Somers Point School District

Curriculum

Language Arts Literacy

Grade 7

August 2016

Board Approved:

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SOMERS POINT SCHOOL DISTRICT

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Somers Point Schools

This document reflects the collaboration of teachers, staff, students, parents, and the Board of Education to define our mission, vision and beliefs to guide our work.

Our Mission

Empower each student to make responsible choices, meet challenges, achieve personal success, and contribute to a global society as they apply the New Jersey Core Curriculum Standards to become autonomous, lifelong learners who are literate problem solvers across all disciplines. This is accomplished through:

- *Offering diverse, challenging, effective and progressive programs in a safe, nurturing environment*
- *Providing optimal facilities and resources*
- *Mastering the skills and tools needed for success*
- *Facilitating an educational partnership with home, school and community*

Our Beliefs

Beliefs: We believe that our empowered learners:

- Participate in educational programs that are designed to meet the needs of learners while providing challenging activities in the context of real life situations
- Are aware of community issues and take part in activities to better their community
- Acquire basic skills in obtaining information, thinking critically, solving problems and communicating effectively
- Develop intellectual curiosity and the ability to access information as needed
- Become reflective learners who have an understanding of their own strengths and weaknesses
- Develop the aptitudes and skills to adjust to a changing world and an unpredictable future
- Are lifetime learners who value and accept learning as a continuing and dynamic process affecting all aspects of life
- Value the integrity of all individuals and recognize their own ability to progress academically, socially, and emotionally

Our Vision

The students of the Somers Point School District will demonstrate personal growth over time in relation to individualized goals aligned to the New Jersey Core Content Curriculum Standards. Achievement is evident when students:

- Take academic risks
- Transfer or extend content area knowledge
- Are intrinsically motivated life-long learners
- Are global learners who collaborate beyond the confines of the classroom or school
- Demonstrate social growth
- Are meta-cognitive thinkers
- Solve real-world problems

To foster student achievement Somers Point Educators:

- Promote student-centered learning
- Explicitly communicate the purpose of the lesson and how it fits into students' broader learning
- Provide hands-on learning activities
- Encourage collaboration
- Cultivate a safe environment and a strong classroom community
- Differentiate instruction
- Know the content area, curriculum, and their students
- Integrate technology
- Uncover and capitalize on student interests
- Use assessment data to make instructional decisions
- Commit to life-long learning to improve their practice

INTRODUCTION, PHILOSOPHY OF EDUCATION, AND EDUCATIONAL GOALS

Philosophy

Somers Point's balanced literacy program provides students with literacy instruction in phonemic awareness, phonics, comprehension, fluency, and vocabulary. Beginning in pre-school, students gain skills that are the foundation for later reading and writing. Using the Diagnostic Reading Assessment (DRA2) data, the needs of individual students are met at their reading level in guided reading, strategy groups, and through conferring with students. Teachers in the upper grades provide students the opportunity to use their literacy skills through project-based learning activities that enable students to work collaboratively on real world issues using technology. The district uses Writer's Workshop, an interdisciplinary writing program, to build students fluency in writing through continuous repeated exposure to the process of writing.

Educational Goals & Beliefs:

Students are unique and reflect a wide range of diversity.
 - Therefore, a variety of instructional strategies and resources will be used to reflect and respect a wide range of diversity.
All students will become empowered by developing their literacy abilities to their fullest potential.
 - Therefore, the skills of literacy will be taught in meaningful ways, using research-based instructional strategies that aligned to the learning needs of the individual student.
Students learn best through a variety of language experiences that actively engage them in the acquisition of both basic and higher level thinking skills.
- Therefore, curriculum needs to be presented in an integrated format which utilizes a balanced literacy approach.
Learning is best enhanced when assessment informs and drives instruction.
- Therefore, assessment will be systematic and closely linked to instruction in order to facilitate sound instructional decisions for each student.
Becoming literate is dependent upon strong links among home, school, and the community.
- Therefore, the various roles of home, school, and community will be highlighted through effective communication and reinforcement of partnerships.

New Jersey State Department of Education
Core Curriculum Content Standards

A note about Language Arts Literacy Common Core Standards:

Reading

- The standards establish a "staircase" of increasing complexity in what students must be able to read so that all students are ready for the demands of college- and career-level reading no later than the end of high school. The standards also require the progressive development of reading comprehension so that students advancing through the grades are able to gain more from whatever they read.
- Through reading a diverse array of classic and contemporary literature as well as challenging informational texts in a range of subjects, students are expected to build knowledge, gain insights, explore possibilities, and broaden their perspective. Because the standards are building blocks for successful classrooms, but recognize that teachers, school districts and states need to decide on appropriate curriculum, they intentionally do not offer a reading list. Instead, they offer numerous sample texts to help teachers prepare for the school year and allow parents and students to know what to expect at the beginning of the year.
- The standards mandate certain critical types of content for all students, including classic myths and stories from around the world, foundational U.S. documents, seminal works of American literature, and the writings of Shakespeare. The standards appropriately defer the many remaining decisions about what and how to teach to states, districts, and schools.

Writing

- The ability to write logical arguments based on substantive claims, sound reasoning, and relevant evidence is a cornerstone of the writing standards, with opinion writing—a basic form of argument—extending down into the earliest grades.
- Research—both short, focused projects (such as those commonly required in the workplace) and longer term in depth research —is emphasized throughout the standards but most prominently in the writing strand since a written analysis and presentation of findings is so often critical.
- Annotated samples of student writing accompany the standards and help establish adequate performance levels in writing arguments, informational/explanatory texts, and narratives in the various grades.

Speaking and Listening

- The standards require that students gain, evaluate, and present increasingly complex information, ideas, and evidence through listening and speaking as well as through media.
- An important focus of the speaking and listening standards is academic discussion in one-on-one, small-group, and whole-class settings. Formal presentations are one important way such talk occurs, but so is the more informal discussion that takes place as students collaborate to answer questions, build understanding, and solve problems.

Language

- The standards expect that students will grow their vocabularies through a mix of conversations, direct instruction, and reading. The standards will help students determine word meanings, appreciate the nuances of words, and steadily expand their repertoire of words and phrases.
- The standards help prepare students for real life experience at college and in 21st century careers. The standards recognize that students must be able to use formal English in their writing and speaking but that they must also be able to make informed, skillful choices among the many ways to express themselves through language.
- Vocabulary and conventions are treated in their own strand not because skills in these areas should be handled in isolation but because their use extends across reading, writing, speaking, and listening.

Media and Technology

- Just as media and technology are integrated in school and life in the twenty-first century, skills related to media use (both critical analysis and production of media) are integrated throughout the standards.

For more information: http://www.state.nj.us/education/cccs/

7th Grade ELA Curriculum
BIG IDEAS

Marking Period 1	Marking Period 2
Reading Narrative Nonfiction *(We Beat the Street)* Book Club *(Independent Reading Nonfiction)* **Writing** Short Response *(Textual Evidence Based Writing)* Literary Analysis *(Theme)* Research Based Informational Writing *(Career Choice PBL)*	**Reading** Fictional Narrative *(The Outsiders)* Supplemental Materials for Debate for Outsiders Poetry *(Nothing Gold Can Stay)* Book Club *(Independent Reading Fiction, paired texts, and Argument Nonfiction)* **Writing** Short Response *(Textual Evidence Based Writing)* Literary Analysis *(POV)* Research Based Argument Writing
Marking Period 3	**Marking Period 4**
Reading Historical Fiction *(Roll of Thunder, Hear My Cry)* Poetry Book Club *(Independent Reading Historical Fiction, paired texts, and Nonfiction)* Standards Review *(State Test)* **Writing** Short Response *(Textual Evidence Based Writing)* Literary Analysis *(Characterization)* Narrative Writing Standards Review *(State Test)*	**Reading** Drama *(The Monsters Are Due on Maple Street)* Book Club *(Independent Reading Fiction, paired texts, and Nonfiction)* Digital Portfolios *(In collaboration with Global Studies)* **Writing** Cross curricular/ informational *(Water PBL)* Research Based Writing/ Multimedia Project *(Photo Essay)* Digital Portfolios *(In collaboration with Global Studies)*

Reading: Narrative Nonfiction (We Beat the Street)   **Marking Period 1**

Enduring Understandings	Essential Questions	Skills/*21st Century Skills*	Standards	Assessments
Readers support ideas through explicit textual evidence and implicit inferences. Readers identify a theme and trace its development in a single text or find a common theme through multiple sources. Readers must identify relationships among individuals, events, and ideas in order to better comprehend a story. Readers understand that authors emphasize facts, opinions, and ideas based upon the purpose of the text. Readers collaborate on ideas and clearly express opinions to understand various perspectives of text. **Vocabulary:** -Narrative Non-fiction -Author's purpose -Theme / Central idea -Literary elements -Context clues -Perspective	How does textual evidence support my understanding of the text? How does a theme develop and contribute to the overall meaning of the text? How do people, events, and ideas connect in a text? How and why do multiple authors, presenting the same topic, emphasize different information or ideas? How does discussing topics create a deeper understanding of the text?	Support ideas and inferences with details and examples from the text. Identify and analyze how the theme develops in a text and/or multiple sources. Identify and examine the relationships between people, events, and ideas. Compare and contrast two or more authors' writing styles on the same topic. Engage appropriately in discussions expressing and building upon ideas as related to the topic, text, or issue. ***21st Century Skills*** *Use Google classroom to collaborate and share ideas.*	7.RI.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 7.RI.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. 7.RI.3 Analyze the interactions between individuals, events, and ideas in a text. 7.RI. 9 Analyze how two or more authors writing about the same topic shape their presentation of key information by emphasizing different evidence of advancing different interpretations of facts. 7.SL.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.	**Required Benchmark Assessments:** Formative assessments Summative assessments **Suggested Resources:** Short biographies Research articles Scope paired text Google Classroom Connected videos Narrative non-fiction texts **Suggested Modifications:** - Small group instruction - Independent work - Scaffolding assignments -Graphic organizers -Chunked text -Audio

Writing: Short Response/Textual Evidence Based Writing **Marking Period 1**

Enduring Understandings	Essential Questions	Skills/*21st Century Skills*	Standards	Assessments
Writers produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience. Writer's develop and publish an informative/explanatory text to examine a topic and convey ideas, concepts, and information by supporting with textual evidence, making connections between ideas, and utilizing specific strategies. Writers extract evidence from credible sources and use evidence to support ideas. Writers demonstrate knowledge of conventions of Standard English and elements of language. **Vocabulary:** -General, domain-specific, and common core vocabulary -Transitional words -Figurative language -Claim -Argument	Why is text-based support crucial in the development of an argument and/or informative piece? What elements are essential to a logical development of an argument and/or explanatory piece? Why is it important to analyze information provided and develop a written response that uses relevant evidence as support? How do descriptive words and phrases, sensory details, transitional words, and vocabulary enhance a written piece? **SE, ELL, BSI, GT Mod.:** *- Modeled writing examples* *- Small group instruction* *- Independent work* *- Scaffolding assignments* *- Graphic organizers*	Provide effective development of the claim and/or topic using clear reasoning, details, tone, and text-based evidence and/or description. Develop a piece that is appropriate to the task, purpose, and audience. Maintain coherence, clarity, and cohesion with the introduction, conclusion, and logical progression of ideas. Draw evidence from literary or informational texts to support analysis, reflection, and research. Use descriptive words and phrases, sensory details, transitional words, and/or domain-specific vocabulary. *Use Google classroom to collaborate and share ideas* *Assess credible sites for research Link to cites correctly, cite work correctly, publish work*	**W.7.1** Write arguments to support claims with clear reasons and relevant evidence. **W.7.2 -3** Write informative/explanatory texts. **W.7.4** Produce clear and coherent writing. **W.7.6** Use technology to produce and publish writing and cite sources as well as to interact and collaborate with others. **W.7.7** Conduct short research projects. **W.7.8** Gather relevant information from multiple print and digital sources. **W.7.9** Draw evidence from texts to support analysis, reflection, and research. **W.7.10** Write routinely over extended and shorter time frames for a range of purposes, and audiences. **L.7.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening. **L.7.6** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.	**Required Benchmark Assessments:** Writing sample Teacher created rubrics Formative assessments Summative assessments EOY Benchmark Writing Sample **Suggested Resources:** Short biographies Research articles *Scope* paired text Google Classroom Connected videos Narrative non-fiction texts

Writing: Literary Analysis (We Beat the Street)   **Marking Period 1**

Enduring Understandings	Essential Questions	Skills/*21st Century Skills*	Standards	Assessments
Writers understand a successful piece focuses on a clear purpose, specific audience, and appropriate supporting details. .	Can I develop a clear topic using appropriate transitions to create cohesion?	Identify the author's central idea and analyze the development of the course of the text	W.7.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	**Required Benchmark Assessments:** *Writing sample* *Teacher created rubrics* *Formative assessments* *Summative assessments*
Writers understand that organization helps to aid in the comprehension of a piece of writing.	How does organization help to create a convincing and cohesive piece of writing?	Follow an organized structure/ formal style that clearly identifies a specific purpose for writing and audience.	W.7.9 -Draw evidence from literary or informational texts to support analysis, reflection, and research.	**Suggested Resources:** *Short biographies (NF)* *Research articles* *Scope paired text* *Google Classroom*
Writers understand how textual evidence will strengthen their analysis and argument. Writers synthesize evidence from various sources to prove a thesis or idea.	How does textual evidence support my analysis of the text? How does evaluating evidence from diverse formats aid in strengthening an idea?	Utilize specific textual evidence to support conclusions drawn from the text. Integrate and evaluate content presented in diverse formats and media.	W.7.9.B - Apply *grade 7 Reading standards* to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").	*Connected videos* *Narrative non-fiction texts* **Suggested Modifications:** *- Modeled writing examples* *- Small group instruction*
Writes demonstrate the relationship between texts and evaluate the key ideas, craft, and structure to increase the reader's understanding of a topic.	Why is it important to use valid and credible resources?	Analyze how two or more texts address similar themes. Assess credibility and accuracy of each source.		*- Independent work* *- Scaffolding assignments* *- Graphic organizers*
Vocabulary: **-**Analyze -Synthesize -Central idea / theme -Credibility -Textual evidence	How does synthesizing information from multiple sources help to improve analysis, reflection, and research?	Synthesize information to bolster one's argument. *21st Century Skills* *Use Google classroom to collaborate and share ideas, assess credible sites for research, link to cites correctly, cite work correctly, publish work*		

Enduring Understandings	Essential Questions	Skills/ *21st Century Skills*	Standards	Assessments
-Writers understand that it is important to be able to convey specific information about a topic to others effectively. -Writers utilize various transitions and content specific vocabulary to help them effectively inform others about a specific topic. -Writers understand that organization helps to to effectively communicate information to others. -Writers understand the importance of creating a conclusion that supports all information presented within an essay. -Writers understand the importance of supporting ideas utilizing relevant textual evidence from various credible sources. -Writers understand that collaborating with peers and adults helps to express their ideas and thinking. -Writers utilize multimedia in order to effectively convey information and clarify ideas.	-Why is it vital to effectively convey information about a specific topic to others? -How do transitions and content specific vocabulary help to effectively inform about a topic? -How does organization help to develop effectively conveying information about a topic? -Why is it important to create a conclusion that supports information presented. -Why is it vital to include relevant textual evidence when writing informational text? -Why should writers utilize various credible sources when conducting research? -Why should writers converse with others about their writing? -How do authors effectively convey information through the use of multimedia. **SE, ELL, BSI, GT Mods:** - Exemplar writing samples - Teacher modeling - Scaffolded assignments - Graphic organizers - Small group instruction - Suggested websites/articles for research	-Write informational text on a specific topic in order to convey ideas and information. -Utilize transitions and content specific vocabulary in order to inform audience about topic. -Follow an organized structure/ formal style that clearly identifies a specific purpose for writing and audience. -Conclude writing with an effective conclusion that supports information presented. *-Utilize various credible sources in order to gather relevant and specific information.* *-Collaborate with peers and adults to evaluate writing and plan for revisions.* *-Evaluate how an author effectively conveys information through the use of multimedia.*	**W.7.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (A-F) **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. **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. **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. **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.	**Required Benchmark Assessments:** - Pre assessment - Post assessment (summative) - Formative assessments - Published writing piece - Weekly review of writer's notebook - Anecdotal notes from weekly conferences - Teacher created scales & rubrics **Suggested Resources:** - Writer's Workshop materials (Writer's notebook) - Mentor texts **Vocabulary:** -Nonfiction -Informational nonfiction -Literary nonfiction -Central ideas -Relevant & specific facts -Cause & effect -Compare & contrast -Problem & solution -Sequence -Quotation -Paraphrase -Credible sources

Reading: Fictional Narrative (The Outsiders)   **Marking Period 2**

Enduring Understandings	Essential Questions	Skills/*21st Century Skills*	Standards	Assessments
Readers support ideas through explicit textual evidence and implicit inferences. Readers identify a theme and trace its development. Readers use the literary elements to develop and interact in a story. Readers learn new vocabulary to assist in comprehension of the text's larger meaning. **Vocabulary:** -Narrative -Theme -Central idea -Literary elements	How does textual evidence support my understanding of the text? Why is it important to identify and interpret the theme based upon the course of text? How do the literary elements interact to create a deeper comprehension of the text? How do individual words and phrases contribute to the meaning of a story?	Support ideas and inferences with details and examples from the text. Identify and analyze how the theme develops. Identify and synthesize the literary elements of a narrative. Interpret the meaning of words and phrases. ***21st Century Skills*** *Collaborate with peers through use of technology.* **SE, ELL, BSI, GT Mod.:** - Small group instruction - Independent work - Scaffolding assignments - Chunking of text - Graphic organizers - Audio version of text - Adapted version of text	7.RL.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 7.RL.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. 7.RL.3 Analyze how a particular elements of a story or drama interact. 7.RL.4 Determine the meaning of words and phrases as they are used in text, including figurative and connotative meanings; analyze the impact of rhymes and repetitions of sounds on a specific verse or stanza of a poem or section of a story or drama. 7.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 7.SL.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.	**Required Benchmark Assessments:** Formative assessments Summative assessments

Writing: Short Response/Textual Evidence Based Writing   **Marking Period 2**

Enduring Understandings	Essential Questions	Skills/*21st Century Skills*	Standards	Assessments
Writers produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience. Writer's develop and publish an informative/explanatory text to examine a topic and convey ideas, concepts, and information by supporting with textual evidence, making connections between ideas, and utilizing specific strategies. Writers extract evidence from credible sources and use evidence to support ideas. Writers demonstrate knowledge of conventions of Standard English and elements of language. **Vocabulary:** -General, domain-specific, and common core vocabulary -Transitional words -Figurative language -Claim -Argument	Why is text-based support crucial in the development of an argument and/or informative piece? What elements are essential to a logical development of an argument and/or explanatory piece? Why is it important to analyze information provided and develop a written response that uses relevant evidence as support? How do descriptive words and phrases, sensory details, transitional words, and vocabulary enhance a written piece? **SE, ELL, BSI, GT Mod.:** *- Modeled writing examples* *- Small group instruction* *- Independent work* *- Scaffolding assignments* *- Graphic organizers*	Provide effective development of the claim and/or topic using clear reasoning, details, tone, and text-based evidence and/or description. Develop a piece that is appropriate to the task, purpose, and audience. Maintain coherence, clarity, and cohesion with the introduction, conclusion, and logical progression of ideas. Draw evidence from literary or informational texts to support analysis, reflection, and research. Use descriptive words and phrases, sensory details, transitional words, and/or domain-specific vocabulary. *Use Google classroom to collaborate and share ideas* *Assess credible sites for research Link to cites correctly, cite work correctly, publish work*	**W.7.1** Write arguments to support claims with clear reasons and relevant evidence. **W.7.2 -3** Write informative/explanatory texts. **W.7.4** Produce clear and coherent writing. **W.7.6** Use technology to produce and publish writing and cite sources as well as to interact and collaborate with others. **W.7.7** Conduct short research projects. **W.7.8** Gather relevant information from multiple print and digital sources. **W.7.9** Draw evidence from texts to support analysis, reflection, and research. **W.7.10** Write routinely over extended and shorter time frames for a range of purposes, and audiences. **L.7.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening. **L.7.6** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.	**Required Benchmark Assessments:** Writing sample Teacher created rubrics Formative assessments Summative assessments EOY Benchmark Writing Sample **Suggested Resources:** Short biographies Research articles *Scope* paired text Google Classroom Connected videos Narrative non-fiction texts

Writing: Literary Analysis (The Outsiders)   **Marking Period 2**

Enduring Understandings	Essential Questions	Skills/*21st Century Skills*	Standards	Assessments
Writers understand a successful piece focuses on a clear purpose, specific audience, and appropriate supporting details. . Writers understand that organization helps to aid in the comprehension of a piece of writing. Writers understand how textual evidence will strengthen their analysis and argument. Writers synthesize evidence from various sources to prove a thesis or idea. Writes demonstrate the relationship between texts and evaluate the key ideas, craft, and structure to increase the reader's understanding of a topic. **Vocabulary:** -Analyze -Synthesize -Central idea / theme -Credibility -Textual evidence	Can I develop a clear topic using appropriate transitions to create cohesion? How does organization help to create a convincing and cohesive piece of writing? How does textual evidence support my analysis of the text? How does evaluating evidence from diverse formats aid in strengthening an idea? Why is it important to use valid and credible resources? How does synthesizing information from multiple sources help to improve analysis, reflection, and research?	Identify the author's central idea and analyze the development of the course of the text Follow an organized structure/ formal style that clearly identifies a specific purpose for writing and audience. Utilize specific textual evidence to support conclusions drawn from the text. Integrate and evaluate content presented in diverse formats and media. Analyze how two or more texts address similar themes. Assess credibility and accuracy of each source. Synthesize information to bolster one's argument. ***21st Century Skills*** *Use Google classroom to collaborate and share ideas, assess credible sites for research, link to cites correctly, cite work correctly, publish work*	W.7.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. W.7.9 -Draw evidence from literary or informational texts to support analysis, reflection, and research. W.7.9.B - Apply *grade 7 Reading standards* to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").	**Required Benchmark Assessments:** *Writing sample* *Teacher created rubrics* *Formative assessments* *Summative assessments* **Suggested Resources:** *Short biographies (NF)* *Research articles* *Scope paired text* *Google Classroom* *Connected videos* *Narrative non-fiction texts* **Suggested Modifications:** *- Modeled writing examples* *- Small group instruction* *- Independent work* *- Scaffolding assignments* *- Graphic organizers*

Enduring Understandings	Essential Questions	Skills/ *21st Century Skills*	Standards	Assessments
-Readers understand that organization helps to to create a cohesive argument. -Readers understand that specific word choice can effectively impact the tone of an argument. -Readers understand that identification of a clear position that acknowledges opposing claims allows readers to understand the importance of a convincing argument. -Readers understand that ideas should be supported through explicit textual evidence and implicit inferences. -Readers understand that the use of reliable sources to help support claims is essential to a cohesive argument.. -Readers understand that word choice and sentence structure can effectively impact an argument. -Readers synthesize information in order to understand a topic in order to take their own position. -Readers converse with others about arguments that they read utilizing text evidence to support thinking.	-How does organization help to create a cohesive argument? -How does specific word choice contribute to the tone of an argument? -Why is it important to identify a clear position on a topic, acknowledge opposing claims, and have a purpose for writing? -How does textual evidence support understanding of the text? -Why do writers utilize credible sources when conducting research on a topic? -How do individual words and phrases contribute to the meaning of an essay? -How does acknowledging various points of view on a topic help to interpret evidence and facts? -Why should readers converse with others about the writing and textual evidence they read? **SE, ELL, BSI, GT Mods:** - Small group instruction - Independent work - Scaffolding assignments - Chunking of text - Graphic organizers - Audio version of text - Adapted version of text	-Identify how an author follows an organized structure/formal style that includes reasons and evidence logically. -Identify an author's use of specific word choice in shaping the tone of their argument. -Identity how an author develops an introduction that includes a clear position on a topic and purpose for writing. -Analyze author's writing to determine if textual evidence is relevant to claim and reasons presented. -Identify appropriate words, phrases, and clauses used to support claim, reasons, and evidence. -Synthesize various authors claims based on textual evidence and interpretations of facts. *-Contribute to group discussions using text evidence and thoughts about the text.*	**W.7.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **RI.7.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. **RI.7.6** Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. -**RI.7.8** Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. -**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. -**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.	**Required Benchmark Assessments:** - Formative assessment - Summative assessment **Suggested Resources:** SCOPE magazine Websites **Various Argumentative Articles** **Vocabulary:** -Argument -Persuade -Debate -Claim -Opposing claim -Relevant textual evidence -Specific textual evidence -Paraphrase -Credible source -Thesis statement

Writing: Argument   **Marking Period 2**

Enduring Understandings	Essential Questions	Skills/ *21st Century Skills*	Standards	Assessments
-Writers understand that identification of a clear claim and acknowledging opposing claims is crucial in writing an argument.	-Why is it important to identify a position on a topic and acknowledge opposing claims when writing an argument?	-Identify a clear claim that also acknowledges an opposing claim.	**W.7.1** Write arguments to support claims with clear reasons and relevant evidence. (A-E)	**Required Benchmark Assessments:**
-Writers understand that organization helps to to create a convincing argument.	-How does content specific vocabulary help to effectively inform about a topic?	-Utilize content specific vocabulary in order to create cohesion within writing.	**W.7.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	- Pre assessment
-Writers understand that collaborating with peers and adults helps to express their ideas and thinking.	-How does organization help to create a convincing and cohesive argument?	-Conclude writing with an effective conclusion that supports claims presented.	**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.	- Post assessment (summative)
-Writers utilize various reliable sources to help support their claims.	-Why should writers converse with others about their writing?	-Follow an organized structure/ formal style that clearly identifies a specific purpose for writing and audience.		- Formative assessments
-Writers understand the importance of supporting ideas utilizing relevant textual evidence.	-Why is it vital to support my claim through relevant textual evidence?	*-Collaborate with peers and adults to evaluate writing and plan for revisions.*		- Published writing piece
-Listeners are able to identify author's claims and evaluate their arguments.	-Why should writers utilize various sources when conducting research?	*-Utilize technology in order to identify relevant textual evidence to support claims utilizing credible sources.*	**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.	- Weekly review of writer's notebook
-Speakers are able to effectively communicate their position on a topic with others.	-Why is it vital to identify an author's position on a topic?	-Analyze arguments in order to identify an author's position on a topic and the relevancy of textual evidence.		- Anecdotal notes from weekly conferences
Vocabulary:	**-**Why should writers communicate their claims and textual evidence with others?	*-Communicate a claim utilizing relevant textual evidence and proper speaking skills.*	**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.	- Teacher created scales & rubrics
-Argument			**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.	**Suggested Resources:**
-Persuade	**SE, ELL, BSI, GT Mods:**			- Writer's Workshop materials (Writer's notebook)
-Debate	- Exemplar writing samples			- Mentor texts
-Claim	- Teacher modeling			- Websites
-Opposing claim	- Scaffolded assignments			Argumentative Writing Topics (includes articles)
-Relevant textual evidence	- Graphic organizers			
-Specific textual evidence	- Small group instruction			
-Paraphrase	- Suggested websites/articles for research			
-Credible source				
-Thesis statement				

Reading: Fictional Narrative (Roll of Thunder, Hear My Cry)   **Marking Period 3**

Enduring Understandings	Essential Questions	Skills/*21st Century Skills*	Standards	Assessments
Readers support ideas through explicit textual evidence and implicit inferences. Readers identify a theme and trace its development. Readers use the literary elements to develop and interact in a story. Readers learn new vocabulary to assist in comprehension of the text's larger meaning. **Vocabulary:** -Narrative -Theme -Central idea -Literary elements	How does textual evidence support my understanding of the text? Why is it important to identify and interpret the theme based upon the course of text? How do the literary elements interact to create a deeper comprehension of the text? How do individual words and phrases contribute to the meaning of a story?	Support ideas and inferences with details and examples from the text. Identify and analyze how the theme develops. Identify and synthesize the literary elements of a narrative. Interpret the meaning of words and phrases. ***21st Century Skills*** *Collaborate with peers through use of technology.* **SE, ELL, BSI, GT Mod.:** - Small group instruction - Independent work - Scaffolding assignments - Chunking of text - Graphic organizers - Audio version of text - Adapted version of text	7.RL.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 7.RL.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. 7.RL.3 Analyze how a particular elements of a story or drama interact. 7.RL.4 Determine the meaning of words and phrases as they are used in text, including figurative and connotative meanings; analyze the impact of rhymes and repetitions of sounds on a specific verse or stanza of a poem or section of a story or drama. 7.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 7.SL.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.	**Required Benchmark Assessments:** Formative assessments Summative assessments

Writing: Short Response/Textual Evidence Based Writing | **Marking Period 3**

Enduring Understandings	Essential Questions	Skills/*21st Century Skills*	Standards	Assessments
Writers produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience. Writer's develop and publish an informative/explanatory text to examine a topic and convey ideas, concepts, and information by supporting with textual evidence, making connections between ideas, and utilizing specific strategies. Writers extract evidence from credible sources and use evidence to support ideas. Writers demonstrate knowledge of conventions of Standard English and elements of language. **Vocabulary:** -General, domain-specific, and common core vocabulary -Transitional words -Figurative language -Claim -Argument	Why is text-based support crucial in the development of an argument and/or informative piece? What elements are essential to a logical development of an argument and/or explanatory piece? Why is it important to analyze information provided and develop a written response that uses relevant evidence as support? How do descriptive words and phrases, sensory details, transitional words, and vocabulary enhance a written piece? **SE, ELL, BSI, GT Mod.:** - *Modeled writing examples* - *Small group instruction* - *Independent work* - *Scaffolding assignments* - *Graphic organizers*	Provide effective development of the claim and/or topic using clear reasoning, details, tone, and text-based evidence and/or description. Develop a piece that is appropriate to the task, purpose, and audience. Maintain coherence, clarity, and cohesion with the introduction, conclusion, and logical progression of ideas. Draw evidence from literary or informational texts to support analysis, reflection, and research. Use descriptive words and phrases, sensory details, transitional words, and/or domain-specific vocabulary. *Use Google classroom to collaborate and share ideas* *Assess credible sites for research Link to cites correctly, cite work correctly, publish work*	**W.7.1** Write arguments to support claims with clear reasons and relevant evidence. **W.7.2 -3** Write informative/explanatory texts. **W.7.4** Produce clear and coherent writing. **W.7.6** Use technology to produce and publish writing and cite sources as well as to interact and collaborate with others. **W.7.7** Conduct short research projects. **W.7.8** Gather relevant information from multiple print and digital sources. **W.7.9** Draw evidence from texts to support analysis, reflection, and research. **W.7.10** Write routinely over extended and shorter time frames for a range of purposes, and audiences. **L.7.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening. **L.7.6** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.	**Required Benchmark Assessments:** Writing sample Teacher created rubrics Formative assessments Summative assessments EOY Benchmark Writing Sample **Suggested Resources:** Short biographies Research articles *Scope* paired text Google Classroom Connected videos Narrative non-fiction texts

Enduring Understandings	Essential Questions	Skills/*21st Century Skills*	Standards	Assessments
Writers understand a successful piece focuses on a clear purpose, specific audience, and appropriate supporting details. .	Can I develop a clear topic using appropriate transitions to create cohesion?	Identify the author's central idea and analyze the development of the course of the text	W.7.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	**Required Benchmark Assessments:** *Writing sample* *Teacher created rubrics* *Formative assessments* *Summative assessments*
Writers understand that organization helps to aid in the comprehension of a piece of writing.	How does organization help to create a convincing and cohesive piece of writing?	Follow an organized structure/ formal style that clearly identifies a specific purpose for writing and audience.	W.7.9 -Draw evidence from literary or informational texts to support analysis, reflection, and research.	**Suggested Resources:** *Short biographies (NF)* *Research articles*
Writers understand how textual evidence will strengthen their analysis and argument. Writers synthesize evidence from various sources to prove a thesis or idea.	How does textual evidence support my analysis of the text? How does evaluating evidence from diverse formats aid in strengthening an idea?	Utilize specific textual evidence to support conclusions drawn from the text. Integrate and evaluate content presented in diverse formats and media.	W.7.9.B - Apply *grade 7 Reading standards* to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").	*Scope paired text* *Google Classroom* *Connected videos* *Narrative non-fiction texts* **Suggested Modifications:**
Writes demonstrate the relationship between texts and evaluate the key ideas, craft, and structure to increase the reader's understanding of a topic.	Why is it important to use valid and credible resources?	Analyze how two or more texts address similar themes. Assess credibility and accuracy of each source.		*- Modeled writing examples* *- Small group instruction* *- Independent work* *- Scaffolding assignments* *- Graphic organizers*
Vocabulary: **-**Analyze -Synthesize -Central idea / theme -Credibility -Textual evidence	How does synthesizing information from multiple sources help to improve analysis, reflection, and research?	Synthesize information to bolster one's argument. ***21st Century Skills*** *Use Google classroom to collaborate and share ideas, assess credible sites for research, link to cites correctly, cite work correctly, publish work*		

Enduring Understandings	Essential Questions	Skills/21st Century Skills	Standards	Assessments
Writers develop character traits and conflict to establish a foundation for writing. Writers use dialogue to enhance experiences and events within a narrative. Writers are heedful of sentence structure while developing a story. Writers evoke qualities and emotions through descriptive narration. Writes consider previous plot development when creating a conclusion. Writers continuously revise and edit both individually and collaboratively. Writers use technology to share work and connect with others. **Vocabulary Terms** -Narrative -Point of view -Conflict -Characterization -Setting -Plot -Theme	Why is it vital to establish essential characters and conflict for a story? How can dialogue affect the rhythm of a story? Why is it vital to diversify sentence structure? How can writers apply methods of characterization? How can previous events in a story inspire the conclusion for writers? How can collaboration with peers and adults strengthen writing. How can technology enhance exposure of the final writing product?	Identify a conflict from a previously read text for inspiration. Analyze and apply point of view, character development, and plot sequence. Use dialogue, sensory details, and voice. Vary sentence structure to establish fluency. Creatively describe main events and characters. Apply creativity from previous events to develop conclusion. Consult with peers and adults for effective revision. *21st Century Skills Evaluate and improve writing through published works and collaboration* **SE, ELL, BSI, GT Mod.:** -Small group instruction -Independent work -Modeled writing examples -Graphic organizers -Scaffolding assignments	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. W.7.5- With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. W.7.6- Use technology, including the internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.	**Required Benchmark Assessments:** Writing sample Teacher created rubrics Formative assessments Summative assessments **Suggested Resources:** Lucy Calkins Units of Study Mentor texts Mary Ledbetter materials

Enduring Understandings	Essential Questions	Skills/*21st Century Skills*	Standards	Assessments
Readers demonstrate ability to read and comprehend complex literary text and draw evidence from reading to support analysis of literary elements. Readers demonstrate ability to read and comprehend complex informative/ explanatory text and use specific strategies to analyze text and support with text evidence. Readers use context to determine the meaning of words and phrases. **Vocabulary:** -General, domain-specific, and common core vocabulary.	How do the literary elements interact to create a deeper comprehension of the text? How do I find relevant textual evidence to support a theme or thesis statement? How do the text structure, content, purpose, audience, and author's point of view interact to create a deeper comprehension of the text? What strategies can be used to determine word meanings from within the text? **SE, ELL, BSI, GT Mod:** *-Chunking text* *- Small group instruction* *- Independent work* *- Scaffolding assignments* *- Graphic organizers*	**Reading Literature-** -Analyze point of view. -Identify central idea/lesson of literature. -Compare techniques in print text and multimedia. -Examine effects of structure or form on meaning in poetry or drama. -Analyze Interaction of story elements. -Analyze literary elements. -Identify author's style and tone. **Reading Information-** -Focus on point of view and purpose. -Use of illustrations and other visuals. -identify relationship of ideas. -identify text structure and how it adds to meaning -develop a thesis statement and support this statement with strong, relevant textual evidence. **Contextual analysis-** -use synonyms, antonyms, examples, word parts and definitions to define words while reading. *Use Google classroom to collaborate and share ideas, assess credible sites for research, link to cites correctly, cite work correctly, publish work*	**RL.7.1/RI.7.1** Cite several pieces of textual evidence. **RL.7.2/RI.7.2** Determine two or more themes or central ideas. **RL.7.3** Analyze how particular elements of a story or drama interact. **RL.7.4** Determine the meaning of words and phrases as they are used in a text. **RL.7.5** Analyze how a drama's or poem's form or structure contributes to its meaning. **RL.7.6** Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. **RI.7.3** Analyze the interactions between individuals, events, and ideas in a text. **RI.7.5** Analyze the structure an author uses to organize a text. **RI.7.6** Determine an author's point of view or purpose in a text. **RI.7.8** Trace and evaluate the argument and specific claims in a text. **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.	**Required Benchmark Assessments:** *Writing sample* *Teacher created rubrics* *Formative assessments* *Summative assessments* **Suggested Resources:** *Short and extended text* *Research articles* *Scope paired text* *Google Classroom* *Connected videos* *Narrative and non-fiction texts*

Writing: Cross-curricular Informational (Water PBL)   **Marking Period 4**

Enduring Understandings	Essential Questions	Skills / *21st Century Skills*	Standards	Assessments
Readers understand the importance of including relevant textual evidence to support thinking when making inferences.

Readers identify the central idea of a text to help better understand the text as a whole.

Readers analyze how individuals, events, and ideas interact / influence each other in a text.

Readers understand that all writing has different text structures and identify how those text structures help to develop the overall meaning of the text.

Readers analyze how authors distinguish their point of view from others on similar topics.

Vocabulary:
-Nonfiction
-Informational nonfiction
-Literary nonfiction
-Main ideas
-Relevant facts
-Cause & effect
-Compare & contrast
-Problem & solution
-Sequence
-Quotation
-Paraphrase
-Credible sources | How does identifying relevant textual evidence support inferences made?

How does identifying the central idea of a text help to better understand the text as a whole?

How can seeing how individuals, events, and ideas interact strengthen analysis of text?

How does the structure of a text help to develop the overall meaning?

Why is it important to see how authors differ in their points of view about a specific topic?

How and why do multiple authors, presenting the same topic, emphasize different information or ideas?

SE, ELL, BSI, GT Mod.:
- Small group instruction
- Independent work
- Scaffolding assignments
- Chunking of text
- Graphic organizers
- Audio / media versions of text
- Adapted version of text | Identify specific and relevant text evidence that best supports inferences made about text.

Analyze the central idea of a text.

Evaluate how individuals, events, and ideas interact within a text.

Identify text structure and analyze how the structure contributes to the overall meaning.

Interpret an author's point of view on a topic and analyze how the point of view differs from others'.

Critical thinking, problem solving, reasoning, analysis, interpretation, synthesizing information

Research skills and practices

Global awareness, multicultural literacy

Scientific literacy and reasoning

Environmental and conservation literacy | **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.

RI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text.

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

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

RI.7.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. | **Required Benchmark Assessments:**
- Formative assessment
- Summative assessment
- Text Analysis

Suggested Resources:
SCOPE magazine
Newsela website
New York Times
Historical and scientific non-fiction texts
Reading Response Journal |

Writing: Research Based Writing Multimedia Project (Photo Essay)   **Marking Period 4**

Enduring Understandings	Essential Questions	Skills/*21st Century Skills*	Standards	Assessments
Writers design a project using technology based upon personal research on a chosen topic. Writers create according to the task, purpose, and audience. Writers collaborate with peers and adults to revise and edit. Writers use technology to produce, share, and publish writing. Writers acquire academic and domain-specific vocabulary to enhance projects. **Vocabulary:** -citations	Why is it important for students to identify and develop their own research based projects? Why is an appropriate task, purpose, and audience essential to creating a clear and coherent piece? How can collaboration with peers and adults strengthen writing? How can technology enhance the final product of the writing process? How can acquiring academic and domain specific vocabulary enhance projects? **SE, ELL, BSI, GT Mod.:** - Modeled writing examples - Small group instruction - Independent work - Scaffolding assignments - Graphic organizers	Investigate individual themes, select what they will master, inquire about their own curiosities. Choose an appropriate multimedia task, purpose, and audience to develop research project. Revise and edit in conjunction with adult and peer collaborations. Use technology to research and/or produce projects. *Collaborating with adults and peers through multimedia.* *Communicate with others through published pieces of writing.* *Oral and written communication, public speaking and presenting, listening* *Creativity, artistry, curiosity, imagination, innovation, personal expression* *Perseverance, self-direction, planning, self-discipline, adaptability, initiative*	**7.W.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience. **7.W.5** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or typing a new approach, focusing on how well purpose and audience have been addressed. **7.W. 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. **7.W.7** Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. **7.L.4c-d** Consult general and specialized reference materials to find pronunciation of a word or determine or clarify its precise meaning. 7.L.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.	**Required Benchmark Assessments:** Writing sample Student generated projects Teacher created rubrics Formative assessments Summative assessments **Suggested Resources:** Genius Hour Activities (personal research) - (L)