

# 7th Grade Advanced ELA Curriculum Framework

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## UNIT 1

**Fiction Text Types:** Realistic Fiction Novel, Short Story

**Nonfiction Text Types:** Informational Text, Autobiography, Functional Text, Expository Text, Reflective Essay, News Articles

**Writing Genres:** Literary Analysis

**Unit Pacing:** September-October

### READING Critical Knowledge and Skills Focus Skills

#### Areas of Instruction

- Fiction Signposts
- Motif
- Determining Theme
- Citing Evidence
- Character Development
- Irony
- Context Clues
- Author’s Purpose
- Comparing Literary Works: Fiction and Nonfiction
- Comparing Literary Works: Characters

#### New Jersey State Learning Standards

- RL.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
- RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
- RL.7.7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
- RL.7.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
- RI.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

### WRITING Critical Knowledge & Skills Focus Skills

#### Areas of Instruction

- Literary Analysis: Reasoning; Balancing Broad and Narrow Observations

#### New Jersey State Learning Standards

- W.7.1.A. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
- W.7.1.D. Establish and maintain a formal style/academic style, approach, and form.
- W.7.1.E. Provide a concluding statement or section that follows from and supports the argument presented.

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RI.7.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

**LANGUAGE**  
**Critical Knowledge & Skills**  
**Focus skills of this unit**

**UNIT 1 GENERAL ASSESSMENTS**

**Areas of Instruction**

- Academic Language
- Parts of Speech
- Sentence Structure
- Quotation Marks
- Commas

**New Jersey State Learning Standards**

- L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.7.4.A. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
- L.7.4.C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- L.7.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**Suggested Major:**

- Quarterly Reading Exam
- Quarterly Writing Exam
- Major Writing: Short Constructed Literary Analysis
- Major Reading: Context Clues; Author’s Purpose
- Major Grammar

**Suggested Minor:**

- Minor Reading: Context Clues
- Minor Reading: Author’s Purpose
- Minor Writing: Short Constructed Literary Analysis
- Minor Grammar

**Suggested Independent:**

- Preparation
- Homework & Classwork
- Newsela.com
- Noredink.com

**Suggested Formative:**

- Newsela Scores
- Noredink Scores
- Diagnostic Scores
- Conferences

**Consider Including Informational Text News Articles In Minor and/or Major Categories if Appropriate**

**RESOURCES**

**TECHNOLOGY INTEGRATION**

- Pearsonsuccessnet.com (textbook companion website)**
- Newsela.com**
- NoRedInk.com**
- Vocabulary.com**
- Glencoe Language Arts Grammar and Composition Handbook**

**Classroom Interactive Read Aloud:**  
*The Boy in the Striped Pajamas* by John Boyne

*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.

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*Out of my Mind* by Sharon Draper

**Context Clues - Textbook Suggestions:**

"Papa's Parrot" by Cynthia Rylant

"mk" by Jean Fritz

"From An American Childhood" by Annie Dillard

"The Luckiest Time of All" by Lucille Clifton

**Author's Purpose - Textbook Suggestions:**

"All Summer in a Day" by Ray Bradbury

"Suzy and Leah" by Jane Yolen

"My First Free Summer" by Julia Alvarez

from *Angela's Ashes* by Frank McCourt

**Literary Analysis - Comparing Fiction and Nonfiction - Textbook Suggestions:**

from "Barrio Boy" by Ernesto Galarza

"A Day's Wait" by Ernest Hemingway

**Literary Analysis - Comparing Characters - Textbook Suggestions:**

"The Night the Bed Fell" by

"Stolen Day" by

**Literary Analysis - Comparing Irony - Textbook Suggestions:**

"After Twenty Years" by O. Henry

"He-y, Come on Ou-t!" by Shinichi Hoshni

**Independent Reading:** Realistic Fiction

—Multimedia versions and adaptations of covered literature

—Substitute literature for selections when appropriate with consideration to content, length, and comparable skills.

—Swap, Move, or Eliminate Mini-Units Between The Four Main Units In Response To Current Needs.

—Consider Referencing to, Revisiting, and Supplementing Previous Lessons Within The Unit And From Previous Units.

—Consider using sessions from *How to Eat a Poem* (Units of Study).

**Holocaust Commission Resources:**

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:**

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.*

**Possible Resources:**

Teacher Website

Pearsonsuccessnet.com

G Suite for Education (Google)

Google Classroom

Youtube.com

Vocabulary.com

Newela.com

Noredink.com

Nearpod (app)

Other apps and websites

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[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:

Reflective Reading/Writing  
Biography & Autobiography  
Historical Fiction  
Historical Nonfiction  
Author’s Purpose

### 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](#)  
[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](#)

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[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.

**CRP4.** Communicate clearly and effectively and with reason.

**CRP6.** Demonstrate creativity and innovation.

**CRP11.** Use technology to enhance productivity.

**CRP12.** Work productively in teams while using cultural global competence.

*Additional interdisciplinary connections to be determined during Curriculum Development Periods*

## KEY VOCABULARY

Word Walls: Literary Terms, Informational Terms, Grammar Terms, Enhanced Vocabulary

## GENERAL CONSIDERATIONS FOR DIVERSE LEARNERS

English Language Learners	Students Receiving Special Education Services	Advanced Learners
<ul style="list-style-type: none"> <li>• <a href="#">WIDA Can Do Descriptors for Grades 6-8*</a></li> <li>• <a href="#">WIDA Essential Actions Handbook</a></li> <li>• <a href="#">FABRIC Paradigm</a></li> <li>• <a href="#">Wall Township ESL Grading Protocol</a></li> </ul> <p>*Use WIDA Can Do Descriptors in coordination with <a href="#">Student Language Portraits (SLPs)</a>.</p>	<ul style="list-style-type: none"> <li>• <a href="#">New Jersey Tiered System of Supports</a></li> <li>• <a href="#">National Center on Universal Design for Learning - About UDL</a></li> <li>• <a href="#">UDL Checklist</a></li> <li>• <a href="#">UDL Key Terms</a></li> </ul> <p>Response to Intervention:</p>	<ul style="list-style-type: none"> <li>• <a href="#">Knowledge and Skill Standards in Gifted Education for All Teachers</a></li> <li>• <a href="#">Pre-K-Grade 12 Gifted Programming Standards</a></li> <li>• <a href="#">Gifted Programming Glossary of Terms</a></li> </ul> <p><b>Potential Accommodations for Advanced</b></p>

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<p><b>Potential Accommodations for ELLs</b></p> <ul style="list-style-type: none"> <li>● Personal glossary</li> <li>● Text-to-speech</li> <li>● Extended time</li> <li>● Simplified / verbal instructions</li> <li>● Frequent breaks</li> <li>● Small group/One to one</li> <li>● Additional time</li> <li>● Review of directions</li> <li>● Student restates information</li> <li>● Extra visual and verbal cues and prompts</li> <li>● Preferential seating</li> <li>● Verbal and visual cues regarding directions and staying on task</li> <li>● Checklists</li> <li>● Immediate feedback</li> </ul>	<p>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><b>Potential Accommodations for Special Education</b></p> <p><b>Presentation accommodations:</b></p> <ul style="list-style-type: none"> <li>● Listen to audio recordings instead of reading text</li> <li>● Pre-teach unknown vocabulary through pictures or videos, and relate to prior knowledge</li> <li>● Work with fewer items per page and/or materials in a larger print size</li> <li>● Use a visual blocker</li> <li>● Use visual presentations of verbal material, such as word webs and visual organizers</li> <li>● Be given a written list of instructions/picture cues</li> </ul> <p><b>Response accommodations:</b></p> <ul style="list-style-type: none"> <li>● Give responses in a form (oral or written) that's easier for him/her</li> <li>● Dictate answers to a scribe</li> <li>● Capture responses on an audio recorder</li> <li>● Use a spelling dictionary or electronic spell-checker</li> <li>● Use a word processor to give responses in class</li> <li>● Use a calculator or table of "math facts"</li> </ul> <p><b>Setting accommodations:</b></p> <ul style="list-style-type: none"> <li>● Work or take a test in a different setting, such as a quiet room with few distractions</li> <li>● Sit where he/she learns best (for example, near the teacher)</li> <li>● Take a test in small group setting</li> </ul> <p><b>Timing accommodations:</b></p> <ul style="list-style-type: none"> <li>● Take more time to complete a task or a test</li> <li>● Have extra time to process oral information and directions</li> <li>● Take frequent breaks, such as after completing a task</li> </ul>	<p><b>Learners</b></p> <ul style="list-style-type: none"> <li>● Use of high level academic vocabulary/texts</li> <li>● Problem-based learning</li> <li>● Pre-assess to condense curriculum</li> <li>● Interest-based research</li> <li>● Authentic problem-solving</li> <li>● Homogeneous grouping opportunities</li> </ul>
		<p><b>Students with 504 Plans</b></p>
		<p>Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.</p>

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	<p><b>Assignment modifications:</b></p> <ul style="list-style-type: none"> <li>• Complete fewer or different homework problems than peers</li> <li>• Shorten assignment</li> <li>• Answer fewer or different test questions</li> <li>• Create alternate projects or assignments</li> </ul>	
<b>At Risk Learners / Differentiation Strategies</b>		
<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 &amp; 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>

<b>READING</b> Instructional Best Practices	<b>WRITING</b> Instructional Best Practices	<b>LANGUAGE</b> Instructional Best Practices
<p>–Self-Reflection/Metacognition –Referencing to, Revisiting, and Supplementing Previous Lessons Within The Unit And From Previous Units –Reading Workshops –Reading Conferences –Classroom Library –Interactive Read Aloud –Shared Reading –Independent Reading –Independent Choice Reading –Optional Extra Tasks for Extra Credit</p>	<p>–Self-Reflection/Metacognition –Referencing to, Revisiting, and Supplementing Previous Lessons Within The Unit And From Previous Units –Modeling –Writing Workshops –Writing Conferences –Reading-Inspired Writing Strategies –Writing Celebrations –Optional Extra Tasks for Extra Credit</p>	<p>–Self-Reflection/Metacognition –Referencing to, Revisiting, and Supplementing Previous Lessons Within The Unit And From Previous Units –Language-Infused Workshops –Language-Infused Reading and Writing Conferences –Individualized Attention Through Websites Such As: Newsela, Noredink, Vocabulary</p>
<b>READING Assessment Examples</b> (TEACHERS ONLY)	<b>WRITING Assessment Examples</b> (TEACHERS ONLY)	<b>LANGUAGE Assessment Examples</b> (TEACHERS ONLY)

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<b>UNIT 2</b>
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**Fiction Text Types:** Drama, Comedy  
**Nonfiction Text Types:** Instructional Essay, Historical Account, Narrative Essay, Expository Essay, Informational Text, Reflective Essay, Article, Autobiography, Persuasive Speech, Persuasive Essay, News Articles  
**Writing Genres:** Literary Analysis, Persuasive  
**Unit Pacing:** November-January

<b>READING</b> <b>Critical Knowledge and Skills</b> <b>Focus skills of this unit</b>	<b>WRITING</b> <b>Critical Knowledge &amp; Skills</b> <b>Focus skills of this unit</b>
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**Areas of Instruction**  
 –Elements of Nonfiction  
 –Analyzing Structure in Literary Nonfiction  
 –Analyzing Relationships in Literary Nonfiction  
 –Determining Author’s Purpose: Key Ideas; Relationships; Point of View; Connotation and Tone; Text Structure; Literary Elements  
 –Main Idea  
 –Fact and Opinion  
 –Persuasion (Ethos, Pathos, Logos)  
 –Conflict and Character  
 –Elements of Drama  
 –Comparing Literary Works: Biography and Autobiography  
 –Comparing Literary Works: Humor  
 –Comparing Literary Works: Character

**New Jersey State Learning Standards**  
 RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.  
 RI.7.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).  
 RI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.  
 RI.7.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.  
 RI.7.6. Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

**Areas of Instruction**  
 –Persuasion (Ethos, Pathos, Logos)  
 –Expository (Analogy Structure, Creative Paragraphing)

**New Jersey State Learning Standards**  
 W.7.1.A. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.  
 W.7.1.B. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.  
 W.7.2.A. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).  
 W.7.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)  
 W.7.9.B. Apply grade 7 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).



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

RI.7.8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

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

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

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

**LANGUAGE**  
**Critical Knowledge & Skills**  
**Focus skills of this unit**

**UNIT 2 GENERAL ASSESSMENTS**

**Areas of Instruction**

- Academic Language
- Parts of Speech
- Sentence Structure
- Greek and/or Latin Word Affixes or Roots
- Semantic Vocabulary Development
- Presenting Ideas and/or Information

**New Jersey State Learning Standards**

SL.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

SL.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

L.7.1.A. Explain the function of phrases and clauses in general and their function in specific sentences.

L.7.4.B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).

L.7.5.B. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.

L.7.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**Suggested Major:**

- Quarterly Reading Exam
- Quarterly Writing Exam
- Major Writing: Persuasion
- Major Reading: Main Idea; Fact and Opinion
- Major Grammar

**Suggested Minor:**

- Minor Reading: Main Idea
- Minor Reading: Fact and Opinion
- Minor Writing: Literary Analysis
- Minor Grammar Task

**Suggested Independent:**

- Preparation
- Homework & Classwork
- Newsela.com
- Noredink.com

**Suggested Formative:**

- Newsela Scores
- Noredink Scores
- Diagnostic Scores
- Conferences

**Consider Including Informational Text News Articles In Minor and/or Major Categories if Appropriate**

**RESOURCES**

**TECHNOLOGY INTEGRATION**

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**Pearsonsuccessnet.com (textbook companion website)**

**Newsela.com**

**NoRedInk.com**

**Vocabulary.com**

**Glencoe Language Arts Grammar and Composition Handbook**

## **Classroom Interactive Read Aloud Suggestions:**

*Freedom Walkers: The Story of the Montgomery Bus Boycott* by Russell Freedman

*Roll of Thunder, Hear My Cry* by Mildred D. Taylor

Special consideration is required for the two books above because they contain moments with racially charged language. It is suggested that such parts of the books should be read with supervision, paraphrased, or skipped.

*The Giver* by Lois Lowry

*The Outsiders* by SE Hinton

"A Clash Over Catholicism: Notre Dame students confronted the Ku Klux Klan in 1924" by Brendan O'Shaughnessy, produced by the Office of Public Affairs and Communications, The University of Notre Dame

## **Elements of Nonfiction Workshop - Textbook Suggestions:**

from *Freedom Walkers: The Story of the Montgomery Bus Boycott* by Russell Freedman

from *What Makes a Rembrandt a Rembrandt?* By Richard Mühlberger

## **Main Idea - Textbook Suggestions:**

"Life Without Gravity" by Robert Zimmerman

"Conversational Ballgames" by Nancy Masterson Sakamoto

"I Am a Native of North America" by Chief Dan George

"Volar: To Fly" by Judith Ortiz Cofer

## **Fact and Opinion - Textbook Suggestions:**

"All Together Now" by Barbara Jordan

"The Eternal Frontier" by Louis L'Amour

"The Real Story of a Cowboy's Life" by Geoffrey C. Ward

"Rattlesnake Hunt" by Marjorie Kinnan Rawlings

## **Literary Analysis - Comparing Biography and Autobiography - Textbook Suggestions:**

"A Special Gift—The Legacy of 'Snowflake' Bentley" by Barbara Eaglesham

"No Gumption" by Russell Baker

*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.

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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.*

## **Possible Resources:**

Teacher Website

Pearsonsuccessnet.com

G Suite for Education (Google)

Google Classroom

Youtube.com

Vocabulary.com

Newsela.com

Noredink.com

Nearpod (app)

Other apps and websites

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## **Literary Analysis - Comparing Humor - Textbook Suggestions:**

"Alligator" by Bailey White

"The Cremation of Sam McGee" by Robert Service

## **Elements of Drama - Textbook Suggestions:**

from *Sorry, Wrong Number* by Lucille Fletcher, from the novel *Dragonwings* by Laurence Yep, from dramatization of *Dragonwings* by Laurence Yep

## **Literary Analysis - Comparing Character - Textbook Suggestions:**

from *A Christmas Carol* by Charles Dickens; from *A Christmas Carol: Scrooge and Marley* by Israel Horovitz

## **Independent Reading: Humor**

—Multimedia versions and adaptations of covered literature

—Substitute literature for selections when appropriate with consideration to content, length, and comparable skills.

—Swap, Move, or Eliminate Mini-Units Between The Four Main Units In Response To Current Needs.

—Consider Referencing to, Revisiting, and Supplementing Previous Lessons Within The Unit And From Previous Units.

—Consider using sessions from *How to Eat a Poem* (Units of Study).

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## **Amistad Commission Resources:**

[Amistad Commission Interactive Curriculum](#)

## **LGBTQ+ and Persons with Disabilities Representation**

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## **Possible Connections to the Unit's Focus:**

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## Main Idea

Biography and/or Autobiography

### 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:

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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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[Middle-Grade Books About Diversity](#)

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

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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.

## 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.

# 7th Grade Advanced ELA Curriculum 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.

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**21st Century Skills: Career Ready Practice Standards:**

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

**CRP3.** Attend to personal health and financial well-being.

**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.

*Additional interdisciplinary connections to be determined during Curriculum Development Periods*

## KEY VOCABULARY

Word Walls: Literary Terms, Informational Terms, Grammar Terms, Enhanced Vocabulary

## GENERAL CONSIDERATIONS FOR DIVERSE LEARNERS

English Language Learners	Students Receiving Special Education Services	Advanced Learners
<ul style="list-style-type: none"> <li>• <a href="#">WIDA Can Do Descriptors for Grades 6-8*</a></li> <li>• <a href="#">WIDA Essential Actions Handbook</a></li> <li>• <a href="#">FABRIC Paradigm</a></li> <li>• <a href="#">Wall Township ESL Grading Protocol</a></li> </ul> <p>*Use WIDA Can Do Descriptors in coordination with <a href="#">Student Language Portraits (SLPs)</a>.</p> <p><b>Potential Accommodations for ELLs</b></p> <ul style="list-style-type: none"> <li>• Personal glossary</li> <li>• Text-to-speech</li> <li>• Extended time</li> <li>• Simplified / verbal instructions</li> <li>• Frequent breaks</li> <li>• Small group/One to one</li> <li>• Additional time</li> <li>• Review of directions</li> <li>• Student restates information</li> <li>• Extra visual and verbal cues and prompts</li> <li>• Preferential seating</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">New Jersey Tiered System of Supports</a></li> <li>• <a href="#">National Center on Universal Design for Learning - About UDL</a></li> <li>• <a href="#">UDL Checklist</a></li> <li>• <a href="#">UDL Key Terms</a></li> </ul> <p><u>Response to Intervention:</u>            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>	<ul style="list-style-type: none"> <li>• <a href="#">Knowledge and Skill Standards in Gifted Education for All Teachers</a></li> <li>• <a href="#">Pre-K-Grade 12 Gifted Programming Standards</a></li> <li>• <a href="#">Gifted Programming Glossary of Terms</a></li> </ul> <p><b>Potential Accommodations for Advanced Learners</b></p> <ul style="list-style-type: none"> <li>• Use of high level academic vocabulary/texts</li> <li>• Problem-based learning</li> <li>• Pre-assess to condense curriculum</li> <li>• Interest-based research</li> <li>• Authentic problem-solving</li> <li>• Homogeneous grouping opportunities</li> </ul> <hr/> <p style="text-align: center;"><b>Students with 504 Plans</b></p> <hr/> <p>Teachers are responsible for implementing</p>

# 7th Grade Advanced ELA Curriculum Framework

- Verbal and visual cues regarding directions and staying on task
- Checklists
- Immediate feedback

## Potential Accommodations for Special Education

### Presentation accommodations:

- 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

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- 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

designated services and strategies identified on a student's 504 Plan.

**At Risk Learners / Differentiation Strategies**

# 7th Grade Advanced ELA Curriculum Framework

<ul style="list-style-type: none"> <li>Alternative Assessments</li> <li>Choice Boards</li> <li>Games and Tournaments</li> <li>Group Investigations</li> <li>Guided Reading</li> <li>Learning Contracts</li> <li>Leveled Rubrics</li> <li>Literature Circles</li> <li>Multiple Texts</li> <li>Personal Agendas</li> </ul>	<ul style="list-style-type: none"> <li>Independent Research &amp; Projects</li> <li>Multiple Intelligence Options</li> <li>Project-Based Learning</li> <li>Varied Supplemental Activities</li> <li>Varied Journal Prompts or RAFT Writing</li> <li>Tiered Activities/Assignments</li> <li>Tiered Products</li> <li>Graphic Organizers</li> <li>Choice of Books/Activities</li> <li>Mini-Workshops to Reteach or Extend</li> <li>Think-Pair-Share by readiness or interest</li> <li>Use of Collaboration of Various Activities</li> </ul>	<ul style="list-style-type: none"> <li>Jigsaw</li> <li>Think-Tac-Toe</li> <li>Cubing Activities</li> <li>Exploration by Interest</li> <li>Flexible Grouping</li> <li>Goal-Setting with Students</li> <li>Homework Options</li> <li>Open-Ended Activities</li> <li>Use of Reading Buddies</li> <li>Varied Product Choices</li> <li>Stations/Centers</li> <li>Work Alone/Together</li> </ul>
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READING Instructional Best Practices	WRITING Instructional Best Practices	LANGUAGE Instructional Best Practices
<ul style="list-style-type: none"> <li>–Self-Reflection/Metacognition</li> <li>–Referencing to, Revisiting, and Supplementing Previous Lessons Within The Unit And From Previous Units</li> <li>–Reading Workshops</li> <li>–Reading Conferences</li> <li>–Classroom Library</li> <li>–Interactive Read Aloud</li> <li>–Shared Reading</li> <li>–Independent Reading</li> <li>–Independent Choice Reading</li> <li>–Optional Extra Tasks for Extra Credit</li> </ul>	<ul style="list-style-type: none"> <li>–Self-Reflection/Metacognition</li> <li>–Referencing to, Revisiting, and Supplementing Previous Lessons Within The Unit And From Previous Units</li> <li>–Modeling</li> <li>–Writing Workshops</li> <li>–Writing Conferences</li> <li>–Reading-Inspired Writing Strategies</li> <li>–Writing Celebrations</li> <li>–Optional Extra Tasks for Extra Credit</li> </ul>	<ul style="list-style-type: none"> <li>–Self-Reflection/Metacognition</li> <li>–Referencing to, Revisiting, and Supplementing Previous Lessons Within The Unit And From Previous Units</li> <li>–Language-Infused Workshops</li> <li>–Language-Infused Reading and Writing Conferences</li> <li>–Individualized Attention Through Websites Such As: Newsela, Noredink, Vocabulary</li> </ul>
READING Assessment Examples (TEACHERS ONLY)	WRITING Assessment Examples (TEACHERS ONLY)	LANGUAGE Assessment Examples (TEACHERS ONLY)

UNIT 3

# 7th Grade Advanced ELA Curriculum Framework

**Fiction Text Types:** Fable, Folk Literature, Greek Myth, Mexican Legend, Zuni Folk Tale, African American Folk Tale, African Folk Tale, Poetry, TV Screen Play

**Nonfiction Text Types:** Instructional Essay, Informational Text, Social Studies Article, Expository Text, Blog, News Article

**Writing Genres:** Argument, Informational, Literary Analysis

**Unit Pacing:** January-March

## READING

**Critical Knowledge and Skills**

**Focus skills of this unit**

### Areas of Instruction

- Elements of Folk Literature: Oral Tradition, Cultural Perspective, Universal Theme, Moral, Purpose
- Forms of Folk Literature: Myth, Legend, Tall Tale, Folk Tale, Fable, Epic
- Characteristics of Folk Literature: Hero and Heroine, Quest, Trickster, Personification, Hyperbole, Dialect
- Determining Themes in Folk Literature: Stated Themes, Implied Themes, Universal Themes
- Analyzing Structure and Theme in Folk Literature: Repetition, Patterns, Archetypes, Plot, Characters, Ideas, Flat Characters
- Cause and Effect Organization
- Compare and Contrast
- Tone and Theme
- Summarizing and Characters’ Motives

### New Jersey State Learning Standards

- RL.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
- RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
- RL.7.5. Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
- RL.7.7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
- RL.7.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
- RI.7.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
- RI.7.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

## WRITING

**Critical Knowledge & Skills**

**Focus skills of this unit**

### Areas of Instruction

- Units of Study Writing: Argument
- Comparing Expository Texts: Cause-and-Effect Structural Organization

### New Jersey State Learning Standards

- W.7.1.A. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
- W.7.1.B. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- W.7.1.C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- W.7.1.D. Establish and maintain a formal style/academic style, approach, and form.
- W.7.1.E. Provide a concluding statement or section that follows from and supports the argument presented.
- W.7.2.A. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).
- W.7.3.B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.



# 7th Grade Advanced ELA Curriculum Framework

<p style="text-align: center;"><b>LANGUAGE</b> Critical Knowledge &amp; Skills Focus skills of this unit</p>	<p style="text-align: center;"><b>UNIT 3 GENERAL ASSESSMENTS</b></p>
<p><b>Areas of Instruction</b></p> <ul style="list-style-type: none"> <li>–Academic Language</li> <li>–Greek and/or Latin Word Affixes or Roots</li> <li>–Semantic Vocabulary Development</li> <li>–Presenting Ideas and/or Information</li> <li>–Misplaced Modifiers</li> <li>–Reducing Wordiness</li> </ul> <p><b>New Jersey State Learning Standards</b></p> <p>L.7.1.C. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</p> <p>L.7.4.B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).</p> <p>L.7.5.B. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p> <p>L.7.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p><b>Suggested Major:</b></p> <p>Quarterly Reading Exam            Quarterly Writing Exam            Major Writing: Expository            Major Reading: Compare &amp; Contrast; Cause &amp; Effect            Major Grammar</p> <p><b>Suggested Minor:</b></p> <p>Minor Reading: Compare and Contrast            Minor Reading: Cause and Effect            Minor Writing: Narrative            Minor Grammar</p> <p><b>Suggested Independent:</b></p> <p>Preparation            Homework &amp; Classwork            Newsela.com            Noredink.com</p> <p><b>Suggested Formative:</b></p> <p>Newsela Scores            Noredink Scores            Diagnostic Scores            Conferences</p> <p><b>Consider Including Informational Text News Articles In Minor and/or Major Categories if Appropriate</b></p>
<p style="text-align: center;"><b>RESOURCES</b></p>	<p style="text-align: center;"><b>TECHNOLOGY INTEGRATION</b></p>
<p><b>Pearsonsuccessnet.com (textbook companion website)</b>  <b>Newsela.com</b>  <b>NoRedInk.com</b>  <b>Vocabulary.com</b>  <b>Glencoe Language Arts Grammar and Composition Handbook</b></p> <p><b>Classroom Interactive Read Aloud:</b>            Black Ships Before Troy</p> <p><b>Elements of Folk Literature Workshop Textbook Suggestions:</b>            “The Travelers and the Bear” from <i>Aesop’s Fables</i> retold by Jerry Pinkney            “Grasshopper Logic” from <i>Squids Will Be Squids</i> by Jon Scieszka and Lane Smith            “The Other Frog Prince” from <i>The Stinky Cheese Man and Other Fairly Stupid Tales</i></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.            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.</p>

# 7th Grade Advanced ELA Curriculum Framework

by Jon Scieszka and Lane Smith

"Duckbilled Platypus vs. BeefSnakStik®" from *Squids Will Be Squids* by Jon Scieszka and Lane Smith

## **Cause and Effect - Textbook Suggestions:**

"Icarus and Daedalus" by Josephine Preston Peabody

"Demeter and Persephone" by Anne Terry White

"Tenochtitlan: Inside the Aztec Capital" by Jacqueline Dineen

"Popocatepetl and Ixtlaccihuatl" by Juliet Piggott Wood

## **Comparing Universal Themes - Textbook Suggestions**

"The Voyage" from *Tales from the Odyssey* by Mary Pope Osborne

"To the Top of Everest" by Samantha Larson

## **Compare and Contrast - Textbook Suggestions**

"Sun and Moon in a Box" by Alfonso Ortiz and Richard Erdos

"How the Snake Got Poison" by Zora Neale Hurston

"The People Could Fly" by Virginia Hamilton

"All Stories Are Anansi's" by Harold Courlander

## **Comparing Expository Texts: Analyze Cause-and-Effect Organization - Textbook Suggestions:**

"The Seasons on Earth" by PH Science Explorer

"What Gives the Sunrise and Sunset Its Orange Glow?" by GantDaily

## **Comparing Tone and Theme - Textbook Suggestions:**

"The Fox Outwits the Crow" by William Cleary

"The Fox and the Crow" by Aesop

## **Summarize and Characters' Motives Textbook Suggestions:**

"The Monsters Are Due on Maple Street" by Rod Serling

—Multimedia versions and adaptations of covered literature

—Substitute literature for selections when appropriate with consideration to content, length, and comparable skills.

—Swap, Move, or Eliminate Mini-Units Between The Four Main Units In Response To Current Needs.

—Consider Referencing to, Revisiting, and Supplementing Previous Lessons Within The Unit And From Previous Units.

—Consider using sessions from *How to Eat a Poem* (Units of Study).

## **Holocaust Commission Resources:**

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

[New Jersey Commission for Holocaust Integration](#)

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.*

## **Possible Resources:**

Teacher Website

Pearsonsuccessnet.com

G Suite for Education (Google)

Google Classroom

Youtube.com

Vocabulary.com

Newela.com

Noredink.com

Nearpod (app)

Other apps and websites

# 7th Grade Advanced ELA Curriculum Framework

[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:

Universal Themes  
Folk Literature and Poetry  
Folk Music  
Real Life Folk Heroes

### 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:

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

**CRP4.** Communicate clearly and effectively and with reason.

**CRP6.** Demonstrate creativity and innovation.

**CRP9.** Model integrity, ethical leadership and effective management.

**CRP10.** Plan education and career paths aligned to personal goals.

*Additional interdisciplinary connections to be determined during Curriculum Development Periods*

## KEY VOCABULARY

Word Walls, Literary Terms, Informational Terms, Grammar Terms, Enhanced Vocabulary

## GENERAL CONSIDERATIONS FOR DIVERSE LEARNERS

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Students Receiving Special Education Services

Advanced Learners

# 7th Grade Advanced ELA Curriculum Framework

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- [WIDA Essential Actions Handbook](#)
- [FABRIC Paradigm](#)
- [Wall Township ESL Grading Protocol](#)

\*Use WIDA Can Do Descriptors in coordination with [Student Language Portraits \(SLPs\)](#).

## Potential Accommodations for ELLs

- Personal glossary
- Text-to-speech
- Extended time
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## Response to Intervention:

Reteach to Build Understanding, Additional Vocabulary Support, Build Literacy

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.

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## Potential Accommodations for Advanced Learners

- Use of high level academic vocabulary/texts
- Problem-based learning
- Pre-assess to condense curriculum
- Interest-based research
- Authentic problem-solving
- Homogeneous grouping opportunities

## Students with 504 Plans

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.

# 7th Grade Advanced ELA Curriculum Framework

	<p>teacher)</p> <ul style="list-style-type: none"> <li>• Take a test in small group setting</li> </ul> <p><b>Timing accommodations:</b></p> <ul style="list-style-type: none"> <li>• Take more time to complete a task or a test</li> <li>• Have extra time to process oral information and directions</li> <li>• Take frequent breaks, such as after completing a task</li> </ul> <p><b>Assignment modifications:</b></p> <ul style="list-style-type: none"> <li>• Complete fewer or different homework problems than peers</li> <li>• Shorten assignment</li> <li>• Answer fewer or different test questions</li> <li>• Create alternate projects or assignments</li> </ul>	
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READING - Instructional Best Practices	WRITING - Instructional Best Practices	LANGUAGE - Instructional Best Practices
<p>–Self-Reflection/Metacognition –Referencing to, Revisiting, and Supplementing Previous Lessons Within The Unit And From Previous Units –Reading Workshops –Reading Conferences –Classroom Library –Interactive Read Aloud –Shared Reading</p>	<p>–Self-Reflection/Metacognition –Referencing to, Revisiting, and Supplementing Previous Lessons Within The Unit And From Previous Units –Modeling –Writing Workshops –Writing Conferences –Reading-Inspired Writing Strategies –Writing Celebrations</p>	<p>–Self-Reflection/Metacognition –Referencing to, Revisiting, and Supplementing Previous Lessons Within The Unit And From Previous Units –Language-Infused Workshops –Language-Infused Reading and Writing Conferences –Individualized Attention Through Websites Such As: Newsela, Noredink, Vocabulary</p>

## 7th Grade Advanced ELA Curriculum Framework

<ul style="list-style-type: none"><li>–Independent Reading</li><li>–Independent Choice Reading</li><li>–Optional Extra Tasks for Extra Credit</li><li>–Use children's literature as a scaffold to more complicated strategies.</li></ul>	<ul style="list-style-type: none"><li>–Optional Extra Tasks for Extra Credit</li><li>–Use children's literature as a scaffold to more complicated strategies.</li></ul>	<ul style="list-style-type: none"><li>–Use children's literature as a scaffold to more complicated strategies.</li></ul>
<b>READING Assessment Examples (TEACHERS ONLY)</b>	<b>WRITING Assessment Examples (TEACHERS ONLY)</b>	<b>LANGUAGE Assessment Examples (TEACHERS ONLY)</b>

# 7th Grade Advanced ELA Curriculum Framework

## UNIT 4

**Fiction Text Types:** Fantasy Novel, Realistic Fiction, Dystopian Novel, Poetry, Radio Play (Dialogue), Monologue

**Nonfiction Text Types:** News Articles, Poetry

**Writing Genres:** Poetry, Narrative, Literary Analysis

**Unit Pacing:** April-June

### READING

**Critical Knowledge and Skills**  
Focus skills of this unit

#### Areas of Instruction

- Fantasy: Motivation, Turning Points
- Realistic Fiction: Motivation, Turning Points
- Dystopian Book Clubs: Archetype, Interpretation, Motivation
- Compare and Contrast: Multimedia
- Compare and Contrast: Dramatic Speeches (Dialogue & Monologue)
- Poetry: Forms and Devices
- Comparing Literary Works: Idioms

#### New Jersey State Learning Standards

- RL.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
- RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
- RL.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
- RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
- RL.7.7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

### WRITING

**Critical Knowledge & Skills**  
Focus skills of this unit

#### Areas of Instruction

- Narrative Writing: Story Templates, Turning Points
- Poetry: Creating Symbols; Contrasting Tones; Point of View

#### New Jersey State Learning Standards

- W.7.3.A. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- W.7.3.B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- W.7.3.C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- W.7.3.D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- W.7.3.E. Provide a conclusion that follows from and reflects on the narrated experiences or events.
- W.7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

### LANGUAGE

**Critical Knowledge & Skills**  
Focus skills of this unit

#### Areas of Instruction

- Academic Language
- Interpretation

### UNIT 4 GENERAL ASSESSMENTS

#### Suggested Major:

- Quarterly Reading Exam
- Quarterly Writing Exam



# 7th Grade Advanced ELA Curriculum Framework

- Connotation
- Figures of Speech
- Multimedia Approaches

## New Jersey State Learning Standards

L.7.4.A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.  
 SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.  
 L.7.5.A. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.  
 L.7.5C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

Major Writing: Literary Analysis  
 Major Reading: Informational Texts  
 Major Grammar

### Suggested Minor:

Minor Reading: Idioms  
 Minor Reading: Idioms  
 Minor Writing: Narrative  
 Minor Grammar

### Suggested Independent:

Preparation  
 Homework & Classwork  
 Newsela.com  
 Noredink.com

### Suggested Formative:

Newsela Scores  
 Noredink Scores  
 Diagnostic Scores  
 Conferences

**Consider Including Informational Text News Articles In Minor and/or Major Categories if Appropriate**

## RESOURCES

**Pearsonsuccessnet.com** (textbook companion website)  
**Newsela.com**  
**NoRedInk.com**  
**Vocabulary.com**  
**Glencoe Language Arts Grammar and Composition Handbook**

### Classroom Interactive Read Aloud Suggestions:

*The Hobbit* by J.R.R. Tolkien  
*Amal Unbound* by Aisha Saeed

### Dystopian Exemplar Suggestions:

"Ponies" by Kij Johnson (in *At the Mouth of the River of Bees*)  
 Video clips from *The Hunger Games* and *Catching Fire* films  
 "Harrison Bergeron" by Kurt Vonnegut (in *Welcome to the Monkey House*)

### Dystopian Book Club Suggestions:

*Maze Runner* by James Dashner  
*Hunger Games* by Suzanne Collins  
*Catching Fire* by Suzanne Collins  
*The Lion, The Witch and the Wardrobe* by CS Lewis  
*Ella Enchanted* by Gail Carson Levine

## TECHNOLOGY INTEGRATION

*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.*

### Possible Resources:

# 7th Grade Advanced ELA Curriculum Framework

*Among the Hidden* by Margaret Peterson Haddix  
*Spiderwick Chronicles- Field Guide* by Tony DiTerlizzi and Holly Black  
*A Crack in the Sky* by Mark Peter Hughes  
*Life As We Knew It* by Susan Beth Pfeffer  
*The Uglies* by Scott Westerfeld  
*The Giver* by Lois Lowry  
*Anthem* by Ayn Rand

## **Dystopian Audio/Visual Literature - TV/Movie Suggestions:**

"Number 12 Looks Just Like You" by John Tomerlin (adapted from Charles Beaumont's 1952 novel *The Beautiful People*)  
"The Private World of Darkness" by Rod Serling  
Consider clips from modern adaptations of old and new books.

## **Comparing Literary Works: Idioms - Textbook Suggestions:**

"Seventh Grade" by Gary Soto  
"Melting Pot" by Anna Quindlen

## **Comparing Dramatic Speeches - Textbook Suggestions:**

from *Grandpa and the Statue* by Arthur Miller  
"My Head Is Full of Starshine" by Peg Kehret

## **Poetry - Form and Structure - Textbook Suggestions:**

"The Railway Train" by Emily Dickinson  
"Maestro" by Pat Mora  
"The Desert is my Mother" by Pat Mora  
"Bailando" by Pat Mora

## **Poetry - Lyric Poems and Haikus - Textbook Suggestions:**

"The Rider" by Naomi Shihab Nye  
"Seal" by William Jay Smith  
"Haiku" by Buson  
"Winter" by Nikki Giovanni  
"Forsythia" by Mary Ellen Solt  
"Haiku" by Matsuo Bashō

## **Poetry - Figurative Language - Textbook Suggestions:**

"Life" by Naomi Long Madgett  
"Loo-Wit" by Wendy Rose  
"The Courage That My Mother Had" by Edna St. Vincent Millay  
"Mother to Son" Langston Hughes  
"The Village Blacksmith" by Henry Wadsworth Longfellow  
"Fog" by Carl Sandburg

## **Poetry - Narrative Poems - Textbook Suggestions:**

"The Highwayman" by Alfred Noyes  
"How I Learned English" by Gregory Djanikian

## **Poetry - Sound Devices - Textbook Suggestions:**

Teacher Website  
Pearsonsuccessnet.com  
G Suite for Education (Google)  
Google Classroom  
Youtube.com  
Vocabulary.com  
Newela.com  
Noredink.com  
Nearpod (app)  
Other apps and websites

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“Sarah Cynthia Sylvia Stout Would Not Take the Garbage Out” by Shel Silverstein  
“One” by James Berry  
“Weather” by Eve Merriam  
“Full Fathom Five” by William Shakespeare  
“Train Tune” by Louise Bogan  
“Onomatopoeia” by Eve Merriam  
“Annabel Lee” by Edgar Allan Poe  
“Martin Luther King” by Raymond R. Patterson  
“I’m Nobody” by Emily Dickinson

- Multimedia versions and adaptations of covered literature
- Substitute literature for selections when appropriate with consideration to content, length, and comparable skills.
- Swap, Move, or Eliminate Mini-Units Between The Four Main Units In Response To Current Needs.
- Consider Referencing to, Revisiting, and Supplementing Previous Lessons Within The Unit And From Previous Units.
- Consider using sessions from *How to Eat a Poem* (Units of Study).

### ***Holocaust Commission Resources:***

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:**

Poetry  
Social Structures in Literature  
Turning Points

### **Suggested Methods:**

Building Background Knowledge - “Meet the Author” Anticipatory Activity  
Building Background Knowledge - “Historical Context” Anticipatory Activity

# 7th Grade Advanced ELA Curriculum Framework

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](#)

[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.

# 7th Grade Advanced ELA Curriculum Framework

- CRP2.** Apply appropriate academic and technical skills.
- CRP4.** Communicate clearly and effectively and with reason.
- CRP6.** Demonstrate creativity and innovation.
- CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.

*Additional interdisciplinary connections to be determined during Curriculum Development Periods*

## KEY VOCABULARY

Word Walls: Literary Terms, Informational Terms, Grammar Terms, Enhanced Vocabulary

## GENERAL CONSIDERATIONS FOR DIVERSE LEARNERS

English Language Learners	Students Receiving Special Education Services	Advanced Learners
<ul style="list-style-type: none"> <li>• <a href="#">WIDA Can Do Descriptors for Grades 6-8*</a></li> <li>• <a href="#">WIDA Essential Actions Handbook</a></li> <li>• <a href="#">FABRIC Paradigm</a></li> <li>• <a href="#">Wall Township ESL Grading Protocol</a></li> </ul> <p>*Use WIDA Can Do Descriptors in coordination with <a href="#">Student Language Portraits (SLPs)</a>.</p> <p><b>Potential Accommodations for ELLs</b></p> <ul style="list-style-type: none"> <li>• Personal glossary</li> <li>• Text-to-speech</li> <li>• Extended time</li> <li>• Simplified / verbal instructions</li> <li>• Frequent breaks</li> <li>• Small group/One to one</li> <li>• Additional time</li> <li>• Review of directions</li> <li>• Student restates information</li> <li>• Extra visual and verbal cues and prompts</li> <li>• Preferential seating</li> <li>• Verbal and visual cues regarding directions and staying on task</li> <li>• Checklists</li> <li>• Immediate feedback</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">New Jersey Tiered System of Supports</a></li> <li>• <a href="#">National Center on Universal Design for Learning - About UDL</a></li> <li>• <a href="#">UDL Checklist</a></li> <li>• <a href="#">UDL Key Terms</a></li> </ul> <p><u>Response to Intervention:</u> 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><b>Potential Accommodations for Special Education</b></p> <p><b>Presentation accommodations:</b></p> <ul style="list-style-type: none"> <li>• Listen to audio recordings instead of reading text</li> <li>• Pre-teach unknown vocabulary through pictures or videos, and relate to prior knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Knowledge and Skill Standards in Gifted Education for All Teachers</a></li> <li>• <a href="#">Pre-K-Grade 12 Gifted Programming Standards</a></li> <li>• <a href="#">Gifted Programming Glossary of Terms</a></li> </ul> <p><b>Potential Accommodations for Advanced Learners</b></p> <ul style="list-style-type: none"> <li>• Use of high level academic vocabulary/texts</li> <li>• Problem-based learning</li> <li>• Pre-assess to condense curriculum</li> <li>• Interest-based research</li> <li>• Authentic problem-solving</li> <li>• Homogeneous grouping opportunities</li> </ul> <p><b>Students with 504 Plans</b></p> <p>Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.</p>

# 7th Grade Advanced ELA Curriculum Framework

	<ul style="list-style-type: none"> <li>• Work with fewer items per page and/or materials in a larger print size</li> <li>• Use a visual blocker</li> <li>• Use visual presentations of verbal material, such as word webs and visual organizers</li> <li>• Be given a written list of instructions/picture cues</li> </ul> <p><b>Response accommodations:</b></p> <ul style="list-style-type: none"> <li>• Give responses in a form (oral or written) that’s easier for him/her</li> <li>• Dictate answers to a scribe</li> <li>• Capture responses on an audio recorder</li> <li>• Use a spelling dictionary or electronic spell-checker</li> <li>• Use a word processor to give responses in class</li> <li>• Use a calculator or table of “math facts”</li> </ul> <p><b>Setting accommodations:</b></p> <ul style="list-style-type: none"> <li>• Work or take a test in a different setting, such as a quiet room with few distractions</li> <li>• Sit where he/she learns best (for example, near the teacher)</li> <li>• Take a test in small group setting</li> </ul> <p><b>Timing accommodations:</b></p> <ul style="list-style-type: none"> <li>• Take more time to complete a task or a test</li> <li>• Have extra time to process oral information and directions</li> <li>• Take frequent breaks, such as after completing a task</li> </ul> <p><b>Assignment modifications:</b></p> <ul style="list-style-type: none"> <li>• Complete fewer or different homework problems than peers</li> <li>• Shorten assignment</li> <li>• Answer fewer or different test questions</li> <li>• Create alternate projects or assignments</li> </ul>	
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## At Risk Learners / Differentiation Strategies

<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 &amp; 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</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</p>
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# 7th Grade Advanced ELA Curriculum Framework

Think-Pair-Share by readiness or interest  
Use of Collaboration of Various Activities

Stations/Centers  
Work Alone/Together

# 7th Grade Advanced ELA Curriculum Framework

READING - Instructional Best Practices	WRITING - Instructional Best Practices	LANGUAGE - Instructional Best Practices
<ul style="list-style-type: none"> <li>–Self-Reflection/Metacognition</li> <li>–Reading Workshops</li> <li>–Reading Conferences</li> <li>–Classroom Library</li> <li>–Interactive Read Aloud</li> <li>–Shared Reading</li> <li>–Independent Reading</li> <li>–Independent Choice Reading</li> <li>–Optional Extra Tasks for Extra Credit</li> <li>–Use children’s literature as a scaffold to more complicated strategies.</li> </ul>	<ul style="list-style-type: none"> <li>–Self-Reflection/Metacognition</li> <li>–Modeling</li> <li>–Writing Workshops</li> <li>–Writing Conferences</li> <li>–Reading-Inspired Writing Strategies</li> <li>–Writing Celebrations</li> <li>–Optional Extra Tasks for Extra Credit</li> <li>–Use children’s literature as a scaffold to more complicated strategies.</li> </ul>	<ul style="list-style-type: none"> <li>–Self-Reflection/Metacognition</li> <li>–Language-Infused Workshops</li> <li>–Language-Infused Reading and Writing Conferences</li> <li>–Individualized Attention Through Websites Such As: Newsela, Noredink, Vocabulary</li> <li>–Use children’s literature as a scaffold to more complicated strategies.</li> </ul>
READING Assessment Examples (TEACHERS ONLY)	WRITING Assessment Examples (TEACHERS ONLY)	LANGUAGE Assessment Examples (TEACHERS ONLY)