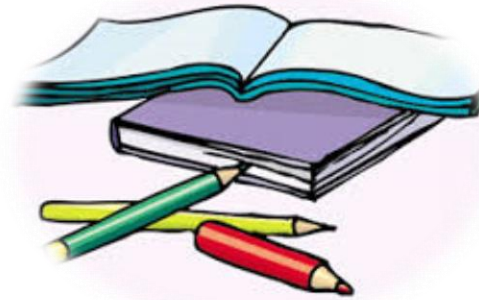




MEDFORD LAKES SCHOOL DISTRICT



English Language Arts Curriculum Guide

Grade 7

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Aligned with 2016 NJSLS for English Language Arts

“Initial Adoption” by the Board of Education August 20, 2014
Approved “Revisions” by the Board of Education August 17, 2017, and August 23, 2018

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Philosophy Statement

The skills and knowledge captured in the New Jersey Student Learning Standards for English Language Arts (NJSLS for ELA) are designed to prepare students for life outside the classroom. They include critical-thinking skills and the ability to closely and attentively read and write text in a way that will help them understand and become effective members of the workforce. Students will learn the necessary skills to become competent, independent readers and writers. Competency in reading and writing naturally leads to success in college, career, and life. The NJSLS for ELA lay out a clear vision of what it means to be a literate person who is prepared for success in the 21st century.

The recursive nature of English Language Arts instruction demands that standards be addressed at many levels and in many units throughout a grade level. Students will need to learn a strategy or skill, for example, and apply it in varying circumstances and within varying levels of text complexity.

Instructional Materials:

- Triumph Learning’s “*NJ Instructional Coach – Grade*” (2018)
- Holt’s “*Elements of Language - First Course*” (2009)
- “*The Story of Blima*” by Shirley Wachtel (2005)
- “*The Giver*” by Lois Lowry (1993)
- Short Story: “The Ransom of Red Chief” by O. Henry

“Reading and Navigating Fictional Texts”**Stage 1: Determine the Desired Results****Enduring Understandings:**

- Good readers monitor and self-correct their reading, solve words as they read, search for and use information, summarize, make predictions and connections, infer, synthesize, analyze, and critique their reading to make print relevant and useful.
- Good readers employ strategies that help them understand text.
- Strategic readers develop, select, and apply strategies to enhance their comprehension.
- Readers need to envision the story as they read it; we need to make a movie in our mind. The reader needs to empathize with the main character(s) and anticipate what may happen next.
- Good readers recognize that words are made of sounds.
- Good readers use oral discussions and discourse to help build connections to others and to content.

Essential Questions:

- *What do readers do when they do not understand everything in a text?*
- *How do readers construct meaning from text?*
- *What do readers do to enhance their comprehension?*
- *What is the best way to truly understand and effectively read fictional texts?*
- *How do I figure out a word I do not know?*
- *How can discussion increase our knowledge and understanding of an idea(s)?*

Interdisciplinary Connection: Educational Technology

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

Integration of 21st Century Themes and Skills:

- CRP6. Demonstrate creativity and innovation.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

Stage 2: Assessment Evidence

Performance Task/Benchmark Assessment:

Irony is when the outcome of a situation is opposite of what was expected. Think about what is expected to happen and what actually does happen in “The Gift of the Magi.” Identify and explain the examples of irony that O. Henry used as a surprise-twist ending in “The Gift of the Magi.”

Other Forms of Assessment:

- Book Talk
- Reading Log Review Mini-lesson Application
- Post-it Note and/or Organize Your Thought Sheet Review Letter Writing
- Pre-writing
- Status of the Student: Is the student engaged in a worthwhile activity when the teacher is conducting a guided reading group or conferring with a child individually?
- *The Giver* Comprehension Test
- Benchmark Assessment
- Independent Reading Quizzes
- Prompt: Video versions of “The Gift of the Magi”

Stage 3: Learning Plan

Reader Response Journal

The reader response journal (RRJ) is a composition book . The RRJ is a tool that is used by readers to collect the student's thinking and to log the reader's history of text reading.

It is a place/repository to:

- *keep a record of books read*
- *plan for future reading*
- *gather thinking about the text (reader response/writing about reading)*
- *write notes, plans, and drafts of thinking about texts*

Writing to construct an argument is the ability on the part of the student to make claims about the worth or meaning of a literary work or works. Students defend their interpretations or judgments with evidence from the text(s) they are writing about.

Writing to inform or explain serves to:

- increase the reader's knowledge of a subject
- help readers better understand a procedure or process
- provide readers with an enhanced comprehension of a concept

The New Jersey Student Learning Standards focus on the instruction of fictional stories (including historical fiction), poetry, and drama/plays for this grade level.

Key characteristics of poetry:

- in general, has rhythm, rhyming, repetition, figurative language
- is distinct from prose
- can reflect a culture or group of people
- can tell a story
- some poetry has a singing quality
- some poetry does not rhyme (blank verse)

Key characteristics of drama/plays:

- the exposition (background information given to the audience through a narrator or dialogue)
- rising action (the series of conflicts and crisis in a story that thwart the protagonist)
- the climax (the turning point in the story where things may start to change for the protagonist)
- falling action (the confrontation between the protagonist and the main antagonist; may have a resolution to

- the conflict)
- the denouement/the resolution (the conclusion)

Key characteristics of the mystery:

- has a puzzle to be solved
- has characters (suspects versus detectives or investigators); setting; plot
- has overt/obvious clues
- includes hidden evidence (details that may be offered in such a way as to seem unimportant)
- inference gaps (mysteries by their nature do not tell the whole story; it is up to the reader to notice the gaps and fill these gaps by using and connecting the information that is presented)
- the reader needs to suspend possible conclusions as the story unfolds (suspense)
- notices clues left by the author (foreshadowing)
- recognizes a red herring (a type of foreshadowing that leads the reader to a false conclusion)
- has a structure: introduction (learn about the problem, meet characters); body of the story (someone is working to solve the mystery); conclusion (mystery is solved)
based on the text's theme, ideas, characters, problem, solution, etc.

Key characteristics of adventure stories:

- always has a hero who is usually strong, quick thinking, trustworthy, chivalrous, etc.
- usually has a villain who is selfish, greedy, disloyal, etc.
- uses history in the form of an exciting and exotic setting which makes the story more believable
- includes lots of action and possibly challenges for the hero to overcome
- includes a quest in the form of someone or something that is in danger

Key characteristics of fantasy:

- may reveal new insights into the world of reality
- consistently asks the universal questions of good versus evil, the humanity of humankind, and the meaning of life and death
- helps the child to develop imagination (to be able to imagine, to entertain new ideas, to create strange new worlds, to dream dreams)
- has a well-constructed plot, convincing characterization, a worthwhile theme, and an appropriate style
- must be believable (create belief in the unbelievable)
- needs to be logical and consistent within the framework established by the author
- is original and ingenious
- has a universal truth underlying the metaphor of the fantasy
- oftentimes introduces child to talking, animals, toys, and dolls

Key characteristics and criteria for historical fiction:

- draws on two sources—fact and imagination (the author’s information about the past and his/her power to speculate about how it was to live in that time)
 - must tell a story that is interesting and it must balance fact with fiction
 - does need to be accurate and authentic with details an essential part of the story
 - helps children understand the public events we label “history” and the private struggles that have characterized the human condition
 - offers youngsters the vicarious experience of participating in the life of the past
 - will bring students to a fuller understanding of human problems and human relationships
 - helps children to see that times change, nations rise and fall, but universal human needs have remained relatively unchanged
 - enables children to see human interdependence
 - is one way children can develop a sense of history and begin to understand their place in the larger picture of human destiny
- assists children with seeing that today’s way of life is a result of what people did in the past and that the present will influence the way people will live in the future

Introducing the Text: Planning the Introduction

A well-planned introduction to a text/article serves as a guide to the reader who will be processing a moderately challenging text independently. Explicit teaching and scaffolding (makes a potentially inaccessible text at the instructional level accessible) the text during the introduction and at planned intervals over time (revisiting and discussing the text) supports this process. This type of support “makes it possible to teach at the cutting edge of students’ understanding. Your teaching helps students read more productively and more intensely.”

- Help the students connect the text to their own lives, to their knowledge of the world, or to their literary experiences.
- Highlight genre and help them to predict the characteristics of the text they are reading based on past experience.
- Encourage the students to look at the cover of the book and generate expectations of the text.
- Demonstrate the kinds of questions readers ask about a text.
- Prompt them to think about the author’s style.
- Help them to recall what they already know about a topic.
- Help them to discover and internalize literary language patterns they might not use in everyday speech.
- Reveal the structure of the whole text-how the author has organized the information.
- Stimulate interest in the text so that students will be interested in reading it.
- Call attention to the conventions of print, i.e., punctuation, titles, subtitles, chapter headings.
- Show them how to use text layout, i.e., side bar headings, column breaks, and graphic information.
- Encourage the students to notice vocabulary and language structures that will need as they process the

text.

- Teach them how to use a table of contents, indices, appendices, and other reference sections of texts.
- Prompt the children to examine and interpret illustrations, charts, graphs, maps, and other visual aids and discuss how they communicate the meaning of text.
- Distinguish their own point of view from that of the author of a text.

Teaching for Strategies: Thinking Within, Beyond and About the Text

Thinking With in the Text: The reader processes the information in the text in order to gain the basic or literal meaning of print.

Strategic actions include:

- Solving Words
- Monitoring and Self-Correcting
- Searching for and Using All Kinds of Information
- Summarizing the Text
- Maintaining Rate and Phrasing to Produce Fluency
- Adjusting (speed and technique according to text purpose and type)

Thinking Beyond the Text: The reader brings information to the text that is not explicitly there. Strategic actions include:

- Predicting
- Making Connections (relating and comparing the text to others one has read or heard)
- Understanding what is implied, but not directly told (inferring)
- Integrating existing content knowledge with new knowledge (synthesizing); synthesizing the information to realize the greater meaning of the text

Thinking About the Text: The reader considers the text as an object, noticing many things about it: craft, structure, quality and authenticity of the writing.

Strategic actions include:

- Analyzing
- Critiquing
 - aspects of the writer's craft
 - organization and structure
 - use of language
 - use of literary devices
 - characteristics of genre
 - features that can be used to evaluate the quality or authenticity of the text

- underlying organizational structures that represent the way the writer provides information:
compare/contrast, cause/effect, description

Word Work: The instruction of vocabulary and the understanding and use of words is embedded in every component of the reading workshop model. Ways to integrate vocabulary instruction can be found in Read Alouds, guided reading, independent reading, shared reading, word study, and writing workshop.

Competent Word Learners:

- learn new words by encountering them in context during conversations and in their reading
- connect new words with what they already know
- use word parts and their functions (base words, root words, affixes to identify the meaning of multi syllable words)
- recognize words that have the same meaning (synonyms)
- recognize words that have opposite meanings (antonyms)
- recognize that words may have multiple meanings and use context to determine the precise meaning intended by the writer or speaker
- determine the meaning and pronunciation of words using dictionaries and other references
- understand the figurative uses of words (similes, metaphors)
- recognize the connotation and denotation of new words
- use context clues and knowledge of language to understand new words while listening and reading
- use new words in talking and writing

Ways to Integrate Vocabulary Instruction in Reading and Writing: During Interactive Read-Alouds

- increase the amount of text students encounter through read-alouds
- draw attention to meaning of words before, during, and after reading aloud to students
- use intentional conversation that includes words students will be reading or have heard you read
- use interactive vocabulary lessons to deepen understanding of how a writer has used a word to create meaning in a specific text
- invite students to discuss words they found interesting or didn't understand

During Independent Reading

- ensure a large variety of texts are available for students during independent reading time
- encourage students to use new words as they write about their reading in their reader's notebooks
- during sharing, encourage students to give examples of interesting new words they have discovered/noticed

During Word Study

- teach students to make connections among words by meaning
- teach students to make connections via word part, part of speech, affixes, sounds, meanings
- invite students to play Lotto, Concentration, and other games using synonyms, antonyms, homophones, homographs
- use poems to help students learn about words ((antonyms, synonyms, nouns, verbs, adjectives, adverbs, metaphors)
- help students sort words by meaning
- teach many different kinds of words
- help students understand the structure of a word and its relation to meaning

Strategies to use when a word is unfamiliar:

- chunk the letters and read at least the first part of the word
- read on to see if the word becomes clear later
- think about the meaning based on how the story is unfolding and then think about the word's sounds
- see if root words (base words) prefixes, or suffixes are a part of the word
- check for a glossary, footnotes, or endnotes that might explain the word
- check if the word is a bit like a word you know in another language that would make sense
- use a dictionary or, if possible, Google the word
- last resort option: ask someone

Unit # 1 - "Reading and Navigating Fictional Texts"

Stage 3: Learning Plan <Continued>

NJSLs	Suggested Instructional Resources
RL.7.1	
RL.7.2	
RL.7.3	- Triumph Learning: NJ Instruction Coach 2018 Grade 7: Lesson 1- Reading Historical Fiction
RL.7.4	
RL.7.5	
RL.7.6	- Triumph Learning: NJ Instruction Coach 2018 Grade 7: Lesson 6: Reading Drama
RL.7.7	
RL.7.9	
RL.7.10	- Triumph Learning: NJ Instruction Coach 2018 Grade 7: Lesson 7: Reading Poetry
SL.7.1	
SL.7.1.a,b,c,d	
SL.7.2	- <i>"The Ransom of Red Chief"</i> by O. Henry
SL.7.3	
SL.7.4	
SL.7.5	- <i>The Giver</i> by Lois Lowry
SL.7.6	
W.7.1	
W.7.2	
W.7.10	
L.7.1	
L.7.2	
L.7.2.b	
L.7.3	
L.7.4	
L.7.4.,b,c,d	
L.7.5	
L.7.5.a,b,c	
L.7.6	

“Reading and Navigating Informational Texts”

Stage 1: Determine the Desired Results

Enduring Understanding(s):

- Good readers monitor and self-correct their reading, solve words as they read, search for and use information, summarize, make predictions and connections, infer, synthesize, analyze, and critique their reading to make print relevant and useful.
- Good readers employ strategies that help them understand text.
- Strategic readers develop, select, and apply strategies to enhance their comprehension.
- Readers organize and categorize their thinking as they read nonfiction texts.
- Good readers recognize that words are made of sounds.
- Good readers use oral discussions to help build connections to others and to content.

Essential Question(s):

- *What do readers do when they do not understand everything in a text?*
- *How do readers construct meaning from text?*
- *What do readers do to enhance their comprehension abilities?*
- *How do readers grasp main ideas in non-fiction texts?*
- *How do I figure out a word I do not know?*
- *How can discussion increase our knowledge and understanding of an idea(s)?*

Stage 2: Assessment Evidence

Performance Task/Benchmark Assessment:

The Story of Blima is broken into three main parts. Each title, along with the picture that goes with it, was well thought out by the author Shirley Wachtel. What do the titles and pictures symbolize for each part of *The Story of Blima*? Use specific instances from *The Story of Blima* to support your answers.

Part I: Before the Storm

Part II: Darkness Falls

Part III: Daylight

Other Forms of Assessment:

- Benchmark Assessment
- Independent Reading Quizzes
- *The Story of Blima* Test
- Reading Response Journal Entries
- Reading Log
- Post-it Note and/or Organize Your Thought Sheet Review
- Letter Writing
- T's anecdotal notes from conferring with a student about his/her independent reading book (review of goals, examine progress over time, evaluate letter writing revisions and updates)

Interdisciplinary Connection: Educational Technology

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

Integration of 21st Century Themes and Skills:

- CRP6. Demonstrate creativity and innovation.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

Stage 3: Learning Plan

Mini-lessons focusing on literal understanding and details of text:

- notice the characteristics of a book so they can identify its genre
- identify the genre of a book so they can know what to expect as they read
- retell the main idea, key details, facts, events, ideas and/or concepts using textual evidence
- notice the time and place (setting) and the importance to the narrative non-fiction
- notice who are the most important individuals in a text
- think about the order of facts, events, and details in a text
- think about the problem in the text
- think about the important events, facts, and details in a text

Mini-lessons focusing on analyzing, summarizing, and inferential thinking of text:

- think about what the writer of the text is trying to say; think about the text's meaning
- think about why the writer wrote the book/text/article
- think about the literal meaning of the text, but notice what is being implied
- think about whether the title tells something important about the book's theme
- understand that there may be more than one theme in a book
- determine the central message, lesson or moral of a text
- explain how the central message, lesson or moral is conveyed through key details in the text

Mini-lessons focusing on analyzing, summarizing, synthesizing, and inferential thinking of text:

- notice the individuals, the events, and ideas/concepts in a text
- notice the connections among the individuals events, ideas/concepts, in a text
- notice the differences between and among the individuals, events, ideas or concepts in a text
- think about these connections and differences in terms of analogies, comparisons, and categories

Mini-lessons focusing on analyzing and inferring words and phrases:

- notice how writers use words carefully to communicate meaning (figurative, connotative, and technical meanings)
- notice author's word choices (analogies, allusions, etc.)
- notice memorable phrases and sentences writers use to communicate meaning to the reader
- notice the language that that writers use to help them form images (what they can see, hear, taste, feel, or smell)
- think about how the language writers use to make comparisons helps students to understand the meaning of print and enjoy reading

Mini-lessons focusing on analyzing text structure.

- notice features in an informational text that help you to locate information (see appendix for comprehensive list of text features)

- notice the role of a specific paragraph or paragraphs and sentences in contributing to defining, developing, and/or refining a key concept

Mini-lessons focusing on the reader's ability to evaluate and critique the author's viewpoint:

- think about the points of view or purpose of the author in the text
- think about the opposing points of view of the author on a specific topic
- notice the ways in which the author acknowledges or responds to conflicting evidence or points of view

Mini-lessons focusing on the reader's ability to extrapolate information from different mediums (analyzing):

- think about how different media (print, digital, text, video, multimedia) depict an idea or topic
- compare and contrast the advantages and disadvantages of the various mediums on the presentation of a particular topic or idea

Mini-lessons focusing on analyzing structure of factual texts:

- define and evaluate the claims/argument the author is making in a text
- notice the author's reasoning and evidence for his/her claims
- evaluate whether the author is able to back up his/her claims with evidence
- evaluate if the author's reasoning is relevant and sufficient to support his/her claims

Mini-lessons focusing on analyzing important points and key details from differing texts on the same topic.

When analyzing and comparing texts of the same topic:

- think about how an author presents important points and key details on a topic
- think about how a second or third author when writing about the same topic presents key information and details about the topic in a different way with an emphasis on different aspects of the topic
- compare and contrast the various authors' points of view which may result in different interpretations of the same topic/facts
- identify points in the text where matters of fact or interpretation are in disagreement

Mini-lessons on Reading Informational Texts – Readers:

- activate prior knowledge or schema to support their thinking about a topic or issue
- skim and/or scan the text to gather information
- access the text through the table of contents and the index
- use the table of contents to determine the topics introduced and discussed in the book/article

- use headings and subheadings to gather the information needed
- note the type of organizational pattern that is used (**sidebars, bolded words, etc.**)
- determine which information is critical to understanding a specific concept, issue, or topic
- use the glossary to better understand unfamiliar words

Nonfiction Genres

- understand the features of nonfiction texts
- understand the structures of nonfiction texts understand the characteristics of literary nonfiction
- understand when an author is giving facts or interpreting facts in the informational books (both biographical and factual)
- understand that when information is not known, the writer often uses words like *perhaps, some say, possibly, it is likely that, or probably*
- understand how sequential information is presented in graphics – illustrated timeline, flowchart, graph timeline, quotation timeline
- understand and using authors' notes to gain insights regarding the authors' motives, discoveries of information, or the historical context

Biographical Texts

- Understand the characteristics of biography.
- Understand why a subject is selected.
- Reveal the writer's attitude toward the subject.
- Understand the organization of a biography (chronological sequence or other).
- Understand how the writer reveals the setting.

Biography

- Understand the nature and features of biographical texts.
- Understand authentic biography and fictionalized biography.
- Understand the structure of biographical texts (linear, flashback, selected events, or characteristics).
- Evaluate the elements of biography – choice of subject, accuracy, authenticity, style, characterization, and theme.
- Understand the types and characteristics of picture book biographies, autobiographies, and memoirs – shorter, more simplified biographies, partial or complete, one subject or a collective, real images (photos) or imagined images that reflect reality as much as possible (paintings, drawings).
- Understand the setting in a biography and how it influences the person's decisions.
- Understand how a person's decisions affected his/her life as described in the biography.
- Recognize and understanding the turning points in a person's life when important decisions were made.
- Understand what might have happened if different decisions had been made by the subject.
- Recognize and noting information sources, motives, biases, or inconsistencies in a biography.

- Distinguish between reporting facts and historical interpretation in biography.
- Understand how an author's or illustrator's note adds to understanding of a biography.
- Understand how to identify the primary sources used for biography as a means of judging accuracy in interpretation.
- Analyze and comparing several biographies of the same subject to interpret perspectives on the past.
- Understand how biographers shape and structure information, use captions, use details and anecdotes, and use information from primary and secondary sources.
- Understand how biographers select art to build interest in the subject.

Autobiography

- Understand the characteristics of an autobiography.
- Understand why a person would write an autobiography.
- Hypothesize why an individual would select particular information to report.
- Notice the specific details a person provides about his or her life.
- Notice the organization of the autobiography (chronological sequence or other).

Memoir

- Understand the characteristics of a memoir.
- Think about why a person would write a memoir.
- Understand a writer's reasons for selecting a particular time of his or her life.
- Notice the writer's use of language to convey an intense or poignant memory.

Factual Texts

- Understand the features of factual texts.
- Understand the overall structure of factual texts (categorical, logical organization).
- Understand underlying structures that writers use to present information – enumeration, chronological sequence, comparison and contrast, cause and effect, problem and solution, and description.

“How-To” Books

- Understand the nature of “how-to” books.
- Notice how writers make a sequence understood.
- Notice how writers use language to make directions clear.

Readers' Tools

- Understand how to read a table of contents.
- Understand how to read a glossary or index.
- Understand the differences between a table of contents and an index.
- Understand how to use a variety of readers' tools such as a pronunciation guides, scales, legends, labels, forewords, epilogues, author's notes.

Unit # 2 - “Reading and Navigating Informational Texts”

Stage 3: Learning Plan <Continued>

NJSLs	Suggested Instructional Resources
RI.7.1	
RI.7.2	
RI.7.3	-Triumph Learning: NJ Instruction Coach 2018 Grade 7: Lesson 3- Reading Literary Nonfiction
RI.7.4	
RI.7.5	
RI.7.6	- Triumph Learning: NJ Instruction Coach 2018 Grade 7: Lesson 5- Reading Historical Texts
RI.7.7	
RI.7.8	
RI.7.9	- Triumph Learning: NJ Instruction Coach 2018 Grade 7: Lesson 11- Reading Persuasive Nonfiction
RI.7.10	
W.7.2	
W.7.2.a,b,c,d,e	- <i>“The Story of Blima”</i> by Shirley Watchtel
W.7.7	
W.7.10	
SL.7.1	
SL.7.1.a,b,c,d	
SL.7.2	
SL.7.3	
SL.7.4	
SL.7.5	
SL.7.6	
L.7.1	
L.7.2	
L.7.2.b	
L.7.3	
L.7.3.a	
L.7.4	
L.7.4.a,b,c,d	
L.7.5	
L.7.5.a,b,c	

“Narrative Writing”

Stage 1: Determine the Desired Results

Enduring Understanding(s):

- Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts.
- Writers develop ideas for fictional writing by paying close attention to the small moments in their lives.
- Rules and conventions of language help readers understand what is being communicated.

Essential Question(s):

- *How do writers develop a well-written product?*
- *How do writers generate ideas for fictional stories?*
- *How do rules of language affect communication?*

Interdisciplinary Connection: Educational Technology

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

Integration of 21st Century Themes and Skills:

- CRP6. Demonstrate creativity and innovation.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

Stage 2: Assessment Evidence

Performance Task/Benchmark Assessment:

Sometimes things in life don't always go as planned. Think about a time in your life that you would "do-over" if you had an opportunity to do so. Write a personal narrative essay about an experience that you wished had turned out differently. Be sure to include specific details so that a reader can follow and understand your story.

Other Forms of Assessment:

- Write capturing the 5 Ws: *who, what, when, where, why (and how).*
- Alternate ending for novel
- Capture drama and write about it for others in quick news reports
- Write successfully in both first and third person
- Use vivid details
- Write "short" such as haiku, baseball cards, bumper stickers, tweets, etc.
- Publish a piece of narrative text that includes leads, transitions, and an ending
- Students self-assess and set goals
- Writer's notebook journal entries
- Prewriting
- Pre-assessment of a narrative writing essay
- Multiple drafts of the narrative writing essay (pre-writing, rough draft, revising, etc.)
- Mini-lesson application and accountability: *Student is able to effectively apply the mini-lesson concept to his/her writing*
- Prewriting/planning check-in: *Student is able to narrow in on a particular topic, then brainstorm and develop that topic*
- Productivity: *Student writes independently without needing teacher support, is able to revise and edit his/her work for clarity of thought and logical progression of ideas*

Stage 3: Learning Plan

The Components of a Mini-lesson

A writing mini-lesson is a short lesson focused on a specific principle or procedure (Calkins 1986, 1994). A mini-lesson's components are: Connection, Teaching, Active Engagement, and Link. Each mini-lesson follows the same architecture:

- ✓ **Connection:** Students learn why today's instruction is important and how it relates to the prior work. They hear the teaching point that crystallizes the lesson.
- ✓ **Teaching:** The teacher shows students how writers go about doing whatever is being taught. Usually this involves a demonstration, which the teacher sets up and explains.
- ✓ **Active Engagement:** Students are given a chance to practice (for a minute) what has just been taught. The teacher scaffolds their work so they can be successful.
- ✓ **Link:** The teacher crystallizes what has been taught, adding it to student's growing repertoire. Students are reminded that today's lesson pertains not only to today, but to every day. The teacher often summarizes the conditions under which a student is able to reach for this new knowledge.

The Architecture of a Conference

Each conference is unique; however, they nevertheless do have a predictable structure.

- ✓ **Research:** Observe and interview to understand what the child is trying to do as a writer. Probe to glean more about the child's intentions. Name what the child has already accomplished as a writer and remind the child to do this in future writing.
- ✓ **Decide:** Weigh whether you want to accept or alter the student's current plans and processes. Decide what you will teach and how you will teach it. Although there may be several teaching decisions, think about the one teaching point that is apt to make the biggest difference in the student's writing. Plan the way in which you will provide the student with guided practice.
- ✓ **Teach:** Instruct the student on critical writing strategies, i.e., adding details, creating a more effective hook, removing information that does not support the topic, or selecting a topic that the student may not know.
- ✓ **Link:** Name what the student has accomplished as a writer and remind the student to do this often in the future.

Unit # 3 - "Narrative Essay"

Stage 3: Learning Plan <Continued>

NJSLs	Suggested Instructional Resources
W.7.3 W.7.3.a,b,c,d,e W.7.4 W.7.5 W.7.6 W.7.10 SL.7.1 SL.7.1.a,b,c,d SL.7.2 SL.7.5 SL.7.6 L.7.1 L.7.1.a,b,c,d L.7.2 L.7.2.a,b L.7.3 L.7.3.a L.7.4.c,d L.7.5 L.7.5.b,c L.7.6	-Triumph Learning: NJ Instruction Coach 2018 Grade 7: Lesson 4- Writing Personal Narratives - Triumph Learning: NJ Instruction Coach 2018 Grade 7: Lesson 8- Writing Fictional Narratives - Holt: Elements of Language First Course: Chapter 1- The Sentence - Holt: Elements of Language First Course: Chapter 19 – Learning About Paragraphs - Holt: Elements of Language First Course: Chapter 2- Parts of Speech - Holt: Elements of Language First Course: Chapter 3- Parts of Speech - Holt: Elements of Language First Course: Chapter 5- The Phrase - Holt: Elements of Language First Course: Chapter 6- The Clause

“Argumentative Writing”

Stage 1: Determine the Desired Results

Enduring Understandings:

- A writer suspends judgment to weigh the reasons and evidence offered for each of the different sides.
- Writers use analysis of the evidence to help readers follow the path of their evidence. Writers need to state a claim, give reasons to back up that claim, and give evidence to support each reason.
- Researchers gather and critique information from different sources for specific purposes.
- Writers include theories and arguments in their writing and back them up with facts.
- A writer selects a form based on audience and purpose. Words powerfully affect meaning.
- Researchers gather and critique information from different sources for specific purposes.

Essential Questions:

- *How does a student respond when asked to choose sides in an existing argument?*
- *How do writers strengthen their position when analyzing a side in an argument?*
- *Why conduct research?*
- *How do writers develop their theories and arguments in their writing and back them up with facts?*
- *Why does a writer choose a particular form of writing?*

8.1 Educational Technology: Interdisciplinary Connection

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

Integration of 21st Century Themes and Skills:

- CRP6. Demonstrate creativity and innovation.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP7. Employ valid and reliable research strategies.

Stage 2: Assessment Evidence

Performance Task:

Cigarette smoking leads to illnesses that are a huge drain on our health-care system. Most people agree that cigarettes should be heavily taxed. However, obesity and diabetes are also major problems in the United States that seriously affect our health-care system. Write a persuasive essay that asserts whether or not soft drinks should be heavily taxed, as cigarettes are, to make them more expensive. Use reasons and examples to support your response.

Other Forms of Assessment:

- Debate different positions of an argument
- Set goals for writing and planning
- Explain evidence fully
- Use word choice to support and set tone of an argument
- Develop a conclusion that restates claim and offers insights
- Edit text using a variety of tools (checklist, peer, digital tools)
- Use humor, personal anecdotes, and compelling research
- Revise position based on incoming information
- Acknowledge all angles of a topic
- Choose relevant, significant, and convincing evidence
- Refute counterarguments
- Develop an organizational structure to build a strong text
- Write letters tailored to fit the audience
- Explain a complex argument clearly and convincingly
- Writer's Notebook journal entries
- Multiple drafts of the argument writing essay (pre-writing, rough draft, revising, etc.)
- Mini-lesson application and accountability: Student is able to effectively apply the mini-lesson concept to his/her writing
- Prewriting/planning check-in: Student is able to narrow in on a particular topic, then brainstorm and develop that topic
- Productivity: Student writes independently without needing teacher support, is able to revise and edit his/her work for clarity of thought and logical progression of ideas

	<ul style="list-style-type: none">• Mechanics: Student can spell high frequency words accurately and use his/her knowledge of our sound/symbol system (the alphabet) to spell unfamiliar words; is able to use punctuation successfully; and can look back over his/her final product to edit the final draft for clarity, cohesion, and logical expression of ideas• Teacher's anecdotal records
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Stage 3: Learning Plan

The Components of a Mini-lesson

A writing mini-lesson is a short lesson focused on a specific principle or procedure (Calkins 1986, 1994). A mini-lesson's components are: Connection, Teaching, Active Engagement, and Link. Each mini-lesson follows the same architecture:

- ✓ **Connection:** Students learn why today's instruction is important and how it relates to the prior work. They hear the teaching point that crystallizes the lesson.
- ✓ **Teaching:** The teacher shows students how writers go about doing whatever is being taught. Usually this involves a demonstration, which the teacher sets up and explains.
- ✓ **Active Engagement:** Students are given a chance to practice (for a minute) what has just been taught. The teacher scaffolds their work so they can be successful.
- ✓ **Link:** The teacher crystallizes what has been taught, adding it to student's growing repertoire. Students are reminded that today's lesson pertains not only to today, but to every day. The teacher often summarizes the conditions under which a student is able to reach for this new knowledge.

The Architecture of a Conference

Each conference is unique; however, they nevertheless do have a predictable structure.

- ✓ **Research:** Observe and interview to understand what the child is trying to do as a writer. Probe to glean more about the child's intentions. Name what the child has already accomplished as a writer and remind the child to do this in future writing.
- ✓ **Decide:** Weigh whether you want to accept or alter the student's current plans and processes. Decide what you will teach and how you will teach it. Although there may be several teaching decisions, think about the one teaching point that is apt to make the biggest difference in the student's writing. Plan the way in which you will provide the student with guided practice.
- ✓ **Teach:** Instruct the student on critical writing strategies, i.e., adding details, creating a more effective hook, removing information that does not support the topic, or selecting a topic that the student may not know.
- ✓ **Link:** Name what the student has accomplished as a writer and remind the student to do this often in the future.

Unit # 4 - "Argumentative Essay"

Stage 3: Learning Plan <Continued>

NJSLs	Suggested Instructional Resources
W.7.1	
W.7.1.a,b,c,d,e	
W.7.2	-Triumph Learning: NJ Instruction Coach 2018 Grade 7: Lesson 12- Writing Opinion Pieces
W.7.2.a,b,c,d,e	
W.7.4	
W.7.5	-Triumph Learning: NJ Instruction Coach 2018 Grade 7: Lesson 2- Writing Responses to Literature
W.7.6	
W.7.7	
W.7.8	- Holt: Elements of Language First Course: Chapter 1- The Sentence
W.7.9	
W.7.10	
SL.7.1	- Holt: Elements of Language First Course: Chapter 19 – Learning About Paragraphs
SL.7.1.a,b,c,d	
SL.7.2	- Holt: Elements of Language First Course: Chapter 2- Parts of Speech
SL.7.3	
SL.7.4	
SL.7.5	- Holt: Elements of Language First Course: Chapter 3- Parts of Speech
SL.7.6	
L.7.1	
L.7.1.a,b,c	- Holt: Elements of Language First Course: Chapter 5- The Phrase
L.7.2	
L.7.2.a,b	
L.7.3	- Holt: Elements of Language First Course: Chapter 6- The Clause
L.7.3.a	
L.7.4	
L.7.4.a,b,c,d	
L.7.5	
L.7.5.a,b,c	
L.7.6	

“Informative/Explanatory Writing”

Stage 1: Determine the Desired Results

Enduring Understandings:

- Effective writers develop and refine their ideas for thinking, learning, communicating about reading by using graphics, such as maps, diagrams, color-coding their notebooks to think through their work in fresh, new ways.
- Effective writers elaborate on important points from the text by including specific details in their writing about what they have read.
- Good writers develop and refine their ideas for thinking, learning, communicating, and aesthetic expression.
- Informational text is organized by topic and supporting details.
- When writing to explain, or offer information, writers need to know the specific text patterns or forms of organization.
- Researchers gather and critique information from different sources for specific purposes.

Essential Questions:

- *How do writers express themselves?*
- *How do writers organize informational text?*
- *Where do writers go for valid facts to back up their ideas and how do they include this information in their writing?*
- *Why conduct research?*
- *How do writers truly understand and demonstrate what they have read?*
- *How do effective writers incorporate evidence from the text as a means to elaborate on the text?*

8.1 Educational Technology: Interdisciplinary Connection

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

Integration of 21st Century Themes and Skills:

- CRP6. Demonstrate creativity and innovation.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

Stage 2: Assessment Evidence

Performance Task:

Write an informative essay about the origins of basketball. Include details about who developed the sport, how it was developed, and how it has changed. Include research from three or four sources by paraphrasing and using direct quotations in your essay. Cite your sources.

Other Forms of Assessment:

- Informational/Explanatory writing essay
- Multiple drafts of the informational/explanatory writing essay (pre-writing, rough draft, revising, etc.)
- Mini-lesson application and accountability: Student is able to effectively apply the mini-lesson concept to his/her writing
- Prewriting/planning check-in: Student is able to narrow in on a particular topic, then brainstorm and develop that topic
- Productivity: Student writes independently without needing teacher support, is able to revise and edit his/her work for clarity of thought and logical progression of ideas
- Mechanics: Student can spell high frequency words accurately; can use his/her knowledge of our sound/symbol system (the alphabet) to spell unfamiliar words; is able to use punctuation successfully; and can look back over his/her final product to edit the final draft for clarity, cohesion, and logical expression of ideas
- Mentor classmates' essays using annotation
- Rewrite and reshape essays using a checklist
- Edit work for content, grammar, and spelling
- Draft an outline of an essay
- Write a tight, thoughtful introduction for an essay
- Develop the tone of the essay by using word choice and varied sentence structure
- Properly use commas and transitions
- Use multiple sources to rely on when writing on demand
- Determine best place(s) for publishing completed work(s) online
- Writer's Notebook journal entries
- Prewriting

Stage 3: Learning Plan

The Components of a Mini-lesson

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- ✓ **Teach:** Instruct the student on critical writing strategies, i.e., adding details, creating a more effective hook, removing information that does not support the topic, or selecting a topic that the student may not know.
- ✓ **Link:** Name what the student has accomplished as a writer and remind the student to do this often in the future.

Unit #5 - "Informational Essay"

Stage 3: Learning Plan <Continued>

NJSLs	Suggested Instructional Resources
W.7.2 W.7.2.a,b,c,d,e W.7.4 W.7.5 W.7.6 W.7.7 W.7.8 W.7.9 W.7.10 SL.7.1 SL.7.1.a,b,c,d SL.7.2 SL.7.4 SL.7.5 SL.7.6 L.7.1 L.7.1.a,b,c L.7.2 L.7.2.a,b L.7.3 L.7.3.a L.7.4 L.7.4.a,b,c,d L.7.5 L.7.5.b,c L.7.6	-Triumph Learning: NJ Instruction Coach 2018 Grade 7: Lesson 10- Writing Informative Texts - Holt: Elements of Language First Course: Chapter 1- The Sentence - Holt: Elements of Language First Course: Chapter 19 – Learning About Paragraphs - Holt: Elements of Language First Course: Chapter 2- Parts of Speech - Holt: Elements of Language First Course: Chapter 3- Parts of Speech - Holt: Elements of Language First Course: Chapter 5- The Phrase - Holt: Elements of Language First Course: Chapter 6- The Clause

Modifications

Special Education:

- Teacher models own thinking while reading
- Provide additional opportunities to practice
- Use individual teacher/student conferences to address student's needs
- Use small group table conferences to address needs
- Chunk mini-lessons over a number of days
- Develop target vocabulary
- Scaffold comprehension when reading is used to promote reader response
- Chunk reading material
- Use graphic organizers to develop key concepts/ideas
- Teach key aspects of a topic and eliminate nonessential information
- Provide individual copies of the student's reading checklists

English Language Learners (ELLs):

- Model Thinking Aloud
- Encourage Partner Talk
- Repeat and Clarify
- Provide a Sequence
- Encourage self-selection of topics
- Target vocabulary
- Scaffold comprehension when reading is used to promote reader response
- Scaffold content-literacy reading
- Allow products to demonstrate student's learning
- Provide on-going feedback

Students at Risk of School Failure:

- Utilize TIME Mentor Program
- Build a relationship
- Allow flexible due dates
- Employ strategies from Classroom Instruction that Works
- Create the Opportunity to Learn strategies
- Build lessons around student interests

Gifted Students:

- Utilize flexible groups-group gifted students with other gifted students or higher-level learners
- Encourage students to explore/research concepts in depth via independent studies or investigations (individual/group)
- Differentiate product assignments. Employ differentiated curriculum to keep interest/motivation high
- Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment (problem based learning)
- Invite students to explore different points of view on a topic of study and compare the two
- Provide multiple opportunities for students to "Own Their Learning"
- Ask students higher-level questions that require students to look into causes, experiences, and facts to draw a conclusion to other

areas of learning. (Webb's Depth of Knowledge- Level 4)

- Create a room environment that encourages creativity and discovery through the use of interesting literature and reference materials. Supply reading materials on a wide variety of subjects and levels
- Provide a learning-rich environment that includes a variety of resources, media, tasks, and methods of teaching
- Focus on Habits of Mind pedagogy

7th Grade ELA Curriculum Suggested Pacing Guide

September:

- Policies/Procedures/EChalk review/organize & set-up materials (2 days)
- Fall Writing Prompt (1 day)
- Holt: Elements of Language First Course (ISBN# 978-0-03-094732-2)- Chapter 1: The Sentence (7 days)
- Holt: Elements of Language First Course (ISBN# 978-0-03-094732-2)- Chapter 19: Learning about Paragraphs (3 days)
- Triumph Learning: NJ Instruction Coach 2018 Grade 7 (ISBN# 83512103)- Lesson 1: Reading Historical Fiction (1days)

October:

- Triumph Learning: NJ Instruction Coach 2018 Grade 7 (ISBN# 83512103)- Lesson 1: Reading Historical Fiction (7 days)
- Benchmark Assessment #1 (2 days)
- Triumph Learning: NJ Instruction Coach 2018 Grade 7 (ISBN# 83512103)- Lesson 2: Writing Responses to Literature (4 days)
- Triumph Learning: NJ Instruction Coach 2018 Grade 7 (ISBN# 83512103)- Lesson 3: Reading Literary Nonfiction (6 days)

November:

- Triumph Learning: NJ Instruction Coach 2018 Grade 7 (ISBN# 83512103)- Lesson 3: Reading Literary Nonfiction (2 days)
- Triumph Learning: NJ Instruction Coach 2018 Grade 7 (ISBN# 83512103)- Lesson 4: Writing Personal Narratives (5 days)
- Triumph Learning: NJ Instruction Coach 2018 Grade 7 (ISBN# 83512103)- Lesson 5: Reading Historical Texts (6 days)
- Benchmark Assessment #2 (2 days)

December:

- Holt: Elements of Language First Course (ISBN# 978-0-03-094732-2)- Chapter 2: Parts of Speech (9 days)
- Holt: Elements of Language First Course (ISBN# 978-0-03-094732-2)- Chapter 3: Parts of Speech (9 days)

January:

- Triumph Learning: NJ Instruction Coach 2018 Grade 7 (ISBN# 83512103)- Lesson 6: Reading Drama (6 days)
- Triumph Learning: NJ Instruction Coach 2018 Grade 7 (ISBN# 83512103)- Lesson 7: Reading Poetry (8 days)
- Benchmark Assessment #3 (2 days)
- Triumph Learning: NJ Instruction Coach 2018 Grade 7 (ISBN# 83512103)- Lesson 8: Writing Fictional Narratives (3 days)

February:

- Triumph Learning: NJ Instruction Coach 2018 Grade 7 (ISBN# 83512103)- Lesson 8: Writing Fictional Narratives (5 days)
- Triumph Learning: NJ Instruction Coach 2018 Grade 7 (ISBN# 83512103)- Lesson 11: Reading Persuasive Nonfiction (7 days)
- Benchmark Assessment #4 (2 days)
- Triumph Learning: NJ Instruction Coach 2018 Grade 7 (ISBN# 83512103)- Lesson 12: Writing Opinion Pieces (4 days)

March:

- Triumph Learning: NJ Instruction Coach 2018 Grade 7 (ISBN# 83512103)- Lesson 12: Writing Opinion Pieces (4 days)
- Holt: Elements of Language First Course (ISBN# 978-0-03-094732-2)- Chapter 5: Phrases (7 days)
- Triumph Learning: NJ Instruction Coach 2018 Grade 7 (ISBN# 83512103)- Lesson 10 Writing Informative Texts (5 days)
- Short Story: *"The Ransom of Red Chief"* by O. Henry (4 days)

April:

- Holt: Elements of Language First Course (ISBN# 978-0-03-094732-2)- Chapter 6: Clauses (6 days)
- PARCC Review (9 days)
 - o Fictional Narrative Essay set-up and strategies
 - o Response to Literature Essay set-up and strategies
 - o Opinion Essay set-up and strategies
 - o Online practice test
 - o Review of online tools/test set-up and strategies

May:

- PARCC Testing (5 days)
- *"The Story of Blima"* by Shirley Watchtel (13 days)
- *"The Giver"* by Lois Lowry (2 days)

June:

- *"The Giver"* by Lois Lowry (11 days)