

7th Grade ELA Academic Prep

Unit Title: Building a Reading Life

Stage 1: Desired Results

Standards & Indicators:

Grade 7

Progress Indicators for Reading Literature

Key Ideas and Details

RL.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

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

Craft and Structure

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

Range of Reading and Level of Text Complexity

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

Grade 7

Progress Indicators Informational Text

Integration of Knowledge and Ideas

RI.7.7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Career Readiness, Life Literacies and Key Skills

Standard

Performance Expectations

Core Ideas

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| By the end of 8th Grade, awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction. | 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6). | Individuals from different cultures may have different points of view and experiences. |
| By the end of 8th Grade, an individual's strengths, lifestyle goals, choices, and interests affect employment and income. | 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job. | Different types of jobs require different knowledge and skills. |
| <u>Central Idea/Enduring Understanding:</u> <ul style="list-style-type: none"> • Readers utilize strategies to help them better understand texts they are reading. • Readers use word study strategies to help them decode words. • Readers read like they speak, with purpose and fluency. • Readers generate bigger vocabularies from reading texts. • Readers apply comprehension strategies to support their navigation of a text. • Readers write about what they read to further explore their thoughts related to the text. | | <u>Essential/Guiding Question:</u> How do literacy structures, strategies, and routines in the classroom support thinking and learning? How are all of the components of reading (decoding, fluency, comprehension, etc.) interconnected to support our understanding of text? |
| <u>Content/Resources:</u> <i>The Rose That Grew From Concrete</i> by Tupac Shakur <i>The Challenge</i> by, Gary Soto <i>The Sniper</i> by, Liam O'Flaherty <i>The House on Mango Street</i> by, Sandra Cisneros <i>The Crossover</i> by, Kwame Alexander <i>Souder</i> by, William Armstrong <i>Iggie's House</i> by, Judy Blume <i>Crash</i> by, Jerry Spinelli <i>Eggs</i> by, Jerry Spinelli <i>Stargirl</i> by, Jerry Spinelli | | <u>Skills(Objectives):</u> Main idea and supporting details Summarizing Compare and contrast Theme Figurative language Personal narrative Argumentation Author's Purpose and Author's Point of View Story Elements Plot Textual Evidence Character |

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| | | Poetic Elements Word Meaning Greek and Latin Affixes and Roots | |
| <u>Interdisciplinary Connections:</u> Nonfiction texts are related to science and social studies topics. Students will also work on vocabulary skills to break apart technical terms that they learn in other subject areas. | | | |
| Stage 2: Assessment Evidence | | | |
| <u>Performance Task(s):</u> IXL MAP PCR Writing Tasks Columbia Teachers College Reading and Writing Project Running Records QRI-6 Word Lists | | <u>Other Evidence:</u> Graphic Organizers Student Notebook Work | |
| Stage 3: Learning Plan | | | |
| <u>Learning Opportunities/Strategies:</u> <i>Do Now:</i> Vocabulary, Graphic Organizer <i>Teach/Model:</i> The skill or strategy that is being taught will be modeled for the students. <i>Guided Practice:</i> Students try to apply the skill/strategy with support of the teacher. <i>Independent Practice:</i> Students apply the skill or strategy that was taught independently or in a small group. Strategies: Boxes and Bullets, SWBSF, The What/So What, 5 W's, Think-Pair-Share | | <u>Resources:</u> https://www.ixl.com/signin/pemb https://www.fcrr.org/student-center-activities WTW Word Sorts Wilson Workbooks https://www.readworks.org/ https://newsela.com/ https://achievethecore.org/ Nifty, Thrifty, Fifty: https://catherinesconfetti.wordpress.com/teaching-reading-2/phonics/phonics-activity-the-nifty-thrifty-fifty/ https://www.glsen.org/resources/educator-resources https://mcc.gse.harvard.edu/resources-for-educators/supporing-lgbtqia-youth-resource-list https://www.respectability.org/resources/education-resources-disability-issues/ https://www.learningforjustice.org/ | |
| <u>Differentiation</u> *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation | | | |
| High-Achieving Students | On Grade Level Students | Struggling Students | Special Needs/ELL |

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| <p>The student will be given an alternate task based on MAP data or reading assessment data. Students will be asked to work on skills that they require remediation in.</p> <p>Students who exhibit comprehension of skills being taught will be given an extension to the assignment (Example: story at a higher reading level in which they need to apply the skill that was taught)</p> <p>Students may also be asked to discuss how they arrived at their answer, to question, to another student, to make sure they have a clear understanding of the concept.</p> | <p>Students who exhibit comprehension of skills being taught will be given an extension to the assignment. (Example: story at a higher reading level in which they need to apply the skill that was taught)</p> <p>Students may also be asked to discuss how they arrived at their answer, to question, to another student, to make sure they have a clear understanding of the concept.</p> <p>Students will use a learning progression to reflect upon their application of the skill/strategy they were taught. Students will then add to their work to deepen their understanding of the skill/strategy.</p> <p>Students will be given higher level questions in order to push their thinking.</p> <p>Students will be coached by the</p> | <p>Struggling students will receive small group instruction from the Reading Specialist.</p> <p>Reading assessments will be conducted to determine needs.</p> <p>Resources such as ReadLive, FCRR, IXL etc. will be used to differentiate.</p> <p>Students will receive interventions such as repetition of Instructions, visual aides, allowing student(s) to draw pictures as well as labeling, individualized reading plans, or extra time to complete tasks.</p> <p>Students will read texts at a lower level and will be given a graphic organizer to assist them in comprehending the text.</p> <p>Students will use sentence frames to assist them in their ability to demonstrate their</p> | <p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following::</p> <ul style="list-style-type: none"> Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries |
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| | teacher in order to advance their understanding of the skill or strategy. | understanding of the text. | |
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Unit Title: Navigating Nonfiction

Stage 1: Desired Results

Standards & Indicators:

Grade 7

Progress Indicators for Reading Literature

Key Ideas and Details

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.

Progress Indicators Informational Text

Key Ideas and Details

RI.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

Craft and Structure

RI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

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

RI.7.6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

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Integration of Knowledge and Ideas

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.

Range of Reading and Level of Text Complexity

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

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Career Readiness, Life Literacies and Key Skills

| Standard | Performance Expectations | Core Ideas |
|---|---|--|
| By the end of 8th Grade, awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction. | 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6). | Individuals from different cultures may have different points of view and experiences. |
| By the end of 8th Grade, an individual's strengths, lifestyle goals, choices, and interests affect employment and income. | 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job. | Different types of jobs require different knowledge and skills. |

Central Idea/Enduring Understanding:

- Readers utilize strategies to help them better understand texts they are reading.
- Readers use word study strategies to help them decode words.
- Readers read like they speak, with purpose and fluency.
- Readers generate bigger vocabularies from reading texts.
- Readers apply comprehension strategies to support their navigation of a text.

Essential/Guiding Question:

How do literacy structures, strategies, and routines in the classroom support thinking and learning?
How are all of the components of reading (decoding, fluency, comprehension, etc.) interconnected to support our understanding of text?

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| <ul style="list-style-type: none"> Readers write about what they read to further explore their thoughts related to the text. | |
| <p><u>Content/Resources:</u></p> <p><i>The Rose That Grew From Concrete</i> by Tupac Shakur <i>The Challenge</i> by, Gary Soto <i>The Sniper</i> by, Liam O’Flaherty <i>The House on Mango Street</i> by, Sandra Cisneros <i>The Crossover</i> by, Kwame Alexander <i>Souder</i> by, William Armstrong <i>Iggie’s House</i> by, Judy Blume <i>Crash</i> by, Jerry Spinelli <i>Eggs</i> by, Jerry Spinelli <i>Stargirl</i> by, Jerry Spinelli</p> | <p><u>Skills(Objectives):</u></p> <p>Main idea and supporting details Summarizing Compare and contrast Theme Figurative language Personal narrative Argumentation Author’s Purpose and Author’s Point of View Story Elements Plot Textual Evidence Character Poetic Elements Word Meaning Greek and Latin Affixes and Roots</p> |
| <p><u>Interdisciplinary Connections:</u></p> <p>Nonfiction texts are related to science and social studies topics. Students will also work on vocabulary skills to break apart technical terms that they learn in other subject areas.</p> | |
| <p style="text-align: center;">Stage 2: Assessment Evidence</p> | |
| <p><u>Performance Task(s):</u></p> <p>IXL MAP PCR Writing Tasks Columbia Teachers College Reading and Writing Project Running Records QRI-6 Word Lists</p> | <p><u>Other Evidence:</u></p> <p>Graphic Organizers Student Notebook Work</p> |
| <p style="text-align: center;">Stage 3: Learning Plan</p> | |
| <p><u>Learning Opportunities/Strategies:</u></p> <p><i>Do Now:</i> Vocabulary, Graphic Organizer</p> <p><i>Teach/Model:</i> The skill or strategy that is being taught will be modeled for the students.</p> <p><i>Guided Practice:</i> Students try to apply the skill/strategy with support of the teacher.</p> | <p><u>Resources:</u></p> <p>https://www.ixl.com/signin/pemb https://www.fcrr.org/student-center-activities WTW Word Sorts Wilson Workbooks https://www.readworks.org/ https://newsela.com/ https://achievethecore.org/ Nifty, Thrifty, Fifty: https://catherinesconfetti.wordpress.com/teaching-reading-2/phonics/phonics-activity-the-nifty-thrifty-fifty/ https://www.glsen.org/resources/educator-resources</p> |

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| <i>Independent Practice:</i> Students apply the skill or strategy that was taught independently or in a small group. | | https://mcc.gse.harvard.edu/resources-for-educators/sup-porting-lgbtqia-youth-resource-list https://www.respectability.org/resources/education-resources-disability-issues/ https://www.learningforjustice.org/ | |
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| Strategies: Boxes and Bullets, SWBSF, The What/So What, 5 W's, Think-Pair-Share | | | |
| <u>Differentiation</u> *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation | | | |
| High-Achieving Students | On Grade Level Students | Struggling Students | Special Needs/ELL |
| <p>The student will be given an alternate task based on MAP data or reading assessment data. Students will be asked to work on skills that they require remediation in.</p> <p>Students who exhibit comprehension of skills being taught will be given an extension to the assignment (Example: story at a higher reading level in which they need to apply the skill that was taught)</p> <p>Students may also be asked to discuss how they arrived at their answer, to question, to another student, to make sure they have a clear understanding of the concept.</p> | <p>Students who exhibit comprehension of skills being taught will be given an extension to the assignment. (Example: story at a higher reading level in which they need to apply the skill that was taught)</p> <p>Students may also be asked to discuss how they arrived at their answer, to question, to another student, to make sure they have a clear understanding of the concept.</p> <p>Students will use a learning progression to reflect upon their application of the skill/strategy they were taught.</p> | <p>Struggling students will receive small group instruction from the Reading Specialist.</p> <p>Reading assessments will be conducted to determine needs.</p> <p>Resources such as ReadLive, FCRR, IXL etc. will be used to differentiate.</p> <p>Students will receive interventions such as repetition of Instructions, visual aides, allowing student(s) to draw pictures as well as labeling, individualized reading plans, or extra time to complete tasks.</p> | <p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following:: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries</p> |

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| | <p>Students will then add to their work to deepen their understanding of the skill/strategy.</p> <p>Students will be given higher level questions in order to push their thinking.</p> <p>Students will be coached by the teacher in order to advance their understanding of the skill or strategy.</p> | <p>Students will read texts at a lower level and will be given a graphic organizer to assist them in comprehending the text.</p> <p>Students will use sentence frames to assist them in their ability to demonstrate their understanding of the text.</p> | |
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| <u>Unit Title:</u> Building Skills to Comprehend Literature |
| Stage 1: Desired Results |
| <p><u>Standards & Indicators:</u></p> <p>Grade 7</p> <p style="text-align: center;">Progress Indicators for Reading Literature</p> <p>Key Ideas and Details</p> <p>RL.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p>RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p> <p>Craft and Structure</p> |

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

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

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

Integration of Knowledge and Ideas

RL.7.7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Career Readiness, Life Literacies and Key Skills

| Standard | Performance Expectations | Core Ideas |
|---|---|--|
| By the end of 8th Grade, awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction. | 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6). | Individuals from different cultures may have different points of view and experiences. |
| By the end of 8th Grade, an individual's strengths, lifestyle goals, choices, and interests affect employment and income. | 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job. | Different types of jobs require different knowledge and skills. |

Central Idea/Enduring Understanding:

- Readers utilize strategies to help them better understand texts they are reading.
- Readers use word study strategies to help them decode words.
- Readers read like they speak, with

Essential/Guiding Question:

How do literacy structures, strategies, and routines in the classroom support thinking and learning?
How are all of the components of reading (decoding, fluency, comprehension, etc.) interconnected to support our understanding of text?

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| <p>purpose and fluency.</p> <ul style="list-style-type: none"> • Readers generate bigger vocabularies from reading texts. • Readers apply comprehension strategies to support their navigation of a text. • Readers write about what they read to further explore their thoughts related to the text. | |
| <p><u>Content/Resources:</u></p> <p><i>The Rose That Grew From Concrete</i> by Tupac Shakur <i>The Challenge</i> by, Gary Soto <i>The Sniper</i> by, Liam O’Flaherty <i>The House on Mango Street</i> by, Sandra Cisneros <i>The Crossover</i> by, Kwame Alexander <i>Souder</i> by, William Armstrong <i>Iggie’s House</i> by, Judy Blume <i>Crash</i> by, Jerry Spinelli <i>Eggs</i> by, Jerry Spinelli <i>Stargirl</i> by, Jerry Spinelli</p> | <p><u>Skills(Objectives):</u></p> <p>Main idea and supporting details Summarizing Compare and contrast Theme Figurative language Personal narrative Argumentation Author’s Purpose and Author’s Point of View Story Elements Plot Textual Evidence Character Poetic Elements Word Meaning Greek and Latin Affixes and Roots</p> |
| <p><u>Interdisciplinary Connections:</u></p> <p>Nonfiction texts are related to science and social studies topics. Students will also work on vocabulary skills to break apart technical terms that they learn in other subject areas.</p> | |
| <p style="text-align: center;">Stage 2: Assessment Evidence</p> | |
| <p><u>Performance Task(s):</u></p> <p>IXL MAP PCR Writing Tasks Columbia Teachers College Reading and Writing Project Running Records QRI-6 Word Lists</p> | <p><u>Other Evidence:</u></p> <p>Graphic Organizers Student Notebook Work</p> |
| <p style="text-align: center;">Stage 3: Learning Plan</p> | |
| <p><u>Learning Opportunities/Strategies:</u></p> <p><i>Do Now:</i> Vocabulary, Graphic Organizer</p> <p><i>Teach/Model:</i> The skill or strategy that is being taught will be modeled for the students.</p> | <p><u>Resources:</u></p> <p>https://www.ixl.com/signin/pemb https://www.fcrr.org/student-center-activities WTW Word Sorts Wilson Workbooks https://www.readworks.org/</p> |

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| <p><i>Guided Practice:</i> Students try to apply the skill/strategy with support of the teacher.</p> <p><i>Independent Practice:</i> Students apply the skill or strategy that was taught independently or in a small group.</p> <p>Strategies: Boxes and Bullets, SWBSF, The What/So What, 5 W's, Think-Pair-Share</p> | | <p>https://newsela.com/ https://achievethecore.org/ Nifty, Thrifty, Fifty: https://catherinesconfetti.wordpress.com/teaching-reading-2/phonics/phonics-activity-the-nifty-thrifty-fifty/ https://www.glsen.org/resources/educator-resources https://mcc.gse.harvard.edu/resources-for-educators/supporting-lgbtqia-youth-resource-list https://www.respectability.org/resources/education-resources-disability-issues/ https://www.learningforjustice.org/</p> | |
| <p><u>Differentiation</u></p> <p>*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation</p> | | | |
| High-Achieving Students | On Grade Level Students | Struggling Students | Special Needs/ELL |
| <p>The student will be given an alternate task based on MAP data or reading assessment data. Students will be asked to work on skills that they require remediation in.</p> <p>Students who exhibit comprehension of skills being taught will be given an extension to the assignment (Example: story at a higher reading level in which they need to apply the skill that was taught)</p> <p>Students may also be asked to discuss how they arrived at their answer, to question, to another student, to make sure they have a</p> | <p>Students who exhibit comprehension of skills being taught will be given an extension to the assignment. (Example: story at a higher reading level in which they need to apply the skill that was taught)</p> <p>Students may also be asked to discuss how they arrived at their answer, to question, to another student, to make sure they have a clear understanding of the concept.</p> <p>Students will use a learning progression to</p> | <p>Struggling students will receive small group instruction from the Reading Specialist.</p> <p>Reading assessments will be conducted to determine needs.</p> <p>Resources such as ReadLive, FCRR, IXL etc. will be used to differentiate.</p> <p>Students will receive interventions such as repetition of Instructions, visual aides, allowing student(s) to draw pictures as well as labeling, individualized reading plans, or</p> | <p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following::</p> <p>Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries</p> |

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| clear understanding of the concept. | <p>reflect upon their application of the skill/strategy they were taught. Students will then add to their work to deepen their understanding of the skill/strategy.</p> <p>Students will be given higher level questions in order to push their thinking.</p> <p>Students will be coached by the teacher in order to advance their understanding of the skill or strategy.</p> | <p>extra time to complete tasks.</p> <p>Students will read texts at a lower level and will be given a graphic organizer to assist them in comprehending the text.</p> <p>Students will use sentence frames to assist them in their ability to demonstrate their understanding of the text.</p> | |
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| <u>Unit Title:</u> Improving Literacy Skills |
| Stage 1: Desired Results |
| <u>Standards & Indicators:</u> Grade 7 <div style="text-align: center;">Grade 7 Progress Indicators Informational Text</div> Key Ideas and Details RI.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. |

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RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

RI.7.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

Craft and Structure

RI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

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

Integration of Knowledge and Ideas

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.

Range of Reading and Level of Text Complexity

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

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Career Readiness, Life Literacies and Key Skills

| Standard | Performance Expectations | Core Ideas |
|---|---|--|
| By the end of 8th Grade, awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction. | 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6). | Individuals from different cultures may have different points of view and experiences. |
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7th Grade ELA Academic Prep

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| employment and income. | | |
| <u>Central Idea/Enduring Understanding:</u> <ul style="list-style-type: none">• Readers utilize strategies to help them better understand texts they are reading.• Readers use word study strategies to help them decode words.• Readers read like they speak, with purpose and fluency.• Readers generate bigger vocabularies from reading texts.• Readers apply comprehension strategies to support their navigation of a text.• Readers write about what they read to further explore their thoughts related to the text. | <u>Essential/Guiding Question:</u> <p>How do literacy structures, strategies, and routines in the classroom support thinking and learning?</p> <p>How are all of the components of reading (decoding, fluency, comprehension, etc.) interconnected to support our understanding of text?</p> | |
| <u>Content/Resources:</u> <p><i>The Rose That Grew From Concrete</i> by Tupac Shakur <i>The Challenge</i> by, Gary Soto <i>The Sniper</i> by, Liam O’Flaherty <i>The House on Mango Street</i> by, Sandra Cisneros <i>The Crossover</i> by, Kwame Alexander <i>Souder</i> by, William Armstrong <i>Iggie’s House</i> by, Judy Blume <i>Crash</i> by, Jerry Spinelli <i>Eggs</i> by, Jerry Spinelli <i>Stargirl</i> by, Jerry Spinelli</p> | <u>Skills(Objectives):</u> <p>Main idea and supporting details Summarizing Compare and contrast Theme Figurative language Personal narrative Argumentation Author’s Purpose and Author’s Point of View Story Elements Plot Textual Evidence Character Poetic Elements Word Meaning Greek and Latin Affixes and Roots</p> | |
| <u>Interdisciplinary Connections:</u> <p>Nonfiction texts are related to science and social studies topics. Students will also work on vocabulary skills to break apart technical terms that they learn in other subject areas.</p> | | |
| Stage 2: Assessment Evidence | | |
| <u>Performance Task(s):</u> <p>IXL MAP PCR Writing Tasks</p> | <u>Other Evidence:</u> <p>Graphic Organizers Student Notebook Work</p> | |

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|--|---|---|---|
| Columbia Teachers College Reading and Writing Project Running Records QRI-6 Word Lists | | | |
| Stage 3: Learning Plan | | | |
| <u>Learning Opportunities/Strategies:</u> Do Now: Vocabulary, Graphic Organizer Teach/Model: The skill or strategy that is being taught will be modeled for the students. Guided Practice: Students try to apply the skill/strategy with support of the teacher. Independent Practice: Students apply the skill or strategy that was taught independently or in a small group. Strategies: Boxes and Bullets, SWBSF, The What/So What, 5 W's, Think-Pair-Share | | <u>Resources:</u> https://www.ixl.com/signin/pemb https://www.fcrr.org/student-center-activities WTW Word Sorts Wilson Workbooks https://www.readworks.org/ https://newsela.com/ https://achievethecore.org/ Nifty, Thrifty, Fifty: https://catherinesconfetti.wordpress.com/teaching-reading-2/phonics/phonics-activity-the-nifty-thrifty-fifty/ https://www.glsen.org/resources/educator-resources https://mcc.gse.harvard.edu/resources-for-educators/supporing-lgbtqia-youth-resource-list https://www.respectability.org/resources/education-resources-disability-issues/ https://www.learningforjustice.org/ | |
| <u>Differentiation</u> *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation | | | |
| High-Achieving Students | On Grade Level Students | Struggling Students | Special Needs/ELL |
| The student will be given an alternate task based on MAP data or reading assessment data. Students will be asked to work on skills that they require remediation in. Students who exhibit comprehension of skills being taught will be given an extension to the assignment (Example: story at a higher reading level in | Students who exhibit comprehension of skills being taught will be given an extension to the assignment. (Example: story at a higher reading level in which they need to apply the skill that was taught) Students may also be asked to discuss how they arrived at | Struggling students will receive small group instruction from the Reading Specialist. Reading assessments will be conducted to determine needs. Resources such as ReadLive, FCRR, IXL etc. will be used to differentiate. | Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the following:: Extended time |

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| <p>which they need to apply the skill that was taught)</p> <p>Students may also be asked to discuss how they arrived at their answer, to question, to another student, to make sure they have a clear understanding of the concept.</p> | <p>their answer, to question, to another student, to make sure they have a clear understanding of the concept.</p> <p>Students will use a learning progression to reflect upon their application of the skill/strategy they were taught. Students will then add to their work to deepen their understanding of the skill/strategy.</p> <p>Students will be given higher level questions in order to push their thinking.</p> <p>Students will be coached by the teacher in order to advance their understanding of the skill or strategy.</p> | <p>Students will receive interventions such as repetition of Instructions, visual aides, allowing student(s) to draw pictures as well as labeling, individualized reading plans, or extra time to complete tasks.</p> <p>Students will read texts at a lower level and will be given a graphic organizer to assist them in comprehending the text.</p> <p>Students will use sentence frames to assist them in their ability to demonstrate their understanding of the text.</p> | <p>Provide visual aids</p> <p>Repeated directions</p> <p>Differentiate based on proficiency</p> <p>Provide word banks</p> <p>Allow for translators, dictionaries</p> |
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Pacing Guide

| Course Name | Content/Resources | Standards |
|--|---|--|
| UNIT 1: Building a Reading Life | | |
| 22 Days | <p>IXL Diagnostic https://www.ixl.com/signin/pemb</p> <p>Global Read Aloud Book (Generate reading interest)</p> <p>Guided Reading Texts (Based on Student's Levels): See 'Content' for options.</p> <p>Reading Assessments, MAP Testing</p> | <ul style="list-style-type: none"> ● RL.7.1. ● RL.7.2. ● RI.7.2. ● RL.7.4. ● RL.7.7. ● RI.7.8. ● W.7.3. |
| UNIT 2: Navigating Nonfiction Texts | | |
| 22 Days | <p>IXL https://www.ixl.com/signin/pemb</p> <p>Newsela https://newsela.com/</p> <p>Readworks https://www.readworks.org/</p> <p>MAP, Reading Assessments, PCR Rubric</p> | <ul style="list-style-type: none"> ● RI.7.1. ● RI.7.2. ● RL.7.2. ● RI.7.6. ● RI.7.8. ● RI.7.4. ● W.7.1. |
| UNIT 3: Developing Skills to Navigate Literature | | |
| 22 Days | <p>IXL https://www.ixl.com/signin/pemb</p> <p>Guided Reading Texts (Based on Student's Levels): See 'Content' for options.</p> | <ul style="list-style-type: none"> ● RL.2.2. ● RL.2.4. ● RL.2.5. ● RL.2.3. ● RL.2.7. ● W.7.1. |

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| | Achieve the Core https://achievethecore.org/ Reading Assessments, MAP Testing | |
| UNIT 4: Navigating Nonfiction Texts | | |
| 22 Days | IXL https://www.ixl.com/signin/pemb Newsela https://newsela.com/ Readworks https://www.readworks.org/ Achieve the Core https://achievethecore.org/ MAP, Reading Assessments, PCR Rubric | <ul style="list-style-type: none">● RI.7.2.● RI.7.5.● RI.7.4.● RI.7.8.● RI.7.1.● RL.7.2.● W.7.2. |