

(Grade 7) ELA Curricular Framework

| UNIT 1 | |
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| Reading Units: | Launching the Workshop/A Deep Study of Character |
| Writing Unit: | Writing Realistic Fiction |
| Text Types: | Literary |
| Writing Genres: | Narrative Writing |
| Unit Pacing: | 1st Marking Period - Beginning of September - Beginning of November |
| READING Critical Knowledge and Skills <i>*Italicized - spiraling skills throughout units</i> *Bold - Focus skills of this unit | WRITING Critical Knowledge & Skills <i>*Italicized - spiraling skills throughout units</i> *Bold - Focus skills of this unit |
| <ul style="list-style-type: none"> - <i>RL.7.1</i> <ul style="list-style-type: none"> - <i>Paraphrase evidence from a text</i> - <i>Correctly cite evidence</i> - <i>Closely read the text (questioning, determining importance, looking for patterns) to extract quality evidence to support a claim</i> - <i>Use evidence from the text to make and check predictions as you read</i> - <i>Make personal connections, connections to other texts, and/or global connections, when relevant</i> - <i>RL.7.2</i> <ul style="list-style-type: none"> - <i>Provide a statement of a theme(s) or a central idea(s) of a fictional text, based on textual evidence</i> - <i>Explain the theme or central idea of a fictional piece using key details as evidence, including details from the beginning, middle, and end of the text</i> - <i>Analyze the development of the theme or central idea over the course of the fictional text, including the</i> | <ul style="list-style-type: none"> - W.7.3.A. <ul style="list-style-type: none"> - Engage the reader with a story hook - Introduce a narrator and/or characters - Establish a point of view and background story - Organize an event sequence that unfolds naturally and logically - W.7.3.B. <ul style="list-style-type: none"> - Use narrative techniques effectively to develop experiences, events, and/or characters - W.7.3.C. <ul style="list-style-type: none"> - Transition from one idea to the next by using appropriate words and phrases - W.7.3.D. <ul style="list-style-type: none"> - Use figurative language to aid in description - Describe ideas by using sensory and specific language - W.7.3.E. |

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| <ul style="list-style-type: none"><i>relationship between characters, setting, and plot over the course of a text</i>- <i>Evaluate recurring ideas and changes in the characters and plot over the course of the text (why did the author make those changes, impact on the reader, effectiveness of the author's choices)</i>- <i>Identify how the theme or central idea relates to the characters, setting, and/or plot over the course of the text</i>- RL.7.3.<ul style="list-style-type: none">- <i>Analyze the impact specific story elements have on the text</i>- <i>Relate the change in character to changes in setting or plot and vice versa (change in setting affects character or plot, change in plot affects character and setting)</i>- <i>Analyze how the plot and setting affect the actions/choices of the characters</i>- <i>Explain why the author chose to have elements of a story interact in a specific way</i>- <i>Analyze the impact of the relationship between characters, setting, and plot on the reader</i>- <i>Evaluate the author's effectiveness in determining the interactions between character, setting, and plot</i>- RL.7.6<ul style="list-style-type: none">- <i>Identify the viewpoints of characters in a text</i>- <i>Compare and contrast the characters' points-of-view</i>- <i>Trace how the author created and conveyed the similar and/or dissimilar characters</i>- <i>Analyze the impact of the author's point of view choices on the reader</i>- <i>Evaluate the effectiveness of the author's point of view choices</i>- RL.7.7. | <ul style="list-style-type: none">- Write a conclusion that brings the story events to a meaningful close- Clearly convey a conflict and a resolution to the conflict- W.7.4.<ul style="list-style-type: none">- <i>Identify defining characteristics of different genres of writing</i>- <i>Unpack the writing prompt</i>- <i>Write for a specific purpose and audience</i>- <i>Select an appropriate text structure or format for the task</i>- <i>Use language that is precise and powerful to create voice in writing</i>- <i>Create a tone that is appropriate for one's audience</i>- W.7.5.<ul style="list-style-type: none">- <i>Revise and edit intentionally to improve writing.</i>- <i>Generate ideas to develop topic</i>- <i>Revise writing with a partner or self-editing checklists</i>- W.7.6.<ul style="list-style-type: none">- <i>Use technological resources to enhance writing</i>- <i>Follow appropriate typing format and conventions</i>- <i>Give and receive feedback using technology</i>- W.7.9.A<ul style="list-style-type: none">- <i>Incorporate ideas from literary or informational texts to support writing</i>- W.7.10.<ul style="list-style-type: none">- <i>Practice writing in a myriad of situations (journals, dialogues, creative tasks, etc.)</i>- <i>Reflect on and be able to explain decisions made while crafting a piece of writing</i>- <i>Produce written reflections</i> |
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| <ul style="list-style-type: none"> - <i>Analyze how content differs because of the medium in which it is presented</i> - <i>Compare and contrast a written story, drama, or poem o its audio, filmed, staged, or multimedia version</i> - <i>Analyze the impact of each medium on the reader</i> - <i>Make judgments about which medium best represents the content</i> | |
| <p>LANGUAGE Critical Knowledge & Skills <i>*Italicized - spiraling skills throughout units</i> *Bold - Focus skills of this unit</p> | <p>UNIT 1 GENERAL ASSESSMENTS</p> |
| <ul style="list-style-type: none"> - <i>SL.7.1.A.</i> <ul style="list-style-type: none"> - <i>Read required texts prior to discussions</i> - <i>Prepare for discussions</i> - <i>Use previous knowledge to expand discussions about a topic</i> - <i>Engage in conversations about grade-appropriate topics and texts</i> - <i>Model appropriate behavior during discussions</i> - <i>SL.7.1.C.</i> <ul style="list-style-type: none"> - <i>Craft and respond to specific questions based on the topic or text, elaborating when necessary</i> - L.7.1.A <ul style="list-style-type: none"> - Identify phrases and clauses in sentences in reading - Explain the function of phrases and clauses in general - Explain the function of phrases and clauses in specific sentences - <i>L.7.3.A</i> <ul style="list-style-type: none"> - <i>Select precise language</i> - <i>Revise writing for wordiness and redundancies</i> | <p>Major:</p> <ul style="list-style-type: none"> - Reading Quarterly 1 - Writing Quarterly 1 - Narrative Essay - Reading Assessment TBD <p>Minor:</p> <ul style="list-style-type: none"> - Reading Notebook - Vocabulary quizzes - TBD <p>Independent Assessments:</p> <ul style="list-style-type: none"> - To be determined during the Curriculum Development Periods in the 2018-2019 school year. <p>Teacher Data:</p> <ul style="list-style-type: none"> - On Demands - Conferences |

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- L.7.4.A
 - *Use a combination of context clues, structural clues, and the word's position in a sentence to determine the meaning of unknown words or phrases*
- L.7.4.B.
 - *Determine the meaning of commonly used prefixes and suffixes*
 - *Separate a base word from the prefix or suffix*
 - *Use the definition of known prefixes and suffixes to define new words*
 - *Identify root words in unknown words*
 - *Use known root words to aid in defining unknown words*
- L.7.4.C.
 - *Use dictionaries, glossaries, and/or thesauruses to find the pronunciation of a word*
 - *Use dictionaries, glossaries, and/or thesauruses to determine the actual meaning of a word or its part of speech*
- L.7.4.D.
 - *Consult reference materials that are both printed and digital*
 - *Use dictionaries, glossaries, and/or thesauruses to find the pronunciation of a word*
 - *Use dictionaries, glossaries, and/or thesauruses to determine the actual meaning of a word or its part of speech*
- L.7.5.A
 - *Define and identify figures of speech*
 - *Determine the meaning of and purpose of figures of speech in context*
 - *Identify the relationship of words*
- L.7.5.C.
 - *Discern the difference in meaning between closely related words*

- Running Records

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| <ul style="list-style-type: none"> - L.7.6. <ul style="list-style-type: none"> - Understand and apply conversational, academic, and domain specific vocabulary - Interpret unknown words and their meanings, using context clues, understanding Greek and Latin roots, and applying grammatical knowledge of function and form | |
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| RESOURCES | TECHNOLOGY INTEGRATION |
| <ul style="list-style-type: none"> - Mentor text(s) *Teacher's choice. Below are suggestions: - <i>Freak the Mighty</i>-Read Aloud - Video Clips-<i>The Mighty</i> - Choice Novels - Anchor charts - Newsela - A Deep Study of Character (UoS) - Writing Realistic Fiction (UoS) - Vocabulary Their Way Grade 7 - Link to Narrative Checklist <p>Holocaust Commission Resources:</p> <p>The links below contain resources from the NJDOE Holocaust Commission on teaching about Holocaust/Genocide, Prejudice, and Bullying:</p> <p>New Jersey Commission for Holocaust Integration Teaching about Holocaust/Genocide, Prejudice, Bullying Using UDL (5-8) Teaching Tolerance Book List Grades 5-12</p> <p>Amistad Commission Resources:</p> <p>Amistad Commission Interactive Curriculum</p> | <p><i>Technology integration may include but is not limited to:</i></p> <p>8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.</p> <p>8.1.8.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.</p> <p>8.1.8.D.2 Demonstrate the application of appropriate citations to digital content.</p> <p>8.1.8.D.3 Demonstrate an understanding of fair use and Creative Commons to intellectual property.</p> <p>8.1.8.D.4 Assess the credibility and accuracy of digital content.</p> <p>8.1.8.D.5 Understand appropriate uses for social media and the negative consequences of misuse.</p> <p>8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.</p> <p>Link: NJDOE Technology Standards</p> <p><i>Additional technology connections to be determined during Curriculum Development Periods.</i></p> |

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LGBTQ+ and Persons with Disabilities Representation

This guide is intended to satisfy the mandate for the 2020-2021 school year that requires each district to provide "inclusive instructional materials that portray the cultural and economic diversity of society including political, economic and social contributions of persons with disabilities and lesbian, gay bisexual, and transgender people where appropriate." P.L. 2019, c6 requires that Boards of Education: "Include instruction, and adopt instructional materials, that reflect the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual and transgender people, in an appropriate place in the curriculum of middle and high school students."

Possible Connections to the Unit's Focus:

Shifts in attitudes, beliefs, or perceptions
Overcoming challenges
Turning points

Suggested Methods:

Building Background Knowledge - "Meet the Author" Anticipatory Activity
Building Background Knowledge - "Historical Context" Anticipatory Activity
Reading Current Events
Reflective Writing/Journaling
Poetry Reading and/or Writing

Suggested LGBTQ+ Resources:

Newsela.com - There are many individual articles and text sets.
Traditional news sources - These could be useful to demonstrate authentic journalism as opposed to Newsela's "for school" approach.
[LGBTQ+ Authors](#)
[Queer Heroes: Meet 53 LGBTQ Heroes From Past and Present!](#)
[OUTWARDS](#) - A massive collection of short video interviews and podcasts
[The Book of Pride](#) - This is a print version of brief interviews created through OUTWARDS
[LGBTQ Poets Who Inspire](#)
[Welcoming Schools](#) - Includes resources, lesson plans, and book lists.
[Rainbow Book List](#)

Suggested People Living With Disability Resources:

Newsela.com - There are many individual articles and text sets.
Traditional news sources - These could be useful to demonstrate authentic journalism as opposed to Newsela's "for school" approach.
[10 Books by Disabled Writers You Should Read](#)

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[Avoiding "Special" Narratives About Disabilities in the Change Series](#)

[5 YA Titles Feature Characters with Disabilities](#)

[Middle-Grade Books About Diversity](#)

[Disability History: The Disability Rights Movement](#)

[Timeline](#) - Documents significant moments in history since the 1700s.

[11 Outstanding People Living With Disability](#)

[Famous People with Disabilities](#)

[Is Your Early Childhood Literature Collection Disability-Inclusive and Current?](#)

[Doctors With Disabilities Push For Culture Change In Medicine](#)

The above sets of suggestions are guides that may be used or may serve as inspiration for similar methods or resources that achieve the objective of satisfying the mandate established by P.L. 2019, c6. Although suggestions are offered in each of the four units, there is no requirement for this to be followed in each one, just as long as representation of both groups occurs during the year.

INTERDISCIPLINARY CONNECTIONS

Interdisciplinary connections may include but are not limited to:

21st Century Standards

9.1.8.E.2 Identify personal information that should not be disclosed to others and the possible consequences of doing or not doing so.

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.

21st Century Skills: Career Ready Practice Standards:

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP11. Use technology to enhance productivity.

Additional interdisciplinary connections to be determined during Curriculum Development Periods.

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KEY VOCABULARY

- exposition
- conflict
- rising action
- climax
- falling action
- denouement / resolution
- setting
- mood
- internal thoughts / inner thinking
- character trait
- sensory details
- Connotation/Denotation
- vocabulary units composed of grade level terms
 - Vocabulary Their Way
 - Unit #1
 - Unit #3
 - Unit #5
 - Unit #7
 - Unit #9
 - Unit #11
 - Unit #13

GENERAL CONSIDERATIONS FOR DIVERSE LEARNERS

English Language Learners

Students Receiving Special Education Services

Advanced Learners

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| <ul style="list-style-type: none"> • WIDA Can Do Descriptors for Grades 6-8* • WIDA Essential Actions Handbook • FABRIC Paradigm • Wall Township ESL Grading Protocol <p>*Use WIDA Can Do Descriptors in coordination with Student Language Portraits (SLPs).</p> <p>Potential Accommodations for ELLs</p> <ul style="list-style-type: none"> • Personal glossary • Text-to-speech • Extended time • Simplified / verbal instructions • Frequent breaks • Small group/One to one • Additional time • Review of directions • Student restates information • Extra visual and verbal cues and prompts • Preferential seating • Verbal and visual cues regarding directions and staying on task • Checklists • Immediate feedback | <ul style="list-style-type: none"> • New Jersey Tiered System of Supports • National Center on Universal Design for Learning - About UDL • UDL Checklist • UDL Key Terms <p>Response to Intervention: Reteach to Build Understanding, Additional Vocabulary Support, Build Literacy</p> <p>Students within this class receiving Special Education/Section 504 programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP)/504 Plans due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, instruction is differentiated based upon the student's needs. The IEP/504 Plan acts as a supplemental curriculum guide inclusive of instructional strategies that support each specific learner.</p> <p>Potential Accommodations for Special Education</p> <p>Presentation accommodations:</p> <ul style="list-style-type: none"> • Listen to audio recordings instead of reading text • Pre-teach unknown vocabulary through pictures or videos, and relate to prior knowledge • Work with fewer items per page and/or materials in a larger print size • Use a visual blocker • Use visual presentations of verbal material, such as word webs and visual organizers • Be given a written list of instructions/picture cues | <ul style="list-style-type: none"> • Knowledge and Skill Standards in Gifted Education for All Teachers • Pre-K-Grade 12 Gifted Programming Standards • Gifted Programming Glossary of Terms <p>Potential Accommodations for Advanced Learners</p> <ul style="list-style-type: none"> • Use of high level academic vocabulary/texts • Problem-based learning • Pre-assess to condense curriculum • Interest-based research • Authentic problem-solving • Homogeneous grouping opportunities <hr/> <p>Students with 504 Plans</p> <p>Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.</p> |
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Response accommodations:

- Give responses in a form (oral or written) that's easier for him/her
- Dictate answers to a scribe
- Capture responses on an audio recorder
- Use a spelling dictionary or electronic spell-checker
- Use a word processor to give responses in class
- Use a calculator or table of "math facts"

Setting accommodations:

- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where he/she learns best (for example, near the teacher)
- Take a test in small group setting

Timing accommodations:

- Take more time to complete a task or a test
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing a task

Assignment modifications:

- Complete fewer or different homework problems than peers
- Shorten assignment
- Answer fewer or different test questions
- Create alternate projects or assignments

At Risk Learners / Differentiation Strategies

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| <p>Alternative Assessments Choice Boards Games and Tournaments Group Investigations Guided Reading Learning Contracts Leveled Rubrics Literature Circles Multiple Texts Personal Agendas</p> | <p>Independent Research & Projects Multiple Intelligence Options Project-Based Learning Varied Supplemental Activities Varied Journal Prompts or RAFT Writing Tiered Activities/Assignments Tiered Products Graphic Organizers Choice of Books/Activities Mini-Workshops to Reteach or Extend Think-Pair-Share by readiness or interest Use of Collaboration of Various Activities</p> | <p>Jigsaw Think-Tac-Toe Cubing Activities Exploration by Interest Flexible Grouping Goal-Setting with Students Homework Options Open-Ended Activities Use of Reading Buddies Varied Product Choices Stations/Centers Work Alone/Together</p> |
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READING - Instructional Best Practices

- Classroom Library organized by genre and upkeep by students/ Book Displays
- Vocabulary Word Wall
- Reader's Workshop
 - Whole group mini-lesson
 - Independent reading/conferences
 - Mid-workshop teaching
 - Small group instruction
 - Guided reading
 - Whole class read aloud

READING Assessment Examples (TEACHERS ONLY)

WRITING - Instructional Best Practices

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- Student upkeep of writing to reflect upon (either paper or digital)
- Writing models
- Writer's Workshop
 - Whole group mini-lesson
 - Conferences
 - Mid-workshop teaching
 - Small group instruction
- Celebration of writing

WRITING Assessment Examples (TEACHERS ONLY)

LANGUAGE - Instructional Best Practices

- Identify weaknesses and strengths within the student's writing
- Individual language lessons when needed (small groups)
- Model from mentor texts
- Practice using online tools

LANGUAGE Assessment Examples (TEACHERS ONLY)

UNIT 2

Reading Unit: How to Eat a Poem + Dystopian Book Clubs

Writing Unit: Writing About Reading (Literary Analysis)

Text Types: Poetry and Literature

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| Writing Genres: Informational/Analysis Writing | |
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| Unit Pacing: 2nd Marking Period - Beginning of November - Middle of January | |
| READING Critical Knowledge and Skills <i>*Italicized - spiraling skills throughout units</i> *Bold - Focus skills of this unit | WRITING Critical Knowledge & Skills <i>*Italicized - spiraling skills throughout units</i> *Bold - Focus skills of this unit |
| <ul style="list-style-type: none">- <i>RL.7.1</i><ul style="list-style-type: none">- <i>Paraphrase evidence from text</i>- <i>Correctly cite evidence</i>- <i>Closely read the text (questioning, determining importance, looking for patterns) to extract quality evidence to support a claim</i>- <i>Use evidence from the text to make and check predictions as you read</i>- <i>Make personal connections, connections to other texts, and/or global connections, when relevant</i>- <i>Gather evidence from the text to support inferences or explicit meaning</i>- <i>Read and analyze a variety of literary genres</i>- <i>Probe a segment of text in order to study and evaluate its multiple, deeper, and varied meanings</i>- <i>Combine text information and prior knowledge (personal experience and/or previous reading) to create new information in the form of inferences</i>- <i>Refer to the text for support when analyzing and drawing inferences</i>- <i>RL.7.2</i><ul style="list-style-type: none">- <i>Provide a statement of a theme(s) or a central idea(s) of a fictional text, based on textual evidence</i> | <ul style="list-style-type: none">- W.7.2.A.<ul style="list-style-type: none">- Focus writing on thoroughly describing or explaining a topic- Identify the defining elements of this specific writing genre- Introduce a topic clearly, previewing what is to follow- Include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension- W.7.2.B.<ul style="list-style-type: none">- Organize ideas, concepts, and information into broader categories using strategies such as definition, classification, comparison/contrast, and cause/effect- Include relevant supporting facts, information, and details- W.7.2.C.<ul style="list-style-type: none">- Transition between ideas using appropriate words and phrases- W.7.2.D.<ul style="list-style-type: none">- Select precise language and domain-specific vocabulary- W.7.2 E. |

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- Explain the theme or central idea of a fictional piece using key details as evidence, including details from the beginning, middle, and end of the text
- Analyze the development of the theme or central idea over the course of the fictional text, including the relationship between characters, setting, and plot over the course of a text
- Evaluate recurring ideas and changes in the characters and plot over the course of the text (why did the author make those changes, impact on the reader, effectiveness of the author's choices)
- Identify how the theme or central idea relates to the characters, setting, and/or plot over the course of the text
- **RL.7.3**
 - Analyze the impact specific story elements have on the text
 - Relate the change in character to changes in setting or plot and vice versa (change in setting affects character or plot, change in plot affects character and setting)
 - Analyze how the plot and setting affect the actions/choices of the characters
 - Explain why the author chose to have elements of a story interact in a specific way
 - Analyze the impact of the relationship between characters, setting, and plot on the reader
 - Evaluate the author's effectiveness in determining the interactions between character, setting, and plot
- **RL.7.4**
 - Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical)
 - Analyze the impact of specific word choice on meaning and/or tone
- **Consistently use an appropriate style**
- **Create language that is appropriate to one's audience and follows a formal tone**
- **W. 7.2 F.**
 - **Write a conclusion to bring the text to a close**
- **W. 7.4.**
 - Identify defining characteristics of different genres of writing
 - Unpack the writing prompt
 - Write for a specific purpose and audience
 - Select an appropriate text structure or format for the task
- **W. 7.5.**
 - Revise and edit intentionally to improve writing.
 - Generate ideas to develop topic
 - Revise writing with a partner or self-editing checklists
- **W. 7.6.**
 - Use technological resources to enhance writing
 - Follow appropriate typing format and conventions
 - Give and receive feedback using technology
- **W.7.9. A.**
 - Incorporate ideas from literary or informational texts to support writing
 - Deconstruct and reflect upon textual evidence
 - Identify evidence that supports claims in literary analysis
 - Logically connect evidence to claims in writing
 - Select direct and indirect quotations that relate to the topic as evidence
 - Cite in-text direct and indirect quotations appropriately
 - Explain quotations used as support to enhance meaning
 - Recognize and identify multiple organizational models
 - Apply a specific organizational strategy to a writing
- **W.7.10.**
 - Practice writing in a myriad of situations (journals, dialogues, creative tasks, etc.)

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| <ul style="list-style-type: none">- <i>Explain poetic devices used in text</i>- <i>Analyze the impact of poetic sound devices (rhyme scheme, alliteration, consonance, etc) on a particular section of a text</i>- <i>Analyze why the author used a specific word choice or sound device</i>- <i>Analyze the impact of a word choice or sound device on the reader</i>- <i>Evaluate the effectiveness of the author's word choice or sound device</i>- <i>RL.7.5</i><ul style="list-style-type: none">- <i>Describe the form and structure of a drama or poem</i>- <i>Explain how text structure impacts overall meaning of text</i>- <i>Identify how the differing form or structure of a text contributes to its meaning</i>- <i>Analyze how parts of a text contribute to meaning</i>- <i>Explain why the author chose a specific form or structure</i>- <i>Analyze the impact of the form or structure on the reader (how would the text be different if the form changed?)</i>- <i>Evaluate the effectiveness of the chosen form or structure</i>- <i>RL.7.6</i><ul style="list-style-type: none">- <i>Identify the viewpoints of characters in a text</i>- <i>Compare and contrast the characters' points-of-view</i>- <i>Trace how the author created and conveyed the similar and/or dissimilar characters</i>- <i>Analyze the impact of the author's point of view choices on the reader</i>- <i>Evaluate the effectiveness of the author's point of view choices</i>- <i>Identify the author's point of view</i>- <i>Explain the techniques the author uses to distinguish his/her point of view from others</i> | <ul style="list-style-type: none">- <i>Reflect on and be able to explain decisions made while crafting a piece of writing</i>- <i>Produce written reflections</i> |
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| <ul style="list-style-type: none"> - Evaluate the effectiveness of the techniques the author uses to distinguish his/her point of view from others - <i>RL.7.7</i> <ul style="list-style-type: none"> - Analyze how content differs because of the medium in which it is presented - Interact with content expressed through multiple and varied formats (written, audio, staged, multimedia) - Compare and contrast a written story, drama, or poem o its audio, filmed, staged, or multimedia version - Determine how the techniques of a particular medium affect the content | |
| <p>LANGUAGE Critical Knowledge & Skills <i>*Italicized - spiraling skills throughout units</i> *Bold - Focus skills of this unit</p> | <p>UNIT 2 GENERAL ASSESSMENTS</p> |
| <ul style="list-style-type: none"> - <i>SL.7.1A</i> <ul style="list-style-type: none"> - Read required texts prior to discussions - Prepare for discussions - Use previous knowledge to expand discussions about a topic - Engage in conversations about grade-appropriate topics and texts - <i>SL.7.1B</i> <ul style="list-style-type: none"> - Participate in a variety of rich, structured conversations - Define and identify rules for discussions, including group and individual roles - Model appropriate behavior during discussions - <i>SL.7.1C</i> <ul style="list-style-type: none"> - Craft and respond to specific questions based on the topic or text, elaborating when necessary | <p>Major:</p> <ul style="list-style-type: none"> - Reading Quarterly 2 - Writing Quarterly 2 - Literary Analysis Essay - Reading Assessment TBD <p>Minor:</p> <ul style="list-style-type: none"> - Companion Book - Reader's Notebooks - Vocabulary quizzes - TBD <p>Independent:</p> <ul style="list-style-type: none"> - To be determined during the Curriculum Development Periods in |

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- SL.7.1D
 - *Reflect on and paraphrase what was discussed*
 - *Summarize the ideas expressed*
- SL.7.4
 - *Present information using sound, detailed, and relevant evidence in a coherent manner.*
 - *Emphasize important points with different pitch or volume*
 - *Elaborate on a point that listeners may need more explanation to understand*
- SL.7.6
 - *Reflect on the use of language and revise as needed*
- L.7.1.B
 - **Discern the differences in structure and use between simple, compound, complex, and compound-complex sentences**
 - **Intentionally use a combination of simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas**
- L.7.2.B
 - *Apply common rules and patterns to spell words correctly*
- L.7.3.A
 - *Select precise language*
 - *Revise writing for wordiness and redundancies*
- L.7.4.A.
 - *Use a combination of context clues, structural clues, and the word's position in a sentence to determine the meaning of unknown words or phrases*
- L.7.4.B.
 - *Determine the meaning of commonly used prefixes and suffixes*
 - *Separate a base word from the prefix or suffix*

the 2018-2019 school year.

Teacher Data:

- On Demands
- Conferences
- Running Records

(Grade 7) ELA Curricular Framework

- Use the definition of known prefixes and suffixes to define new words
- Identify root words in unknown words
- Use known root words to aid in defining unknown words
- L.7.4.C.
 - Use dictionaries, glossaries, and/or thesauruses to determine the actual meaning of a word or its part of speech
 - Verify the inferred meaning of a word is the actual meaning by using dictionaries, glossaries, and/or thesauruses
- L.7.4.D.
 - Consult reference materials that are both printed and digital
- L.7.5.A.
 - Define and identify figures of speech
 - Determine the meaning of and purpose of figures of speech in context
 - Identify the relationship of words
- L.7.5.B.
 - Identify the relationship of words in reading
 - Clarify words by using the relationship between them in writing
- L.7.5.C.
 - Discern the difference in meaning between closely related words
- L.7.6.
 - Understand and apply conversational, academic, and domain specific vocabulary
 - Interpret unknown words and their meanings, using context clues, understanding Greek and Latin roots, and applying grammatical knowledge of function and form

RESOURCES

TECHNOLOGY INTEGRATION

(Grade 7) ELA Curricular Framework

- Mentor text(s) *Teacher's choice. Below are suggestions:
- *The Giver*- Read Aloud
- Writing About Reading (UoS)
- Dystopian Book Clubs (UoS)
- Dystopian Book Club Books
 - Maze Runner
 - Hunger Games
 - Catching Fire
 - The Lion, The Witch and the Wardrobe
 - Ella Enchanted
 - Among the Hidden
 - Spiderwick Chronicles- Field Guide
 - A Crack in the Sky
 - Life As We Knew It
 - The Uglies
- How to Eat a Poem (UoS)
- Holocaust Poetry
 - [The Butterfly- Pavel Friedman](#)
 - [Homesick-Anonymous](#)
 - [Fear- Eva Pickova](#)
 - [The Hangman- Maurice Ogden](#)
 - [Terrible Things- Eve Bunting](#)
 - [Holocaust - Barbara Sonek](#)
 - [Hope- Stephanie Godfrey](#)
 - [We Are The Children of the Holocaust-Rudi Raab](#)
 - [Daniel- Laura Crist](#)
- Student Choice Poetry
- [Link to Literary Analysis Checklist](#)
- Newsela
- Vocabulary Their Way

Holocaust Commission Resources:

Technology integration may include but is not limited to:

- 8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.
- 8.1.8.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.
- 8.1.8.D.2 Demonstrate the application of appropriate citations to digital content.
- 8.1.8.D.3 Demonstrate an understanding of fair use and Creative Commons to intellectual property.
- 8.1.8.D.4 Assess the credibility and accuracy of digital content.
- 8.1.8.D.5 Understand appropriate uses for social media and the negative consequences of misuse.
- 8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.

Link: [NJDOE Technology Standards](#)

Additional technology connections to be determined during Curriculum Development Periods.

(Grade 7) ELA Curricular Framework

The links below contain resources from the NJDOE Holocaust Commission on teaching about Holocaust/Genocide, Prejudice, and Bullying:

[New Jersey Commission for Holocaust Integration Teaching about Holocaust/Genocide, Prejudice, Bullying Using UDL \(5-8\) Teaching Tolerance Book List Grades 5-12](#)

Amistad Commission Resources:

[Amistad Commission Interactive Curriculum](#)

LGBTQ+ and Persons with Disabilities Representation

This guide is intended to satisfy the mandate for the 2020-2021 school year that requires each district to provide "inclusive instructional materials that portray the cultural and economic diversity of society including political, economic and social contributions of persons with disabilities and lesbian, gay bisexual, and transgender people where appropriate." P.L. 2019, c6 requires that Boards of Education: "Include instruction, and adopt instructional materials, that reflect the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual and transgender people, in an appropriate place in the curriculum of middle and high school students."

Possible Connections to the Unit's Focus:

Analyzing Poetry
Social Structures Seen in Literature
Informational Reading
Informational Writing

Suggested Methods:

Building Background Knowledge - "Meet the Author" Anticipatory Activity
Building Background Knowledge - "Historical Context" Anticipatory Activity
Reading Current Events
Reflective Writing/Journaling
Poetry Reading and/or Writing

Suggested LGBTQ+ Resources:

(Grade 7) ELA Curricular Framework

Newsela.com - There are many individual articles and text sets.

Traditional news sources - These could be useful to demonstrate authentic journalism as opposed to Newsela's "for school" approach.

[LGBTQ+ Authors](#)

[Queer Heroes: Meet 53 LGBTQ Heroes From Past and Present!](#)

[OUTWARDS](#) - A massive collection of short video interviews and podcasts

[The Book of Pride](#) - This is a print version of brief interviews created through OUTWARDS

[LGBTQ Poets Who Inspire](#)

[Welcoming Schools](#) - Includes resources, lesson plans, and book lists.

Suggested People Living With Disability Resources:

Newsela.com - There are many individual articles and text sets.

Traditional news sources - These could be useful to demonstrate authentic journalism as opposed to Newsela's "for school" approach.

[10 Books by Disabled Writers You Should Read](#)

[Avoiding "Special" Narratives About Disabilities in the Change Series](#)

[5 YA Titles Feature Characters with Disabilities](#)

[Middle-Grade Books About Diversity](#)

[Disability History: The Disability Rights Movement](#)

[Timeline](#) - Documents significant moments in history since the 1700s.

[11 Outstanding People Living With Disability](#)

[Famous People with Disabilities](#)

[Is Your Early Childhood Literature Collection Disability-Inclusive and Current?](#)

[Doctors With Disabilities Push For Culture Change In Medicine](#)

The above sets of suggestions are guides that may be used or may serve as inspiration for similar methods or resources that achieve the objective of satisfying the mandate established by P.L. 2019, c6. Although suggestions are offered in each of the four units, there is no requirement for this to be followed in each one, just as long as representation of both groups occurs during the year.

INTERDISCIPLINARY CONNECTIONS

Interdisciplinary connections may include but are not limited to:

21st Century Standards

9.1.8.E.2 Identify personal information that should not be disclosed to others and the possible consequences of doing or not doing so.

(Grade 7) ELA Curricular Framework

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.

21st Century Skills: Career Ready Practice Standards:

CRP1. Act as a responsible and contributing citizen and employee.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP11. Use technology to enhance productivity.

Additional interdisciplinary connections to be determined during Curriculum Development Periods

KEY VOCABULARY

Poetry

- Symbolism
- Structure
- Theme
- Annotation
- Allegory
- Metaphor/Simile
- Repetition
- Analysis
- Rhyme Scheme
- Alliteration
- Consonance

Dystopian Book Clubs

- Dystopian/Utopian
- Archetypes
- Genre
- Systemic Problems
- Society
- Empowerment

(Grade 7) ELA Curricular Framework

- Units composed of grade level terms
 - Vocabulary Their Way
 - Unit #15
 - Unit #17
 - Unit #19
 - Unit #21
 - Unit #23
 - Unit #25
 - Unit #27

GENERAL CONSIDERATIONS FOR DIVERSE LEARNERS

| English Language Learners | Students Receiving Special Education Services | Advanced Learners |
|---|--|---|
| <ul style="list-style-type: none"> ● WIDA Can Do Descriptors for Grades 6-8* ● WIDA Essential Actions Handbook ● FABRIC Paradigm ● Wall Township ESL Grading Protocol <p>*Use WIDA Can Do Descriptors in coordination with Student Language Portraits (SLPs).</p> <p>Potential Accommodations for ELLs</p> <ul style="list-style-type: none"> ● Personal glossary ● Text-to-speech | <ul style="list-style-type: none"> ● New Jersey Tiered System of Supports ● National Center on Universal Design for Learning - About UDL ● UDL Checklist ● UDL Key Terms <p>Response to Intervention: Reteach to Build Understanding, Additional Vocabulary Support, Build Literacy</p> <p>Students within this class receiving Special Education/Section 504 programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized</p> | <ul style="list-style-type: none"> ● Knowledge and Skill Standards in Gifted Education for All Teachers ● Pre-K-Grade 12 Gifted Programming Standards ● Gifted Programming Glossary of Terms <p>Potential Accommodations for Advanced Learners</p> <ul style="list-style-type: none"> ● Use of high level academic vocabulary/texts ● Problem-based learning ● Pre-assess to condense curriculum |

(Grade 7) ELA Curricular Framework

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| <ul style="list-style-type: none"> ● Extended time ● Simplified / verbal instructions ● Frequent breaks ● Small group/One to one ● Additional time ● Review of directions ● Student restates information ● Extra visual and verbal cues and prompts ● Preferential seating ● Verbal and visual cues regarding directions and staying on task ● Checklists ● Immediate feedback | <p>Education Plans (IEP)/504 Plans due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, instruction is differentiated based upon the student's needs. The IEP/504 Plan acts as a supplemental curriculum guide inclusive of instructional strategies that support each specific learner.</p> <p>Potential Accommodations for Special Education</p> <p>Presentation accommodations:</p> <ul style="list-style-type: none"> ● Listen to audio recordings instead of reading text ● Pre-teach unknown vocabulary through pictures or videos, and relate to prior knowledge ● Work with fewer items per page and/or materials in a larger print size ● Use a visual blocker ● Use visual presentations of verbal material, such as word webs and visual organizers ● Be given a written list of instructions/picture cues <p>Response accommodations:</p> <ul style="list-style-type: none"> ● Give responses in a form (oral or written) that's easier for him/her ● Dictate answers to a scribe ● Capture responses on an audio recorder ● Use a spelling dictionary or electronic spell-checker ● Use a word processor to give responses in class ● Use a calculator or table of "math facts" <p>Setting accommodations:</p> <ul style="list-style-type: none"> ● Work or take a test in a different setting, such as a quiet room with few distractions ● Sit where he/she learns best (for example, near the teacher) ● Take a test in small group setting | <ul style="list-style-type: none"> ● Interest-based research ● Authentic problem-solving ● Homogeneous grouping opportunities <hr/> <p style="text-align: center;">Students with 504 Plans</p> <hr/> <p>Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.</p> |
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(Grade 7) ELA Curricular Framework

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| | <p>Timing accommodations:</p> <ul style="list-style-type: none"> • Take more time to complete a task or a test • Have extra time to process oral information and directions • Take frequent breaks, such as after completing a task <p>Assignment modifications:</p> <ul style="list-style-type: none"> • Complete fewer or different homework problems than peers • Shorten assignment • Answer fewer or different test questions • Create alternate projects or assignments | |
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At Risk Learners / Differentiation Strategies

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| <p>Alternative Assessments Choice Boards Games and Tournaments Group Investigations Guided Reading Learning Contracts Leveled Rubrics Literature Circles Multiple Texts Personal Agendas</p> | <p>Independent Research & Projects Multiple Intelligence Options Project-Based Learning Varied Supplemental Activities Varied Journal Prompts or RAFT Writing Tiered Activities/Assignments Tiered Products Graphic Organizers Choice of Books/Activities Mini-Workshops to Reteach or Extend Think-Pair-Share by readiness or interest Use of Collaboration of Various Activities</p> | <p>Jigsaw Think-Tac-Toe Cubing Activities Exploration by Interest Flexible Grouping Goal-Setting with Students Homework Options Open-Ended Activities Use of Reading Buddies Varied Product Choices Stations/Centers Work Alone/Together</p> |
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READING - Instructional Best Practices

(Grade 7) ELA Curricular Framework

- Classroom Library organized by genre and upkeep by students/ Book Displays
- Vocabulary Word Wall
- Reader's Workshop
 - Whole group mini-lesson
 - Independent reading/conferences
 - Mid-workshop teaching
 - Small group instruction
 - Guided reading
 - Whole class read aloud

READING Assessment Examples (TEACHERS ONLY)

WRITING - Instructional Best Practices

- Student upkeep of writing to reflect upon (either paper or digital)
- Writing models
- Writer's Workshop
 - Whole group mini-lesson
 - Conferences
 - Mid-workshop teaching
 - Small group instruction
- Celebration of writing

WRITING Assessment Examples (TEACHERS ONLY)

LANGUAGE - Instructional Best Practices

(Grade 7) ELA Curricular Framework

- Identify weaknesses and strengths within the student's writing
- Individual language lessons when needed (small groups)
- Model from mentor texts
- Practice using online tools

LANGUAGE Assessment Examples (TEACHERS ONLY)

UNIT 3

Reading Focus: **Reading Non-Fiction Across Text Sets**

Writing Focus: **The Art of Argument**

Text Types: Informational

Writing Genres: Research/Argument Writing

Unit Pacing: 3rd Marking Period - **Middle of January - End of March**

READING

Critical Knowledge and Skills

**Italicized - spiraling skills throughout units*

***Bold - Focus skills of this unit**

- **RI.7.1**
 - **Read and analyze a variety of literary genres and informational texts**
 - **Probe a segment of text in order to study and evaluate its multiple, deeper, and varied meanings**
 - **Combine text information and prior knowledge (personal experience and/or previous reading) to create new information in the form of inferences**

WRITING

Critical Knowledge & Skills

**Italicized - spiraling skills throughout units*

***Bold - Focus skills of this unit**

- **W.7.1.A.**
 - **Write arguments to support claims**
 - **Support arguments with clear reasons and relevant evidence**
 - **Introduce claim(s)**
 - **Write a clear thesis statement**
 - **Address opposing claims**
 - **Organize the reasons and evidence logically.**
- **W.7.1.B.**

(Grade 7) ELA Curricular Framework

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| <ul style="list-style-type: none">- Refer to the text for support when analyzing and drawing inferences- RI.7.2<ul style="list-style-type: none">- Explain how two or more central ideas in a nonfiction piece develop over the course of the text, including the relationship between people, ideas, and events- Identify and use knowledge of common graphic features (charts, maps, diagrams, captions, illustrations) to help determine two or more central idea of a text- Summarize the text objectively, capturing the main ideas- Distinguish between essential and nonessential details of a text to create an objective summary of the text- RI.7.3<ul style="list-style-type: none">- Use a note taking structure to track key individuals, events, and/or ideas in informational texts.- Analyze why the author chose to describe the interaction between ideas, individuals, and events in a particular way- Analyze the impact of the interaction between ideas, individuals, and events on the reader- Analyze the effectiveness of the interaction between ideas, individuals, and events in communicating the author's central idea- RI.7.4<ul style="list-style-type: none">- Analyze the impact of specific word choice on meaning and/or tone- Analyze why the author used a specific word choice or sound device- Evaluate the effectiveness of the author's word choice or sound device | <ul style="list-style-type: none">- Choose appropriate reasoning and evidence to support claims- Evaluate sources for accuracy and reliability- Demonstrate an understanding of the topic or text- W.7.1.C.<ul style="list-style-type: none">- Use transitional words and phrases- Use transitions to clarify the relationships among claim(s), counterclaims, reasons, and evidence- W.7.1.D.<ul style="list-style-type: none">- Choose a consistent style, approach, and form for the task- W.7.1.E.<ul style="list-style-type: none">- Close the text with a conclusion- W.7.4<ul style="list-style-type: none">- <i>Identify defining characteristics of different genres of writing</i>- <i>Unpack the writing prompt</i>- <i>Write for a specific purpose and audience</i>- <i>Select an appropriate text structure or format for the task</i>- <i>Use language that is precise and powerful to create voice in writing</i>- <i>Create a tone that is appropriate for one's audience</i>- W.7.5<ul style="list-style-type: none">- <i>Revise and edit intentionally to improve writing.</i>- <i>Generate ideas to develop topic</i>- <i>Revise writing with a partner or self-editing checklists</i>- <i>View writing from the vantage point of the audience in order to determine the effectiveness of their words, organization, etc.</i>- W.7.6<ul style="list-style-type: none">- <i>Use technological resources to enhance writing</i>- <i>Follow appropriate typing format and conventions</i>- <i>Use technology to broaden research base</i>- <i>Use evidence found online to support ideas</i> |
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(Grade 7) ELA Curricular Framework

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| <ul style="list-style-type: none">- RI.7.5<ul style="list-style-type: none">- Describe the structure used to organize a nonfiction text- Identify how the differing form or structure of a text contributes to its meaning- Analyze how parts of a text contribute to meaning- Explain why the author chose a specific form or structure- RI.7.6<ul style="list-style-type: none">- Analyze the impact of the author's point of view choices on the reader- Evaluate the effectiveness of the author's point of view choices- Identify the author's point of view- Explain the techniques the author uses to distinguish his/her point of view from others- RI.7.7<ul style="list-style-type: none">- Analyze how content differs depending on the medium in which it is presented- Explain how content shifts/transforms/re-shapes when presented in written, audio, video or multimedia formats- Identify techniques present in each format- Compare/contrast two or more formats' portrayal of the same subject- RI.7.8<ul style="list-style-type: none">- Support arguments presented in text with evidence.- Identify arguments and specific claims in a text- Determine which textual segments most strongly support the author's claim- Determine the validity of the reasoning- Determine the relevance and sufficiency of the evidence | <ul style="list-style-type: none">- Give and receive feedback using technology- W.7.7<ul style="list-style-type: none">- Engage in short research projects to answer a self-selected or teacher-assigned questions- Develop research questions- Determine keywords or topics for each question- Search for informational sources in an effort to answer the question- Compose follow-up research questions based on the initial search- Explain quotations used as support to enhance meaning- Research and synthesize information from several sources- Conduct research and synthesize multiple sources of information- W.7.8<ul style="list-style-type: none">- Use search terms effectively- Write a clear thesis statement- Draw evidence from texts to support thesis- Assess the credibility and accuracy of each source- Select direct and indirect quotations that relate to the topic as evidence- Follow published guidelines (MLA, APA, etc) to cite direct and indirect quotations- Identify examples of plagiarism in writing- Paraphrase source information to avoid plagiarism in writing- W.7.9.B<ul style="list-style-type: none">- Incorporate ideas from informational texts to support writing- Deconstruct and reflect upon textual evidence- Identify evidence that supports claims in literary analysis- Logically connect evidence to claims in writing |
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(Grade 7) ELA Curricular Framework

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| <ul style="list-style-type: none">- Delineate and evaluate the argument and specific claims in a text- RI.7.9<ul style="list-style-type: none">- Track key individuals, events, and/or ideas in informational texts from two or more authors.- Investigate how one topic may be presented in different ways- Compare and contrast two or more authors' presentations of key information.- Analyze the importance of the different information each author emphasized and excluded- Analyze how the authors use the same information, but produce different texts because of interpretation- Use a variety of previous knowledge (e.g. practical knowledge, historical/cultural context, and background knowledge) to make connections to and reflect on the text- Evaluate the effectiveness of the authors' emphasis of specific evidence and different interpretations of facts for promoting their view- RL.7.1<ul style="list-style-type: none">- Use evidence from the text to make and check predictions as you read- Make personal connections, connections to other texts, and/or global connections, when relevant- Gather evidence from the text to support inferences or explicit meaning- RL.7.2<ul style="list-style-type: none">- Provide a statement of a theme(s) or a central idea(s) of a fictional text, based on textual evidence- Explain the theme or central idea of a fictional piece using key details as evidence, including details from the beginning, middle, and end of the text | <ul style="list-style-type: none">- Select direct and indirect quotations that relate to the topic as evidence- Cite in-text direct and indirect quotations appropriately- Explain quotations used as support to enhance meaning- Recognize and identify multiple organizational models- W.7.10<ul style="list-style-type: none">- Practice writing in a myriad of situations (journals, dialogues, creative tasks, etc.)- Reflect on and be able to explain decisions made while crafting a piece of writing- Produce written reflections- Write for a variety of audiences and purposes on an array of cross-curricular topics |
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(Grade 7) ELA Curricular Framework

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| <ul style="list-style-type: none"> - <i>Analyze the development of the theme or central idea over the course of the fictional text, including the relationship between characters, setting, and plot over the course of a text</i> - <i>Evaluate recurring ideas and changes in the characters and plot over the course of the text (why did the author make those changes, impact on the reader, effectiveness of the author's choices)</i> - <i>Identify how the theme or central idea relates to the characters, setting, and/or plot over the course of the text</i> - RL.7.3 <ul style="list-style-type: none"> - <i>Relate the change in character to changes in setting or plot and vice versa (change in setting affects character or plot, change in plot affects character and setting)</i> - <i>Analyze how the plot and setting affect the actions/choices of the characters</i> - <i>Explain why the author chose to have elements of a story interact in a specific way</i> - <i>Analyze the impact of the relationship between characters, setting, and plot on the reader</i> - <i>Evaluate the author's effectiveness in determining the interactions between character, setting, and plot</i> | |
| <p>LANGUAGE Critical Knowledge & Skills <i>*Italicized - spiraling skills throughout units</i> *Bold - Focus skills of this unit</p> | <p>UNIT 3 GENERAL ASSESSMENTS</p> |
| <ul style="list-style-type: none"> - SL.7.2 <ul style="list-style-type: none"> - <i>Extract the main ideas and the details used to support it presented in different media formats</i> | <p>Major:</p> <ul style="list-style-type: none"> - Reading Quarterly 2 - Writing Quarterly 2 - Argumentative Research Essay |

(Grade 7) ELA Curricular Framework

- *Synthesize the information, sorting between the main points and smaller details that work to support the main points*
- *Use a graphic organizer (e.g., web, outline, etc) to analyze presented information*
- *Explain how the main idea and supporting details help to clarify a topic, text, or issue*
- **SL.7.3**
 - **Determine the speaker's argument and claims**
 - **Evaluate whether the speaker's reasoning is rational and legitimate**
 - **Evaluate whether there is enough evidence to support the claims**
- **SL.7.4**
 - **Build arguments to prepare for persuasive speeches on topics of interest or address the class on a teacher-assigned topic**
 - **Use practices that engage the audience (ie: eye contact, volume, pronunciation)**
- **SL.7.5.**
 - **Use multimedia and visual displays to enhance work**
 - **Find meaningful ways to include these tools in presentations**
 - **Identify where to incorporate multimedia and visual displays, as well as implement specific video clips to enhance audience interest and learning**
 - **Use multimedia to help make claims and findings clear and to emphasize important points for the audience**
 - **Determine when it is appropriate to use informal language versus formal English**
- **SL.7.6.**
 - *Orally present information, using appropriate speech, in a variety of situations.*

- Informational Reading Assessment TBD

Minor:

- Central Idea/Objective Summary Assessment
- Reader's Notebooks
- Vocabulary quizzes
- TBD

Independent:

- To be determined during the Curriculum Development Periods in the 2018-2019 school year.

Teacher Data:

- On Demands
- Conferences
- Newsela

(Grade 7) ELA Curricular Framework

- *Recognize and consider the audience*
- *Determine if the topic and language style correspond appropriately*
- **L.7.1.C**
 - **Identify phrases and clauses in sentences when reading**
 - **Accurately use phrases and clauses within a sentence in writing**
 - **Recognize and correct misplaced and dangling modifiers**
- **L.7.2.B**
 - *Apply common rules and patterns to spell words correctly*
- **L.7.3.A**
 - *Select precise language*
 - *Revise writing for wordiness and redundancies*
- **L.7.4.A**
 - *Use a combination of context clues, structural clues, and the word's position in a sentence to determine the meaning of unknown words or phrases*
- **L.7.4.B.**
 - *Determine the meaning of commonly used prefixes and suffixes*
 - *Separate a base word from the prefix or suffix*
 - *Use the definition of known prefixes and suffixes to define new words*
 - *Identify root words in unknown words*
 - *Use known root words to aid in defining unknown words*
- **L.7.4.C.**
 - *Use dictionaries, glossaries, and/or thesauruses to find the pronunciation of a word*
 - *Use dictionaries, glossaries, and/or thesauruses to determine the actual meaning of a word or its part of speech*

(Grade 7) ELA Curricular Framework

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| <ul style="list-style-type: none"> - L.7.4.D. <ul style="list-style-type: none"> - Consult reference materials that are both printed and digital - Use dictionaries, glossaries, and/or thesauruses to find the pronunciation of a word - Use dictionaries, glossaries, and/or thesauruses to determine the actual meaning of a word or its part of speech - L.7.5.C. <ul style="list-style-type: none"> - Discern the difference in meaning between closely related words - L.7.6. <ul style="list-style-type: none"> - Understand and apply conversational, academic, and domain specific vocabulary - Interpret unknown words and their meanings, using context clues, understanding Greek and Latin roots, and applying grammatical knowledge of function and form | |
| <p>RESOURCES</p> | <p>TECHNOLOGY INTEGRATION</p> |
| <ul style="list-style-type: none"> - Concussion-Read Aloud - The Art of Argument (UoS) - Youth Sports articles <ul style="list-style-type: none"> - "Listening to Wisdom From a 10 Year Old About His Head Injury" - "Get off that Couch and Play!" - "Can Winning be Attained Without Resorting to Bullying?" Newsela - Michelle Obama Let's Move Campaign - Video Clips <ul style="list-style-type: none"> - Frontline-Football High - Concussion - Student driven research on their chosen sub-topic--a relevant | <p><i>Technology integration may include but is not limited to:</i></p> <p>8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.</p> <p>8.1.8.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.</p> <p>8.1.8.D.2 Demonstrate the application of appropriate citations to digital content.</p> <p>8.1.8.D.3 Demonstrate an understanding of fair use and Creative Commons to intellectual property.</p> <p>8.1.8.D.4 Assess the credibility and accuracy of digital content.</p> <p>8.1.8.D.5 Understand appropriate uses for social media and the negative consequences of misuse.</p> |

(Grade 7) ELA Curricular Framework

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| <p>issue affecting the world today.</p> <ul style="list-style-type: none">- Link to Research Checklist- Newsela- Vocabulary Their Way <p>Holocaust Commission Resources:</p> <p>The links below contain resources from the NJDOE Holocaust Commission on teaching about Holocaust/Genocide, Prejudice, and Bullying:</p> <p>New Jersey Commission for Holocaust Integration Teaching about Holocaust/Genocide, Prejudice, Bullying Using UDL (5-8) Teaching Tolerance Book List Grades 5-12</p> <p>Amistad Commission Resources:</p> <p>Amistad Commission Interactive Curriculum</p> | <p>8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.</p> <p>Link: NJDOE Technology Standards</p> <p><i>Additional technology connections to be determined during Curriculum Development Periods.</i></p> |
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LGBTQ+ and Persons with Disabilities Representation

This guide is intended to satisfy the mandate for the 2020-2021 school year that requires each district to provide "inclusive instructional materials that portray the cultural and economic diversity of society including political, economic and social contributions of persons with disabilities and lesbian, gay bisexual, and transgender people where appropriate." P.L. 2019, c6 requires that Boards of Education: "Include instruction, and adopt instructional materials, that reflect the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual and transgender people, in an appropriate place in the curriculum of middle and high school students."

Possible Connections to the Unit's Focus:

Research Activities
Opposing Points of View
Sports

Suggested Methods:

(Grade 7) ELA Curricular Framework

Building Background Knowledge - "Meet the Author" Anticipatory Activity
Building Background Knowledge - "Historical Context" Anticipatory Activity
Reading Current Events
Reflective Writing/Journaling
Poetry Reading and/or Writing

Suggested LGBTQ+ Resources:

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Traditional news sources - These could be useful to demonstrate authentic journalism as opposed to Newsela's "for school" approach.

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The above sets of suggestions are guides that may be used or may serve as inspiration for similar methods or resources that achieve the objective of satisfying the mandate established by P.L. 2019, c6. Although suggestions are offered in each of the four units, there is no requirement for this to be followed in each one, just as long as representation of both groups occurs during the year.

(Grade 7) ELA Curricular Framework

INTERDISCIPLINARY CONNECTIONS

Interdisciplinary connections may include but are not limited to:

21st Century Standards

9.1.8.E.2 Identify personal information that should not be disclosed to others and the possible consequences of doing or not doing so.

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9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.

21st Century Skills: Career Ready Practice Standards:

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP7. Employ valid and reliable research strategies.

CRP11. Use technology to enhance productivity.

Additional interdisciplinary connections to be determined during Curriculum Development Periods

KEY VOCABULARY

- argument
- debate
- compelling
- research
- critical
- infallible
- counterargument
- rebuttal
- rhetorical devices
- audience
- global

- Units composed of grade level terms

(Grade 7) ELA Curricular Framework

- Vocabulary Their Way
 - Unit #29
 - Unit #31
 - Unit #33
 - Unit #35
 - Unit #37
 - Unit #39
 - Unit #41

GENERAL CONSIDERATIONS FOR DIVERSE LEARNERS

| English Language Learners | Students Receiving Special Education Services | Advanced Learners |
|---|---|---|
| <ul style="list-style-type: none"> ● WIDA Can Do Descriptors for Grades 6-8* ● WIDA Essential Actions Handbook ● FABRIC Paradigm ● Wall Township ESL Grading Protocol <p>*Use WIDA Can Do Descriptors in coordination with Student Language Portraits (SLPs).</p> <p>Potential Accommodations for ELLs</p> <ul style="list-style-type: none"> ● Personal glossary ● Text-to-speech ● Extended time ● Simplified / verbal instructions ● Frequent breaks ● Small group/One to one | <ul style="list-style-type: none"> ● New Jersey Tiered System of Supports ● National Center on Universal Design for Learning - About UDL ● UDL Checklist ● UDL Key Terms <p>Response to Intervention: Reteach to Build Understanding, Additional Vocabulary Support, Build Literacy</p> <p>Students within this class receiving Special Education/Section 504 programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP)/504 Plans due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, instruction is differentiated based upon the student's needs. The</p> | <ul style="list-style-type: none"> ● Knowledge and Skill Standards in Gifted Education for All Teachers ● Pre-K-Grade 12 Gifted Programming Standards ● Gifted Programming Glossary of Terms <p>Potential Accommodations for Advanced Learners</p> <ul style="list-style-type: none"> ● Use of high level academic vocabulary/texts ● Problem-based learning ● Pre-assess to condense curriculum ● Interest-based research ● Authentic problem-solving ● Homogeneous grouping opportunities |

(Grade 7) ELA Curricular Framework

| | | |
|---|---|---|
| <ul style="list-style-type: none">• Additional time• Review of directions• Student restates information• Extra visual and verbal cues and prompts• Preferential seating• Verbal and visual cues regarding directions and staying on task• Checklists• Immediate feedback | <p>IEP/504 Plan acts as a supplemental curriculum guide inclusive of instructional strategies that support each specific learner.</p> <p>Potential Accommodations for Special Education</p> <p>Presentation accommodations:</p> <ul style="list-style-type: none">• Listen to audio recordings instead of reading text• Pre-teach unknown vocabulary through pictures or videos, and relate to prior knowledge• Work with fewer items per page and/or materials in a larger print size• Use a visual blocker• Use visual presentations of verbal material, such as word webs and visual organizers• Be given a written list of instructions/picture cues <p>Response accommodations:</p> <ul style="list-style-type: none">• Give responses in a form (oral or written) that's easier for him/her• Dictate answers to a scribe• Capture responses on an audio recorder• Use a spelling dictionary or electronic spell-checker• Use a word processor to give responses in class• Use a calculator or table of "math facts" <p>Setting accommodations:</p> <ul style="list-style-type: none">• Work or take a test in a different setting, such as a quiet room with few distractions• Sit where he/she learns best (for example, near the teacher)• Take a test in small group setting <p>Timing accommodations:</p> <ul style="list-style-type: none">• Take more time to complete a task or a test• Have extra time to process oral information and directions | <p>Students with 504 Plans</p> <p>Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.</p> |
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(Grade 7) ELA Curricular Framework

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| | <ul style="list-style-type: none"> ● Take frequent breaks, such as after completing a task <p>Assignment modifications:</p> <ul style="list-style-type: none"> ● Complete fewer or different homework problems than peers ● Shorten assignment ● Answer fewer or different test questions ● Create alternate projects or assignments | |
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At Risk Learners / Differentiation Strategies

| | | |
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| <p>Alternative Assessments Choice Boards Games and Tournaments Group Investigations Guided Reading Learning Contracts Leveled Rubrics Literature Circles Multiple Texts Personal Agendas</p> | <p>Independent Research & Projects Multiple Intelligence Options Project-Based Learning Varied Supplemental Activities Varied Journal Prompts or RAFT Writing Tiered Activities/Assignments Tiered Products Graphic Organizers Choice of Books/Activities Mini-Workshops to Reteach or Extend Think-Pair-Share by readiness or interest Use of Collaboration of Various Activities</p> | <p>Jigsaw Think-Tac-Toe Cubing Activities Exploration by Interest Flexible Grouping Goal-Setting with Students Homework Options Open-Ended Activities Use of Reading Buddies Varied Product Choices Stations/Centers Work Alone/Together</p> |
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READING - Instructional Best Practices

| |
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| <ul style="list-style-type: none"> - Classroom Library organized by genre and upkeep by students/ Book Displays - Vocabulary Word Wall - Reader's Workshop |
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(Grade 7) ELA Curricular Framework

- Whole group mini-lesson
- Independent reading/conferences
- Mid-workshop teaching
- Small group instruction
- Guided reading
- Whole class read aloud

READING Assessment Examples (TEACHERS ONLY)

WRITING - Instructional Best Practices

- Student upkeep of writing to reflect upon (either paper or digital)
- Writing models
- Writer's Workshop
 - Whole group mini-lesson
 - Conferences
 - Mid-workshop teaching
 - Small group instruction
- Celebration of writing

WRITING Assessment Examples (TEACHERS ONLY)

LANGUAGE - Instructional Best Practices

- Identify weaknesses and strengths within the student's writing
- Individual language lessons when needed (small groups)
- Model from mentor texts

(Grade 7) ELA Curricular Framework

-Practice using online tools

LANGUAGE Assessment Examples (TEACHERS ONLY)

UNIT 4

Reading Focus: Historical Fiction Book Clubs

Writing Focus: Weaving Fact and Fiction--Writing Historical Fiction

Text Types: Literary and Informational

Writing Genres: Narrative Writing

Unit Pacing: 4th Marking Period - End of March - Middle of June

READING

Critical Knowledge and Skills

**Italicized - spiraling skills throughout units*

***Bold - Focus skills of this unit**

- **RL.7.1**
 - *Paraphrase evidence from text*
 - *Correctly cite evidence*
 - *Closely read the text (questioning, determining importance, looking for patterns) to extract quality evidence to support a claim*
 - *Use evidence from the text to make and check predictions as you read*
 - *Make personal connections, connections to other texts, and/or global connections, when relevant*

WRITING

Critical Knowledge & Skills

**Italicized - spiraling skills throughout units*

***Bold - Focus skills of this unit**

- **W.7.3.A.**
 - **Engage the reader with a story hook**
 - **Introduce a narrator and/or characters**
 - **Establish a point of view and background story**
 - **Organize an event sequence that unfolds naturally and logically**
- **W.7.3.B.**
 - **Use narrative techniques effectively to develop experiences, events, and/or characters**
- **W.7.3.C.**

(Grade 7) ELA Curricular Framework

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| <ul style="list-style-type: none">- Gather evidence from the text to support inferences or explicit meaning- Read and analyze a variety of literary genres- Probe a segment of text in order to study and evaluate its multiple, deeper, and varied meanings- Combine text information and prior knowledge (personal experience and/or previous reading) to create new information in the form of inferences- Refer to the text for support when analyzing and drawing inferences- RL.7.2<ul style="list-style-type: none">- Provide a statement of a theme(s) or a central idea(s) of a fictional text, based on textual evidence- Explain the theme or central idea of a fictional piece using key details as evidence, including details from the beginning, middle, and end of the text- Analyze the development of the theme or central idea over the course of the fictional text, including the relationship between characters, setting, and plot over the course of a text- Evaluate recurring ideas and changes in the characters and plot over the course of the text (why did the author make those changes, impact on the reader, effectiveness of the author's choices)- Identify how the theme or central idea relates to the characters, setting, and/or plot over the course of the text- RL.7.3<ul style="list-style-type: none">- Analyze the impact specific story elements have on the text- Relate the change in character to changes in setting or plot and vice versa (change in setting affects character or plot, change in plot affects character and setting) | <ul style="list-style-type: none">- Transition from one idea to the next by using appropriate words and phrases- W.7.3.D.<ul style="list-style-type: none">- Use figurative language to aid in description- Describe ideas by using sensory and specific language- W.7.3.E.<ul style="list-style-type: none">- Write a conclusion that brings the story events to a meaningful close- Clearly convey a conflict and a resolution to the conflict- W.7.4.<ul style="list-style-type: none">- Identify defining characteristics of different genres of writing- Unpack the writing prompt- Write for a specific purpose and audience- Select an appropriate text structure or format for the task- Use language that is precise and powerful to create voice in writing- Create a tone that is appropriate for one's audience- W.7.5.<ul style="list-style-type: none">- Revise and edit intentionally to improve writing.- Generate ideas to develop topic- Revise writing with a partner or self-editing checklists- W.7.6.<ul style="list-style-type: none">- Use technological resources to enhance writing- Follow appropriate typing format and conventions- Give and receive feedback using technology- W.7.7<ul style="list-style-type: none">- Engage in short research projects to answer a self-selected or teacher-assigned questions- Search for informational sources in an effort to answer the question |
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(Grade 7) ELA Curricular Framework

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| <ul style="list-style-type: none">- Analyze how the plot and setting affect the actions/choices of the characters- Explain why the author chose to have elements of a story interact in a specific way- Analyze the impact of the relationship between characters, setting, and plot on the reader- Evaluate the author's effectiveness in determining the interactions between character, setting, and plot- RL.7.4<ul style="list-style-type: none">- Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical)- Analyze the impact of specific word choice on meaning and/or tone- Explain poetic devices used in text- Analyze the impact of poetic sound devices (rhyme scheme, alliteration, consonance, etc) on a particular section of a text- Analyze why the author used a specific word choice or sound device- Analyze the impact of a word choice or sound device on the reader- Evaluate the effectiveness of the author's word choice or sound device- RL.7.5<ul style="list-style-type: none">- Describe the form and structure of a drama or poem- Explain how text structure impacts overall meaning of text- Identify how the differing form or structure of a text contributes to its meaning- Analyze how parts of a text contribute to meaning- Explain why the author chose a specific form or structure- Analyze the impact of the form or structure on the reader (how would the text be different if the form changed?) | <ul style="list-style-type: none">- Research and synthesize information from several sources- Conduct research and synthesize multiple sources of information- W.7.9.A<ul style="list-style-type: none">- Incorporate ideas from literary or informational texts to support writing- W.7.10.<ul style="list-style-type: none">- Practice writing in a myriad of situations (journals, dialogues, creative tasks, etc.)- Reflect on and be able to explain decisions made while crafting a piece of writing- Produce written reflections |
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(Grade 7) ELA Curricular Framework

- Evaluate the effectiveness of the chosen form or structure
- **RL.7.6**
 - Identify the viewpoints of characters in a text
 - Compare and contrast the characters' points-of-view
 - Trace how the author created and conveyed the similar and/or dissimilar characters
 - Analyze the impact of the author's point of view choices on the reader
 - Evaluate the effectiveness of the author's point of view choices
 - Identify the author's point of view
 - Explain the techniques the author uses to distinguish his/her point of view from others
 - Evaluate the effectiveness of the techniques the author uses to distinguish his/her point of view from others
- **RL.7.7**
 - Analyze how content differs because of the medium in which it is presented
 - Interact with content expressed through multiple and varied formats (written, audio, staged, multimedia)
 - Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version
 - Determine how the techniques of a particular medium affect the content
- **RL.7.9**
 - **Compare and contrast historical fiction and a factual text**
 - **Explain how authors of historical fiction omit, embellish, or alter the information found in factual text to create a story**
 - **Use a variety of previous knowledge (e.g. practical knowledge, historical/cultural context, and**

(Grade 7) ELA Curricular Framework

- background knowledge) to make connections to and reflect on the text
- Analyze the importance of the information each author emphasized and the importance of what was excluded
- Analyze why the author of the fictional piece chose to use or alter history
- Analyze the impact that the author's use or alteration of history has on the reader
- Evaluate the effectiveness of the author's choices to use and/or alter history
- RI.7.3.
 - Reflect on how historical figures influenced ideas or events of the time period and vice versa
 - Analyze why the author chose to describe the interaction between ideas, individuals, and events in a particular way
- RI.7.9
 - Track key individuals, events, and/or ideas in informational texts from two or more authors.
 - Investigate how one topic may be presented in different ways
 - Compare and contrast two or more authors' presentations of key information.
 - Analyze the importance of the different information each author emphasized and excluded
 - Analyze how the authors use the same information, but produce different texts because of interpretation
 - Use a variety of previous knowledge (e.g. practical knowledge, historical/cultural context, and background knowledge) to make connections to and reflect on the text

(Grade 7) ELA Curricular Framework

| <p style="text-align: center;">LANGUAGE Critical Knowledge & Skills <i>*Italicized - spiraling skills throughout units</i> *Bold - Focus skills of this unit</p> | <p style="text-align: center;">UNIT 4 GENERAL ASSESSMENTS</p> |
|---|--|
| <ul style="list-style-type: none">- SL.7.1A<ul style="list-style-type: none">- <i>Read required texts prior to discussions</i>- <i>Prepare for discussions</i>- <i>Use previous knowledge to expand discussions about a topic</i>- <i>Engage in conversations about grade-appropriate topics and texts</i>- SL.7.1B<ul style="list-style-type: none">- <i>Participate in a variety of rich, structured conversations</i>- <i>Define and identify rules for discussions, including group and individual roles</i>- <i>Model appropriate behavior during discussions</i>- SL.7.1C<ul style="list-style-type: none">- <i>Craft and respond to specific questions based on the topic or text, elaborating when necessary</i>- SL.7.1D<ul style="list-style-type: none">- <i>Reflect on and paraphrase what was discussed</i>- <i>Summarize the ideas expressed</i>- SL.7.4<ul style="list-style-type: none">- <i>Present information using sound, detailed, and relevant evidence in a coherent manner.</i>- <i>Emphasize important points with different pitch or volume</i>- <i>Elaborate on a point that listeners may need more explanation to understand</i>- SL.7.6<ul style="list-style-type: none">- <i>Reflect on the use of language and revise as needed</i>- L.7.2.A | <p>Major:</p> <ul style="list-style-type: none">- Reading Quarterly 4- Writing Quarterly 4- Historical Fiction Writing (Narrative)- Reading Assessment TBD <p>Minor:</p> <ul style="list-style-type: none">- Reader's Notebooks- Vocabulary quizzes- TBD <p>Independent:</p> <ul style="list-style-type: none">- To be determined during the Curriculum Development Periods in the 2018-2019 school year. <p>Teacher Data:</p> <ul style="list-style-type: none">- On Demands- Conferences- Running Records |

(Grade 7) ELA Curricular Framework

- Identify a series of adjectives in writing
- Use a comma to separate adjectives in a series
- Apply common rules and patterns to spell words correctly
- L.7.2.B
 - Apply common rules and patterns to spell words correctly
- L.7.3.A
 - Select precise language
 - Revise writing for wordiness and redundancies
- L.7.4.A
 - Use a combination of context clues, structural clues, and the word's position in a sentence to determine the meaning of unknown words or phrases
- L.7.4.B.
 - Determine the meaning of commonly used prefixes and suffixes
 - Separate a base word from the prefix or suffix
 - Use the definition of known prefixes and suffixes to define new words
 - Identify root words in unknown words
 - Use known root words to aid in defining unknown words
- L.7.4.C.
 - Use dictionaries, glossaries, and/or thesauruses to find the pronunciation of a word
 - Use dictionaries, glossaries, and/or thesauruses to determine the actual meaning of a word or its part of speech
- L.7.4.D.
 - Consult reference materials that are both printed and digital
 - Use dictionaries, glossaries, and/or thesauruses to find the pronunciation of a word

(Grade 7) ELA Curricular Framework

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| <ul style="list-style-type: none"> - Use dictionaries, glossaries, and/or thesauruses to determine the actual meaning of a word or its part of speech - L.7.5.A <ul style="list-style-type: none"> - Define and identify figures of speech - Determine the meaning of and purpose of figures of speech in context - Identify the relationship of words - L.7.6. <ul style="list-style-type: none"> - Understand and apply conversational, academic, and domain specific vocabulary - Interpret unknown words and their meanings, using context clues, understanding Greek and Latin roots, and applying grammatical knowledge of function and form | |
| <p>RESOURCES</p> | <p>TECHNOLOGY INTEGRATION</p> |
| <ol style="list-style-type: none"> 1. <i>The Outsiders</i>-Read Aloud 2. Historical Fiction Book Club Books <ol style="list-style-type: none"> a. Fever 1793 b. Chains c. A Night Divided d. The War That Saved My Life e. Esperanza Rising f. One Crazy Summer g. Night Journeys 3. Historical Fiction Book Club (UoS) 4. Historical Fiction Writing--Weaving Together Fact and Fiction (UoS--Found in the If...Then Curriculum) 5. Newsela 6. Vocabulary Their Way <p>Holocaust Commission Resources:</p> | <p><i>Technology integration may include but is not limited to:</i></p> <p>8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.</p> <p>8.1.8.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.</p> <p>8.1.8.D.2 Demonstrate the application of appropriate citations to digital content.</p> <p>8.1.8.D.3 Demonstrate an understanding of fair use and Creative Commons to intellectual property.</p> <p>8.1.8.D.4 Assess the credibility and accuracy of digital content.</p> <p>8.1.8.D.5 Understand appropriate uses for social media and the negative consequences of misuse.</p> <p>8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.</p> <p>Link: NJDOE Technology Standards</p> |

(Grade 7) ELA Curricular Framework

The links below contain resources from the NJDOE Holocaust Commission on teaching about Holocaust/Genocide, Prejudice, and Bullying:

[New Jersey Commission for Holocaust Integration Teaching about Holocaust/Genocide, Prejudice, Bullying Using UDL \(5-8\)](#)
[Teaching Tolerance Book List Grades 5-12](#)

Amistad Commission Resources:

[Amistad Commission Interactive Curriculum](#)

Additional technology connections to be determined during Curriculum Development Periods.

LGBTQ+ and Persons with Disabilities Representation

This guide is intended to satisfy the mandate for the 2020-2021 school year that requires each district to provide "inclusive instructional materials that portray the cultural and economic diversity of society including political, economic and social contributions of persons with disabilities and lesbian, gay bisexual, and transgender people where appropriate." P.L. 2019, c6 requires that Boards of Education: "Include instruction, and adopt instructional materials, that reflect the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual and transgender people, in an appropriate place in the curriculum of middle and high school students."

Possible Connections to the Unit's Focus:

Themes and Central Ideas
Comparing Fiction and Nonfiction
Historical Events (fictional or nonfictional depictions)
Background Information

Suggested Methods:

Building Background Knowledge - "Meet the Author" Anticipatory Activity
Building Background Knowledge - "Historical Context" Anticipatory Activity
Reading Current Events
Reflective Writing/Journaling
Poetry Reading and/or Writing

(Grade 7) ELA Curricular Framework

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CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

Additional interdisciplinary connections to be determined during Curriculum Development Periods

KEY VOCABULARY

- historical conflict
- backstory
- era
- account
- perspectives
- background knowledge
- empathize
- Units composed of grade level terms
 - Vocabulary Their Way
 - Unit #43
 - Unit #45
 - Unit #47
 - Unit #49
 - Unit #51
 - Unit #53
 - Unit #55

(Grade 7) ELA Curricular Framework

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(Grade 7) ELA Curricular Framework

- Work with fewer items per page and/or materials in a larger print size
 - Use a visual blocker
 - Use visual presentations of verbal material, such as word webs and visual organizers
 - Be given a written list of instructions/picture cues
- Response accommodations:**
- Give responses in a form (oral or written) that's easier for him/her
 - Dictate answers to a scribe
 - Capture responses on an audio recorder
 - Use a spelling dictionary or electronic spell-checker
 - Use a word processor to give responses in class
 - Use a calculator or table of "math facts"
- Setting accommodations:**
- Work or take a test in a different setting, such as a quiet room with few distractions
 - Sit where he/she learns best (for example, near the teacher)
 - Take a test in small group setting
- Timing accommodations:**
- Take more time to complete a task or a test
 - Have extra time to process oral information and directions
 - Take frequent breaks, such as after completing a task
- Assignment modifications:**
- Complete fewer or different homework problems than peers
 - Shorten assignment
 - Answer fewer or different test questions
 - Create alternate projects or assignments

(Grade 7) ELA Curricular Framework

At Risk Learners / Differentiation Strategies

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| <ul style="list-style-type: none"> Alternative Assessments Choice Boards Games and Tournaments Group Investigations Guided Reading Learning Contracts Leveled Rubrics Literature Circles Multiple Texts Personal Agendas | <ul style="list-style-type: none"> Independent Research & Projects Multiple Intelligence Options Project-Based Learning Varied Supplemental Activities Varied Journal Prompts or RAFT Writing Tiered Activities/Assignments Tiered Products Graphic Organizers Choice of Books/Activities Mini-Workshops to Reteach or Extend Think-Pair-Share by readiness or interest Use of Collaboration of Various Activities | <ul style="list-style-type: none"> Jigsaw Think-Tac-Toe Cubing Activities Exploration by Interest Flexible Grouping Goal-Setting with Students Homework Options Open-Ended Activities Use of Reading Buddies Varied Product Choices Stations/Centers Work Alone/Together |
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READING - Instructional Best Practices

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| <ul style="list-style-type: none"> - Classroom Library organized by genre and upkeep by students/ Book Displays - Vocabulary Word Wall - Reader's Workshop <ul style="list-style-type: none"> - Whole group mini-lesson - Independent reading/conferences - Mid-workshop teaching - Small group instruction |
|---|

(Grade 7) ELA Curricular Framework

- Guided reading
- Whole class read aloud

READING Assessment Examples (TEACHERS ONLY)

WRITING - Instructional Best Practices

- Student upkeep of writing to reflect upon (either paper or digital)
- Writing models
- Writer's Workshop
 - Whole group mini-lesson
 - Conferences
 - Mid-workshop teaching
 - Small group instruction
- Celebration of writing

WRITING Assessment Examples (TEACHERS ONLY)

LANGUAGE - Instructional Best Practices

- Identify weaknesses and strengths within the student's writing
- Individual language lessons when needed (small groups)
- Model from mentor texts
- Practice using online tools

LANGUAGE Assessment Examples (TEACHERS ONLY)

