

# Grade 7 ELA

## Unit 1: Getting Along

### Stage 1: Desired Results

#### Standards & Indicators:

##### Language Domain

L.SS.7.1. [Language. System and Structure of Language.7.1](#). Demonstrate command of the system and structure of the English language when writing or speaking.

- A. Explain the function of phrases and clauses in general and their function in specific sentences.
- B. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
- C. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
- D. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old green shirt).
- E. Recognize spelling conventions.

L.KL.7.2. [Language. Knowledge of Language.7.2](#). Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
- B. Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.
- C. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

L.VL.7.3. [Language. Vocabulary Acquisition, Use and Literal Meaning.7.3](#). Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, including technical meanings, choosing flexibly from a range of strategies.

- A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
- C. Analyze the impact of a specific word choice on meaning and tone.
- D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.VI.7.4. [Language. Vocabulary Acquisition, Use and Interpretative Meaning.7.4](#). Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- A. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
- B. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
- C. Analyze the impact of rhymes and other repetitions of sound (e.g., alliteration) on a specific verse or stanza or a poem or section of a story or drama.

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- D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

### Reading Domain

RL.CI.7.2. [Reading Literature.Central Ideas and Themes of Texts.7.2.](#) Determine a theme in a literary text (e.g., stories, plays or poetry) and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RL.IT.7.3. [Reading Literature.Interactions Among Text Elements7.3.](#) Analyze how particular elements of a text interact including how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

RL.PP.7.5. [Reading Literature.Perspective and Purpose in Texts.7.5.](#) Determine how an author conveys or develops perspective or purpose in a text through contrasting the points of view of different characters or narrators in a text.

RL.MF.7.6. [Reading Literature.Diverse Media and Formats.7.6.](#) Compare and contrast texts (e.g., a written story, drama, or poem) to its audio, filmed, staged, or multimedia version and analyze the unique qualities of different mediums, including the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

RL.CT.7.8. [Reading Literature.Comparison of Texts.7.8.](#) Compare and contrast a fictional portrayal of an event, time, place, or character and a historical or scientific account of the same period or event as a means of understanding how authors of fiction use or alter history and/or events.

### Writing Domain

W.IW.7.2. [Writing.Informative and Explanatory Writing.7.2.](#) Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- A. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.
- B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- C. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- D. Use precise language and domain/ grade-level- specific vocabulary to inform about or explain the topic.
- E. Establish and maintain a formal style academic style, approach, and form.
- F. Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows the flow of ideas, reflects back on the topic, and supports the information or explanation presented.

W.RW.7.7. [Writing.Range of Writing.7.7.](#) Write routinely over extended time frames (time for research, reflection, metacognition/self- correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### Speaking and Listening Domain

SL.PE.7.1. [Speaking and Listening.Participate Effectively.7.1.](#) Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

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- A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- B. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
- C. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
- D. Acknowledge new information expressed by others and, when warranted, modify their own views.

### Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.1.8PB.5	Identify factors that affect one's goals, including peers, culture, location, and past experiences.	Goals (e.g. higher education, autos, and homes, retirement) affect your finances.
9.1.8.CR.2	Compare various ways to give back through strengths, passions, goals, and other personal factors.	Individuals can use their talents, resources, and abilities to give back.
9.4.8.DC.	Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences.	Digital footprints are publicly accessible, even if only shared with a select group. Appropriate measures such as proper interactions can protect online reputations.

#### Essential/Guiding Question:

What are the challenges of human interactions?

#### Central Idea/Enduring Understanding:

##### Reading

- Authors use various techniques to convey meaning and evoke emotions.
- The context of a text can influence its interpretation.
- Analyzing a text involves considering multiple perspectives.
- Critical thinking is essential for understanding complex texts.

##### Writing

- Effective writing requires clear organization and development of ideas.
- Writing is a process that involves multiple stages.
- Writing can be used to express ideas, inform, and persuade.
- Effective writing requires attention to grammar, usage, and mechanics.

##### Language and Vocabulary

- Words have multiple meanings and can be used in different contexts.
- Understanding word relationships can enhance vocabulary development.
- Language is a tool for communication and expression.

##### Literature

- Literature reflects and shapes human experiences.
- Characters are developed through their actions, thoughts, and speech.
- Plot is driven by conflict and resolution.
- Theme is the central message or idea of a literary work.

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<u>Content:</u>	<u>Skills(Objectives):</u>
<p>“Thank you Ma’am”</p> <ul style="list-style-type: none"> <li>• Skill: Story Elements</li> <li>• Skill: Theme</li> <li>• First Read</li> <li>• Close Read</li> </ul> <p>“Oranges”</p> <ul style="list-style-type: none"> <li>• Skill: Poetic Devices</li> <li>• Skill: Figurative Language</li> <li>• First Read</li> <li>• Close Read</li> </ul> <p><i>The Outsiders</i></p> <ul style="list-style-type: none"> <li>• Skill: Conflict</li> <li>• Skill: Point of View</li> <li>• Skill: Characterization</li> <li>• Skill: Dialogue</li> <li>• Close Read</li> </ul> <p><b>Key Reading Skills</b></p> <p>Textual Evidence Point of View Informational Text Elements Theme Dramatic Elements Story Structure Figurative Language Setting Central or Main Idea Technical Language Informational Text Structure Arguments and Claims Compare and Contrast Author’s Purpose and Point of View Character Media Story Elements Poetic Elements</p> <p><b>Key Grammar Skills</b></p> <p>First Read: The Dangers of Social Media - Compound and Compound-Complex Sentences Extended Writing Project: Draft - Adjective Clauses to Combine Sentences Extended Writing Project: Revise - Identifying Modifiers Extended Writing Project: Publish - Adding Prefixes</p> <p><b>Key Writing Skills</b></p> <p>Audience, Purpose, and Style Research and Note-Taking</p>	<ul style="list-style-type: none"> <li>• Perform an initial reading of a text and demonstrate comprehension by responding to short analysis and inference questions with textual evidence.</li> <li>• Define unfamiliar vocabulary using context clues and by verifying inferred definitions in context or by using a dictionary.</li> <li>• Participate effectively in a range of conversations and collaborations to express ideas and build upon the ideas of others.</li> <li>• Learn the definition of point of view.</li> <li>• Practice using concrete strategies for identifying and analyzing narrative and character point of view.</li> <li>• Complete a close reading of a passage of literature.</li> <li>• Practice and apply concrete strategies for using explicit textual evidence to make inferences and for identifying and analyzing points of view.</li> <li>• Prewrite, plan, and produce clear and coherent writing in response to a prompt.</li> <li>• Learn the definition of theme.</li> <li>• Practice using concrete strategies for identifying and analyzing details that point to the theme of a short story.</li> <li>• Practice and apply concrete strategies for identifying theme.</li> <li>• Learn the definition of story elements.</li> <li>• Practice and apply concrete strategies for analyzing story elements, particularly the influence of setting on character and plot.</li> <li>• Learn the definition of argument and claim.</li> <li>• Practice using concrete strategies for determining the effectiveness of arguments and claims.</li> <li>• Learn the definitions of author's purpose and author's point of view.</li> <li>• Practice using concrete strategies for identifying and analyzing author's purpose and author's point of view.</li> <li>• Complete a close reading of passages of argumentative text.</li> <li>• Practice and apply concrete strategies for identifying author's purpose or point of view, evaluating author's arguments and claims, and comparing and contrasting two authors' presentations of information on the same topic.</li> </ul>

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<p>Thesis Statement Organize Argumentative Writing Supporting Details Introductions and Conclusions Body Paragraphs and Transitions Sources and Citations</p> <p>Extended Writing Project: Informational/Explanatory Writing/Literary Analysis Task (LAT) Writing Process <a href="#">Scoring Rubric</a></p>	<ul style="list-style-type: none"> <li>• Perform an initial reading of a text and demonstrate comprehension by responding to short analysis and inference questions with textual evidence.</li> <li>• Learn the definition of poetic elements.</li> <li>• Practice using concrete strategies for identifying and analyzing poetic elements.</li> <li>• Practice and apply concrete strategies for identifying and analyzing poetic elements.</li> <li>• Learn the definition of informational text elements.</li> <li>• Practice using concrete strategies for analyzing informational text elements.</li> <li>• Complete a close reading of a passage of informational text.</li> <li>• Practice and apply concrete strategies for identifying and analyzing informational text elements.</li> </ul> <p>Draft a fictional narrative text in response to a prompt in order to:</p> <ul style="list-style-type: none"> <li>• Identify these features of narrative writing: <ul style="list-style-type: none"> <li>◦ Logical organization and transitions,</li> <li>◦ Descriptive details,</li> <li>◦ Introductions,</li> <li>◦ Narrative techniques, and</li> <li>◦ Conclusions.</li> </ul> </li> <li>• Identify elements of a writing style appropriate to a fictional narrative.</li> <li>• Practice identifying and analyzing style in narrative writing.</li> <li>• Prewrite, plan, and produce clear and coherent writing in response to a prompt.</li> <li>• Revise a narrative text or story to improve organization and logical flow by adding transition words and phrases.</li> <li>• Use technology to produce and publish writing.</li> </ul>
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### Interdisciplinary Connections:

The texts in this unit inform students' understanding of 1960s American history, social class systems, digital citizenship, adolescent development, and 1950s American history.

## Stage 2: Assessment Evidence

<p><b><u>Performance Task(s):</u></b> End of Unit 1 Assessment Extended Writing Project: LAT Compare/Contrast 2 texts &amp; their themes</p>	<p><b><u>Other Evidence:</u></b> Reading Assignments Writing Assignments Skill Assignments Blast Assignments Common Formative Assessments IXL Socratic Seminar Think Pair Share Stations</p>
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## Grade 7 ELA

### Stage 3: Learning Plan

#### Learning Opportunities/Strategies:

**Blasts:** Students respond to the short informational texts and driving questions with 140-character or less Blast responses that allow them to practice clear concise writing. Students read and respond to one another's Blasts, creating a social learning environment that teachers can easily mediate and monitor.

**First Reads:** Instruction around each text begins with a First Read lesson. Each First Read lesson concludes with a series of short answer questions asking students to provide textual evidence to support their understanding of the text.

**Reading Skills:** Skill lessons follow First Reads, and apply the Gradual Release of Responsibility Model. First, students read the definition of the skill or strategy they'll be applying and watch a Concept Definition video. In the Model portion of Skills lessons, students re-read short passages from the First Read, and receive explicit instruction about how and why a particular skill or strategy applies to the text. Teachers guide students through this "we do" portion of the lesson, facilitating discussion with follow-up questions from the lesson plan. In the final portion of a Skills lesson students apply the knowledge they've gained in the first parts of the lesson to respond to two short questions about a different passage of text from the First Read.

**Close Reads:** Close Read lessons culminate the instructional reading routine. Close Read lessons begin with an emphasis on vocabulary instruction as students refine or confirm their analyses of vocabulary in the First Read. Close Read lessons then challenge students to apply skills and reading strategies as they re-read and annotate the text in preparation for writing their own short constructed response.

**Writing Skills:** Skill lessons break the writing process down and aid students as they learn to "write routinely over extended and shorter time frames."

[Teach Like a Champion 2.0 strategies](#)  
[Kagan strategies](#)

#### Resources:

StudySync Program

<https://connected.mcgraw-hill.com/connected/login.do>

<https://www.ixl.com/signin/pemb>

<https://www.scholastic.com/home>

<https://goalbookapp.com/>

[GLSEN Educator Resources](#)

[Supporting LGBTQIA Youth Resource List](#)

[Respect Ability: Fighting Stigmas, Advancing Opportunities](#)

[Learning for Justice](#)

**Differentiation:** \*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

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High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<p>Each lesson in the unit contains resources and guidance for teachers to enrich and extend activities for beyond grade-level learners. The lesson plans are divided into two parts: the Core Path, for core instruction; and the Access Path, for scaffolded instruction.</p>	<p>The Core Path of each unit contains a variety of texts and text excerpts from a variety of genres and text types. The instructional routines are developed around these texts to support best practices in reading instruction and aid students in meaning making, effective expression, language development and the acquisition of content knowledge and foundational skills.</p>	<p>Each lesson in the unit contains resources and guidance for teachers to scaffold instruction for approaching grade-level learners. Each lesson plan is divided into two parts: the Core Path, for core instruction; and the Access Path, for scaffolded instruction.</p> <p>Access Path exercises break core instruction down into discrete tasks and home in on the language development and foundational skill aspects of an exercise that make it more difficult for approaching grade-level learners. The Access Path guides teachers on the best ways to leverage technology tools like Closed Captioning and Audio Text Highlight to engage and instruct learners, and makes helpful suggestions about how and when to alternate between whole group, small group, and one-on-one instruction.</p> <p>Access Path scaffolds go well beyond instructions to the teacher, though, as each lesson also includes a full complement of Access Handouts. These handouts are differentiated for all three levels of English learners and approaching grade-level learners. Access Handouts contain sentence frames, graphic organizers, glossaries, and many other activities so students have the scaffolds they need to complete core assignments alongside their on-grade level classmates.</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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## Unit 2: In Pursuit

### Stage 1: Desired Results

#### Language Domain

L.SS.7.1. [Language. System and Structure of Language.7.1](#). Demonstrate command of the system and structure of the English language when writing or speaking.

- A. Explain the function of phrases and clauses in general and their function in specific sentences.
- B. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
- C. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
- D. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old green shirt).
- E. Recognize spelling conventions.

L.KL.7.2. [Language. Knowledge of Language.7.2](#). Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
- B. Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.
- C. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

L.VL.7.3. [Language. Vocabulary Acquisition, Use and Literal Meaning.7.3](#). Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, including technical meanings, choosing flexibly from a range of strategies.

- A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
- C. Analyze the impact of a specific word choice on meaning and tone.
- D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.VI.7.4. [Language. Vocabulary Acquisition, Use and Interpretative Meaning.7.4](#). Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- A. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
- C. Analyze the impact of rhymes and other repetitions of sound (e.g., alliteration) on a specific verse or stanza or a poem or section of a story or drama.



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### Reading Domain

RL.CR.7.1. [Reading Literature.Close Reading of Text.7.1](#). Cite several pieces of textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.

RI.CR.7.1. [Reading Informational Texts.Close Reading of Text.7.1](#). Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.

RL.IT.7.3. [Reading Literature.Interactions Among Text Elements.7.3](#). Analyze how particular elements of a text interact including how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

RL.TS.7.4. [Reading Literature.Text Structure.7.4](#). Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

RI.TS.7.4. [Reading Informational Texts.Text Structure.7.4](#). Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including using knowledge of text structures (e.g., cause-effect, proposition-support) and genre features (e.g., graphics, captions, indexes) to organize and analyze important information.

RI.CT.7.8. [Reading Informational Texts.Comparison of Texts.7.8](#). Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing informational texts about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

### Writing Domain

W.AW.7.1. [Writing.Argumentative Writing.7.1](#). Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

- A. Introduce claim(s) about a topic or issue, acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
- B. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- D. Establish and maintain a formal style/academic style, approach, and form.
- E. Provide a concluding statement or section that follows from and supports the argument presented.

W.RW.7.7. [Writing.Range of Writing.7.7](#). Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### Speaking and Listening Domain

SL.PE.7.1. [Speaking and Listening.Participate Effectively.7.1](#). Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

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- B. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
- C. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
- D. Acknowledge new information expressed by others and, when warranted, modify their own views.

SL.ES.7.3. [Speaking and Listening](#).[Evaluate Speakers](#).7.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

### Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.1.8.CR.2	Compare various ways to give back through strengths, passions, goals, and other personal factors.	Individuals can use their talents, resources, and abilities to give back.

#### Essential/Guiding Question:

**What drives us to undertake a mission?**

#### Central Idea/Enduring Understanding:

##### Reading

- Authors use various techniques to convey meaning and evoke emotions.
- The context of a text can influence its interpretation.
- Analyzing a text involves considering multiple perspectives.
- Critical thinking is essential for understanding complex texts.

##### Writing

- Effective writing requires clear organization and development of ideas.
- Writing is a process that involves multiple stages.
- Writing can be used to express ideas, inform, and persuade.
- Effective writing requires attention to grammar, usage, and mechanics.

##### Language and Vocabulary

- Words have multiple meanings and can be used in different contexts.
- Understanding word relationships can enhance vocabulary development.
- Language is a tool for communication and expression.

##### Literature

- Literature reflects and shapes human experiences.
- Characters are developed through their actions, thoughts, and speech.
- Plot is driven by conflict and resolution.
- Theme is the central message or idea of a literary work.

#### Content:

Text Structure Lessons & Articles- 4 Types of Text Structure

Anchor Text: Apollo 13: Mission Highlights

- Skill: Text Structure
- Skill: Summarizing
- First Read
- Close Read
- Writing: 2 ICE's about 1 of the articles
- \*Additional supplemental articles to learn

#### Skills(Objectives):

Perform an initial reading of a text and demonstrate comprehension by responding to short analysis and inference questions with textual evidence.

- Practice defining vocabulary words using context and word relationships to increase understanding.
- Participate effectively in a range of conversations and collaborations to express ideas and build upon the ideas of others.

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<p>all 4 text structures</p> <p>Poetic Structure</p> <ul style="list-style-type: none"> <li>- “I Have a Rendezvous with Death”??</li> <li>• Skill/Mini Lesson: Poetic Structure/Types of Poems</li> <li>• One-Pager optional project</li> <li>• First Read</li> <li>• Close Read</li> </ul> <p>Short Story: The Other Side of the Sky</p> <ul style="list-style-type: none"> <li>• Skill: Text Structure</li> <li>• Skill: Text Evidence</li> <li>• Skill: Story Elements</li> <li>• First Read</li> <li>• Close Read</li> <li>• Writing: PCR</li> <li>• Pre-teach/research dictionary definitions of words</li> </ul> <p>Short Story: Amigo Brothers</p> <ul style="list-style-type: none"> <li>• RL 7.4</li> </ul> <p>Informational Article: “School Lunches: Who Decides...”</p> <ul style="list-style-type: none"> <li>• RI 7.4, RI 7.8</li> </ul> <p><a href="#">Study Sync Program</a> “Rikki-Tikki-Tavi”</p> <ul style="list-style-type: none"> <li>• Skill: Mood/Tone</li> <li>• Skill: Personification</li> <li>• Skill: Plot</li> <li>• First Read</li> <li>• Close Read</li> </ul> <p><b>Key Reading Skills</b>            Central or Main Idea            Textual Evidence            Figurative Language            Theme            Story Elements            Informational Text Structure            Compare and Contrast            Poetic Structure            Poetic Elements            Word Meaning            Informational Text Elements            Connotation and Denotation            Technical Language            Media</p> <p><b>Key Grammar Skills</b>            First Read: Call of the Klondike - Phrases and Clauses</p>	<ul style="list-style-type: none"> <li>• Learn the definition of theme.</li> <li>• Practice using concrete strategies for drawing inferences about the theme from specific evidence in the text.</li> <li>• Learn the definition of word meaning.</li> <li>• Analyze function and context to determine the meaning of an unfamiliar idiom in a literary text.</li> <li>• Complete a close reading of a passage of literature.</li> <li>• Practice and apply concrete strategies for identifying theme.</li> <li>• Prewrite, plan, and produce clear and coherent writing in response to a prompt.</li> <li>• Learn the definition of informational text elements.</li> <li>• Practice using concrete strategies for analyzing informational text elements.</li> <li>• Complete a close reading of a passage of informational text.</li> <li>• Practice and apply concrete strategies for analyzing informational text elements.</li> <li>• Learn the definition of textual evidence.</li> <li>• Practice using concrete strategies for analyzing textual evidence and making inferences.</li> <li>• Learn the definition of story elements, particularly, setting, character, and plot.</li> <li>• Practice using concrete strategies for analyzing setting and its effect on characters plot, and theme.</li> <li>• Learn the definition of compare and contrast.</li> <li>• Practice using concrete strategies for comparing and contrasting a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.</li> <li>• Practice and apply concrete strategies for drawing inferences from explicit textual evidence, for analyzing the effect of setting on character and plot, and for comparing and contrasting a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.</li> <li>• Learn the definition of informational text structure.</li> <li>• Practice using concrete strategies for identifying informational text structures.</li> </ul>
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<p>First Read: The King of Mazy May - Sentence Types</p> <p>Extended Writing Project: Draft - Using Precise, Vivid Words</p> <p>Extended Writing Project: Revise - Using “Only” Correctly</p> <p>Extended Writing Project: Publish - Words with Greek and Latin Roots</p> <p><b>Key Writing Skills</b></p> <p>Thesis Statement</p> <p>Audience and Purpose</p> <p>Organize Informative Writing</p> <p>Supporting Details</p> <p>Introductions</p> <p>Body Paragraphs and Transitions</p> <p>Conclusions</p> <p>Style</p> <p>Sources and Citations</p> <p><b>Extended Writing Project</b></p> <p>Argumentative Writing (LAT)</p>	<ul style="list-style-type: none"> <li>• Complete a close reading of a passage of informational text.</li> <li>• Practice and apply concrete strategies for identifying and analyzing informational text structure.</li> <li>• Learn the definition of poetic structure, specifically as it relates to the features of a narrative poem.</li> <li>• Practice using concrete strategies for analyzing poetic structure.</li> <li>• Complete a close reading of a narrative poem.</li> <li>• Practice and apply concrete strategies for analyzing poetic structure, poetic elements, and word meaning.</li> </ul> <p>Respond to a writing prompt in order to:</p> <ul style="list-style-type: none"> <li>• Prewrite, plan, and produce clear and coherent writing in response to a prompt.</li> <li>• Practice using concrete strategies for identifying and citing textual evidence.</li> <li>• Demonstrate an understanding of informative/explanatory writing.</li> <li>• Practice and apply concrete strategies for identifying the features of informative/explanatory writing.</li> <li>• Use technology to produce or publish writing</li> </ul>
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### Interdisciplinary Connections:

The texts in this unit inform students’ understanding of the wilderness, survivalism, and 19th Century American history.

## Stage 2: Assessment Evidence

<p><b><u>Performance Task(s):</u></b></p> <p>End of Unit 2 Assessment</p> <p>Extended Writing Project: Argumentative Writing</p>	<p><b><u>Other Evidence:</u></b></p> <p>Reading Assignments</p> <p>Writing Assignments</p> <p>Skill Assignments</p> <p>Blast Assignments</p> <p>Common Formative Assessments</p> <p>IXL</p> <p>Socratic Seminar</p> <p>Think Pair Share</p> <p>Stations</p>
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## Stage 3: Learning Plan

<p><b><u>Learning Opportunities/Strategies:</u></b></p> <p><b>Blasts:</b> Students respond to the short informational texts and driving questions with 140-character or less Blast responses that allow them to practice clear concise writing. Students read and respond to one another’s Blasts, creating a social learning environment that teachers can easily mediate and monitor.</p>	<p><b><u>Resources:</u></b></p> <p>StudySync Program</p> <p><a href="https://connected.mcgraw-hill.com/connected/login.do">https://connected.mcgraw-hill.com/connected/login.do</a></p> <p><a href="https://www.ixl.com/signin/pemb">https://www.ixl.com/signin/pemb</a></p> <p><a href="https://www.scholastic.com/home">https://www.scholastic.com/home</a></p> <p><a href="https://goalbookapp.com/">https://goalbookapp.com/</a></p>
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## Grade 7 ELA

<p><b>First Reads:</b> Instruction around each text begins with a First Read lesson. Each First Read lesson concludes with a series of short answer questions asking students to provide textual evidence to support their understanding of the text.</p> <p><b>Reading Skills:</b> Skill lessons follow First Reads, and apply the Gradual Release of Responsibility Model. First, students read the definition of the skill or strategy they'll be applying and watch a Concept Definition video. In the Model portion of Skills lessons, students re-read short passages from the First Read, and receive explicit instruction about how and why a particular skill or strategy applies to the text. Teachers guide students through this "we do" portion of the lesson, facilitating discussion with follow-up questions from the lesson plan. In the final portion of a Skills lesson students apply the knowledge they've gained in the first parts of the lesson to respond to two short questions about a different passage of text from the First Read.</p> <p><b>Close Reads:</b> Close Read lessons culminate the instructional reading routine. Close Read lessons begin with an emphasis on vocabulary instruction as students refine or confirm their analyses of vocabulary in the First Read. Close Read lessons then challenge students to apply skills and reading strategies as they re-read and annotate the text in preparation for writing their own short constructed response.</p> <p><b>Writing Skills:</b> Skill lessons break the writing process down and aid students as they learn to "write routinely over extended and shorter time frames."</p> <p><a href="#">Teach Like a Champion 2.0 strategies</a></p> <p><a href="#">Kagan strategies</a></p>			
<p><a href="#">GLSEN Educator Resources</a></p> <p><a href="#">Supporting LGBTQIA Youth Resource List</a></p> <p><a href="#">Respect Ability: Fighting Stigmas, Advancing Opportunities</a></p> <p><a href="#">Learning for Justice</a></p>			
<p><b>Differentiation:</b> *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
Each lesson in the unit contains resources and guidance for teachers to enrich and extend activities for beyond grade-level learners. The lesson plans are divided into two parts: the Core	The Core Path of each unit contains a variety of texts and text excerpts from a variety of genres and text types. The instructional routines are developed around	Each lesson in the unit contains resources and guidance for teachers to scaffold instruction for approaching grade-level learners. Each lesson plan is	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,

## Grade 7 ELA

<p>Path, for core instruction; and the Access Path, for scaffolded instruction.</p>	<p>these texts to support best practices in reading instruction and aid students in meaning making, effective expression, language development and the acquisition of content knowledge and foundational skills.</p>	<p>divided into two parts: the Core Path, for core instruction; and the Access Path, for scaffolded instruction.</p> <p>Access Path exercises break core instruction down into discrete tasks and home in on the language development and foundational skill aspects of an exercise that make it more difficult for approaching grade-level learners. The Access Path guides teachers on the best ways to leverage technology tools like Closed Captioning and Audio Text Highlight to engage and instruct learners, and makes helpful suggestions about how and when to alternate between whole group, small group, and one-on-one instruction.</p> <p>Access Path scaffolds go well beyond instructions to the teacher, though, as each lesson also includes a full complement of Access Handouts. These handouts are differentiated for all three levels of English learners and approaching grade-level learners. Access Handouts contain sentence frames, graphic</p>	<p>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"> <li>Extended time</li> <li>Provide visual aids</li> <li>Repeated directions</li> <li>Differentiate based on proficiency</li> <li>Provide word banks</li> <li>Allow for translators, dictionaries</li> </ul>
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		organizers, glossaries, and many other activities so students have the scaffolds they need to complete core assignments alongside their on-grade level classmates.	
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### Unit 3: Justice Served

#### Stage 1: Desired Results

##### Language Domain

**L.SS.7.1. Language. System and Structure of Language.7.1.** Demonstrate command of the system and structure of the English language when writing or speaking.

- A. Explain the function of phrases and clauses in general and their function in specific sentences.
- B. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
- C. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
- D. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old green shirt).
- E. Recognize spelling conventions.

**L.KL.7.2. Language. Knowledge of Language.7.2.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
- B. Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.
- C. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

**L.VL.7.3. Language. Vocabulary Acquisition, Use and Literal Meaning.7.3.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, including technical meanings, choosing flexibly from a range of strategies.

- A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
- C. Analyze the impact of a specific word choice on meaning and tone.
- D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.



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- E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.VI.7.4. [Language. Vocabulary Acquisition, Use and Interpretative Meaning.7.4.](#) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- B. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.

- C. Analyze the impact of rhymes and other repetitions of sound (e.g., alliteration) on a specific verse or stanza or a poem or section of a story or drama.

- D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

### Reading Domain

RI.CR.7.1. [Reading Informational Texts.Close Reading of Text.7.1.](#) Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.

RI.CI.7.2. [Reading Informational Texts.Central Ideas and Themes of Texts.7.2.](#) Determine a central idea in an informational text and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.IT.7.3. [Reading Informational Texts.Interactions Among Text Elements.7.3.](#) Analyze how particular elements of a text interact including how a text makes connections and distinctions among individuals, events, and ideas (e.g., through comparisons, analogies, or categories).

RI.PP.7.5. [Reading Informational Texts.Perspective and Purpose in Texts.7.5.](#) Determine how an author conveys or develops perspective or purpose in a text through distinguishing their position from that of others using evidence.

RI.MF.7.6. [Reading Informational Texts.Diverse Media and Formats.7.6.](#) Compare and contrast texts to analyze the unique qualities of different mediums, including the integration of information from multiple formats and sources to develop deeper understanding of the concept, topic or subject and resolve conflicting information.

RI.AA.7.7. [Reading Informational Texts.Analysis of an Argument.7.7.](#) Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. 🌱

RI.CT.7.8. [Reading Informational Texts.Comparison of Texts.7.8.](#) Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing informational texts about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

### Writing Domain

W.IW.7.2. [Writing Informative and Explanatory Writing.7.2.](#) Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- A. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.
- B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- C. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

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- D. Use precise language and domain/ grade-level- specific vocabulary to inform about or explain the topic.
- E. Establish and maintain a formal style academic style, approach, and form.
- F. Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows the flow of ideas, reflects back on the topic, and supports the information or explanation presented.

W.WR.7.5. [Writing.Writing Research.7.5](#). Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

W.SE.7.6. [Writing.Sources of Evidence.7.6](#). Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. 🌱

W.RW.7.7. [Writing.Range of Writing.7.7](#). Write routinely over extended time frames (time for research, reflection, metacognition/self- correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### Speaking and Listening Domain

SL.PE.7.1. [Speaking and Listening.Participate Effectively.7.1](#). Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- B. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
- C. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
- D. Acknowledge new information expressed by others and, when warranted, modify their own views.

SL.II.7.2. [Speaking and Listening.Integrate Information.7.2](#). Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. 🌱

SL.PI.7.4. [Speaking and Listening.Present Information.7.4](#). Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.UM.7.5. [Speaking and Listening.Use Media.7.5](#). Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

SL.AS.7.6. [Speaking and Listening.Adapt Speech.7.6](#). Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

### **Career Readiness, Life Literacies and Key Skills**

Standard	Performance Expectations	Core Ideas
9.1.8.CR.1	Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.	Philanthropic and charitable organizations play important roles in supporting the interests of individuals and

## Grade 7 ELA

		local and global communities and the issues that affect them
9.1.8.CR.2	Compare various ways to give back through strengths, passions, goals, and other personal factors.	Individuals can use their talents, resources, and abilities to give back
<b><u>Essential/Guiding Question:</u></b> Why is it essential to defend human rights?		
<b><u>Central Idea/Enduring Understanding:</u></b>  Reading <ul style="list-style-type: none"> <li>Authors use various techniques to convey meaning and evoke emotions.</li> <li>The context of a text can influence its interpretation.</li> <li>Analyzing a text involves considering multiple perspectives.</li> <li>Critical thinking is essential for understanding complex texts.</li> </ul> Writing <ul style="list-style-type: none"> <li>Effective writing requires clear organization and development of ideas.</li> <li>Writing is a process that involves multiple stages.</li> <li>Writing can be used to express ideas, inform, and persuade.</li> <li>Effective writing requires attention to grammar, usage, and mechanics.</li> </ul> Language and Vocabulary <ul style="list-style-type: none"> <li>Words have multiple meanings and can be used in different contexts.</li> <li>Understanding word relationships can enhance vocabulary development.</li> <li>Language is a tool for communication and expression.</li> </ul> Literature <ul style="list-style-type: none"> <li>Literature reflects and shapes human experiences.</li> <li>Characters are developed through their actions, thoughts, and speech.</li> <li>Plot is driven by conflict and resolution.</li> <li>Theme is the central message or idea of a literary work.</li> </ul>		
<b><u>Content:</u></b> Nonfiction: Long Walk to Freedom <ul style="list-style-type: none"> <li>Skill: Inferences</li> <li>First Read</li> <li>Close Read</li> </ul> Nonfiction: Warriors Don't Cry <ul style="list-style-type: none"> <li>Skill: Inferences</li> <li>First Read</li> <li>Close Read</li> </ul> <b><u>Study Sync Program</u></b> "The People Could Fly" <ul style="list-style-type: none"> <li>Skill: Elements of Folktales</li> <li>Skill: Motif</li> <li>Skill: Dialect</li> <li>Pre-teach/research dictionary definitions of words</li> <li>First Read</li> <li>Close Read             <ul style="list-style-type: none"> <li>Folktales</li> </ul> </li> </ul>		<b><u>Skills(Objectives):</u></b> <ul style="list-style-type: none"> <li>Perform an initial reading of a text and demonstrate comprehension by responding to short analysis and inference questions with textual evidence.</li> <li>Practice defining vocabulary words using context.</li> <li>Participate effectively in a range of conversations and collaborations to express ideas and build upon the ideas of others.</li> <li>Complete a close reading of a passage of informational text.</li> <li>Practice and apply concrete strategies for identifying and analyzing informational text elements and technical language in an excerpt from <i>Bloody Sunday</i>.</li> <li>Prewrite, plan, and produce clear and coherent writing in response to a prompt.</li> <li>Practice and apply strategies for identifying</li> </ul>

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<p>○ PCR - How is motif used in this folktale?</p> <p><a href="#">Study Sync Program</a> “Bloody Sunday”</p> <ul style="list-style-type: none"> <li>● Skill: Research</li> <li>● Skill: Nonfiction Text Features</li> <li>● Skill: Central Idea</li> <li>● First Read</li> <li>● Close Read</li> </ul> <p><a href="#">Study Sync Program</a> “Claudette Colvin: This is What Courage Looks Like”</p> <p><a href="#">Study Sync Program</a> Short Story: Excerpt from “One Friday Morning”-Langston Hughes</p> <ul style="list-style-type: none"> <li>● Skill: Elements of a Play &amp; Text Features</li> <li>● First Read</li> <li>● Close Read</li> </ul> <p><a href="#">Study Sync Program</a> “The Hill We Climb”</p> <ul style="list-style-type: none"> <li>● Skill: Figurative Language</li> <li>● First Read</li> <li>● Close Read</li> </ul> <p>Social Justice Topic Article OR 1976 Keynote Speech (instead of “The New Rules of Social Media)</p> <ul style="list-style-type: none"> <li>● Skill: Author’s Purpose</li> <li>● Skill: Arguments &amp; Claims</li> <li>● First Read</li> <li>● Close Read <ul style="list-style-type: none"> <li>○ Summarize</li> <li>○ Claim/Textual Evidence</li> <li>○ Text Structure</li> <li>○ Central Idea</li> <li>○ Author’s POV</li> </ul> </li> </ul> <p>Extended Writing Project: Explanatory</p> <ul style="list-style-type: none"> <li>● Research Simulation Task- Social Justice Topic <ul style="list-style-type: none"> <li>○ Provide articles/video</li> <li>○ Practice research skills</li> </ul> </li> </ul> <p>Social Justice Hashtag/ Civil Rights Research Project/Presentation</p> <p>NJSLA Practice Tests</p> <ul style="list-style-type: none"> <li>● Unpacking prompt</li> <li>● Multiple choice Questions</li> <li>● Test Taking Strategies</li> </ul> <p><b>Key Reading Skills</b>  Informational Text Elements  Technical Language</p>	<p>informational text structure .</p> <ul style="list-style-type: none"> <li>● Practice defining vocabulary words using context and using word relationships to increase understanding.</li> <li>● Learn the definition of media.</li> <li>● Practice using concrete strategies for comparing and contrasting the presentation and impact of the same informational text in both print and audio versions.</li> <li>● Practice and apply strategies for gathering textual evidence and for comparing and contrasting two forms of media delivering the same content.</li> <li>● Complete a close reading of a passage of literature.</li> <li>● Practice and apply concrete strategies for comparing and contrasting in an excerpt from <i>The People Could Fly: American Black Folktales</i>.</li> </ul> <p>Respond to a writing prompt in order to:</p> <ul style="list-style-type: none"> <li>● Pre-write, plan, and produce clear and coherent writing in response to a prompt.</li> <li>● Practice using concrete strategies for determining the effectiveness of arguments and claims.</li> <li>● Identify purpose and methods of citing sources in argumentative writing.</li> <li>● Practice citing sources in an argumentative essay.</li> </ul>
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<p>Theme Poetic Elements Informational Text Structure Figurative Language Connotation and Denotation Textual Evidence Media Compare and Contrast Poetic Structure Central or Main Idea Author's Purpose and Point of View</p> <p><b>Key Grammar Skills</b> - Noun Clauses Extended Writing Project: Body Paragraphs / Transitions - Misplaced and Dangling Modifiers Extended Writing Project: Revise - Combining Sentences to Eliminate Repetition Extended Writing Project: Publish - Easily Misspelled Words</p> <p><b>Key Writing Skills</b> Thesis Statement Audience and Purpose Organize a Literary Analysis Supporting Details Introductions Body Paragraphs &amp; Transitions Conclusions Style Sources and Citations</p> <p><b>Extended Writing Project</b> Informative/Explanatory Writing/Research Simulation Task (RST)</p>	
<p><b>Interdisciplinary Connections:</b> The texts in this unit inform students' understanding of human rights, activism, social reform, industrialization, immigration, slavery, and abolition.</p>	
<p style="text-align: center;"><b>Stage 2: Assessment Evidence</b></p>	
<p><b>Performance Task(s):</b> End of Unit 3 Assessment Extended Writing Project: Informative/Explanatory Writing/Research Simulation Task (RST)</p>	<p><b>Other Evidence:</b> Reading Assignments Writing Assignments Skill Assignments Blast Assignments Common Formative Assessments IXL Socratic Seminar Think Pair Share Stations</p>

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### Stage 3: Learning Plan

#### Learning Opportunities/Strategies:

**Blasts:** Students respond to the short informational texts and driving questions with 140-character or less Blast responses that allow them to practice clear concise writing. Students read and respond to one another's Blasts, creating a social learning environment that teachers can easily mediate and monitor.

**First Reads:** Instruction around each text begins with a First Read lesson. Each First Read lesson concludes with a series of short answer questions asking students to provide textual evidence to support their understanding of the text.

**Reading Skills:** Skill lessons follow First Reads, and apply the Gradual Release of Responsibility Model. First, students read the definition of the skill or strategy they'll be applying and watch a Concept Definition video. In the Model portion of Skills lessons, students re-read short passages from the First Read, and receive explicit instruction about how and why a particular skill or strategy applies to the text. Teachers guide students through this "we do" portion of the lesson, facilitating discussion with follow-up questions from the lesson plan. In the final portion of a Skills lesson students apply the knowledge they've gained in the first parts of the lesson to respond to two short questions about a different passage of text from the First Read.

**Close Reads:** Close Read lessons culminate the instructional reading routine. Close Read lessons begin with an emphasis on vocabulary instruction as students refine or confirm their analyses of vocabulary in the First Read. Close Read lessons then challenge students to apply skills and reading strategies as they re-read and annotate the text in preparation for writing their own short constructed response.

**Writing Skills:** Skill lessons break the writing process down and aid students as they learn to "write routinely over extended and shorter time frames."

[Teach Like a Champion 2.0 strategies](#)  
[Kagan strategies](#)

#### Resources:

\*The New Jersey Amistad Commission Interactive Curriculum

[www.njamistadcurriculum.net](http://www.njamistadcurriculum.net)

StudySync Program

<https://connected.mcgraw-hill.com/connected/login.do>

<https://www.ixl.com/signin/pemb>

<https://www.scholastic.com/home>

<https://goalbookapp.com/>

[GLSEN Educator Resources](#)

[Supporting LGBTQIA Youth Resource List](#)

[Respect Ability: Fighting Stigmas, Advancing Opportunities](#)

[Learning for Justice](#)

**Differentiation:** \*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

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High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<p>Each lesson in the unit contains resources and guidance for teachers to enrich and extend activities for beyond grade-level learners. The lesson plans are divided into two parts: the Core Path, for core instruction; and the Access Path, for scaffolded instruction.</p>	<p>The Core Path of each unit contains a variety of texts and text excerpts from a variety of genres and text types. The instructional routines are developed around these texts to support best practices in reading instruction and aid students in meaning making, effective expression, language development and the acquisition of content knowledge and foundational skills.</p>	<p>Each lesson in the unit contains resources and guidance for teachers to scaffold instruction for approaching grade-level learners. Each lesson plan is divided into two parts: the Core Path, for core instruction; and the Access Path, for scaffolded instruction.</p> <p>Access Path exercises break core instruction down into discrete tasks and home in on the language development and foundational skill aspects of an exercise that make it more difficult for approaching grade-level learners. The Access Path guides teachers on the best ways to leverage technology tools like Closed Captioning and Audio Text Highlight to engage and instruct learners, and makes helpful suggestions about how and when to alternate between whole group, small group, and one-on-one instruction.</p> <p>Access Path scaffolds go well beyond instructions to the teacher, though, as each lesson also includes a full complement of Access Handouts. These handouts are differentiated for all three levels of English learners and approaching grade-level learners. Access Handouts contain sentence frames, graphic organizers, glossaries, and many other activities so students have the scaffolds they need to complete core assignments alongside their on-grade level classmates.</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"> <li>Extended time</li> <li>Provide visual aids</li> <li>Repeated directions</li> <li>Differentiate based on proficiency</li> <li>Provide word banks</li> <li>Allow for translators, dictionaries</li> </ul>



# Grade 7 ELA

## Unit 4: The Powers That Be

### Stage 1: Desired Results

#### Language Domain

L.SS.7.1. [Language. System and Structure of Language.7.1](#). Demonstrate command of the system and structure of the English language when writing or speaking.

- A. Explain the function of phrases and clauses in general and their function in specific sentences.
- B. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
- C. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
- D. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old green shirt).
- E. Recognize spelling conventions.

L.KL.7.2. [Language. Knowledge of Language.7.2](#). Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
- B. Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.
- C. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

L.VL.7.3. [Language. Vocabulary Acquisition, Use and Literal Meaning.7.3](#). Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, including technical meanings, choosing flexibly from a range of strategies.

- A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
- C. Analyze the impact of a specific word choice on meaning and tone.
- D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

#### Reading Domain

RL.CI.7.2. [Reading Literature.Central Ideas and Themes of Texts.7.2](#). Determine a theme in a literary text (e.g., stories, plays or poetry) and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RL.IT.7.3. [Reading Literature.Interactions Among Text Elements7.3](#). Analyze how particular elements of a text interact including how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

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RL.PP.7.5. [Reading Literature.Perspective and Purpose in Texts.7.5](#). Determine how an author conveys or develops perspective or purpose in a text through contrasting the points of view of different characters or narrators in a text.

### Writing Domain

W.NW.7.3. [Writing.Narrative Writing.7.3](#). Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- A. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- E. Provide a conclusion that follows from and reflects on the narrated experiences or events.

W.RW.7.7. [Writing.Range of Writing.7.7](#). Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### Speaking and Listening Domain

SL.PE.7.1. [Speaking and Listening.Participate Effectively.7.1](#). Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- B. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
- C. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
- D. Acknowledge new information expressed by others and, when warranted, modify their own views.

### Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.1.8.FP.1	Describe the impact of personal values on various financial scenarios.	An individual's values and emotions will influence the ability to modify financial behavior (when appropriate), which will impact one's financial well-being.
9.1.12.CFR.1: C	Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.	Philanthropic, charitable, and entrepreneurial organizations play distinctly different but vitally important roles in supporting the interests of local and global communities.

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### Essential/Guiding Question:

What should be the principles of a just society?

### Central Idea/Enduring Understanding:

#### Reading

- Authors use various techniques to convey meaning and evoke emotions.
- The context of a text can influence its interpretation.
- Analyzing a text involves considering multiple perspectives.
- Critical thinking is essential for understanding complex texts.

#### Writing

- Effective writing requires clear organization and development of ideas.
- Writing is a process that involves multiple stages.
- Writing can be used to express ideas, inform, and persuade.
- Effective writing requires attention to grammar, usage, and mechanics.

#### Language and Vocabulary

- Words have multiple meanings and can be used in different contexts.
- Understanding word relationships can enhance vocabulary development.
- Language is a tool for communication and expression.

#### Literature

- Literature reflects and shapes human experiences.
- Characters are developed through their actions, thoughts, and speech.
- Plot is driven by conflict and resolution.
- Theme is the central message or idea of a literary work.

### Content:

#### Introduction to Dystopias

#### Study Sync Program “The Lottery”

- Skill: Foreshadowing
- Skill: Theme
- Skill: Mood
- First Read
- Close Read

#### Extended Writing Project: Narrative Writing

- Finish the Story

#### Study Sync Program “Nothing to Envy: Ordinary Lives in North Korea”

- Skill: Research
- Skill: Idioms
- First Read
- Close Read

#### \*Study Sync Program Article

#### Skill: Arguments/Claims

- Skill: Compare/Contrast

### Skills(Objectives):

- Perform an initial reading of a text and demonstrate comprehension by responding to short analysis and inference questions with textual evidence.
- Define unfamiliar vocabulary using context clues.
- Participate effectively in a range of conversations and collaborations to express ideas and build on the ideas of others.
- Complete a close reading of a passage of informational text.
- Practice and apply concrete strategies for analyzing informational text elements in an excerpt from *Nothing to Envy: Ordinary Lives in North Korea*.
- Prewrite, plan, and produce clear and coherent writing in response to a prompt.
- Practice defining vocabulary words using context.
- Learn the definitions of argument and claim.
- Practice using concrete strategies for identifying and determining the effectiveness of arguments and claims.
- Learn the definitions of author's purpose and author's

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<ul style="list-style-type: none"> <li>• Skill: Author's POV</li> <li>• First Read</li> <li>• Close Read</li> </ul> <p><i>The Hunger Games Or The Giver</i></p> <ul style="list-style-type: none"> <li>• Skill: Story Elements</li> <li>• Skill: Theme</li> <li>• Skill: Text Evidence</li> <li>• Skill: Vocabulary</li> <li>• Pre-teach/research dictionary definitions of words</li> <li>• Close Read</li> </ul> <p><b>Key Reading Skills</b>  Central or Main Idea  Textual Evidence  Figurative Language  Theme  Story Elements  Informational Text Structure  Compare and Contrast  Poetic Structure  Poetic Elements  Word Meaning  Informational Text Elements  Connotation and Denotation  Technical Language  Media</p> <p><b>Key Grammar Skills</b>  First Read: Nothing to Envy - Adjective and Adverb  Phrases and Clauses  Extended Writing Project: Descriptive Details -  Using Coordinate Adjectives  Extended Writing Project: Revise - Omitting  Needless Words  Extended Writing Project: Publish - Words with  Spellings from Other Languages</p> <p><b>Key Writing Skills</b>  Thesis Statement  Audience and Purpose  Organize Informative Writing  Supporting Details  Introductions  Body Paragraphs and Transitions  Conclusions  Style  Sources and Citations</p> <p><b>Extended Writing Project</b>  Narrative Writing</p>	<p>point of view.</p> <ul style="list-style-type: none"> <li>• Practice using concrete strategies for identifying and analyzing author's purpose and author's point of view.</li> <li>• Learn the definition of compare and contrast.</li> <li>• Practice using concrete strategies for comparing and contrasting how texts shape presentations of key information.</li> <li>• Practice and apply concrete strategies for identifying author's purpose and point of view, evaluating author's arguments and claims, and comparing and contrasting two authors' presentations of information on the same topic.</li> <li>• Define unfamiliar vocabulary using context clues.</li> <li>• Define and identify the story elements of character, setting, plot, conflict, and theme.</li> <li>• Practice using concrete strategies for analyzing how story elements interact in a particular text.</li> <li>• Complete a close reading of a passage of literature.</li> <li>• Practice and apply concrete strategies for identifying and analyzing story elements in "The Lottery."</li> <li>• Practice and apply concrete strategies for comparing and contrasting elements of <i>The Hunger Games</i> as presented in a variety of media.</li> </ul> <p>Respond to a writing prompt in order to:</p> <ul style="list-style-type: none"> <li>• Discuss and demonstrate an understanding of literary analysis as a writing form.</li> <li>• Practice and apply concrete strategies for identifying features of a literary analysis.</li> <li>• Discuss and demonstrate understanding of literary analysis writing features.</li> <li>• Analyze the prompt and generate information for a literary analysis essay.</li> <li>• Discuss and demonstrate understanding of thesis statements.</li> <li>• Practice concrete strategies for identifying thesis statements and apply this knowledge to the creation of an original thesis statement for a literary analysis.</li> <li>• Identify the features of argumentative writing, including the thesis statement, main points, and supporting details.</li> <li>• Create a roadmap to outline a literary analysis essay in response to a prompt.</li> <li>• Practice and apply concrete strategies for identifying audience and purpose and for addressing the needs of the audience and achieving the purpose of an original literary analysis.</li> </ul>
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	<ul style="list-style-type: none"><li>• Discuss and demonstrate understanding of organization within a literary analysis.</li><li>• Practice identifying ways to organize information in argumentative writing and apply this knowledge to developing an organizational structure for an original literary analysis.</li><li>• Discuss and demonstrate understanding of supporting details.</li><li>• Practice and apply concrete strategies for using supporting details in argumentative writing, such as a literary analysis.</li><li>• Discuss and demonstrate understanding of the introduction in argumentative writing, such as a literary analysis.</li><li>• Use concrete strategies for identifying features of successful introductions and then apply this knowledge to the creation of an effective literary analysis introduction.</li><li>• Discuss and demonstrate understanding of transitions and their function.</li><li>• Practice identifying transitions in explanatory/informative text and analyzing how they clarify the relationship among claims, counterclaims, reasons, and evidence.</li><li>• Apply this knowledge of transitions to the revision of a body paragraph for a literary analysis essay.</li><li>• Discuss and demonstrate understanding of the conclusion in argumentative writing, such as a literary analysis.</li><li>• Identify the features of informative/explanatory writing: introduction, thesis statement, logical organization, supporting details, transitions, conclusion.</li><li>• Draft a literary analysis essay in response to a prompt, carefully considering audience and purpose while doing so.</li><li>• Use concrete strategies for identifying features of successful conclusions and then apply this knowledge to the creation of an effective literary analysis conclusion.</li><li>• Devise a plan for making revisions to a literary analysis essay.</li><li>• Revise a literary analysis essay in response to a prompt.</li><li>• Discuss and demonstrate understanding of style in a formal essay such as a literary analysis.</li><li>• Practice using concrete strategies for identifying and assessing style and apply this knowledge to an evaluation of style in a draft of a literary analysis essay.</li><li>• Identify and discuss the purpose and methods of citing sources in a literary analysis.</li><li>• Practice citing sources in a literary analysis.</li></ul>
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### Interdisciplinary Connections:

The texts in this unit inform students' understanding of North Korean culture, censorship, totalitarianism, psychology, and ethics.

## Stage 2: Assessment Evidence

### Performance Task(s):

End of Unit 4 Assessment  
Extended Writing Project: Narrative Writing

### Other Evidence:

Reading Assignments  
Writing Assignments  
Skill Assignments  
Blast Assignments  
Common Formative Assessments  
IXL  
Socratic Seminar  
Think Pair Share  
Stations

## Stage 3: Learning Plan

### Learning Opportunities/Strategies:

**Blasts:** Students respond to the short informational texts and driving questions with 140-character or less Blast responses that allow them to practice clear concise writing. Students read and respond to one another's Blasts, creating a social learning environment that teachers can easily mediate and monitor.

**First Reads:** Instruction around each text begins with a First Read lesson. Each First Read lesson concludes with a series of short answer questions asking students to provide textual evidence to support their understanding of the text.

**Reading Skills:** Skill lessons follow First Reads, and apply the Gradual Release of Responsibility Model. First, students read the definition of the skill or strategy they'll be applying and watch a Concept Definition video. In the Model portion of Skills lessons, students re-read short passages from the First Read, and receive explicit instruction about how and why a particular skill or strategy applies to the text. Teachers guide students through this "we do" portion of the lesson, facilitating discussion with follow-up questions from the lesson plan. In the final portion of a Skills lesson students apply the knowledge they've gained in the first parts of the lesson to respond to two short questions about a different passage of text from the First Read.

**Close Reads:** Close Read lessons culminate the instructional reading routine. Close Read lessons begin with an emphasis on vocabulary instruction as students refine or confirm their analyses of

### Resources:

StudySync Program  
<https://connected.mcgraw-hill.com/connected/login.do>  
<https://www.ixl.com/signin/pemb>  
<https://www.scholastic.com/home>  
<https://goalbookapp.com/>  
[GLSEN Educator Resources](#)  
[Supporting LGBTQIA Youth Resource List](#)  
[Respect Ability: Fighting Stigmas, Advancing Opportunities](#)  
[Learning for Justice](#)

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<p>vocabulary in the First Read. Close Read lessons then challenge students to apply skills and reading strategies as they re-read and annotate the text in preparation for writing their own short constructed response.</p> <p><b>Writing Skills:</b> Skill lessons break the writing process down and aid students as they learn to “write routinely over extended and shorter time frames.”</p> <p><a href="#">Teach Like a Champion 2.0 strategies</a> <a href="#">Kagan strategies</a></p>			
<p><b>Differentiation:</b> *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
Each lesson in the unit contains resources and guidance for teachers to enrich and extend activities for beyond grade-level learners. The lesson plans are divided into two parts: the Core Path, for core instruction; and the Access Path, for scaffolded instruction.	The Core Path of each unit contains a variety of texts and text excerpts from a variety of genres and text types. The instructional routines are developed around these texts to support best practices in reading instruction and aid students in meaning making, effective expression, language development and the acquisition of content knowledge and foundational skills.	<p>Each lesson in the unit contains resources and guidance for teachers to scaffold instruction for approaching grade-level learners. Each lesson plan is divided into two parts: the Core Path, for core instruction; and the Access Path, for scaffolded instruction.</p> <p>Access Path exercises break core instruction down into discrete tasks and home in on the language development and foundational skill aspects of an exercise that make it more difficult for approaching grade-level learners. The Access Path guides teachers on the best ways to leverage technology tools like Closed Captioning and Audio Text Highlight to engage and instruct learners, and makes helpful suggestions about how and when to alternate between whole group, small group, and one-on-one instruction.</p> <p>Access Path scaffolds go well beyond instructions to</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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		the teacher, though, as each lesson also includes a full complement of Access Handouts. These handouts are differentiated for all three levels of English learners and approaching grade-level learners. Access Handouts contain sentence frames, graphic organizers, glossaries, and many other activities so students have the scaffolds they need to complete core assignments alongside their on-grade level classmates.	
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## Pacing Guide

Content	Resources	Standards
<b>Unit 1: Getting Along</b>		
45 Days		L.SS.7.1. A B C D E L.KL.7.2. A B C L.VL.7.3. A B C D E L.VI.7.4. A B C D E RL.CI.7.2. RL.IT.7.3. RL.PP.7.5. RL.MF.7.6. RL.CT.7.8. W.IW.7.2. A B C D E W.RW.7.7. SL.PE.7.1. A B C D
Relationships, Routines, and Procedures	Classroom Procedures (5 days)	
Independent Reading Selection	Library Media Center, Classroom Libraries	
IXL Initial Diagnostic	Pre-Diagnostic IXL (1 day)	
IXL Daily Practice	IXL (Daily Practice) <ul style="list-style-type: none"> <li>Phrases/clauses</li> <li>Types of sentences (compound/complex)</li> <li>Separate coordinate adjectives</li> <li>Spelling conventions</li> <li>Individual Learning Plan</li> </ul>	
Reading Assessment	MAP Testing (2 days)	
Reading Literature Writing ICE	Mini-lessons (2 days) <ul style="list-style-type: none"> <li>Theme</li> <li>Characterization</li> <li>Text evidence</li> <li>ICE Writing strategies</li> </ul>	
Reading Literature	<a href="#">Study Sync Program</a> "Thank you Ma'am" (2 days) <ul style="list-style-type: none"> <li>Skill: Story Elements</li> <li>Skill: Theme</li> <li>First Read</li> </ul>	

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Reading Literature	<ul style="list-style-type: none"> <li>• Close Read</li> <li>• Skill: Pre-teach/research dictionary definitions of words</li> </ul>	
	Mini-Lessons (1 day)	
	<ul style="list-style-type: none"> <li>• Imagery</li> </ul>	
Reading Literature	<a href="#">Study Sync Program</a> “Oranges” (2 days) <ul style="list-style-type: none"> <li>• Skill: Poetic Devices</li> <li>• Skill: Figurative Language</li> <li>• First Read</li> <li>• Close Read               <ul style="list-style-type: none"> <li>○ Symbolism</li> <li>○ Poetry/poetic elements</li> </ul> </li> </ul>	
Writing	Mini-lesson (1 day)- Descriptive Writing	
CFA & I&E	<a href="#">Pear Assessment</a> (1 day)	
Reading Literature	Mini Lesson (1 day) - Conflict	
Reading Literature	<i>The Outsiders</i> (16 days) <ul style="list-style-type: none"> <li>• Skill: Conflict</li> <li>• Skill: Point of View</li> <li>• Skill: Characterization</li> <li>• Skill: Dialogue</li> <li>• Skill: Plot Structure</li> <li>• Skill: Pre-teach/research dictionary definitions of words</li> <li>• Close Read               <ul style="list-style-type: none"> <li>○ “Nothing Gold Can Stay”</li> <li>○ Small group - focus on STEAL</li> </ul> </li> </ul>	
CFA & I&E	<a href="#">Pear Assessment</a> (1 day)	
Informational/Explanatory Writing/Literary Analysis Task (LAT) Writing Process	LAT Compare/Contrast (8 days) <ul style="list-style-type: none"> <li>• Compare/Contrast 2 texts &amp; their themes</li> </ul>	
End of Unit Assessment (LAT) Compare and Contrast	<a href="#">Scoring Rubric</a>	
	<a href="#">Pear Assessment</a> (2 days) - Unit Benchmark Characterization: LAT Compare/Contrast 2 Characters	
<b>Unit 2: In Pursuit</b>		
45 Days	(0.5 day)	L.SS.7.1. A B C D E
IXL Snapshot	IXL (Daily Practice)	L.KL.7.2. A B C
	<ul style="list-style-type: none"> <li>• Context Clues</li> <li>• Determine effect of words on meaning and tone</li> </ul>	L.VL.7.3. A B C D E
IXL Daily Practice		L.VI.7.4. A C
		RL.CR.7.1
		RI.CR.7.1.

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Reading Informational	<ul style="list-style-type: none"> <li>Individual Learning Plan</li> </ul> <p>Text Structure Lessons &amp; Articles- 4 Types of Text Structure (7 days) Anchor Text: Apollo 13: Mission Highlights</p> <ul style="list-style-type: none"> <li>Skill: Text Structure</li> <li>Skill: Summarizing</li> <li>First Read</li> <li>Close Read</li> <li>Writing: 2 ICE's about 1 of the articles</li> <li>*Additional supplemental articles to learn all 4 text structures</li> </ul>	RL.IT.7.3. RL.TS.7.4. RI.TS.7.4. RI.CT.7.8. W.AW.7.1. A B C D E W.RW.7.7. SL.PE.7.1. A B C D SL.ES.7.3.
Reading Literature	<p>Poetic Structure- (3 days)</p> <ul style="list-style-type: none"> <li>"I Have a Rendezvous with Death"</li> <li>Skill/Mini Lesson: Poetic Structure/Types of Poems</li> <li>One-Pager optional project</li> <li>First Read</li> <li>Close Read</li> </ul>	
CFA & I&E	<a href="#">Pear Assessment</a> (1 day)	
Reading Literature	<p>Short Story: The Other Side of the Sky (4 days)</p> <ul style="list-style-type: none"> <li>Skill: Text Structure</li> <li>Skill: Text Evidence</li> <li>Skill: Story Elements</li> <li>First Read</li> <li>Close Read</li> <li>Writing: PCR</li> <li>Pre-teach/research dictionary definitions of words</li> </ul>	
Reading Literature	<p>Short Story: Amigo Brothers (5 days)</p> <ul style="list-style-type: none"> <li>RL 7.4</li> </ul>	
Reading Informational Text	<p>Informational Article (3.5 days): "School Lunches: Who Decides..."</p> <ul style="list-style-type: none"> <li>RI 7.4, RI 7.8</li> </ul>	
Reading Assessment	MAP Reading Assessment (2 days)	
CFA & I&E	<a href="#">Pear Assessment</a> (1 day)	
Reading Literature	<p><a href="#">Study Sync Program</a> "Rikki-Tikki-Tavi" (6 days)</p> <ul style="list-style-type: none"> <li>Skill: Mood/Tone</li> <li>Skill: Personification</li> <li>Skill: Plot</li> <li>First Read</li> <li>Close Read</li> </ul>	

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Argumentative Writing (LAT) <a href="#">Scoring Rubric</a>	Extended Writing Project - Argumentative (10 days)	
End of Unit Assessment/ Argumentative (LAT) <a href="#">Scoring Rubric</a>	<a href="#">Pear Assessment</a> (2 days) - Unit Benchmark	
<b>Unit 3: Justice Served</b>		
45 Days		L.SS.7.1. A B C D E L.KL.7.2. A B C L.VL.7.3. A B C D E L.VI.7.4. B C D
IXL Snapshot	IXL Snapshot (0.5 day)	RI.CR.7.1. RI.CI.7.2. RI.IT.7.3. RI.PP.7.5. RI.MF.7.6. RI.AA.7.7. RI.CT.7.8.
IXL Daily Practice	IXL (Daily Practice) <ul style="list-style-type: none"> <li>Positive/negative connotations and denotations</li> <li>Individual Learning Plan</li> </ul>	W.IW.7.2. A B C D E F W.WR.7.5. W.SE.7.6. W.RW.7.7.
Reading Informational	Nonfiction: Long Walk to Freedom (2 Days) <ul style="list-style-type: none"> <li>Skill: Inferences</li> <li>First Read</li> <li>Close Read</li> </ul>	SL.PE.7.1. A B C D SL.II.7.2. SL.PI.7.4. SL.UM.7.5. SL.AS.7.6.
Reading Informational	Nonfiction: Warriors Don't Cry (2 day) <ul style="list-style-type: none"> <li>Skill: Inferences</li> <li>First Read</li> <li>Close Read</li> </ul>	
Reading Literature	<a href="#">Study Sync Program</a> "The People Could Fly" (3 days) <ul style="list-style-type: none"> <li>Skill: Elements of Folktales</li> <li>Skill: Motif</li> <li>Skill: Dialect</li> <li>Pre-teach/research dictionary definitions of words</li> <li>First Read</li> <li>Close Read <ul style="list-style-type: none"> <li>Folktales</li> <li>PCR - How is motif used in this folktale?</li> </ul> </li> </ul>	
CFA & I&E	<a href="#">Pear Assessment</a> (1 day)	
Reading Informational	<a href="#">Study Sync Program</a> "Bloody Sunday" (2 days) <ul style="list-style-type: none"> <li>Skill: Research</li> <li>Skill: Nonfiction Text Features</li> <li>Skill: Central Idea</li> <li>First Read</li> <li>Close Read</li> </ul>	
Reading Literature	<a href="#">Study Sync Program</a> "Claudette Colvin: This is What Courage Looks Like" (3 days)	

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Reading Literature	<a href="#">Study Sync Program</a> Short Story: Excerpt from "One Friday Morning"-Langston Hughes (3 days) <ul style="list-style-type: none"> <li>Skill: Elements of a Play &amp; Text Features</li> <li>First Read</li> <li>Close Read</li> </ul>	
Reading Informational	<a href="#">Study Sync Program</a> "The Hill We Climb" (2 days) <ul style="list-style-type: none"> <li>Skill: Figurative Language</li> <li>First Read</li> <li>Close Read</li> </ul>	
CFA & I&E	<a href="#">Pear Assessment</a> (1 day)	
Reading Assessment	MAP Reading Assessment (2 days)	
Reading Informational	Social Justice Topic Article OR 1976 Keynote Speech (instead of "The New Rules of Social Media") (4 days) <ul style="list-style-type: none"> <li>Skill: Author's Purpose</li> <li>Skill: Arguments &amp; Claims</li> <li>First Read</li> <li>Close Read <ul style="list-style-type: none"> <li>Summarize</li> <li>Claim/Textual Evidence</li> <li>Text Structure</li> <li>Central Idea</li> <li>Author's POV</li> </ul> </li> </ul>	
Informative/Explanatory Writing/Research Simulation Task (RST)	Extended Writing Project: Explanatory (10 days) <ul style="list-style-type: none"> <li>Research Simulation Task- Social Justice Topic <ul style="list-style-type: none"> <li>Provide articles/video</li> <li>Practice research skills</li> </ul> </li> </ul>	
Research Project	Social Justice Hashtag/ Civil Rights Research Project/Presentation (4.5 days)	
End of Unit Assessment (RST)	<a href="#">Pear Assessment</a> (2 days) - Unit Benchmark <ul style="list-style-type: none"> <li>Research Simulation Task</li> </ul>	
NJSLA Mini Lessons/Prep	NJSLA Practice Tests (3 days) <ul style="list-style-type: none"> <li>Unpacking prompt</li> <li>Multiple choice Questions</li> <li>Test Taking Strategies</li> </ul>	
<b>UNIT 4: The Powers That Be</b>		
45 Days	NJSLA for ELA (3.5 days)	L.SS.7.1. A B C D E L.KL.7.2. A B C

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NJSLA for ELA	IXL Snapshot (0.5 day)	L.VL.7.3. A B C D E
IXL Snapshot	IXL Daily Practice <ul style="list-style-type: none"> <li>Individual Learning Plan</li> </ul>	RL.CI.7.2.
IXL Daily Practice	Introduction to Dystopias (1 days)	RL.IT.7.3.
Reading Literature	<a href="#">Study Sync Program</a> "The Lottery" (5 days) <ul style="list-style-type: none"> <li>Skill: Foreshadowing</li> <li>Skill: Theme</li> <li>Skill: Mood</li> <li>First Read</li> <li>Close Read</li> </ul>	RL.PP.7.5.
Narrative Writing	Extended Writing Project: (5 days) <ul style="list-style-type: none"> <li>Finish the Story</li> </ul>	W.NW.7.3. A B C D E
CFA & I&E	<a href="#">Pear Assessment</a> (1 day)	W.RW.7.7.
Reading Literature	<a href="#">Study Sync Program</a> "Nothing to Envy: Ordinary Lives in North Korea" (5 days) <ul style="list-style-type: none"> <li>Skill: Research</li> <li>Skill: Idioms</li> <li>First Read</li> <li>Close Read</li> </ul>	SL.PE.7.1. A B C D
Reading Informational	* <a href="#">Study Sync Program</a> Article (Instead of Reality TV) (4 days) <ul style="list-style-type: none"> <li>Skill: Arguments/Claims</li> <li>Skill: Compare/Contrast</li> <li>Skill: Author's POV</li> <li>First Read</li> <li>Close Read</li> </ul>	
Reading Literature	<i>The Hunger Games</i> (18 days) Or <i>The Giver</i> or another Dystopian Novel <ul style="list-style-type: none"> <li>Skill: Story Elements</li> <li>Skill: Theme</li> <li>Skill: Text Evidence</li> <li>Skill: Vocabulary</li> <li>Pre-teach/research dictionary definitions of words</li> <li>Close Read</li> </ul>	
End of Unit Assessment/Narrative Writing Task (NWT)	<a href="#">Pear Assessment</a> (2 days) - Unit Benchmark <ul style="list-style-type: none"> <li>Narrative: Point of View Change <ul style="list-style-type: none"> <li>Practice through "Hunger Games"</li> </ul> </li> </ul>	