



Unit Calendar 2013-2014

Green Brook Township School District

/ **English Language Arts Curriculum 7 (D)** / Grade 7 (District Middle Curriculum)

Monday, August 26, 2013, 1:08PM



	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun																													
Unit:	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39
<u>Grammar--Parts of Speech</u>	█	█																																					
<u>Argumentative and Persuasive Writing</u>																																							
<u>Grammar--Understanding Sentences</u>																																							
<u>Personal Essays</u>																																							
<u>Grammar--Punctuation</u>																																							
<u>Narrative Writing</u>																																							
<u>Grammar--Capitalization</u>																																							
<u>Research Paper</u>																																							
<u>Speaking and Presentation</u>																																							
<u>Comparing Fiction and Nonfiction</u>	█	█																																					
<u>Book-Length Fiction</u>																																							
<u>Book-Length Nonfiction</u>																																							
<u>Short Stories</u>																																							
<u>Nonfiction Text Structure</u>																																							
<u>Poetry</u>																																							

Last Updated: Friday, January 4, 2013, 8:22AM



Unit Map 2013-2014

Green Brook Township School District

/ **English Language Arts Curriculum 7 (D)** / **Grade 7 (District Middle Curriculum)**

Monday, August 26, 2013, 1:10PM



Unit: Grammar--Parts of Speech (Week 1, 4 Weeks)

New Jersey Core Curriculum Standards

CommonCore: English Language Arts 6-12, CommonCore: Grade 7, Language

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Description of Unit

Students will recognize parts of speech in a variety of contexts with an eye toward applying them to their writing. Students will also analyze various contexts to discover how a single word can act as varying parts of speech.

Essential Questions

How are the eight parts of speech distinct from each other, and how do they interrelate?
 How does context determine the function of a word and thus its part of speech?
 Why does varying a word's context sometimes alter its function?

Knowledge

Students will know that:

- all words fall into at least one category of the eight parts of speech.
- words have different functions that vary with context and their interrelations with other words.
- varying a word's context can alter its function.

Skills

Students will be able to:

- identify the eight parts of speech and classify words into them.
- identify the varying functions of single words as they appear in different contexts.
- analyze a word in various contexts and explain how it changes its part of speech.

Assessments

Parts of Speech Pretest

Diagnostic: Written Test

This initial assessment reveals what understanding, if any, the student already has with regard to parts of speech and the functions of words in context.

Daily Warm-Up Exercises**Formative: Sample Assessment Item**

Students complete these exercises in their notes and on the SmartBoard. The class discusses different approaches to various concepts in the unit.

Quiz and Test Reviews**Formative: Self Assessment**

After taking a practice quiz or a practice test, students pair up to identify strengths and weaknesses in their understanding of topics. They then share their self-assessments with the class.

Quiz: Nouns, Verbs, and Adjectives**Formative: Written Test**

After instruction on the first three parts of speech, students demonstrate their ability to identify the functions of words in context.

Quiz: Adverbs and Pronouns**Formative: Written Test**

After instruction on adverbs and pronouns, students demonstrate their ability to recognize and identify them in context.

Quiz: Prepositions, Conjunctions, and Interjections**Formative: Written Test**

After instruction on the topics of prepositions, conjunctions, and interjections, students demonstrate their ability to recognize and identify these words in context.

Unit Test**Summative: Written Test**

This test requires students to recall the list of all eight parts of speech (knowledge).

Students must identify the part of speech of words underlined in sentences (comprehension/analysis).

Words that are spelled the same are often placed in different contexts, giving them different grammatical functions. For example, the word "throw" in "I will throw the ball," is a verb; but it is a noun in "That was a good throw" (analysis).

 [Preassessment](#)

 [Quiz: Nouns, Verbs, and Adjectives \(Version A\)](#)

 [Quiz: Nouns, Verbs, and Adjectives \(Version B\)](#)

 [Quiz: Adverbs and Pronouns \(Version A\)](#)

-  [Quiz: Adverbs and Pronouns \(Version B\)](#)
-  [Quiz: Prepositions, Conjunctions, and Interjections \(Version A\)](#)
-  [Quiz: Prepositions, Conjunctions, and Interjections \(Version B\)](#)
-  [Unit Test \(Version A\)](#)
-  [Unit Test \(Version B\)](#)
-  [Follow-Up Test \(Version A\)](#)
-  [Follow-Up Test \(Version B\)](#)

Activities	Activities to Differentiate Instruction
<p>Introduction to the list of the parts of speech--mnemonic to aid in recalling the list</p> <p>Distribution of handouts/study guides for each part of speech; discussion and analysis of concepts and contexts</p> <p>SmartBoard exercises identifying and manipulating words acting as various parts of speech (may be used as daily warm-up activities)</p> <p>Activities for practice and analysis of skills and concepts</p> <p>Composition of flash cards to supplement study guides</p>	<p>Auditory: Schoolhouse Rock songs</p> <p>Visual: Schoolhouse Rock videos, handouts, flash cards, practice quizzes, practice test</p> <p>Visual/Kinesthetic: SmartBoard activities</p> <p>Struggling learners: peer pairings, handouts, reviews</p> <p>Advanced students: challenge activities</p>
Integrated/Cross-Disciplinary Instruction	Resources
<p>None for this unit.</p>	<p>Teacher, Student, and Parent Resources</p> <p>Individual handouts for each of the eight parts of speech</p> <p>Pearson Prentice Hall <i>Writing and Grammar Workbook</i></p> <p>Pearson Prentice Hall <i>Writing Coach</i></p> <p>Pearson Prentice Hall Writing Coach <i>ExamView</i> CD-ROM</p> <p>Youtube</p>

links for Schoolhouse Rock:

- Nouns  <http://www.youtube.com/watch?v=Sy72OPgdVuA>
- Verbs  <http://www.youtube.com/watch?v=wn0WEuH4mF4>
- Adjectives  http://www.youtube.com/watch?v=NkuuZFEy_bs
- Adverbs  <http://www.youtube.com/watch?v=14fXm4FOMPM>
- Pronouns  <http://www.youtube.com/watch?v=koZFca8AkT0>
- Prepositions  <http://www.youtube.com/watch?v=Bmz8mM-nPtM>
- Conjunctions  <http://www.youtube.com/watch?v=eZqI5b5wGA4>
- Interjections  <http://www.youtube.com/watch?v=eZqI5b5wGA4>

Practice quizzes

Practice test

Student generated supplemental materials (flashcards, notes)

Teacher Web site (for assignments and expectations)

Daily Warm-up activities

The Writer's Craft (the grammar textbook whose content was the basis for the former grammar curriculum, and whose organization and information are highly compatible with this unit)

-  [Daily Warmups](#)
-  [UbD Parts of Speech NOUNS.doc](#)
-  [UbD Parts of Speech VERBS.doc](#)
-  [UbD Parts of Speech ADJECTIVES.doc](#)

-  [UbD Parts of Speech ADVERBS.doc](#)
-  [UbD Parts of Speech ADVERBS.doc](#)
-  [UbD Parts of Speech PRONOUNS.doc](#)
-  [UbD Parts of Speech PREPOSITIONS.doc](#)
-  [UbD Parts of Speech CONJUNCTIONS.doc](#)
-  [UbD Parts of Speech INTERJECTIONS.doc](#)
-  [UbD Parts of Speech Schoolhouse Rock Nouns.docx](#)
-  [UbD Parts of Speech Schoolhouse Rock Verbs.docx](#)
-  [UbD Parts of Speech Schoolhouse Rock Adjectives.docx](#)
-  [UbD Parts of Speech Schoolhouse Rock Adverbs.docx](#)
-  [UbD Parts of Speech Schoolhouse Rock Prepositions.docx](#)
-  [UbD Parts of Speech Schoolhouse Rock Pronouns.docx](#)
-  [UbD Parts of Speech Schoolhouse Rock Conjunctions.docx](#)
-  [UbD Parts of Speech Schoolhouse Rock Interjections.docx](#)
-  [Practice Quiz: Nouns, Verbs, Adjectives](#)
-  [Practice Quiz: Adverbs and Pronouns](#)
-  [Practice Quiz: Prepositions, Conjunctions, and Interjections](#)
-  [Unit Test--Practice](#)
-  [Unit Test--Practice \(Funny!\)](#)

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Unit Map 2013-2014

Green Brook Township School District

/ English Language Arts Curriculum 7 (D) / **Grade 7 (District Middle Curriculum)**

Monday, August 26, 2013, 1:10PM

Green Brook Township
Public Schools

Unit: Argumentative and Persuasive Writing (Week 5, 4 Weeks)

New Jersey Core Curriculum Standards

CommonCore: English Language Arts 6-12, CommonCore: Grade 7, Writing

Text Types and Purposes

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

- W.7.1. Write arguments to support claims with clear reasons and relevant evidence.
- W.7.1a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
- W.7.1b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- W.7.1c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- W.7.1d. Establish and maintain a formal style.
- W.7.1e. Provide a concluding statement or section that follows from and supports the argument presented.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- W.7.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- 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.

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

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

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

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

Description of Unit	Essential Questions
<p>Students will compose argumentative and persuasive essays, explaining and illustrating sound arguments in an organized and articulate manner.</p>	<p>How do organization and presentation determine the effectiveness of an argument?</p> <p>How are argumentation and persuasion similar to and different from each other?</p> <p>How can we apply higher-order thinking skills to a sound formula for organization?</p> <p>Why do neatness, organization, skills, tone, and voice all make an impression on a reader?</p>
Knowledge	Skills
<p>Students will know:</p> <ul style="list-style-type: none"> -the essential structure and organization of an essay intended to argue or to persuade. -the basic conventions of spelling, grammar, capitalization, and punctuation necessary for the composition of a credible essay. -the importance of framing an argument with facts. -the practice of using reasons when writing to persuade. -advanced strategies that ensure proper style, tone, and voice. -the importance of clear, coherent relationships among claims, reasons, and evidence. -a list of transition words and phrases and places where such words and phrases are helpful. -strategies that enable them to produce essays in varying allotments of time. -that critical analysis of their ideas and their written product is essential to the composition of a compelling argument. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> -structure and organize an essay in a persuasive manner. -recall, apply, and optimize the basic conventions of spelling, grammar, capitalization, and punctuation necessary for the composition of a credible essay. -frame an argument with facts derived from material they have read. -use reasons when writing to persuade. -develop, apply, and internalize advanced strategies that ensure proper style, tone, and voice. -ensure cohesion and clarify relationships among claims, reasons, and evidence. -use transition words and phrases in places where such words and phrases are helpful. -write effective essays that are concise or comprehensive, depending on the time allowed.

<p>-the critical elements and strategies to include in their own essays and to recommend for the essays of peers.</p>	<p>-analyze and revise their ideas and their written products. -label and evaluate elements in their own writing and in the writing of others.</p>
<p>Assessments</p> <p>Argumentative and Persuasive Essays Summative: Extended Essay</p> <p>Three pieces are assigned, and students receive an overall score for conscientious completion of the three (see Conscientious Completion Rubric).</p> <p>One piece of the three is then chosen at random, and students receive a score during their summative conferences with the teacher.</p> <p>ALL SUBMITTED WORK WILL GO INTO INDIVIDUAL STUDENT PORTFOLIOS.</p> <p>Peer Reviews Formative: Suggested Instructional/Assessment Strategies</p> <p>Students will exchange essays and evaluate for all critical elements, strategies, and capacities indicated on the scoring rubrics.</p> <p>In the critical discussion between students, each writer will comment on the strengths and limitations of another writer and also hear a similar assessment of his or her own work, which would then prompt further self-assessment.</p>	
<p>Activities</p> <p>Students will receive, read, and discuss the Style Guidelines.</p> <p>Students will receive, read, and discuss teacher-generated rubrics.</p> <p>Technical notes: direct instruction and review of topics requested by students or deemed necessary by the teacher.</p> <p>Writing and conferences: students receive their essay prompts and engage in the writing process; students may request permission to have formative conferences with each other or with the teacher.</p>	<p>Activities to Differentiate Instruction</p> <p>Instruction for each category of writing is provided verbally and is distributed on paper in the forms of samples, guides, and rubrics.</p> <p>Students have a variety of options regarding the form of their submissions: they may write out their assignments by hand, they may type their assignments and print them out, or they may submit their work electronically. This accommodates varying tastes and persuasions, and it enables students with poor handwriting to submit a more legible product.</p> <p>Instruction comes from various sources (direct instruction by teacher, classroom discussion among students in both small and large groups), and subsequent activities occur in various modes</p>

Conclusion: students explain difficulties or successes they are having.

(direct practice, peer reviews, formative conferences with the teacher), providing for thorough overlap and a variety of angles of attack.

Peer reviews and conferences pair students of varying ability to accommodate styles and facilitate learning.

Individual conferences with the teacher provide enhanced time to attend to individual students' needs.

Integrated/Cross-Disciplinary Instruction	Resources
<p>Argumentative and persuasive essay topics often draw from current events, integrating objectives and learning experiences from social studies and science.</p>	<p>Style Guidelines</p> <p>Writing guides for Argumentative and Persuasive Essays</p> <p>Pearson Prentice Hall <i>Writing and Grammar Workbook</i></p> <p>Pearson Prentice Hall <i>Writing Coach</i></p> <p>Pearson Prentice Hall Writing Coach <i>ExamView</i> CD-ROM</p> <p>Teacher-generated rubrics</p> <p>Teacher Web site (for assignments, due dates, and expectations)</p> <p> UbD Writing Workshop Style Guidelines.doc</p> <p> UbD Writing Workshop Persuasive Guide.doc</p>

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Unit Map 2013-2014

Green Brook Township School District

/ English Language Arts Curriculum 7 (D) / Grade 7 (District Middle Curriculum)

Monday, August 26, 2013, 1:11PM



Unit: Grammar--Understanding Sentences (Week 9, 3 Weeks)

New Jersey Core Curriculum Standards

CommonCore: English Language Arts 6-12, CommonCore: Grade 7, Language

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.7.1a. Explain the function of phrases and clauses in general and their function in specific sentences.
- L.7.1b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
- L.7.1c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

- L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Description of Unit

Students will analyze sentences, distinguishing between declarative, interrogative, imperative, and exclamatory sentences. Additionally, they will distinguish between simple, compound, and complex sentences. They will also explain the differences between dependent and independent clauses, and they will apply this knowledge to their own writing habits.

Essential Questions

- How do the different modes of sentence differ from each other?
- How do different sentence elements contribute to the meaning of a sentence?
- How can sentences be configured to become distinct types of sentences?
- How do different types of sentences in context affect one's writing?

Knowledge

Skills

<p>Students will know that:</p> <ul style="list-style-type: none"> • sentences fall into the following modes: declarative, interrogative, imperative, and exclamatory. • sentences are composed of clauses, which themselves possess subjects, verbs, and other elements. • different configurations of clauses yield different types of sentences. • sentences can be combined or separated in order to form simple, compound, or complex sentences. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • identify declarative, interrogative, imperative, and exclamatory sentences. • identify various elements in a sentence (subject, verb, etc.). • distinguish between simple, compound, complex, and compound-complex sentences based on the presence of independent and/or dependent clauses. • combine or separate sentences in order to form simple, compound, or complex sentences.
<p><u>Assessments</u></p> <p>Formative Quizzes Formative: Written Test Formative quizzes given periodically to assess students' understanding of concepts.</p> <p>Unit Test Summative: Written Test End-of-unit test</p> <p>Unit Pretest Diagnostic: Written Test</p> <p>Worksheets and exercises Other written assessments</p>	
<p>Activities</p> <p>Possible classroom activities may include, but are not limited to, the following:</p> <p>Distribution of handouts/study guides for each sentence mode (declarative, interrogative, etc.) and sentence type (simple, compound, complex); discussion and analysis of concepts and contexts</p>	<p>Activities to Differentiate Instruction</p> <p>Visual: handouts, flash cards, practice quizzes and tests</p> <p>Visual/Kinesthetic: Smart Board activities</p> <p>Struggling learners: peer groupings, handouts, reviews</p> <p>Advanced students: like-peer groupings; opportunities to lead SmartBoard activities; opportunities to suggest strategies and demonstrate techniques</p>

<p>SmartBoard exercises identifying concepts and manipulating sentences and their contexts (may be used as daily warm-up activities)</p> <p>Activities from <i>The Writer's Craft</i>.</p> <p>Activities for practice and analysis of skills and concepts</p> <p>Composition of flash cards to supplement study guides</p>	
<p>Integrated/Cross-Disciplinary Instruction</p>	<p>Resources</p>
<p>None for this unit.</p>	<p>Handouts for sentence modes and sentence types</p> <p>Pearson Prentice Hall <i>Writing and Grammar Workbook</i></p> <p>Pearson Prentice Hall <i>Writing Coach</i></p> <p>Pearson Prentice Hall Writing Coach <i>ExamView</i> CD-ROM</p> <p>Practice quizzes</p> <p>Practice test</p> <p>Student-generated, supplemental materials (flashcards, notes)</p> <p>Teacher Website (for assignments and expectations)</p> <p><i>The Writer's Craft</i> (the grammar textbook whose content was the basis for the former grammar curriculum, and whose organization and information are highly compatible with this unit)</p> <p> UbD Understanding Sentences Notes.doc</p>

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Unit Map 2013-2014

Green Brook Township School District

/ **English Language Arts Curriculum 7 (D)** / **Grade 7 (District Middle Curriculum)**

Monday, August 26, 2013, 1:15PM

Green Brook Township
Public Schools

Unit: Personal Essays (Week 12, 4 Weeks)

New Jersey Core Curriculum Standards

CommonCore: English Language Arts 6-12, CommonCore: Grade 7, Writing

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

- W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- W.7.2a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- W.7.2b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- W.7.2c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- W.7.2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- W.7.2e. Establish and maintain a formal style.
- W.7.2f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- W.7.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- 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.

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

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

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

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

Description of Unit	Essential Questions
<p>Students will compose personal essays, responding to prompts and quotes to which they relate their personal experiences.</p>	<p>How do organization and content combine to create an effective personal essay?</p> <p>How can one apply higher-order thinking skills to one’s personal reflections and responses?</p> <p>Why do neatness, organization, skills, tone, and voice all make an impression on a reader?</p>
Knowledge	Skills
<p>Students will know:</p> <ul style="list-style-type: none"> -the essential structure, organization, and conventions of a personal essay. -the basic conventions of spelling, grammar, capitalization, and punctuation necessary for the composition of a credible essay. -advanced strategies that ensure proper style, tone, and voice. -the importance of clear, coherent relationships among claims, reasons, and evidence. -a list of transition words and phrases and places where such words and phrases are helpful. -strategies that enable them to produce essays in varying allotments of time. -that critical analysis of their ideas and their written product is essential to the composition of a compelling argument. -the critical elements and strategies to include in their own essays and to recommend for the essays of peers. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> -structure and organize an essay in a manner that optimally conveys personal experience or conviction. -recall, apply, and optimize the basic conventions of spelling, grammar, capitalization, and punctuation necessary for the composition of a credible essay. -develop, apply, and internalize advanced strategies that ensure proper style, tone, and voice. -ensure cohesion and clarify relationships among claims, reasons, and evidence. -use transition words and phrases in places where such words and phrases are helpful. -write effective essays that are concise or comprehensive, depending on the time allowed. -analyze and revise their ideas and their written products. -label and evaluate elements in their own writing and in the writing of others.

Assessments

Personal Essays

Summative: Extended Essay

Three personal pieces are assigned, and students receive an overall score for conscientious completion of the three (see Conscientious Completion Rubric).

One piece of the three is then chosen at random, and students receive a score during their summative conferences with the teacher.

ALL SUBMITTED WORK WILL GO INTO INDIVIDUAL STUDENT PORTFOLIOS.

Peer Reviews

Formative: Suggested Instructional/Assessment Strategies

Students will exchange essays and evaluate for all critical elements, strategies, and capacities indicated on the scoring rubrics.

In the critical discussion between students, each writer will comment on the strengths and limitations of another writer and also hear a similar assessment of his or her own work, which would then prompt further self-assessment.

Activities	Activities to Differentiate Instruction
<p>Students will receive, read, and discuss the Style Guidelines.</p> <p>Students will receive, read, and discuss a guide for writing personal essays along with sample essays.</p> <p>Daily classroom work on teacher-generated prompts generated specifically for this grade level.</p> <p>Students will receive, read, and discuss teacher-generated rubrics.</p> <p>Technical notes: direct instruction and review of topics requested by students or deemed necessary by the teacher.</p> <p>Writing and conferences: students receive their essay prompts and engage in the writing process; students may request permission to have formative conferences with each other or with the teacher.</p>	<p>Instruction for each category of writing is provided verbally and is distributed on paper in the forms of samples, guides, and rubrics.</p> <p>Students have a variety of options regarding the form of their submissions: they may write out their assignments by hand, they may type their assignments and print them out, or they may submit their work electronically. This accommodates varying tastes and persuasions, and it enables students with poor handwriting to submit a more legible product.</p> <p>Instruction comes from various sources (direct instruction by teacher, classroom discussion among students in both small and large groups), and subsequent activities occur in various modes (direct practice, peer reviews, formative conferences with the teacher), providing for thorough overlap and a variety of angles of attack.</p> <p>Peer reviews and conferences pair students of varying ability to accommodate styles and facilitate learning.</p>

Conclusion: students explain difficulties or successes they are having.

Individual conferences with the teacher provide enhanced time to attend to individual students' needs.

Integrated/Cross-Disciplinary Instruction	Resources
<p>Personal essay topics will produce a variety of associations in writers' minds, making it difficult to specify precisely which other content areas will provide substance for student responses.</p>	<p>Style Guidelines</p> <p>Writing guides and samples for personal essays</p> <p>Pearson Prentice Hall <i>Writing and Grammar Workbook</i></p> <p>Pearson Prentice Hall <i>Writing Coach</i></p> <p>Pearson Prentice Hall Writing Coach <i>ExamView</i> CD-ROM</p> <p>Teacher-generated rubrics</p> <p>Teacher Website (for assignments, due dates, and expectations)</p> <p> UbD Writing Workshop Style Guidelines.doc</p> <p> UbD Writing Workshop Personal Guide 1.doc</p> <p> UbD Writing Workshop Personal Guide 2.doc</p>

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Unit Map 2013-2014

Green Brook Township School District

/ **English Language Arts Curriculum 7 (D)** / **Grade 7 (District Middle Curriculum)**

Monday, August 26, 2013, 1:15PM



Unit: Grammar--Punctuation (Week 16, 4 Weeks)

New Jersey Core Curriculum Standards

CommonCore: English Language Arts 6-12, CommonCore: Grade 7, Language

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

- L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.7.2a. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old [,] green shirt).

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

- L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Description of Unit

Students will demonstrate the proper use of the various forms of punctuation in a variety of contexts. In accordance with Core Standard for Language 7.2 A, the portion of the unit involving commas includes lessons on how to separate coordinate adjectives (two or more) before a noun.

This comprehensive unit on punctuation includes instruction and practice on the use of end punctuation (periods, question marks, and exclamation points) and intermediary punctuation (apostrophes, hyphens, dashes, parentheses, commas, semicolons, and colons).

Essential Questions

How is punctuation used?

How does punctuation ensure clarity of meaning and correctness of format?

How does the proper use of punctuation improve one's writing?

How can practice and observation make punctuation easier?

Quotation marks are covered in lessons regarding dialogue in narrative writing; therefore, they are not covered in this unit.

Knowledge	Skills
<p>Students will know that:</p> <ul style="list-style-type: none"> -punctuation has specific functions for ensuring clarity in sentences. -punctuation is used to format many conventional constructions. -correct punctuation facilitates effective writing. -coordinate adjectives require commas to separate them. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> -identify specific functions for various forms of punctuation: apostrophes, colons, commas, dashes, exclamation points, hyphens, periods, questions marks, and semicolons. -format conventional constructions such as clauses, sentences, and series using applicable punctuation. -use all forms of punctuation correctly to facilitate effective writing. -use commas to separate coordinate adjectives.

Assessments

Daily Warm-Up Exercises

Formative: Sample Assessment Item

Students complete these exercises in their notes and on the SmartBoard. The class discusses different approaches to various concepts in the unit.

Quiz and Test Reviews

Formative: Self Assessment

After taking a practice quiz or a practice test, students pair up to identify strengths and weaknesses in their understanding of topics. They then share their self-assessments with the class.

Formative Quizzes

Formative: Written Test

At the discretion of the teacher, formative quizzes will assess students' progress in the unit.

NOTE: The Core Standard for Language (L 6.1) has specific requirements for mastery of pronouns.

Unit Test

Summative: Written Test

This test requires students to apply various forms of punctuation to sentences.

NOTE: The Core Standard for Language (L 7.2 A) has specific requirements for mastery of coordinate adjectives.

Unit Pretest
Diagnostic: Written Test

Activities	Activities to Differentiate Instruction
<p>Activities may include the following:</p> <p>Distribution of handouts/study guides for each form of punctuation; discussion and analysis of concepts and contexts</p> <p>SmartBoard exercises requiring students to correct and add punctuation (may be used as daily warm-up activities)</p> <p>Activities for practice and analysis of skills and concepts</p> <p>Composition of flash cards to supplement study guides</p> <p>Supplemental activities/lessons from <i>The Writer's Craft</i></p>	<p>Visual: handouts for each form of punctuation, worksheets, practice assessments</p> <p>Auditory: rhymes, repetitions of key phrases from guides</p> <p>Visual/Kinesthetic: SmartBoard activities</p> <p>Struggling learners: peer pairings, handouts, reviews</p> <p>Advanced students: peer pairings; challenge sentences</p>
Integrated/Cross-Disciplinary Instruction	Resources
<p>None for this unit.</p>	<p>Teacher, Student, and Parent Resources</p> <p>Punctuation guide sheets</p> <p>Worksheets</p> <p>Pearson Prentice Hall <i>Writing and Grammar Workbook</i></p> <p>Pearson Prentice Hall <i>Writing Coach</i></p> <p>Pearson Prentice Hall Writing Coach <i>ExamView</i> CD-ROM</p> <p>Practice quizzes</p> <p>Practice test</p>

Student generated supplemental materials (flashcards, notes)

Teacher Website (for assignments and expectations)

Daily Warm-up activities

The Writer's Craft (the grammar textbook whose content was the basis for the former grammar curriculum, and whose organization and information are highly compatible with this unit)

Instruction for All Students by Paula Rutherford

 [UbD Punctuation Notes Apostrophes Hyphens.doc](#)

 [UbD Punctuation Notes Commas.doc](#)

 [UbD Punctuation Notes Dash Ellipsis.doc](#)

 [UbD Punctuation Notes Restrictive and Nonrestrictive.doc](#)

 [UbD Punctuation Notes Semicolons Colons.doc](#)

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Unit Map 2013-2014

Green Brook Township School District

/ **English Language Arts Curriculum 7 (D)** / **Grade 7 (District Middle Curriculum)**

Monday, August 26, 2013, 1:15PM

Green Brook Township
Public Schools

Unit: Narrative Writing (Week 20, 4 Weeks)

New Jersey Core Curriculum Standards

CommonCore: English Language Arts 6-12, CommonCore: Grade 7, Writing

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

- W.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- W.7.3a. 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.7.3b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- W.7.3c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- W.7.3d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- W.7.3e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- W.7.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- 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.

Range of Writing

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

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

Description of Unit	Essential Questions
Students will respond to narrative story prompts, writing articulate, descriptive, coherent stories with figurative language and dialogue.	<p>How do higher-order thinking skills improve and enhance our creativity and our writing?</p> <p>Why do structure, neatness, organization, literary elements, skills, tone, and voice all make an impression on a reader?</p>
Knowledge	Skills
<p>Students will know:</p> <ul style="list-style-type: none"> -the essential structure and organization of a story in setting a context, logically sequencing events, and providing a conclusion of literary integrity. -the basic conventions of spelling, grammar, capitalization, and punctuation necessary for clear transmission of a story to a reader. -advanced strategies that enhance descriptions, sensory detail, tone, dialogue, and voice. -a list of literary devices that can impart figurative flair and capture the action of a story, including transitions between time frames. -strategies that enable them to produce stories in varying allotments of time. -that critical analysis of their ideas and their written product is essential to the composition of an artful story 	<p>Students will be able to:</p> <ul style="list-style-type: none"> -structure and organize a story in a manner that effectively and artfully moves the reader by setting a context, logically sequencing events, and providing a conclusion of literary integrity. -recall, apply, and optimize the basic conventions of spelling, grammar, capitalization, and punctuation necessary for a worthwhile product. -develop, apply, and internalize advanced strategies that ensure proper style, tone, dialogue and voice. -use literary devices that can impart figurative flair and capture the action of a story, including transitions between time frames. -write effective stories that are concise or elaborate, depending on the time allowed. -evaluate their own work according to specifications of a scoring rubric and according to their high expectations for themselves. -label and evaluate elements in their own writing and in the writing of others.
Assessments	
<p>Narrative Prompts Summative: Extended Essay Three narrative pieces are assigned, and students receive an overall score for conscientious completion of the three (see Conscientious Completion Rubric).</p>	

One piece of the three is then chosen at random, and students receive a score during their summative conferences with the teacher.

ALL SUBMITTED WORK WILL GO INTO INDIVIDUAL STUDENT PORTFOLIOS.

Peer Reviews

Formative: Suggested Instructional/Assessment Strategies

Students will exchange essays and evaluate for all critical elements, strategies, and capacities indicated on the scoring rubrics.

In the critical discussion between students, each writer will comment on the strengths and limitations of another writer and also hear a similar assessment of his or her own work, which would then prompt further self-assessment.

Activities	Activities to Differentiate Instruction
<p>Students will receive, read, and discuss the Style Guidelines.</p> <p>Students will receive, read, and discuss a guide for writing narratives along with sample stories.</p> <p>Daily classroom work on teacher-generated prompts generated specifically for this grade level.</p> <p>Students will receive, read, and discuss teacher-generated rubrics.</p> <p>Technical notes: direct instruction and review of topics requested by students or deemed necessary by the teacher.</p> <p>Writing and conferences: students receive their essay prompts and engage in the writing process; students may request permission to have formative conferences with each other or with the teacher.</p> <p>Conclusion: students explain difficulties or successes they are having.</p>	<p>Instruction for each category of writing is provided verbally and is distributed on paper in the forms of samples, guides, and rubrics.</p> <p>Students have a variety of options regarding the form of their submissions: they may write out their assignments by hand, they may type their assignments and print them out, or they may submit their work electronically. This accommodates varying tastes and persuasions, and it enables students with poor handwriting to submit a more legible product.</p> <p>Instruction comes from various sources (direct instruction by teacher, classroom discussion among students in both small and large groups), and subsequent activities occur in various modes (direct practice, peer reviews, formative conferences with the teacher), providing for thorough overlap and a variety of angles of attack.</p> <p>Peer reviews and conferences pair students of varying ability to accommodate styles and facilitate learning.</p> <p>Individual conferences with the teacher provide enhanced time to attend to individual students' needs.</p>
Integrated/Cross-Disciplinary Instruction	Resources

Responses to narrative prompts will produce a variety of associations in writers' minds, making it difficult to specify precisely which other content areas will provide substance for student responses.

Style Guidelines

Writing guides and samples for narrative writing

Pearson Prentice Hall *Writing and Grammar Workbook*

Pearson Prentice Hall *Writing Coach*

Pearson Prentice Hall Writing Coach *ExamView* CD-ROM

Teacher-generated rubrics

Teacher Website (for assignments, due dates, and expectations)

 [UbD Writing Workshop Style Guidelines.doc](#)

 [UbD Writing Workshop Narrative Guide.doc](#)

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Unit Map 2013-2014

Green Brook Township School District

/ **English Language Arts Curriculum 7 (D)** / **Grade 7 (District Middle Curriculum)**

Monday, August 26, 2013, 1:16PM



Unit: Grammar--Capitalization (Week 24, 4 Weeks)

New Jersey Core Curriculum Standards

CommonCore: English Language Arts 6-12, CommonCore: Grade 7, Language

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

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

Description of Unit

Students will practice capitalization skills in a variety of contexts with an eye toward applying these skills to their writing.

Essential Questions

How do conventional rules apply to capitalization?

Why does following standard conventions makes writing more authoritative?

Knowledge

Students will know:

-the rules for capitalization as they apply to initial words, salutations and closings of letters, and miscellaneous categories of words.

-the rules for capitalization as they apply to various categories of proper nouns and adjectives.

Skills

Students will be able to:

-capitalize initial words, salutations and closings of letters, and miscellaneous categories of words.

-capitalize the various categories of proper nouns and adjectives.

Assessments

Daily Warm-Up Exercises

Formative: Sample Assessment Item

Students complete these exercises in their notes and on the SmartBoard. The class discusses different approaches to various concepts in the unit.

Quiz and Test Reviews

Formative: Self Assessment

After taking a practice quiz or a practice test, students pair up to identify strengths and weaknesses in their understanding of topics. They then share their self-assessments with the class.

Formative Quizzes

Formative: Written Test

At the discretion of the teacher, formative quizzes will assess students' progress in the unit.

NOTE: The Core Standard for Language (L 6.1) has specific requirements for mastery of pronouns.

Unit Test

Summative: Written Test

This test requires students to apply various forms of punctuation to sentences.

NOTE: The Core Standard for Language (L 6.2 A) has specific requirements for mastery of nonrestrictive and parenthetical elements.

Unit Pretest

Diagnostic: Written Test

 Capitalization Notes

Activities	Activities to Differentiate Instruction
<p>Activities may include the following:</p> <p>Distribution of handouts/study guides for each form of capitalization; discussion and analysis of concepts and contexts</p> <p>SmartBoard exercises requiring students to correct and add punctuation (may be used as daily warm-up activities)</p> <p>Activities for practice and analysis of skills and concepts</p> <p>Composition of flash cards to supplement study guides</p>	<p>Visual: handouts for each form of capitalization, worksheets, practice assessments</p> <p>Auditory: rhymes, repetitions of key phrases from guides</p> <p>Visual/Kinesthetic: SmartBoard activities</p> <p>Struggling learners: peer pairings, handouts, reviews</p> <p>Advanced students: peer pairings; challenge activities</p>

Supplemental activities/lessons from *The Writer's Craft*

Integrated/Cross-Disciplinary Instruction	Resources
None for this unit.	<p>Teacher, Student, and Parent Resources</p> <p>Capitalization guide sheet</p> <p>Worksheets</p> <p>Pearson Prentice Hall <i>Writing and Grammar Workbook</i></p> <p>Pearson Prentice Hall <i>Writing Coach</i></p> <p>Pearson Prentice Hall Writing Coach <i>ExamView</i> CD-ROM</p> <p>Practice quizzes</p> <p>Practice test</p> <p>Student-generated supplemental materials (flashcards, notes)</p> <p>Teacher Website (for assignments and expectations)</p> <p>Daily Warm-up activities</p> <p><i>The Writer's Craft</i> (the grammar textbook whose content was the basis for the former grammar curriculum, and whose organization and information are highly compatible with this unit)</p> <ul style="list-style-type: none">  Daily Warmups  UbD Parts of Speech NOUNS.doc  UbD Parts of Speech VERBS.doc  UbD Parts of Speech ADJECTIVES.doc  UbD Parts of Speech ADVERBS.doc  UbD Parts of Speech ADVERBS.doc  UbD Parts of Speech PRONOUNS.doc  UbD Parts of Speech PREPOSITIONS.doc

-  [UbD Parts of Speech CONJUNCTIONS.doc](#)
-  [UbD Parts of Speech INTERJECTIONS.doc](#)
-  [UbD Parts of Speech Schoolhouse Rock Nouns.docx](#)
-  [UbD Parts of Speech Schoolhouse Rock Verbs.docx](#)
-  [UbD Parts of Speech Schoolhouse Rock Adjectives.docx](#)
-  [UbD Parts of Speech Schoolhouse Rock Adverbs.docx](#)
-  [UbD Parts of Speech Schoolhouse Rock Prepositions.docx](#)
-  [UbD Parts of Speech Schoolhouse Rock Pronouns.docx](#)
-  [UbD Parts of Speech Schoolhouse Rock Conjunctions.docx](#)
-  [UbD Parts of Speech Schoolhouse Rock Interjections.docx](#)
-  [Practice Quiz: Nouns, Verbs, Adjectives](#)
-  [Practice Quiz: Adverbs and Pronouns](#)
-  [Practice Quiz: Prepositions, Conjunctions, and Interjections](#)
-  [Unit Test--Practice](#)
-  [Unit Test--Practice \(Funny!\)](#)

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Unit Map 2013-2014

Green Brook Township School District

/ **English Language Arts Curriculum 7 (D)** / **Grade 7 (District Middle Curriculum)**

Monday, August 26, 2013, 1:16PM

Green Brook Township
Public Schools

Unit: Research Paper (Week 29, 5 Weeks)

New Jersey Core Curriculum Standards

CommonCore: English Language Arts 6-12, CommonCore: Grade 7, Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

- They demonstrate independence.
- They respond to the varying demands of audience, task, purpose, and discipline.
- They comprehend as well as critique.
- They value evidence.
- They use technology and digital media strategically and capably.

CommonCore: English Language Arts 6-12, CommonCore: Grade 7, Writing

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

- W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- W.7.2a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- W.7.2b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- W.7.2c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- W.7.2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- W.7.2e. Establish and maintain a formal style.
- W.7.2f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- W.7.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- 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.

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

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

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

- W.7.7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

- W.7.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Range of Writing

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

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

Description of Unit

This unit will focus on developing research and writing skills for an informational report. The writer will provide information or inform the reader of a specific topic. Students will implement steps of writing a research report which include: developing a research question, consulting sources, discerning validity and pertinence of sources and information, developing a thesis, developing an outline, organizing information (via notecards or digital resources), drafting, revising, editing and proofreading, and publishing.

Essential Questions

- How can research inform a writer, a reader, and a written product?
- How can one determine whether research sources are reliable and useful?
- What elements can a writer include to make a piece more authoritative and better develop his/her writing voice?

This relatively modest project, requiring a minimum of four sources and a final product of at least three pages, prepares students for a larger-scale project in grade eight.

How does the writing process contribute to effective pieces of writing and develop a well-written product?

How and why must one take special care to indicate which information and ideas come not from oneself but from outside sources?

Knowledge	Skills
<p>The student will know that:</p> <ul style="list-style-type: none"> -writing an effective research paper requires the selection, organization, and analysis of relevant content. -clear and coherent writing occurs when the development, organization, and style are appropriate to task, purpose, and audience. -a sequence of components (introduction, body, and conclusion) along with relevant information and examples combine to ensure a clear product for readers. -a formal style makes assertions and conclusions more authoritative. -there are advantages and disadvantages of using different media to present a particular topic or idea. -relevant information must come from multiple, credible print and digital sources, and writers must follow a standard format for citation, attributing all information and concepts to these sources. 	<p>The student will be able to:</p> <ul style="list-style-type: none"> -write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. -produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. -introduce a topic clearly, develop the topic with relevant information and examples, use appropriate and varied transitions, and provide a concluding statement or section that follows from and supports the information or explanation presented. -establish and maintain a formal style. -evaluate the advantages and disadvantages of using different media to present a particular topic or idea. -gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and quote or paraphrase the data and conclusions of others while avoiding plagiarism and by following a standard format for citation.
<p><u>Assessments</u></p>	
<p>Research Question Formative: Other written assessments</p>	

Students must submit a research question and an explanation of what they plan to investigate and explain. The teacher will either accept the research question as appropriate for the project or work with the student to modify the question in order to make it suitable.

Source List

Formative: Other written assessments

After consulting a variety of sources and considering their validity, accuracy, and credibility, students will compose a list of sources they plan to use for their research. This list, which follows MLA format and style, will enable the teacher to assess students' skills in consulting a variety of media, gathering information, and discerning its usefulness.

Thesis Statement

Formative: Other written assessments

After consulting a variety of sources and producing a source list, students will digest the concepts and information they have found and arrive at a thesis statement in preparation for the composition of their research papers.

Research Paper Outline

Formative: Other written assessments

Students will formulate the sequence and flow of their ideas in an outline as further preparation for the composition of the research paper.

Note Cards

Formative: Other written assessments

Students will record the specific data, ideas, quotes, and insights that they have found in their sources. Each item taken from a source will have the name of the source and page numbers, if applicable.

Students will compile these fragments either on individual 3"x5" note cards or in digital format using a resource such as Evernote.

First Draft

Formative: Written Report

Students will compose first full-scale drafts of their research papers following MLA format guidelines, complete with parenthetical citations and a list of works cited.

Final Draft

Summative: Written Report

After receiving their first drafts back from the teacher, students will continue to revise and refine their work in consultation with their peers and the teacher.

Activities	Activities to Differentiate Instruction
Project orientation, including explanation of objectives, activities, sequence, and schedule	For developing learners: a simpler topic will be given or determined by the teacher. Assistance will be given throughout

Consultation period with Media Specialist in the Media Center

Class discussions, examples, and handouts related to each phase of assessment

Peer conferences and teacher consultation with individual students at all phases of the project

Submission and assessment of each task for assessment: research question, source list, thesis, outline, note cards, first draft, and final draft

all stages of the process, targeting each specific assessment task.

Higher-level students may complete PowerPoint presentations as companions to the final paper.

Peer conferences and reviews at all stages of the project enable students of varying abilities to learn from and to assist each other.

Students who generate their own research questions and topics tailor their work to their interests and abilities.

Integrated/Cross-Disciplinary Instruction	Resources
<p>The variety of topics that students take up will stretch across the entire curriculum.</p>	<p>Teacher website--for project guidelines and submission schedules</p> <p>MLA.org--for style and format guidelines</p> <p>www.evernote.com --a resource for managing and organizing information from various sources</p> <p>GBMS Media Center website--for a wide variety of research ideas, advice, and online resources.</p> <p>Pearson Prentice Hall <i>Writing and Grammar Workbook</i></p> <p>Pearson Prentice Hall <i>Writing Coach</i></p> <p>Pearson Prentice Hall Writing Coach <i>ExamView</i> CD-ROM</p>

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Unit Map 2013-2014

Green Brook Township School District

/ English Language Arts Curriculum 7 (D) / Grade 7 (District Middle Curriculum)

Monday, August 26, 2013, 1:16PM



Unit: Speaking and Presentation (Week 34, 3 Weeks)

New Jersey Core Curriculum Standards

CommonCore: English Language Arts 6-12, CommonCore: Grade 7, Speaking & Listening

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

- 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.

3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

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

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

- 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.

5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

- SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

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

Description of Unit

Essential Questions

Students will collaborate, prepare, and present PowerPoint presentations on informative topics of their choice. Each presentation will include multimedia components and information gleaned from some degree of research. They will narrate their presentations in real time, incorporating what they learn about posture, volume, diction, and presence.

Grade 7 presentations will take up persuasive topics, and each group will argue for or against a particular policy, advocacy position, or point of view.

How does public speaking enhance one's work as students and professionals?
 Why do facts, organization, intonation, and body language have an impact on how well a message is delivered?
 How can technology and media assist us in spoken presentations?
 How can preparation and practice help with clarity?
 How can one overcome nervousness when speaking in public?

Knowledge	Skills
<p>Students will know that:</p> <ul style="list-style-type: none"> -collaborative public speaking is integral to the 21st-century professional workplace. -the sequencing of arguments, claims, and facts in spoken presentation must be logical and coherent. -intonation and body language have an impact on how well a message is delivered/received. -multimedia and research components make a presentation more authoritative. -preparation and practice help with clarity and the mitigation of nervous habits. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> -collaborate with others to prepare and present speeches on a variety of topics in front of classmates. -sequence arguments, claims, and facts in a logical and coherent manner. -use proper intonation and body language. -include multimedia and research components effectively in a spoken presentation. -prepare and practice in order to present clearly and effectively.

Assessments

**Speaking and Presentation Self-Assessment
 Summative: Self Assessment**

**Speaking and Presentation Peer Review
 Summative: Other written assessments**

All students will assess all other students' presentations; all presenters will receive copies of these assessments for further reflection and for inclusion in their portfolios.

NOTE: This rubric may also be used formally during preparation and practice sessions.

**Speaking and Presentation Scoring Rubric
 Summative: Other oral assessments**

-  [Peer-Review.docx](#)
-  [Scoring Rubric.docx](#)
-  [Self-Evaluation.docx](#)

Activities	Activities to Differentiate Instruction
<p>Discussion of essential questions and objectives.</p> <p>Teacher modeling of targeted skills; multimedia examples.</p> <p>Discussion of topics, partner protocols and expectations, resources, strategies, and scoring rubrics.</p> <p>Composition/preparation of presentations</p> <p>Teacher consultations</p> <p>Peer rehearsals and formative peer assessment</p> <p>Follow-up reflection on essential questions, activities, objectives, and achievement</p>	<p>Visual: teacher demonstration of body language and voice modulation, PowerPoint examples, printed guidelines and rubrics, multimedia elements (graphic) in presentations</p> <p>Auditory: teacher demonstration of voice modulation, multimedia elements (audio) in presentations</p> <p>Kinesthetic: practice of body movement and postures</p> <p>Struggling learners: peer pairings; guided instruction</p> <p>Advanced learners: peer pairings; challenge topics</p> <p>Socially anxious/impaired students: peer pairings deflect a portion of the focus</p>
Integrated/Cross-Disciplinary Instruction	Resources
<p>Students' choices of topics--in consultation with the teacher--will extend into various content areas across the curriculum.</p>	<p>Teacher website for expectations and strategies</p> <p>Essential questions</p> <p>Partner protocols</p> <p>Online tutorials for PowerPoint and Prezi</p>

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Unit Map 2013-2014

Green Brook Township School District

/ English Language Arts Curriculum 7 (D) / **Grade 7 (District Middle Curriculum)**

Monday, August 26, 2013, 1:17PM

Green Brook Township
Public Schools

Unit: Comparing Fiction and Nonfiction (Week 1, 4 Weeks)

New Jersey Core Curriculum Standards

CommonCore: English Language Arts 6-12, CommonCore: Grade 7, Reading: Literature

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

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

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

- 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.

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

- 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.

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

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

6. Assess how point of view or purpose shapes the content and style of a text.

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

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

- RL.7.9. Compare and contrast 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.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

- RL.7.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CommonCore: English Language Arts 6-12, CommonCore: Grade 7, Reading: Informational Text

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

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

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

- 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.

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

- 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.

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

- 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.

6. Assess how point of view or purpose shapes the content and style of a text.

- 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.

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

- 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.

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

- RI.7.9. Analyze 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.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

- RI.7.10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CommonCore: English Language Arts 6-12, CommonCore: Grade 7, Writing

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

- W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- W.7.2a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- W.7.2b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- W.7.2c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- W.7.2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- W.7.2e. Establish and maintain a formal style.
- W.7.2f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- W.7.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- 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.

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

- 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.

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

- W.7.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- W.7.9a. Apply grade 7 Reading standards to literature (e.g., "Compare and contrast 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").
- W.7.9b. 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").

Range of Writing

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

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

CommonCore: English Language Arts 6-12, CommonCore: Grade 7, Speaking & Listening

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

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

CommonCore: English Language Arts 6-12, CommonCore: Grade 7, Language

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

- L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

- L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

- 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.

Description of Unit	Essential Questions
<p>This unit serves as an introduction to both fiction and nonfiction passages. Students will be introduced to the varying elements and structures of both types of stories, as well as to active reading strategies that will aid in comprehension.</p>	<ol style="list-style-type: none"> 1. How do literary devices enhance the meaning of a story? 2. What applicability does literature have to real life? 3. How is reading for information different from reading a narrative?
Knowledge	Skills
<p>Students will know</p> <ol style="list-style-type: none"> 1. Literary terms for discussing fiction. 2. Literary terms for discussing nonfiction. 3. That active reading strategies aid in comprehension. 4. The definitions of vocabulary and academic words in literature. 	<p>Students will be able to</p> <ol style="list-style-type: none"> A. Identify characters, plot, setting, point of view and theme in literature. B. Identify point of view and historical context in nonfiction. C. Utilize the active reading strategy of author's purpose in literature.

<p>5. That video and graphic organizers add to experiencing literature.</p> <p>6. Note-taking and question-answering strategies that aid comprehension.</p>	<p>D. Use context clues to decode meaning of vocabulary words in literature.</p> <p>E. Use video and graphic organizers as part of a literature study.</p> <p>F. Take notes and answer comprehension questions when reading.</p>
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<p><u>Assessments</u></p>	
<p>Big Question Discussion Diagnostic: Other oral assessments Students will be introduced to the Big Question and engage in a discussion to assess ideas they already have.</p> <p>Critical Thinking Questions Formative: Instructional/Assessment Focus Students will answer comprehension questions about each story. While questions assess knowledge of the text, they are also centered around a reading skill such as making predictions or fact and opinion.</p> <p>Vocabulary Warm Ups Diagnostic: Instructional/Assessment Focus Students will complete vocabulary warm-ups to determine prior knowledge of both academic and story-specific vocabulary.</p> <p>Selection Tests Summative: Written Test Students are tested on their comprehension of passages read and discussed in class. Open-ended questions are included, as well as vocabulary.</p> <p>Essay Response to Open Ended Questions Formative: Extended Essay Students must respond to open-ended questions with thoughtful, thorough, elaborate essays that demonstrate basic comprehension, critical thinking, advanced writing skills, and adherence to formal writing guidelines.</p> <p>Unit Project Summative: Personal Project Students will be given a project to complete that embodies all of the skills learned over the course of the unit. Students will present their projects to the class.</p>	

<p>Activities</p>	<p>Activities to Differentiate Instruction</p>
<p>Exploring the Big Question</p>	<p>Leveled short stories</p>

<p>Note-taking Reading and discussion of various fiction and informational texts Responding to Critical Thinking questions Responding to After-You-Read questions Writing about the Big Question Unit Project</p>	<p>Leveled Selection Tests Reader's Notebook: Adapted Version Hear It! Audio CD Leveled Vocabulary Warm Ups Leveled Selection Support Leveled Skills Development Teacher-constructed notes</p>
<p>Integrated/Cross-Disciplinary Instruction</p>	<p>Resources</p>
	<p>Pearson Literature Anthology Reader's Notebook Adapted Reader's Notebook Teacher's Manual Teacher's Unit Resource Manuals Selection Tests Open Book Tests Unit Tests Benchmark Tests</p>

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Unit Map 2013-2014

Green Brook Township School District

/ English Language Arts Curriculum 7 (D) / **Grade 7 (District Middle Curriculum)**

Monday, August 26, 2013, 1:17PM

Green Brook Township
Public Schools

Unit: Book-Length Fiction (Week 5, 33 Weeks)

New Jersey Core Curriculum Standards

CommonCore: English Language Arts 6-12, CommonCore: Grade 7, Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

- They demonstrate independence.
- They build strong content knowledge.
- They respond to the varying demands of audience, task, purpose, and discipline.
- They comprehend as well as critique.
- They value evidence.
- They use technology and digital media strategically and capably.
- They come to understand other perspectives and cultures.

CommonCore: English Language Arts 6-12, CommonCore: Grade 7, Reading: Literature

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

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

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

- 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.

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

- 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.

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

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

6. Assess how point of view or purpose shapes the content and style of a text.

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

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

- 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).

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

- RL.7.9. Compare and contrast 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.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

- RL.7.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CommonCore: English Language Arts 6-12, CommonCore: Grade 7, Reading: Informational Text

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

- 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).

CommonCore: English Language Arts 6-12, CommonCore: Grade 7, Writing

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

- W.7.2a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- W.7.2b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- W.7.2c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- W.7.2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- W.7.2e. Establish and maintain a formal style.
- W.7.2f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- W.7.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- 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.

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

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

Range of Writing

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

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

CommonCore: English Language Arts 6-12, CommonCore: Grade 7, Speaking & Listening

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

- SL.7.1a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- SL.7.1b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

- SL.7.1c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
- SL.7.1d. Acknowledge new information expressed by others and, when warranted, modify their own views.

CommonCore: English Language Arts 6-12, CommonCore: Grade 7, Language

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

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

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

- L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

- L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
- L.7.4a. 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.7.4b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
- L.7.4c. Consult general and specialized 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.7.4d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

5. Demonstrate understanding of word relationships and nuances in word meanings.

- L.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- L.7.5a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
- L.7.5b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
- L.7.5c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

- 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.

Description of Unit	Essential Questions
<p>Students will read and discuss works of book-length fiction. Activities revolve around daily class reading. Students typically pair up in order to take detailed literary notes. Students then have daily opportunities to share insights, questions, and observations with the class. Teachers may group students in Literature Circles in order to investigate concepts in greater depth. Additionally, teachers may make vocabulary lists a collaborative effort and apply the Writing Workshop approach to essays connected with this unit. The social interaction of these activities ensures a wide field of viewpoints and ideas; students demonstrate their learning in collaboration with each other, but they must also do so on an individual basis as they apply vocabulary words, compose articulate and analytic essays, and identify literary elements at work in the text.</p>	<p>How and why do themes emerge from a work of fiction?</p> <p>How and why does an author’s likely point of view affect the crafting of a work of fiction?</p> <p>How do literary elements such as conflict, irony, symbolism, and foils enhance the artistic impact of a work?</p> <p>How is literature applicable to our lives?</p> <p>Why does a reader’s individual response to a novel provoke thought and growth?</p> <p>How does group discussion influence an individual’s response, thought, and growth?</p>
Knowledge	Skills
<p>Students will know that:</p> <ul style="list-style-type: none"> • fiction reveals concepts and themes on literal and figurative levels. • literature may contain valuable hints as to an author’s purpose or point of view. • literary elements such as conflict, irony, symbolism, and foils enhance the artistic impact of a work. • that literature is an expression and celebration of human nature and human interaction. • as individuals, we can grow as we engage with a text and analyze it. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • trace, analyze, and explain concepts and themes as they unfold in a work of literature. • evaluate a work of literature and explain an author’s likely purpose or point of view. • explain in discussion and in writing the ways in which literary elements such as conflict, irony, symbolism, and foils enhance the artistic impact of a work. • draw and analyze parallels between the nature of literary characters and concepts and those of real life. • analyze a text and synthesize concepts in spoken and written response to critical questions.

- the social act of literary discussion enhances not only the participants' learning and growth with respect to one book but also each individual's understanding of additional literature that are read independently.

- apply insights revealed in group discussions to their own analysis of literature and express those insights verbally and in writing.

Assessments

Reading Exploration Sheets

Formative: Other written assessments

After daily class reading, students work together to compose notes on each chapter. These notes include a short summary, questions, comments, literary devices, and challenging vocabulary. The teacher periodically assesses the thoughtfulness and thoroughness of these notes.

Literature Circles

Formative: Other oral assessments

Roughly once a week, students get into their Literature Circles in order to discuss questions, insights, and literary elements. Students use their Reading Exploration Sheets to keep track of what they wish to contribute, but they must take care that their discussion is not a mere recitation of what is on their sheets. The discussion must be dynamic and energetic.

At times, students consult each other regarding strategies for writing essays connected with the reading. This is acceptable so long as the discussion does not become little more than a Writing Workshop conference.

Some teachers may desire more structure for Literature Circles in their classes. If so, they can assign the following roles to each student: master of ceremonies, literary term wizard, vocabulary czar, summarizer, and passage picker.

Vocabulary Assessments

Summative: Written Test

Students collaborate with the teacher on vocabulary lists at various stages in the unit. The teacher then publishes an official list, and students take assessments requiring them to put words into sentences that show each word's correct meaning and use.

Comprehension Quizzes

Summative: Written Test

For some chapters, students will read individually and answer questions that demonstrate comprehension of main idea, plot elements, literary devices, vocabulary, and making inferences.

Essay Responses to Open-Ended Questions

Formative: Extended Essay

Students must respond to open-ended questions with thoughtful, thorough, elaborate essays that demonstrate basic comprehension, critical thinking, advanced writing skills, and adherence to formal writing guidelines.

Literary Term Test

Summative: Written Test

After reading for the novel has concluded, students must identify literary terms whose examples from the story are provided.

-  [Assessment Rubric for Reading Exploration Sheets](#)
-  [Reading Exploration Sheets](#)
-  [Assessment Rubric for Literature Circle Participation](#)
-  [Blank Vocabulary Test](#)

Activities	Activities to Differentiate Instruction
<p>Possible classroom activities may include, but are not limited to, the following:</p> <p>Daily review of essential questions</p> <p>Classroom reading, note-taking, discussion</p> <p>Independent reading and note-taking</p> <p>Vocabulary assessments</p> <p>Assessments on recognition and analysis of literary and plot elements</p> <p>Essay responses to open-ended questions with peer conferences to assist with composition and editing</p> <p>Deep inquiry into vocabulary, literary devices, social/cultural influences, and plot elements in the novel</p> <p>Literature Circle discussions</p>	<p>Peer-review of essays, paired note-taking sessions, and Literature Circle discussions all enable students of different conceptual perspectives to combine resources.</p> <p>Structured activities between peers (Literature Circles, paired note-taking sessions) activate the social element of learning.</p> <p>Discussion(auditory), notes and handouts (visual), and online investigation of Internet resources (kinesthetic) allow for a variety of induction modes.</p>
Integrated/Cross-Disciplinary Instruction	Resources
	<p>Teacher Website (for assignments and expectations)</p> <p>Pearson Prentice Hall <i>Literature</i>, Grade 7--connections to Big Questions in short fiction units</p>

Approved novels:

L'Engle, Madeleine. *A Wrinkle in Time* 740 L

Yep, Laurence. *Dragonwings* 870 L

Essential questions related to the texts.

Assignment guidelines, activity objectives, and scoring rubrics provided by teachers.

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Unit Map 2013-2014

Green Brook Township School District

/ English Language Arts Curriculum 7 (D) / **Grade 7 (District Middle Curriculum)**

Monday, August 26, 2013, 1:18PM

Green Brook Township
Public Schools

Unit: Book-Length Nonfiction (Week 5, 33 Weeks)

New Jersey Core Curriculum Standards

CommonCore: English Language Arts 6-12, CommonCore: Grade 7, Reading: Informational Text

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

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

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

- 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.

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

- 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.

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

- 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.

6. Assess how point of view or purpose shapes the content and style of a text.

- 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.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

- 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).

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

- 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.

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

- RI.7.9. Analyze 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.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

- RI.7.10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CommonCore: English Language Arts 6-12, CommonCore: Grade 7, Writing

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

- W.7.2a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- W.7.2b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- W.7.2c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- W.7.2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- W.7.2e. Establish and maintain a formal style.
- W.7.2f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- W.7.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- 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.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

Range of Writing

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

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

CommonCore: English Language Arts 6-12, CommonCore: Grade 7, Speaking & Listening

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

- SL.7.1a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- SL.7.1b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
- SL.7.1c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
- SL.7.1d. Acknowledge new information expressed by others and, when warranted, modify their own views.

CommonCore: English Language Arts 6-12, CommonCore: Grade 7, Language

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

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

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

- L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

- L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
 - L.7.4a. 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.7.4b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
 - L.7.4c. Consult general and specialized 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.7.4d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

5. Demonstrate understanding of word relationships and nuances in word meanings.

- L.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - L.7.5a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
 - L.7.5b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
 - L.7.5c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

- 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.

Description of Unit

Students will read and discuss book-length works of literary nonfiction. Activities revolve around daily class reading. Students typically pair up in order to take detailed

Essential Questions

How do extended works of nonfiction organize information around central ideas?

literary notes. Students then have daily opportunities to share insights, questions, and observations with the class. Teachers may group students in Literature Circles in order to investigate concepts in greater depth. Additionally, teachers may make vocabulary lists a collaborative effort and apply the Writing Workshop approach to essays connected with this unit. The social interaction of these activities ensures a wide field of viewpoints and ideas; students demonstrate their learning in collaboration with each other, but they must also do so on an individual basis as they apply vocabulary words, compose articulate and analytic essays, and identify literary elements at work in the text.

How can real-life people in a nonfiction work be similar in their transformations to literary characters?

Why do some works of nonfiction carry more informational authority than others?

Why does a reader's individual response to a work of literary nonfiction provoke thought and growth?

How does group discussion influence an individual's response, thought, and growth?

Knowledge	Skills
<p>Students will know that:</p> <ul style="list-style-type: none"> information in a work of extended nonfiction supports a central idea. individuals, events, and concepts develop and interact throughout a nonfiction text. works of nonfiction vary in their credibility and authority. as individuals, we can grow as we engage with a text and analyze it. the social act of literary discussion enhances not only the participants' learning and growth with respect to one book but also each individual's understanding of additional literature read independently. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> analyze and explain the conceptual structure of a work of nonfiction with respect to its central ideas and its author's likely intent. trace and evaluate the development of events and arguments in a work of nonfiction. assess the validity of information and the persuasiveness of arguments presented in a work of nonfiction. analyze a text and synthesize concepts in spoken and written response to critical questions. apply insights revealed in group discussions to their own analysis of literature and express those insights verbally and in writing.
<p><u>Assessments</u></p> <p>Reading Exploration Sheets Formative: Other written assessments After daily class reading, students work together to compose notes on each chapter. These notes include a short summary, questions, comments, literary devices, and challenging vocabulary. The teacher periodically assesses the thoughtfulness and thoroughness of these notes.</p> <p>Literature Circles Formative: Other oral assessments</p>	

Roughly once a week, students get into their Literature Circles in order to discuss questions, insights, and literary elements. Students use their Reading Exploration Sheets to keep track of what they wish to contribute, but they must take care that their discussion is not a mere recitation of what is on their sheets. The discussion must be dynamic and energetic.

At times, students consult each other regarding strategies for writing essays connected with the reading. This is acceptable so long as the discussion does not become little more than a Writing Workshop conference.

Some teachers may desire more structure for Literature Circles in their classes. If so, they can assign the following roles to each student: master of ceremonies, literary term wizard, vocabulary czar, summarizer, and passage picker.

Vocabulary Assessments

Summative: Written Test

Students collaborate with the teacher on vocabulary lists at various stages in the unit. The teacher then publishes an official list, and students take assessments requiring them to put words into sentences that show each word's correct meaning and use.

Comprehension Quizzes

Summative: Written Test

For some chapters, students will read individually and answer questions that demonstrate comprehension of main idea, literary devices, vocabulary, and making inferences.

Essay Responses to Open-Ended Questions

Formative: Extended Essay

Students must respond to open-ended questions with thoughtful, thorough, elaborate essays that demonstrate basic comprehension, critical thinking, advanced writing skills, and adherence to formal writing guidelines.

Literary Term Test

Summative: Written Test

After reading for the text has concluded, students must identify key concepts whose examples from the work are provided.

-  [Assessment Rubric for Reading Exploration Sheets](#)
-  [Reading Exploration Sheets](#)
-  [Assessment Rubric for Literature Circle Participation](#)
-  [Blank Vocabulary Test](#)
-  [Assesment Rubrics for Self-Assessment, Peer Assessment, and Teacher Assessment](#)

Activities	Activities to Differentiate Instruction
Possible classroom activities may include, but are not limited to, the following:	Peer-review of essays, paired note-taking sessions, and Literature Circle discussions all enable students of different conceptual perspectives to combine resources.

Daily review of essential questions

Classroom reading, note-taking, discussion

Independent reading and note-taking

Deep inquiry into vocabulary, literary devices, social/cultural influences, and content from the text

Literature Circle discussions between small groups of peers

Vocabulary assessments

Essay responses to open-ended questions with peer conferences to assist with composition and editing

Structured activities between peers (Literature Circles, paired note-taking sessions) activate the social element of learning.

Discussion(auditory), notes and handouts (visual), and online investigation of Internet resources (kinesthetic) allow for a variety of induction modes.

Integrated/Cross-Disciplinary Instruction	Resources
	<p>Teacher Website (for assignments and expectations)</p> <p>Pearson Prentice Hall <i>Literature</i>, Grade 7--Unit 3 Introduction</p> <p>Approved book-length works of literary nonfiction:</p> <p style="padding-left: 40px;">Lord, Walter. <i>A Night to Remember</i> 950 L</p> <p>Essential questions related to the texts.</p> <p>Assignment guidelines, activity objectives, and scoring rubrics provided by teachers.</p>

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Unit Map 2013-2014

Green Brook Township School District

/ English Language Arts Curriculum 7 (D) / **Grade 7 (District Middle Curriculum)**

Monday, August 26, 2013, 1:18PM

Green Brook Township
Public Schools

Unit: Short Stories (Week 5, 33 Weeks)

New Jersey Core Curriculum Standards

CommonCore: English Language Arts 6-12, CommonCore: Grade 7, Reading: Literature

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

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

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

- 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.

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

- 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.

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

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

6. Assess how point of view or purpose shapes the content and style of a text.

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

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

- 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).

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

- RL.7.9. Compare and contrast 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.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

- RL.7.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CommonCore: English Language Arts 6-12, CommonCore: Grade 7, Writing

Text Types and Purposes

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

- W.7.1. Write arguments to support claims with clear reasons and relevant evidence.
- W.7.1a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
- W.7.1b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- W.7.1c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- W.7.1d. Establish and maintain a formal style.
- W.7.1e. Provide a concluding statement or section that follows from and supports the argument presented.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- W.7.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- 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.

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

- 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.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- W.7.9a. Apply grade 7 Reading standards to literature (e.g., “Compare and contrast 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”).

Range of Writing

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

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

CommonCore: English Language Arts 6-12, CommonCore: Grade 7, Speaking & Listening

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

- SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

CommonCore: English Language Arts 6-12, CommonCore: Grade 7, Language

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

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

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

- L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

- L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
- L.7.4a. 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.7.4b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
- L.7.4c. Consult general and specialized 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.7.4d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Description of Unit	Essential Questions
<p>Students will be introduced to short stories, recognizing that they are brief works of fiction. They will realize that no two stories are identical, but that they all share some common elements.</p>	<p>What role do reading strategies play in reading comprehension? What applicability does literature have to real life? How can being a good reader improve one’s life in other areas? How do literary devices enhance one’s understanding of a story? How do the authors one reads engage one as a reader and what can one learn from them?</p>
Knowledge	Skills
<p>Students will know</p> <ul style="list-style-type: none"> • how to understand the literary elements of author’s purpose and theme • how to identify the plot of a short story • how to identify point of view and setting in a short story • the types of conflict and how to identify them and their resolution • how to identify, prove, and explain character traits • how to identify and explain theme(s) in a short story • related vocabulary 	<p>Students will be able to</p> <ul style="list-style-type: none"> • present information to the class orally • graph the plot of a short story • identify and explain point of view and setting in a short story • define internal and external conflict and identify them and their resolutions in a short story • identify, prove, and explain character traits • identify and explain theme(s) in a short story • expand vocabulary by defining and studying new vocabulary words selected from a short story • acquire and use academic vocabulary

Assessments

Big Question Discussion

Diagnostic: Other oral assessments

Students will be introduced to the Big Question (Does every conflict have a winner) and engage in a discussion to assess the ideas they already have.

Critical Thinking Questions

Formative: Instructional/Assessment Focus

Students will answer comprehension questions about each story. While the questions assess knowledge of the text, they are also centered around a reading skill such as making predictions or fact and opinion.

Vocabulary Warm Ups

Diagnostic: Instructional/Assessment Focus

Students will complete vocabulary warm-ups to tap prior knowledge of both academic and story vocabulary.

SelectionTests

Summative: Written Test

Students are tested on their comprehension of the story read and discussed in class. Open-ended questions are included.

Essay Response to Open Ended Questions

Formative: Extended Essay

Students must respond to open-ended questions with thoughtful, thorough, elaborate essays that demonstrate basic comprehension, critical thinking, advanced writing skills, and adherence to formal writing guidelines.

Unit Project

Summative: Personal Project

Students will be given a project to complete that embodies all of the skills learned over the course of the unit. Students will then present their projects to the class.

Activities

Exploring the Big Question
 Note-taking
 Reading and discussion of various short stories
 Responding to Critical Thinking questions
 Responding to After-You-Read questions
 Writing about the Big Question
 Unit Project

Activities to Differentiate Instruction

Leveled short stories
 Leveled Selection Tests
 Reader's Notebook: Adapted Version
 Hear It! Audio CD
 See It! Video DVD
 Leveled Vocabulary Warm Ups
 Leveled Selection Support
 Leveled Skills Development
 Teacher-constructed notes

Integrated/Cross-Disciplinary Instruction	Resources
<p>Social Studies Connections:</p> <ul style="list-style-type: none"> • Pueblo Native Americans and their culture • the Holocaust • Communist China • Geography 	<p>Pearson Literature Anthology Reader's Notebook Adapted Reader's Notebook Teacher's Manual Teacher's Unit Resource Manuals Selection Tests Open-Book Tests Unit Tests Benchmark Tests Pearson ExamView Test Bank CD-ROM</p>

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Unit Map 2013-2014

Green Brook Township School District

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Monday, August 26, 2013, 1:19PM

Green Brook Township
Public Schools

Unit: Nonfiction Text Structure (Week 5, 33 Weeks)

New Jersey Core Curriculum Standards

CommonCore: English Language Arts 6-12, CommonCore: Grade 7, Reading: Informational Text

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

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

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

- 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.

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

- 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.

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

- 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.

6. Assess how point of view or purpose shapes the content and style of a text.

- 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.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

- 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).

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

- 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.

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

- RI.7.9. Analyze 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.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

- RI.7.10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CommonCore: English Language Arts 6-12, CommonCore: Grade 7, Writing

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

- W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- W.7.2a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- W.7.2b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- W.7.2c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- W.7.2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- W.7.2e. Establish and maintain a formal style.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- W.7.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- 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.

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

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

Range of Writing

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

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

CommonCore: English Language Arts 6-12, CommonCore: Grade 7, Language

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

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

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

- L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

- L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
- L.7.4a. 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.7.4b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
- L.7.4c. Consult general and specialized 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.7.4d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

5. Demonstrate understanding of word relationships and nuances in word meanings.

- L.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

- 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.

Description of Unit	Essential Questions
<p>This unit will focus on non-fiction text structure (order of events, comparing and contrasting, problem and solution, description, cause and effect) and help the students develop the skills necessary to read for information and construct meaning from the text.. A variety of materials used will include newspaper and magazine articles, essays, biographies, autobiographies and short stories. Students will learn how to use the organizational elements in nonfiction text that will help support their comprehension.</p>	<p>How should a reader approach material when reading for information? Can the reader identify the type of text structure presented in the material? Why is it important for readers to recognize, connect, and organize important ideas, facts, and details during and after reading using a writing technique.</p>
Knowledge	Skills
<p>Students will know</p> <ol style="list-style-type: none"> 1. to use background knowledge to make connections before, during, and after reading. 2. to preview reading material and make predictions. 	<p>Students will be able to</p> <ol style="list-style-type: none"> A. make connections from their reading to their own life experiences (text to self), to what they know about life and events in the world (text to world) and what they have read or studied in other texts (text to text).

3. to recognize when certain text is in different typeface (italics and bold)
4. how to identify a non-fiction cause and effect text structure.
5. how to identify a non-fiction problem-solution text structure
6. how to identify a non-fiction description text structure
7. how to identify order of events (sequence) text structure
8. how to identify a comparing and contrasting text structure

- B. read the title, sub-topics, and text features (photographs, artwork, charts, labels, graphs) for information
- C. understand the important information being presented and how to use it for enhancing comprehension
- D. recognize cause and effect relationships
- E. recognize problem and solution relationships.
- F. recall the main idea and supporting details
- G. identify primary and secondary sources
- H. summarize information read
- I. graph a time line to identify order of events, characteristic traits, and first person point of view
- J. use a Venn Diagram to compare and contrast information

Assessments

Context Derived Vocabulary

Summative: Written Test

Students collaborate with the teacher on vocabulary lists at various stages in the unit. The teacher then publishes an official list, and students must take tests requiring them to put words into sentences that show each word's correct meaning and use.

Comprehension Quizzes

Summative: Written Test

For each type of text structure, students will read individually and answer questions that demonstrate comprehension of main idea, literary devices, vocabulary, and making inferences.

Essay Responses to Open Ended Questions

Formative: Other written assessments

Students must respond to open-ended questions with thoughtful, thorough, elaborate essays that demonstrate basic comprehension, critical thinking, advanced writing skills, and adherence to formal writing guidelines.

Activities

Reading and Note-Taking Days:

Review of Essential Questions
 Reading aloud/note-taking in pairs for each type of nonfiction text structure
 Sharing/discussion of notes and questions as a full class

Additional Activities:

Activities to Differentiate Instruction

Leveled informational texts
 Leveled Selection Tests
 Reader's Notebook: Adapted Version
 Hear It! Audio CD
 Leveled Vocabulary Warm Ups
 Leveled Selection Support
 Leveled Skills Development

<p>Review of vocabulary lists and study guides Writing Workshop sessions for open-ended questions (essay responses)</p>	<p>Structured activities between peers (class discussions, paired note-taking sessions) activate the social element of learning. Discussion(auditory), notes and handouts (visual), and SmartBoard contributions (kinesthetic) allow for a variety of induction modes.</p>
<p>Integrated/Cross-Disciplinary Instruction</p> <p>Students will be utilizing text from various aspects of nonfiction, including both science and social studies. This will allow them to realize that the skills learned in Reading can and should be transferred to other content areas.</p>	<p>Resources</p> <p>Pearson Literature Anthology Newspaper and magazine articles Leveled informational texts Leveled Selection Tests Reader's Notebook: Adapted Version Hear It! Audio CD Leveled Vocabulary Warm Ups Leveled Selection Support Leveled Skills Development Teacher-constructed notes NJASK Test Prep books Pearson ExamView Test Bank CD-ROM</p> <p> www.pearsonsuccess.net</p>

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Unit Map 2013-2014

Green Brook Township School District

/ English Language Arts Curriculum 7 (D) / **Grade 7 (District Middle Curriculum)**

Monday, August 26, 2013, 1:19PM

Green Brook Township
Public Schools

Unit: Poetry (Week 29, 4 Weeks)

New Jersey Core Curriculum Standards

CommonCore: English Language Arts 6-12, CommonCore: Grade 7, Reading: Literature

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

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

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

- 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.

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

- RL.7.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CommonCore: English Language Arts 6-12, CommonCore: Grade 7, Writing

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- W.7.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- 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.

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- 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.

Description of Unit

Students will read and discuss two poems each day, analyzing literary devices at work, synthesizing ideas from topics covered, and evaluating the artistic value of the poems.

Essential Questions

What constitutes poetry?
 How do poetic devices add to the artistry of poetry?
 How to both concept and form contribute to a poem's meaning and effect?
 How should one go about finding meaning in poetry?

Knowledge

Students will know that

- poetry is a unique form of literature with distinguishing characteristics (form, rhyme, meter, rhythm, content)
- a range of factors contribute to a poem's artistic merit (through reading and modeling of student/classic poet examples)
- poetry contains a range of literary tropes (Figurative, Narrative, Lyrical, Biographical, and Haiku)
- literary tropes contribute to the meaning and effect of a poem

Skills

Students will be able to

- investigate and explain the meaning they find in poetry that they read through whole class/group questions and modeling poem's characteristics
- evaluate a poem's artistic qualities and explain their assessment
- identify literary tropes in the poetry they read
- explain how literary tropes contribute to the meaning and effect of a poem by presenting their poems to the class
- employ literary tropes in the composition of original poetry
- recognize significant quotes from poetry they have read and identify the titles from which the lines come and the poets who composed the poems.

Assessments

Objective Test

Summative: Written Test

Students are assessed on factual information on quotes, poems, terms and forms.

Poetry Form Investigation

Formative: Other written assessments

Working in groups of four, students investigate specific poetry forms. Findings are placed on the board, and all students record findings into their own notes.

Poetry Portfolio

Summative: Student Portfolio

Students write original poems and submit as a portfolio at the end of the unit.

Poetry Project

Summative: Personal Project

Students choose lyric poetry and present music orally to class.

<p>Activities</p>	<p>Activities to Differentiate Instruction</p>
<ul style="list-style-type: none"> • Discussion of Essential Questions • Read and analyze models of each type of poem: Narrative, Lyrical, Figurative, Biographical, Haiku, Concrete, Diamante • Identification of figurative language in poems • Creation of a poetry portfolio containing original works 	<ul style="list-style-type: none"> • Teacher-constructed notes and graphic organizers • Modified test • Modified portfolio rubric • Diversified expectations for each type of poem written • Leveled poems
<p>Integrated/Cross-Disciplinary Instruction</p>	<p>Resources</p>
	<p>Leveled short stories Leveled Selection Tests Reader's Notebook: Adapted Version Hear It! Audio CD Leveled Vocabulary Warm Ups Leveled Selection Support Leveled Skills Development Teacher-constructed notes</p> <p> www.Poetry.org  www.pearsonsuccess.net</p>

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