




# ENG773-775 Language Arts Advanced Language Arts (AA-TLC)

Middle Schools > 2017-2018 > Grade 7 > English Language Arts > ENG773-775 Language Arts Advanced Language Arts (AA-TLC) > Churchwell, Melissa; Gibson, Marleen; Schwarz, Sarah


Wednesday, October 18, 2017, 2:28PM



Unit	Proficiency / Objectives	Standards	Essential Questions	Enduring Understanding	Suggested Activities	Evaluation / Assessment	Resources	21st Century Skills	Teacher Notes
<b>LITERATURE AND INFORMATIONAL TEXT</b> (Week 1, 1 Week)	1. Recognize the elements of the short story, novel, mythology, non-fiction, and poetry and analyze the significance of each.  2. Develop and utilize analytical and metacognitive reading skills.  3. Recognize the use of rhyme,	<b>NJ: 2016 SLS: English Language Arts NJ: Grade 7</b>  <b>Reading: Literature</b> <b>Key Ideas and Details NJLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</b>  RL.7.1 Cite several pieces of textual evidence and	How do readers construct meaning from text?  <b>What do readers do when they encounter difficulties in understanding? (R/W)</b>  How do metacognitive reading strategies enhance comprehension?	Good readers compare, infer, synthesize, and make connections to make text personally relevant and useful.  <b>All readers encounter difficulties while reading. (R/W)</b>  <b>Active readers implement strategies for acquiring and personal</b>	<b>Regular</b>  <ul style="list-style-type: none"> <li>Using <i>The Pigeon</i>, work in pairs to identify a specific conflict, such as Loraine and her mother or John and his father, and explore solutions</li> </ul>	<b>LITERATURE AND INFORMATIONAL TEXT Summative: Other: Teacher Rubric</b>  <ul style="list-style-type: none"> <li><b>Regular</b></li> <li>Teacher evaluation of student participation and engagement</li> <li><b>Advanced</b></li> <li>Teacher-created rubric of presentation of</li> </ul>	TEXTBOOKS Applebee, Arthur N., et al. Literature. Evanston, Illinois: McDougal Littell, Inc., 2008. Warriner, John E. English Composition and Grammar. Orlando, Florida: Harcourt Brace Jovanovich Publishers, 1988.  SUGGESTED READING/REGULAR Collier, James Lincoln and Christopher Collier. My Brother, Sam, is Dead. New York: Scholastic, Inc., 1974. Curtis, Christopher	<b>NJ: 2014 SLS: 21st Century Life and Careers NJ: All Grades</b>  <b>Career Ready Practices</b>  <b>Career Ready Practices</b>  CRP2. Apply appropriate academic and technical skills.  CRP6. Demonstrate	<ul style="list-style-type: none"> <li>See Teacher's Edition, pp. 30 and 100</li> <li>See Teacher's Edition, p. 267</li> <li>See district databases – Bloom's Literary Reference, EBSCO Host, and Gales Literary Index</li> <li>Interdisciplinary unit with Social Studies</li> <li>See Appendix D</li> <li>See Teacher's Edition, p. 930</li> <li>See Teacher's Edition, pp. 938-940 and website for</li> </ul>

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	<p>rhythm and figurative language (simile, metaphor, hyperbole, allusion, and personification).</p> <p>4. Recognize and analyze how author's style, purpose, tone, point of view, and mood contribute to text effect.</p> <p>5. Explore connections in literature with other content areas.</p>	<p>make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>NJSLSA.R2 Determine central ideas or themes of a text and analyze their development ; summarize the key supporting details and ideas.</b></p> <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><b>NJSLSA.R3 Analyze how and why individuals,</b></p>		<p>izing comprehension.</p>	<p>to the problems in the relationship.</p> <p><b>Advanced</b></p> <ul style="list-style-type: none"> <li>Using <i>No Promises in the Wind</i>, work in groups to create a diagram exploring the elements of fiction. Groups will present</li> </ul>	<ul style="list-style-type: none"> <li>Anchor chart</li> <li>Teacher observation of student charts on ELM O</li> <li><b>Advanced</b></li> <li><i>Think - aloud</i> protocols</li> <li><b>Regular</b></li> <li>Class discussion/share</li> <li><b>Advanced</b></li> <li>Using a teacher-created rubric,</li> </ul>	<p>Paul. Bud, Not Buddy. New York: Delacorte Press, 1999.</p> <p>Hinton, S.E. The Outsiders. New York:Puffin Books, 1967.</p> <p>Hunt, Irene. No Promises in the Wind. New York: Berkley Books, 1970.</p> <p>Palacio, R.J. Wonder. New York: Random House, 2012.</p> <p>Peck, Richard. A Long Way From Chicago. New York: Dial Books for Young Readers, 1998.</p> <p>Peck, Richard. A Year Down Yonder. New York: Dial Books for Young Readers, 2000.</p> <p>Spinelli, Jerry. Stargirl. New York: Alfred A. Knopf, 2000.</p> <p>Zindel, Paul. The Pigman.</p>	<p>creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>Copyright © State of New Jersey, 1996 - 2016.</p>	<p>recording of President Kennedy's speech:</p> <p> <a href="http://www.jfklibrary.org/Research/Ready-Reference/JFK-Speeches/Remarks-at-the-Dedication-of-the-Aerospace-Medical-Center-November-21-1963.aspx">http://www.jfklibrary.org/Research/Ready-Reference/JFK-Speeches/Remarks-at-the-Dedication-of-the-Aerospace-Medical-Center-November-21-1963.aspx</a></p> <ul style="list-style-type: none"> <li>See Teacher's Edition, <i>Reader's Workshop: Understanding Theme</i>, pp. 304-307</li> <li>See <i>Standards Lesson File: "Literature Lesson 13-Theme"</i></li> </ul>



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	<p>how form and structure contribute to the meaning of various genres.</p> <p>10. Compare and contrast fictional portrayals of characters and events with historical accounts of the same period.</p> <p>11. Utilize various techniques to self-select appropriate reading selections. (R/W)</p> <p>12. Utilize</p>	<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><b>NJSLSA.R5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to</b></p>			<p>has modeled specific reading strategies.</p> <p><b>Advanced</b></p> <ul style="list-style-type: none"> <li>Read passages independently from "Seventh Grade" and record inferences and predictions onto student-generated chart, after teaching</li> </ul>	<p>created rubric for essay</p> <ul style="list-style-type: none"> <li><b>Regular</b></li> <li>Classroom discussion and teacher assessment</li> <li><b>Advanced</b></li> <li>Class discussion</li> <li>Teacher-created rubric</li> <li>Students' responses to teacher-generated journal</li> </ul>	<p>Houghton Mifflin Harcourt, 2007.</p> <p>Spinelli, Jerry. <i>Stargirl</i>. New York: Alfred A. Knopf, 2000.</p> <p>Yolen, Jane. <i>The Devil's Arithmetic</i>. New York: Puffin Books, 1998.</p> <p>SUPPLEMENTAL TEXTBOOK MATERIALS/ WEBSITES</p> <p> <a href="http://www.worldlibs.com/">http://www.worldlibs.com/</a></p> <p><a href="http://www.jfklibrary.org">www.jfklibrary.org</a></p> <p><a href="http://www.historyofreading.com">www.historyofreading.com</a></p> <p>AUDIO/VISUAL RESOURCES</p> <p>Collier, James Lincoln and Christopher Collier. <i>My Brother, Sam, is Dead</i>. Audio Bookshelf, Unabridged Edition, 1996.</p> <p>Curtis, Christopher</p>		

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	various techniques to demonstrate comprehension and analysis of self-selected reading. (R/W)	<b>each other and the whole.</b> RL.7.5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.			her had modeled specific reading strategies	prompts • Students' highlighted passages Photo copied short story	Paul. Bud, Not Buddy. Listening Library (Audio), Unabridged Edition, 2006. The Devil's Arithmetic. Dir. Donna Deitch. Perf. Kirsten Dunst and Brittany Murphy. 1999. Spinelli, Jerry. Stargirl. Listening Library (Audio), Unabridged Edition, 2007.		
	13. Analyze how specific reading selections appeal to specific audiences. (R/W)	<b>NJSLSA.R6 Assess how point of view or purpose shapes the content and style of a text.</b> RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.			• Identify examples of figurative language in <i>Stargirl</i> , recording page numbers and examples in literature log.	• <b>Advanced</b> • Student writing • Teacher/student critique of peer poetry • <i>Think-aloud</i> activity • Information chart • <b>Advanced</b>			
	14. Read for a variety of purposes. (R/W)								
	15. Develop skills necessary to respond critically and analytically to	<b>Integration of Knowledge and Ideas NJSLSA.R7 Integrate and evaluate content</b>							
					Regular				

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	<p>teacher and self-selected readings. (R/W)</p> <p>16. Enhance vocabulary through the use of decoding skills and word recognition through the reading of varied authors. (R/W)</p>	<p><b>presented in diverse formats and media, including visually and quantitatively, as well as in words.</b></p> <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><b>NJSLSA.R8 Delineate and evaluate the argument and specific claims in a text, including the validity of the</b></p>			<ul style="list-style-type: none"> <li>Cite page numbers for a variety of figurative language used in a specific chapter and on chart, translate the imagery evoked by each example.</li> </ul> <p><b>Advanced</b></p> <ul style="list-style-type: none"> <li>Identify examples of</li> </ul>	<ul style="list-style-type: none"> <li>Students' written responses</li> </ul>			

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		<p>reasoning as well as the relevance and sufficiency of the evidence.</p> <p>RL.7.8. (Not applicable to literature)</p> <p><b>NJLSA.R9 Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</b></p> <p>RL.7.9 Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) a fictional portrayal of a</p>			<p>figurative language in various chapters and rewrite a small passage containing the language using alternate figurative language techniques to imply the same imagery.</p> <p><b>Regular/Advanced</b></p> <ul style="list-style-type: none"> <li>In the</li> </ul>				

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		<p>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><b>Range of Reading and Level of Text Complexity</b>  <b>NJSLSA.R10</b>  <b>Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</b></p> <p>RL.7.10. **By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-</p>			<p>text, <i>Literature</i>, read "The Papers of Martin Luther King, Jr." memorandum, determine author's purpose and analyze style. Write responses in journal.</p> <p><b>Regular</b></p> <ul style="list-style-type: none"> <li>• After reading <i>My Brother</i></li> </ul>				



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		<p>complexity (see Appendix A) or above, scaffolding as needed.</p>			<p><i>Sam is Dead</i>, prepare a journal of 5-10 entries from <i>Sam's</i> point of view.</p>				
		<p><b>Reading: Informational Text</b>  <b>Key Ideas and Details</b>  <b>NJSLSA.R1</b>  <b>Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</b></p>			<p><b>Advanced</b></p>				
		<p>RI.7.1 Cite several pieces of textual evidence and make relevant connections</p>			<ul style="list-style-type: none"> <li>• Through class discussion, explain why Sharon Creech, in writing <i>The Wanderer</i>, decid</li> </ul>				

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		<p>to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>NJLSA.R2 Determine central ideas or themes of a text and analyze their development ; summarize the key supporting details and ideas.</b></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> <p><b>NJLSA.R3 Analyze how and why individuals, events, and ideas develop and</b></p>			<p>ed to use alternating points of view.</p> <p><b>Regular/Advanced</b></p> <ul style="list-style-type: none"> <li>• Read the biography 'Eleanor Roosevelt' and research information about the life of Eleanor and President Roosevelt. Write a multi-para</li> </ul>				

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		<p><b>interact over the course of a text.</b></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>			<p>graph essay on how Eleanor Roosevelt's commitment to the poor and FDR's New Deal impacted the time period.</p>				
		<p><b>Craft and Structure</b> <b>NJLSA.R4</b> <b>Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape</b></p>			<p><b>Regular</b></p> <ul style="list-style-type: none"> <li>Following the reading of <i>My Brother Sam is Dead</i>,</li> </ul>				

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		<p>meaning or tone.</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>			<p>identify common themes and link them to study of the Revolutionary War in Social Studies class.</p>				
		<p><b>NJLSA.R5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</b></p>			<p><b>Advanced</b></p> <ul style="list-style-type: none"> <li>Following the reading of <i>No Promise in the Wind</i>, identify com</li> </ul>				



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		<p><b>Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</b></p>			<p>and respond to an open-ended question using specific excerpts from text to support their opinions.</p> <ul style="list-style-type: none"> <li>Analyze how the reader's voice impacted their understanding of President John F. Kenn</li> </ul>				
		<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>							
		<p><b>NJSLSA.R8 Delineate and evaluate the argument and specific claims in a text, including the validity of</b></p>							

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		<p>the reasoning as well as the relevance and sufficiency of the evidence.</p> <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> <p><b>NJLSA.R9 Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</b></p>			<ul style="list-style-type: none"> <li>edy's speech, "Remarks at the Dedication of the Aerospace Medical Health Center."           <ul style="list-style-type: none"> <li>Using a short story</li> </ul> </li> <li>highlight passages that support central ideas and theme.</li> </ul> <p><b>Advanced</b></p>				

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		<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>Having identified the theme of a short story, make a connection to contemporary situations in a multi-paragraph explanatory.</li> </ul>				
		<p><b>Range of Reading and Level of Text Complexity</b> <b>NJSLSA.R10</b> <b>Read and comprehend complex literary and informational texts independently and proficiently</b></p>			<p><b>Regular/Advanced</b></p> <ul style="list-style-type: none"> <li>Read selected poetry.</li> </ul>				



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		<p><b>with scaffolding as needed.</b></p> <p>RI.7.1.10.  **By the end of the year read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above, with scaffolding as needed.</p> <p><b>Speaking and Listening</b>  <b>NJSLSA.SL5</b>  <b>Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</b></p> <p>SL.7.5.  Include multimedia</p>			<p>ms, including, "Casey at the Bat", "Old Age Sticks", "Fireflies" and haiku.</p> <p>After studying the various examples of poetry, students will analyze for form and structure and compose an origi</p>				

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		<p>components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p>			<p>nal poem choosing a specific form and structure. (using Google Slides)</p> <ul style="list-style-type: none"> <li>Using the text, <i>Literature</i>, participate in a <i>think-aloud</i> activity for the non-fiction selection, "Strategy</li> </ul>				
		<p><b>NJ: 2014 SLS: Technology</b>  <b>NJ: Grades 6-8</b></p> <hr/> <p><b>8.1 Educational Technology</b>  <b>8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</b>  <b>A. Technology</b></p>							

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		<p><b>Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.</b></p>			<p>s That Work : Literature ". • Compare and contrast fictional events from <i>Bud, Not Buddy</i> with the historical accurate events and locations using <i>Google Maps</i>.</p>				
		<p>8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.</p>							
		<p>8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.</p>							
		<p>8.1.8.A.3 Use and/or</p>			<p><b>Advanced</b></p>				

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		<p>develop a simulation that provides an environment to solve a real world problem or theory.</p> <p>8.1.8.A.4 Graph and calculate data within a spreadsheet and present a summary of the results</p> <p>8.1.8.A.5 Create a database query, sort and create a report and describe the process, and explain the report results.</p> <p><b>D. Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and</b></p>			<ul style="list-style-type: none"> <li>Using district databases, research a specific historical figure related to the location and time period of <i>No Promises in the Wind</i>, and analyze his/her impact on the events of</li> </ul>				

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		ethical behavior.							
		8.1.8.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.			Regular/Advanced:				
		8.1.8.D.2 Demonstrate the application of appropriate citations to digital content.			<ul style="list-style-type: none"> <li>(P11) Contribute to a class-generated list, "My Favorite Book I've Read," to be used as a springboard for determining their self-selected novel (RW)</li> </ul>				
		8.1.8.D.4 Assess the credibility and accuracy of digital content.							
		Copyright © State of New Jersey, 1996 - 2016.							

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					<ul style="list-style-type: none"> <li>(P12) Journals or Comprehension Book Marks in/on which students identify skills and strategies for reading comprehension explored and then applied to self-selected texts (R/W)</li> </ul>				

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					<ul style="list-style-type: none"> <li>• (P13) Analyze multiple published persuasive pieces and identify techniques utilized by the author to persuade the reader (R/W)</li> <li>• (P14) Ongoing throughout the year - read</li> </ul>				

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					<p>and analyze texts of various genres to identify components and then apply to varied texts (R/W)</p> <ul style="list-style-type: none"> <li>• (P15) Direct/explicit instruction of metacognitive (active) reading strategies through</li> </ul>				




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					<p>reciprocal teaching and think aloud annotations (may be repeated each marking period after unit of instruction and allow students to construct graphs depicting strategy use)</p>				

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					<ul style="list-style-type: none"> <li>(RW )</li> <li>(P16 )</li> <li>Generate from self-selected novels and personalized running record of vocabulary (RW )</li> </ul>				
<b>WRITTEN COMPOSITION</b> <i>(Week 1, 1 Week)</i>	c1. Establish mode, audience, purpose, and subject in written composition.	<b>NJ: 2016 SLS: English Language Arts NJ: Grade 7</b> <b>Reading: Literature Key Ideas and Details NJLSA.R1 Read closely to determine what the text</b>	How does the structure of our writing affect its overall impact of the reader and shape	Writing is impacted by the writers use of organization techniques.  Good writers	<b>Regular</b> <ul style="list-style-type: none"> <li>Following the reading of <i>Bud, Not Buddy</i>, creat</li> </ul>	<b>Summative: Other: Teacher Rubric</b> <ul style="list-style-type: none"> <li>Teacher-created rubric for writing</li> </ul>	TEXTBOOKS Applebee, Arthur N., et al. Literature. Evanston, Illinois: McDougal Littell, Inc., 2008. Warriner, John E. English Composition and Grammar.	<b>NJ: 2014 SLS: 21st Century Life and Careers NJ: All Grades Career Ready</b>	<ul style="list-style-type: none"> <li>Media Lab - <i>Inspiration</i></li> <li>See Appendix D for rubric</li> <li>See Teacher's Edition, p. 118</li> <li>See Teacher's Edition, p.</li> </ul>

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	<p>2. Engage in the writing workshop (R/W) process as follows:</p> <p>a. Brainstorm and gather information for writing.</p> <p>b. Sort and arrange written ideas.</p> <p>c. Compose rough draft.</p> <p>d. Revise rough draft utilizing self/peer/teacher conferencing.</p> <p>e. Proofread and edit rough draft.</p> <p>f. Compose final</p>	<p><b>says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</b></p> <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><b>NJLSA.R2 Determine central ideas or themes of a text and analyze their development ; summarize</b></p>	<p>meaning ?</p> <p>What strategies do authors utilize to create clarity of thought and a well-developed product?</p> <p><b>How does process shape the writer's product? (R/W)</b></p>	<p>use a repertoire of strategies that enable them to vary form and style, in order to write for different purposes, audiences, and contexts.</p> <p><b>Writing is a process. (R/W)</b></p>	<p>e a list of "My Own Rules for Life" and select one to be used as a prompt in a persuasive essay.</p> <p><b>Advanced</b></p> <ul style="list-style-type: none"> <li>Write an essay examining the use of an "unreliable narrator" in <i>The Wanderer</i>.</li> </ul> <p><b>Regular</b></p>	<p>prompt</p> <ul style="list-style-type: none"> <li><i>Inspiration</i> graphic organizer</li> <li>Peer conferences</li> <li>Peer review form</li> <li>Students' revised writing samples</li> <li>Established criteria</li> <li>List rubric</li> <li>PARCC rubric for Literary Analysis Task</li> <li>PARCC</li> </ul>	<p>Orlando, Florida: Harcourt Brace Jovanovich Publishers, 1988.</p> <p>SUGGESTED READING/REGULAR Collier, James Lincoln and Christopher Collier. <i>My Brother, Sam, is Dead</i>. New York: Scholastic, Inc., 1974. Curtis, Christopher Paul. <i>Bud, Not Buddy</i>. New York: Delacorte Press, 1999. Hinton, S.E. <i>The Outsiders</i>. New York: Puffin Books, 1967. Hunt, Irene. <i>No Promises in the Wind</i>. New York: Berkley Books, 1970. Palacio, R.J. <i>Wonder</i>. New York: Random House, 2012.</p>	<p><b>Practices Career Ready Practices</b></p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research</p>	<p>687; and book reviews, "Serf on the Run", p. 693; and "Medieval Adventures", p. 694.</p> <ul style="list-style-type: none"> <li>See district databases – <i>Bloom's Literary Reference, EBSCO Host, Gales Literary Index</i></li> <li>See District Research Manual</li> <li>See District Research Manual</li> <li>See Teacher's Edition, pp.918-925</li> </ul>

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	<p>draft following appropriate composition form.</p> <p>3. Construct well-developed and varied sentence structures (R/W)</p> <p>4. Construct paragraph and multi-paragraph writings on self-selected topics (R/W) and literature-based topics using a variety of writing genre: a. Informative</p>	<p><b>the key supporting details and ideas.</b></p> <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><b>Craft and Structure NJLSA.R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</b></p>			<ul style="list-style-type: none"> <li>Having read an excerpt from Anne Dillard's memoir, "American Childhood", write an essay explaining how a memorable event from their childhood was life-</li> </ul>	<ul style="list-style-type: none"> <li>rubric for narrative</li> <li>Teacher-generated rubric</li> <li>Classlist or word wall of newly acquired vocabulary</li> <li>Observable evidence of research process</li> <li>Inspirational graphic organizer</li> <li>Integration of quotes from</li> </ul>	<p>Peck, Richard. A Long Way From Chicago. New York: Dial Books for Young Readers, 1998.</p> <p>Peck, Richard. A Year Down Yonder. New York: Dial Books for Young Readers, 2000.</p> <p>Spinelli, Jerry. Stargirl. New York: Alfred A. Knopf, 2000.</p> <p>Zindel, Paul. The Pigman. New York: Bantam Books, 1968.</p> <p>SUGGESTED READING/ADVANCED</p> <p>Creech, Sharon. The Wanderer. New York: Harper Collins Publishers, 2000.</p> <p>Fox, Paula. The Slave Dancer. New York: Bantam Doubleday Dell Books for Young</p>	<p>strategies.</p> <p>Copyright © State of New Jersey, 1996 - 2016.</p>	

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	<p>b. Persuasive</p> <p>c. Explanatory</p> <p>d. Narrative</p> <p>5. Utilize literature and informational text as support for writing activities.</p> <p>6. Utilize specific vocabulary to convey meaning in writing.</p> <p>a. Reference thesauruses and dictionaries appropriately (R/W)</p> <p>7. Develop research</p>	<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><b>NJLSA.R6 Assess how point of view or purpose shapes the content and style of a text.</b></p> <p>RL.7.6. Analyze how an author develops and contrasts the points of view of different</p>			<p>changing.</p> <p><b>Advanced</b></p> <ul style="list-style-type: none"> <li>Having read an excerpt from Avi's novel, <i>Crispin: The Cross of the Lead</i>, read related book reviews, "Serf on the Run" and "Medieval Adventures". Write an</li> </ul>	<p>primary and secondary sources</p> <ul style="list-style-type: none"> <li>Samples of students' writing</li> <li>Students' works cited page</li> <li>Samples of students' writing</li> </ul>	<p>Readers, 1973. Hinton, S.E. <i>The Outsiders</i>. New York: Puffin Books, 1967.</p> <p>Hunt, Irene. <i>No Promises in the Wind</i>. New York: Berkley Books, 1970.</p> <p>Schlosser, Eric. <i>Chew on This: Everything You Don't Want to Know About Fast Food</i>, New York: Houghton Mifflin Harcourt, 2007.</p> <p>Spinelli, Jerry. <i>Stargirl</i>. New York: Alfred A. Knopf, 2000.</p> <p>Yolen, Jane. <i>The Devil's Arithmetic</i>. New York: Puffin Books, 1998.</p> <p>SUPPLEMENTAL TEXTBOOK MATERIALS/ WEBSITES</p>		

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	<p>skills to support writing of varied genres.</p> <p>a. Use skills for narrowing a topic.</p> <p>b. Use print, non-print and electronic sources.</p> <p>c. Use effective note taking strategies such as outlining and paraphrasing to summarize information and avoid plagiarism.</p> <p>d. Document sources of information in accordan</p>	<p>characters or narrators in a text.</p> <p><b>NJSLSA.R8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</b></p> <p>RL.7.8. (Not applicable to literature)</p> <p><b>NJSLSA.R9 Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches</b></p>			<p>essa y com parin g the auth ors' opini ons and evalu ating the book revie ws.</p> <p><b>Regular/Advanced</b></p> <ul style="list-style-type: none"> <li>Use a thesaurus to replace vocabulary words from student writing and display changes</li> </ul>		<p> <a href="http://www.worldlibs.com/">http://www.worldlibs.com/</a> www.jfklibrary.org www.historyofredding.com</p> <p>AUDIO/VISUAL RESOURCES Collier, James Lincoln and Christopher Collier. My Brother, Sam, is Dead. Audio Bookshelf, Unabridged Edition, 1996. Curtis, Christopher Paul. Bud, Not Buddy. Listening Library (Audio), Unabridged Edition, 2006. The Devil's Arithmetic. Dir. Donna Deitch. Perf. Kirsten Dunst and Brittany Murphy. 1999. Spinelli, Jerry. Stargirl. Listening Library (Audio),</p>		

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	<p>ce with Modern Language Association (MLA) bibliographical format. e. Synthesize research information in written or oral form. f. Cite sources of information. g. Analyze how the same topic, presented by different authors, can advance different interpretations of facts.</p> <p>8. Write for a variety of</p>	<p><b>the authors take.</b></p> <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><b>Writing</b> <b>Text Types and Purposes</b> <b>NJSLSA.W1</b> <b>Write arguments to support claims in an analysis of substantive topics or</b></p>			<ul style="list-style-type: none"> <li>on ELM O.</li> <li>Using media center, search sources to include electronic card catalogue, online encyclopedia, the Internet, and print sources applicable to research topic.</li> <li>After note</li> </ul>		Unabridged Edition, 2007.		

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	<p>authentic purposes. (R/W)</p> <p>9. Develop a personalized tone, style and voice through writing across the genres. (R/W)</p>	<p><b>texts, using valid reasoning and relevant and sufficient evidence.</b></p> <p>W.7.1. Write arguments to support claims with clear reasons and relevant evidence.</p> <p>W.7.1a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>W.7.1b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding</p>			<p>taking lessons, highlight, paraphrase and summarize information into own words on note cards.</p> <ul style="list-style-type: none"> <li>Organize notes to create a works cited page and include parenthetical citations within</li> </ul>				



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		<p>g of the topic or text.</p> <p>W.7.1c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</p> <p>W.7.1d. Establish and maintain a formal style/academic style, approach, and form.</p> <p>W.7.1e. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p><b>NJSLSA.W2</b>  <b>Write informative/explanatory texts to examine and convey complex</b></p>			<ul style="list-style-type: none"> <li>• Compose research paper integrating information gleaned from sources.</li> <li>• Compose a works cited page following MLA format.</li> <li>• Using the text, <i>Literature</i>, read news paper</li> </ul>				

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		<p>ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <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.7.2a. Introduce a topic; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text</p>			<p>r art icles, "Pro Athletes' Salaries Aren't Overly Exorbitant" and "Do Professional Athletes Get Paid Too Much?" Evaluate the logic of the argument used by each writer and write a</p>				

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		<p>features (e.g., headings, graphics, and multimedia).</p> <p>W.7.2b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>W.7.2c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>W.7.2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>W.7.2e. Establish and maintain a formal style/academic</p>			<p>response that argues which author presents stronger support for his claim.</p> <p><b>Regular/Advanced</b></p> <ul style="list-style-type: none"> <li>(P3) Select a rough draft of personal writing to highlight use of simple, compound</li> </ul>				

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		<p>c style, approach, and form.</p> <p>W.7.2f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p><b>NJSLSA.W3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b></p> <p>W.7.3a. Engage and orient the reader by establishing a context and point of view and introducing a narrator</p>			<p>and complex sentence structures to identify need for and revision of sentence variations (RW)</p> <ul style="list-style-type: none"> <li>• (P6a)</li> </ul> <p>Referenc e pers onali zed word list to enhan ce indi vidu al writin g piece s (high light for</p>				

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		<p>and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>W.7.3b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>W.7.3c. 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.7.3d. Use precise words and phrases, relevant descriptive details, and</p>			<ul style="list-style-type: none"> <li>revisi on of over used word s) - (R/W )</li> <li>(P8) Com pletio n of PAR CC- style prom pts, sub missi ons to scho ol news pape r, cont ests, and choic e topic s (R/W )</li> <li>(P9) Crea tion of indivi dual mem</li> </ul>				

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		<p>sensory language to capture the action and convey experiences and events.</p> <p>W.7.3e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p> <p><b>Production and Distribution of Writing NJLSA.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</b></p> <p>W.7.4. Produce clear and coherent writing in which the</p>			<p>oils that demonstrate techniques such as dialogue, coherence, fluency and pacing to develop the experiences (R/W)</p>				

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		<p>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.)</p> <p><b>NJLSA.W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</b></p> <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</p>							

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		<p>trying a new approach, focusing on how well purpose and audience have been addressed.</p>							
		<p><b>NJLSA.W6</b>  <b>Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</b></p>							
		<p>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.</p>							
		<p><b>Research to Build and Present</b></p>							



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		<p><b>Knowledge</b>  <b>NJLSA.W7</b>  <b>Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation</b></p>							
		<p>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.</p>							
		<p><b>NJLSA.W8</b>  <b>Gather relevant information from</b></p>							

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		<p>multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>							
		<p>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.</p>							

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		<p><b>NJSLSA.W9</b>  <b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b></p>							
		<p>W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>							
		<p>W.7.9a. 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 understandin</p>							

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		<p>g how authors of fiction use or alter history”).</p> <p>W.7.9b. 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> <p><b>Range of Writing NJSLSA.W10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a</b></p>							

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		<p>day or two) for a range of tasks, purposes, and audiences.</p> <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> <p><b>Speaking and Listening</b> <b>Comprehension and Collaboration</b> <b>NJSLSA.SL1</b> <b>Prepare for and participate effectively in a range of</b></p>							

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		<p>conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively</p> <p>.</p>							
		<p>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.</p>							
		<p>SL.7.1b. Follow rules for collegial discussions, track progress toward specific goals</p>							

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		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.							
		<b>Language Conventions of Standard English NJSLA.L1 Demonstrate command of the conventions</b>							

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		<p><b>of standard English grammar and usage when writing or speaking.</b></p> <p>L.7.1a. Explain the function of phrases and clauses in general and their function in specific sentences.</p> <p>L.7.1b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p> <p>L.7.1c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*</p>							



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		<p><b>NJSLSA.L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b></p>							
		<p>L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>							
		<p>L.7.2a. 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.7.2b. Spell correctly.</p>							

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		<p><b>Knowledge of Language</b>  <b>NJSLSA.L3</b>  <b>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</b></p>							
		<p>L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>							
		<p>L.7.3a. Choose language that expresses ideas precisely and concisely, recognizing and</p>							

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		<p>eliminating wordiness and redundancy.*</p> <p><b>Vocabulary Acquisition and Use</b>  <b>NJSLSA.L4</b>  <b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</b></p> <p>L.7.4c.  Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation</p>							

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		<p>of a word or determine or clarify its precise meaning or its part of speech.</p>							
		<p><b>NJ: 2014 SLS: Technology</b> <b>NJ: Grades 6-8</b></p>							
		<p><b>8.1 Educational Technology</b></p>							
		<p><b>8.1 Educational Technology:</b> <b>All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</b> <b>A. Technology Operations and</b></p>							

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		<p><b>Concepts:</b>  <b>Students demonstrate a sound understanding of technology concepts, systems and operations.</b></p>							
		<p>8.1.8.A.1            Demonstrate knowledge of a real world problem using digital tools.</p>							
		<p>8.1.8.A.3 Use and/or develop a simulation that provides an environment to solve a real world problem or theory.</p>							
		<p><b>E: Research and Information Fluency:</b>  <b>Students apply digital tools to gather, evaluate, and use information.</b></p>							

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		<p>8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.</p>							
		<p><b>8.2 Technology Education, Engineering, Design, and Computational Thinking</b> <b>E. Computational Thinking: Programming: Computational thinking builds and enhances problem solving, allowing students to move beyond using knowledge</b></p>							


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		<p>to creating knowledge.</p> <p>8.2.8.E.1 Identify ways computers are used that have had an impact across the range of human activity and within different careers where they are used.</p> <p>Copyright © State of New Jersey, 1996 - 2016.</p>							
<p><b>LANGUAGE</b> (Week 1, 1 Week)</p>	<p>1) Through the completion of self-selected topics (R/W) and teacher-specified topics across a variety of genres <i>in writing</i>:</p>	<p><b>NJ: 2016 SLS: English Language Arts NJ: Grade 7 Language Conventions of Standard English NJLSA.L1 Demonstrate command of the conventions of standard English grammar</b></p>	<p>How do rules and conventions of language affect communication?</p> <p>How does language enhance the expression of</p>	<p>Rules and conventions of language help individuals understand what is being communicated.</p> <p>Appropriate and creative</p>	<p><b>Advanced</b></p> <ul style="list-style-type: none"> <li>Using samples of student writing, revise sentence structure for</li> </ul>	<p><b>Summative: Oral: Discussion</b></p> <ul style="list-style-type: none"> <li>Class discussion and teacher assessment</li> <li><b>Advanced</b></li> <li>Teacher-</li> </ul>	<p>TEXTBOOKS Applebee, Arthur N., et al. Literature. Evanston, Illinois: McDougal Littell, Inc., 2008. Warriner, John E. English Composition and Grammar. Orlando, Florida:</p>	<p><b>NJ: 2014 SLS: 21st Century Life and Careers NJ: All Grades Career Ready Practices Career Read</b></p>	<ul style="list-style-type: none"> <li>See Appendix A for Authentic Assessment activity</li> <li>See <i>Resource Manager</i> – “Maintain Subject-Verb Agreement”</li> <li>See <i>Grammar Handbook</i></li> </ul>

Unit	Proficiency / Objectives	Standards	Essential Questions	Enduring Understanding	Suggested Activities	Evaluation / Assessment	Resources	21st Century Skills	Teacher Notes
	<p>a. recognize and use simple, compound and complex sentences.</p> <p>b. recognize and use the eight parts of speech.</p> <p>c. use proper capitalization and punctuation.</p> <p>d. locate, identify and apply effective use of prepositional phrases, verbal phrases and clauses.</p> <p>e. learn and use principal parts of verbs, correct</p>	<p><b>and usage when writing or speaking.</b></p> <p>L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.7.1a. Explain the function of phrases and clauses in general and their function in specific sentences.</p> <p>L.7.1b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p> <p>L.7.1c. Place phrases and clauses within</p>	new ideas?	language usage is paramount in the expression of ideas.	<p>sentence variety, including simple, compound and compound-complex sentences.</p> <ul style="list-style-type: none"> <li>• Work with a partner on Mad Libs ©. Then, individually create their own Mad Libs © and identify</li> </ul>	<p>created rubric and peer assessment</p> <ul style="list-style-type: none"> <li>• <b>Regular</b></li> <li>• Teacher assessment</li> <li>• Paired activity</li> <li>• <b>Advanced</b></li> <li>• Teacher assessment of paragraphs and presentations</li> <li>• Students' feedback for revision</li> </ul>	<p>Harcourt Brace Jovanovich Publishers, 1988.</p> <p>SUGGESTED READING/REGULAR Collier, James Lincoln and Christopher Collier. <i>My Brother, Sam, is Dead</i>. New York: Scholastic, Inc., 1974. Curtis, Christopher Paul. <i>Bud, Not Buddy</i>. New York: Delacorte Press, 1999. Hinton, S.E. <i>The Outsiders</i>. New York: Puffin Books, 1967. Hunt, Irene. <i>No Promises in the Wind</i>. New York: Berkley Books, 1970. Palacio, R.J. <i>Wonder</i>. New York: Random House, 2012. Peck, Richard. <i>A Long Way</i></p>	<p><b>y Practices</b></p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>Copyright © State of New Jersey, 1996 - 2016.</p>	<p>– pp. 55, 58, 65-67</p> <ul style="list-style-type: none"> <li>• See Teacher's Moodle website</li> <li>• See <i>Resource Manager</i>, p. 36</li> <li>• See <i>Vocabulary and Spelling Handbook</i>, pp. 69-72</li> <li>• See Teacher's Genesis course page</li> <li>• See <i>Vocabulary and Spelling Handbook</i>, p. 68</li> </ul>



Unit	Proficiency / Objectives	Standards	Essential Questions	Enduring Understanding	Suggested Activities	Evaluation / Assessment	Resources	21st Century Skills	Teacher Notes
	<p>subject-verb agreement, and comparative and superlative forms of modifiers.</p> <p>f. recognize and correct run-on sentences, fragments, and other common sentence errors.</p> <p>g. demonstrate good spelling habits, apply spelling rules, and correctly spell words that are often confused.</p> <p>h. determine</p>	<p>a sentence, recognizing and correcting misplaced and dangling modifiers.*</p> <p><b>NJSLSA.L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b></p> <p>L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.7.2a. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not</p>			<p>fy all parts of speech in the mad lib. Exchange Mad Libs © with classmates.</p> <p><b>Advanced</b></p> <ul style="list-style-type: none"> <li>Using selected excerpts from literary pieces, identify parts of speech.</li> </ul> <p><b>Regular</b></p> <ul style="list-style-type: none"> <li>Revise a</li> </ul>	<ul style="list-style-type: none"> <li>Self-assessment</li> <li><b>Regular</b></li> <li>Peer assessment</li> <li><b>Advanced</b></li> <li>Student-generated quiz</li> <li>Class discussion and teacher assessment</li> <li>Teacher assessment of student-generated vocabulary list</li> </ul>	<p>From Chicago. New York: Dial Books for Young Readers, 1998.</p> <p>Peck, Richard. A Year Down Yonder. New York: Dial Books for Young Readers, 2000.</p> <p>Spinelli, Jerry. Stargirl. New York: Alfred A. Knopf, 2000.</p> <p>Zindel, Paul. The Pigman. New York: Bantam Books, 1968.</p> <p>SUGGESTED READING/ADVANCED</p> <p>Creech, Sharon. The Wanderer. New York: Harper Collins Publishers, 2000.</p> <p>Fox, Paula. The Slave Dancer. New York: Bantam Doubleday Dell Books for Young Readers, 1973.</p>		

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	<p>e meaning of unknown and multiple-meaning words and phrases, utilizing Greek and Latin affixes.</p> <p>i. continue to expand knowledge of synonyms and antonyms.</p> <p>j. utilize reference materials to determine correct pronunciation, meaning and parts of speech of vocabulary words.</p> <p>k. demonstrate</p>	<p>He wore an old[,] green shirt).</p> <p>L.7.2b. Spell correctly.</p> <p><b>Knowledge of Language NJLSA.L3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</b></p> <p>L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.7.3a. Choose</p>			<p>piece of writing for correct use of punctuation and capitalization.</p> <p><b>Advanced</b></p> <ul style="list-style-type: none"> <li>• Using dialogue, revise for correct punctuation and capitalization.</li> <li>• Given a piece of text, highlight and</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher assessment of Google posts</li> <li>• Teacher assessment of the accuracy of student work</li> <li>• Teacher assessment of Context Clues Chart and Vocabulary Strategy Practice</li> <li>• Students' revisions</li> </ul>	<p>Hinton, S.E. The Outsiders. New York: Puffin Books, 1967.</p> <p>Hunt, Irene. No Promises in the Wind. New York: Berkley Books, 1970.</p> <p>Schlosser, Eric. Chew on This: Everything You Don't Want to Know About Fast Food, New York: Houghton Mifflin Harcourt, 2007.</p> <p>Spinelli, Jerry. Stargirl. New York: Alfred A. Knopf, 2000.</p> <p>Yolen, Jane. The Devil's Arithmetic. New York: Puffin Books, 1998.</p> <p>SUPPLEMENTAL TEXTBOOK MATERIALS/ WEBSITES</p>		

Unit	Proficiency / Objectives	Standards	Essential Questions	Enduring Understanding	Suggested Activities	Evaluation / Assessment	Resources	21st Century Skills	Teacher Notes
	<p>ate the ability to use context clues to determine the meaning of unfamiliar words.</p>	<p>language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*</p>			<p>label prepositional phrases, verbal phrases and clauses. Then, write and original paragraph that includes all three and highlight and label each. Share original paragraphs on</p>		<p> <a href="http://www.worldlibs.com/">http://www.worldlibs.com/</a> www.jfklibrary.org www.historyofredding.com</p> <p>AUDIO/VISUAL RESOURCES Collier, James Lincoln and Christopher Collier. My Brother, Sam, is Dead. Audio Bookshelf, Unabridged Edition, 1996. Curtis, Christopher Paul. Bud, Not Buddy. Listening Library (Audio), Unabridged Edition, 2006. The Devil's Arithmetic. Dir. Donna Deitch. Perf. Kirsten Dunst and Brittany Murphy. 1999. Spinelli, Jerry. Stargirl. Listening Library (Audio),</p>		
	<p>2) Master the skills necessary for effective revision and editing as part of the writing <u>and conferencing</u> process (R/W) a. sentence construction, structure and variation. (R/W) - locate, identify and apply effective</p>	<p><b>Vocabulary Acquisition and Use</b> <b>NJSLSA.L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</b></p> <p>L.7.4a. Use context (e.g., the overall meaning of a sentence or</p>							

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	<p>use of prepositional phrases, verbal phrases and clauses. (R/W)</p> <p>- recognize and correct run-on sentences, fragments, and other common sentence errors. (R/W)</p> <p>b. utilize parts of speech effectively to enhance writing and convey meaning clearly. (R/W)</p> <p>c. utilize proper capitalization and punctuation</p>	<p>paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>L.7.4b. 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.7.4c. 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</p>			<p>ELM O.</p> <ul style="list-style-type: none"> <li>• Revise samples of student writing for correct form of verbs, subject-verb agreement, and appropriate form of modifiers. Share answers on ELM O.</li> </ul> <p><b>Regular</b></p>		<p>Unabridged Edition, 2007.</p>		

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	<p>correctly. (R/W)</p> <p>d. understand the principal parts of verbs, correct subject-verb agreement, and comparative and superlative forms of modifiers. (R/W)</p> <p>e. demonstrate good spelling habits, apply spelling rules, and correct misspelling words. (R/W)</p> <p>f. utilize the meaning of unknown and multiple-meaning</p>	<p>its part of speech.</p> <p>L.7.4d. 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> <p><b>NJSLSA.L5 Demonstrate understanding of word relationships and nuances in word meanings.</b></p> <p>L.7.5b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p> <p>L.7.5c. Distinguish among the</p>			<ul style="list-style-type: none"> <li>Revised samples of peer writing and using a highlighter, identify and correct run-on sentences and sentence fragments.</li> </ul> <p><b>Advanced</b></p> <ul style="list-style-type: none"> <li>Create a quiz that includes error</li> </ul>				

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	<p>words and phrases, utilizing Greek and Latin affixes to enhance writing. (R/W) g. apply expanded knowledge of synonyms and antonyms. (R/W) h. utilize reference materials to determine correct pronunciation, meaning and parts of speech of vocabulary words.</p>	<p>connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).</p> <p><b>NJSLSA.L6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering</b></p>			<p>s in sentence structure. Students will post the quiz on Moodle. Classmates will complete the quiz and share responses.</p> <ul style="list-style-type: none"> <li>• Use the interactive whiteboard to write a sentence that inclu</li> </ul>				

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		<p>a word or phrase important to comprehension or expression.</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>							
		<p><b>Language Progressive Skills</b></p>							
		<p>L.3.1f. Ensure subject-verb and pronoun-antecedent agreement.</p>			<p><b>Regular/Advanced</b></p>				
		<p>L.3.3a. Choose words and</p>			<ul style="list-style-type: none"> <li>Read "The Noble Experiment: Jacki</li> </ul>				

Unit	Proficiency / Objectives	Standards	Essential Questions	Enduring Understanding	Suggested Activities	Evaluation / Assessment	Resources	21st Century Skills	Teacher Notes
		<p>phrases for effect.</p> <p>L.4.1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p> <p>L.4.1g. Correctly use frequently confused words (e.g., to/too/two; there/their).</p> <p>L.4.3b. Choose punctuation for effect.</p> <p>L.5.1d. Recognize and correct inappropriate shifts in verb tense.</p> <p>L.6.1c. Recognize and correct inappropriate shifts in pronoun number and person.</p>			<p>e Robinson " in the text, <i>Literature</i> . Highlight specialized vocabulary. Determine meaning using dictionary and information about Latin root words.</p> <ul style="list-style-type: none"> <li>• Visit teacher's Genesis course</li> </ul>				



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		<p>L.6.1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).</p> <p>L.6.1e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.</p> <p>L.6.2a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</p> <p>L.6.3a. Vary sentence patterns for meaning, reader/listener</p>			<p>page for link to teacher-generated paragraph.</p> <p>Students will identify specific words and replace them with synonyms and antonyms.</p> <ul style="list-style-type: none"> <li>• Read "Orpheus and Eurydice" and use a dictionary</li> </ul>				




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		<p>and  <b>Concepts:</b>  <b>Students demonstrate a sound understanding of technology concepts, systems and operations.</b></p> <p>8.1.8.A.5            Create a database query, sort and create a report and describe the process, and explain the report results.</p> <p><b>B. Creativity and Innovation:</b>  <b>Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.</b></p> <p>8.1.8.B.1            Synthesize</p>			<p>g            their reading of the story            ,            “The Last Dog”            . List new words in a chart and identify what they used in the text to determine the meaning.</p> <ul style="list-style-type: none"> <li>• Edit a teacher-created paragraph on the interactive</li> </ul>				

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		<p>and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).</p> <p><b>D. Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.</b></p> <p>8.1.8.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate</p>			<p>e white board for wordiness and redundancy.</p> <p><b>Regular/Advanced (P2) Engage students in a myriad of peer conferencing techniques to support revision/editing of written expression (i.e. Revision Laps) (R/W)</b></p>				

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		<p>use of social media.</p> <p>Copyright © State of New Jersey, 1996 - 2016.</p>							
<p><b>SPEAKING AND LISTENING</b> (Week 1, 1 Week)</p>	<p>1. Understand and demonstrate appropriate and effective communication for various audiences.</p> <p>2. Experience opportunities to share knowledge and feelings with others.</p> <p>3. Utilize a variety of sources, including multimedia</p>	<p><b>NJ: 2016 SLS: English Language Arts NJ: Grade 7</b></p> <p><b>Speaking and Listening</b></p> <p><b>Comprehension and Collaboration</b></p> <p><b>NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively</b></p>	<p>How does the analysis and evaluation of multiple texts and perspectives on a topic inform and enhance the quality of our collaborative dialogues?</p> <p>How can discussion increase our knowledge and understanding of an idea?</p>	<p>Text referencing enhances quality of discussion and support of position.</p> <p>Discussion helps to build connections between and among participants creating opportunities for learning.</p> <p>Effective communication allows others to understand</p>	<p><b>Regular/Advanced</b></p> <ul style="list-style-type: none"> <li>Write and deliver a persuasive speech on a self-selected topic.</li> </ul> <p><b>Regular</b></p> <ul style="list-style-type: none"> <li>Participate in a Literature Circle using teacher-</li> </ul>	<p><b>Formative: Other: Peer Assessment</b></p> <ul style="list-style-type: none"> <li>Peer evaluation on the effectiveness of the persuasive argument</li> <li><b>Regular</b></li> <li>Literature Circle rubric to assess completion of assigned</li> </ul>	<p>TEXTBOOKS</p> <p>Applebee, Arthur N., et al. Literature. Evanston, Illinois: McDougal Littell, Inc., 2008.</p> <p>Warriner, John E. English Composition and Grammar. Orlando, Florida: Harcourt Brace Jovanovich Publishers, 1988.</p> <p>SUGGESTED READING/REGULAR</p> <p>Collier, James Lincoln and Christopher Collier. My Brother, Sam, is Dead. New York: Scholastic, Inc., 1974.</p>	<p><b>NJ: 2014 SLS: 21st Century Life and Careers NJ: All Grades</b></p> <p><b>Career Ready Practices</b></p> <p><b>Career Ready Practices</b></p> <p>CRP4. Communicate clearly and effectively and with reason.</p>	<ul style="list-style-type: none"> <li>None</li> </ul>


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	<p>components and visual displays to prepare for and deliver an oral presentation or participate in a debate.</p> <p>4. Evaluate strengths and weaknesses of an argument/oral presentation.</p> <p>5. Derive meaning from both visual and verbal messages. (R/W)</p> <p>6. Demonstrate effective peer and teacher-</p>	<p>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.</p> <p>SL.7.1b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>SL.7.1c. Pose questions that elicit elaboration and respond to others' questions and</p>	<p>How does a speaker communicate so others will listen and understand the message? (R/W)</p> <p>What influences a listener's perceptions of messages delivered in discussion? (R/W)</p>	<p>and a message.</p> <p>Perceptive listeners are influenced by discussion.</p>	<p>generated prompts related to their reading of <i>Stargirl</i>.</p> <p><b>Advanced</b></p> <ul style="list-style-type: none"> <li>Participate in a Literature Circle using student-generated prompts related to their reading of <i>Stargirl</i>.</li> </ul> <p><b>Regular</b></p> <ul style="list-style-type: none"> <li>Following</li> </ul>	<p>role and participation during Literature Circle</p> <ul style="list-style-type: none"> <li>• <b>Regular</b></li> <li>• Teacher and peer assessment of presentation</li> <li>• Teacher observation and assessment of the evaluation chart</li> </ul>	<p>Curtis, Christopher Paul. <i>Bud, Not Buddy</i>. New York: Delacorte Press, 1999.</p> <p>Hinton, S.E. <i>The Outsiders</i>. New York: Puffin Books, 1967.</p> <p>Hunt, Irene. <i>No Promises in the Wind</i>. New York: Berkley Books, 1970.</p> <p>Palacio, R.J. <i>Wonder</i>. New York: Random House, 2012.</p> <p>Peck, Richard. <i>A Long Way From Chicago</i>. New York: Dial Books for Young Readers, 1998.</p> <p>Peck, Richard. <i>A Year Down Yonder</i>. New York: Dial Books for Young Readers, 2000.</p> <p>Spinelli, Jerry. <i>Stargirl</i>. New York: Alfred A. Knopf, 2000.</p>	<p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>Copyright © State of New Jersey, 1996 - 2016.</p>	




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	<p>conferencing strategies. (R/W)</p> <p>7. Actively communicate and listen through group share and class discussion. (R/W)</p>	<p>comments with relevant observations and ideas that bring the discussion back on topic as needed.</p> <p>SL.7.1d. Acknowledge new information expressed by others and, when warranted, modify their own views.</p> <p><b>NJLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</b></p> <p>SL.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually,</p>			<p>their reading of <i>The Pigman</i>, perform a dramatic reading illustrating the traits of one of the main characters.</p> <p><b>Advanced</b></p> <ul style="list-style-type: none"> <li>Following the reading of <i>No Promises in the Wind</i>, perform a</li> </ul>		<p>Zindel, Paul. <i>The Pigman</i>. New York: Bantam Books, 1968. SUGGESTED READING/ADVANCED</p> <p>Creech, Sharon. <i>The Wanderer</i>. New York: Harper Collins Publishers, 2000.</p> <p>Fox, Paula. <i>The Slave Dancer</i>. New York: Bantam Doubleday Dell Books for Young Readers, 1973.</p> <p>Hinton, S.E. <i>The Outsiders</i>. New York: Puffin Books, 1967.</p> <p>Hunt, Irene. <i>No Promises in the Wind</i>. New York: Berkley Books, 1970.</p> <p>Schlosser, Eric. <i>Chew on This: Everything You Don't Want to Know About Fast</i></p>		



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		<p>quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p> <p><b>NJLSA.SL3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</b></p> <p>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.</p> <p><b>Presentation of Knowledge and Ideas NJLSA.SL4 Present information, findings, and supporting evidence</b></p>			<p>dramatic presentation depicting a scene representing aspects of the 1930's lifestyle.</p> <p><b>Regular/Advanced</b></p> <ul style="list-style-type: none"> <li>• Deliver a persuasive speech based on their response to a PARCC persuasive</li> </ul>		<p>Food, New York: Houghton Mifflin Harcourt, 2007. Spinelli, Jerry. Stargirl. New York: Alfred A. Knopf, 2000. Yolen, Jane. The Devil's Arithmetic. New York: Puffin Books, 1998.</p> <p>SUPPLEMENTAL TEXTBOOK MATERIALS/ WEBSITES</p> <p> <a href="http://www.worldlibs.com/">http://www.worldlibs.com/</a></p> <p><a href="http://www.jfklibrary.org">www.jfklibrary.org</a></p> <p><a href="http://www.historyofredding.com">www.historyofredding.com</a></p> <p>AUDIO/VISUAL RESOURCES</p> <p>Collier, James Lincoln and Christopher Collier. My Brother, Sam, is Dead. Audio Bookshelf, Unabridged Edition, 1996.</p>		



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		<p>such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p>					<p>Curtis, Christopher Paul. Bud, Not Buddy. Listening Library (Audio), Unabridged Edition, 2006. The Devil's Arithmetic. Dir. Donna Deitch. Perf. Kirsten Dunst and Brittany Murphy. 1999. Spinelli, Jerry. Stargirl. Listening Library (Audio), Unabridged Edition, 2007.</p>		
		<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>			<p><b>Regular/Advanced:</b>  <b>(P5) Tic-Tac-Toe Project presentations with visual components based upon self-selected or class novels (R/W)</b>  <b>(P6) Engage students in a myriad of peer conferencing techniques to support</b></p>				
		<p><b>NJSLSA.SL6</b>  <b>Adapt speech to a variety of</b></p>							

Unit	Proficiency / Objectives	Standards	Essential Questions	Enduring Understanding	Suggested Activities	Evaluation / Assessment	Resources	21st Century Skills	Teacher Notes
		<p>contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>Copyright © State of New Jersey, 1996 - 2016.</p>			<p>revision/editing of written expression (i.e. Revision Laps) (R/W) (P7)</p> <p>Participate in a Shared Inquiry regarding text selections from Great Books resources and/or class publishing opportunities with original writing (i.e. narrative writing) (R/W)</p>				
<p><b>APPENDIX A: SAMPLE AUTHENTIC ASSESSMENT</b> (Week 1, 1 Week)</p>						<p><b>APPENDIX A: SAMPLE AUTHENTIC ASSESSMENT</b> Summative: Performance : Authentic Task</p> <p> <a href="#">APPENDIX A- Sample Authentic</a></p>			

Unit	Proficiency / Objectives	Standards	Essential Questions	Enduring Understanding	Suggested Activities	Evaluation / Assessment	Resources	21st Century Skills	Teacher Notes
						<u>Assessment.docx</u>			
	<b>APPENDIX B: RUBRICS</b> <i>(Week 1, 1 Week)</i>					<b>APPENDIX B: RUBRICS</b> <b>Summative:</b> <b>Other:</b> <b>Teacher Rubric</b>  <u>APPENDIX B - Rubrics.docx</u>			
	<b>APPENDIX C: SHOWCASE PORTFOLIO</b> <i>(Week 1, 1 Week)</i>					<b>APPENDIX C: SHOWCASE PORTFOLIO</b> <b>Summative:</b> <b>Performance : Skill Demonstration</b>  <u>APPENDIX C - Showcase Portfolio.docx</u>			
	<b>APPENDIX D: OUTLINE OF READING AND</b>					<b>APPENDIX D: OUTLINE OF WRITING SKILLS</b> <b>Summative:</b> <b>Written: Report</b>  <u>APPENDIX</u>			

Unit	Proficiency / Objectives	Standards	Essential Questions	Enduring Understanding	Suggested Activities	Evaluation / Assessment	Resources	21st Century Skills	Teacher Notes
<p><b>WRITING SKILLS</b> (Week 1, 1 Week)</p>						<p><u>D- Outline of Writing Skills.docx</u>  <b>APPENDIX D: OUTLINE OF READING SKILLS</b>  <b>Summative: Performance : Skill Demonstration</b>   <u>Outline of Reading Skills Grades 6,7 1.docx</u></p>			
<p><b>APPENDIX E: NJ STUDENT LEARNING STANDARDS FOR ELA</b> (Week 1, 1 Week)</p>		<p> <u>NJ STUDENT LEARNING STANDARDS GRADE 7.docx</u></p>							