



Washington Township School District

Course Title:		English Language Arts			
Grade Level(s):		7			
Duration:	<i>Full Year:</i>	X	<i>Semester:</i>		<i>Marking Period:</i>
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 for the advancement of all learners. Activities include connecting reading, writing, speaking, and listening in order to produce successful learning of skills and content.				
Grading Procedures:	Washington Township School District Grading Guidelines				
Primary Resources:	New Jersey Student Learning Standards for Grades 7 ELA CommonLit 360 Fiction and Non-fiction Core and Book Club Texts Self-selected Independent Reading Material Newsela Curriculum Addendum (Unit Modifications and Interdisciplinary Connections)				

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: Melissa Barnett, Department Supervisor

Written: Summer 2024
BOE Approved: _____

The mission of the Washington Township Public Schools is to provide a safe educational environment for all students to attain the skills and knowledge specified in the New Jersey Core Curriculum Content Standards at all grade levels so as to ensure their full participation in our global society as responsible, self-directed, and civic-minded citizens.



Grade 7 ELA - Unit 1

Unit 1

Unit Focus-Independent Choice Reading/Short Narrative Writing

Unit Duration: Pacing Plan Semester 1 (6 weeks)

Unit Description:

Through independent reading, students will be able to determine a theme or central idea of a text, analyze its development over the course of the text, and use text support to evaluate characterization, theme, point of view, and plot development. Students will be able to analyze how specific texts and/or excerpts relate to each other while citing textual evidence that supports the analysis of a text including carefully selected evidence and clear methods of elaboration to support a claim. Through independent reading and conferencing, students will build reading stamina, practice grade level skills and strategies, and develop interest and enthusiasm for reading.

While students will not be expected to produce full published pieces. Students will use these skills to produce short, clear and coherent pieces of writing that demonstrate both narrative and literary analysis techniques. These writing pieces will require students to use effective techniques, relevant descriptive details, and well-structured event sequences. With guidance and feedback from both teachers and peers, students will develop and strengthen writing as needed by planning, revising, editing, re-writing, or trying a new approach.

Vocabulary and grammar activities will be infused to practice and reinforce skills and strategies. Learners will also employ active reading strategies to determine the meaning of unknown words through the practiced use of context clues, structural analysis, and root word knowledge.

Primary Resources

Anchor Curriculum Tools

*Student self-selected text for independent reading

*CommonLit Unit 1: Community and Belonging



Standard(s): New Jersey Learning Standards for English Language Arts (NJSLA).

Language Standards

L.SS.7.1A (Phrases and Clauses found in Common Lit Unit 1)

L.KL.7.2

L.VL.7.3

L.VI.7.4

RL Standards

RL.CR.7.1

RL.CI.7.2

RL.IT.7.3

RI Standards

RI.CI.7.2

RI.IT.7.3

W Standards

W.NW.7.3 A-E

W.WP.7.4

W.RW.7.7

S&L Standards

SP.PE.7.1

SL.AS.7.6

Essential Questions

How do a community's shared values create both belonging and rejection?

How does an author use character interactions, setting, plot, and conflict to develop the theme?

How do readers find books of interest?

What can the book I'm reading now teach me about writing?

What process do writers use to generate ideas?

How do writers choose words and use voice to tell a story?

How do writers determine needed revisions in their pieces?

How can readers and writers best utilize a conference with the teacher to increase strategies for approaching difficult texts?

What is the value in sharing writing with others, listening to, and responding to feedback?

How can using correct grammar and a wide range of vocabulary make your writing and speaking clearer?

How do phrases and clauses function in sentences, and how can we identify their specific roles to better understand sentence structure and improve our writing?

Assessment Evidence

Must Do:

*iReady Diagnostic Assessment

*Culminating Independent Reading Project

*Common Lit Unit 1 Skills Assessment: "Lace Round the Sky"

*Narrative Writing Sample

*Vocabulary and Grammar Assessment

Should Do:

*Independent Reading Conferences

*Notebook Writing Conferences

*CommonLit Independent Practice Multiple Choice Questions

*CommonLit Independent Practice Writing Prompt

Can Do:

*Narrative Extension of CommonLit Text



Grade 7 ELA - UNIT 2

Unit Focus: Core Text Study and Analysis

Mode of Writing: Narrative and Multi-Narrative Writing

Unit Duration: Pacing Plan Semester 1 (7 weeks)

Unit Description:

In this comprehensive unit, students will engage with the core text, *Uprising*, by Margaret Peterson Haddix, a historical fiction novel that brings to life the events leading up to the tragic Triangle Shirtwaist Factory fire of 1911. The unit will provide a deep understanding of the historical period, the challenges faced by immigrant workers, and the broader context of early 20th-century American society. Through this whole class study, students will be able to determine a theme or central idea of a text, analyze its development over the course of the text, and use text support to evaluate characterization, theme, point of view, and plot development. Through literary analysis, critical thinking, and creative projects, students will gain valuable insights into the importance of social movements and the ongoing fight for rights and fairness in society.

Students will engage in daily writing craft studies and produce a narrative piece that demonstrates both narrative and literary analysis techniques. This will require students to use effective writing moves, relevant descriptive details, and well-structured event sequences. With guidance and feedback from both teachers and peers, students will develop and strengthen writing as needed by planning, revising, editing, re-writing, or trying a new approach.

Vocabulary and grammar activities will occur to practice and reinforce skills and strategies. Learners will also employ active reading strategies to determine the meaning of unknown words through the practiced use of context clues, structural analysis, and root word knowledge.

Primary Resources

Anchor Curriculum Tools

Uprising by Margaret Peterson Haddix

*CommonLit 360

iReady



Standard(s): New Jersey Learning Standards for English Language Arts (NJSLSA).

Language Standards

L.SS.7.1B (Simple, Compound, and Complex Sentences found in Common Lit Unit 2)

L.KL.7.2

L.VL.7.3

L.VI.7.4

RL Standards

RL.CR.7.1

RL.CI.7.2

RL.IT.7.3

RL.TS.7.4

RL.PP.7.5

RL.MF.7.6

RL.CT.7.8

RI Standards

RI.CI.7.2

RI.IT.7.3

RI.CT.7.8

W Standards

W.NW.7.3.A-E

W.WP.7.4

W.RW.7.7

*W.IW.7.2 - Notebook writing

S&L Standards

SL.II.7.2

SL.PI.7.4

SL.UM.7.5

SL.AS.7.6

Essential Questions

How do the different perspectives of the characters in "Uprising" help us understand the struggles and impact of the labor movement in the early 1900s?

How does an author use different characters' or narrators' points of view to develop the perspective or purpose of a story?

How can you find the main message or theme in a story, and explain how specific details in the text show this theme?

What key events or actions in the story move the plot forward, and how do they reveal important details about the characters?

Why are certain lines of dialogue important in driving the action and revealing a character's personality or motivations?

How do characters' decisions affect the outcome of the story and reveal deeper aspects of their personalities?

How does comparing a fictional story with a real historical account help us understand how authors change or use real events in their stories?

How can feedback from peers and adults help make our writing better, and how do we make sure it meets its purpose and connects with its intended audience?

How can I use simple, compound, and complex sentences in my writing to show how ideas are connected?

Assessment Evidence

Must Do:

*Multi-narrated short story OR Express/Reflect Writing Piece from Write Like This

* Uprising Final Assessment

*iReady Weekly Practice

*Vocabulary and grammar assessment

Should Do:

*Independent Reading Conferences

*Notebook Writing Conferences



*Skill-based multiple choice questions using excerpts from Uprising

Can Do:

*Published draft from Writer's Notebook

Grade 7 ELA - UNIT 3

Unit Focus: Thematic Book Clubs **Mode of Writing: Literary Analysis**

Unit Duration: Pacing Plan Semester 1 (6 weeks)

Unit Description:

Students will engage in thematic book clubs to further develop critical literacy skills. Through independent reading, analysis of text, and collaborative speaking and listening activities, students will expand their understanding of fiction by identifying literary elements, including theme. Students will be expected to maintain reading stamina and prepare for scheduled book club meetings in order to participate in discussion and demonstrate development of reading, writing, speaking, listening, and language skills.

Vocabulary and grammar activities will occur to practice and reinforce skills and strategies. Learners will also employ active reading strategies to determine the meaning of unknown words through the practiced use of context clues, structural analysis, and root word knowledge.

Primary Resources

Anchor Curriculum Tools

Thematic Book Club Texts (*Perseverance*)

*CommonLit Unit 2: "Adolescence"

*iReady



Standard(s): New Jersey Learning Standards for English Language Arts (NJSLSA).

Language Standards

L.SS.7.1B (Compound-Complex Sentences found in Common Lit Unit 3)

L.KL.7.2

L.VL.7.3

L.VI.7.4

RL Standards

RL.CR.7.1

RL.CI.7.2

RL.IT.7.3

RL.PP.7.5

W Standards

W.IW.7.2.A-F

W.WP.7.4

W.RW.7.7

S&L Standards

SL.PE.7.1

SL.AS.7.6

Essential Questions

How do the challenges of adolescence contribute to our growth?

How does an author use figurative to develop a character's point of view/perspective and the theme of the text?

How can we apply our knowledge of determining the theme of a text and finding specific details that support it?

How can we apply our knowledge of plot elements to reveal important details about characters?

How can we write an effective literary analysis essay that clearly states our claim, uses logical reasons/evidence, and organizes our ideas in a way that supports our claim?

How can self-directed Book Clubs enhance our understanding and enjoyment of a novel?

How can we effectively prepare for and contribute to our book club discussions by bringing in evidence from our reading and research to support our ideas and reflect on the discussion topics?

How can we follow discussion rules, ask thoughtful questions, and respond to others' comments to keep our book club discussions on track and improve our understanding of the book?

How can I use compound - complex sentences in my writing to connect ideas?

How can readers and writers utilize correct grammar and a wide range of vocabulary to ensure clarity when writing and speaking?

Assessment Evidence

Must Do:

*CommonLit Literary Analysis task

*Culminating Book Club Project related to theme

*CommonLit Unit 2 Skills Assessment 1: "Oranges" OR Unit Skills Assessment 2: "California Lee and Me"

*iReady Weekly Practice

*Vocabulary and grammar assessment

*LCA 1

Should Do:

*Independent Reading Conferences

*Notebook Writing Conferences

*CommonLit Independent Practice Multiple Choice Questions

Can Do:

*Assessment of book club discussion skills

*Published draft from Writer's Notebook



Grade 7 ELA - UNIT 4

Unit Focus: Non-Fiction Core Text Study

Mode of Writing: Informative/Explanatory Writing

Unit Duration: Pacing Plan Semester 1 (5 weeks)

Unit Description:

This unit will immerse students in the dramatic and inspiring true story of "All Thirteen," enhancing their understanding of real-world events and fostering critical thinking about global issues. Through a blend of reading, discussion, research, and creative projects, students will gain a deeper appreciation for the power of human perseverance and international collaboration. Students will develop nonfiction reading comprehension by analyzing the book's structure and content, while also improving critical analysis and contextual understanding of real-life events. Students will also enhance their research skills by exploring the historical and geographical context of the rescue mission. Reflective writing prompts, analytical pieces on the book's narrative structure, and creative responses inspired by the story will provide students an opportunity to develop their writing craft while analyzing non-fiction text.

Vocabulary and grammar activities will occur to practice and reinforce skills and strategies. Learners will also employ active reading strategies to determine the meaning of unknown words through the practiced use of context clues, structural analysis, and root word knowledge.

Primary Resources

Anchor Curriculum Tools

**All Thirteen: The Incredible Cave Rescue of Thai Boys' Soccer Team* by Christina Soontornv

*CommonLit 360

*iReady



Standard(s): New Jersey Learning Standards for English Language Arts (NJSLA).

Language Standards

L.SS.7.1.D (Comma Usage and Comma Splices found in Common Lit Unit 4)

L.KL.7.2

L.VL.7.3

L.VI.7.4

RI Standards

RI.CR.7.1

RI.CI.7.2

RI.IT.7.3

RI.TS.7.4

RI.CT.7.8

W Standards

W.IW.7.2

W.WP.7.4

W.RW.7.7

S&L Standards

SL.PE.7.1

SL.PI.7.4

SL.AS.7.6

Essential Questions

How does the rescue of the Thai boys' soccer team in "All Thirteen" demonstrate the importance of teamwork, bravery, and global cooperation in overcoming extreme challenges?

How does an author use different text structures and features to explain a topic and help readers understand the information?

How can we find and use different pieces of evidence from an informational text to understand what it directly says and make inferences from it?

How can we find the main idea in an informational text and explain it using specific details?

How can we make sure our summary reflects the main ideas without adding our own opinions or judgments?

How can we respond to an informational text by analyzing its key details, understanding its main ideas, and explaining how the information is presented and organized?

How do I use commas to separate adjectives that describe the same noun and fix comma splices in my writing?

Assessment Evidence

Must Do:

*iReady Weekly Practice

*Vocabulary and grammar assessments

Should Do:

*Independent Reading Conferences

*Notebook Writing Conferences

*Skill-based multiple choice questions using passages from "All Thirteen"

Can Do:

*Independent Reading Project

*Published draft from Writer's Notebook



Grade 7 ELA - UNIT 5

Unit Focus: The Art of Argument
Mode of Writing: Argumentative

Unit Duration: Pacing Plan Semester 2 (7 weeks)

Unit Description:

Students will strengthen their ability to analyze non-fiction texts. Students will carefully analyze texts that explore current and high-interest topics. Students while developing a deep understanding of the essential elements included in a strong argument (i.e. claim, the use of supportive evidence, reasoning techniques, and counterclaim establishment). After developing a strong foundation in the characteristics of argumentative writing, students will demonstrate their mastery of standards by producing a short, argument writing piece.

Primary Resources

Anchor Curriculum Tools

*CommonLit Unit 6: School Electives: Which One Matters Most?

*iReady

Standard(s): New Jersey Learning Standards for English Language Arts (NJSLA).

Language Standards

L.SS.7.1.C (Misplaced & Dangling Modifiers found in Common Lit Unit 5)

L.KL.7.2

L.VL.7.3

L.VI.7.4

RI Standards

RI.CI.7.2

RI.IT.7.3

RI.AA.7.7

W Standards



W.AW.7.1.A-E
W.WP.7.4
W.RW.7.7

S&L Standards
SL.PI.7.4
SL.UM.7.5.
SL.AS.7.6

Essential Questions:

How do different electives motivate students and prepare them for the future?
What examples, facts, or pieces of evidence does the author use to introduce, explain, develop, and support the central idea?
How do these details work together to reinforce the central message of the text?
How do the different parts of an informational text show how people, events, and ideas are connected or differ to help us understand the main message?
How can I gather and present information effectively to build an argument that supports a claim with clear reasons and relevant evidence?
How can we identify misplaced modifiers in sentences, and what strategies can we use to correct them?

Assessment Evidence

Must Do:

- *iReady Progress Monitoring
- *CommonLit Unit 6 Skills Assessment 1: “Bridging the Arts Gap OR Assessment 2: “Elevating Electives: Why They Matter So Much”
- *CommonLit Research-based Argumentative Presentation
- *Grammar/Vocabulary Assessments
- *LCA 2
- *iReady Weekly Practice

Should Do:

- *Independent Reading Conferences
- *Notebook Writing Conferences
- *CommonLit Independent Practice Multiple Choice Questions

Can Do:

- *Argument Essay
- *Independent Reading Project
- *Published draft from Writer’s Notebook

Grade 7 ELA - UNIT 6

Unit Focus: Book Clubs/Independent Reading
Mode of Writing: Multi-Genre

Unit Duration: Pacing Plan Semester 1 (4 weeks)

Unit Description:

This unit focuses on fostering a love for reading through book clubs and independent reading. Students will engage in collaborative and individual reading experiences, enhancing their comprehension, critical thinking, and discussion skills. By participating in book clubs, students will learn to articulate their thoughts, listen to diverse perspectives, and build a sense of community around reading. Independent reading will allow students to explore their interests and develop a habit of lifelong reading.

The unit will conclude with culminating assessments for students to demonstrate growth and proficiency of literacy skills.

Primary Resources

Anchor Curriculum Tools
Book Club Texts



Independent Reading Books

*iReady

Standard(s): New Jersey Learning Standards for English Language Arts (NJSLA).

Language Standards

L.KL.7.2

L.VL.7.3

L.VI.7.4

RL Standards

RL.CR.7.1

RL.CI.7.2

RL.IT.7.3

RL.TS.7.4

RL.PP.7.5

RL.MF.7.6

RL.CT.7.8

*Teachers choose appropriate standards.

RI Standards

RI.CR.7.1

RI.CI.7.2

RI.IT.7.3

RI.TS.7.4

RI.AA.7.7

RI.CT.7.8

*Teachers choose appropriate standard

W Standards

W.WR.7.5

W.SE.7.6

*Multi-Genre Writing

Additional Standards TBD by teacher

S&L Standards

SL.PE.7.1

SL.AS.7.6

Essential Questions

How can we use the reading, writing, and critical thinking skills we've developed this year to engage in meaningful book clubs?

How can we apply/spotlight our excellent writing skills that demonstrate a strong voice and conveys an important message, story, or analysis?

How can we apply/spotlight our reading, writing, critical thinking, and speaking & listening skills through creation of a Genius Hour project?

*This unit will be teacher choice (open-ended, based on student feedback, teacher noticings/student needs/preferences)

*Note: The unit will conclude with a culminating PBL/Genius Hour/Multi Genre type mode of assessment.

Assessment Evidence

Must Do

*Book Club Discussion/Participation Assessment

*Culminating project (teacher choice)

*iReady Weekly Practice

*Vocabulary and Grammar assessments

Should Do

*Book Club/Independent Reading Conferences

*Notebook Writing Conferences



*CommonLit Independent Practice Multiple Choice Questions

Can Do

*Published draft from Writer's Notebook

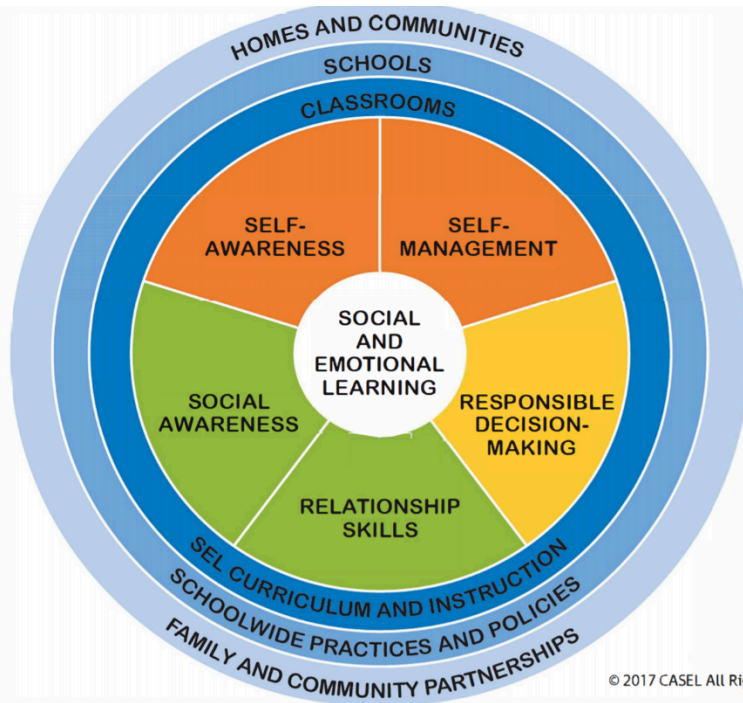
*End of Year Reflection



Integration of SEL Competencies Across All Units of Study

CASEL's Framework:

<https://casel.org/what-is-sel/>



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SOCIAL AND EMOTIONAL LEARNING (SEL) COMPETENCIES

SELF-AWARENESS

The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."

- ➔ IDENTIFYING EMOTIONS
- ➔ ACCURATE SELF-PERCEPTION
- ➔ RECOGNIZING STRENGTHS
- ➔ SELF-CONFIDENCE
- ➔ SELF-EFFICACY

SOCIAL AWARENESS

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

- ➔ PERSPECTIVE-TAKING
- ➔ EMPATHY
- ➔ APPRECIATING DIVERSITY
- ➔ RESPECT FOR OTHERS

RESPONSIBLE DECISION-MAKING

The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

- ➔ IDENTIFYING PROBLEMS
- ➔ ANALYZING SITUATIONS
- ➔ SOLVING PROBLEMS
- ➔ EVALUATING
- ➔ REFLECTING
- ➔ ETHICAL RESPONSIBILITY

SELF-MANAGEMENT

The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

- ➔ IMPULSE CONTROL
- ➔ STRESS MANAGEMENT
- ➔ SELF-DISCIPLINE
- ➔ SELF-MOTIVATION
- ➔ GOAL SETTING
- ➔ ORGANIZATIONAL SKILLS

RELATIONSHIP SKILLS

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

- ➔ COMMUNICATION
- ➔ SOCIAL ENGAGEMENT
- ➔ RELATIONSHIP BUILDING
- ➔ TEAMWORK



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Integration of 21st Century Skills

CRITICAL THINKING AND PROBLEM SOLVING

Analyze and evaluate major alternative points of view.
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.

INFORMATION LITERACY

Use information accurately and creatively for the issue or problem at hand.

MEDIA LITERACY

Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of media.

ICT (Information, Communications and Technology) LITERACY

Use technology as a tool to research, organize, evaluate and communicate information

FLEXIBILITY AND ADAPTABILITY

Adapt to varied roles, jobs responsibilities, schedules and contexts.
Work effectively in a climate of ambiguity and changing priorities.
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.
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.

LEADERSHIP AND RESPONSIBILITY

Use interpersonal and problem-solving skills to influence and guide others toward a 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.