



**Allamuchy Township School District  
Allamuchy, NJ**

**English Language Arts  
Grade 7**

**CURRICULUM GUIDE**

**September 8, 2019**

**Mr. Joseph E. Flynn, Superintendent**

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**This curriculum may be modified through varying techniques,  
strategies and materials, as per an individual student's  
Individualized Education Plan (IEP).**

**Approved by the Allamuchy Board of Education  
At the regular meeting held on September 23, 2019**

**And**

***Aligned with the New Jersey Core Curriculum Content Standards  
And Common Core Content Standards***

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## **Philosophy and Rationale**

The Allamuchy Township School District's 7<sup>th</sup> grade Language Arts Curriculum aligns with the Common Core English Language Arts State Standards and Literacy in preparation for college and career readiness. Students who are prepared for high school, and are college and career ready, will demonstrate independence, build strong content knowledge, respond and communicate, comprehend and critique, value evidence, use technology and digital media strategically and capably, and come to understand other perspectives and cultures. Each grade level is divided into strands, which include reading, writing, speaking and listening, and language. Our language arts program supports the philosophy that content and instruction must focus on developing enthusiasm and appreciation for the written and spoken word, as well as the discipline and expertise for effective language use in the various curricular threads. Our curriculum provides students with the opportunity to develop proficiency and obtain knowledge that will not only serve them during the school years, but will also provide a foundation for lifelong learning and transfer. Allamuchy Township School incorporates various opportunities for students to experience using their skills outside of the classroom through outdoor education. Language Arts skills increase systematically in each grade level so students can gain adequate exposure to different texts and tasks. The curriculum allows students to explore interdisciplinary connections through Language Arts and utilize Language Arts skills within the content areas. Students will be introduced to a variety of text types including stories, drama, poetry, and non-fiction.

Students with special needs may require modifications of instruction or specific course adaptations. In 7<sup>th</sup> grade Language Arts general education and special education teachers regularly evaluate students' reading levels and utilize appropriate reading materials.

## **Mission Statement**

Building on tradition and success, the mission of the Allamuchy Township School District is to foster a caring and creative environment where students grow as learners and citizens while developing 21st century skills. We provide a culture for social emotional learning that contributes to a positive school climate, increased academic success, and a sense of ownership within the community.

## **The Allamuchy Learner**

The Allamuchy Township School District pursues a holistic approach to encouraging the educational growth of every student. We consider each student as an individual with particular strengths and weaknesses, likes and dislikes and varying motivations. The goal of the Allamuchy educational program is to develop young people who are curious, well rounded, knowledgeable, caring, respectful and responsible so that they can evolve into self-sufficient and confident citizens and members of a diverse society.

## Scope and Sequence

The following pacing guide is to help to facilitate a continuum within the middle school curriculum that will allow for progression and continuity between the grades. Many of the same topics will be taught in each year. Each year will build on the previously taught material to ensure the students understand the concepts and are also able to apply them independently by the end of 7<sup>th</sup> grade.

Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June
<b>Writing Units</b>									
Launch	Personal Narrative/Memoir	Explanatory/Informational Essay	Persuasive Research	Open-Ended		Test-Prep	Final Research		
<b>Fiction Unit</b>									
Launch	"A Midsummer Night's Dream"	<u>The Pearl</u>	Poetry	<u>Night</u>	Short Stories		The Giver		
<b>Informational Texts Unit</b>									
Launch	Informational text is read throughout the year in all classes. In 6 <sup>th</sup> grade there are weekly assignments where fiction and nonfiction articles are compared to illustrate fact from fiction. Research is conducted consistently to allow student the opportunity to pull the main points and information out of a written piece								
<b>Vocabulary/Grammar Unit</b>									
Launch	Rules of Punctuation	Sentence Structure	Paragraph Structure	Composition and editing research, narratives, and every day journal work					
<b>Speaking/Listening Unit</b>									
Launch	Research Information Presentation		Prepared Presentation	Extemporaneous Speeches		Debate			

Marking Period	Areas of Study
1	2 Units of Study-suggestions- "A Midsummer Night's Dream", <u>The Pearl</u> Introduce/review fictional and non-fictional writing pieces Independent Reading Assignment Pre-writing Strategies Grammar Review-Noun, verb, adjective, adverb Vocabulary Study Journal Writing Plot Chart Introduction Introduce/review Figurative Language

	<p>Persuasive Writing Introduction  Introduction to research  Introduce Works Cited  Editing-Introduction  Extended responses to short answers-Introduce</p>
2	<p>1-2 Units of Study-suggestions- Poetry and <u>Night</u>  Independent Reading Assignment  Fictional and non-fictional writing pieces  Pre-writing Strategies continue  Grammar Study-Prepositions, verb-subject agreement  Vocabulary Study  Journal Writing  Plot Chart- summary, main idea  Figurative Language Study  Persuasive Writing  Descriptive Writing  Research-works cited page  How to Research  Editing-peer and self-editing  Extended responses to short answers</p>
3	<p>2 Units of Study-suggestions- <u>Night</u> and Short Stories  Independent Reading Assignment  Fictional and non-fictional writing pieces  Pre-writing Strategies  Grammar Study  Vocabulary Study  Journal Writing  Plot Chart-Main Idea/Theme emphasis  Figurative Language Study  Persuasive Writing  Descriptive Writing  Research-works cited  Compositional risks  Extended responses to short answers</p>
4	<p>1-2 Units of Study-suggestions- Short Stories and <u>The Giver</u>  Independent Reading Assignment  Fictional and non-fictional writing pieces  Pre-writing Strategies  Grammar Review-Noun, verb, adjective, adverb  Vocabulary Study  Journal Writing  Plot Chart-Main Idea  Figurative Language  Persuasive Writing  Descriptive Writing  Summarizing  Editing  Extended responses to short answers</p>

## Unit 1-Writing Workshop

### STAGE 1-Desired Results

At the beginning of the school year, it is critical to provide the students with a clear picture of the writing curriculum, expectations, methods of instruction, and the rubrics/grading system. This enables the students to have a clear vision of the class expectations and allows them to recognize their role in the classroom and in their own learning.

At the beginning of the school year the students will provide a writing sample that will be used for evaluation purposes. These pieces will be graded using a writing rubric. They will be saved and then revisited by the staff and students to demonstrate their growth. It will act as a start part for the students and the teachers.

The introduction will take approximately one-two weeks and will include the following:

- Writer's Journal
- Writing Genres
- Classroom Expectations (editing, drafting process, content, audience, and publishing)

For the 7<sup>th</sup> grade, the students will work on the skills and techniques that were introduced in the 6<sup>th</sup> grade. The expectation is that these skills will improve and additional writing techniques will be introduced to allow the writing to mature. The class will go proceed to writing various types of assignments such as persuasive, explanatory, narrative, personal accounts, research, and dialogue based. They will become more familiar with the writing process and the various graphic organizers available. Figurative language and the use of vocabulary to enhance writing will be examined and the usage will be expanded. They will revisit editing terminology and continue to engage in self, peer, and teacher driven editing. They will discuss the importance of the audience and writing to that audience.

### **NJSLA Standards:**

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.

RL.7.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

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

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

RL.7.5.. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

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

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).

RL.7.9. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

W.7.1. 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.
- W.7.1. e- Provide a concluding statement or section that follows from and supports the argument presented.

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

- W.7.2 a- Introduce a topic; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension.
- W.7.2 b- Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- W.7.2 c-Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- W.7.2 d-Use precise language and domain-specific vocabulary to inform about or explain the topic.
- W.7.2 e- Establish and maintain a formal style/academic style, approach, and form.
- W.7.2 f- Provide a concluding statement or section that follows from and supports the information or explanation presented.

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

- W.7.3. a- Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- W.7.3. b- Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- W.7.3. c- Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- W.7.3. d- Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events
- W.7.3. e- Provide a conclusion that follows from and reflects on the narrated experiences or events.

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

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.

W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

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

W.7.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

- W.7.9 a- Apply *grade 7 Reading standards* to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).
- W.7.9 b- Apply *grade 7 Reading standards* to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”)

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

- L.7.1 a- Explain the function of phrases and clauses in general and their function in specific sentences.
- L.7.1 b- Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
- L.7.1 c- Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.\*

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

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

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

- L.7.3. a-Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.\*

L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content*, choosing flexibly from a range of strategies.

- L.7.4. a-Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
- L.7.4. b- Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent, bellicose, rebel*).



- L.7.4. c- Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- L.7.4. d- Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- L.7.5 a- Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
- L.7.5 b- Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
- L.7.5 c- Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined*, *respectful*, *polite*, *diplomatic*, *condescending*).

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

### Unit Essential Questions

- How can students organize their personal writing portfolios to generate and enhance effective drafts?
- How does the writing process help to shape the writer's products?
- How does the Writing Process help to shape the writer's products?
- How does a writer effectively use detailed description, the "I" voice (first person), setting, characterization, and narrative elements to tell an interesting and effective story?
- How does the Writing Process enhance all the steps of producing effective writing?
- How will one introduce and support claims?
- How will one write an explanatory text to explain a topic?
- How will one write a narrative to develop real or imagined experiences using effective techniques?
- How will one strengthen their writing with guidance and support?
- How will one conduct short research projects using relevant information from print and digital sources?
- How will one gather information from literary or informational texts to support, analysis, reflection, and research?
- How will one write regularly over a variety of different time spans?
- Using arguments to support claims, how will one introduce, organize, and support evidence formally from credible sources while clarifying the relationship with a concluding summary?
- Using different strategies to develop the topic, how will one write an explanatory text to introduce a topic and organize ideas with relevant information and transitions using formal, precise language and vocabulary with a concluding section?
- Using effective techniques and relevant descriptive details, how will one engage the reader with clear and coherent writing with appropriate purpose and audience including characters, logical sequencing, dialogue, transitions, precise words and phrases, and a concluding paragraph?
- With guidance from adults, peers, and technology, how will one type a clear and coherent three-page paper?

- With relevant information, how one will conduct short research projects from multiple sources with bibliographic information while quoting or paraphrasing the information and avoiding plagiarism?
- Using evidence from literary or informational texts, how will one apply grade 67 Reading Standards to literature in order to evaluate which arguments are supported with evidence from those that are not?
- Using time constraints, how will one write routinely for a variety of different tasks, purposes, and audiences?

### **Enduring Understanding**

- Writing effectively is a not only a requirement for success in school, but also in a person's career.
- Combining ideas and facts requires planning and effective vocabulary use so the information can be understood.

### **Knowledge and Skills**

Writing assignments to include, but not limited to the following:

- Complete with in-class reading and teacher facilitated response
- Comprehension Questions-in both a written and verbal format for all course work
- MSND Character analysis
- Night response journals
- Utopian society debate/presentation
- Persuasive essay writing examples-Who should we add to Mount Rushmore?
- MSND- who is to blame?
- Debate
- State Park- Power Point
- Night-Holocaust and World War II
- Proof-reading –self and peer
- Grammar Study
- Writing Styles Study
- Letter Writing-friendly and business
- Character Analysis- “MSND”
- The Pearl Storybook
- Night Journals
- Writing Journals
- Peer/teacher-editing
- Peer Writing
- Poetry Group Presentation
- Debating
- Group work-in a variety of group sizes
- Speeches-
- Extemporaneous, Movie Critic,
- Power Points-Poetry
- Holocaust Children Research
- Holocaust/WWII research

### **Stage 2: Evidence of Understanding, Learning Objectives, and Expectations Benchmarks**

## **Students will understand:**

- How to introduce and support claims with clear evidence
- How to write explanatory texts to introduce a topic and organize ideas
- How to write a narrative in order to develop real or imagined experiences
- How to develop and strengthen writing
- How to conduct short research projects
- How to gather information from literary or informational texts
- How to write routinely over a variety of time frames
- Learn to use a variety of writing techniques to enhance their writing, such as full-circle-endings
- Explore and decide on a writing topic
- Develop a thesis statement and provide supporting ideas
- Include sensory details and clear language to develop plot, characters, and thesis
- Sentence variance
- Details-use similarity and differences sensory details-excluding extraneous details
- Internal Punctuation
- Explore a topic to provide clear details and thoughts, as well as providing insights and connections
- Organize and present clear ideas, images, and thoughts from class texts
- Utilize a graphic organizer to pre-write a paper

## **Assessment Methods**

- Students demonstrate an understanding of the writing process (pre-write, drafting, editing/proofreading, and publishing).
- Production of writing assignments.
- Presentation of work
- Written responses to assignments
- Essays and stories
- Journal Writing
- Research Projects
- Open-ended responses
- Observations
- Class Discussion
- District Writing Prompts
- Writing Portfolio
- Sample Conferencing

## **STAGE 3-Learning Plan**

Below is a list of examples of teaching approaches, differentiation, and instructional techniques that may be used in this and any other unit.

- Academic vocabulary and language
- Accountable talk
- Adapting to learning styles/multiple intelligences
- Analysis of student work
- Close read

- Conferencing
- Cooperative learning
- Cues, questions, activating prior knowledge
- Current events
- Debate
- Direct instruction
- Discover/inquiry-based learning
- Document-based questions
- Effective questioning
- Field experience, field trip, or field study
- Flexible/strategic grouping
- Formative assessment process
- Generating and testing hypotheses
- Graphic organizers
- Guest speakers
- Hands-on learning
- Homework and practice
- Identifying similarities and differences
- Integration of content areas
- Learning centers
- Lecture
- Mastery learning
- Modeling
- Music and songs
- Nonlinguistic representations
- Note booking/journaling
- Notice and Note annotating
- Peer teaching/collaboration
- Project-based learning
- Read-aloud
- Reading and writing across the curriculum
- Reciprocal teaching
- Reinforcing effort and providing recognition
- Role play/simulations/drama
- Socratic seminars
- Student goal setting
- Student self-assessment

**Accommodations and Modifications:**

**Environmental Modifications:**

- Create a kind and open atmosphere, by modeling and stating expectations
- Encourage students to participate with answers, processes or comments relevant to conversation at that time
- Gain the student's attention before speaking
- Break down multiple tasks into smaller directions
- Provide frequent repetition of important tasks

**Learning/Teaching Strategies:**

- Gain the student's attention before speaking,
- Break down multiple tasks into smaller sets of directions
- Provide frequent verbal & written repetition of important explanations for all to see & follow
- Frequently question for students' understanding
- Continuously circulate the room, if not teaching, to monitor students' & provide guidance
- Chunk assignments
- Frequent check-ins for understanding
- VAKT:
- Collaborative groups will appeal to interpersonal learners
- Graphic organizers will appeal to visual-spatial learners
- Technology will appeal to visual-spatial learners

### **Time Allotment:**

Full Year

### **Resources:**

- 7<sup>th</sup> grade Anthology by Prentice Hall
- *Write Source 2000* by Sebrabek, Kemper, and Meyer
- *Warner's English Comprehension and Grammar, Introduction Course*

## **Unit 2-Fiction Study**

### **STAGE 1-Desired Results**

In 7<sup>th</sup> grade, the students will study a wide diversity of high-interest fictional texts that range from the Shakespearean tale of "A Midsummer Nights Dream", to the story of survival during the Holocaust, and ending with the story of a young boy in a Utopian Society. They will read a variety of short stories that are told from varying perspectives and about a wide diversity of subject matter. The novels and stories read in 7<sup>th</sup> grade will work on the skills and ideas discussed in the 6<sup>th</sup> grade.

As was required in 6<sup>th</sup> grade, they will be asked to create a variety of written responses. They will conduct research on the Holocaust, Famous People of the Renaissance, and authors they are going to study. They will write response logs and pretend to be characters from the text to explore the various feelings the characters are experiencing.

The fictional readings will be completed through novel studies and the use of the class text. The in-class novels are read in three main ways. They are read aloud by teacher or student to the whole class, or the students read to one another in small groups, or the students will listen to the book on tape. As the book is read, there are class discussions and questions to help clarify events and to encourage comprehension checks. There are discussions as to motives and predictions as to future events.

At the end of each fictional unit there is an ending project that requires summarization and review of the readings. The projects involve writing, illustrations, and creative art works.

## **NJSLSA Standards:**

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.

RL.7.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

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

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

RL.7.5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

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

RL.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).

RL.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.

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.

RL.7.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.

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.

W.7.1. e- Provide a concluding statement or section that follows from and supports the argument presented.

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

- W.7.2 a- Introduce a topic; organize ideas, concepts, and information, using text structures

(e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension.

- W.7.2 b- Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- W.7.2 c-Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- W.7.2 d-Use precise language and domain-specific vocabulary to inform about or explain the topic.
- W.7.2 e- Establish and maintain a formal style/academic style, approach, and form.
- W.7.2 f- Provide a concluding statement or section that follows from and supports the information or explanation presented.

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

- W.7.3. a- Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- W.7.3. b- Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- W.7.3. c- Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- W.7.3. d- Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events
- W.7.3. e- Provide a conclusion that follows from and reflects on the narrated experiences or events.

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

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.

W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

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

W.7.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

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

- W.7.9 b- Apply *grade 7 Reading standards* to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”)

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.

### Unit Essential Questions

- How will one comprehend, gain insight and make inferences through text?
- How will one identify theme through personal opinions?
- How will one determine the elements and events that caused a change in plot?
- How will one determine the meanings of figurative language and word choice in a text?
- How will one develop point of view of a speaker or narrator?
- How will one compare/contrast fine print reading versus multimedia watching and/or listening?
- How will one compare/contrast similar themes across different genres?
- How will one analyze and gain insight and make inferences through text?
- How will one identify central idea through personal opinions or judgments?
- How will one analyze how key individuals, events, or ideas are introduced and how they contribute to the development of ideas?
- How will one determine the meanings of figurative language and word choice in a text?
- How will one develop point of view of a speaker or narrator?
- How will one compare/contrast fine print reading versus multimedia watching and/or listening?
- How will one evaluate an argument in text?
- How will one compare and contrast one author’s presentation of events with another?
- How will one introduce and support claims?
- How will one determine multiple-meaning words and phrases within context?
- How will one demonstrate understanding of figurative language?
- How will one apply grade-appropriate words and phrases to express thoughts?
- Are you able to identify various types of poetry?
- Are supporting details included in your open-ended responses?
- Are you able to identify and utilize the three types of figurative language in your writing samples?
- Can you identify the author’s purpose?
- Can you identify who is telling the story and from what point of view?

### Enduring Understanding

- Readers develop a deeper understanding through reflection of text.
- Readers use strategies to construct meaning
- Readers will discuss how the time period the literature was written can effect the story.

### Knowledge and Skills

- Comprehension Questions-in both a written and verbal format for all course work
- Short Story Poster
- Response Journal-Night



- “MSND” Summary Poster
- Complete with in-class reading and teacher facilitated response
- Plot Chart-Short Stories
- “MSND” character analysis essay
- “Something Wicked This Way Comes” character analysis
- Poetry Analysis-Power Point Presentation
- “MSND” Interpretation
- “The Cremation of Sam McGee”-meter and sound/rhyme analysis
- Poetry Analysis-Power Point Presentation
- “MSND” soliloquy assignment
- Novel Analysis
- Poetry Analysis-Power Point Presentation
- Complete with in-class reading and teacher facilitated response
- Comparison of movie and novel-The Pearl, “MSND”, “A Christmas Story”,
- Audio- Books on tape- Night, The Giver, The Pearl
- Night response logs-historical background
- The Pearl-historical background
- Author and time period review for all pieces of fiction and non-fiction.

## **Stage 2: Evidence of Understanding, Learning Objectives, and Expectations Benchmarks**

### **Students will understand:**

- Clarify unfamiliar language to promote better comprehension
- Draw inferences and make logical conclusions
- Identify and trace the development of an author’s argument, point of view, or perspective
- Identify the personally traits of characters and predict how they would respond in certain situations
- Analyze a variety of text to determine the type and purpose of the structure being used
- Identify and analyze the development of themes in and across literary works
- Compare and contrast written text to the visual as seen in movies or shows
- Identify the plot and determine how each even explains past to present actions or foreshadows future actions.
- Evaluate how well literary elements are used to establish mood, place, time period, and cultures, and contribute to the overall effectiveness of a selection and the development of it’s theme
- Analyze how dialogue is used to develop characters and mood in a selection

### **Assessment Methods**

- Journal Responses to reading
- Graphic organizers/Venn diagrams
- Open-Ended response questions & comprehension questions
- Oral reading
- Vocabulary- using charts, pictures, sentences, stories
- Response to oral questions
- PowerPoint presentations
- Book reviews
- Story Maps
- Comprehension skill tests/quizzes
- Open-ended response questions

- Lesson Tests/quizzes
- Anecdotal records
- Teacher Observations

### **STAGE 3-Learning Plan**

Below is a list of examples of teaching approaches, differentiation, and instructional techniques that may be used in this and any other unit.

- Academic vocabulary and language
- Accountable talk
- Adapting to learning styles/multiple intelligences
- Analysis of student work
- Close read
- Conferencing
- Cooperative learning
- Cues, questions, activating prior knowledge
- Current events
- Debate
- Direct instruction
- Discover/inquiry-based learning
- Document-based questions
- Effective questioning
- Field experience, field trip, or field study
- Flexible/strategic grouping
- Formative assessment process
- Generating and testing hypotheses
- Graphic organizers
- Guest speakers
- Hands-on learning
- Homework and practice
- Identifying similarities and differences
- Integration of content areas
- Learning centers
- Lecture
- Mastery learning
- Modeling
- Music and songs
- Nonlinguistic representations
- Note booking/journaling
- Notice and Note annotating
- Peer teaching/collaboration
- Project-based learning
- Read-aloud
- Reading and writing across the curriculum
- Reciprocal teaching
- Reinforcing effort and providing recognition
- Role play/simulations/drama

- Socratic seminars
- Student goal setting
- Student self-assessment

### **Accommodations and Modifications:**

#### **Environmental Modifications:**

- Create a kind and open atmosphere, by modeling and stating expectations
- Encourage students to participate with answers, processes or comments relevant to conversation at that time
- Gain the student's attention before speaking
- Break down multiple tasks into smaller directions
- Provide frequent repetition of important tasks

#### **Learning/Teaching Strategies:**

- Gain the student's attention before speaking,
- Break down multiple tasks into smaller sets of directions
- Provide frequent verbal & written repetition of important explanations for all to see & follow
- Frequently question for students' understanding
- Continuously circulate the room, if not teaching, to monitor students' & provide guidance
- Chunk assignments
- Frequent check-ins for understanding
- VAKT:
- Collaborative groups will appeal to interpersonal learners
- Graphic organizers will appeal to visual-spatial learners
- Technology will appeal to visual-spatial learners

### **Time Allotment:**

Full Year

### **Resources:**

#### **Novels**

- William Shakespeare and "A Midsummer Night's Dream"
- John Steinbeck and The Pearl
- Elie Wiesel and Night
- Lois Lowry and The Giver
- Drama

#### **Short Stories**

May include some of the following selections, as well as supplemental one chosen by instructor:

- "The Gold Bug"
- "The Tell-Tale Heart"
- "The Open Window"

- “Dr. Heidegger’s Experiment”
- “The Lonely”
- “Time Enough At Last”
- “The Prime Mover”
- “Heartache”
- “The Dinner Party”
- “The Lady or The Tiger”
- “Suzy and Leah”
- “Rip Van Winkle”
- “The Monkey’s Paw”
- “To Build a Fire”
- “The Californian’s tale”
- “The Necklace”
- “Charles”
- “The Sniper”
- “The Gift of the Magi”
- “All Summer in a Day”
- “After 20 Years”
- “The Day’s Wait”

## Poetry

May include some of the following selections, as well as supplemental one chosen by instructor:

- “The Charge of the Light Brigade”
- “The Highwayman”
- “The Cremation of Sam McGee”
- “Stopping By Woods on a Snowy Evening”
- “Miracles”
- “Father William”
- “Sarah Cynthia Sylvia Stout”
- “Annabelle Lee”
- “If-“
- “The Village Blacksmith”
- “From-Song of Myself”
- “I’m Nobody”
- “The Shooting of Dan McGrew”
- “Oranges”
- “Casey at the Bat”
- “The Raven”
- “Shall I Compare Thee”
- “The Pobble Who Has No Toes”
- “Digging”
- “Our Revels Now Are Ended”

## **STAGE 1-Desired Results**

In 7<sup>th</sup> grade the students will study a wide diversity of non-fiction readings that relate to a variety of topics. They will utilize many different sources for non-fiction texts. Their sources will include the Prentice Hall Textbook, newspaper articles (past and present) and weekly homework. Informational text is read across all of the classes, not just the Literature class. As a result, it is imperative that the students are introduced to the skills need to read informational text and comprehend it fully. Students will read fictional and non-fictional writings on the same topic and will be required to identify the differences between the two texts.

Students are expected to research a topic and then compile and organize that information into their own written piece. Plagiarism is forbidden. Which is why teaching students correct methods of restating and citing the information is an essential part of the curriculum.

Bi-weekly homework will require students to read one non-fiction text and answer multiple choice and open ended questions. We found this method to be highly effective when deciphering between fiction and nonfiction texts. It also allows the student to answer different types of questions appropriately.

Non-fiction texts should be incorporated weekly into the curriculum. This would be a good opportunity to reference other materials covered in class. For example, when 7<sup>th</sup> grade reads *Night* by Elie Weisel, non-fiction articles pertaining to the Holocaust are incorporated into the class readings. This can be done with every unit of study.

In addition to in-class reading, students will be required to read a non-fictional book as part of their independent reading assignments.

### **NJSLSA Standards:**

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.

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.

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).

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.

RI.7.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

RI.7.6 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.

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).

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.

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.

RI.7.10 By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

### **Essential Questions:**

- How will one analyze and gain insight and make inferences through text?
- How will one identify central idea through personal opinions or judgments?
- How will one analyze how key individuals, events, or ideas are introduced and how they contribute to the development of ideas?
- How will one determine the meanings of figurative language and word choice in a text?
- How will one develop point of view of a speaker or narrator?
- How will one compare/contrast fine print reading versus multimedia watching and/or listening?
- How will one evaluate an argument in text?
- How will one compare and contrast one author's presentation of events with another?
- Using textual evidence, how will one analyze and determine appropriate inferences?
- Using personal insight and judgments, how will one determine central idea?
- Using critical thinking skills, one will analyze how key individuals, events, or ideas are introduced and how they contribute to the development of ideas
- Using figurative language and specific word choice, one will analyze the impact of meaning and tone in a text?
- Using the overall structure of a text, how will one identify the point of view or purpose and analyze how it contributes to the overall development of ideas?
- Using multimedia and fine print resources, how will one compare and contrast what they perceive while watching, listening, or simply reading?
- Using an evaluation of arguments and claims, one will identify the difference from supported claims and unsupported claims.
- Using multiple authors' presentations of events, how will one compare and contrast the differences between one other?

### **Enduring Understanding**

- Research contributes to the discovery of solutions by giving choices for differing outcomes.
- Reading expands understanding of the world, its people, and oneself.
- Effective communication relies on the usage of proper forms
- New information may result in a new idea or change of stance

## **Knowledge and Skills-what will the focus of instruction be?**

- Current Event assignment
- Non-fiction reading and analysis
- I Never Saw Another Butterfly, Drawings and Poems from Terezen- project, discussion and read aloud
- Complete with in-class reading and teacher facilitated response
- Comprehension Questions-in both a written and verbal format for all course work
- Night response log
- The Pearl Storybook Theme
- MSND themes
- Short Story Poster
- Cause and effect organizer and analysis
- Sequencing events- “Something Wicked This Way Comes”
- Complete with in-class reading and teacher facilitated response
- Vocabulary work-antonyms, synonym’s
- Essay planning
- Self-editing and peer editing written work
- Poetry Study

## **Stage 2: Evidence of Understanding, Learning Objectives, and Expectations** **Benchmarks**

### **Students will understand:**

- Clarify word meanings through the use of definitions, inference, example, restatement, or contrast
- Use English language Conventions correctly (roots and bases, prefixes/suffixes, inflectional endings, correct use of modifiers, definite and indefinite pronouns, verb tense, verb agreement, quotations marks, correct punctuation within quotations, paragraph breaks with dialogue)
- Sentence variance
- Details-use similarity and differences: sensory details-excluding extraneous details
- Internal Punctuation
- Familiar with the use of thesaurus to help written work
- Vocabulary study-from texts and guide
- How to analyze and draw inferences based on support from textual evidence
- How to summarize central idea and make judgments based upon text
- How to identify and analyze key individuals, events or ideas
- How to determine word meanings and phrases in text
- How to develop point of view in a text
- How to compare and contrast reading texts versus watching or listening to a live version
- How to distinguish claims that are supported by reasons and evidence from claims that are not
- How to compare and contrast author’s presentation with that of another
- Clarify unfamiliar words
- Draw inferences and make logical conclusions
- Identify and trace the development of an author’s argument, point of view, or perspective
- Analyze a variety of text to determine the type and purpose of the structure being used
- Identify and analyze the development of themes in and across literary works
- Compare and contrast written text to the visual as seen in movies or shows

- Identify and summarize the main ideas
- Use a graphic organizer to identify relevant information

### **Assessment Methods**

- Journal Responses to reading
- Graphic organizers/Venn diagrams
- Open-Ended response questions & comprehension questions
- Oral reading
- Vocabulary- using charts, pictures, sentences, stories
- Response to oral questions
- PowerPoint presentations
- Book reviews
- Comprehension skill tests/quizzes
- Open-ended response questions
- Lesson Tests/quizzes
- Anecdotal records
- Teacher Observations

### **STAGE 3-Learning Plan**

Below is a list of examples of teaching approaches, differentiation, and instructional techniques that may be used in this and any other unit.

- Academic vocabulary and language
- Accountable talk
- Adapting to learning styles/multiple intelligences
- Analysis of student work
- Close read
- Conferencing
- Cooperative learning
- Cues, questions, activating prior knowledge
- Current events
- Debate
- Direct instruction
- Discover/inquiry-based learning
- Document-based questions
- Effective questioning
- Field experience, field trip, or field study
- Flexible/strategic grouping
- Formative assessment process
- Generating and testing hypotheses
- Graphic organizers
- Guest speakers
- Hands-on learning
- Homework and practice
- Identifying similarities and differences
- Integration of content areas
- Learning centers



- Lecture
- Mastery learning
- Modeling
- Music and songs
- Nonlinguistic representations
- Note booking/journaling
- Notice and Note annotating
- Peer teaching/collaboration
- Project-based learning
- Read-aloud
- Reading and writing across the curriculum
- Reciprocal teaching
- Reinforcing effort and providing recognition
- Role play/simulations/drama
- Socratic seminars
- Student goal setting
- Student self-assessment

### **Accommodations and Modifications:**

#### **Environmental Modifications:**

- Create a kind and open atmosphere, by modeling and stating expectations
- Encourage students to participate with answers, processes or comments relevant to conversation at that time
- Gain the student's attention before speaking
- Break down multiple tasks into smaller directions
- Provide frequent repetition of important tasks

#### **Learning/Teaching Strategies:**

- Gain the student's attention before speaking,
- Break down multiple tasks into smaller sets of directions
- Provide frequent verbal & written repetition of important explanations for all to see & follow
- Frequently question for students' understanding
- Continuously circulate the room, if not teaching, to monitor students' & provide guidance
- Chunk assignments
- Frequent check-ins for understanding
- VAKT:
- Collaborative groups will appeal to interpersonal learners
- Graphic organizers will appeal to visual-spatial learners
- Technology will appeal to visual-spatial learners

### **Time Allotment:**

Full Year

## **Resources:**

6<sup>th</sup> grade Anthology by Prentice Hall

*Write Source 2000* by Sebrabek, Kemper, and Meyer

*Warner's English Comprehension and Grammar, Introduction Course*

## **Unit 4-Grammar/Vocabulary Study**

### **STAGE 1-Desired Results**

Hand in hand with the ability to produce well-written pieces is the ability to use correct grammar and have included in the writing piece higher-level vocabulary. Grammar is an essential part of a student's ability to be able to present their ideas. If the main idea of a written piece is well thought out, but it difficult to read and follow due to poor grammar, the piece automatically loses clarity. The use of advanced vocabulary, if used properly, is also an important part of the written piece. Vocabulary can transform an average piece of writing into an imaginative and creative piece. In addition to helping students written work, vocabulary is important in helping the student to read well. If they do not understand the language of the text, then the meaning of the text is also lost.

Grammar lessons will be covered to address common mistakes. They will also have lessons on grammar terminology, parts of speech, and sentence structure. This will aid students in editing and writing clearly.

7th grade will complete weekly vocabulary lessons from Vocabulary Workshop by Jerome Shostack. They will have the most current edition, which directly aligns to the CCSS. Once a week they will be introduced to 20 vocabulary words. They will learn the definition and complete the sentence using the vocabulary word. They will be assigned synonym homework and will work on an antonym worksheet. By the end of the week they will take a quiz, where they have to identify the correct vocabulary word, as used in the sentence. They will also be responsible for spelling the words correctly( 10 or 20 words, at the teachers discretion). Every three units, students will have to take a test on the words for the previous three weeks. The test will be multiple-choice and includes identification, filling in the blanks, and synonyms.

### **NJSLSA Standards:**

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

- L.7.1 a- Explain the function of phrases and clauses in general and their function in specific sentences.
- L.7.1 b- Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
- L.7.1 c- Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.\*

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

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

- L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.7.3. a-Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.\*
- L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content*, choosing flexibly from a range of strategies.
- L.7.4. a-Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
  - L.7.4. b- Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent, bellicose, rebel*).
  - L.7.4. c- Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
  - L.7.4. 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).
- L.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- L.7.5 a- Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
  - L.7.5 b- Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
  - L.7.5 c- Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined, respectful, polite, diplomatic, condescending*).
- 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

### **Essential Questions:**

- What are some ways one can demonstrate the command of the conventions when writing or speaking?
- How will one use proper mechanics when writing?
- How will one determine multiple-meaning words and phrases within context?
- How will one demonstrate understanding of figurative language?
- How will one apply grade-appropriate words and phrases to express thoughts?
- Using commands of convention, how will one ensure proper usage of pronouns and recognize variations from Standard English in their own and others' writing?
- Using proper mechanics, how will one demonstrate correct punctuation, capitalization, and spelling?
- Using reference materials and context clues, how will one interpret multiple meaning words and phrases?
- Using interpretation of figurative language, how will one demonstrate an understanding and apply it in their writing?
- Using grade appropriate academic and domain-specific words and phrases, how will one apply them appropriately to their writing? What are some ways one can demonstrate the command of the conventions when writing or speaking?
- Are the proper elements used for the correct writing prompt?
- How is each of the four sentence types punctuated?

- How do you use nouns, verbs, and capitalization correctly?
- What are the conventions of writing?
- What is ironic about the story (plus other literary devices)?
- Are the proper elements used for the correct writing prompt?
- How is each of the four sentence types punctuated?
- How do you use nouns, verbs, and capitalization correctly?
- What are the conventions of writing?
- What is ironic about the story (plus other literary devices)?
- Are the proper elements used for the correct writing prompt?
- How is each of the four sentence types punctuated?
- How do you use nouns, verbs, and capitalization correctly?
- What are the conventions of writing?
- What is ironic about the story (plus other literary devices)?
- How is each different sentence type written?
- Are commas used successfully?
- What kind of support would be effective for your thesis?
- When are literary devices and compositional risks appropriate?

### **Enduring Understanding**

- Effective communication relies on the usage of proper rules of grammar and the use of a structure.
- The use of language and proper rules of grammar enhance a person's written work

### **Knowledge and Skills-what will the focus of instruction be?**

- Grammar Study
- Peer Editing
- Self editing
- Poetry Study
- Compositional Risks

### **Stage 2: Evidence of Understanding, Learning Objectives, and Expectations Benchmarks**

#### **Students will understand:**

- How to demonstrate and apply command of the conventions of English grammar
- How to use mechanics correctly
- How to clarify multiple-meaning words
- How to demonstrate knowledge of figurative language
- How to acquire and use grade appropriate general and specific words and phrases
- How to use a thesaurus and dictionary
- How to vary language by using synonyms for a more descriptive writing
- Clarify word meanings through the use of definitions, inference, example, restatement, or contrast
- Use English language Conventions correctly (roots and bases, prefixes/suffixes, inflectional endings, correct use of modifiers, definite and indefinite pronouns, verb tense, verb agreement, quotations marks, correct punctuation within quotations, paragraph breaks with dialogue)
- Sentence variance

- Details-use similarity and differences: sensory details-excluding extraneous details
- Internal Punctuation
- Familiar with the use of thesaurus to help written work
- Vocabulary study-from texts and guide

### **Assessment Methods**

- Journal Responses to reading
- Graphic organizers/Venn diagrams
- Open-Ended response questions & comprehension questions
- PowerPoint presentations
- Book reviews
- Story Maps
- Lesson Tests/quizzes
- Anecdotal records
- Teacher Observations
- Independent Vocabulary Study
- Vocabulary work with novels
- Grammar Study
- Peer Editing
- Self editing
- Poetry Study
- Compositional risks

### **STAGE 3-Learning Plan**

Below is a list of examples of teaching approaches, differentiation, and instructional techniques that may be used in this and any other unit.

- Academic vocabulary and language
- Accountable talk
- Adapting to learning styles/multiple intelligences
- Analysis of student work
- Close read
- Conferencing
- Cooperative learning
- Cues, questions, activating prior knowledge
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- Formative assessment process
- Generating and testing hypotheses
- Graphic organizers

- Guest speakers
- Hands-on learning
- Homework and practice
- Identifying similarities and differences
- Integration of content areas
- Learning centers
- Lecture
- Mastery learning
- Modeling
- Music and songs
- Nonlinguistic representations
- Note booking/journaling
- Notice and Note annotating
- Peer teaching/collaboration
- Project-based learning
- Read-aloud
- Reading and writing across the curriculum
- Reciprocal teaching
- Reinforcing effort and providing recognition
- Role play/simulations/drama
- Socratic seminars
- Student goal setting
- Student self-assessment

### **Accommodations and Modifications:**

#### **Environmental Modifications:**

- Create a kind and open atmosphere, by modeling and stating expectations
- Encourage students to participate with answers, processes or comments relevant to conversation at that time
- Gain the student's attention before speaking
- Break down multiple tasks into smaller directions
- Provide frequent repetition of important tasks

#### **Learning/Teaching Strategies:**

- Gain the student's attention before speaking,
- Break down multiple tasks into smaller sets of directions
- Provide frequent verbal & written repetition of important explanations for all to see & follow
- Frequently question for students' understanding
- Continuously circulate the room, if not teaching, to monitor students' & provide guidance
- Chunk assignments
- Frequent check-ins for understanding
- VAKT:
- Collaborative groups will appeal to interpersonal learners
- Graphic organizers will appeal to visual-spatial learners
- Technology will appeal to visual-spatial learners

## **Time Allotment:**

Full Year

## **Resources:**

6<sup>th</sup> grade Anthology by Prentice Hall

*Write Source 2000* by Sebrabek, Kemper, and Meyer

*Warner's English Comprehension and Grammar, Introduction Course*

## **Unit 5-Speaking and Listening Study**

### **STAGE 1-Desired Results**

The ability to speak well and listen is an essential tool for every student. As the students mature, their ability to speak will be the first impression another person will have of them. Students will be asked to speak in large group, small group, and one-on-one settings concerning a variety of subjects. Dependent of the topic, all of the settings will require a varying level of formality and different skills. In the class, student will be asked to answer questions concerning ideas and texts, conduct a formal presentation to the class, and speak extemporaneously on a subject. As the students present to a large group more frequently they will gain confidence, which will help to allow for a clearer, more concise presentation.

In 7th grade, students will speak for a variety of purposes. They will be graded on their presence, timing, voice, use of fillers, content and other items depending on subject. Some topics will be prepared while others will be performed extemporaneously. One project that allows for 7th graders to speak in front of their peers is the *Midsummer Night's Dream* line recital. Each student will be required to memorize at least 15 lines of the drama and perform it to the class. Costumes may be worn. Other formal speeches may include critiquing and how to speeches.

In addition to speaking, listening is also a valuable skill. The ability to listen will only aid our students as they progress through their education. Learning the rules of speaking in a small group is also important to allow students to effectively share ideas. Students need to develop their listening skills in the classroom daily so they are able to take the information provided to them and then utilize it effectively. This skill is needed in all of their classes and in everyday life.

### **NJSLSA Standards:**

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

- SL.7.1a Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- SL.7.1b Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

- SL.7.1c Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed
- SL.7.1d Acknowledge new information expressed by others and, when warranted, modify their own views.

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.

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

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

SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 [here](#) for specific expectations.)

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).

### **Essential Questions:**

- How will one prepare and participate in discussions?
- How will one interpret information from various media and formats?
- How will one interpret arguments and break apart claims?
- How will one present claims and sequence ideas to interpret main ideas or themes using multimedia sources?
- How will one adapt speech to a variety of contexts?
- Using effective collaboration and guidelines, how will one come to discussions prepared, respectively respond to the remarks of others, and review key ideas through reflection and paraphrasing?
- Using diverse media and formats, how will one interpret and explain information and how it contributes to a topic or issue?
- Using pertinent details, how will one break apart a speaker's arguments distinguishing supported from unsupported claims?
- Using multimedia sources and visual displays, how will one present claims, sequence ideas appropriately and use facts and details in order to elaborate the main idea with appropriate eye contact, volume, and pronunciation?
- Using formal English when appropriate, how will one adapt speech to a variety of contexts and tasks?



## **Enduring Understanding**

- Relaying information to people, whether to a large, group, small group, or in an on-to-one situation, is often difficult and requires practice and confidence
- The ability to listen and follow directions is a skill needed throughout life
- How do people express their ideas and themselves

## **Knowledge and Skills-what will the focus of instruction be?**

- Complete with in-class reading and teacher facilitated response
- Holocaust - through reading, visual media and news articles
- Utopian Society
- Power Point-Poetry
- Speeches-Movie Critic, extemporaneous, how to...
- Debate
- Current Event Assignment
- Propaganda Study
- Research-fact or opinion

## **Stage 2: Evidence of Understanding, Learning Objectives, and Expectations Benchmarks**

### **Students will understand:**

- How to engage effectively in a range of collaborative discussions
- How to explain and interpret information
- How to break apart claims while interpreting arguments
- How to present claims and include multimedia sources
- How to differentiate speech accordingly
- Engage the audience with appropriate verbal cues, facial expressions, gestures, and eye contact
- Actively solicit another person's comment or opinion
- Make informed judgments about TV, radio, and film

### **Evidence of Learning and Assessment**

- Open-Ended response questions & comprehension questions
- PowerPoint presentations
- Classroom discussions
- Book reviews
- Story Maps
- Lesson Tests/quizzes
- Anecdotal records
- Teacher Observations
- Complete with in-class reading and teacher facilitated response
- Power Point-Wolves
- Speeches-Movie Critic, extemporaneous, how to...

- Debate
- Oral Presentations- a review, extemporaneous, presentation of a paper/project
- Oral responses to questions posed
- Reader's Theater
- Oral reading fluency

### **STAGE 3-Learning Plan**

Below is a list of examples of teaching approaches, differentiation, and instructional techniques that may be used in this unit.

- Academic vocabulary and language
- Accountable talk
- Adapting to learning styles/multiple intelligences
- Analysis of student work
- Close read
- Conferencing
- Cooperative learning
- Cues, questions, activating prior knowledge
- Current events
- Debate
- Direct instruction
- Discover/inquiry-based learning
- Document-based questions
- Effective questioning
- Field experience, field trip, or field study
- Flexible/strategic grouping
- Formative assessment process
- Generating and testing hypotheses
- Graphic organizers
- Guest speakers
- Hands-on learning
- Homework and practice
- Identifying similarities and differences
- Integration of content areas
- Learning centers
- Lecture
- Mastery learning
- Modeling
- Music and songs
- Nonlinguistic representations
- Note booking/journaling
- Notice and Note annotating
- Peer teaching/collaboration
- Project-based learning
- Read-aloud
- Reading and writing across the curriculum
- Reciprocal teaching

- Reinforcing effort and providing recognition
- Role play/simulations/drama
- Socratic seminars
- Student goal setting
- Student self-assessment

### **Accommodations and Modifications:**

#### **Environmental Modifications:**

- Create a kind and open atmosphere, by modeling and stating expectations
- Encourage students to participate with answers, processes or comments relevant to conversation at that time
- Gain the student's attention before speaking
- Break down multiple tasks into smaller directions
- Provide frequent repetition of important tasks

#### **Learning/Teaching Strategies:**

- Gain the student's attention before speaking,
- Break down multiple tasks into smaller sets of directions
- Provide frequent verbal & written repetition of important explanations for all to see & follow
- Frequently question for students' understanding
- Continuously circulate the room, if not teaching, to monitor students' & provide guidance
- Chunk assignments
- Frequent check-ins for understanding
- VAKT:
- Collaborative groups will appeal to interpersonal learners
- Graphic organizers will appeal to visual-spatial learners
- Technology will appeal to visual-spatial learners

### **Time Allotment:**

Full Year

### **Resources:**

6<sup>th</sup> grade Anthology by Prentice Hall

*Write Source 2000* by Sebrabek, Kemper, and Meyer

*Warner's English Comprehension and Grammar, Introduction Course*

## **New Jersey Core Curriculum and Common Core Content Standards**

<http://www.state.nj.us/education/cccs/>

### **Integration of 21<sup>st</sup> Century Theme(s)**

The following websites are sources for the following 21<sup>st</sup> Century Themes and Skills:

<http://www.nj.gov/education/code/current/title6a/chap8.pdf>

<http://www.p21.org/about-us/p21-framework> .

<http://www.state.nj.us/education/cccs/standards/9/index.html>

### **21st Century Interdisciplinary Themes (into core subjects)**

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy
- Study of Elizabethan Age
- The Natives of South America and early explorers/colonization
- World War II
- Utopian Societies
- Author Study

### **Learning and Innovation Skills**

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration

### **Information, Media and Technology Skills**

- Information Literacy
- Media Literacy
- ICT (Information, Communications and Technology) Literacy

### **Life and Career Skills**

- Flexibility and Adaptability
- Initiative and Self-Direction
- Social and Cross-Cultural Skills
- Productivity and Accountability
- Leadership and Responsibility

### **Integration of Digital Tools**

- Classroom computers/laptops/Chromebooks
- Technology Lab
- Voice amplification device
- Other software programs

## **CURRICULUM MODIFICATIONS**

### **SPECIAL EDUCATION AND 504 STUDENTS**

Modifications are available to children who receive services under IDEA or Section 504 of the Rehabilitation Act..

#### **GENERAL MODIFICATIONS:**

- Allow outlining, instead of writing for an essay or major project
- Computerized spell-check support
- Word bank of choices for answers to test questions
- Read-alouds, film or video supplements in place of reading text
- Reworded questions in simpler language
- Projects instead of written reports
- Highlighting important words or phrases in reading assignments
- Modified workload or length of assignments/tests
- Modified time demands
- Pass/no pass option
- Modified grades based on IEP

#### **BEHAVIOR MODIFICATIONS:**

- Follow pre-scripted behavior plan
- Breaks between tasks
- Cue expected behavior
- Daily feedback to student
- Use de-escalating strategies
- Use positive reinforcement
- Use proximity/touch control
- Use peer supports and mentoring
- Model expected behavior by adults
- Have parent sign homework/behavior chart
- Set and post class rules
- Chart progress and maintain data

### **STUDENTS AT RISK OF SCHOOL FAILURE**

Students or groups of students who are considered to have a higher probability of failing academically or dropping out of school.

- Maximize use of community resources
- Connect family to school and school activities
- Support through transition
- Help develop compensating strategies
- Increase opportunity for positive peer group influences
- Supplemental courses
- Placement in small and interactive groups

### **ENGLISH LANGUAGE LEARNER STUDENTS (ELL)**

ELL students are students who are unable to communicate fluently or learn effectively in English, who often come from non-English-speaking homes and backgrounds, and who typically require specialized or modified instruction in both the English language and in their academic courses.

- Alternate Responses
- Notes in Advance
- Extended Time
- Simplified Instruction (written and verbal)
- Online Dictionary
- Use lots of visuals
- Use physical activity; model, role-play
- Repeat/Rephrase often
- Use lower level materials when appropriate

### **GIFTED AND TALENTED STUDENTS (G&T)**

Inclusion, infusion and differentiated instruction across the curriculum meets the individual needs of gifted and talented students. Gifted and talented services include:

- Differentiated curriculum for the gifted learner.
- Regular classroom curricula and instruction that is adapted, modified, or replaced.
- Educational opportunities consisting of a continuum of differentiated curricular options, instructional approaches and materials.
- Integrated G&T programming into the general education school day.
- Flexible groupings of students to facilitate differentiated instruction and curriculum.

### **Learning Environments:**

- Extensive outside reading
- Active classroom discussion
- Innovative oral and written presentations
- Deductive and inductive reasoning
- Independent writing and research
- Divergent thinking

- Challenging problem solving situations
- Interactive, independent and interdisciplinary activities