BRICK TOWNSHIP PUBLIC SCHOOLS
Grade 7 English CURRICULUM

Content Area: English Language Arts

Course Title: English Language Arts	Grade Level: 7th

Unit 1: Important Decisions	Six Weeks
Unit 2: Mental vs. Physical Strength	Six Weeks
Unit 3: Expressing Opinions/Perspectives	Six Weeks
Unit 4: Cause and Effects of Natural Disasters	Six Weeks
Unit 5: Challenges of Growing Up	Six Weeks
Unit 6: Being an American	Six Weeks
Unit 7: Making a Difference	Six Weeks
Unit 8: Novel Study - *Daniel's Story* by Carol Matas	Six Weeks
Unit 9: Novel Study - *Monster* by Dean Myers	Six Weeks
Unit 10: Novel Study - *Inkheart* by Cornelia	Six Weeks

Date Created:	July 2016
Board Approved on:	September 2016

BRICK TOWNSHIP PUBLIC SCHOOLS
English Language Arts : UNIT 1

Content Area: English Language Arts

Unit Title: Important Decisions

Target Course/Grade Level: 7th

Unit Summary: Unit One explores the required skills or the successful comprehension of a novel excerpt and a poem. Students will discover how important decisions are made and understand the insight that goes in to making important decisions. The construction of a narrative is performed effectively using the six traits and the writing process.

Primary interdisciplinary connections:

Social Study Standards

21st Century Themes:

Global Awareness, Civic Literacy, Environmental Literacy, Health Literacy, Financial, Economic, Business, and Entrepreneurial Literacy

21st Century Standards

Learning Targets

New Jersey Learning Standards-UPDATED CONTENT STANDARDS LINK

Key Ideas and Details

- RL.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
- RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

Craft and Structure

- RL.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
- RL.7.5.. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
- RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

Conventions of Standard English

- L7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Vocabulary Acquisition and Use

- L7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- L7.5. Demonstrate understanding of word relationships and nuances in word meanings.

Comprehension and Collaboration

- SL.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.

Presentation of Knowledge and Ideas

- SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Text Types and Purpose

- W.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.

Production and Distribution of Writing
- W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

Unit Essential Question(s)	Unit Enduring Understandings
	Students will understand that…
● How do important decisions impact a person's life?	● Fiction is an integral part in Language Arts Literacy.
	● Making predictions while reading is part of an active reading strategy to assist in comprehension.
	● Understanding an author's purpose enhances student understanding of varied texts.

	● Author's style has many components that unify to create voice including figurative language and point-of-view. ● Writing is a recursive process, and writers draw on real-life experiences for inspiration. ● Narrative writing tells a story with the beginning, middle, and ending.
Unit Objectives *Students will know…* ● How to collaborate effectively ● Teacher expectations and assessments tools ● Active Reading Strategies ● Grade level vocabulary ● Roots and Prefixes ● Interpret and analyze text ● Identify story elements ● Author's purpose ● Point of View ● Literary terms ● The purpose of technology in real world situations ● How to write a narrative with a beginning, middle, and end ● How to use creativity and innovation ● How to use critical thinking and problem solving ● How to communicate effectively ● Draw conclusions	**Unit Objectives** *Students will be able to…* ● Work in cooperative learning groups ● Use graphic organizers ● Set a purpose for reading ● Close Read ● Evaluate writing through rubrics ● Expand vocabulary ● Make connections based on the text

BRICK TOWNSHIP PUBLIC SCHOOLS
Evidence of Learning

Formative Assessments:

- Do-Nows
- Skills-based Assessments
- Literature responses/circles
- Cooperative learning groups
- Book talks
- Vocabulary assessments
- Open-ended questions
- Essays
- Anecdotal Notes
- Exit/Admit Slips

- Peer/Self Assessments
- Writer's Workshop
- Writing Portfolio
- Story Board
- C.O.R.E. K-12 Cluster Tests
- Speeches
- Graphic organizers
- Timed reading/writing
- Writing assignments
- Rubrics
- Journals
- Class discussions
- Peer/teacher conferences Participation/Observations
- Questioning
- Presentations
- Visual Representations
- Individual Whiteboards
- Pre-Test/Quizzes
- Book reviews
- PBL's
- 6+1 Writing Traits
- Debates

Summative Assessments:

- SGO/Pretest
- Mid-term assessment/District benchmark or interim assessments
- Final SGO assessments/Post Test
- End-of-unit skill-based Test
- End of the year portfolio
- DRA2
- C.O.R.E. K-12 Pre-Test
- State assessments

Modifications (ELLs, Special Education, Gifted and Talented)
At-Risk Students:

- After school tutoring
- Constant parental contact
- Extra time for completion of work
- Possible partial credit
- Graphic organizers
- More/less time as appropriate
- Modified writing assignment lengths
- Timelines and checkpoints
- Small group instruction as needed

- Anchor activities
- Instructional technology as needed/required
- Appropriate scaffolding provided as necessary
- Additional enrichment texts/resources/assignments provided as needed based on student ability
- Effective teacher questioning; ranging from fact recall to higher order critical thinking questions
- Guided practice in combination with independent exploration
- Heterogeneous students grouping
- Movement from teacher   directed learning to student   directed learning
- Anchor charts
- Guided notes
- Preferential seating

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Small group instruction as needed
- Use a strong student as a "buddy" (does not necessarily have to speak the primary language)
- Anchor Charts
- Guided Notes
- Provide short excerpts
- Graphic organizers
- More/less time as appropriate
- Modified writing assignment lengths
- Timelines and checkpoints
- Anchor activities
- Instructional technology as needed/required
- Appropriate scaffolding provided as necessary
- Additional enrichment texts/resources/assignments provided as needed based on student ability
- Effective teacher questioning; ranging from fact recall to higher order critical thinking questions
- Guided practice in combination with independent exploration
- Heterogeneous students grouping
- Movement from teacher-directed learning to student-directed learning
- Anchor charts
- Guided notes
- Preferential seating

Gifted and Talented:

- Differentiated Instruction based on academic level
- Tiered learning
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students
- Propose interest-based extension activities
- More/less time as appropriate
- Timelines and checkpoints
- Small group instruction as needed
- Anchor activities
- Instructional technology as needed/required
- Additional enrichment texts/resources/assignments provided as needed based on student ability
- Effective teacher questioning; ranging from fact recall to higher order critical thinking questions
- Guided practice in combination with independent exploration
- Movement from teacher-directed learning to student-directed learning
- Anchor charts
- Guided notes
- Preferential seating

Curriculum Development Resources/Instructional Materials/Equipment Needed Teacher Resources:

Text:
Common Core Code X Course II

Memoir - *from Call Me Maria* pg.11
Poetry - "The Road Not Taken" pg.27
Autobiography - from *My Beloved World* pg.46

Writing:
Narrative
Write the story of an important event or decision; it can be real or imagined. What understanding or insight did this experience reveal?

Additional Resources:

*Newselsa - Non-fiction articles by lexile

*Achieve3000-Non-fiction articles by lexile
*ecdcite.com
*mobymax.com
*brainpop.com
* www.readwritethink.org – Language arts lesson plans
* www.scholastic.com – Reading resources
* www.readworks.org – Lessons for literary elements
* **www.nytimes.com**
* **www.biography.com**
* **http://www.pbs.org/teachers** **(social studies, sciences, language arts resources)**
* **www.liketoread.com**
* **http://www.nj.gov/education/aps/cccs/science/**
* **http://www.nj.gov/education/aps/cccs/ss/**
* http://www.adlit.org/for_teachers/ - Teacher resources
* http://www.adlit.org/strategy_library/ - Literacy strategies
* https://sites.google.com/site/manchesterliteracy/ - District Literacy Website
* http://www.corestandards.org/assets/Appendix_B.pdf -Common Core Text Exemplars and Performance Tasks in Reading
* http://www.corestandards.org/assets/Appendix_C.pdf -Common Core Text Exemplars and Performance Tasks in Writing
*https://padlet.com/ -Technology resource
*http://www.parcconline.org/sites/parcc/files/Grade%206-11%20July%2029%20Rubric%20Final.pdf -PARCC Rubric

Teacher Notes:
The following topics are secondary skills that should be integrated during this unit: Fiction, Memoir, Poetry, and Narrative Prose Constructed Response.

To support district initiatives and school-based goals, the following will be infused throughout the ELA curriculum:
- Vocabulary development,
- Six Plus One Traits framework, including conventions
- The art and science of understanding and using a variety of rubrics, including the PARCC Rubric
- Test prep strategies
- Problem-Based Lessons
- Technology Applications, as available
- Project Based Learning

Reading:
- Make use of schema
- Reread for clarification
- Seeking meaning of unknown vocabulary
- Make and revise predictions
- Draw conclusions
- Make connections: text to text, text to self, text to world
- SQ3R

- Active Reading Strategies – Predict, Visualize, Connect, Question, Clarify, Evaluate

Writing:
- Use written and oral English appropriate for various purposes and audiences.
- Create and develop texts that include the following text features:
    - Development: the topic, theme, stand/perspective, argument or character is fully developed
    - Organization: the text exhibits a discernible progressions of ideas
    - Style: the writer demonstrates a quality of imagination, individuality, and a distinctive voice
    - Word choice: the words are precise and vivid
- Create and develop texts that include the following language conventions:
    - Sentence formation: sentences are complete and varied in length and structure
    - Conventions: appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text.

BRICK TOWNSHIP PUBLIC SCHOOLS
English Langauge Arts: UNIT 2

Content Area: English Language Arts

Unit Title: Mental and Physical Strength

Target Course/Grade Level: 7th

Unit Summary: Unit Two explores the required skills or the successful comprehension of a non-fiction essay, book experpt, and video. The students will learn how two writers view the thought process behind athletic performace and the rolls of both physical prowess and mental power in sports. The construction of an argument essay in the form of a RST is performed effectively using the six traits and the writing process.

Primary interdisciplinary connections:

Social Study Standards

21st Century Themes:
Global Awareness, Civic Literacy, Environmental Literacy, Health Literacy, Financial, Economic,
Business, and Entrepreneurial Literacy

21st Century Standards

Learning Targets

New Jersey Learning Standards-UPDATED CONTENT STANDARDS LINK

Key Ideas and Details
- RI.7.1. Cite several pieces of textual evidence and make relevant connections to

support analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

Craft and Structure

- RI.7.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
- RI.7.6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

Range of Reading and Level of Text Complexity

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

Range of Writing

- W.7.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Vocabulary Acquisition and Use

- L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- L.7.5. Demonstrate understanding of word relationships and nuances in word meanings.
- L.7.6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Comprehension and Collaboration

- SL.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.
- SL.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.

Presentation of Knowledge and Ideas

- SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
- SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Conventions of Standard English

- L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.7.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Text Types and Purposes

- W.7.1. Write arguments to support claims with clear reasons and relevant evidence.
- a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
- b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- 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.

Production and Distribution of Writing

- W.7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

Unit Essential Question(s)	Unit Enduring Understandings
	Students will understand that…
● What can we learn about ourselves from studying sports and athletes?	● Non-fiction is an integral part in Language Arts Literacy.
	● Making predictions while reading is part of an active reading strategy to assist in comprehension.
	● Understanding an author's purpose enhances student understanding of varied texts.
	● Author's style has many components that unify to create voice.
	● Writing is a recursive process, and writers draw on real-life experiences for inspiration.
	● Develop and support a claim
Unit Objectives	**Unit Objectives**
Students will know…	*Students will be able to…*
● How to collaborate effectively	● Work in cooperative learning groups
● Teacher expectations and assessments tools	● Use graphic organizers
	● Set a purpose for reading

- Active Reading Strategies - Grade level vocabulary - Interpret and analyze text - Identify Non-Fiction text structures - Author's purpose - Argument terminology - The purpose of technology in real world situations - How to write and support an argument with a logical claim and eviendence - How to use critical thinking and problem solving - How to communicate effectively - Draw conclusions	- Close Read - Evaluate writing through rubrics - Expand vocabulary - Use a thesaurus - Make connections based on the text

BRICK TOWNSHIP PUBLIC SCHOOLS
Evidence of Learning

Formative Assessments:
- Do-Nows
- Skills-based Assessments
- Literature responses/circles
- Cooperative learning groups
- Book talks
- Vocabulary assessments
- Open-ended questions
- Essays
- Anecdotal Notes
- Exit/Admit Slips
- Peer/Self Assessments
- Writer's Workshop
- Writing Portfolio
- Story Board
- C.O.R.E. K-12 Cluster Tests
- Speeches
- Graphic organizers
- Timed reading/writing
- Writing assignments
- Rubrics
- Journals
- Class discussions
- Peer/teacher conferences Participation/Observations

- Questioning
- Presentations
- Visual Representations
- Individual Whiteboards
- Pre-Test/Quizzes
- Book reviews
- PBL's
- 6+1 Writing Traits
- Debates

Summative Assessments:

- SGO/Pretest
- Mid-term assessment/District benchmark or interim assessments
- Final SGO assessments/Post Test
- End-of-unit skill-based Test
- End of the year portfolio
- DRA2
- C.O.R.E. K-12 Pre-Test
- State assessments

Modifications (ELLs, Special Education, Gifted and Talented)

At-Risk Students:

- After school tutoring
- Constant parental contact
- Extra time for completion of work
- Possible partial credit
- Graphic organizers
- More/less time as appropriate
- Modified writing assignment lengths
- Timelines and checkpoints
- Small group instruction as needed
- Anchor activities
- Instructional technology as needed/required
- Appropriate scaffolding provided as necessary
- Additional enrichment texts/resources/assignments provided as needed based on student ability
- Effective teacher questioning; ranging from fact recall to higher order critical thinking questions
- Guided practice in combination with independent exploration
- Heterogeneous students grouping
- Movement from teacher   directed learning to student   directed learning
- Anchor charts
- Guided notes
- Preferential seating

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Small group instruction as needed
- Use a strong student as a "buddy" (does not necessarily have to speak the primary language)
- Anchor Charts
- Guided Notes
- Provide short excerpts
- Graphic organizers
- More/less time as appropriate
- Modified writing assignment lengths
- Timelines and checkpoints
- Anchor activities
- Instructional technology as needed/required
- Appropriate scaffolding provided as necessary
- Additional enrichment texts/resources/assignments provided as needed based on student ability
- Effective teacher questioning; ranging from fact recall to higher order critical thinking questions
- Guided practice in combination with independent exploration
- Heterogeneous students grouping
- Movement from teacher-directed learning to student-directed learning
- Anchor charts
- Guided notes
- Preferential seating

Gifted and Talented:

- Differentiated Instruction based on academic level
- Tiered learning
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts

- Organize integrated problem-solving simulations
- Debrief students
- Propose interest-based extension activities
- More/less time as appropriate
- Timelines and checkpoints
- Small group instruction as needed
- Anchor activities
- Instructional technology as needed/required
- Additional enrichment texts/resources/assignments provided as needed based on student ability
- Effective teacher questioning; ranging from fact recall to higher order critical thinking questions
- Guided practice in combination with independent exploration
- Movement from teacher-directed learning to student-directed learning
- Anchor charts
- Guided notes
- Preferential seating

Curriculum Development Resources/Instructional Materials/Equipment Needed Teacher Resources:

Text:
Common Core Code X Course II

Select Two:
Excerpt from *The New Yorker* - "What Could Be Better Than a Touchdown?" p.57
Information Excerpt - from *Why We Run* p.65
Science Article - "Confessions of a Doper" p.88
Poetry - "Casey at the Bat" p.92

Select One:
Video from YouTube - Michael Jordan "Don't Be Afraid to Try" (4:21)
Video from YouTube - "How to Build Mental Toughness" (5:35)

Writing:
Argument/RST
Use evidence from the three sources in this Unit to develop or refute that mental strength and agility are just as important as physical prowess.

Additional Resources:

*Newselsa - Non-fiction articles by lexile
*Achieve3000-Non-fiction articles by lexile

*ecdcite.com
*mobymax.com
*brainpop.com
* www.readwritethink.org – Language arts lesson plans
* www.scholastic.com – Reading resources
* www.readworks.org – Lessons for literary elements
* **www.nytimes.com**
* **www.biography.com**
* **http://www.pbs.org/teachers** **(social studies, sciences, language arts resources)**
* **www.liketoread.com**
* **http://www.nj.gov/education/aps/cccs/science/**
* **http://www.nj.gov/education/aps/cccs/ss/**
* http://www.adlit.org/for_teachers/ - Teacher resources
* http://www.adlit.org/strategy_library/ - Literacy strategies
* https://sites.google.com/site/manchesterliteracy/ - District Literacy Website
* http://www.corestandards.org/assets/Appendix_B.pdf -Common Core Text
Exemplars and Performance Tasks in Reading
* http://www.corestandards.org/assets/Appendix_C.pdf -Common Core Text
Exemplars and Performance Tasks in Writing
*https://padlet.com/ -Technology resource
*http://www.parcconline.org/sites/parcc/files/Grade%206-11%20July%2029%20Rubric%20Final.pdf -PARCC Rubric

Teacher Notes:
The following topics are secondary skills that should be integrated during this unit: Non-fiction, Poetry, and an Argumentative Prose Constructed Response.

To support district initiatives and school-based goals, the following will be infused throughout the ELA curriculum:
- Vocabulary development,
- Six Plus One Traits framework, including conventions
- The art and science of understanding and using a variety of rubrics, including the PARCC Rubric
- Test prep strategies
- Problem-Based Lessons
- Technology Applications, as available
- Project Based Learning

Reading:
- Make use of schema
- Reread for clarification
- Seeking meaning of unknown vocabulary
- Make and revise predictions
- Draw conclusions
- Make connections: text to text, text to self, text to world
- SQ3R
- Active Reading Strategies – Predict, Visualize, Connect, Question, Clarify, Evaluate

Writing:

- Use written and oral English appropriate for various purposes and audiences.
- Create and develop texts that include the following text features:
  - Development: the topic, theme, stand/perspective, argument or character is fully developed
  - Organization: the text exhibits a discernible progressions of ideas
  - Style: the writer demonstrates a quality of imagination, individuality, and a distinctive voice
  - Word choice: the words are precise and vivid
- Create and develop texts that include the following language conventions:
  - Sentence formation: sentences are complete and varied in length and structure
  - Conventions: appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text.

BRICK TOWNSHIP PUBLIC SCHOOLS
English Language Arts: UNIT 3

Content Area: English Language Arts

Unit Title: Expressing Perspectives/Opinions

Target Course/Grade Level: 7th

Unit Summary: Unit Three explores the required skills or the successful comprehension of a drama and poetry in a variety of forms. The students discover how authors use characters' conflicts to express perspectives about democracy, governed by the people. The construction of an literary analysis essay is performed effectively using the six traits and the writing process.

Primary interdisciplinary connections:

Social Study Standards

21st Century Themes:
Global Awareness, Civic Literacy, Environmental Literacy, Health Literacy, Financial, Economic,
Business, and Entrepreneurial Literacy

21st Century Standards

Learning Targets

New Jersey Learning Standards-UPDATED CONTENT STANDARDS LINK

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

- RL.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
- RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

Craft and Structure

- RL.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
- RL.7.5.. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
- RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

Coventions of Standard English

- L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Range of Reading and Level of Text Complexity

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

Range of Writing

- W.7.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Vocabulary Acquisition and Use

- L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- L.7.5. Demonstrate understanding of word relationships and nuances in word meanings.

Comprehension and Collaboration

- SL.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.
- D. Acknowledge new information expressed by others and, when warranted, modify their own views.

- SL.7.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

Presentation of Knowledge and Ideas

- SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Text Types and Purposes

- W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- 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)
- B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

Conventions of Standard English

- L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.7.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Production and Distribution of Writing

- W.7.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

Unit Essential Question(s)	Unit Enduring Understandings
	Students will understand that…
- How do people express opinions in a meaningful way?	- Fiction is an integral part in Language Arts Literacy.
	- Making predictions while reading is part of an active reading strategy to assist in comprehension.
	- Understanding an author's purpose enhances student understanding of varied texts.
	- Author's style has many components that unify to create voice.
	- Writing is a recursive process, and writers draw on real-life experiences for inspiration.
	- Develop and support a

	thesis
Unit Objectives *Students will know…* • How to collaborate effectively • Teacher expectations and assessments tools • Active Reading Strategies • Grade level vocabulary • Interpret and analyze text • Identify story elements including figurative langauge and point-of-view • Author's purpose • Transition words • The purpose of technology in real world situations • How to write and develop a well-supported thesis • How to use critical thinking and problem solving • How to communicate effectively • Draw conclusions	**Unit Objectives** *Students will be able to…* • Work in cooperative learning groups • Use graphic organizers • Set a purpose for reading • Use context clues • Evaluate writing through rubrics • Expand vocabulary • Make connections based on the text • Write and develop a well supported thesis • Use transition words to link thoughts and ideas

BRICK TOWNSHIP PUBLIC SCHOOLS
Evidence of Learning

Formative Assessments:
- Do-Nows
- Skills-based Assessments
- Literature responses/circles
- Cooperative learning groups
- Book talks
- Vocabulary assessments
- Open-ended questions
- Essays
- Anecdotal Notes
- Exit/Admit Slips
- Peer/Self Assessments
- Writer's Workshop
- Writing Portfolio

- Story Board
- C.O.R.E. K-12 Cluster Tests
- Speeches
- Graphic organizers
- Timed reading/writing
- Writing assignments
- Rubrics
- Journals
- Class discussions
- Peer/teacher conferences Participation/Observations
- Questioning
- Presentations
- Visual Representations
- Individual Whiteboards
- Pre-Test/Quizzes
- Book reviews
- PBL's
- 6+1 Writing Traits
- Debates

Summative Assessments:

- SGO/Pretest
- Mid-term assessment/District benchmark or interim assessments
- Final SGO assessments/Post Test
- End-of-unit skill-based Test
- End of the year portfolio
- DRA2
- C.O.R.E. K-12 Pre-Test
- State assessments

Modifications (ELLs, Special Education, Gifted and Talented)
At-Risk Students:

- After school tutoring
- Constant parental contact
- Extra time for completion of work
- Possible partial credit
- Graphic organizers
- More/less time as appropriate
- Modified writing assignment lengths
- Timelines and checkpoints
- Small group instruction as needed
- Anchor activities
- Instructional technology as needed/required
- Appropriate scaffolding provided as necessary

- Additional enrichment texts/resources/assignments provided as needed based on student ability
- Effective teacher questioning; ranging from fact recall to higher order critical thinking questions
- Guided practice in combination with independent exploration
- Heterogeneous students grouping
- Movement from teacher   directed learning to student   directed learning
- Anchor charts
- Guided notes
- Preferential seating

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Small group instruction as needed
- Use a strong student as a "buddy" (does not necessarily have to speak the primary language)
- Anchor Charts
- Guided Notes
- Provide short excerpts
- Graphic organizers
- More/less time as appropriate
- Modified writing assignment lengths
- Timelines and checkpoints
- Anchor activities
- Instructional technology as needed/required
- Appropriate scaffolding provided as necessary
- Additional enrichment texts/resources/assignments provided as needed based on student ability
- Effective teacher questioning; ranging from fact recall to higher order critical thinking questions
- Guided practice in combination with independent exploration
- Heterogeneous students grouping
- Movement from teacher-directed learning to student-directed learning
- Anchor charts
- Guided notes

- Preferential seating

Gifted and Talented:
- Differentiated Instruction based on academic level
- Tiered learning
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students
- Propose interest-based extension activities
- More/less time as appropriate
- Timelines and checkpoints
- Small group instruction as needed
- Anchor activities
- Instructional technology as needed/required
- Additional enrichment texts/resources/assignments provided as needed based on student ability
- Effective teacher questioning; ranging from fact recall to higher order critical thinking questions
- Guided practice in combination with independent exploration
- Movement from teacher-directed learning to student-directed learning
- Anchor charts
- Guided notes
- Preferential seating

Curriculum Development Resources/Instructional Materials/Equipment Needed Teacher Resources:

Text:
Common Core Code X Course II

Drama - from *Twelve Angry Men* p.97
Poetry - "Democracy" by Langston Hughes p.111
Poetry - "Democracy" by Sarah Holbrook p.113

Writing:
Literary Analysis
Compare and contrast two writers' perspectives on democracy. Analyze the strategies they use to convey their perspectives.

Additional Resources:

*[Newselsa](#) - Non-fiction articles by lexile
*[Achieve3000](#)-Non-fiction articles by lexile
*[ecdcite.com](#)
*[mobymax.com](#)
*[brainpop.com](#)
* [www.readwritethink.org](#) – Language arts lesson plans
* [www.scholastic.com](#) – Reading resources
* [www.readworks.org](#) – Lessons for literary elements
* [www.nytimes.com](#)
* [www.biography.com](#)
* [http://www.pbs.org/teachers](#) **(social studies, sciences, language arts resources)**
* [www.liketoread.com](#)
* [http://www.nj.gov/education/aps/cccs/science/](#)
* [http://www.nj.gov/education/aps/cccs/ss/](#)
* [http://www.adlit.org/for_teachers/](#) - Teacher resources
* [http://www.adlit.org/strategy_library/](#) - Literacy strategies
* [https://sites.google.com/site/manchesterliteracy/](#) - District Literacy Website
* [http://www.corestandards.org/assets/Appendix_B.pdf](#) -Common Core Text
Exemplars and Performance Tasks in Reading
* [http://www.corestandards.org/assets/Appendix_C.pdf](#) -Common Core Text
Exemplars and Performance Tasks in Writing
*[https://padlet.com/](#) -Technology resource
*[http://www.parcconline.org/sites/parcc/files/Grade%206-11%20July%2029%20Rubric%20Final.pdf](#) -PARCC Rubric

Teacher Notes:
The following topics are secondary skills that should be integrated during this unit: Non-fiction, Poetry, and an Argumentative Prose Constructed Response.

To support district initiatives and school-based goals, the following will be infused throughout the ELA curriculum:
- Vocabulary development,
- Six Plus One Traits framework, including conventions
- The art and science of understanding and using a variety of rubrics, including the PARCC Rubric
- Test prep strategies
- Problem-Based Lessons
- Technology Applications, as available
- Project Based Learning

Reading:
- Make use of schema
- Reread for clarification
- Seeking meaning of unknown vocabulary
- Make and revise predictions

- Draw conclusions
- Make connections: text to text, text to self, text to world
- SQ3R
- Active Reading Strategies – Predict, Visualize, Connect, Question, Clarify, Evaluate

Writing:
- Use written and oral English appropriate for various purposes and audiences.
- Create and develop texts that include the following text features:
    - Development: the topic, theme, stand/perspective, argument or character is fully developed
    - Organization: the text exhibits a discernible progressions of ideas
    - Style: the writer demonstrates a quality of imagination, individuality, and a distinctive voice
    - Word choice: the words are precise and vivid
- Create and develop texts that include the following language conventions:
    - Sentence formation: sentences are complete and varied in length and structure
    - Conventions: appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text.

BRICK TOWNSHIP PUBLIC SCHOOLS
English Language Arts: UNIT 4

Content Area: English Language Arts

Unit Title: Cause and Effects of Natural Disasters

Target Course/Grade Level: 7th

Unit Summary: Unit Four explores the required skills or the successful comprehension of a video and nonfiction in a variety of forms. In a science article and informational excerpt, the students will discover how writers chronicle natural disasters and their impact on the world. The construction of an literary analysis essay in the form of a RST is performed effectively using the six traits and the writing process.

Primary interdisciplinary connections:

Social Study Standards

21ˢᵗ Century Themes:
Global Awareness, Civic Literacy, Environmental Literacy, Health Literacy, Financial, Economic,
Business, and Entrepreneurial Literacy

21st Century Standards

Learning Targets

New Jersey Learning Standards-UPDATED CONTENT STANDARDS LINK

Range of Reading and Level of Text Complexity

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

Key Ideas and Details

- RI.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
- RI.7.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

Craft and Structure

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

Coventions of Standard English

- L.7.1. Demonstrate command of the conventions of standard English grammar and usage 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.
- L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Range of Writing

- W.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Vocabulary Acquisition and Use

- L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- 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.
- L.7.5. Demonstrate understanding of word relationships and nuances in word meanings.

Comprehension and Collaboration

- SL.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.

- D. Acknowledge new information expressed by others and, when warranted, modify their own views.
- SL.7.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

Presentation of Knowledge and Ideas

- SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Text Types and Purposes

- W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- 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)
- B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

Production and Distribution of Writing

- W.7.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

Unit Essential Question(s)	Unit Enduring Understandings
	Students will understand that…
● What are the causes and effects of natural disasters?	● Nonfiction is an integral part in Language Arts Literacy.
	● Making predictions while reading is part of an active reading strategy to assist in comprehension.
	● Understanding an author's purpose enhances student understanding of varied texts.
	● Author's style has many components that unify to create voice including figurative language and point of view.
	● Writing is a recursive process, and writers draw on real-life experiences for inspiration.
	● Develop and support a

	thesis
Unit Objectives *Students will know…* ● How to collaborate effectively ● Teacher expectations and assessments tools ● Active Reading Strategies ● Grade level vocabulary ● Interpret and analyze text ● Identify Non-fiction text ● Author's purpose ● Transition words ● The purpose of technology in real world situations ● How to write and develop a well-supported thesis ● How to use critical thinking and problem solving ● How to communicate effectively ● Draw conclusions	**Unit Objectives** *Students will be able to…* ● Work in cooperative learning groups ● Use graphic organizers ● Set a purpose for reading ● Use context clues ● Close Read ● Evaluate writing through rubrics ● Expand vocabulary ● Make connections based on the text ● Write and develop a well supported thesis ● Use transition words to link thoughts and ideas

BRICK TOWNSHIP PUBLIC SCHOOLS
Evidence of Learning

Formative Assessments:
- Do-Nows
- Skills-based Assessments
- Literature responses/circles
- Cooperative learning groups
- Book talks
- Vocabulary assessments
- Open-ended questions
- Essays
- Anecdotal Notes
- Exit/Admit Slips
- Peer/Self Assessments
- Writer's Workshop
- Writing Portfolio
- Story Board
- C.O.R.E. K-12 Cluster Tests

- Speeches
- Graphic organizers
- Timed reading/writing
- Writing assignments
- Rubrics
- Journals
- Class discussions
- Peer/teacher conferences Participation/Observations
- Questioning
- Presentations
- Visual Representations
- Individual Whiteboards
- Pre-Test/Quizzes
- Book reviews
- PBL's
- 6+1 Writing Traits
- Debates

Summative Assessments:

- SGO/Pretest
- Mid-term assessment/District benchmark or interim assessments
- Final SGO assessments/Post Test
- End-of-unit skill-based Test
- End of the year portfolio
- DRA2
- C.O.R.E. K-12 Pre-Test
- State assessments

Modifications (ELLs, Special Education, Gifted and Talented)

At-Risk Students:

- After school tutoring
- Constant parental contact
- Extra time for completion of work
- Possible partial credit
- Graphic organizers
- More/less time as appropriate
- Modified writing assignment lengths
- Timelines and checkpoints
- Small group instruction as needed
- Anchor activities
- Instructional technology as needed/required
- Appropriate scaffolding provided as necessary
- Additional enrichment texts/resources/assignments provided as needed based on student ability

- Effective teacher questioning; ranging from fact recall to higher order critical thinking questions
- Guided practice in combination with independent exploration
- Heterogeneous students grouping
- Movement from teacher   directed learning to student   directed learning
- Anchor charts
- Guided notes
- Preferential seating

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Small group instruction as needed
- Use a strong student as a "buddy" (does not necessarily have to speak the primary language)
- Anchor Charts
- Guided Notes
- Provide short excerpts
- Graphic organizers
- More/less time as appropriate
- Modified writing assignment lengths
- Timelines and checkpoints
- Anchor activities
- Instructional technology as needed/required
- Appropriate scaffolding provided as necessary
- Additional enrichment texts/resources/assignments provided as needed based on student ability
- Effective teacher questioning; ranging from fact recall to higher order critical thinking questions
- Guided practice in combination with independent exploration
- Heterogeneous students grouping
- Movement from teacher-directed learning to student-directed learning
- Anchor charts
- Guided notes
- Preferential seating

Gifted and Talented:

- Differentiated Instruction based on academic level
- Tiered learning
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students
- Propose interest-based extension activities
- More/less time as appropriate
- Timelines and checkpoints
- Small group instruction as needed
- Anchor activities
- Instructional technology as needed/required
- Additional enrichment texts/resources/assignments provided as needed based on student ability
- Effective teacher questioning; ranging from fact recall to higher order critical thinking questions
- Guided practice in combination with independent exploration
- Movement from teacher-directed learning to student-directed learning
- Anchor charts
- Guided notes
- Preferential seating

Curriculum Development Resources/Instructional Materials/Equipment Needed Teacher Resources:

Text:
Common Core Code X

Select Two:
Science Article - from "Super Disasters of the 21st Century" p.143
Informational Exceprt - from *The Perfect Storm* p.111
Science Article - from "In Deference to Crisis, a New Obsession Sweeps Japan: Self-Restraint" p.182
Science Article - "Submerged City" p.186

Select One:
Video from TeacherTube - Tsunamis 101 (3:28)
Video from YouTube - "Seven Things You Never Knew About the Perfect Storm"

(4:10)

Writing:
Literary Analysis/RST
Compare and contrast the strategies and techniques that the authors of each source uses to describe the causes and effects of disasters.

Additional Resources:

*[Newselsa](#) - Non-fiction articles by lexile
*[Achieve3000](#)-Non-fiction articles by lexile
*[ecdcite.com](#)
*[mobymax.com](#)
*[brainpop.com](#)
* [www.readwritethink.org](#) – Language arts lesson plans
* [www.scholastic.com](#) – Reading resources
* [www.readworks.org](#) – Lessons for literary elements
* [www.nytimes.com](#)
* [www.biography.com](#)
* [http://www.pbs.org/teachers](#)   **(social studies, sciences, language arts resources)**
* [www.liketoread.com](#)
* [http://www.nj.gov/education/aps/cccs/science/](#)
* [http://www.nj.gov/education/aps/cccs/ss/](#)
* [http://www.adlit.org/for_teachers/](#) - Teacher resources
* [http://www.adlit.org/strategy_library/](#) - Literacy strategies
* [https://sites.google.com/site/manchesterliteracy/](#) - District Literacy Website
* [http://www.corestandards.org/assets/Appendix_B.pdf](#) -Common Core Text Exemplars and Performance Tasks in Reading
* [http://www.corestandards.org/assets/Appendix_C.pdf](#) -Common Core Text Exemplars and Performance Tasks in Writing
*[https://padlet.com/](#) -Technology resource
*[http://www.parcconline.org/sites/parcc/files/Grade%206-11%20July%2029%20Rubric%20Final.pdf](#) -PARCC Rubric

Teacher Notes:
The following topics are secondary skills that should be integrated during this unit: Non-fiction, Poetry, and an Argumentative Prose Constructed Response.

To support district initiatives and school-based goals, the following will be infused throughout the ELA curriculum:
- Vocabulary development,
- Six Plus One Traits framework, including conventions
- The art and science of understanding and using a variety of rubrics, including the PARCC Rubric
- Test prep strategies

- Problem-Based Lessons
- Technology Applications, as available
- Project Based Learning

Reading:
- Make use of schema
- Reread for clarification
- Seeking meaning of unknown vocabulary
- Make and revise predictions
- Draw conclusions
- Make connections: text to text, text to self, text to world
- SQ3R
- Active Reading Strategies – Predict, Visualize, Connect, Question, Clarify, Evaluate

Writing:
- Use written and oral English appropriate for various purposes and audiences.
- Create and develop texts that include the following text features:
  - Development: the topic, theme, stand/perspective, argument or character is fully developed
  - Organization: the text exhibits a discernible progressions of ideas
  - Style: the writer demonstrates a quality of imagination, individuality, and a distinctive voice
  - Word choice: the words are precise and vivid
- Create and develop texts that include the following language conventions:
  - Sentence formation: sentences are complete and varied in length and structure
  - Conventions: appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text.

BRICK TOWNSHIP PUBLIC SCHOOLS
English Language Arts: UNIT 5

Content Area: English Language Arts

Unit Title: Challenges of Growing Up

Target Course/Grade Level: 7th

Unit Summary: Unit Five explores the required skills or the successful comprehension of nonfiction and drama in a variety of forms. In these two informational text selections, writers describe the challenging family life of young people growing up during different times in history. The construction of an argument essay is performed effectively using the six traits and the writing process.

Primary interdisciplinary connections:

Social Study Standards

21ˢᵗ Century Themes:
Global Awareness, Civic Literacy, Environmental Literacy, Health Literacy, Financial,

Economic, Business, and Entrepreneurial Literacy

21st Century Standards

Learning Targets

New Jersey Learning Standards-UPDATED CONTENT STANDARDS LINK

Range of Reading and Level of Text Complexity
- RI.7.10. By the end of the year read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above, with scaffolding as needed.

Key Ideas and Details
- RI.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
- RI.7.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

Craft and Structure

- RI.7.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
- RI.7.6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

Coventions of Standard English

- L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Range of Writing

- W.7.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Vocabulary Acquisition and Use

- L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content*, 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.

Comprehension and Collaboration

- SL.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.

Presentation of Knowledge and Ideas

- SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
- SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Text Types and Purposes

- W.7.1. Write arguments to support claims with clear reasons and relevant evidence.
- A. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
- B. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- 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.

Production and Distribution of Writing
- W.7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

Unit Essential Question(s)	Unit Enduring Understandings
	Students will understand that…
● Can the challenges a family faces force children to grow up too quickly?	● Nonfiction is an integral part in Language Arts Literacy.
	● Making predictions while reading is part of an active reading strategy to assist in comprehension.
	● Understanding an author's purpose enhances student understanding of varied texts.
	● Author's style has many components that unify to create voice.
	● Writing is a recursive process, and writers draw on real-life experiences for inspiration.
	● Develop and support a claim

Unit Objectives	Unit Objectives
Students will know…	*Students will be able to…*
- How to collaborate effectively - Teacher expectations and assessments tools - Active Reading Strategies - Grade level vocabulary - Interpret and analyze text - Identify story elements - Author's purpose - Transition words - The purpose of technology in real world situations - How to write and develop a logical claim supported by evidence - How to use critical thinking and problem solving - How to communicate effectively - Draw conclusions	- Work in cooperative learning groups - Use graphic organizers - Set a purpose for reading - Use context clues - Close Read - Evaluate writing through rubrics - Expand vocabulary - Make connections based on the text - Write and develop a well supported claim - Use transition words to link thoughts and ideas

BRICK TOWNSHIP PUBLIC SCHOOLS
Evidence of Learning

Formative Assessments:

- Do-Nows
- Skills-based Assessments
- Literature responses/circles
- Cooperative learning groups
- Book talks
- Vocabulary assessments
- Open-ended questions
- Essays
- Anecdotal Notes
- Exit/Admit Slips
- Peer/Self Assessments
- Writer's Workshop
- Writing Portfolio
- Story Board
- C.O.R.E. K-12 Cluster Tests
- Speeches
- Graphic organizers
- Timed reading/writing
- Writing assignments

- Rubrics
- Journals
- Class discussions
- Peer/teacher conferences Participation/Observations
- Questioning
- Presentations
- Visual Representations
- Individual Whiteboards
- Pre-Test/Quizzes
- Book reviews
- PBL's
- 6+1 Writing Traits
- Debates

Summative Assessments:

- SGO/Pretest
- Mid-term assessment/District benchmark or interim assessments
- Final SGO assessments/Post Test
- End-of-unit skill-based Test
- End of the year portfolio
- DRA2
- C.O.R.E. K-12 Pre-Test
- State assessments

Modifications (ELLs, Special Education, Gifted and Talented)
At-Risk Students:

- After school tutoring
- Constant parental contact
- Extra time for completion of work
- Possible partial credit
- Graphic organizers
- More/less time as appropriate
- Modified writing assignment lengths
- Timelines and checkpoints
- Small group instruction as needed
- Anchor activities
- Instructional technology as needed/required
- Appropriate scaffolding provided as necessary
- Additional enrichment texts/resources/assignments provided as needed based on student ability
- Effective teacher questioning; ranging from fact recall to higher order critical thinking questions
- Guided practice in combination with independent exploration
- Heterogeneous students grouping

- Movement from teacher   directed learning to student   directed learning
- Anchor charts
- Guided notes
- Preferential seating

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Small group instruction as needed
- Use a strong student as a "buddy" (does not necessarily have to speak the primary language)
- Anchor Charts
- Guided Notes
- Provide short excerpts
- Graphic organizers
- More/less time as appropriate
- Modified writing assignment lengths
- Timelines and checkpoints
- Anchor activities
- Instructional technology as needed/required
- Appropriate scaffolding provided as necessary
- Additional enrichment texts/resources/assignments provided as needed based on student ability
- Effective teacher questioning; ranging from fact recall to higher order critical thinking questions
- Guided practice in combination with independent exploration
- Heterogeneous students grouping
- Movement from teacher-directed learning to student-directed learning
- Anchor charts
- Guided notes
- Preferential seating

Gifted and Talented:

- Differentiated Instruction based on academic level
- Tiered learning
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)

- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students
- Propose interest-based extension activities
- More/less time as appropriate
- Timelines and checkpoints
- Small group instruction as needed
- Anchor activities
- Instructional technology as needed/required
- Additional enrichment texts/resources/assignments provided as needed based on student ability
- Effective teacher questioning; ranging from fact recall to higher order critical thinking questions
- Guided practice in combination with independent exploration
- Movement from teacher-directed learning to student-directed learning
- Anchor charts
- Guided notes
- Preferential seating

Curriculum Development Resources/Instructional Materials/Equipment Needed Teacher Resources:

Text:
Common Core Code X Course II

Select Three Readings
Informational Excerpt - from *Rabbit-Proof Fence* p. 197
Informational Exceprt - from *Behind the Beautiful Forevers* p. 207
Informational Excerpt - *We Were There Too! Young People in U.S. History* p. 230
Drama Excerpt - from *The Diary of Anne Frank* p. 234

Writing:
Argument
Analyze which author conveys the challenges faced by the people or main characters most successfully. Consider the narrative techniques and the strategies that the authors use.

Additional Resources:

***Newselsa - ** Non-fiction articles by lexile

*[Achieve3000](#)-Non-fiction articles by lexile

*[ecdcite.com](#)

*[mobymax.com](#)

*[brainpop.com](#)

* [www.readwritethink.org](#) – Language arts lesson plans

* [www.scholastic.com](#) – Reading resources

* [www.readworks.org](#) – Lessons for literary elements

* **[www.nytimes.com](#)**

* **[www.biography.com](#)**

* **[http://www.pbs.org/teachers](#)** **(social studies, sciences, language arts resources)**

* **[www.liketoread.com](#)**

* **[http://www.nj.gov/education/aps/cccs/science/](#)**

* **[http://www.nj.gov/education/aps/cccs/ss/](#)**

* [http://www.adlit.org/for_teachers/](#) - Teacher resources

* [http://www.adlit.org/strategy_library/](#) - Literacy strategies

* [https://sites.google.com/site/manchesterliteracy/](#) - District Literacy Website

* [http://www.corestandards.org/assets/Appendix_B.pdf](#) -Common Core Text Exemplars and Performance Tasks in Reading

* [http://www.corestandards.org/assets/Appendix_C.pdf](#) -Common Core Text Exemplars and Performance Tasks in Writing

*[https://padlet.com/](#) -Technology resource

*[http://www.parcconline.org/sites/parcc/files/Grade%206-11%20July%2029%20Rubric%20Final.pdf](#) -PARCC Rubric

Teacher Notes:

The following topics are secondary skills that should be integrated during this unit: Non-fiction, Poetry, and an Argumentative Prose Constructed Response.

To support district initiatives and school-based goals, the following will be infused throughout the ELA curriculum:
- Vocabulary development,
- Six Plus One Traits framework, including conventions
- The art and science of understanding and using a variety of rubrics, including the PARCC Rubric
- Test prep strategies
- Problem-Based Lessons
- Technology Applications, as available
- Project Based Learning

Reading:
- Make use of schema
- Reread for clarification
- Seeking meaning of unknown vocabulary
- Make and revise predictions
- Draw conclusions
- Make connections: text to text, text to self, text to world
- SQ3R
- Active Reading Strategies – Predict, Visualize, Connect, Question, Clarify, Evaluate

Writing:
- Use written and oral English appropriate for various purposes and audiences.
- Create and develop texts that include the following text features:
  - Development: the topic, theme, stand/perspective, argument or character is fully developed
  - Organization: the text exhibits a discernible progressions of ideas
  - Style: the writer demonstrates a quality of imagination, individuality, and a distinctive voice
  - Word choice: the words are precise and vivid
- Create and develop texts that include the following language conventions:
  - Sentence formation: sentences are complete and varied in length and structure
  - Conventions: appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text.

BRICK TOWNSHIP PUBLIC SCHOOLS
English Language Arts: UNIT 6

Content Area: English Language Arts

Unit Title: America Speaks

Target Course/Grade Level: 7th

Unit Summary: Unit Five explores the required skills or the successful comprehension of fiction in a variety of forms. Through the various poetry and novel excerpt, students will discover what it means to be an American. The construction of an literary analysis essay is performed effectively using the six traits and the writing process.

Primary interdisciplinary connections:

Social Study Standards

21ˢᵗ Century Themes:
Global Awareness, Civic Literacy, Environmental Literacy, Health Literacy, Financial, Economic,
Business, and Entrepreneurial Literacy

21st Century Standards

Learning Targets

New Jersey Learning Standards-UPDATED CONTENT STANDARDS LINK

Range of Reading and Level of Text Complexity
- RL.7.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (see Appendix A) or above, scaffolding as needed.

Key Ideas and Details

- RL.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

Craft and Structure

- RL.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
- RL.7.5.. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
- RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

Coventions of Standard English

- L.7.1. Demonstrate command of the conventions of standard English grammar and usage 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.
- L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Range of Writing

- W.7.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Vocabulary Acquisition and Use

- L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- 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.
- L.7.5. Demonstrate understanding of word relationships and nuances in word meanings.

Comprehension and Collaboration

- SL.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.
- D. Acknowledge new information expressed by others and, when warranted,

modify their own views.
- SL.7.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

Presentation of Knowledge and Ideas

- SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Text Types and Purposes

- W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- 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)
- B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

Production and Distribution of Writing

- W.7.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

Research to Build and Present Knowledge

- W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Unit Essential Question(s)	Unit Enduring Understandings
	Students will understand that…
- What does it mean to be an American?	- Fiction is an integral part in Language Arts Literacy.
	- Making predictions while reading is part of an active reading strategy to assist in comprehension.
	- Understanding an author's purpose enhances student understanding of varied texts.
	- Author's style has many components that unify to create voice.
	- Writing is a recursive process, and writers draw on real-life experiences for inspiration.

	● Develop and support a thesis
Unit Objectives *Students will know…* ● How to collaborate effectively ● Teacher expectations and assessments tools ● Active Reading Strategies ● Grade level vocabulary ● Interpret and analyze text ● Identify story elements ● Author's purpose ● Transition words ● The purpose of technology in real world situations ● How to write and develop a well-supported thesis ● How to use critical thinking and problem solving ● How to communicate effectively ● Draw conclusions	**Unit Objectives** *Students will be able to…* ● Work in cooperative learning groups ● Use graphic organizers ● Set a purpose for reading ● Use context clues ● Close Read ● Evaluate writing through rubrics ● Expand vocabulary ● Make connections based on the text ● Write and develop a well supported thesis ● Use transition words to link thoughts and ideas

BRICK TOWNSHIP PUBLIC SCHOOLS
Evidence of Learning

Formative Assessments:
- Do-Nows
- Skills-based Assessments
- Literature responses/circles
- Cooperative learning groups
- Book talks
- Vocabulary assessments
- Open-ended questions
- Essays
- Anecdotal Notes
- Exit/Admit Slips
- Peer/Self Assessments
- Writer's Workshop
- Writing Portfolio
- Story Board
- C.O.R.E. K-12 Cluster Tests

- Speeches
- Graphic organizers
- Timed reading/writing
- Writing assignments
- Rubrics
- Journals
- Class discussions
- Peer/teacher conferences Participation/Observations
- Questioning
- Presentations
- Visual Representations
- Individual Whiteboards
- Pre-Test/Quizzes
- Book reviews
- PBL's
- 6+1 Writing Traits
- Debates

Summative Assessments:

- SGO/Pretest
- Mid-term assessment/District benchmark or interim assessments
- Final SGO assessments/Post Test
- End-of-unit skill-based Test
- End of the year portfolio
- DRA2
- C.O.R.E. K-12 Pre-Test
- State assessments

Modifications (ELLs, Special Education, Gifted and Talented)

At-Risk Students:

- After school tutoring
- Constant parental contact
- Extra time for completion of work
- Possible partial credit
- Graphic organizers
- More/less time as appropriate
- Modified writing assignment lengths
- Timelines and checkpoints
- Small group instruction as needed
- Anchor activities
- Instructional technology as needed/required
- Appropriate scaffolding provided as necessary
- Additional enrichment texts/resources/assignments provided as needed based on student ability

- Effective teacher questioning; ranging from fact recall to higher order critical thinking questions
- Guided practice in combination with independent exploration
- Heterogeneous students grouping
- Movement from teacher   directed learning to student   directed learning
- Anchor charts
- Guided notes
- Preferential seating

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Small group instruction as needed
- Use a strong student as a "buddy" (does not necessarily have to speak the primary language)
- Anchor Charts
- Guided Notes
- Provide short excerpts
- Graphic organizers
- More/less time as appropriate
- Modified writing assignment lengths
- Timelines and checkpoints
- Anchor activities
- Instructional technology as needed/required
- Appropriate scaffolding provided as necessary
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- Effective teacher questioning; ranging from fact recall to higher order critical thinking questions
- Guided practice in combination with independent exploration
- Heterogeneous students grouping
- Movement from teacher-directed learning to student-directed learning
- Anchor charts
- Guided notes
- Preferential seating

Gifted and Talented:

- Differentiated Instruction based on academic level
- Tiered learning
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students
- Propose interest-based extension activities
- More/less time as appropriate
- Timelines and checkpoints
- Small group instruction as needed
- Anchor activities
- Instructional technology as needed/required
- Additional enrichment texts/resources/assignments provided as needed based on student ability
- Effective teacher questioning; ranging from fact recall to higher order critical thinking questions
- Guided practice in combination with independent exploration
- Movement from teacher-directed learning to student-directed learning
- Anchor charts
- Guided notes
- Preferential seating

Curriculum Development Resources/Instructional Materials/Equipment Needed Teacher Resources:

Text:
Common Core Code X Course II
Poetry - "I Hear America Singing" p.243
Poetry - "I, Too" p.245
Poetry -"I, Too, Sing America" p.247
Novel Excerpt - from *Kira-Kira* p.255
Poetry - "One Today" p.278

Writing:
Literary Analysis
These writers claim a specific vision of what it means to be an American. Compare and contrast their perspectives, referencing their literary devices and figurative language.

Additional Resources:

*[Newselsa](#) - Non-fiction articles by lexile
*[Achieve3000](#)-Non-fiction articles by lexile
*[ecdcite.com](#)
*[mobymax.com](#)
*[brainpop.com](#)
* [www.readwritethink.org](#) – Language arts lesson plans
* [www.scholastic.com](#) – Reading resources
* [www.readworks.org](#) – Lessons for literary elements
* [www.nytimes.com](#)
* [www.biography.com](#)
* [http://www.pbs.org/teachers](#) **(social studies, sciences, language arts resources)**
* [www.liketoread.com](#)
* [http://www.nj.gov/education/aps/cccs/science/](#)
* [http://www.nj.gov/education/aps/cccs/ss/](#)
* [http://www.adlit.org/for_teachers/](#) - Teacher resources
* [http://www.adlit.org/strategy_library/](#) - Literacy strategies
* [https://sites.google.com/site/manchesterliteracy/](#) - District Literacy Website
* [http://www.corestandards.org/assets/Appendix_B.pdf](#) -Common Core Text Exemplars and Performance Tasks in Reading
* [http://www.corestandards.org/assets/Appendix_C.pdf](#) -Common Core Text Exemplars and Performance Tasks in Writing
*[https://padlet.com/](#) -Technology resource
*[http://www.parcconline.org/sites/parcc/files/Grade%206-11%20July%2029%20Rubric%20Final.pdf](#) -PARCC Rubric

Teacher Notes:

The following topics are secondary skills that should be integrated during this unit: Non-fiction, Poetry, and an Argumentative Prose Constructed Response.

To support district initiatives and school-based goals, the following will be infused throughout the ELA curriculum:
- Vocabulary development,
- Six Plus One Traits framework, including conventions
- The art and science of understanding and using a variety of rubrics, including the PARCC Rubric
- Test prep strategies
- Problem-Based Lessons
- Technology Applications, as available
- Project Based Learning

Reading:
- Make use of schema
- Reread for clarification
- Seeking meaning of unknown vocabulary
- Make and revise predictions
- Draw conclusions

- Make connections: text to text, text to self, text to world
- SQ3R
- Active Reading Strategies – Predict, Visualize, Connect, Question, Clarify, Evaluate

Writing:
- Use written and oral English appropriate for various purposes and audiences.
- Create and develop texts that include the following text features:
  - Development: the topic, theme, stand/perspective, argument or character is fully developed
  - Organization: the text exhibits a discernible progressions of ideas
  - Style: the writer demonstrates a quality of imagination, individuality, and a distinctive voice
  - Word choice: the words are precise and vivid
- Create and develop texts that include the following language conventions:
  - Sentence formation: sentences are complete and varied in length and structure
  - Conventions: appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text.

BRICK TOWNSHIP PUBLIC SCHOOLS
English Language Arts: UNIT 7

Content Area: English Language Arts

Unit Title: Making a Difference

Target Course/Grade Level: 7th

Unit Summary: Unit Seven explores the required skills or the successful comprehension of nonfiction in a variety of forms. In an informational text and in an informational article, discover how authors use reasons, facts, and evidence to construct arguments and support their claims. The construction of an argument essay is performed effectively using the six traits and the writing process.

Primary interdisciplinary connections:

Social Study Standards

21ˢᵗ Century Themes:
Global Awareness, Civic Literacy, Environmental Literacy, Health Literacy, Financial, Economic,
Business, and Entrepreneurial Literacy

21st Century Standards

Learning Targets

UPDATED CONTENT STANDARDS LINK

Range of Reading and Level of Text Complexity
- RI.7.10. By the end of the year read and comprehend literary nonfiction (see

Appendix A) at grade level text-complexity (see Appendix A) or above, with scaffolding as needed.

Key Ideas and Details

- RI.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.7.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

Craft and Structure

- RI.7.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
- RI.7.6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
- RI.7.8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

Coventions of Standard English

- L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- C. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*

Range of Writing

- W.7.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Vocabulary Acquisition and Use

- L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content*, 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.
- L.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- L.7.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Comprehension and Collaboration

- SL.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.

- D. Acknowledge new information expressed by others and, when warranted, modify their own views.

Presentation of Knowledge and Ideas

- SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Text Types and Purposes

- W.7.1. Write arguments to support claims with clear reasons and relevant evidence.
- B. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- E. Provide a concluding statement or section that follows from and supports the argument presented.

Production and Distribution of Writing

- W.7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

Unit Essential Question(s)	Unit Enduring Understandings
	Students will understand that…
● What simple steps can people take to make a difference for those in need?	● Nonfiction is an integral part in Language Arts Literacy.
	● Making predictions while reading is part of an active reading strategy to assist in comprehension.
	● Understanding an author's purpose enhances student understanding of varied texts.
	● Author's style has many components that unify to create voice.
	● Writing is a recursive process, and writers draw on real-life experiences for inspiration.
	● Develop and support a claim

Unit Objectives	Unit Objectives
Students will know…	*Students will be able to…*
● How to collaborate effectively	● Work in cooperative learning groups
● Teacher expectations and assessments tools	● Use graphic organizers
● Active Reading Strategies	● Set a purpose for reading
● Grade level vocabulary	● Use context clues
● Interpret and analyze text	● Close Read
	● Evaluate writing through rubrics

• Identify Non-fiction elements • Author's purpose • Transition words • The purpose of technology in real world situations • How to write and develop a logical claim supported by evidence • How to use critical thinking and problem solving • How to communicate effectively • Draw conclusions	• Expand vocabulary • Make connections based on the text • Write and develop a well supported claim • Use transition words to link thoughts and ideas

BRICK TOWNSHIP PUBLIC SCHOOLS
Evidence of Learning

Formative Assessments:

- Do-Nows
- Skills-based Assessments
- Literature responses/circles
- Cooperative learning groups
- Book talks
- Vocabulary assessments
- Open-ended questions
- Essays
- Anecdotal Notes
- Exit/Admit Slips
- Peer/Self Assessments
- Writer's Workshop
- Writing Portfolio
- Story Board
- C.O.R.E. K-12 Cluster Tests
- Speeches
- Graphic organizers
- Timed reading/writing
- Writing assignments
- Rubrics
- Journals
- Class discussions
- Peer/teacher conferences Participation/Observations
- Questioning
- Presentations
- Visual Representations

- Individual Whiteboards
- Pre-Test/Quizzes
- Book reviews
- PBL's
- 6+1 Writing Traits
- Debates

Summative Assessments:

- SGO/Pretest
- Mid-term assessment/District benchmark or interim assessments
- Final SGO assessments/Post Test
- End-of-unit skill-based Test
- End of the year portfolio
- DRA2
- C.O.R.E. K-12 Pre-Test
- State assessments

Modifications (ELLs, Special Education, Gifted and Talented)

At-Risk Students:

- After school tutoring
- Constant parental contact
- Extra time for completion of work
- Possible partial credit
- Graphic organizers
- More/less time as appropriate
- Modified writing assignment lengths
- Timelines and checkpoints
- Small group instruction as needed
- Anchor activities
- Instructional technology as needed/required
- Appropriate scaffolding provided as necessary
- Additional enrichment texts/resources/assignments provided as needed based on student ability
- Effective teacher questioning; ranging from fact recall to higher order critical thinking questions
- Guided practice in combination with independent exploration
- Heterogeneous students grouping
- Movement from teacher   directed learning to student   directed learning
- Anchor charts
- Guided notes
- Preferential seating

ELL:

- Work toward longer passages as skills in English increase

- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Small group instruction as needed
- Use a strong student as a "buddy" (does not necessarily have to speak the primary language)
- Anchor Charts
- Guided Notes
- Provide short excerpts
- Graphic organizers
- More/less time as appropriate
- Modified writing assignment lengths
- Timelines and checkpoints
- Anchor activities
- Instructional technology as needed/required
- Appropriate scaffolding provided as necessary
- Additional enrichment texts/resources/assignments provided as needed based on student ability
- Effective teacher questioning; ranging from fact recall to higher order critical thinking questions
- Guided practice in combination with independent exploration
- Heterogeneous students grouping
- Movement from teacher-directed learning to student-directed learning
- Anchor charts
- Guided notes
- Preferential seating

Gifted and Talented:
- Differentiated Instruction based on academic level
- Tiered learning
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students

- Propose interest-based extension activities
- More/less time as appropriate
- Timelines and checkpoints
- Small group instruction as needed
- Anchor activities
- Instructional technology as needed/required
- Additional enrichment texts/resources/assignments provided as needed based on student ability
- Effective teacher questioning; ranging from fact recall to higher order critical thinking questions
- Guided practice in combination with independent exploration
- Movement from teacher-directed learning to student-directed learning
- Anchor charts
- Guided notes
- Preferential seating

Curriculum Development Resources/Instructional Materials/Equipment Needed Teacher Resources:

Text:
Common Core Code X Course II
Informational Excerpt - from *The End of Poverty* p. 287
Informational Excerptt - from "Saving the World One Click at a Time" p. 297
Informational Excerpt - from *The Life You Can Save* p. 318

Writing:
Argument
Trace the author's lines of argument regarding effective ways to fight poverty. Evaluate the specific claims, distinguishing which claims are supported by reasons, facts, and evidence, and which are not.

Additional Resources:
*Newselsa - Non-fiction articles by lexile
*Achieve3000-Non-fiction articles by lexile
*ecdcite.com
*mobymax.com
*brainpop.com
* www.readwritethink.org – Language arts lesson plans
* www.scholastic.com – Reading resources
* www.readworks.org – Lessons for literary elements
* www.nytimes.com
* www.biography.com
* http://www.pbs.org/teachers (social studies, sciences, language arts resources)
* www.liketoread.com

* **http://www.nj.gov/education/aps/cccs/science/**
* **http://www.nj.gov/education/aps/cccs/ss/**
* http://www.adlit.org/for_teachers/ - Teacher resources
* http://www.adlit.org/strategy_library/ - Literacy strategies
* https://sites.google.com/site/manchesterliteracy/ - District Literacy Website
* http://www.corestandards.org/assets/Appendix_B.pdf -Common Core Text
Exemplars and Performance Tasks in Reading
* http://www.corestandards.org/assets/Appendix_C.pdf -Common Core Text
Exemplars and Performance Tasks in Writing
*https://padlet.com/ -Technology resource
*http://www.parcconline.org/sites/parcc/files/Grade%206-
11%20July%2029%20Rubric%20Final.pdf -PARCC Rubric

Teacher Notes:

The following topics are secondary skills that should be integrated during this unit: Non-fiction, Poetry, and an Argumentative Prose Constructed Response.

To support district initiatives and school-based goals, the following will be infused throughout the ELA curriculum:
- Vocabulary development,
- Six Plus One Traits framework, including conventions
- The art and science of understanding and using a variety of rubrics, including the PARCC Rubric
- Test prep strategies
- Problem-Based Lessons
- Technology Applications, as available
- Project Based Learning

Reading:
- Make use of schema
- Reread for clarification
- Seeking meaning of unknown vocabulary
- Make and revise predictions
- Draw conclusions
- Make connections: text to text, text to self, text to world
- SQ3R
- Active Reading Strategies – Predict, Visualize, Connect, Question, Clarify, Evaluate

Writing:
- Use written and oral English appropriate for various purposes and audiences.
- Create and develop texts that include the following text features:
  - Development: the topic, theme, stand/perspective, argument or character is fully developed
  - Organization: the text exhibits a discernible progressions of ideas
  - Style: the writer demonstrates a quality of imagination, individuality, and a distinctive voice
  - Word choice: the words are precise and vivid
- Create and develop texts that include the following language conventions:
  - Sentence formation: sentences are complete and varied in length and structure
  - Conventions: appropriate grammar, mechanics, spelling and usage

enhance the meaning and readability of the text.

BRICK TOWNSHIP PUBLIC SCHOOLS
English Language Arts : UNIT 8

Content Area: English Language Arts

Unit Title: Novel Study - *Daniel's Story*

Target Course/Grade Level: 7th

Unit Summary: The novel unit should exemplify relevance in today's world and highlight its strengths in areas such as characterization, plot, point of view, dialogue, and conflicts. The focus should be on a universal theme which can be integrated into at least one other area of the curriculum. The unit should speak to the students' interests, concerns, and/or social issues while instilling that novels are worth reading. Additionally, there should be a focus on the genre or a style of writing while supporting the curriculum objectives as well as state standards.

Primary interdisciplinary connections:

Social Study Standards

21ˢᵗ Century Themes:
Global Awareness, Civic Literacy, Environmental Literacy, Health Literacy, Financial, Economic,
Business, and Entrepreneurial Literacy

21st Century Standards

Learning Targets

New Jersey Learning Standards UPDATED CONTENT STANDARDS LINK

Key Ideas and Details
- RL.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
- RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

Craft and Structure

- RL.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
- RL.7.5.. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
- RL.7.6. Analyze how an author develops and contrasts the points of view of different

characters or narrators in a text.

- RL.7.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) 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.

Conventions of Standard English

- L7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Vocabulary Acquisition and Use

- L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- L.7.5. Demonstrate understanding of word relationships and nuances in word meanings.

Comprehension and Collaboration

- SL.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.

Presentation of Knowledge and Ideas

- SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Narrative Writing

- W.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.

Argument Writing
- W.7.1. Write arguments to support claims with clear reasons and relevant evidence.
- A. Introduce claim(s), acknowledge alternate or opposing claims,and organize the reasons and evidence logically.
- B. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- 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.

Informational Writing

- W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- 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)
- 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-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 that follows from and supports the information or explanation.

Production and Distribution of Writing
- W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

Range of Writing

- W.7.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Unit Essential Question(s)	Unit Enduring Understandings
	Students will understand that…
● How do important decisions impact a person's life?	● Fiction is an integral part in Language Arts Literacy.
	● Making predictions while reading is part of an active reading strategy to assist in comprehension.
	● Understanding an author's purpose enhances student understanding of varied

	texts. ● Author's style has many components that unify to create voice including figurative language and point-of-view. ● Writing is a recursive process, and writers draw on real-life experiences for inspiration. ● Narrative writing tells a story with the beginning, middle, and ending.
Unit Objectives *Students will know…* ● How to collaborate effectively ● Teacher expectations and assessments tools ● Active Reading Strategies ● Grade level vocabulary ● Roots and Prefixes ● Interpret and analyze text ● Identify story elements ● Author's purpose ● Point of View ● Literary terms ● The purpose of technology in real world situations ● How to write a narrative with a beginning, middle, and end ● How to use creativity and innovation ● How to use critical thinking and problem solving ● How to communicate effectively ● Draw conclusions	**Unit Objectives** *Students will be able to…* ● Work in cooperative learning groups ● Use graphic organizers ● Set a purpose for reading ● Close Read ● Evaluate writing through rubrics ● Expand vocabulary ● Make connections based on the text

BRICK TOWNSHIP PUBLIC SCHOOLS
Evidence of Learning

Formative Assessments:
- Do-Nows
- Skills-based Assessments
- Literature responses/circles
- Cooperative learning groups
- Book talks
- Vocabulary assessments
- Open-ended questions
- Essays

- Anecdotal Notes
- Exit/Admit Slips
- Peer/Self Assessments
- Writer's Workshop
- Writing Portfolio
- Story Board
- C.O.R.E. K-12 Cluster Tests
- Speeches
- Graphic organizers
- Timed reading/writing
- Writing assignments
- Rubrics
- Journals
- Class discussions
- Peer/teacher conferences Participation/Observations
- Questioning
- Presentations
- Visual Representations
- Individual Whiteboards
- Pre-Test/Quizzes
- Book reviews
- PBL's
- 6+1 Writing Traits
- Debates

Summative Assessments:

- SGO/Pretest
- Mid-term assessment/District benchmark or interim assessments
- Final SGO assessments/Post Test
- End-of-unit skill-based Test
- End of the year portfolio
- DRA2
- C.O.R.E. K-12 Pre-Test
- State assessments

Modifications (ELLs, Special Education, Gifted and Talented)
 At-Risk Students:

- After school tutoring
- Constant parental contact
- Extra time for completion of work
- Possible partial credit
- Graphic organizers
- More/less time as appropriate
- Modified writing assignment lengths

- Timelines and checkpoints
- Small group instruction as needed
- Anchor activities
- Instructional technology as needed/required
- Appropriate scaffolding provided as necessary
- Additional enrichment texts/resources/assignments provided as needed based on student ability
- Effective teacher questioning; ranging from fact recall to higher order critical thinking questions
- Guided practice in combination with independent exploration
- Heterogeneous students grouping
- Movement from teacher   directed learning to student   directed learning
- Anchor charts
- Guided notes
- Preferential seating

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Small group instruction as needed
- Use a strong student as a "buddy" (does not necessarily have to speak the primary language)
- Anchor Charts
- Guided Notes
- Provide short excerpts
- Graphic organizers
- More/less time as appropriate
- Modified writing assignment lengths
- Timelines and checkpoints
- Anchor activities
- Instructional technology as needed/required
- Appropriate scaffolding provided as necessary
- Additional enrichment texts/resources/assignments provided as needed based on student ability
- Effective teacher questioning; ranging from fact recall to higher order critical thinking questions
- Guided practice in combination with independent exploration

- Heterogeneous students grouping
- Movement from teacher-directed learning to student-directed learning
- Anchor charts
- Guided notes
- Preferential seating

Gifted and Talented:
- Differentiated Instruction based on academic level
- Tiered learning
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students
- Propose interest-based extension activities
- More/less time as appropriate
- Timelines and checkpoints
- Small group instruction as needed
- Anchor activities
- Instructional technology as needed/required
- Additional enrichment texts/resources/assignments provided as needed based on student ability
- Effective teacher questioning; ranging from fact recall to higher order critical thinking questions
- Guided practice in combination with independent exploration
- Movement from teacher-directed learning to student-directed learning
- Anchor charts
- Guided notes
- Preferential seating

Curriculum Development Resources/Instructional Materials/Equipment Needed Teacher Resources:

Text:
Daniel's Story

Writing:
Select One
Narrative
Literary Analysis

Argument

Additional Resources:
*Newselsa - Non-fiction articles by lexile
*Achieve3000-Non-fiction articles by lexile
*ecdcite.com
*mobymax.com
*brainpop.com
* www.readwritethink.org – Language arts lesson plans
* www.scholastic.com – Reading resources
* www.readworks.org – Lessons for literary elements
* **www.nytimes.com**
* **www.biography.com**
* **http://www.pbs.org/teachers** **(social studies, sciences, language arts resources)**
* **www.liketoread.com**
* **http://www.nj.gov/education/aps/cccs/science/**
* **http://www.nj.gov/education/aps/cccs/ss/**
* http://www.adlit.org/for_teachers/ - Teacher resources
* http://www.adlit.org/strategy_library/ - Literacy strategies
* https://sites.google.com/site/manchesterliteracy/ - District Literacy Website
* http://www.corestandards.org/assets/Appendix_B.pdf -Common Core Text
Exemplars and Performance Tasks in Reading
* http://www.corestandards.org/assets/Appendix_C.pdf -Common Core Text
Exemplars and Performance Tasks in Writing
*https://padlet.com/ -Technology resource
*http://www.parcconline.org/sites/parcc/files/Grade%206-11%20July%2029%20Rubric%20Final.pdf -PARCC Rubric

Teacher Notes:
The following topics are secondary skills that should be integrated during this unit: Fiction, Memoir, Poetry, and Narrative Prose Constructed Response.

To support district initiatives and school-based goals, the following will be infused throughout the ELA curriculum:
- Vocabulary development,
- Six Plus One Traits framework, including conventions
- The art and science of understanding and using a variety of rubrics, including the PARCC Rubric
- Test prep strategies
- Problem-Based Lessons
- Technology Applications, as available
- Project Based Learning

Reading:
- Make use of schema
- Reread for clarification
- Seeking meaning of unknown vocabulary
- Make and revise predictions

- Draw conclusions
- Make connections: text to text, text to self, text to world
- SQ3R
- Active Reading Strategies – Predict, Visualize, Connect, Question, Clarify, Evaluate

Writing:
- Use written and oral English appropriate for various purposes and audiences.
- Create and develop texts that include the following text features:
  - Development: the topic, theme, stand/perspective, argument or character is fully developed
  - Organization: the text exhibits a discernible progressions of ideas
  - Style: the writer demonstrates a quality of imagination, individuality, and a distinctive voice
  - Word choice: the words are precise and vivid
- Create and develop texts that include the following language conventions:
  - Sentence formation: sentences are complete and varied in length and structure
  - Conventions: appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text.

BRICK TOWNSHIP PUBLIC SCHOOLS
English Language Arts : UNIT 9

Content Area: English Language Arts

Unit Title: Novel Study - *Monster*

Target Course/Grade Level: 7th

Unit Summary: The novel unit should exemplify relevance in today's world and highlight its strengths in areas such as characterization, plot, point of view, dialogue, and conflicts. The focus should be on a universal theme which can be integrated into at least one other area of the curriculum. The unit should speak to the students' interests, concerns, and/or social issues while instilling that novels are worth reading. Additionally, there should be a focus on the genre or a style of writing while supporting the curriculum objectives as well as state standards.

Primary interdisciplinary connections:

Social Study Standards

21st Century Themes:
Global Awareness, Civic Literacy, Environmental Literacy, Health Literacy, Financial, Economic,
Business, and Entrepreneurial Literacy

21st Century Standards

Learning Targets

UPDATED CONTENT STANDARDS LINK
Key Ideas and Details

- RL.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
- RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

Craft and Structure

- RL.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
- RL.7.5.. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
- RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
- RL.7.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) 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.

Conventions of Standard English

- L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Vocabulary Acquisition and Use

- L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- L.7.5. Demonstrate understanding of word relationships and nuances in word meanings.

Comprehension and Collaboration

- SL.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.

Presentation of Knowledge and Ideas

- SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Text Types and Purposes

Narrative Writing

- W.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.

Argument Writing
- W.7.1. Write arguments to support claims with clear reasons and relevant evidence.
- B. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- 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.

Informational Writing

- W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- 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)
- 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-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 that follows from and supports the information or explanation.

Production and Distribution of Writing
- W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

Range of Writing

● W.7.10. 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.	

Unit Essential Question(s)	Unit Enduring Understandings
● How do important decisions impact a person's life?	*Students will understand that…* ● Fiction is an integral part in Language Arts Literacy. ● Making predictions while reading is part of an active reading strategy to assist in comprehension. ● Understanding an author's purpose enhances student understanding of varied texts. ● Author's style has many components that unify to create voice including figurative language and point-of-view. ● Writing is a recursive process, and writers draw on real-life experiences for inspiration. ● Narrative writing tells a story with the beginning, middle, and ending.

Unit Objectives	Unit Objectives
Students will know… ● How to collaborate effectively ● Teacher expectations and assessments tools ● Active Reading Strategies ● Grade level vocabulary ● Roots and Prefixes ● Interpret and analyze text ● Identify story elements ● Author's purpose ● Point of View ● Literary terms ● The purpose of technology in real world situations ● How to write a narrative with a beginning, middle, and end ● How to use creativity and innovation ● How to use critical thinking and problem solving ● How to communicate effectively ● Draw conclusions	*Students will be able to…* ● Work in cooperative learning groups ● Use graphic organizers ● Set a purpose for reading ● Close Read ● Evaluate writing through rubrics ● Expand vocabulary ● Make connections based on the text

BRICK TOWNSHIP PUBLIC SCHOOLS
Evidence of Learning

Formative Assessments:

- Do-Nows
- Skills-based Assessments
- Literature responses/circles
- Cooperative learning groups
- Book talks
- Vocabulary assessments
- Open-ended questions
- Essays
- Anecdotal Notes
- Exit/Admit Slips
- Peer/Self Assessments
- Writer's Workshop
- Writing Portfolio
- Story Board
- C.O.R.E. K-12 Cluster Tests
- Speeches
- Graphic organizers
- Timed reading/writing
- Writing assignments
- Rubrics
- Journals
- Class discussions
- Peer/teacher conferences Participation/Observations
- Questioning
- Presentations
- Visual Representations
- Individual Whiteboards
- Pre-Test/Quizzes
- Book reviews
- PBL's
- 6+1 Writing Traits
- Debates

Summative Assessments:

- SGO/Pretest
- Mid-term assessment/District benchmark or interim assessments
- Final SGO assessments/Post Test
- End-of-unit skill-based Test

- End of the year portfolio
- DRA2
- C.O.R.E. K-12 Pre-Test
- State assessments

Modifications (ELLs, Special Education, Gifted and Talented)
At-Risk Students:
- After school tutoring
- Constant parental contact
- Extra time for completion of work
- Possible partial credit
- Graphic organizers
- More/less time as appropriate
- Modified writing assignment lengths
- Timelines and checkpoints
- Small group instruction as needed
- Anchor activities
- Instructional technology as needed/required
- Appropriate scaffolding provided as necessary
- Additional enrichment texts/resources/assignments provided as needed based on student ability
- Effective teacher questioning; ranging from fact recall to higher order critical thinking questions
- Guided practice in combination with independent exploration
- Heterogeneous students grouping
- Movement from teacher directed learning to student directed learning
- Anchor charts
- Guided notes
- Preferential seating

ELL:
- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Small group instruction as needed
- Use a strong student as a "buddy" (does not necessarily have to speak the primary language)
- Anchor Charts
- Guided Notes
- Provide short excerpts

- Graphic organizers
- More/less time as appropriate
- Modified writing assignment lengths
- Timelines and checkpoints
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- Guided practice in combination with independent exploration
- Heterogeneous students grouping
- Movement from teacher-directed learning to student-directed learning
- Anchor charts
- Guided notes
- Preferential seating

Gifted and Talented:
- Differentiated Instruction based on academic level
- Tiered learning
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students
- Propose interest-based extension activities
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- Instructional technology as needed/required
- Additional enrichment texts/resources/assignments provided as needed based on student ability
- Effective teacher questioning; ranging from fact recall to higher order critical thinking questions
- Guided practice in combination with independent exploration

- Movement from teacher-directed learning to student-directed learning
- Anchor charts
- Guided notes
- Preferential seating

Curriculum Development Resources/Instructional Materials/Equipment Needed Teacher Resources:

Text:
Monster by Walter Dean Myers

Teaching Resources:
Meet the Author
Lesson Plans
Additional Resources (Character Bio Poem, Leveled Active Reading Tasks)

Writing:
Select One
Narrative
Literary Analysis
Argument

Additional Resources:
*Newselsa - Non-fiction articles by lexile
*Achieve3000-Non-fiction articles by lexile
*ecdcite.com
*mobymax.com
*brainpop.com
* www.readwritethink.org – Language arts lesson plans
* www.scholastic.com – Reading resources
* www.readworks.org – Lessons for literary elements
* www.nytimes.com
* www.biography.com
* http://www.pbs.org/teachers (social studies, sciences, language arts resources)
* www.liketoread.com
* http://www.nj.gov/education/aps/cccs/science/
* http://www.nj.gov/education/aps/cccs/ss/
* http://www.adlit.org/for_teachers/ - Teacher resources
* http://www.adlit.org/strategy_library/ - Literacy strategies
* https://sites.google.com/site/manchesterliteracy/ - District Literacy Website
* http://www.corestandards.org/assets/Appendix_B.pdf -Common Core Text Exemplars and Performance Tasks in Reading
* http://www.corestandards.org/assets/Appendix_C.pdf -Common Core Text Exemplars and Performance Tasks in Writing

Teacher Notes:

The following topics are secondary skills that should be integrated during this unit: Fiction, Memoir, Poetry, and Narrative Prose Constructed Response.

To support district initiatives and school-based goals, the following will be infused throughout the ELA curriculum:
- Vocabulary development,
- Six Plus One Traits framework, including conventions
- The art and science of understanding and using a variety of rubrics, including the PARCC Rubric
- Test prep strategies
- Problem-Based Lessons
- Technology Applications, as available
- Project Based Learning

Reading:
- Make use of schema
- Reread for clarification
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- Make and revise predictions
- Draw conclusions
- Make connections: text to text, text to self, text to world
- SQ3R
- Active Reading Strategies – Predict, Visualize, Connect, Question, Clarify, Evaluate

Writing:
- Use written and oral English appropriate for various purposes and audiences.
- Create and develop texts that include the following text features:
  - Development: the topic, theme, stand/perspective, argument or character is fully developed
  - Organization: the text exhibits a discernible progressions of ideas
  - Style: the writer demonstrates a quality of imagination, individuality, and a distinctive voice
  - Word choice: the words are precise and vivid
- Create and develop texts that include the following language conventions:
  - Sentence formation: sentences are complete and varied in length and structure
  - Conventions: appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text.

BRICK TOWNSHIP PUBLIC SCHOOLS
English Language Arts : UNIT 10

Content Area: English Language Arts
Unit Title: Novel Study - *Inkheart*
Target Course/Grade Level: 7th

Unit Summary: The novel unit should exemplify relevance in today's world and highlight its strengths in areas such as characterization, plot, point of view, dialogue, and conflicts. The focus should be on a universal theme which can be integrated into at least one other area of the curriculum. The unit should speak to the students' interests, concerns, and/or social issues while instilling that novels are worth reading. Additionally, there should be a focus on the genre or a style of writing while supporting the curriculum objectives as well as state standards.

Primary interdisciplinary connections:

Social Study Standards

21st Century Themes:
Global Awareness, Civic Literacy, Environmental Literacy, Health Literacy, Financial, Economic,
Business, and Entrepreneurial Literacy

21st Century Standards

Learning Targets

UPDATED CONTENT STANDARDS LINK

Key Ideas and Details
- RL.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
- RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

Craft and Structure

- RL.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
- RL.7.5.. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
- RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
- RL.7.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) 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.

Conventions of Standard English

- L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Vocabulary Acquisition and Use

- L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- L.7.5. Demonstrate understanding of word relationships and nuances in word meanings.

Comprehension and Collaboration

- SL.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.

Presentation of Knowledge and Ideas

- SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

 Text Types and Purposes

- W.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.

Argument Writing
- W.7.1. Write arguments to support claims with clear reasons and relevant evidence.
- B. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- 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.

Informational Writing

- W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- 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)
- 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-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 that follows from and supports the information or explanation.

Production and Distribution of Writing
- W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

Range of Writing

- W.7.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Unit Essential Question(s)	Unit Enduring Understandings
	Students will understand that…
● How do important decisions impact a person's life?	● Fiction is an integral part in Language Arts Literacy.
	● Making predictions while reading is part of an active reading strategy to assist in comprehension.
	● Understanding an author's purpose enhances student understanding of varied texts.
	● Author's style has many components that unify to create voice including figurative language and point-of-view.
	● Writing is a recursive process, and writers draw on real-life experiences for inspiration.
	● Narrative writing tells a story with the beginning, middle, and ending.
Unit Objectives	**Unit Objectives**
Students will know…	*Students will be able to…*
● How to collaborate effectively	● Work in cooperative learning groups
● Teacher expectations and	● Use graphic organizers

assessments tools ● Active Reading Strategies ● Grade level vocabulary ● Roots and Prefixes ● Interpret and analyze text ● Identify story elements ● Author's purpose ● Point of View ● Literary terms ● The purpose of technology in real world situations ● How to write a narrative with a beginning, middle, and end ● How to use creativity and innovation ● How to use critical thinking and problem solving ● How to communicate effectively ● Draw conclusions	● Set a purpose for reading ● Close Read ● Evaluate writing through rubrics ● Expand vocabulary ● Make connections based on the text

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Evidence of Learning

Formative Assessments:

- Do-Nows
- Skills-based Assessments
- Literature responses/circles
- Cooperative learning groups
- Book talks
- Vocabulary assessments
- Open-ended questions
- Essays
- Anecdotal Notes
- Exit/Admit Slips
- Peer/Self Assessments
- Writer's Workshop
- Writing Portfolio
- Story Board
- C.O.R.E. K-12 Cluster Tests
- Speeches
- Graphic organizers
- Timed reading/writing
- Writing assignments

- Rubrics
- Journals
- Class discussions
- Peer/teacher conferences Participation/Observations
- Questioning
- Presentations
- Visual Representations
- Individual Whiteboards
- Pre-Test/Quizzes
- Book reviews
- PBL's
- 6+1 Writing Traits
- Debates

Summative Assessments:

- SGO/Pretest
- Mid-term assessment/District benchmark or interim assessments
- Final SGO assessments/Post Test
- End-of-unit skill-based Test
- End of the year portfolio
- DRA2
- C.O.R.E. K-12 Pre-Test
- State assessments

Modifications (ELLs, Special Education, Gifted and Talented)
At-Risk Students:

- After school tutoring
- Constant parental contact
- Extra time for completion of work
- Possible partial credit
- Graphic organizers
- More/less time as appropriate
- Modified writing assignment lengths
- Timelines and checkpoints
- Small group instruction as needed
- Anchor activities
- Instructional technology as needed/required
- Appropriate scaffolding provided as necessary
- Additional enrichment texts/resources/assignments provided as needed based on student ability
- Effective teacher questioning; ranging from fact recall to higher order critical thinking questions
- Guided practice in combination with independent exploration
- Heterogeneous students grouping

- Movement from teacher directed learning to student directed learning
- Anchor charts
- Guided notes
- Preferential seating

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Small group instruction as needed
- Use a strong student as a "buddy" (does not necessarily have to speak the primary language)
- Anchor Charts
- Guided Notes
- Provide short excerpts
- Graphic organizers
- More/less time as appropriate
- Modified writing assignment lengths
- Timelines and checkpoints
- Anchor activities
- Instructional technology as needed/required
- Appropriate scaffolding provided as necessary
- Additional enrichment texts/resources/assignments provided as needed based on student ability
- Effective teacher questioning; ranging from fact recall to higher order critical thinking questions
- Guided practice in combination with independent exploration
- Heterogeneous students grouping
- Movement from teacher-directed learning to student-directed learning
- Anchor charts
- Guided notes
- Preferential seating

Gifted and Talented:

- Differentiated Instruction based on academic level
- Tiered learning
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)

- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students
- Propose interest-based extension activities
- More/less time as appropriate
- Timelines and checkpoints
- Small group instruction as needed
- Anchor activities
- Instructional technology as needed/required
- Additional enrichment texts/resources/assignments provided as needed based on student ability
- Effective teacher questioning; ranging from fact recall to higher order critical thinking questions
- Guided practice in combination with independent exploration
- Movement from teacher-directed learning to student-directed learning
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Curriculum Development Resources/Instructional Materials/Equipment Needed Teacher Resources:

Text: *Inkheart* by Cornelia Funke

Teaching Resources

Meet the Author
Background Information
Lesson Ideas

Writing:
Select One
Narrative
Literary Analysis
Argument

Additional Resources:
*Newselsa - Non-fiction articles by lexile

*Achieve3000-Non-fiction articles by lexile
*ecdcite.com
*mobymax.com
*brainpop.com
* www.readwritethink.org – Language arts lesson plans
* www.scholastic.com – Reading resources
* www.readworks.org – Lessons for literary elements
* **www.nytimes.com**
* **www.biography.com**
* **http://www.pbs.org/teachers** **(social studies, sciences, language arts resources)**
* **www.liketoread.com**
* **http://www.nj.gov/education/aps/cccs/science/**
* **http://www.nj.gov/education/aps/cccs/ss/**
* http://www.adlit.org/for_teachers/ - Teacher resources
* http://www.adlit.org/strategy_library/ - Literacy strategies
* https://sites.google.com/site/manchesterliteracy/ - District Literacy Website
* http://www.corestandards.org/assets/Appendix_B.pdf -Common Core Text
Exemplars and Performance Tasks in Reading
* http://www.corestandards.org/assets/Appendix_C.pdf -Common Core Text
Exemplars and Performance Tasks in Writing
*https://padlet.com/ -Technology resource
*http://www.parcconline.org/sites/parcc/files/Grade%206-
11%20July%2029%20Rubric%20Final.pdf -PARCC Rubric

Teacher Notes:
The following topics are secondary skills that should be integrated during this unit: Fiction, Memoir, Poetry, and Narrative Prose Constructed Response.

To support district initiatives and school-based goals, the following will be infused throughout the ELA curriculum:
- Vocabulary development,
- Six Plus One Traits framework, including conventions
- The art and science of understanding and using a variety of rubrics, including the PARCC Rubric
- Test prep strategies
- Problem-Based Lessons
- Technology Applications, as available
- Project Based Learning

Reading:
- Make use of schema
- Reread for clarification
- Seeking meaning of unknown vocabulary
- Make and revise predictions
- Draw conclusions
- Make connections: text to text, text to self, text to world
- SQ3R
- Active Reading Strategies – Predict, Visualize, Connect, Question, Clarify, Evaluate

Writing:
- Use written and oral English appropriate for various purposes and audiences.
- Create and develop texts that include the following text features:
  - Development: the topic, theme, stand/perspective, argument or character is fully developed
  - Organization: the text exhibits a discernible progressions of ideas
  - Style: the writer demonstrates a quality of imagination, individuality, and a distinctive voice
  - Word choice: the words are precise and vivid
- Create and develop texts that include the following language conventions:
  - Sentence formation: sentences are complete and varied in length and structure
  - Conventions: appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text.