Washington Township School District

Course Title:	Language Arts
Grade Level(s):	7

Duration:	Full Year:	X	Semester:		Marking Period:	

Course Description:	This course is designed for the seventh grade middle school student. It offers an integrated and active approach to reading, writing, vocabulary, and grammar. Students will learn 21st Century skills essential for success in college, career, and life. These include critical and creative thinking, clear reasoning, research skills, collaboration, communication, and information, media, and technology literacy. This course offers a range of fiction and nonfiction texts that differ in complexity perfect for the advancement of all learners. Activities include connecting reading, writing, speaking, and listening in order to produce successful learning of skills and content. Upon completion of the Middle School English Language Arts program, students will demonstrate the following: • Read and comprehend a variety of rigorous texts. • Use language (reading, writing, speaking and listening) to interact with information in critical and creative ways in order to construct meaningful ideas for various audiences. • Reflect critically on language usage. • Recognize how language, particularly within a multimedia environment, impacts daily life. • Manage the array of complex reading, writing, and critical analysis skills needed to be successful in future academic and vocational endeavors.
Grading Procedures:	• Homework -- 15% • Participation/Collaboration -- 20% (Oral Presentations, Socratic Seminars, Cooperative Activities, Literature Circles) • Major Assessments & Activities -- 35% (Tests, Benchmark Assessments, Published Writings, Projects) • Minor Assessments & Activities -- 30% (CW, Quizzes, Journals/WNB, Short Writing Responses)
Primary Resources:	*Glencoe Literature* *Glencoe Writer's Choice* *Vocabulary for Achievement*

Washington Township Principles for Effective Teaching and Learning

▪ Implementing a standards-based curriculum
▪ Facilitating a learner-centered environment
▪ Using academic target language and providing comprehensible instruction
▪ Adapting and using age-appropriate authentic materials
▪ Providing performance-based assessment experiences
▪ Infusing 21st century skills for College and Career Readiness in a global society

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Under the Direction of:	**Theresa Pietrowski**

Written: _____Summer 2016_____

Revised: _____

BOE Approval: _____August 2016_____

Duration:	Full Year:		Semester:		Marking Period:	1

Unit Title: Narrative

Unit Description:

Students will be able to cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text; determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text; analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot); and analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

Students will write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences; engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically; use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters; use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events; and provide a conclusion that follows from and reflects on the narrated experiences or events.

Unit Duration: Approximately 4 Cycles

Suggested Sequencing: *When selecting narrative texts, teachers should consider all texts as mentors for subsequent writing assignments.*

Vocabulary and *grammar* instruction should occur regularly to practice and reinforce skills and strategies.

Reading Workshop	Writing Workshop
Cycle 1	
- Provide overview of course. - Review summer reading novel (*Crash* by Jerry Spinelli) - Complete Summer Reading Assessment – *Crash* by Jerry Spinelli. - Introduce and review literary terms.	- Introduce rules for class routines and cooperative learning groups. - Set up class materials for Writer's Workshop (journal, notebook, folder, etc.). - Review writing expectations, writing process, and daily procedure for warm-up activities.
Cycle 2	
- Establish routines and procedures for work. - Introduce narrative text. - Model text analysis of short story ("Seventh Grade" By Gary Soto). - Students select independent reading books (IRB).	- Introduce narrative writing. - Participate in mini-lessons that address specific areas of need (leads, endings, dialogue, titles, word choice, etc.). - Analyze mentor text of narrative writing - Model teacher-generated example of narrative writing. - Review writing techniques for narrative writing (elaboration, sensory details, dialogue, etc.).
Cycle 3	
Continue to model reading analysis and skills using mentor text(s) to analyze short stories focusing on literary elements (making inferences, imagery, sensory details, characterization, elements of plot, and mood/tone).	- Students plan narrative writing ideas. - Students write rough drafts. - Students revise and edit drafts. - Teacher conferences with students (individual and/or small groups). - Students publish and share narrative writing.

Cycle 4	
• Complete short story extension activity. • Complete independent reading book (IRB) and assessment (AR test, project, book report, etc.). • Complete Narrative Reading Benchmark.	• Review story extensions (continuing author's point of view, tone, mood, etc.). • Students draft, revise, and edit extensions to short stories. • Students publish and share final copies of extensions. • Complete Narrative Writing Benchmark.

Desired Results MP1

Standard(s): This ELA curriculum follows the current Common Core State Standards (CCSS).

This ELA curriculum follows the current Common Core State Standards (CCSS).
*New standards have been adopted by New Jersey for use during the 2017-2018 school year and beyond. They are known as the New Jersey Student Learning Standards and are closely related to the existing CCSS. Both sets of standards are listed below with relevant links.
Common Core State Standards (CCSS - 2016)
New Jersey Student Learning Standards (NJSLS - 2017-2018)

Reading Literature	Reading Informational	Writing	Speaking/Listening	Language
Essential RL 7.1 RL 7.2 RL 7.3 RL 7.6 **Supplemental** RL 7.4 RL 7.5 RL 7.7 RL 7.9 RL 7.10	**Supplemental** RI 7.3 RI 7.5 RI 7.6	**Essential** W 7.3 W 7.3 a W 7.3 b W 7.3 c W 7.3 d W 7.3 e **Supplemental** W 7.4 W 7.5 W 7.6 W 7.10	**Supplemental** SL.7.1 SL 7.1 a SL 7.1 b SL 7.1 c SL 7.1 d SL.7.2 SL.7.3 SL.7.4 SL.7.5 SL.7.6	**Supplemental** L 7.1 L 7.1 a L 7.1 b L 7.1 c L 7.2 L 7.2 a L 7.2 b L 7.3 L 7.3 a L 7.5 L 7.5 a L 7.5 b L 7.5 c

Indicators:
- Paraphrase evidence from the text.
- Correctly cite evidence from the text.
- Closely read the text (questioning, determining importance, looking for patterns) to extract quality evidence to support a claim.
- Use evidence from the text to make and check predictions while reading.
- Make personal connections, connections to other texts, and/or global connections, when relevant.
- Gather evidence from the text to support inferences or explicit meaning.
- Read and analyze a variety of literary genres.
- Probe a segment of the text in order to study and evaluate its multiple, deeper, and varied meanings.
- Combine text information and prior knowledge (personal experience and/or previous reading) to create new information in the form of inferences.
- Refer to the text for support when analyzing and drawing inferences.
- Provide a statement of a theme of a fictional text, based on textual evidence.
- Explain the theme of a fictional piece using key details as evidence, including details from the beginning, middle, and end of the text.

- Analyze the development of the theme over the course of the fictional text, including the relationship among characters, setting, and plot over the course of a text.
- Summarize the text objectively, capturing the main idea.
- Analyze the impact specific story elements have on the text.
- Relate the change in character to changes in setting or plot and vice versa (change in setting affects character or plot, change in plot affects character and setting).
- Determine a variety of character traits and how those impact other characters and/or the elements of the text.
- Analyze how the plot and setting affect the actions/choices of the characters.
- Explain why the author chose to have elements of a story interact in a specific way.
- Compare and contrast the characters' points-of-view.
- Analyze the impact of the author's choices of point of view on the reader.
- Engage the reader with a story hook.
- Introduce the narrator and/or characters.
- Establish a point of view and background story.
- Organize an event sequence that unfolds naturally and logically.
- Use narrative techniques effectively to develop experiences, events, and/or characters.
- Transition from one idea to the next by using appropriate words and phrases.
- Use literary devices (figurative language, humor, repetition for effect) and elaboration techniques to aid in description.
- Describe ideas by using sensory and specific language.
- Write a conclusion that brings the story events to a meaningful close.
- Clearly convey a conflict and a resolution to the conflict.

Understandings:

Skillful Readers:
- Employ strategies to help understand text.
- Develop, select, and apply strategies to enhance their comprehension.
- Compare, infer, synthesize, and make connections (text to text, text to world, text to self) to make text personally relevant and useful.
- Reflect on a text in order to better understand the whole text, to relate it to other readings, and to develop a stronger appreciation for the whole text.
- Understand that text features, structures, and characteristics facilitate the reader's ability to make meaning of a text.
- Use language structure and context clues to identify the intended meanings of words and phrases as they are used in the text.
- Group words quickly to help them gain meaning from what they have read.
- Use words to powerfully affect meaning.
- Preview texts to find the most appropriate independent reading material.

Skillful Writers:
- Develop and refine their ideas for thinking, learning, and communicating.
- Use a variety of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts.

Essential Questions:

Skillful Readers:
- How do making predictions and reflecting on those predictions help to understand a text?
- How does understanding a text's structure help to better understand the meaning?
- How does comparing a character's experience help to better understand the characters and plot?
- Why is it important to evaluate the overall quality of an independent reading selection?
- How do students construct meaning from text?
- How do students figure out an unknown word in text?
- Which strategies can students use when they do not fully comprehend text?
- How does fluency affect comprehension?
- Why is it important to pay attention to word choice?
- Why is it important to reread a text?
- How can illustrations, captions, and imagery help with comprehension?
- How are words related to imagery?
- How do stanza breaks, line breaks, and other formatting choices affect the voice of a poem?
- What imagery can be seen from this poem?
- How do text boxes and visual aids help to better understand a text?
- What can students do when they don't understand interactions between characters?

- Use conventions of language to help readers understand what is being communicated.
- Select forms based on audience and purpose.
- 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.
- Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from onetime frame or setting to another.
- Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- Provide a conclusion that follows from and reflects on the narrated experiences or events.
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Develop and strengthen their writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others.
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Skillful Writers:
- How do students express themselves?
- How does process shape the writer's product?
- What is the writing process?
- How can students generate ideas to write about?
- Which tools can students use to plan their writing?
- How do students develop a well-written product?
- What are structures/features in personal narrative?
- How do students vary word choice and sentence structure?
- How can students improve their writing to grab the attention of readers?
- How do rules of language affect communication?
- How do students reread for correct grammar and usage?
- How do students reread for conventions (spelling, capitalization, punctuation, and paragraphs)?
- How do students reread for correct punctuation of dialogue?
- Why do students choose a particular form of writing?
- What do students need to know about their audience in order to make a successful writing piece?
- How can students reflect on their writing to grow as writers?
- How can students write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences?

Assessment Evidence MP1

Performance Tasks:

Writing Tasks
- Personal Narrative
- Short Fiction

Reading Tasks
- 1-2 extended texts (class novels, independent daily reading books, etc.)
- Minimum of 3 shorter texts depending upon length and complexity (short stories, excerpts from memoirs, etc.)
- Teacher-created assessment of Literary Terms (administered at teacher discretion)
- Teacher-created (formative and summative; formal and informal) assessments to measure students' proficiency of citing text evidence (author's purpose, text structure, point of view, literary terms, etc.)

Other Evidence:
- Teacher observations
- Informal checks for understanding
- Independent reading/student conferences
- Independent writing/student conferences
- Class discussions
- Collaboration with others
- Group work
- Classwork
- Homework
- Teacher-created tests and quizzes
- Teacher-created multimedia projects

Benchmark: Narrative Benchmark Assessment

- A new benchmark will be created to measure the Essential and Supporting Standards of this unit and will include the following: reading narrative text, answering evidence-based questions, and creating a prose constructed response (PCR). Benchmarks will be scored using a uniform, district-wide rubric.

Learning Plan MP1

Learning Activities:
- Complete Story Pyramid/Chart with parts of plot pertaining to the text.
- Define and use vocabulary for each text.
- Review vocabulary.
- Participate in book talks.
- Complete pre-reading/during reading/post-reading activities.
- Make connections throughout text.
- Write an objective summary of the text.
- Participate in Literature Circles/Book Clubs.
- Read independently.
- Participate in reading conferences (teacher/student).
- Read and annotate text.
- Read with partners or small groups.
- Compare/contrast different texts.
- Discuss injustices/inequities/ and disrupt the common place.
- Use technology to complement and enhance learning activities.
- Work collaboratively with partners and small groups.
- Read mentor texts that introduce and expose features of the genre.
- Read and review mentor texts that exemplify narrative.
- Write independently.
- Participate in writing conferences (teacher/student).
- Use collecting strategies for generating narrative ideas.
- Use the writing process to plan, draft, revise, edit, and publish narrative.
- Participate in mini-lessons that address specific areas of need (leads, endings, dialogue, titles, word choice, etc.).
- Model writing throughout the writing process.
- Utilize writing rubrics to refer to and interact with throughout the writing process.
- Revise writing with a partner or self-edit using interactive rubrics and/or writing checklists.
- Use technology to publish and share writing.
- Use technology to give and receive feedback before, during, and after writing.
- Conduct self-reflection activities after the publishing process.

Resources:
- *Glencoe Literature* – Course 2, 2009
- *Glencoe Writer's Choice – Grammar and Composition*, Grade 7, 2009
- *Great Source Vocabulary for Achievement* – First Course, 2005
- Grade 7 Suggested Vocabulary Lessons Scope and Sequence
- Lessons 1, 2, 3, 4, 9, 10, 11, 12, 17
- Grade 7 Collateral Reading List (see below)
- *Scholastic Scope* Magazine (print and digital)

Suggested Materials (from *Glencoe Literature):*

Fiction
- o "After Twenty Years" by O. Henry
- o "Amigo Brothers" by Piri Thomas
- o "An Hour with Abuelo" by Judith Ortiz Cofer
- o "A Crush" by Cynthia Rylant
- o "Rikki-Tikki-Tavi" by Rudyard Kipling
- o "The Scholarship Jacket" by Marta Salinas
- o "Seventh Grade" by Gary Soto
- o "Thank You Ma'am" by Langston Hughes

Narrative Nonfiction:
- o "What Is a Knight?" By John Farman
- o *from* "When Plague Strikes" by James Cross Giblin

Drama:
- o *The Monsters Are Due on Maple Street* by Rod Serling

Biography, Autobiography, Memoirs, Letters:
- o *from An American Childhood* by Annie Dillard
- o "Names, Nombres," by Julia Alvarez
- o *from Zlata's Diary* by Zlata Filipovic

Additional Suggested Materials:

- *A Christmas Carol* by Charles Dickens
- Excerpt from *Alice's Adventures in Wonderland* by Lewis Carroll
- *Hey World, Here I Am* by Jean Little
- *Knots in My Yo-Yo String* by Jerry Spinelli (memoir)
- *The Last Fifth Grade of Emerson Elementary* by Laura Shovan (poetry)
- *Love That Dog* by Sharon Creech (poetry)
- *My Own Two Feet* by Beverly Cleary (memoir)
- "Never the Monkey" by Jerry Spinelli
- *Past Perfect, Present Tense: New and Collected Stories* by Richard Peck
- "The Revenant" by Billy Collins (poem)
- "The Road Not Taken" by Robert Frost (poem)
- "Sick" by Shel Silverstein (poem)
- "Three-Century Woman" by Richard Peck
- Glossary of Literary Terms (from *Scholastic Scope*)
- Activity Library (from *Scholastic Scope*)
- Text Sets for Literature (from Newsela)

Novels (Grade 7 Collateral Reading List):

- *Big Field* by Mike Lupica*
- *Boy: Tales of Childhood* by Roald Dahl (memoir)
- *Call of the Wild* by Jack London
- *The Chocolate War* by Robert Cormier
- *The Chosen* by Chaim Potok
- *Crash* by Jerry Spinelli (required summer reading 2016)*

- *Dicey's Song* by Cynthia Voight
- *Escaping the Giant Wave* by Peg Kehret+
- *Farewell to Manzanar* by Jeanne Houston
- *The Great Wide Sea* by M.H. Herlong+
- *Heaven Looks a Lot Like the Mall* by Wendy Mass (poetry)*
- *Holes* by Louis Sachar
- *Hoot* by Carl Hiassen
- *The Homecoming* by Cynthia Voight
- *Kavik, the Wolf Dog* by Walt Morey
- *The Killing Sea* by Richard Lewis+
- *The Lion, the Witch, and the Wardrobe* by C.S. Lewis
- *Maniac Magee* by Jerry Spinelli
- *Nation* by Terry Pratchett+
- *The Pearl* by John Steinbeck
- *Remember Dippy* by Shirley Reva Vernick* (approved summer 2016)
- *Sadako and the Thousand Paper Cranes* by Eleanor Coerr
- *Sarah, Plain and Tall* by Patricia MacLachlan
- *Shiloh* by Phyllis Reynolds Naylor
- *Stargirl* by Jerry Spinelli*
- *Waiting for Normal* by Leslie Connor*
- *The Westing Game* by Ellen Raskin
- *A Wrinkle in Time* by Madeleine L'Engle
- *Wonder* by R.J. Palacio*
- *The Year Without Michael* by Susan Beth Pfeffer

*Suggested novels for Narrative Unit
+Suggested novels for Natural Disasters Literature Circles/Book Clubs (Interdisciplinary Connections)

	Unit Learning Goal and Scale MP1 *(Level 2.0 reflects a minimal level of proficiency)*
Standard(s): **CCSS.ELA-LITERACY.RL.7.1** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **CCSS.ELA-LITERACY.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. **CCSS.ELA-LITERACY.RL.7.3** Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). **CCSS.ELA-LITERACY.RL.7.6** Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	
4.0	**Students will be able to:** • Construct a drama based on a narrative in which they utilize stage directions and speech to show how particular story elements interact. • Develop a story extension from the opposite point of view of the narrator. • Rewrite the story with a different theme or ending than the original. • Read a higher level text independently,
3.0	**Students will be able to:** • Cite textual evidence to support: Inferences drawn from the text (RL 7.1) • Determine a theme or central idea of a text and analyze its development over the course of the text (RL 7.2) • Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). (RL 7.3) • Analyze how an author contrasts the points of view of different characters or narrators in a text (RL 7.6)
2.0	**Students will be able to:** • Provide an objective summary of the text (RL 7.2) • Analyze how an author develops the points of view of different characters or narrators in a text (RL 7.6) • Cite textual evidence to support: Analysis of what the text says explicitly (RL 7.1) • Distinguish subjective information from objective information • Cite evidence from personal experiences • Use details to determine a theme or central idea • Describe what a grade-appropriate text says explicitly and draw logical conclusions. • Identify the basic elements of a grade-appropriate story or drama (i.e. main characters, setting, sequence of events). • Identify and describe the different perspectives characters have in the text. • Identify and express that one way authors control the information relayed to readers is by including or excluding points of view. • Explain the effects of the author developing the story through different points of view (I.e by limiting the reader's identification with (or sympathy for) a single protagonist). **Students will be able to recall and recognize the follow academic vocabulary:** Inference, cite text evidence, explicit (directly stated), text-based, analysis, theme, central idea, objective summary, opinion, judgment, minor details, major details, plot structure (conflict, exposition, rising action, climax, falling action, resolution), setting, characters, characterization, story, drama, author's perspective, point of view (first, second, third, limited, omniscient), narrator.
1.0	**With help, partial success at level 2.0 content and level 3.0 content:**
0.0	**Even with help, no success**

Standard(s):
CCSS.ELA-LITERACY.W 7.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

4.0	**Students will be able to:** • Produce a multimedia project (games, iMovies, podcasts, wikis, blogs) by infusing digital learning experiences. • Evaluate the effectiveness of a narrative. • Recommend alternatives to descriptive details and events used in text. • Continue the narrative by writing an original ending to the story. • Re-write or continue the narrative from a different character's point of view. • Write an alternative narrative in which the main character overcomes the conflict in a new manner.
3.0	**Students will be able to:** • Write narratives to develop real or imagined experiences or events (W 7.3). • 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 a).
2.0	**Students will be able to:** • Use effective technique, relevant descriptive details, and well-structured event sequences (W 7.3). • Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters (W 7.3 b). • Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one timeframe or setting to another (W 7.3 c). • Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events (W 7.3 d). • Provide a conclusion that follows and reflects the narrated experiences or events (W 7.3 e). • Describe the task, purpose, and audience for a given writing task. • Describe how to modify samples of writing for a specific task, purpose, and audience. • Use a teacher-provided template or graphic organizer. • Organize an event sequence that unfolds naturally and logically. • Identify elements and techniques of narrative writing. • Convey sequence and signal shifts from one timeframe or setting to another. **Students will be able to recall and recognize the follow academic vocabulary**: Narrative, effective technique, event sequences, coherent writing, style, task, purpose, audience, development, organization, purpose, research, dialogue, point of view, sensory language, descriptive details.
1.0	**With help, partial success at level 2.0 content and level 3.0 content:**
0.0	**Even with help, no success**

Other Helpful Resources: Seventh Grade ELA Standards for Teachers CCSS English/Language Arts "I Can" Standards for Students "I Can" Student Checkboxes "I Can" Standards Posters

Unit Modifications for Special Population Students MP1	

Advanced Learners	**Scheduling/Pacing:**
	• Provide students with the ability to create goals and assess their progress.
	• Suggest quicker pacing for weekly novel pages assignments.
	• Allow time for the following:
	    o collaborative learning experiences (pairs, flexible grouping, etc.) via conferencing to deepen knowledge.
	    o accelerated learning opportunities by examining prior knowledge via summative and formative assessments and historical data.

		o challenging assignments selected by students.
		Narrative Anchor Texts:
		- Provide students with more rigorous texts (novels, short stories, eBooks, poems, dramas, etc.) and related supplemental materials with more abstract concepts. - Allow students to use internet to research information to support reading to provide richer reading experiences - Allow for independent and guided reading.
		The Narrative Writing Process:
		- Allow for additional opportunities for students to produce more elaborate responses to challenging writing prompts. - Give students time to respond to their classmates' writing pieces through technology (i.e.: Blackboard). - Give students opportunities to participate in writing competitions, contests (i.e.: *Scholastic Scope* Magazine).
		Alternative Assignments:
		- Differentiate and adapt instruction to include goal-specific choices determined by formative and summative assessments (STAR, AR, benchmarks, group activities, classwork). - Allow students to self-select from a given selection of texts that are age, ability, and topic-appropriate. - Offer students higher level comprehension questions and writing prompts that force students to utilize higher forms of cognition (i.e.: analysis and knowledge utilization). - Encourage divergent thinking by empowering students to respond to text in various ways (essays, poems, collages, podcasts, songs, game creation, etc.). - Allow students enrichment and collaborative opportunities through the use of technology (blogs, emails, iPads, software programs, and the internet). - Provide students with leadership activities, such as assisting other students with specific academic tasks. - Collaborate with Humanities teachers to assign parallel texts.
Struggling Learners		**Scheduling/Pacing:**
		- Slow down lesson pacing. - Allow for additional time to practice, review, and strengthen weaker skills (as dictated by observation and assessments). - Provide students with additional time on assignments, assessments, and projects. - Differentiate instruction by utilizing small groups, collaborative learning. - Scaffold instruction into digestible bites. - Provide students with the ability to create academic goals and assess their progress. - Allow time for collaborative learning experiences (pairs, flexible grouping, etc.) via conferencing to deepen knowledge. - Take advantage of alternate teaching models, as needed: - One Teach, One Observe: One teacher teaches while the other collects purposeful data. - Station Teaching: Educators teach in different small groups. - Parallel Teaching: Class is split, and educators instruct groups. - Alternative Teaching: A small number of students are selected for intense instruction by one educator. - Teaming: Both educators instruct class together for fast-paced group instruction. - One Teach, One Assist: One educator provides assistance to individual students.
		Narrative Anchor Texts:
		- Provide graphic organizers to support learning below grade level (i.e.: story map, character chart, etc.). - Utilize Literature Circles with leveled reading material. - Use supplemental resources and workbooks to support the text. - Use anchor texts (before or after reading) that contain summaries. - Preview and predict text prior to learning. - Highlight and annotate text. - Preview difficult vocabulary prior to teaching stories. - Use audio books.

- Use assistive technologies that read material aloud to student during independent reading, as needed.
- Restate lesson objective and purpose for reading.
- Allow time for guided and independent reading.

The Narrative Writing Process:
- Provide students with graphic organizers and writing checklists to assist with writing.
- Show students exemplars that assist with all aspects of the writing process, including final product.
- Spend additional time during every stage of the writing process, as needed.

Alternative Assignments:
- Allow students to self-select from a given selection of texts that are age, ability, and topic-appropriate.
- Differentiate and adapt instruction to include goal-specific choices.
- Provide students with homework assignments that include step by step instructions so that someone at home can assist with task.
- Provide students with modified assignments, requiring them to complete fewer items initially, and then gradually adding additional items as they meet with success.
- Offer technology software programs to offer students extra help (i.e.: Study Island).

Scheduling/Pacing:
- Slow down the pace, as needed, and spend additional time to build weaker skills.
- Provide students with additional time to complete assignments, assessments, and projects, as needed.
- Remove/omit assignments, assessments, projects, as needed.
- Scaffold instruction into digestible bites.
- Provide students with the ability to create academic goals and assess their progress.
- Allow time for collaborative learning experiences (pairs, flexible grouping, etc.) via conferencing to deepen knowledge.
- Take advantage of alternate teaching models, as needed:
  - One Teach, One Observe: One teacher teaches while the other collects purposeful data.
  - Station Teaching: Educators teach in different small groups.
  - Parallel Teaching: Class is split, and educators instruct groups.
  - Alternative Teaching: A small number of students is selected for intense instruction by one educator.
  - Teaming: Both educators instruct class together for fast-paced group instruction.
  - One Teach, One Assist: One educator provides assistance to individual students.

English Language Learners

Narrative Anchor Texts:
- Provide ample opportunity for students to collaborate (speak and listen) in small peer groups to discuss anchor texts.
- Use alternative and leveled materials (texts, movies, audio) with similar concepts.
- Provide students with translation dictionaries and software (bilingual, language learner, electronic translating programing) to assist with English vocabulary.
- Simplify language; use of supplementary materials to contain more precise and specified vocabulary.
- Provide students with graphic organizers (outlines, study guides, question preview) to increase understanding of reading assignments.
- Highlight and annotate text.
- Use role playing, simulations, and/or concrete examples to exemplify real life situations.
- Provide frequent formative (and summative) assessments to check for understanding.
- Restate lesson objective and purpose for reading.
- Provide graphic organizers to support learning below grade level (i.e.: story map, character chart, etc.).
- Allow time for guided and independent reading.

	The Narrative Writing Process:
	• Provide students with graphic organizers and writing checklists to assist with writing.
	• Provide students with exemplars of graphic organizers and writing checklists to assist with writing.
	• Show students exemplars that assist with all aspects of the writing process, including the final product.
	• Spend additional time during every stage of the writing process, as needed.
	• Provide shortened, simplified writing prompts, and clarify as appropriate.
	• Break writing tasks into shorter, segmented sections.
	• Allow students to complete writing via technology.
	• Encourage students to utilize technology while writing (dictionaries, grammar, etc.).
	Alternative Assignments:
	• Allow students to answer comprehension questions orally.
	• Use multiple choice whenever possible.
	• Read directions to students.
	• Allow students to showcase their individual strengths by selecting options when working in groups.
	• Provide students with assignments, assessments, and projects that are shorter in length, and that contain step by step instructions so that someone at home can assist with task.
	• Use the abbreviated story versions as provided in the supplemental workbooks.
	• Offer technology software programs to offer students extra help (i.e.: Study Island).
	• Allow for alternate assignments (artistic creation, exhibit or showcase, chart, graph, table, photo essay, map, review game., etc.).
Special Needs Learners	**Scheduling/Pacing:**
	• Slow down the pace, as needed, and spend additional time to process and/or review information.
	• Provide students with additional time to complete assignments, assessments, and projects, as needed.
	• Remove/omit assignments, assessments, projects, as needed.
	• Scaffold instruction into digestible bites.
	• Provide students with the ability to create academic goals and assess their progress.
	• Allow time for collaborative learning experiences (pairs, flexible grouping, etc.) via conferencing to deepen knowledge.
	• Take advantage of alternate teaching models, as needed:
	o One Teach, One Observe: One teacher teaches while the other collects purposeful data.
	o Station Teaching: Educators teach in different small groups.
	o Parallel Teaching: Class is split, and educators instruct groups.
	o Alternative Teaching: A small number of students is selected for intense instruction by one educator.
	o Teaming: Both educators instruct class together for fast-paced group instruction.
	o One Teach, One Assist: One educator provides assistance to individual students.
	Narrative Anchor Texts:
	• Provide ample opportunity for students to collaborate in small peer groups to discuss anchor texts.
	• Use alternative and leveled materials (texts, movies, audio) with similar concepts.
	• Shorten length and duration of reading (shorter books, longer time to complete)
	• Provide students with translation dictionaries and software (bilingual, language learner, electronic translating programing) to assist with English vocabulary.
	• Simplify language; use of supplementary materials to contain more precise and specified vocabulary.
	• Provide students with graphic organizers (outlines, study guides, question preview) to increase understanding of reading assignments.
	• Use role playing, simulations, and/or concrete examples to exemplify real life situations.
	• Highlight and annotate text.
	• Provide frequent formative (and summative) assessments to check for understanding.
	• Restate lesson objective and purpose for reading.
	• Provide graphic organizers to support learning below grade level (i.e.: story map, character chart, etc.).

- Allow time for guided and independent reading.

The Narrative Writing Process:
- Provide students with graphic organizers and writing checklists to assist with writing
- Provide students with exemplars of graphic organizers and writing checklists to assist with writing.
- Show students exemplars that assist with all aspects of the writing process, including final product.
- Provide shortened, simplified writing prompts, and clarify as appropriate.
- Allow for additional time to work through each step of the writing process (i.e. brainstorming, drafting, editing/reviewing (peer/independent).
- Review writing structure, transition words, opening sentences, commonly misspelled words, commonly overused words, and grammar.
- Break writing tasks into shorter, segmented sections.
- Allow students to complete writing via technology.
- Encourage students to utilize technology while writing (dictionaries, grammar, etc.).

Alternative Assignments:
- Allow students to self-select from a given selection of texts that are age, ability, and topic-appropriate.
- Differentiate instruction to include goal-specific choices.
- Allow students to use graphic organizers to assist with the text.
- Review the concept of point of view.
- Implement necessary IEP modifications.
- Provide students with homework assignments that include step by step instructions, so that someone at home can assist with task.
- Offer technology software programs to give students extra help (i.e.: Study Island).
- Modify grading rubrics to individualize students' needs.
- Allow for alternate assignments (artistic creation, exhibit or showcase, chart, graph, table, photo essay, map, review game, etc.).

Interdisciplinary Connections MP1

Indicators:
- Learn from and work collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts.
- Understand other nations and cultures, including the use of non-English languages.
- Read a variety of narrative texts (fiction and nonfiction) that are related to topics in other content areas.
- Collaborate with teachers in other content areas to select narrative texts related to topics in other disciplines.
- Include and reference district character education initiatives when completing related assignments.

Suggested Activities:
- Students read *Crash* as a summer reading novel, meet in groups, and discuss selected topics from Township Tuesday class meetings.
- Students read *Remember Dippy* or *Wonder* as a class novel, meet in groups, and discuss selected topics from Township Tuesday class meetings.
- Students read *Sadako and the Thousand Paper Cranes* independently or as a class novel, meet in groups, and discuss the events of World War II and the Atomic Bombing of Hiroshima.
- Students choose to read one or more of the following novels during Literature Circles/Books Clubs on Natural Disasters (*Escaping the Giant Wave, The Great Wide Sea, The Killing Sea, Nation*). They meet weekly to discuss their books.

Integration of 21st Century Skills MP1

Indicators:

Framework for 21st Century Learning
http://www.p21.org/storage/documents/docs/P21_framework_0116.pdf

P21 Framework Definitions
http://www.p21.org/storage/documents/docs/P21_Framework_Definitions_New_Logo_2015.pdf

CREATIVITY AND INNOVATION
- Use a wide range of idea creation techniques (such as brainstorming).
- Develop, implement and communicate new ideas to others effectively.
- Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work.

CRITICAL THINKING AND PROBLEM SOLVING
- Analyze and evaluate major alternative points of view.
- Interpret information and draw conclusions based on the best analysis.
- Reflect critically on learning experiences and processes.
- Identify and ask significant questions that clarify various points of view and lead to better solutions.

COMMUNICATION AND COLLABORATION
- Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts.
- Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions.
- Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade).
- Demonstrate ability to work effectively and respectfully with diverse teams.

MEDIA LITERACY
- Understand and utilize the most appropriate media creation tools, characteristics and conventions.

ICT (Information, Communications and Technology) LITERACY
- Use technology as a tool to research, organize, evaluate and communicate information

FLEXIBILITY AND ADAPTABILITY
- Incorporate feedback effectively.
- Deal positively with praise, setbacks, and criticism.

INITIATIVE AND SELF-DIRECTION
- Set goals with tangible and intangible success criteria.
- Utilize time and manage workload efficiently.
- Demonstrate commitment to learning as a lifelong process.

SOCIAL AND CROSS-CULTURAL SKILLS
- Know when it is appropriate to listen and when to speak.
- Conduct themselves in a respectable, professional manner.
- Respect cultural differences and work effectively with people from a range of social and cultural backgrounds.
- Respond open-mindedly to different ideas and values.

PRODUCTIVITY AND ACCOUNTABILITY
- Set and meet goals, even in the face of obstacles and competing pressures.
- Prioritize, plan, and manage work to achieve the intended result.

- Demonstrate additional attributes associated with producing high quality products including the abilities to:
- Work positively and ethically.
- Manage time and projects effectively.
- Multi-task.
- Participate actively, as well as be reliable and punctual.
- Present oneself professionally and with proper etiquette.
- Collaborate and cooperate effectively with teams.
- Respect and appreciate team diversity.
- Be accountable for results.

LEADERSHIP AND RESPONSIBILITY
- Use interpersonal and problem-solving skills to influence and guide others toward a goal.
- Leverage strengths of others to accomplish a common goal.

Suggested Activities:

- Students write fiction stories individually. Then they meet in groups to choose one of their stories to be used in a Fiction Movie Trailer Project. Students use iMovie on the iPads to create their group projects and present them in class. Below is a suggested link. http://learninginhand.com/blog/2014/8/6/plan-a-better-imovie-trailer-with-these-pdfs

Duration:	Full Year:		Semester:		Marking Period:	2

Unit Title: Informational/Literary Analysis

Unit Description:

Students will be able to cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text; determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text; analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot); analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

Students will be able to 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); analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas; determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

Students will be able to write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content; introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension; develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts; use precise language and domain-specific vocabulary to inform about or explain the topic; establish and maintain a formal style; and provide a concluding statement or section that follows from and supports the information or explanation presented.

Students will be able to draw evidence from literary or informational texts to support analysis, reflection, and research; 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"); and 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").

Unit Duration: Approximately 4 Cycles

Suggested Sequencing: *When selecting narrative texts, teachers should consider all texts as mentors for subsequent writing assignments.*

Vocabulary and **grammar** instruction should occur regularly to practice and reinforce skills and strategies.

Reading Workshop	Writing Workshop
Cycle 1	
- Introduce informational text and non-fiction reading skills, text structure, and reading response using textual evidence to support response. - Review the following skills: main idea, text features, and summarizing. - Students select independent reading books (IRB).	- Introduce informational writing, text organization (i.e.: compare/contrast, cause/effect, and problem/solution), thesis statements, and textual evidence citations. - Model teacher-generated example of literary analysis. - Students begin guided whole-group practice. - Brainstorm similarities/differences of writing focus.
Cycle 2	
- Model and review text structure. Focus on identifying text structure using various informational text passages. - Students then practice strategies using whole articles and essays.	- Students plan and draft literary analysis essays. - Teacher conferences with students (individual and/or small groups). - Students revise and edit writing. - Students publish and share writing.

Cycle 3	
• Introduce informational text (journal articles, Scholastic Scope magazine, Newsela, etc.). • Students practice summarizing, identifying main idea, and citing text evidence. Students practice analyzing non-fiction (informational) text using these skills. • Students practice citing evidence to support analysis of non-fiction text.	• Participate in mini-lessons that address specific areas of need (introduction; introducing, citing, and explaining evidence; conclusion). • Share examples of informational writing and use as models. • Students plan for informational writing.
Cycle 4	
• Complete independent reading book (IRB) and assessment (AR test, project, book report, etc.). • Complete Literary Analysis Reading Benchmark.	• Students draft, revise, edit, publish, and share informational essays. • Teacher conferences with students (individual and/or small groups). • Complete Literary Analysis Writing Benchmark.

Desired Results MP2

Standard(s): This ELA curriculum follows the current Common Core State Standards (CCSS).

This ELA curriculum follows the current Common Core State Standards (CCSS).
*New standards have been adopted by New Jersey for use during the 2017-2018 school year and beyond. They are known as the New Jersey Student Learning Standards, and are closely related to the existing CCSS. Both sets of standards are listed below with relevant links.

Common Core State Standards (CCSS - 2016)
New Jersey Student Learning Standards (NJSLS - 2017-2018)

Reading Literature	Reading Informational	Writing	Speaking/Listening	Language
Essential	**Essential**	**Essential**	**Supplemental**	**Supplemental**
RL 7.1	**RI 7.1**	**W 7.2**	**SL.7.1**	
RL 7.2	**RI 7.2**	**W 7.2 a**	**SL 7.1 a**	**L 7.1**
RL 7.3	**RI 7.3**	**W 7.2 b**	**SL 7.1 b**	**L 7.1 a**
RL 7.6	**RI 7.5**	**W 7.2 c**	**SL 7.1 c**	**L 7.1 b**
	RI 7.6	**W 7.2 d**	**SL 7.1 d**	**L 7.1 c**
Supplemental		**W.7.2.e**		
RL 7.4		**W.7.2.f**	**SL.7.2**	**L 7.2**
RL 7.5	**Supplemental**	**W 7.9**	**SL.7.3**	**L 7.2 a**
RL 7.7	**RI 7.4**	**W 7.9 a**	**SL.7.4**	**L 7.2 b**
RL 7.9	**RI 7.5**	**W 7.9 b**	**SL.7.5**	
RL 7.10	**RI 7.6**		**SL.7.6**	**L 7.3**
	RI 7.7			**L 7.3 a**
	RI 7.8	**Supplemental**		
	RI 7.9	**W 7.4**		**L 7.4**
	RI 7.10	**W 7.5**		**L 7.4 a**
		W 7.6		**L 7.4 b**
		W 7.7		**L 7.4 c**
		W 7.8		**L 7.4 d**
		W 7.10		

				L 7.5	
				L 7.5 a	
				L 7.5 b	
				L 7.5 c	
				L 7.6	

Indicators:

- Paraphrase evidence from the text.
- Correctly cite evidence from the text.
- Closely read the text (questioning, determining importance, looking for patterns) to extract quality evidence to support a claim.
- Use evidence from the text to make and check predictions while reading.
- Make personal connections, connections to other texts, and/or global connections, when relevant.
- Gather evidence from the text to support inferences or explicit meaning.
- Read and analyze a variety of literary genres and informational texts.
- Probe a segment of text in order to study and evaluate its multiple, deeper, and varied meanings.
- Combine text information and prior knowledge (personal experience and/or previous reading) to create new information in the form of inferences.
- Refer to the text for support when analyzing and drawing inferences.
- Explain how two or more central ideas in a nonfiction piece develop over the course of the text, including the relationship between people, ideas, and events.
- Identify and use knowledge of common graphic features (charts, maps, diagrams, captions, illustrations) to help determine two or more central ideas of the text.
- Provide a statement of a theme or central idea of a fictional text, based on textual evidence.
- Explain the theme or central idea of a fictional piece using key details as evidence, including details from the beginning, middle, and end of the text.
- Analyze the development of the theme or central idea over the course of the fictional text, including the relationship among characters, setting, and plot over the course of a text.
- Evaluate recurring ideas and changes in the characters and plot over the course of the text (reasons the author made these changes, impact on the reader, effectiveness of the author's choices, etc.).
- Identify how the theme or central idea relates to the characters, setting, and/or plot over the course of the text.
- Summarize the text objectively, capturing the main idea.
- Describe the structure used to organize a nonfiction text.
- Explain how text structure impacts overall meaning of text.
- Distinguish between essential and nonessential details of a text to create an objective summary of the text.
- Compare and contrast the characters' points-of-view.
- Trace how the author created and conveyed the similar and dissimilar characters.
- Analyze the impact of the author's point of view choices on the reader.
- Evaluate the effectiveness of the author's choice of point of view.
- Focus writing on thoroughly describing or explaining a topic.
- Explore topics from content-area classes.
- Identify the defining elements of this specific writing genre.
- Introduce a topic clearly, previewing what is to follow.
- Include relevant supporting facts, information, and details.
- Organize ideas, concepts, and information into broader categories using strategies, such as definition, classification, comparison/contrast, and cause/effect.
- Transition between ideas using appropriate words and phrases.

- Select precise language and domain-specific vocabulary.
- Consistently use an appropriate style.
- Create language that is appropriate to one's audience and follows a formal tone.
- Write a conclusion to bring the text to a close.
- Incorporate ideas from literary or informational texts to support writing.
- Deconstruct and reflect upon textual evidence.
- Identify evidence that supports claims in literary analysis.
- Logically connect evidence to claims in writing.
- Select direct and indirect quotations that relate to the topic as evidence.
- Engage in short research projects to answer a self-selected or teacher-assigned question.
- Develop research questions.
- Determine key words or topics for each question.
- Search for informational sources in an effort to answer the question.
- Compose follow-up research questions based on the initial search.
- Develop research questions.
- Determine key words or topics for each question.
- Search for informational sources in an effort to answer the question.
- Compose follow-up research questions based on the initial search.
- Research and synthesize information from several sources.
- Conduct research and synthesize multiple sources of information.
- Use search terms effectively.
- Write a clear thesis statement.
- Draw evidence from text to support thesis.
- Asses the credibility and accuracy of each source.
- Cite in-text direct and indirect quotations appropriately.
- Explain quotations used as support to enhance meaning.
- Identify examples of plagiarism in writing.
- Recognize and identify multiple organizational models.
- Paraphrase source information to avoid plagiarism in writing.
- Apply a specific organizational strategy in writing.

Understandings:	Essential Questions:
Skillful Readers:	**Skillful Readers:**
- Employ strategies to help understand text. - Develop, select, and apply strategies to enhance their comprehension. - Compare, infer, synthesize, and make connections (text to text, text to world, text to self) to make text personally relevant and useful. - Reflect on a text in order to better understand the whole text, to relate it to other readings, and to develop a stronger appreciation for the whole text. - Understand that text features, structures, and characteristics facilitate the reader's ability to make meaning of a text. - Use background knowledge to enhance understanding and meaning in text.	- How do making predictions and reflecting on those predictions help to understand a text? - How does understanding a text's structure help to better understand the meaning? - How does comparing a character's experience help to better understand the characters and plot? - Why is it important to evaluate the overall quality of an independent reading selection? - How do students construct meaning from text? - How do students figure out an unknown word in the text? - Which strategies can students use when they do not fully comprehend text? - How does fluency affect comprehension? - Why is it important to pay attention to word choice? - Why is it important to reread a text? - Why is it important to read about historical events?

- Use language structure and context clues to identify the intended meanings of words and phrases as they are used in the text.
- Group words quickly to help them gain meaning from what they have read.
- Use words to powerfully affect meaning.
- Preview texts to find the most appropriate independent reading material.

Skillful Writers:
- Develop and refine their ideas for thinking, learning, and communicating.
- Use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts.
- Use conventions of language to help readers understand what is being communicated.
- Select forms based on audience and purpose.
- Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from and supports the information or explanation presented.
- Gather relevant information from multiple print and digital sources, using search terms effectively, and assess the credibility and accuracy of each source.
- 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.
- 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.
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Develop and strengthen their writing as needed by planning, revising, editing, rewriting, or trying a new

- How can students relate to science and social studies (informational/expository) texts and apply their understanding to reading?
- How can illustrations, captions, and imagery help with comprehension?
- How do text boxes and visual aids help to better understand a text?
- How are words related to imagery?
- How do stanza breaks, line breaks, and other formatting choices affect the voice of a poem?
- What imagery can be seen from this poem?
- What can students do when they don't understand interactions between characters?

Skillful Writers:
- How do students express themselves?
- How does process shape the writer's product?
- What is the writing process?
- Which tools can students use to plan their writing?
- How do students develop a well-written product?
- What are structures and/or features in essays?
- How do students vary their word choice and sentence structure?
- How can students grab the attention of their readers?
- How do rules of language affect communication?
- How do students reread for correct grammar and usage?
- How do students reread for correct conventions (spelling, capitalization, punctuation, and paragraphs)?
- Why do students choose a particular form of writing?
- What do students need to know about their audience in order to create a successful writing piece?
- How can students reflect on their writing in order to grow as writers?
- How can students write texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content?
- How can students draw evidence from literary or informational texts to support analysis, reflection, and research?
- How can students conduct short, research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation?
- How can students gather relevant information from multiple print and digital sources, using search terms effectively, and assess the credibility of each source?
- How can student quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation?

approach, focusing on how well purpose and audience have been addressed.

- Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others.
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- Quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Assessment Evidence MP2

Performance Tasks:

<u>Writing Tasks</u>
- Literary Analysis
- Informational/Explanatory Essay
- Multimedia Project

<u>Reading Tasks</u>
- 1-2 extended texts (class novels, literature circles/books clubs, independent reading books, and informational/expository texts)
- Minimum of 3 shorter texts depending on length and complexity (short stories, poems, informational/expository texts, narrative nonfiction, etc.)
- Teacher-created (formative and summative; formal and informal) assessments to measure students' proficiency of citing text evidence for author's purpose, central idea, point of view, literary terms, and text organization and structure (cause/effect, compare/contrast, problem/solution, sequence of events, etc.)

Other Evidence:
- Teacher observations
- Informal checks for understanding
- Independent reading/student conferences
- Independent writing/student conferences
- Class discussions
- Collaboration with others
- Debate
- Group work
- Classwork
- Homework
- Teacher-created tests and quizzes
- Teacher-created multimedia projects

Benchmark: Literary Analysis Benchmark Assessment

- A new benchmark will be created to measure the Essential and Supporting Standards of this unit and will include the following: reading narrative and/or informational text, answering evidence-based questions, and creating a prose constructed response (PCR). Benchmarks will be scored using a uniform, district-wide rubric.

Learning Plan MP2

Learning Activities:

- Use graphic organizers.
- Define and use vocabulary for each text.
- Review vocabulary.
- Participate in pre-reading/during reading/post reading activities.
- Make connections throughout text.
- Collaborate with partners and small groups.
- Read independently.
- Participate in reading conferences (teacher/student).
- Read with a partner/small group.
- Compare/contrast different texts.
- Discuss injustices/inequities/ and disrupt the common place.
- Use technology to complement and enhance learning activities.
- Work collaboratively with a writing partner and small groups.
- Read mentor texts that introduce and expose features of the genre.
- Read and review mentor texts that exemplify the genre.
- Write independently.
- Participate in writing conferences (teacher/student).
- Use the writing process to plan, draft, revise, edit, and publish literary analysis and informational writing pieces.
- Participate in mini-lessons that address specific areas of need (introduction; introducing, citing, and explaining evidence; conclusion).
- Model writing throughout the writing process.
- Utilize writing rubrics to refer to and interact with throughout the writing process.
- Revise writing with a partner or self-edit using interactive rubrics and/or writing checklists.
- Use technology to publish and share writing.
- Use technology to give and receive feedback before, during, and after writing.
- Conduct self-reflection activities after the publishing process.

Resources:

- *Glencoe Literature* – Course 2, 2009
- *Glencoe Writer's Choice – Grammar and Composition*, Grade 7, 2009
- *Time Life Magazine* (part of *Glencoe Literature* Series)
- *Great Source Vocabulary for Achievement* – First Course, 2005
    - Grade 7 Suggested Vocabulary Lessons Scope and Sequence
    - Lessons 5, 6, 7, 8, 18, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30
- Grade 7 Collateral Reading List (see below)
- *Scholastic Scope* Magazine (print and digital)

Suggested Materials (from *Glencoe Literature):*

Fiction
- "After Twenty Years" by O. Henry
- "Amigo Brothers" by Piri Thomas
- "An Hour with Abuelo" by Judith Ortiz Cofer
- "A Crush" by Cynthia Rylant
- "Rikki-Tikki-Tavi" by Rudyard Kipling
- "The Scholarship Jacket" by Marta Salinas
- "Seventh Grade" by Gary Soto

- o "Thank You Ma'am" by Langston Hughes

Poetry
- o "Annabel Lee" by Edgar Allan Poe
- o "Dreams" by Langston Hughes
- o "The Highwayman" by Alfred Noyes
- o "How I Learned English" by Gregory Djanikian
- o "Miracles" by Walt Whitman
- o "The Pasture" by Robert Frost
- o "Sarah Cynthia Sylvia Stout Would Not Take the Garbage Out" by Shel Silverstein
- o "Summer" by Walter Dean Myers

Drama
- o *The Monsters Are Due on Maple Street* by Rod Serling

Folktales, Fables, and Myths
- o "Echo and Narcissus" by Roger Lancelyn Green
- o "The Force of Luck" by Rudolfo A. Anaya
- o "The Lark and Her Children" by Aesop retold by Jerry Pinkney
- o "The Travelers and the Bear" by Aesop retold by Jerry Pinkney
- o "We Are All One" by Lawrence Yep
- o "The Wise Old Woman" by Yoshido Uchida

Biography, Autobiography, Memoirs, Letters
- o from *An American Childhood* by Annie Dillard
- o "Names, Nombres," by Julia Alvarez
- o from *Zlata's Diary* by Zlata Filipovic

Informational Texts
- o "Ah, Wilderness" by Amanda Hinnant
- o "Fireproofing the Forest" by J. Madeline Nash
- o "Do Animals Lie?" by Mary Batten
- o "Missing!" by Claire Miller
- o "Miracle Hands" by Christina Cheakalos and Matt Birkbeck

Additional Suggested Materials:

- *A Christmas Carol* by Charles Dickens
- *Hey World, Here I Am* by Jean Little
- "I Hear America Singing" by Walt Whitman (poem)
- *Knots in My Yo-Yo String* by Jerry Spinelli (memoir)
- *The Last Fifth Grade of Emerson Elementary* by Laura Shovan (poetry)
- *Love That Dog* by Sharon Creech (poetry)
- *My Own Two Feet* by Beverly Cleary (memoir)
- "Never the Monkey" by Jerry Spinelli
- *Past Perfect, Present Tense: New and Collected Stories* by Richard Peck
- "The Revenant" by Billy Collins (poem)
- "The Road Not Taken" by Robert Frost (poem)
- "Sick" by Shel Silverstein (poem)
- "Three-Century Woman" by Richard Peck

Suggested Online Materials:

- [Article of the Week](#)
- [EasyBib - Free Bibliography Generator](#)
- [The Courier Post](#)
- [The Learning Network – Teaching and Learning with the New York Times](#)
- [National Geographic](#)
- [Newsela – Nonfiction Literacy and Current Events](#)
- [Newsela – Text Sets for Literature](#)
- [Newsweek](#)
- [The New York Times](#)
- [The Philadelphia Inquirer](#)
- [Pop Up Debate](#)
- [Scholastic Scope](#)
- [Smithsonian Tween Tribune](#)
- [Time](#)

Novels (Grade 7 Collateral Reading List):

- *Big Field* by Mike Lupica*
- *Boy: Tales of Childhood* by Roald Dahl (memoir)
- *Call of the Wild* by Jack London
- *The Chocolate War* by Robert Cormier
- *The Chosen* by Chaim Potok
- *Crash* by Jerry Spinelli (required summer reading 2016)*
- *Dicey's Song* by Cynthia Voight
- *Escaping the Giant Wave* by Peg Kehret+
- *Farewell to Manzanar* by Jeanne Houston
- *The Great Wide Sea* by M.H. Herlong+
- *Heaven Looks a Lot Like the Mall* by Wendy Mass (poetry)*
- *Holes* by Louis Sachar
- *Hoot* by Carl Hiassen
- *The Homecoming* by Cynthia Voight
- *Kavik, the Wolf Dog* by Walt Morey
- *The Killing Sea* by Richard Lewis+
- *The Lion, the Witch, and the Wardrobe* by C.S. Lewis
- *Maniac Magee* by Jerry Spinelli
- *Nation* by Terry Pratchett+
- *The Pearl* by John Steinbeck
- *Remember Dippy* by Shirley Reva Vernick* (approved summer 2016)
- *Sadako and the Thousand Paper Cranes* by Eleanor Coerr
- *Sarah, Plain and Tall* by Patricia MacLachlan
- *Shiloh* by Phyllis Reynolds Naylor
- *Stargirl* by Jerry Spinelli*
- *Waiting for Normal* by Leslie Connor*
- *The Westing Game* by Ellen Raskin
- *A Wrinkle in Time* by Madeleine L'Engle
- *Wonder* by R.J. Palacio*
- *The Year Without Michael* by Susan Beth Pfeffer

*Suggested novels for Narrative Unit

Unit Learning Goal and Scale MP2
(Level 2.0 reflects a minimal level of proficiency)

Standard(s):

CCSS.ELA-LITERACY.RL.7.1 & CCSS.ELA-LITERACY. RI 7.1

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.RL.7.3

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

CCSS.ELA-LITERACY.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)

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.RL.7.6

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

CCSS.ELA-LITERACY.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.

4.0	**Students will be able to:**
	• Independently, select two texts with the same theme. Explain what effect the point of view has on the development of the theme.
	• Independently, select two texts with the same central idea. Explain what effect the text structure has on the development of the central idea.
	• Independently, evaluate the aesthetic impact of a text after comparing and contrasting it with an alternate version (Example: movie, podcast).
	• Investigate the development of the central idea in two or more informative sources, and ultimately evaluate which source most effectively develops the central idea.
	• Analyze a historical figure and determine how previous choices or influences have impacted his/her contributions to society.
3.0	**Students will be able to:**
	• Cite textual evidence to support: Inferences drawn from the text (RL 7.1 & RI: 7.1)
	• Determine a theme or central idea of a text and analyze its development over the course of the text (RL 7.2 & RI 7.2)
	• Analyze how an author contrasts the points of view of different characters or narrators in a text (RL 7.6 & RI 7.6)
	• 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 7.5).
2.0	**Students will be able to:**
	• Provide an objective summary of the text (RL 7.2 & RI 7.2)
	• Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). (RL 7.3 & RI 7.3)

	• Analyze how an author develops the points of view of different characters or narrators in a text (RL 7.6 & RI 7.6) • Cite textual evidence to support: Analysis of what the text says explicitly (RL 7.1 & RI 7.1) • Distinguish subjective information from objective information • Cite evidence from personal experiences • Use details to determine a theme or central idea • Describe what a grade-appropriate text says explicitly and draw logical conclusions. • Identify the basic elements of a grade-appropriate story or drama (i.e. main characters, setting, sequence of events). • Identify and describe the different perspectives characters have in the text. • Identify and express that one way authors control the information relayed to readers is by including or excluding points of view. • Explain the effects of the author developing the story through different points of view (I.e. by limiting the reader's identification with (or sympathy for) a single protagonist). **Students will be able to recall and recognize the follow academic vocabulary:** Inference, cite text evidence, explicit (directly stated), text-based, analysis, theme, central idea, objective summary, opinion, judgment, minor details, major details, plot structure (conflict, exposition, rising action, climax, falling action, resolution), setting, characters, characterization, story, drama, author's perspective, point of view (first, second, third, limited, omniscient), narrator.
1.0	**With help, partial success at level 2.0 content and level 3.0 content.**
0.0	**Even with help, no success.**

Standard(s):
CCSS.ELA-LITERACY.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.
  • **CCSS.ELA-LITERACY.W.7.2.A:** Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
  • **CCSS.ELA-LITERACY.W.7.2.B** Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
  • **CCSS.ELA-LITERACY.W.7.2.C** Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
  • **CCSS.ELA-LITERACY.W.7.2.D** Use precise language and domain-specific vocabulary to inform about or explain the topic.
  • **CCSS.ELA-LITERACY.W.7.2.E** Establish and maintain a formal style.
  • **CCSS.ELA-LITERACY.W.7.2.F** Provide a concluding statement or section that follows from and supports the information or explanation presented.

CCSS.ELA-LITERACY.W.7.9
Draw evidence from literary or informational texts to support analysis, reflection, and research.
  • **CCSS.ELA-LITERACY.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").
  • **CCSS.ELA-LITERACY.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").

4.0	Students will be able to:
	• Select a text or multimedia source on a related topic with the same theme or central ideas, and compare and contrast the effect of point of view or text structure on the development of the theme. • Produce a multimedia project (games, iMovies, podcasts, wikis, blogs) that represents in depth inferences made with regards to two or more texts. • Convert a nonfiction piece into a narrative nonfiction piece, vice versa.
3.0	Students will be able to:

	• **CCSS.ELA-LITERACY.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.
	    o **CCSS.ELA-LITERACY.W.7.2.A** Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
	    o **CCSS.ELA-LITERACY.W.7.2.B** Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
	    o **CCSS.ELA-LITERACY.W.7.2.F** Provide a concluding statement or section that follows from and supports the information or explanation presented.
	• **CCSS.ELA-LITERACY.W.7.9**
	Use evidence to support analysis, reflection, and research.
	    o **CCSS.ELA-LITERACY.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").
	    o **CCSS.ELA-LITERACY.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").

2.0	Students will be able to:
	• **CCSS.ELA-LITERACY.W.7.2.C:** Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. • **CCSS.ELA-LITERACY.W.7.2.D**: Use precise language and domain-specific vocabulary to inform about or explain the topic. • **CCSS.ELA-LITERACY.W.7.2.E:** Establish and maintain a formal style. • **CCSS.ELA-LITERACY.W.7.9:** Draw evidence from literary or informational texts **Students will be able to recall and recognize the follow academic vocabulary:** Informative, explanatory, topic, relevant, compare/contrast, cause/effect, graphics, concrete details, quotations, transitions, cohesion, domain specific vocabulary, formal style, concluding statement, analysis, reflection, research, fictional portrayal, character, historical account, alter history, trace, evaluate, reasoning sound, claims.
1.0	With help, partial success at level 2.0 content and level 3.0 content.
0.0	Even with help, no success.

Other Helpful Resources:
Seventh Grade ELA Standards for Teachers
CCSS English/Language Arts "I Can" Standards for Students
"I Can" Student Checkboxes
"I Can" Standards Posters

Unit Modifications for Special Population Students MP2

Advanced Learners

Scheduling/Pacing:
- Provide students with the ability to create goals and assess their progress.
- Suggest quicker pacing for weekly novel pages assignments.
- Allow time for the following:
  - collaborative learning experiences (pairs, flexible grouping, etc.) via conferencing to deepen knowledge.
  - accelerated learning opportunities by examining prior knowledge via summative and formative assessments and historical data.
  - challenging assignments selected by students.

Narrative and Informational Anchor Texts:
- Provide students with more rigorous texts (novels, short stories, eBooks, poems, dramas, articles, etc.) and related supplemental materials with more abstract concepts.
- Allow students to use internet to research information to support reading to provide richer reading experiences.
- Allow time for guided and independent reading.

The Writing Process:
- Allow for additional opportunities for students to produce more elaborate responses to challenging writing prompts.
- Give students time to respond to their classmates' writing pieces through technology.
- Give students opportunities to participate in writing competitions, contests, etc.

Alternative Assignments:
- Differentiate and adapt instruction to include goal-specific choices determined by formative and summative assessments (STAR, AR, benchmarks, group activities, classwork).
- Allow students to self-select from a given selection of texts that are age, ability, and topic-appropriate.
- Offer students higher level comprehension questions and writing prompts that force students to utilize higher forms of cognition (i.e.: analysis and knowledge utilization).
- Encourage divergent thinking by empowering students to respond to text in various ways (essays, poems, collages, podcasts, songs, game creation, etc.).
- Allow students enrichment and collaborative opportunities through the use of technology (blogs, emails, iPads, software programs, and the internet).
- Provide students with leadership activities, such as assisting other students with specific academic tasks.
- Collaborate with Humanities teachers to assign parallel texts.

Struggling Learners

Scheduling/Pacing:
- Slow down lesson pacing.
- Allow for additional time to practice, review, and strengthen weaker skills (as dictated by observation and assessments).
- Provide students with additional time on assignments, assessments, and projects.
- Differentiate instruction by utilizing small groups and collaborative learning.
- Scaffold instruction into digestible bites.
- Provide students with the ability to create academic goals and assess their progress.
- Allow time for collaborative learning experiences (pairs, flexible grouping, etc.) via conferencing to deepen knowledge.
- Take advantage of alternate teaching models, as needed:
  - One Teach, One Observe: One teacher teaches while the other collects purposeful data.
  - Station Teaching: Educators teach in different small groups.
  - Parallel Teaching: Class is split, and educators instruct groups.

	○ Alternative Teaching: A small number of students is selected for intense instruction by one educator.
	    ○ Teaming: Both educators instruct class together for fast-paced group instruction.
	    ○ One Teach, One Assist: One educator provides assistance to individual students.
	
	Narrative and Informational Anchor Texts:
	• Provide graphic organizers to support learning below grade level (i.e.: story map, character chart, etc.).
	• Utilize Literature Circles with leveled reading material.
	• Use supplemental resources and workbooks to support the text.
	• Use anchor texts (before or after reading) that contain summaries.
	• Preview and predict text prior to learning.
	• Highlight and annotate text.
	• Preview difficult vocabulary prior to teaching stories.
	• Use audio books.
	• Use assistive technologies that read material aloud to student during independent reading, as needed.
	• Allow time for guided and independent reading.\
	
	The Writing Process:
	• Provide students with graphic organizers and writing checklists to assist with writing.
	• Show students exemplars that assist with all aspects of the writing process, including final product.
	• Spend additional time during every stage of the writing process, as needed.
	
	Alternative Assignments:
	• Allow students to self-select from a given selection of texts that are age, ability, and topic-appropriate.
	• Differentiate and adapt instruction to include goal-specific choices.
	• Provide students with homework assignments that include step by step instructions, so that someone at home can assist with task.
	• Provide students with modified assignments, requiring them to complete fewer items initially, and then gradually adding additional items as they meet with success.
	• Offer technology software programs to offer students extra help (i.e.: Study Island).

English Language Learners	**Scheduling/Pacing:**
	• Slow down the pace, as needed, and spend additional time to build weaker skills.
	• Provide students with additional time to complete assignments, assessments, and projects, as needed.
	• Remove/omit assignments, assessments, projects, as needed.
	• Scaffold instruction into digestible bites.
	• Provide students with the ability to create academic goals and assess their progress.
	• Allow time for collaborative learning experiences (pairs, flexible grouping, etc.) via conferencing to deepen knowledge.
	• Take advantage of alternate teaching models, as needed:
	    ○ One Teach, One Observe: One teacher teaches while the other collects purposeful data.
	    ○ Station Teaching: Educators teach in different small groups.
	    ○ Parallel Teaching: Class is split, and educators instruct groups.
	    ○ Alternative Teaching: A small number of students is selected for intense instruction by one educator.
	    ○ Teaming: Both educators instruct class together for fast-paced group instruction.
	    ○ One Teach, One Assist: One educator provides assistance to individual students.
	
	Narrative and Informational Anchor Texts:
	• Provide ample opportunity for students to collaborate in small peer groups to discuss anchor texts.
	• Use alternative and leveled materials (texts, movies, audio) with similar concepts.

- Provide students with translation dictionaries and software (bilingual, language learner, electronic translating programing) to assist with English vocabulary.
- Simplify language; use of supplementary materials to contain more precise and specified vocabulary.
- Provide students with graphic organizers (outlines, study guides, question preview) to increase understanding of reading assignments.
- Highlight and annotate text.
- Use role plays, simulations, and/or concrete examples to exemplify real life situations,
- Use frequent formative (and summative) assessments to check for understanding.
- Provide graphic organizers to support learning below grade level (i.e.: story map, character chart, etc.).
- Allow time for guided and independent reading.

The Writing Process:
- Provide students with graphic organizers and writing checklists to assist with writing
- Provide students with exemplars of graphic organizers and writing checklists to assist with writing
- Show students exemplars that assist with all aspects of the writing process, including final product.
- Provided shortened, simplified writing prompts, and clarify as appropriate.
- Break writing tasks into shorter, segmented sections.
- Allow students to complete writing via technology.
- Encourage students to utilize technology while writing (dictionaries, grammar, etc.).
- Spend additional time during every stage of the writing process, as needed.

Alternative Assignments:
- Allow students to answer comprehension questions orally.
- Use multiple choice whenever possible.
- Read directions to students.
- Provide students with assignments, assessments, and projects that are shorter in length, and that contain step by step instructions so that someone at home can assist with task.
- Use the abbreviated story versions as provided in the supplemental workbooks.
- Offer technology software programs to offer students extra help (i.e.: Study Island).
- Allow for alternate assignments (artistic creation, exhibit or showcase, chart, graph, table, photo essay, map, review game, etc.).

Special Needs Learners	## Scheduling/Pacing:

Scheduling/Pacing:
- Slow down the pace, as needed, and spend additional time to process and/or review information.
- Provide students with additional time to complete assignments, assessments, and projects, as needed.
- Remove/omit assignments, assessments, projects, as needed.
- Scaffold instruction into digestible bites.
- Provide students with the ability to create academic goals and assess their progress.
- Allow time for collaborative learning experiences (pairs, flexible grouping, etc.) via conferencing to deepen knowledge.
- Take advantage of alternate teaching models, as needed:
  - One Teach, One Observe: One teacher teaches while the other collects purposeful data.
  - Station Teaching: Educators teach in different small groups.
  - Parallel Teaching: Class is split, and educators instruct groups.
  - Alternative Teaching: A small number of students is selected for intense instruction by one educator.
  - Teaming: Both educators instruct class together for fast-paced group instruction.
  - One Teach, One Assist: One educator provides assistance to individual students.

Narrative and Informational Anchor Texts:
- Provide ample opportunity for students to collaborate in small peer groups to discuss anchor texts.
- Use alternative and leveled materials (texts, movies, audio) with similar concepts.

- Shorten length and duration of reading (shorter books, longer time to complete)
- Provide students with translation dictionaries and software (bilingual, language learner, electronic translating programing) to assist with English vocabulary.
- Simplify language; use of supplementary materials to contain more precise and specified vocabulary.
- Provide students with graphic organizers (outlines, study guides, question preview) to increase understanding of reading assignments.
- Use role plays, simulations, and/or concrete examples to exemplify real life situations.
- Highlight and annotate text.
- Use frequent formative (and summative) assessments to check for understanding.
- Provide graphic organizers to support learning below grade level (i.e.: story map, character chart, etc.).
- Allow time for guided and independent reading.

The Writing Process:
- Provide students with graphic organizers and writing checklists to assist with writing.
- Provide students with exemplars of graphic organizers and writing checklists to assist with writing.
- Show students exemplars that assist with all aspects of the writing process, including final product.
- Provide shortened, simplified writing prompts, and clarify as appropriate.
- Allow for additional time to work through each step of the writing process, as needed.
- Review writing structure, transition words, opening sentences, commonly misspelled words, commonly overused words, and grammar.
- Break writing tasks into shorter, segmented sections.
- Allow students to complete writing via technology.
- Encourage students to utilize technology while writing (dictionaries, grammar, etc.).

Alternative Assignments:
- Allow students to self-select from a given selection of texts that are age, ability, and topic-appropriate.
- Differentiate instruction to include goal-specific choices.
- Allow students to use graphic organizers to assist with the text.
- Review the concept of point of view.
- Implement necessary IEP modifications.
- Provide students with homework assignments that include step by step instructions, so that someone at home can assist with task.
- Offer technology software programs to offer students extra help (i.e.: Study Island).
- Modify grading rubrics individualized to students' needs.
- Allow for alternate assignments (artistic creation, exhibit or showcase, chart, graph, table, photo essay, map, review game, etc.).

Interdisciplinary Connections MP2

Indicators:
- Learn from and work collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts.
- Understand other nations and cultures, including the use of non-English languages.
- Read a variety of narrative texts (fiction and nonfiction) that are related to topics in other content areas.
- Collaborate with teachers in other content areas to select narrative texts related to topics in other disciplines.
- Include and reference district character education initiatives when completing related assignments.

Suggested Activities:

- Students read *Remember Dippy* or *Wonder* as a class novel, meet in groups, and discuss selected topics from Township Tuesday class meetings.
- Students choose to read one or more of the following novels during Literature Circles/Books Clubs on Natural Disasters (*Escaping the Giant Wave, The Great Wide Sea, The Killing Sea, Nation).* They meet weekly to discuss their books.
- Students read *Sadako and the Thousand Paper Cranes* independently or as a class novel, meet in groups, and discuss the events of World War II and the Atomic Bombing of Hiroshima.
- Students read narrative nonfiction and informational pieces that are related to topics in other content areas (i.e.: "Why Are Your Clothes So Cheap?"). They write informational essays comparing/contrasting both texts.
- Students are assigned topics (i.e.: Hurricane Sandy) for their Natural Disasters research-based projects. They work in groups to create Blendspace Projects (interactive map, Google Slides, infographic, quiz, etc.) based on their topics.

Integration of 21ˢᵗCentury Skills MP2

Indicators:

Framework for 21ˢᵗ Century Learning
http://www.p21.org/storage/documents/docs/P21_framework_0116.pdf
P21 Framework Definitions
http://www.p21.org/storage/documents/docs/P21_Framework_Definitions_New_Logo_2015.pdf

CREATIVITY AND INNOVATION

- Use a wide range of idea creation techniques (such as brainstorming).
- Create new and worthwhile ideas (both incremental and radical concepts).
- Elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts.
- Develop, implement and communicate new ideas to others effectively.
- Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work.
- Demonstrate originality and inventiveness in work and understand the real world limits to adopting new ideas.
- View failure as an opportunity to learn; understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes.
- Act on creative ideas to make a tangible and useful contribution to the field in which the innovation will occur.

CRITICAL THINKING AND PROBLEM SOLVING

- Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation.
- Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems.
- Effectively analyze and evaluate evidence, arguments, claims and beliefs.
- Analyze and evaluate major alternative points of view.
- Synthesize and make connections between information and arguments.
- Interpret information and draw conclusions based on the best analysis.
- Reflect critically on learning experiences and processes.
- Solve different kinds of non-familiar problems in both conventional and innovative ways.
- Identify and ask significant questions that clarify various points of view and lead to better solutions.

COMMUNICATION AND COLLABORATION

- Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts.
- Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions.
- Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade).

- Utilize multiple media and technologies, and know how to judge their effectiveness a priori as well as assess their impact.
- Communicate effectively in diverse environments (including multi-lingual).
- Demonstrate ability to work effectively and respectfully with diverse teams.
- Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal.
- Assume shared responsibility for collaborative work, and value the individual contributions made by each team member.

INFORMATION LITERACY
- Access information efficiently (time) and effectively (sources).
- Evaluate information critically and competently.
- Use information accurately and creatively for the issue or problem at hand.
- Manage the flow of information from a wide variety of sources.
- Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information.

MEDIA LITERACY
- Understand both how and why media messages are constructed, and for what purposes.
- Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors.
- Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of media.
- Understand and utilize the most appropriate media creation tools, characteristics and conventions.
- Understand and effectively utilize the most appropriate expressions and interpretations in diverse, multi-cultural environments.

ICT (Information, Communications and Technology) LITERACY
- Use technology as a tool to research, organize, evaluate and communicate information
- Use digital technologies (computers, PDAs, media players, GPS, etc.), communication/networking tools and social networks appropriately to access, manage, integrate, evaluate and create information to successfully function in a knowledge economy.
- Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information technologies.

FLEXIBILITY AND ADAPTABILITY
- Adapt to varied roles, jobs responsibilities, schedules and contexts.
- Work effectively in a climate of ambiguity and changing priorities.
- Incorporate feedback effectively.
- Deal positively with praise, setbacks, and criticism.
- Understand, negotiate and balance diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments.

INITIATIVE AND SELF-DIRECTION
- Set goals with tangible and intangible success criteria.
- Balance tactical (short-term) and strategic (long-term) goals.
- Utilize time and manage workload efficiently.
- Demonstrate commitment to learning as a lifelong process.

INITIATIVE AND SELF-DIRECTION
- Set goals with tangible and intangible success criteria.
- Balance tactical (short-term) and strategic (long-term) goals.
- Utilize time and manage workload efficiently.
- Monitor, define, prioritize, and complete tasks without direct oversight.

- Go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise.
- Demonstrate initiative to advance skill levels towards a professional level.
- Demonstrate commitment to learning as a lifelong process.
- Reflect critically on past experiences in order to inform future progress.

SOCIAL AND CROSS-CULTURAL SKILLS
- Know when it is appropriate to listen and when to speak.
- Conduct themselves in a respectable, professional manner.
- Respect cultural differences and work effectively with people from a range of social and cultural backgrounds.
- Respond open-mindedly to different ideas and values.
- Leverage social and cultural differences to create new ideas and increase both innovation and quality of work.

PRODUCTIVITY AND ACCOUNTABILITY
- Set and meet goals, even in the face of obstacles and competing pressures.
- Prioritize, plan and manage work to achieve the intended result.
- Demonstrate additional attributes associated with producing high quality products including the abilities to:
  - Work positively and ethically.
  - Manage time and projects effectively.
  - Multi-task.
  - Participate actively, as well as be reliable and punctual.
  - Present oneself professionally and with proper etiquette.
  - Collaborate and cooperate effectively with teams.
  - Respect and appreciate team diversity.
  - Be accountable for results.

LEADERSHIP AND RESPONSIBILITY
- Use interpersonal and problem-solving skills to influence and guide others toward a goal.
- Leverage strengths of others to accomplish a common goal.
- Inspire others to reach their very best via example and selflessness.
- Demonstrate integrity and ethical behavior in using influence and power.
- Act responsibly with the interests of the larger community in mind.

Suggested Activities:
- Students work in groups to create multimedia projects that showcase their skills in literary analysis. They choose from a list of alternatives to traditional book reports. Below are some suggested links.
- http://ipadders.eu/22-ipad-alternatives-to-the-book-report/http://ipadders.eu/22-ipad-alternatives-to-the-book-report/
- http://blog.whooosreading.org/alternative-book-reports-for-the-21st-century/
- http://teaching.monster.com/benefits/articles/8529-10-technology-enhanced-alternatives-to-book-reports?page=2
- Students are assigned topics (i.e.: Hurricane Sandy) for their Natural Disasters research-based projects. They work in groups to create Blendspace Projects (interactive map, Google Slides, infographic, quiz, etc.) based on their topics and present them in class.

Duration:	Full Year:		Semester:		Marking Period:	3

Unit Title: Argument

Unit Description:
 Students will be able to cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text; 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; 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; and 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.

Students will be able to write arguments to support claims with clear reasons and relevant evidence; introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically; support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text; use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence; establish and maintain a formal style; and provide a concluding statement or section that follows from and supports the argument presented.

Students will be able to conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation; and 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.

Unit Duration: Approximately 4 Cycles

Suggested Sequencing: *When selecting narrative texts, teachers should consider all texts as mentors for subsequent writing assignments.*

Vocabulary and **grammar** instruction should occur regularly to practice and reinforce skills and strategies.

Reading Workshop	Writing Workshop
Cycle 1	
- Introduce argument writing style through mentor texts. - Compare/contrast argument and persuasive mentor text(s) to model literary devices used in text. - Students practice reading and identifying text as argument or persuasive. - Students select independent reading books (IRB).	- Participate in mini-lessons that address specific areas of need (introducing claim, supporting claim, acknowledging counterclaim, and providing conclusion). - Students develop claims and plan argument essays.
Cycle 2	
- Students will practice identifying argument vs. persuasive writing with teacher-selected texts and activities. - Evaluate selected writings and reflect on strategies and techniques used by authors.	- Students draft argument essays. - Teacher conference with students (individual and/or small groups). - Students draft, revise, and edit writing.
Cycle 3	
- Students will write in response to text and practice Short Constructed Response. - Use selected readings (i.e.: *Scholastic Scope*) and related videos to gather evidence to use in a Research Simulation Task.	- Students publish, and share final argument essays. - Students plan for Research Simulation Task (short or long writing piece).

Cycle 4	
• Students read peers' research simulation task writing and participate in culminating activity (opportunity for debate). • Complete independent reading book (IRB) and assessment (AR test, project, book report, etc.). • Complete Argument Reading Benchmark.	• Teacher conferences with students (individual and/or small groups). • Students complete (draft, revise, edit, and publish) Research Simulation Task. • Complete Argument Writing Benchmark.

Desired Results MP3

Standard(s): This ELA curriculum follows the current Common Core State Standards (CCSS).

*New standards have been adopted by New Jersey for use during the 2017-2018 school year and beyond. They are known as the New Jersey Student Learning Standards, and are closely related to the existing CCSS. Both sets of standards are listed below with relevant links.

Common Core State Standards (CCSS - 2016)
New Jersey Student Learning Standards (NJSLS - 2017-2018)

Reading Literature	Reading Informational	Writing	Speaking/Listening	Language
Supplemental	**Essential**	**Essential**	**Supplemental**	**Supplemental**
RL 7.10	RI 7.1	W 7.1	SL.7.1	L 7.1
	RI 7.2	W 7.1 a	SL 7.1 a	L 7.1 a
	RI 7.6	W 7.1 b	SL 7.1 b	L 7.1 b
	RI 7.8	W 7.1 c	SL 7.1 c	L 7.1 c
		W 7.1 d	SL 7.1 d	
	Supplemental	W 7.1 e		L 7.2
	RI 7.3	W 7.7	SL.7.2	L 7.2 a
	RI 7.4	W 7.8	SL.7.3	L 7.2 b
	RI 7.5		SL.7.4	
	RI 7.7	**Supplemental**	SL.7.5	L 7.3
	RI 7.9	W 7.4	SL.7.6	L 7.3 a
	RI 7.10	W 7.5		
		W 7.6		L 7.5
		W 7.9		L 7.5 a
		W 7.10		L 7.5 b
				L 7.5 c

Indicators:
- Paraphrase evidence from text.
- Correctly cite evidence from the text.
- Closely read the text (questioning, determining importance, looking for patterns) to extract quality evidence to support a claim.
- Use evidence from the text to make and check predictions while reading.
- Make personal connections, connections to other texts, and/or global connections, when relevant.
- Gather evidence from the text to support the inferences or explicit meaning.
- Read and analyze a variety of informational texts.
- Probe a segment of text in order to study and evaluate in multiple, deeper, and varied meanings.
- Combine text information and prior knowledge (personal experience and/or previous reading) to create new information in the form of inferences.
- Refer to the text for support when analyzing and drawing inferences.
- Explain how two or more central ideas in a nonfiction piece develop over the course of the text, including the relationship between people, ideas, and events.
- Identify and use knowledge of common graphic features (charts, maps, diagrams, captions, illustrations) to help determine two or more central ideas of a text.

- Summarize the text objectively, capturing the main idea.
- Distinguish between essential and nonessential details of a text to create an objective summary of the text.
- Support arguments presented in text with evidence.
- Identify arguments and specific claims in a text.
- Determine which textual segments most strongly support the author's claim.
- Determine the validity of the reasoning.
- Determine the relevance and sufficiency of the evidence.
- Delineate and evaluate the argument and specific claims in a text.
- Track key individuals, events, and/or ideas in informational texts from two or more authors.
- Investigate how one topic may be presented in different ways.
- Compare/contrast two or more authors' presentations of key information.
- Analyze the importance of the different information each author emphasized and excluded.
- Analyze how the authors use the same information, but produce different texts because of interpretation.
- Use a variety of previous knowledge (e.g. practical knowledge, historical/cultural context, and background knowledge) to make connections to and reflect on the text.
- Evaluate the effectiveness of the authors' emphasis of specific evidence and different interpretations of facts for promoting their view.
- Write arguments to support claims.
- Support arguments with clear reasons and relevant evidence.
- Introduce claims.
- Address opposing claims.
- Organize the reasons and evidence logically.
- Choose appropriate reasoning and evidence to support claims.
- Evaluate sources for accuracy and reliability.
- Demonstrate an understanding of the topic or text.
- Use transitional words and phrases.
- Use transitions to clarify the relationships among claims, counterclaims, reasons, and evidence.
- Choose a consistent style, approach, and form for the task.
- Close the text with a conclusion.
- Engage in short research projects to answer a self-selected or teacher-assigned question.
- Develop research questions.
- Determine keywords or topics for each question.
- Search for informational sources in an effort to answer the question.
- Compose follow-up research questions based on the initial search.
- Explain quotations used as support to enhance meaning.
- Research and synthesize information from several sources.
- Conduct research and synthesize multiple sources of information.
- Use search terms effectively.
- Write a clear thesis statement.
- Draw evidence from texts to support thesis.
- Assess the credibility and accuracy of each source.
- Select direct and indirect quotations that relate to the topic as evidence.
- Follow published guidelines (MLA, APA, etc.) to cite direct and indirect quotations.
- Identify examples of plagiarism in writing.
- Paraphrase source information to avoid plagiarism in writing.

Understandings:	Essential Questions:
Skillful Readers:	**Skillful Readers:**
- Employ strategies to help understand text.	- How do making predictions and reflecting on those predictions help to understand a text?

- Develop, select, and apply strategies to enhance their comprehension.
- Compare, infer, synthesize, and make connections (text to text, text to world, text to self) to make text personally relevant and useful.
- Reflect on a text in order to better understand the whole text, to relate it to other readings, and to develop a stronger appreciation for the whole text.
- Understand that text features, structures, and characteristics facilitate the reader's ability to make meaning of a text.
- Use language structure and context clues to identify the intended meanings of words and phrases as they are used in the text.
- Group words quickly to help them gain meaning from what they have read.
- Use words to powerfully affect meaning.
- Preview texts to find the most appropriate independent reading material

Skillful Writers:
- Develop and refine their ideas for thinking, learning, and communicating.
- Use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts.
- Use conventions of language to help readers understand what is being communicated.
- Select forms based on audience and purpose.
- Write arguments to support claims with clear reasons and relevant evidence.
- Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
- Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from and supports the argument presented.
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Develop and strengthen their writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to

- How does understanding a text's structure help to better understand the meaning?
- How does comparing a character's experience help to better understand the characters and plot?
- Why is it important to evaluate the overall quality of an independent reading selection?
- How do students construct meaning from text?
- How do students figure out an unknown word in text?
- Which strategies can students use when they do not fully comprehend text?
- How does fluency affect comprehension?
- Why is it important to pay attention to word choice?
- Why is it important to reread a text?
- Why is it important to read about historical events?
- How can students relate to science and social studies (informational/expository) texts and apply their understanding to reading?
- How can illustrations, captions, and imagery help with comprehension?
- How do text boxes and visual aids help to better understand a text?

Skillful Writers:
- How do students express themselves?
- How does process shape the writer's product?
- What is the writing process?
- Which tools can students use to plan their writing?
- How do students develop a well-written product?
- What are structures and/or features in essays?
- How do students vary their word choice and sentence structure?
- How can students grab the attention of their readers?
- How do rules of language affect communication?
- How do students reread for correct grammar and usage?
- How do students reread for correct conventions (spelling, capitalization, punctuation, and paragraphs)?
- Why do students choose a particular form of writing?
- What do students need to know about their audience to make a successful writing piece?
- How can students reflect on their writing in order to grow as writers?
- How can students write arguments to support claims with clear reasons and relevant evidence?
- How can students conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation?
- How can students gather relevant information from multiple print and digital sources, using search terms effectively, and assess the credibility and accuracy of each source?

- interact and collaborate with others, including linking to and citing sources.
- Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
- Gather relevant information from multiple print and digital sources, using search terms effectively, and assess the credibility and accuracy of each source.
- Quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

- How can students quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation?
- How can students draw evidence from literary or informational texts to support analysis, reflection, and research?

Assessment Evidence MP3

Performance Tasks:

Writing Tasks
- Argument
- Multimedia Project
- Short Research-Based Project

Reading Tasks
- 1-2 extended texts (literature circles/books clubs, and independent reading books)
- 4-8 shorter texts depending on length and complexity (informational text, narrative nonfiction, argument, speech, debate, etc.)
- Teacher-created (formative and summative; formal and informal) assessments to measure students' ability to read and evaluate arguments and claims in a text, and assess whether the reasoning is sound and supported by text evidence

Other Evidence:

- Teacher observation
- Informal checks for understanding
- Independent reading and conferences
- Independent writing and conferences
- Class discussion
- Collaboration with others
- Debate
- Classwork
- Homework
- Teacher-created tests and quizzes
- Teacher-created multimedia projects

Benchmarks: Argument Benchmark Assessment

- A new benchmark will be created to measure the Essential and Supporting Standards of this unit and will include the following: reading informational or argument text, answering evidence-based questions, and creating a prose constructed response (PCR). Benchmarks will be scored using a uniform, district-wide rubric.

Learning Plan MP3

Learning Activities:

- Use graphic organizers.
- Define and use vocabulary for each text.
- Review vocabulary.
- Pre-reading/during reading/post reading activities.
- Make connections throughout text.
- Collaborate with partners and small groups.
- Read independently.
- Participate in reading conferences (teacher/student).
- Read with a partner/small group.
- Compare/contrast different texts.
- Discuss injustices/inequities/ and disrupt the common place.
- Use technology to complement and enhance curriculum.
- Work collaboratively with a writing partner and small groups.
- Read mentor texts that introduce and expose features of the genre.
- Write independently.
- Participate in writing conferences (teacher/student).
- Use the writing process to plan, draft, revise, edit, and publish an argument.
- Participate in mini-lessons that address specific areas of need (introducing claim, supporting claim, acknowledging counterclaim, and providing conclusion).
- Model writing throughout the writing process.
- Utilize writing rubrics to refer to and interact with throughout the writing process.
- Revise writing with a partner or self-edit using interactive rubrics and/or writing checklists.
- Use technology to publish and share writing.
- Use technology to give and receive feedback before, during, and after writing.

Resources:

- *Glencoe Literature* – Course 2, 2009
- *Glencoe Writer's Choice – Grammar and Composition*, Grade 7, 2009
- *Great Source Vocabulary for Achievement* – First Course, 2005
    - Grade 7 Suggested Vocabulary Lessons Scope and Sequence
    - Lessons 13, 14, 15, 16, 19, 20
- Grade 7 Collateral Reading List (see below)
- *Scholastic Scope* Magazine (print and digital)

Suggested Materials (from *Glencoe Literature):*

- "Fireproofing the Forest" by J. Madeline Nash
- "Do Animals Lie?" by Mary Batten
- "Ah, Wilderness" by Amanda Hinnant
- "Should Naturalized Citizens Be President?" By John Yinger and Matthew Spalding
- "Toward a Rainbow Nation" by Lavendhri Pillay
- "Heroes" by Erma Bombeck

Suggested Online Materials:

- [Article of the Week](#)
- [EasyBib - Free Bibliography Generator](#)
- [The Courier Post](#)
- [The Learning Network – Teaching and Learning with the New York Times](#)
- [National Geographic](#)
- [Newsela – Nonfiction Literacy and Current Events](#)
- [Newsweek](#)
- [The New York Times](#)
- [The Philadelphia Inquirer](#)
- [Pop Up Debate](#)
- [Scholastic Scope](#)
- [Smithsonian Tween Tribune](#)
- [Time](#)

Unit Learning Goal and Scale MP3
(Level 2.0 reflects a minimal level of proficiency)

	Standards: **CCSS.ELA-LITERACY.RI.7.1:** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **CCSS.ELA-LITERACY.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. **CCSS.ELA-LITERACY 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. **CCSS ELA-LITERACY 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.
4.0	**Students will be able to:** • Analyze two or more informational/multimedia sources (independently selected) and construct an argument to support an issue. • Investigate the different text features and text evidence of two or more non-fiction texts and establish criteria to determine which text presents the strongest argument(s)/central idea(s). • Research the counter claim/opposing view and develop an argument supporting that point of view
3.0	**Students will be able to:** • Cite several pieces of textual evidence to support analysis of what the text says implicitly (RI 7.1.). • Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text (RI 7.2). • Analyze how the author distinguishes his or her position from that of others (RI 7.6). • 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 7.8).
2.0	**Students will be able to:** • Cite several pieces of textual evidence to support analysis of what the text says explicitly (RI 7.1). • Provide an objective summary of the text (RI 7.2). • Determine an author's point of view in a text (RI 7.6). **Students will be able to recall and recognize the follow academic vocabulary:** Students will recognize or recall academic vocabulary including: Cite, analysis, inference, central idea, objective summary, point of view, position, argument, evaluate, claim, sound reasoning, and evidence.
1.0	**With help, partial success at level 2.0 content and level 3.0 content:**
0.0	**Even with help, no success**

Standards: **CCSS.ELA-LITERACY.W.7.1**: Write arguments to support claims with clear reasons and relevant evidence. **CCSS.ELA-LITERACY.W.7.1.A:** Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. **CCSS.ELA-LITERACY.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. **CCSS.ELA-LITERACY.W.7.1.C:** Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. **CCSS.ELA-LITERACY.W.7.1.D:** Establish and maintain a formal style. **CCSS.ELA-LITERACY.W.7.1.E:** Provide a concluding statement or section that follows from and supports the argument presented. **CCSS.ELA-LITERACY.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. **CCSS.ELA-LITERACY.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.	

4.0	**Students will be able to:** • Demonstrate in-depth inferences and applications that go beyond what was taught (for example, writing arguments to support counterclaims with clear reasons and relevant evidence). • Produce a multimedia project (games, iMovies, podcasts, wikis, blogs) by infusing digital learning experiences.

3.0	**Students will be able to:**
	• Write arguments to support claims with clear reasons and relevant evidence (W 7.1).
	    o Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. (W 7.1 a).
	    o 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 b).
	    o Provide a concluding statement or section that follows from and supports the argument presented (W 7.1 e).
	• Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation (W 7.7).

2.0	**Students will be able to:** • Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. (W 7.1 c). • Establish and maintain a formal style (W 7.1 d). • 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 7.8). **Students will be able to recall and recognize the follow academic vocabulary:** Argument, claim, clear reasons, relevant evidence, alternate, opposing, accurate, credible, cohesion, formal style, and concluding statement.
1.0	**With help, partial success at level 2.0 content and level 3.0 content:**
0.0	**Even with help, no success**

Unit Modifications for Special Population Students MP3

Advanced Learners

Scheduling/Pacing:
- Provide students with the ability to create academic goals and assess their progress.
- Suggest quicker pacing for weekly novel pages assignments.
- Allow time for the following:
  - collaborative learning experiences (pairs, flexible grouping) via conferencing to deepen knowledge.
  - accelerated learning opportunities by examining prior knowledge via summative and formative assessments and historical data.
  - challenging assignments selected by students.
- If possible, use alternate teaching models (push in/pull out, parallel teaching, team teaching).

Informational/Argument Anchor Texts:
- Provide students with more rigorous texts and related supplemental materials with more abstract concepts.
- Allow students to use internet to research information to support reading to provide richer reading experiences.
- Allow time for guided and independent reading.

The Argument Writing Process:
- Allow for additional opportunities for students to produce more elaborate responses to challenging writing prompts.
- Give students time to respond to their classmates' writing pieces through technology.
- Give students opportunities to participate in writing competitions, contests, etc. (i.e.: *Scholastic Scope* Magazine).

Alternative Assignments:
- Differentiate and adapt instruction to include goal-specific choices determined by formative and summative assessments (STAR, AR, benchmarks, group activities, classwork).
- Allow students to self-select from a given selection of texts that are age, ability, and topic-appropriate.
- Offer students higher level comprehension questions and writing prompts that force students to utilize higher forms of cognition (i.e.: analysis and knowledge utilization)
- Encourage divergent thinking by empowering students to respond to text in various ways (essays, poems, collages, podcasts, songs, game creation, etc.).
- Allow students enrichment and collaborative opportunities through the use of technology (blogs, emails, iPads, software programs, and the internet).
- Provide students with leadership activities such as assisting other students with specific academic tasks.
- Collaborate with Humanities teachers to assign parallel texts.

Struggling Learners

Scheduling/Pacing:
- Slow down lesson pacing.
- Allow for additional time to practice, review, and strengthen weaker skills (as dictated by observation and assessments).
- Provide students with additional time on assignments, assessments, and projects.
- Differentiate instruction by utilizing small groups, collaborative learning, etc.
- Scaffold instruction into digestible bites.
- Provide students with the ability to create academic goals and assess their progress.
- Allow time for collaborative learning experiences (pairs, flexible grouping, etc.) via conferencing to deepen knowledge.
- Take advantage of alternate teaching models, as needed:
  - One Teach, One Observe: One teacher teaches while the other collects purposeful data.
  - Station Teaching: Educators teach in different small groups.
  - Parallel Teaching: Class is split, and educators instruct groups.

	o Alternative Teaching: A small number of students is selected for intense instruction by one educator.
	     o Teaming: Both educators instruct class together for fast-paced group instruction.
	     o One Teach, One Assist: One educator provides assistance to individual students.
	
	Informational/Argument Anchor Texts:
	 • Provide graphic organizers to support learning below grade level (i.e.: story map, character chart, etc.).
	 • Utilize Literature Circles with leveled reading material.
	 • Use supplemental resources and workbooks to support the text.
	 • Use anchor texts (before or after reading) that contain summaries.
	 • Preview and predict text prior to learning.
	 • Highlight and annotate text.
	 • Preview difficult vocabulary prior to teaching stories.
	 • Use audio books.
	 • Use assistive technologies that read material aloud to student during independent reading, as needed.
	 • Restate lesson objective and purpose for reading.
	 • Allow time for guided and independent reading.
	
	The Argument Writing Process:
	 • Provide students with graphic organizers and writing checklists to assist with writing.
	 • Show students exemplars that assist with all aspects of the writing process, including final product.
	
	Alternative Assignments:
	 • Allow students to self-select from a given selection of texts that are age, ability, and topic-appropriate.
	 • Differentiate and adapt instruction to include goal-specific choices.
	 • Provide students with homework assignments that include step by step instructions so that someone at home can assist with task.
	 • Provide students with modified assignments, requiring them to complete fewer items initially, and then gradually adding additional items as they meet with success.
	 • Offer technology software programs to offer students extra help (i.e.: Study Island).

English Language Learners	**Scheduling/Pacing:**
	 • Slow down the pace, as needed, and spend additional time to build weaker skills.
	 • Provide students with additional time to complete assignments, assessments, and projects, as needed.
	 • Remove/omit assignments, assessments, projects, as needed.
	 • Scaffold instruction into digestible bites.
	 • Provide students with the ability to set academic goals and assess their progress.
	 • Allow time for collaborative learning experiences (pairs, flexible grouping) via conferencing to deepen knowledge.
	 • Take advantage of alternate teaching models, as needed:
	     o One Teach, One Observe: One teacher teaches while the other collects purposeful data.
	     o Station Teaching: Educators teach in different small groups.
	     o Parallel Teaching: Class is split, and educators instruct groups.
	     o Alternative Teaching: A small number of students is selected for intense instruction by one educator.
	     o Teaming: Both educators instruct class together for fast-paced group instruction.
	     o One Teach, One Assist: One educator provides assistance to individual students.
	
	Informational/Argument Anchor Texts:
	 • Provide ample opportunity for students to collaborate in small peer groups to discuss texts.
	 • Use alternative and leveled materials (texts, movies, audio) with similar concepts.
	 • Provide students with translation dictionaries and software (bilingual, language learner, electronic translating programing) to assist with English vocabulary.

- Simplify language; use of supplementary materials to contain more precise and specified vocabulary.
- Provide graphic organizers to support learning below grade level (i.e.: story map, character chart, etc.).
- Highlight and annotate text.
- Use role playing, simulations, and/or concrete examples to exemplify real life situations.
- Provide frequent formative (and summative) assessments to check for understanding.
- Restate lesson objective and purpose for reading.
- Allow time for guided and independent reading.

The Argument Writing Process:
- Provide students with graphic organizers and writing checklists to assist with writing
- Provide students with exemplars of graphic organizers and writing checklists to assist with writing
- Show students exemplars that assist with all aspects of the writing process, including final product.
- Provide shortened, simplified writing prompts, and clarify as appropriate.
- Break writing tasks into shorter, segmented sections.
- Allow students to complete writing via technology.
- Encourage students to utilize technology while writing (dictionaries, grammar, etc.).

Alternative Assignments:
- Allow students to answer comprehension questions orally.
- Use multiple choice whenever possible.
- Read directions to students.
- Provide students with assignments, assessments, and projects that are shorter in length, and that contain step by step instructions so that someone at home can assist with task.
- Use the abbreviated text versions as provided in the supplemental workbooks.
- Offer technology software programs to offer students extra help (i.e.: Study Island).
- Allow for alternate assignments (artistic creation, exhibit or showcase, chart, graph, table, photo essay, map, review game, etc.).

Special Needs Learners	**Scheduling/Pacing:**
	- Slow down the pace, as needed, and spend additional time to process and/or review information.
	- Provide students with additional time to complete assignments, assessments, and projects, as needed.
	- Remove/omit assignments, assessments, projects, as needed.
	- Scaffold instruction into digestible bites.
	- Provide students with the ability to set academic goals and assess their progress.
	- Allow time for collaborative learning experiences (pairs, flexible grouping, etc.) via conferencing to deepen knowledge.
	- Take advantage of alternate teaching models, as needed:
	  o One Teach, One Observe: One teacher teaches while the other collects purposeful data.
	  o Station Teaching: Educators teach in different small groups.
	  o Parallel Teaching: Class is split, and educators instruct groups.
	  o Alternative Teaching: A small number of students is selected for intense instruction by one educator.
	  o Teaming: Both educators instruct class together for fast-paced group instruction.
	  o One Teach, One Assist: One educator provides assistance to individual students.
	
	Informational/Argument Anchor Texts:
	- Provide ample opportunity for students to collaborate in small peer groups to discuss anchor texts.
	- Use alternative and leveled materials (texts, movies, audio) with similar concepts.
	- Shorten length and duration of reading (shorter books, longer time to complete)
	- Provide students with translation dictionaries and software (bilingual, language learner, electronic translating programing) to assist with English vocabulary.
	- Simplify language; use supplementary materials that contain more precise and specified vocabulary.

- Provide students with graphic organizers (outlines, study guides, question preview) to increase understanding of reading assignments.
- Use role playing, simulations, and/or concrete examples to exemplify real life situations.
- Highlight and annotate text.
- Provide frequent formative (and summative) assessments to check for understanding.
- Restate lesson objective and purpose for reading.
- Provide graphic organizers to support learning below grade level (i.e.: story map, character chart, etc.).
- Allow time for guided and independent reading.

The Argument Writing Process:
- Provide students with graphic organizers and writing checklists to assist with writing
- Provide students with exemplars of graphic organizers and writing checklists to assist with writing
- Show students exemplars that assist with all aspects of the writing process, including final product.
- Provide shortened, simplified writing prompts, and clarify as appropriate.
- Allow for additional time to work through each step of the writing process (i.e. brainstorming, drafting, editing/reviewing (peer/independent).
- Review writing structure, transition words, opening sentences, commonly misspelled words, commonly overused words, and grammar.
- Break writing tasks into shorter, segmented sections.
- Allow students to complete writing via technology.
- Encourage students to utilize technology while writing (dictionaries, grammar, etc.).

Alternative Assignments:
- Allow students to self-select from a given selection of texts that are age, ability, and topic-appropriate.
- Differentiate instruction to include goal-specific choices.
- Allow students to use graphic organizers to assist with the text.
- Implement necessary IEP modifications.
- Provide students with homework assignments that include step by step instructions so that someone at home can assist with task.
- Offer technology software programs to offer students extra help (i.e.: Study Island).
- Modify grading rubrics individualized to students' needs.
- Allow for alternate assignments (artistic creation, exhibit or showcase, chart, graph, table, photo essay, map, review game, etc.).

Interdisciplinary Connections MP3

Indicators:
- Learn from and work collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts.
- Understand other nations and cultures, including the use of non-English languages.
- Read a variety of informational texts that are related to topics in other content areas.
- Collaborate with teachers in other content areas to select informational texts related to topics in other disciplines.
- Read a variety of arguments that are related to topics in other content areas.
- Collaborate with teachers in other content areas to select arguments related to topics in other disciplines.

Suggested Activities:
- Students read *Hoot* independently or as a class novel, meet in groups, and then debate the argument, "Why Should We Save Endangered Species?"
- Students read informational texts that are related to topics in other content areas (i.e.: China's Two-Children Family Policy, Concussions in Sports, etc.). They write arguments to support their claims.
- Students choose from a list of topics (i.e.: Cell Phones, Social Media, Online Classes, etc.) for their Teens and Technology research-based projects. They work in groups to read and gather information about their topics. Finally, they create Tackk Projects to support their claims.

Integration of 21ˢᵗCentury Skills MP3

Indicators:
Framework for 21st Century Learning
http://www.p21.org/storage/documents/docs/P21_framework_0116.pdf

P21 Framework Definitions
http://www.p21.org/storage/documents/docs/P21_Framework_Definitions_New_Logo_2015.pdf

CREATIVITY AND INNOVATION

- Use a wide range of idea creation techniques (such as brainstorming).
- Create new and worthwhile ideas (both incremental and radical concepts).
- Elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts.
- Develop, implement and communicate new ideas to others effectively.
- Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work.
- Demonstrate originality and inventiveness in work and understand the real world limits to adopting new ideas.
- View failure as an opportunity to learn; understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes.

CRITICAL THINKING AND PROBLEM SOLVING

- Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation.
- Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems.
- Effectively analyze and evaluate evidence, arguments, claims and beliefs.
- Analyze and evaluate major alternative points of view.
- Synthesize and make connections between information and arguments.
- Interpret information and draw conclusions based on the best analysis.
- Reflect critically on learning experiences and processes.
- Solve different kinds of non-familiar problems in both conventional and innovative ways.
- Identify and ask significant questions that clarify various points of view and lead to better solutions.

COMMUNICATION AND COLLABORATION

- Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts.
- Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions.
- Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade).
- Utilize multiple media and technologies, and know how to judge their effectiveness a priori as well as assess their impact.
- Communicate effectively in diverse environments (including multi-lingual).
- Demonstrate ability to work effectively and respectfully with diverse teams.
- Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal.
- Assume shared responsibility for collaborative work, and value the individual contributions made by each team member.

INFORMATION LITERACY

- Access information efficiently (time) and effectively (sources).
- Evaluate information critically and competently.
- Use information accurately and creatively for the issue or problem at hand.
- Manage the flow of information from a wide variety of sources.
- Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information.

MEDIA LITERACY
- Understand both how and why media messages are constructed, and for what purposes.
- Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors.
- Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of media.
- Understand and utilize the most appropriate media creation tools, characteristics and conventions.
- Understand and effectively utilize the most appropriate expressions and interpretations in diverse, multi-cultural environments.

ICT (Information, Communications and Technology) LITERACY

- Use technology as a tool to research, organize, evaluate and communicate information
- Use digital technologies (computers, PDAs, media players, GPS, etc.), communication/networking tools and social networks appropriately to access, manage, integrate, evaluate and create information to successfully function in a knowledge economy.
- Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information technologies.

FLEXIBILITY AND ADAPTABILITY

- Adapt to varied roles, jobs responsibilities, schedules and contexts.
- Work effectively in a climate of ambiguity and changing priorities.
- Incorporate feedback effectively.
- Deal positively with praise, setbacks, and criticism.
- Understand, negotiate and balance diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments.

INITIATIVE AND SELF-DIRECTION

- Set goals with tangible and intangible success criteria.
- Balance tactical (short-term) and strategic (long-term) goals.
- Utilize time and manage workload efficiently.
- Monitor, define, prioritize, and complete tasks without direct oversight.

- Go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise.
- Demonstrate initiative to advance skill levels towards a professional level.
- Demonstrate commitment to learning as a lifelong process.
- Reflect critically on past experiences in order to inform future progress.

SOCIAL AND CROSS-CULTURAL SKILLS

- Know when it is appropriate to listen and when to speak.
- Conduct themselves in a respectable, professional manner.
- Respect cultural differences and work effectively with people from a range of social and cultural backgrounds.
- Respond open-mindedly to different ideas and values.
- Leverage social and cultural differences to create new ideas and increase both innovation and quality of work.

PRODUCTIVITY AND ACCOUNTABILITY

- Set and meet goals, even in the face of obstacles and competing pressures.
- Prioritize, plan and manage work to achieve the intended result.
- Demonstrate additional attributes associated with producing high quality products including the abilities to:
    o Work positively and ethically.
    o Manage time and projects effectively.
    o Multi-task.
    o Participate actively, as well as be reliable and punctual.
    o Present oneself professionally and with proper etiquette.
    o Collaborate and cooperate effectively with teams.
    o Respect and appreciate team diversity.
    o Be accountable for results.

LEADERSHIP AND RESPONSIBILITY

- Use interpersonal and problem-solving skills to influence and guide others toward a goal.
- Leverage strengths of others to accomplish a common goal.
- Inspire others to reach their very best via example and selflessness.
- Demonstrate integrity and ethical behavior in using influence and power.
- Act responsibly with the interests of the larger community in mind.

Suggested Activities:

- Students choose from a list of topics (i.e.: Cell Phones, Social Media, Online Classes, etc.) for their Teens and Technology research-based projects. They work in groups to read and gather information about their topics. Finally, students create Tackk Projects to support their claims and present to the class.

Duration:	Full Year:		Semester:		Marking Period:	4

Unit Title: Multi-Genre

Unit Description:

In this final unit of study, students will explore and further their understanding of a variety of teacher
and student-selected genres including, but not limited to, the following: novels, short fiction, drama, informational
writing, and/or poetry. They will continue to apply the reading and writing strategies from the previous units. As students explore the selected genre(s), they will deepen their understanding of the ways in which authors generate ideas, construct cohesive works, and creatively express their thoughts.

Students will be able to cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text; determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text; analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot); and read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Students will be able to cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text; determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text; analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events); and read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Students will be able to produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience; with some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed; use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources; and write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Students will also review the writing they have completed throughout the year and reflect upon their growth as readers, writers, and members of the classroom community. The culmination of this unit will result in students utilizing their series of examined mentor/anchor texts, in combination with their learned and genre-specific techniques, to generate ideas for student-centered topics and create finalized writing piece(s).

Unit Duration: Approximately 4 Cycles

Suggested Sequencing: *When selecting narrative texts, teachers should consider all texts as mentors for subsequent writing assignments.*

Vocabulary and *grammar* instruction should occur regularly to practice and reinforce skills and strategies.

Reading Workshop	Writing Workshop
Cycle 1	
- Introduce multi-genre unit. - Teacher and/or students choose genre(s). - Students choose topics of interest. - Students select independent reading books (IRB).	- Introduce multi-genre writing. - Students submit multi-genre writing topics for approval. - Teacher conferences with students (individual and/or small groups). - Students plan their writing projects from the selected genre (fiction, poetry, drama, informational, argument, etc.). - Students generate driving questions for their self-selected informational topics.

Cycle 2	
• Students choose and read mentor text(s) from the selected genre (fiction, poetry, drama, informational, argument, etc.). • Students research online and read about their self-selected informational topics. • Students practice summarizing, identifying main idea, and citing text evidence. • Teacher conferences with students (individual and/or small groups). • Students read text independently or in small groups.	• Participate in mini-lessons that address specific areas of need (advanced dialogue, alternating points of view, open endings, etc.). • Participate in mini-lessons that address specific areas of need (searching for information, using credible sources, choosing web tools, etc.). • Teacher conferences with students (individual and/or small groups). • Students work on their multi-genre writing projects independently or in small groups.
Cycle 3	
• Students choose and read mentor text(s) from the selected genre (fiction, poetry, drama, informational, argument, etc.). • Students research online to find information about their self-selected topics. Students read informational text. • Students practice summarizing, identifying main idea, and citing text evidence. • Teacher conferences with students (individual and/or small groups). • Students read text independently or in small groups.	• Participate in mini-lessons that address specific areas of need (advanced dialogue, alternating points of view, open endings, etc.). • Participate in mini-lessons that address specific areas of need (searching for information, using credible sources, choosing web tools, etc.). • Teacher conferences with students (individual and/or small groups). • Students work on their multi-genre writing projects independently or in small groups.
Cycle 4	
• Complete independent reading book (IRB) and assessment (AR test, project, book report, etc.). • Complete Multi-Genre Reading Benchmark.	• Publish and share multi-genre writing projects. • Complete Multi-Genre Writing Benchmark.

Desired Results MP4

Standard(s): This ELA curriculum follows the current Common Core State Standards (CCSS).

*New standards have been adopted by New Jersey for use during the 2017-2018 school year and beyond. They are known as the New Jersey Student Learning Standards, and are closely related to the existing CCSS. Both sets of standards are listed below with relevant links.

Common Core State Standards (CCSS - 2016)
New Jersey Student Learning Standards (NJSLS - 2017-2018)

Reading Literature	Reading Informational	Writing	Speaking/Listening	Language
Essential	**Essential**	**Essential**	**Supplemental**	**Supplemental**
RL 7.1	RI 7.1	W 7.4	SL.7.1	L 7.1
RL 7.2	RI 7.2	W 7.5	SL 7.1 a	L 7.1 a
RL 7.3	RI 7.3	W 7.6	SL 7.1 b	L 7.1 b
RL 7.10	RI 7.10	W 7.10	SL 7.1 c	L 7.1 c
			SL 7.1 d	
Supplemental	**Supplemental**	**Supplemental**		L 7.2
RL 7.4	RI 7.4	W 7.1	SL.7.2	L 7.2 a
RL 7.5	RI 7.5	W 7.1 a	SL.7.3	L 7.2 b
RL 7.6	RI 7.6	W 7.1 b	SL.7.4	
RL 7.7	RI 7.7	W 7.1 c	SL.7.5	L 7.3
RL 7.9	RI 7.8	W 7.1 d	SL.7.6	L 7.3 a
	RI 7.9	W 7.1 e		
				L 7.5
		W 7.2		L 7.5 a

		W 7.2 a W 7.2 b W 7.2 c W 7.2 d W 7.2 e W 7.2 f W 7.3 W 7.3 a W 7.3 b W 7.3 c W 7.3 d W 7.3 e W 7.7 W 7.8 W 7.9 W 7.9 a W 7.9 b		L 7.5 b L 7.5 c	

Indicators:

- Correctly cite evidence from the text.
- Closely read the text (questioning, determining importance, looking for patterns) to extract quality evidence to support a claim.
- Make personal connections, connections to other texts, and/or global connections, when relevant.
- Gather evidence from the text to support the inferences or explicit meaning.
- Read and analyze a variety of texts.
- Explain how two or more central ideas in a nonfiction piece develop over the course of the text, including the relationship between people, ideas, and events.
- Identify and use knowledge of common graphic features (charts, maps, diagrams, captions, illustrations) to help determine two or more central ideas of a text.
- Summarize the text objectively, capturing the main idea.
- Explain how text structure impacts overall meaning of text.
- Explore topics from content area classes.
- Engage in short research projects to answer a self-selected or teacher-assigned question.
- Develop research questions.
- Determine keywords or topics for each question.
- Search for informational sources in an effort to answer the question.
- Compose follow-up research questions based on the initial search.
- Explain quotations used as support to enhance meaning.
- Research and synthesize information from several sources.
- Conduct research and synthesize multiple sources of information.
- Use search terms effectively.
- Write a clear thesis statement.
- Draw evidence from texts to support thesis.
- Assess the credibility and accuracy of each source.
- Select direct and indirect quotations that relate to the topic as evidence.
- Follow published guidelines (MLA, APA, etc.) to cite direct and indirect quotations.
- Identify examples of plagiarism in writing.

Understandings:

Skillful Readers:
- Employ strategies to help understand text.
- Develop, select, and apply strategies to enhance their comprehension.
- Compare, infer, synthesize, and make connections (text to text, text to world, text to self) to make text personally relevant and useful.
- Reflect on a text in order to better understand the whole text, to relate it to other readings, and to develop a stronger appreciation for the whole text.
- Understand that text features, structures, and characteristics facilitate the reader's ability to make meaning of a text.
- Use background knowledge to enhance understanding and meaning in text.
- Use language structure and context clues to identify the intended meanings of words and phrases as they are used in the text.
- Group words quickly to help them gain meaning from what they have read.
- Use words to powerfully affect meaning.
- Preview texts to find the most appropriate independent reading material.

Skillful Writers:
- Develop and refine their ideas for thinking, learning, and communicating.
- Use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts.
- Use conventions of language to help readers understand what is being communicated.
- Select forms based on audience and purpose.
- Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- Gather relevant information from multiple print and digital sources, using search terms effectively, and assess the credibility and accuracy of each source.
- Quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Essential Questions:

Skillful Readers:
- How do making predictions and reflecting on those predictions help to understand a text?
- How does understanding a text's structure help to better understand the meaning?
- Why is it important to evaluate the overall quality of an independent reading selection?
- How do students construct meaning from text?
- How do students figure out an unknown word in text?
- Which strategies can students use when they do not fully comprehend text?
- How does fluency affect comprehension?
- Why is it important to pay attention to word choice?
- Why is it important to reread a text?
- Why is it important to read about historical events?
- How can students relate to science and social studies (informational/explanatory) texts and apply their understanding to reading?
- How can illustrations, captions, and imagery help with comprehension?
- How are words related to imagery?
- What imagery can be seen from this poem?
- How do text boxes and visual aids help to better understand a text?

Skillful Writers:
- How do students express themselves?
- How does process shape the writer's product?
- What is the writing process?
- Which tools can students use to plan their writing?
- How do students develop a well-written product?
- How do rules of language affect communication?
- How do students reread for correct grammar and usage?
- How do students reread for correct conventions (spelling, capitalization, punctuation, and paragraphs)?
- Why do students choose a particular form of writing?
- What do students need to know about their audience to make a successful writing piece?
- How can students reflect on their writing in order to grow as writers?
- How can students conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation?
- How can students gather relevant information from multiple print and digital sources, using search terms effectively, and assess the credibility and accuracy of each source?

• Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. • Develop and strengthen their writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. • Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. • Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	• How can students quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation?

Assessment Evidence MP4

Performance Tasks:	Other Evidence:
Writing Tasks (Choice) • Short Fiction • Poetry • Drama • Informational/Explanatory • Argument • Short Research-Based Project • Multimedia Project **_Reading Tasks (Choice)_** • 1-2 extended texts (class novels, literature circles/books clubs, and independent reading books) • 4-8 shorter texts depending on length and complexity (narrative, poetry, drama, informational, argument, etc.) • Teacher-created (formative and summative; formal and informal) assessments to measure students' reading comprehension of text	• Teacher observations • Informal checks for understanding • Independent reading/student conferences • Independent writing/student conferences • Class discussions • Collaboration with others • Debate • Group work • Classwork • Homework • Teacher-created tests and quizzes • Teacher-created multimedia projects

Benchmarks: Multi-Genre Benchmark Assessment
• A new benchmark will be created to measure the Essential and Supporting Standards of this unit and will include the following: reading multi-genre text, answering evidence-based questions, and creating a prose constructed response (PCR). Benchmarks will be scored using a uniform, district-wide rubric.

Learning Plan MP4

Learning Activities:

- Use graphic organizers.
- Define and use vocabulary for each text.
- Review vocabulary.
- Participate in pre-reading/during reading/post reading activities.
- Make connections throughout text.
- Collaborate with partners and small groups.
- Read independently.
- Participate in reading conferences (teacher/student).
- Read with a partner/small group.
- Compare/contrast different texts.
- Discuss injustices/inequities/ and disrupt the common place.
- Use technology to complement and enhance learning activities.
- Work collaboratively with a writing partner and small groups.
- Read mentor texts that introduce and expose features of the genre.
- Write independently.
- Participate in writing conferences (teacher/student).
- Use the writing process to plan, draft, revise, edit, and publish writing.
- Participate in mini-lessons that address specific areas of need (searching for information, using credible sources, choosing web tools, etc.)
- Model writing throughout the writing process.
- Utilize writing rubrics to refer to and interact with throughout the writing process.
- Revise writing with a partner or self-edit using interactive rubrics and/or writing checklists.
- Use technology to publish and share writing.
- Use technology to give and receive feedback before, during, and after writing.
- Conduct self-reflection activities after the publishing process.

Resources:
- *Glencoe Literature* – Course 2, 2009
- *Glencoe Writer's Choice – Grammar and Composition,* Grade 7, 2009
- *Time Life Magazine -* (part of *Glencoe Literature* Series)
- *Great Source Vocabulary for Achievement* – First Course, 2005
  - Grade 7 Suggested Vocabulary Lessons Scope and Sequence
  - Lessons: Teacher Discretion (as per vocabulary guide)
- Grade 7 Collateral Reading List (see below)
- *Scholastic Scope* Magazine Subscription (print and digital)

Suggested Genre(s):
- Short Fiction
- Poetry
- Drama
- Informational / Research
- Novels

Suggested Materials (from *Glencoe Literature):*

Fiction
- o "After Twenty Years" by O. Henry
- o "Amigo Brothers" by Piri Thomas
- o "An Hour with Abuelo" by Judith Ortiz Cofer
- o "A Crush" by Cynthia Rylant
- o "Rikki-Tikki-Tavi" by Rudyard Kipling
- o "The Scholarship Jacket" by Marta Salinas
- o "Seventh Grade" by Gary Soto
- o "Thank You Ma'am" by Langston Hughes

Poetry
- o "Annabel Lee" by Edgar Allan Poe
- o "Dreams" by Langston Hughes
- o "The Highwayman" by Alfred Noyes
- o "How I Learned English" by Gregory Djanikian
- o "Miracles" by Walt Whitman
- o "The Pasture" by Robert Frost
- o "Sarah Cynthia Sylvia Stout Would Not Take the Garbage Out" by Shel Silverstein
- o "Summer" by Walter Dean Myers

Drama
- o *The Monsters Are Due on Maple Street* by Rod Serling

Informational Texts
- o "Ah, Wilderness" by Amanda Hinnant
- o "Fireproofing the Forest" by J. Madeline Nash
- o "Do Animals Lie?" by Mary Batten
- o "Missing!" by Claire Miller
- o "Miracle Hands" by Christina Cheakalos and Matt Birkbeck

Suggested Online Materials:

- Article of the Week
- EasyBib - Free Bibliography Generator
- The Courier Post
- The Learning Network – Teaching and Learning with the New York Times
- National Geographic
- Newsela – Nonfiction Literacy and Current Events
- Newsweek
- The New York Times
- The Philadelphia Inquirer
- Pop Up Debate
- Smithsonian Tween Tribune
- Time

Novels (Grade 7 Collateral Reading List):

- *Big Field* by Mike Lupica*
- *Boy: Tales of Childhood* by Roald Dahl (memoir)
- *Call of the Wild* by Jack London

- *The Chocolate War* by Robert Cormier
- *The Chosen* by Chaim Potok
- *Crash* by Jerry Spinelli (2016 required summer reading)*
- *Dicey's Song* by Cynthia Voight
- *Escaping the Giant Wave* by Peg Kehret+
- *Farewell to Manzanar* by Jeanne Houston
- *The Great Wide Sea* by M.H. Herlong+
- *Heaven Looks a Lot Like the Mall* by Wendy Mass (poetry)*
- *Holes* by Louis Sachar
- *Hoot* by Carl Hiassen
- *The Homecoming* by Cynthia Voight
- *Kavik, the Wolf Dog* by Walt Morey
- *The Killing Sea* by Richard Lewis+
- *The Lion, the Witch, and the Wardrobe* by C.S. Lewis
- *Maniac Magee* by Jerry Spinelli
- *Nation* by Terry Pratchett+
- *The Pearl* by John Steinbeck
- *Remember Dippy* by Shirley Reva Vernick*
- *Sadako and the Thousand Paper Cranes* by Eleanor Coerr
- *Sarah, Plain and Tall* by Patricia MacLachlan
- *Shiloh* by Phyllis Reynolds Naylor
- *Stargirl* by Jerry Spinelli*
- *Waiting for Normal* by Leslie Connor*
- *The Westing Game* by Ellen Raskin
- *A Wrinkle in Time* by Madeleine L'Engle
- *Wonder* by R.J. Palacio*
- *The Year Without Michael* by Susan Beth Pfeffer

*Suggested novels for Narrative Unit
+Suggested novels for Natural Disasters Literature Circles / Book Clubs (Interdisciplinary Connections)

Unit Learning Goal and Scale MP4
(Level 2.0 reflects a minimal level of proficiency)

Standard(s):

CCSS.ELA-LITERACY.RL.7.1 & CCSS.ELA-LITERACY. RI 7.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.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.

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

CCSS.ELA-LITERACY.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)

CCSS.ELA-LITERACY.RL.7.10: By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CCSS.ELA-LITERACY.RL.7.10: By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

4.0	**Students will be able to:** • Independently, select two texts with the same theme. Explain what effect the point of view has on the development of the theme. • Independently, select two texts with the same central idea. Explain what effect the text structure has on the development of the central idea. • Read and comprehend fiction and nonfiction in the grades 6-8 text complexity band, independently and proficiently.
3.0	**Students will be able to:** • Cite textual evidence to support: Inferences drawn from the text (RL 7.1 & RI: 7.1) • Determine a theme or central idea of a text and analyze its development over the course of the text (RL 7.2 & RI 7.2). • Read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range (RL 7.10) • Read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range (RI 7.10).
2.0	**Students will be able to:** • Provide an objective summary of the text (RL 7.2 & RI 7.2). • Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). (RL 7.3 & RI 7.3). • Cite textual evidence to support: Analysis of what the text says explicitly (RL 7.1 & RI 7.1). • Distinguish subjective information from objective information. • Cite evidence from personal experiences. • Use details to determine a theme or central idea. • Describe what a grade-appropriate text says explicitly and draw logical conclusions. • Identify the basic elements of a grade-appropriate story or drama (i.e. main characters, setting, sequence of events). • Identify and describe the different perspectives characters have in the text. • Identify and express that one way authors control the information relayed to readers is by including or excluding points of view. • Explain the effects of the author developing the story through different points of view (I.e. by limiting the reader's identification with (or sympathy for) a single protagonist).

	Students will be able to recall and recognize the follow academic vocabulary:
	Inference, cite text evidence, explicit (directly stated), text-based, analysis, theme, central idea, objective summary, opinion, judgment, minor details, major details, plot structure (conflict, exposition, rising action, climax, falling action, resolution), setting, characters, characterization, story, drama, author's perspective, point of view (first, second, third, limited, omniscient), narrator.
1.0	**With help, partial success at level 2.0 content and level 3.0 content:**
0.0	**Even with help, no success**

Standard(s):
CCSS.ELA-LITERACY.W 7.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **CCSS.ELA-LITERACY.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. **CCSS.ELA-LITERACY.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. **CCSS.ELA-LITERACY.W 7.10:** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

4.0	**Students will be able to:** • Rewrite the story with a different theme, ending, or point of view than the original. • Select a text or multimedia source on a related topic with the same theme or central ideas, and compare and contrast the effect of point of view or text structure on the development of the theme. • Conduct additional research related to a specific genre of writing to enhance their own writing and reflect on their processes or progress and make connections across different texts/content areas. • Independently select the tool or technology (games, iMovies, podcasts, wikis, blogs) that offers the greatest means of creating and working with others on a specific writing task, project, or game. • Demonstrate in-depth inferences and applications that go beyond what was taught (for example, writing arguments to support counterclaims with clear reasons and relevant evidence)
3.0	**Students will be able to:** • Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience (W 7.4) • Use technology, including the Internet, to produce writing (W 7.6) • Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences (W 7.10)
2.0	**Students will be able to:** • 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 7.5) • Use technology, including the Internet, to publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources (W 7.6) **Students will be able to recall and recognize the follow academic vocabulary:** Coherent, style, planning, revising, editing, rewriting, research, reflection, revision, extended time frame vs. single sitting, task, purpose, audience.
1.0	**With help, partial success at level 2.0 content and level 3.0 content:**
0.0	**Even with help, no success**

Unit Modifications for Special Population Students MP4

Advanced Learners	**Scheduling/Pacing:**
	• Provide students with the ability to create goals and assess their progress.
	• Suggest quicker pacing for weekly novel pages assignments.
	• Allow time for the following:
	    ○ collaborative learning experiences (pairs, flexible grouping, etc.) via conferencing to deepen knowledge.
	    ○ accelerated learning opportunities by examining prior knowledge via summative and formative assessments and historical data.
	    ○ challenging assignments selected by students.
	Anchor Texts:
	• Provide students with more rigorous texts (novels, short stories, eBooks, poems, dramas, articles, etc.) and related supplemental materials with more abstract concepts.
	• Allow students to use internet to research information to support reading to provide richer reading experiences.
	• Allow time for guided and independent reading.
	
	The Writing Process:
	• Allow for additional opportunities for students to produce more elaborate responses to challenging writing prompts.
	• Give students time to respond to their classmates' writing pieces through technology.
	• Give students opportunities to participate in writing competitions, contests, etc.
	
	Alternative Assignments:
	• Differentiate and adapt instruction to include goal-specific choices determined by formative and summative assessments (STAR, AR, benchmarks, group activities, classwork).
	• Allow students to self-select from a given selection of texts that are age, ability, and topic-appropriate.
	• Offer students higher level comprehension questions and writing prompts that force students to utilize higher forms of cognition (i.e.: analysis and knowledge utilization).
	• Encourage divergent thinking by empowering students to respond to text in various ways (essays, poems, collages, podcasts, songs, game creation, etc.).
	• Allow students enrichment and collaborative opportunities through the use of technology (blogs, emails, iPads, software programs, and the internet).
	• Provide students with leadership activities, such as assisting other students with specific academic tasks.
	• Collaborate with Humanities teachers to assign parallel texts.

Struggling Learners	**Scheduling/Pacing:** • Slow down lesson pacing. • Allow for additional time to practice, review, and strengthen weaker skills (as dictated by observation and assessments). • Provide students with additional time on assignments, assessments, and projects. • Differentiate instruction by utilizing small groups and collaborative learning. • Scaffold instruction into digestible bites. • Provide students with the ability to create academic goals and assess their progress.

	• Allow time for collaborative learning experiences (pairs, flexible grouping, etc.) via conferencing to deepen knowledge.
	 • Take advantage of alternate teaching models, as needed:
	     o One Teach, One Observe: One teacher teaches while the other collects purposeful data.
	     o Station Teaching: Educators teach in different small groups.
	     o Parallel Teaching: Class is split, and educators instruct groups.
	     o Alternative Teaching: A small number of students is selected for intense instruction by one educator.
	     o Teaming: Both educators instruct class together for fast-paced group instruction.
	     o One Teach, One Assist: One educator provides assistance to individual students.
	
	 Anchor Texts:
	 • Provide graphic organizers to support learning below grade level (i.e.: story map, character chart, etc.).
	 • Utilize Literature Circles with leveled reading material.
	 • Use supplemental resources and workbooks to support the text.
	 • Use anchor texts (before or after reading) that contain summaries.
	 • Preview and predict text prior to learning.
	 • Highlight and annotate text.
	 • Preview difficult vocabulary prior to teaching stories.
	 • Use audio books.
	 • Use assistive technologies that read material aloud to student during independent reading, as needed.
	 • Allow time for guided and independent reading.
	
	 The Writing Process:
	 • Provide students with graphic organizers and writing checklists to assist with writing.
	 • Show students exemplars that assist with all aspects of the writing process, including final product.
	 • Spend additional time during every stage of the writing process, as needed.
	
	 Alternative Assignments:
	 • Allow students to self-select from a given selection of texts that are age, ability, and topic-appropriate.
	 • Differentiate and adapt instruction to include goal-specific choices.
	 • Provide students with homework assignments that include step by step instructions, so that someone at home can assist with task.
	 • Provide students with modified assignments, requiring them to complete fewer items initially, and then gradually adding additional items as they meet with success.
	 • Offer technology software programs to offer students extra help (i.e.: Study Island).

English Language Learners	**Scheduling/Pacing:**
	 • Slow down the pace, as needed, and spend additional time to build weaker skills.
	 • Provide students with additional time to complete assignments, assessments, and projects, as needed.
	 • Remove/omit assignments, assessments, projects, as needed.
	 • Scaffold instruction into digestible bites.
	 • Provide students with the ability to create academic goals and assess their progress.
	 • Allow time for collaborative learning experiences (pairs, flexible grouping, etc.) via conferencing to deepen knowledge.
	 • Take advantage of alternate teaching models, as needed:
	     o One Teach, One Observe: One teacher teaches while the other collects purposeful data.
	     o Station Teaching: Educators teach in different small groups.
	     o Parallel Teaching: Class is split, and educators instruct groups.
	     o Alternative Teaching: A small number of students is selected for intense instruction by one educator.

	o Teaming: Both educators instruct class together for fast-paced group instruction. o One Teach, One Assist: One educator provides assistance to individual students. **Anchor Texts:** • Provide ample opportunity for students to collaborate in small peer groups to discuss anchor texts. • Use alternative and leveled materials (texts, movies, audio) with similar concepts. • Provide students with translation dictionaries and software (bilingual, language learner, electronic translating programing) to assist with English vocabulary. • Simplify language; use of supplementary materials to contain more precise and specified vocabulary. • Provide students with graphic organizers (outlines, study guides, question preview) to increase understanding of reading assignments. • Highlight and annotate text. • Use role plays, simulations, and/or concrete examples to exemplify real life situations, • Use frequent formative (and summative) assessments to check for understanding. • Provide graphic organizers to support learning below grade level (i.e.: story map, character chart, etc.). • Allow time for guided and independent reading. **The Writing Process:** • Provide students with graphic organizers and writing checklists to assist with writing • Provide students with exemplars of graphic organizers and writing checklists to assist with writing • Show students exemplars that assist with all aspects of the writing process, including final product. • Provided shortened, simplified writing prompts, and clarify as appropriate. • Break writing tasks into shorter, segmented sections. • Allow students to complete writing via technology. • Encourage students to utilize technology while writing (dictionaries, grammar, etc.). • Spend additional time during every stage of the writing process, as needed. **Alternative Assignments:** • Allow students to answer comprehension questions orally. • Use multiple choice whenever possible. • Read directions to students. • Provide students with assignments, assessments, and projects that are shorter in length, and that contain step by step instructions so that someone at home can assist with task. • Use the abbreviated story versions as provided in the supplemental workbooks. • Offer technology software programs to offer students extra help (i.e.: Study Island). • Allow for alternate assignments (artistic creation, exhibit or showcase, chart, graph, table, photo essay, map, review game, etc.).
Special Needs Learners	**Scheduling/Pacing:** • Slow down the pace, as needed, and spend additional time to process and/or review information. • Provide students with additional time to complete assignments, assessments, and projects, as needed. • Remove/omit assignments, assessments, projects, as needed. • Scaffold instruction into digestible bites. • Provide students with the ability to create academic goals and assess their progress. • Allow time for collaborative learning experiences (pairs, flexible grouping, etc.) via conferencing to deepen knowledge. • Take advantage of alternate teaching models, as needed: o One Teach, One Observe: One teacher teaches while the other collects purposeful data. o Station Teaching: Educators teach in different small groups. o Parallel Teaching: Class is split, and educators instruct groups. o Alternative Teaching: A small number of students is selected for intense instruction by one educator. o Teaming: Both educators instruct class together for fast-paced group instruction.

o   One Teach, One Assist: One educator provides assistance to individual students.

Anchor Texts:
- Provide ample opportunity for students to collaborate in small peer groups to discuss anchor texts.
- Use alternative and leveled materials (texts, movies, audio) with similar concepts.
- Shorten length and duration of reading (shorter books, longer time to complete)
- Provide students with translation dictionaries and software (bilingual, language learner, electronic translating programing) to assist with English vocabulary.
- Simplify language; use of supplementary materials to contain more precise and specified vocabulary.
- Provide students with graphic organizers (outlines, study guides, question preview) to increase understanding of reading assignments.
- Use role plays, simulations, and/or concrete examples to exemplify real life situations.
- Highlight and annotate text.
- Use frequent formative (and summative) assessments to check for understanding.
- Provide graphic organizers to support learning below grade level (i.e.: story map, character chart, etc.).
- Allow time for guided and independent reading.

The Writing Process:
- Provide students with graphic organizers and writing checklists to assist with writing.
- Provide students with exemplars of graphic organizers and writing checklists to assist with writing.
- Show students exemplars that assist with all aspects of the writing process, including final product.
- Provide shortened, simplified writing prompts, and clarify as appropriate.
- Allow for additional time to work through each step of the writing process, as needed.
- Review writing structure, transition words, opening sentences, commonly misspelled words, commonly overused words, and grammar.
- Break writing tasks into shorter, segmented sections.
- Allow students to complete writing via technology.
- Encourage students to utilize technology while writing (dictionaries, grammar, etc.).

Alternative Assignments:
- Allow students to self-select from a given selection of texts that are age, ability, and topic-appropriate.
- Differentiate instruction to include goal-specific choices.
- Allow students to use graphic organizers to assist with the text.
- Review the concept of point of view.
- Implement necessary IEP modifications.
- Provide students with homework assignments that include step by step instructions, so that someone at home can assist with task.
- Offer technology software programs to offer students extra help (i.e.: Study Island).
- Modify grading rubrics individualized to students' needs.
- Allow for alternate assignments (artistic creation, exhibit or showcase, chart, graph, table, photo essay, map, review game, etc.).

Interdisciplinary Connections MP4

Indicators:
- Learn from and work collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts.
- Understand other nations and cultures, including the use of non-English languages.
- Read a variety of narrative texts (fiction and nonfiction) that are related to topics in other content areas.
- Collaborate with teachers in other content areas to select narrative texts related to topics in other disciplines.
- Include and reference district character education initiatives when completing related assignments.

Suggested Activities:
- Students read *Remember Dippy* or *Wonder* as a class novel, meet in groups, and discuss selected topics from Township Tuesday class meetings.
- Students work in groups to create their own Genius Hour Projects. They develop driving questions, research their topics, and share with the world. Students may choose topics from any content area (science, math, social studies world language, art, music, etc.). They use a variety of web tools (Tackk, Blendspace, Weebly, Piktochart, etc.) to create their projects and present to others during a "Genius Hour Showcase," a live exhibit in the school's IMC.

Integration of 21ˢᵗCentury Skills MP4

Indicators:

Framework for 21st Century Learning
http://www.p21.org/storage/documents/docs/P21_framework_0116.pdf

P21 Framework Definitions
http://www.p21.org/storage/documents/docs/P21_Framework_Definitions_New_Logo_2015.pdf

CREATIVITY AND INNOVATION

- Use a wide range of idea creation techniques (such as brainstorming).
- Create new and worthwhile ideas (both incremental and radical concepts).
- Elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts.
- Develop, implement and communicate new ideas to others effectively.
- Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work.
- Demonstrate originality and inventiveness in work and understand the real world limits to adopting new ideas.
- View failure as an opportunity to learn; understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes.
- Act on creative ideas to make a tangible and useful contribution to the field in which the innovation will occur.

CRITICAL THINKING AND PROBLEM SOLVING
- Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation.
- Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems.
- Effectively analyze and evaluate evidence, arguments, claims and beliefs.
- Analyze and evaluate major alternative points of view.
- Synthesize and make connections between information and arguments.
- Interpret information and draw conclusions based on the best analysis.
- Reflect critically on learning experiences and processes.
- Solve different kinds of non-familiar problems in both conventional and innovative ways.
- Identify and ask significant questions that clarify various points of view and lead to better solutions.

COMMUNICATION AND COLLABORATION

- Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts.
- Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions.
- Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade).
- Utilize multiple media and technologies, and know how to judge their effectiveness a priori as well as assess their impact.
- Communicate effectively in diverse environments (including multi-lingual).
- Demonstrate ability to work effectively and respectfully with diverse teams.
- Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal.
- Assume shared responsibility for collaborative work, and value the individual contributions made by each team member.

INFORMATION LITERACY

- Access information efficiently (time) and effectively (sources).
- Evaluate information critically and competently.
- Use information accurately and creatively for the issue or problem at hand.
- Manage the flow of information from a wide variety of sources.
- Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information.

MEDIA LITERACY

- Understand both how and why media messages are constructed, and for what purposes.
- Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors.
- Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of media.
- Understand and utilize the most appropriate media creation tools, characteristics and conventions.
- Understand and effectively utilize the most appropriate expressions and interpretations in diverse, multi-cultural environments.

ICT (Information, Communications and Technology) LITERACY

- Use technology as a tool to research, organize, evaluate and communicate information
- Use digital technologies (computers, PDAs, media players, GPS, etc.), communication/networking tools and social networks appropriately to access, manage, integrate, evaluate and create information to successfully function in a knowledge economy.
- Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information technologies.

FLEXIBILITY AND ADAPTABILITY

- Adapt to varied roles, jobs responsibilities, schedules and contexts
- Work effectively in a climate of ambiguity and changing priorities
- Incorporate feedback effectively
- Deal positively with praise, setbacks, and criticism
- Understand, negotiate and balance diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments

INITIATIVE AND SELF-DIRECTION

- Set goals with tangible and intangible success criteria.
- Balance tactical (short-term) and strategic (long-term) goals.
- Utilize time and manage workload efficiently.
- Monitor, define, prioritize, and complete tasks without direct oversight.

- Go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise.
- Demonstrate initiative to advance skill levels towards a professional level.
- Demonstrate commitment to learning as a lifelong process.
- Reflect critically on past experiences in order to inform future progress.

SOCIAL AND CROSS-CULTURAL SKILLS

- Know when it is appropriate to listen and when to speak.
- Conduct themselves in a respectable, professional manner.
- Respect cultural differences and work effectively with people from a range of social and cultural backgrounds.
- Respond open-mindedly to different ideas and values.
- Leverage social and cultural differences to create new ideas and increase both innovation and quality of work.

PRODUCTIVITY AND ACCOUNTABILITY

- Set and meet goals, even in the face of obstacles and competing pressures.
- Prioritize, plan and manage work to achieve the intended result.
- Demonstrate additional attributes associated with producing high quality products including the abilities to:
- Work positively and ethically.
- Manage time and projects effectively.
- Multi-task.
- Participate actively, as well as be reliable and punctual.
- Present oneself professionally and with proper etiquette.
- Collaborate and cooperate effectively with teams.
- Respect and appreciate team diversity.
- Be accountable for results.

LEADERSHIP AND RESPONSIBILITY

- Use interpersonal and problem-solving skills to influence and guide others toward a goal.
- Leverage strengths of others to accomplish a common goal.
- Inspire others to reach their very best via example and selflessness.
- Demonstrate integrity and ethical behavior in using influence and power.
- Act responsibly with the interests of the larger community in mind.

Suggested Activities:
- Students write mystery stories individually. Then they meet in groups to choose one of their stories to be used in a Mystery Movie Trailer Project. Students use iMovie on the iPads to create their group projects and present them in class. Below is a suggested link. http://learninginhand.com/blog/2014/8/6/plan-a-better-imovie-trailer-with-these-pdfs
- Students work in groups to create their own Genius Hour Projects. They develop driving questions, research their topics, and share with the world. Students may choose topics from any content area (science, math, social studies world language, art, music, etc.). They use a variety of web tools (Tackk, Blendspace, Weebly, Piktochart, etc.) to create their projects and present to others during a "Genius Hour Showcase," a live exhibit in the school's IMC.