objectively, capturing the main ideas</li> <li>● Distinguish between essential and nonessential details of a text to create an objective summary of the text</li> </ul>
<p>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.</p>	<p>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.</p>	<ul style="list-style-type: none"> <li>● Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical)</li> <li>● Analyze the impact of specific word choice on meaning and/or tone</li> <li>● Explain poetic devices used in text</li> <li>● Analyze the impact of poetic sound devices (rhyme scheme, alliteration, consonance, etc) on a particular section of a text</li> <li>● Analyze why the author used a specific word choice or sound device</li> <li>● Analyze the impact of a word choice or sound device on the reader</li> <li>● Evaluate the effectiveness of the author’s word choice or sound device</li> </ul>
<p>W.7.9. (Choice) Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>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").</p> <p>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").</p>		<ul style="list-style-type: none"> <li>● Deconstruct and reflect upon textual evidence</li> <li>● Identify evidence that supports claims in literary analysis</li> <li>● Logically connect evidence to claims in writing</li> <li>● Select direct and indirect quotations that relate to the topic as evidence</li> <li>● Cite in-text direct and indirect quotations appropriately</li> <li>● Explain quotations used as support to enhance meaning</li> <li>● Recognize and identify multiple organizational models</li> <li>● Apply a specific organizational strategy to a writing</li> </ul>
<p><b>Unit 4 Writing Standards</b></p>		<p><b>Unit 4 Writing Critical Knowledge and Skills</b></p>
<p>W.7.4. Produce clear and coherent writing in which the development, organization, <b>voice</b> and style are appropriate to task, purpose, and audience.</p>		<ul style="list-style-type: none"> <li>● Identify defining characteristics of different genres of writing</li> <li>● Unpack the writing prompt</li> <li>● Write for a specific purpose and audience</li> <li>● Select an appropriate text structure or format for the task</li> <li>● Use language that is precise and powerful to create voice in writing</li> <li>● Create a tone that is appropriate for one’s audience</li> </ul>
<p>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.</p>		<ul style="list-style-type: none"> <li>● Use search terms effectively</li> <li>● Write a clear thesis statement</li> <li>● Draw evidence from texts to support thesis</li> <li>● Assess the credibility and accuracy of each source</li> <li>● Select direct and indirect quotations that relate to the topic as evidence</li> <li>● Follow published guidelines (MLA, APA, etc) to cite direct and</li> </ul>

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	<p>indirect quotations</p> <ul style="list-style-type: none"> <li>• Identify examples of plagiarism in writing</li> <li>• Paraphrase source information to avoid plagiarism in writing</li> </ul>
<b>Unit 4 Speaking and Listening Standards</b>	<b>Unit 4 Speaking and Listening Critical Knowledge and Skills</b>
<p>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.</p> <p>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.</p>	<ul style="list-style-type: none"> <li>• Read required texts prior to discussions</li> <li>• Prepare for discussions</li> <li>• Use previous knowledge to expand discussions about a topic</li> <li>• Engage in conversations about grade-appropriate topics and texts</li> <li>• Participate in a variety of rich, structured conversations</li> <li>• Define and identify rules for discussions, including group and individual roles</li> <li>• Model appropriate behavior during discussions</li> <li>• Craft and respond to specific questions based on the topic or text, elaborating when necessary</li> <li>• Reflect on and paraphrase what was discussed</li> <li>• Summarize the ideas expressed</li> </ul>
<b>Unit 4 Language Standards</b>	<b>Unit 4 Language Critical Knowledge and Skills</b>
<p>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.</p>	<ul style="list-style-type: none"> <li>• Understand and apply conversational, academic, and domain specific vocabulary</li> <li>• Interpret unknown words and their meanings, using context clues, understanding Greek and Latin roots, and applying grammatical knowledge of function and form</li> </ul>
<b>Unit 4 Grade 7 What This May Look Like</b>	
<b>District/School Formative Assessment Plan</b>	<b>District/School Summative Assessment Plan</b>
<p>STAR Reading Test</p> <p>AR Quizzes</p> <p>Study Island practice assignments*</p> <p>Google Classroom questions*</p> <p>Kahoot: review sessions</p> <p>Exit tickets</p> <p>Class discussions</p> <p>Writing drafts and conferences</p> <p>Newsela quizzes and responses*</p> <p>Reading responses*</p> <p>Membean vocabulary quizzes*</p>	<p>STAR test</p> <p>Responses to writing prompt(s)</p>

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*At various points in the unit, these activities will be used as formative assessments; as students progress, these same formats will be used as summative assessments.		
<b>Core Instructional Materials</b>		<b>District/School Supplementary Resources</b>
Membean Newsela Pearson Prentice Hall Literature Anthology		Study Island Renaissance Learning PARCC authentic released items, etc.
<b>Possible Types of Assignments</b>		
<b>Writing:</b> • Revisions of PARCC Authentic Released Items	<b>Speaking:</b> • N/A	<b>Multimedia:</b> • N/A
<b>Plan for Language Study</b>		
<b>Review:</b> • N/A	<b>New:</b> • N/A	<b>Academic Vocabulary:</b> infer describe formulate summarize support trace analyze irony context coherence  <b>Prefix:</b> fore-
<b>Interdisciplinary Connections throughout the K-12 Curriculum: Unit 4 Grade 7</b>		
<ul style="list-style-type: none"> <li>• Student creation of projects and presentations in math, science, social studies, health, and visual and performing arts utilizing all strands of the ELA standards (RL, RI, W, SL, L)</li> <li>• Reading and deciphering word problems in math, explaining verbally (both in writing and orally)</li> <li>• Reading books, articles, multimedia, and other materials in other disciplines for analysis and integration of knowledge and ideas</li> <li>• Negotiation of complexity of text in science and social studies</li> <li>• Research to build and present knowledge in science and social studies</li> <li>• Vocabulary and language skill acquisition in discipline-specific readings</li> <li>• Production and distribution of writing assignments and writing tasks in science, social studies, health</li> <li>• Speaking and listening skills in tasks and presentations created for Visual and Performing Arts</li> </ul>		
<b>Integration of 21st Century Themes and Skills</b>		
<b><u>21st Century Skills/ Career Ready Practices:</u></b>	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.	

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	<p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p>
<b>2014 Technology Standards</b>	
<p><a href="#">2014 NJ Technology Standards:</a></p>	<p><b>8.1 Educational Technology</b> (<a href="#">Word</a>   <a href="#">PDF</a>) 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.</p> <p><b>8.2 Technology Education, Engineering, Design and Computational Thinking - Programming</b> (<a href="#">Word</a>   <a href="#">PDF</a>) 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.</p> <p>Please see relevant projects for technology standards <a href="#">8.1</a> and <a href="#">8.2</a>:</p>
<b>Differentiation / Accommodations / Modifications</b>	
<b><u>Gifted and Talented:</u></b>	
<p><b>Extension Activities</b> (<i>content, process, product and learning environment</i>)</p> <ul style="list-style-type: none"> <li>● Conduct research and provide presentation of various topics.</li> <li>● Design surveys to generate and analyze data to be used in discussion.</li> <li>● Debate topics of interest / cultural importance.</li> <li>● Authentic listening and reading sources that provide data and support for speaking and writing prompts.</li> <li>● Exploration of art and/or artists to understand society and history.</li> <li>● Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).</li> </ul> <p><b>Anchor Activities</b></p>	



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- Use of Higher Level Questioning Techniques
- Provide assessments at a higher level of thinking

### English Language Learners:

#### **Modifications for Classroom**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting

#### **Modifications for Homework/Assignments**

- Modified Assignments
- Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment completion as needed
- Highlight key vocabulary
- Use graphic organizers

### Students with Disabilities:

*Appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team.*

#### **Modifications for Classroom**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.

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- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

### **Modifications for Homework and Assignments**

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

### **Modifications for Assessments**

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

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

### **Modifications for Classroom**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Provide copy of classnotes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments

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- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

### **Modifications for Homework and Assignments**

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

### **Modifications for Assessments**

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

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Pacing: 6 Weeks		Unit 5
<b>Writing Genre: Narrative</b>		<b>Unit 5 GROWING UP</b>
<b>Unit 5 Standards</b>		<b>Unit 5 ESSENTIAL QUESTIONS</b> <ul style="list-style-type: none"> <li>● When does a child become an adult?</li> <li>● Who sees the best in you?</li> <li>● Is there a job you were born to do?</li> <li>● Can where you are change who you are?</li> <li>● Why do people misbehave?</li> <li>● Do you think before you act?</li> </ul>
<b>Unit 5 Reading Standards</b>		<b>Unit 5 Reading Critical Knowledge and Skills</b>
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.	<ul style="list-style-type: none"> <li>● Provide a statement of a theme(s) or a central idea(s) of a fictional text, based on textual evidence</li> <li>● 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</li> <li>● 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</li> <li>● 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)</li> <li>● Identify how the theme or central idea relates to the characters, setting, and/or plot over the course of the text</li> <li>● 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</li> <li>● Identify and use knowledge of common graphic features (charts, maps, diagrams, captions, illustrations) to help determine two or more central idea of a text</li> <li>● Summarize the text objectively, capturing the main ideas</li> <li>● Distinguish between essential and nonessential details of a text to create an objective summary of the text</li> </ul>
RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	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).	<ul style="list-style-type: none"> <li>● Analyze the impact specific story elements have on the text</li> <li>● 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)</li> </ul>

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		<ul style="list-style-type: none"> <li>● Analyze how the plot and setting affect the actions/choices of the characters</li> <li>● Explain why the author chose to have elements of a story interact in a specific way</li> <li>● Analyze the impact of the relationship between characters, setting, and plot on the reader</li> <li>● Evaluate the author’s effectiveness in determining the interactions between character, setting, and plot</li> <li>● Use a note taking structure to track key individuals, events, and/or ideas in informational texts.</li> <li>● Explain the relationships between individuals, events, and ideas in a text</li> <li>● Reflect on how historical figures influenced ideas or events of the time period and vice versa</li> <li>● Analyze why the author chose to describe the interaction between ideas, individuals, and events in a particular way</li> <li>● Analyze the impact of the interaction between ideas, individuals, and events on the reader</li> <li>● Analyze the effectiveness of the interaction between ideas, individuals, and events in communicating the author’s central idea</li> </ul>
<p>RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p>	<p>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.</p>	<ul style="list-style-type: none"> <li>● Identify the viewpoints of characters in a text</li> <li>● Compare and contrast the characters’ points-of-view</li> <li>● Trace how the author created and conveyed the similar and/or dissimilar characters</li> <li>● Analyze the impact of the author’s point of view choices on the reader</li> <li>● Evaluate the effectiveness of the author’s point of view choices</li> <li>● Identify the author’s point of view</li> <li>● Explain the techniques the author uses to distinguish his/her point of view from others</li> <li>● Evaluate the effectiveness of the techniques the author uses to distinguish his/her point of view from others</li> </ul>
<p><b>Unit 5 Writing Standards</b></p>		<p><b>Unit 5 Writing Critical Knowledge and Skills</b></p>
<p>W.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p style="padding-left: 20px;">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.</p> <p style="padding-left: 20px;">W.7.3.B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p>		<ul style="list-style-type: none"> <li>● Engage the reader with a story hook</li> <li>● Introduce a narrator and/or characters</li> <li>● Establish a point of view and background story</li> <li>● Organize an event sequence that unfolds naturally and logically</li> <li>● Use narrative techniques effectively to develop experiences, events, characters and/or the characters’ struggles</li> <li>● Transition from one idea to the next by using appropriate words and</li> </ul>

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<p>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.</p> <p>W.7.3.D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>W.7.3.E. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>	<p>phrases</p> <ul style="list-style-type: none"> <li>● Use figurative language to aid in description</li> <li>● Describe ideas by using sensory and specific language</li> <li>● Write a conclusion that makes a point and brings the story events to a meaningful close</li> <li>● Clearly convey a conflict and a resolution to the conflict</li> </ul>
<p>W.7.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.</p>	<ul style="list-style-type: none"> <li>● Identify defining characteristics of different genres of writing</li> <li>● Write for a specific purpose and audience</li> <li>● Select an appropriate text structure or format for the task</li> <li>● Use language that is precise and powerful to create voice in writing</li> <li>● Create a tone that is appropriate for one's audience</li> </ul>
<p>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.</p>	<ul style="list-style-type: none"> <li>● Revise and edit intentionally to improve writing.</li> <li>● Generate ideas to develop topic</li> <li>● Revise writing with a partner or self-editing checklists</li> <li>● View writing from the vantage point of the audience in order to determine the effectiveness of their words, organization, etc.</li> </ul>
<p>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.</p>	<ul style="list-style-type: none"> <li>● Practice writing in a myriad of situations (journals, dialogues, creative tasks, etc.)</li> <li>● Reflect on and be able to explain decisions made while crafting a piece of writing</li> <li>● Produce written reflections</li> <li>● Write for a variety of audiences and purposes on an array of cross-curricular topics</li> </ul>
<p><b>Unit 5 Speaking and Listening Standards</b></p>	<p><b>Unit 5 Speaking and Listening Critical Knowledge and Skills</b></p>
<p>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.</p>	<ul style="list-style-type: none"> <li>● Extract the main ideas and the details used to support it presented in different media formats</li> <li>● Synthesize the information, sorting between the main points and smaller details that work to support the main points</li> <li>● Use a graphic organizer (e.g., web, outline, etc)to analyze presented information</li> <li>● Explain how the main idea and supporting details help to clarify a topic, text, or issue</li> </ul>
<p>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.</p>	<ul style="list-style-type: none"> <li>● Present information using sound, detailed, and relevant evidence in a coherent manner.</li> <li>● Build arguments to prepare for persuasive speeches on topics of interest or address the class on a teacher-assigned topic</li> <li>● Use practices that engage the audience (ie: eye contact, volume, pronunciation)</li> <li>● Emphasize important points with different pitch or volume</li> </ul>

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	<ul style="list-style-type: none"> <li>Elaborate on a point that listeners may need more explanation to understand</li> </ul>
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.)	<ul style="list-style-type: none"> <li>Orally present information, using appropriate speech, in a variety of situations</li> <li>Recognize and consider the audience</li> <li>Determine if the topic and language style correspond appropriately</li> <li>Reflect on the use of language and revise as needed</li> </ul>
<b>Unit 5 Language Standards</b>	<b>Unit 5 Language Critical Knowledge and Skills</b>
L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.7.2.B. Spell correctly.	<ul style="list-style-type: none"> <li>Apply common rules and patterns to spell words correctly</li> </ul>
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.	<ul style="list-style-type: none"> <li>Understand and apply conversational, academic, and domain specific vocabulary</li> <li>Interpret unknown words and their meanings, using context clues, understanding Greek and Latin roots, and applying grammatical knowledge of function and form</li> </ul>
<b>Unit 5 Grade 7 What This May Look Like</b>	
<b>District/School Formative Assessment Plan</b>	<b>District/School Summative Assessment Plan</b>
STAR Reading Test AR Quizzes Study Island practice assignments* Google Classroom questions* Kahoot: review sessions Exit tickets Class discussions Writing drafts and conferences Newsela quizzes and responses* Reading responses* Membean vocabulary quizzes*  <i>*At various points in the unit, these activities will be used as formative assessments; as students progress, these same formats will be used as summative assessments.</i>	Literary essay on essential questions AR quizzes
<b>Core Instructional Materials</b>	<b>District/School Supplementary Resources</b>
Membean Newsela Pearson Prentice Hall Literature Anthology	Study Island Renaissance Learning Discovery Education

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	Grammarly / PaperRater Notice & Note lessons & resources Kids at work Uprising Child labor research Chains (Anderson) Mythology Orphan train readings Dust bowl readings Civil rights readings Slave Dancer The Book Thief Number the Stars The Midwife's Apprentice Crispin The Golden Goblet The Watsons go to Birmingham Salt to the Sea (Ruta Sepetys) Piecing me Together (Renee Watson) Petey (Ben Mikaelson)	
<b>Possible Types of Assignments</b>		
<b>Writing:</b> <ul style="list-style-type: none"> <li>• Letter to rising sixth graders</li> <li>• Adventure story</li> <li>• Humorous / fantasy story</li> </ul>	<b>Speaking:</b> <ul style="list-style-type: none"> <li>• Humorous anecdote</li> </ul>	<b>Multimedia:</b> <ul style="list-style-type: none"> <li>• Presentation of story / anecdote</li> </ul> <p><b>Tech std. 8.1.8.A.2, 8.1.8.E.1, 8.1.8.F.1</b></p>
<b>Plan for Language Study</b>		
<b>Review:</b> <ul style="list-style-type: none"> <li>• Standard English usage</li> </ul>	<b>New:</b> <ul style="list-style-type: none"> <li>• Consistency in style and tone</li> </ul>	<b>Academic Vocabulary:</b> describe semicolon compound sentence complex sentence compound-complex sentence simple sentence phrase clause alliteration recurring theme universal theme



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	Prefix: de-
<b>Interdisciplinary Connections throughout the K-12 Curriculum: Unit 5 Grade 7</b>	
<ul style="list-style-type: none"> <li>● Student creation of projects and presentations in math, science, social studies, health, and visual and performing arts utilizing all strands of the ELA standards (RL, RI, W, SL, L)</li> <li>● Reading and deciphering word problems in math, explaining verbally (both in writing and orally)</li> <li>● Reading books, articles, multimedia, and other materials in other disciplines for analysis and integration of knowledge and ideas</li> <li>● Negotiation of complexity of text in science and social studies</li> <li>● Research to build and present knowledge in science and social studies</li> <li>● Vocabulary and language skill acquisition in discipline-specific readings</li> <li>● Production and distribution of writing assignments and writing tasks in science, social studies, health</li> <li>● Speaking and listening skills in tasks and presentations created for Visual and Performing Arts</li> </ul>	
<b>Integration of 21st Century Themes and Skills</b>	
<u><a href="#">21st Century Skills/ Career Ready Practices:</a></u>	<p><b>CRP1. Act as a responsible and contributing citizen and employee.</b></p> <p><b>CRP2. Apply appropriate academic and technical skills.</b></p> <p><b>CRP3. Attend to personal health and financial well-being.</b></p> <p><b>CRP4. Communicate clearly and effectively and with reason.</b></p> <p><b>CRP5. Consider the environmental, social and economic impacts of decisions.</b></p> <p><b>CRP6. Demonstrate creativity and innovation.</b></p> <p><b>CRP7. Employ valid and reliable research strategies.</b></p> <p><b>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</b></p> <p><b>CRP9. Model integrity, ethical leadership and effective management.</b></p> <p><b>CRP10. Plan education and career paths aligned to personal goals.</b></p> <p><b>CRP11. Use technology to enhance productivity.</b></p>
<b>2014 Technology Standards</b>	
<u><a href="#">2014 NJ Technology Standards:</a></u>	<p><b>8.1 Educational Technology (<a href="#">Word</a>   <a href="#">PDE</a>)</b> 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.</p> <p><b>8.2 Technology Education, Engineering, Design and Computational</b></p>

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### Thinking - Programming

([Word](#) | [PDF](#))

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.

Please see relevant projects for technology standards [8.1](#) and [8.2](#):

## Differentiation / Accommodations / Modifications

### Gifted and Talented:

#### Extension Activities *(content, process, product and learning environment)*

- Conduct research and provide presentation of various topics.
- Design surveys to generate and analyze data to be used in discussion.
- Debate topics of interest / cultural importance.
- Authentic listening and reading sources that provide data and support for speaking and writing prompts.
- Exploration of art and/or artists to understand society and history.
- Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).

#### Anchor Activities

- Use of Higher Level Questioning Techniques
- Provide assessments at a higher level of thinking

### English Language Learners:

#### Modifications for Classroom

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting

#### Modifications for Homework/Assignments

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- Modified Assignments
- Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment completion as needed
- Highlight key vocabulary
- Use graphic organizers

### **Students with Disabilities:**

*Appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team.*

#### **Modifications for Classroom**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Extended time to complete class work
- Provide copy of classnotes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

#### **Modifications for Homework and Assignments**

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

#### **Modifications for Assessments**

- Extended time on classroom tests and quizzes.

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- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

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

#### **Modifications for Classroom**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills / techniques to be mastered.
- Provide copy of classnotes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments.
- Establish expectations for correct spelling on assignments.
- Extra textbooks for home.
- Student may request books on tape / CD / digital media, as available and appropriate.
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/ school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

#### **Modifications for Homework and Assignments**

- Extended time to complete assignments.
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

#### **Modifications for Assessments**

- Extended time on classroom tests and quizzes.
- Student may take/complete tests in an alternate setting as needed.
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests.
- Establish procedures for accommodations / modifications for assessments.

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