

Moonachie School District English Language Arts Curriculum: Grade 7

New Jersey Student Learning Standards for English Language Arts

**Born On: July 25, 2017
Re-Adopted: January 2, 2019**

The following maps outline the New Jersey Student Learning Standards for grade 7 English Language Arts. Below is a list of assessment tools that are recommended for tracking student progress in these areas. In addition, resources that can be used in conjunction with instruction of these standards are provided but not limited to the list below.

Assessment:

Reading Literature and Informational Text

End of story tests (multiple choice, open ended)
End of Unit/Theme Assessments
End of Book Activities
DRA/Running Records
Book Trailers
Written activities i.e. graphic organizers
Sequencing activities
Read Alouds
Researching sources
Comprehension: book jackets, letters to a character
Literature Circles

Writing and Language

Journal Entries
Writing Process Pieces
End of Book Activities
Argument Writing an essay
Narrative: Story Writing
Informational: Writing a research paper
Book reports
Proofreading and Editing
Written activities i.e. graphic organizers
Writing samples

Resources:

Graphic Organizers
Common Core Performance
Writer's checklist
Smart Board
Leveled Classroom library

Anchor Charts
Center Activities
Student Journals
Sentence strips
Audio books

Leveled readers
Audio books
Proofreading charts

References:

<http://www.state.nj.us/education/cccs/2016/ela/>

http://www.corestandards.org/assets/NJSLSI_ELA%20Standards.pdf

Common Core Exemplars: http://www.corestandards.org/assets/Appendix_B.pdf, "Oranges" by Gary Soto, *Roll of Thunder, Hear My Cry* by Mildred Taylor

Websites:

www.brainpop.com
www.spellingcity.com

www.standardssolutions.com
www.freerice.com

www.starfall.com
<http://www.storylineonline.com>

www.newsELA.com
www.scholastic.com
www.readwritethink.org
www.puzzlemaker.com
www.readworks.com
www.thinkcentral.com
www.wordle.com
www.parrcc.com

Language Arts Curriculum: Grade 7

Curriculum Details English Language Arts Grade 7	
Core Materials	Reading Street, Leveled Literacy Intervention
Interdisciplinary Connections	<p><u>Social Studies:</u> 6.1.8.A.1.a Compare and Contrast forms of governance, belief systems, and family structures among African, European, and Native American groups. 6.1.8.A.3.g Evaluate the impact of the Constitution and Bill of Rights on current day issues 6.3.8.D.1 Engage in simulated democratic processes (e.g. legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society 6.2.8.D.3.e Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations</p> <p><u>Comprehensive Health and Physical Education</u> 2.4.8.B.5 Discuss topics regarding gender identify, sexual orientation, and cultural stereotyping.</p>
Career Ready Practices	CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP12. Work productively in teams while using cultural global competence.
21st Century Life and Career (by the end of 8th grade)	9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
Technology Standards	8.1.8.A.1 Demonstrate knowledge of a real-world problem using digital tools. 8.1.8.D.4 Assess the credibility and accuracy of digital content.

Reading Standards for Literature
Standard RL 7.1

Essential Question(s): How do readers use the text to support an interpretation?			
Enduring Understanding: Critical analysis of literature supports the acquisition of knowledge and the development of inferential thinking			
Vocabulary: cite, explicit, inference, textual evidence, logic, drawing conclusions, annotate, synthesize, annotate,			
Reading Literature			
Anchor Standard: Key Ideas and Details			
Anchor Standard 1: Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.			
Standard: RL7.1			
Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well	<ul style="list-style-type: none"> ● Distinguish between what is explicit and what is inferred ● Cite textual evidence to support analysis of what the text says explicitly 	<ul style="list-style-type: none"> ● Questioning during and after reading ● “How do you know?” (quote from text) ● Highlight, underline, etc. 	<ul style="list-style-type: none"> ● <i>Roll of Thunder, Hear My Cry</i>, Mildred Connell. Students will ask

<p>as inferences drawn from the text.</p>	<ul style="list-style-type: none"> • When provided with an inference, find an accurate quote within the text to support the inference • After making an inference, find an accurate quote within the text to support the inference • Use logic to make connections within the text and between the text and outside world • Demonstrate comprehension of a text with after reading strategies by: <ul style="list-style-type: none"> - explaining the main ideas - identifying what is directly stated in the text - making inferences - drawing conclusions - verifying or adjusting predictions - making new predictions - paraphrasing and summarizing - making connections between the text and oneself or another text 	<ul style="list-style-type: none"> • Work in groups to develop and defend ideas • Model Think Alouds while reading the text and show model how to support inferences with evidence • Offer students various examples of evidence of varying degrees of quality and have them choose what is best and provide a rationale for their choice • Model examples using textual references • Use graphic organizers • As a class, create a list of different pieces of evidence they might cite • Review the upper levels of Bloom's Taxonomy • Short answer responses using textual evidence to justify answer 	<p>and answer comprehension questions referring to the book to form the basis of their answers,</p> <ul style="list-style-type: none"> • <i>Paul's Revere Ride</i>, Henry Wadsworth Longfellow • <i>The Road Less Followed</i>, Robert Frost • "Oranges" by Gary Soto • www.readworks.org • Standards Solution • <i>Performance Coach</i> by Triumph Learning
---	--	--	--

Differentiation/Accommodations/Modifications

Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
<ul style="list-style-type: none"> • Research Activities with cross-curricular themes • Write letter from the point of view of civil rights activist • Change a character trait (such as one for T.J. from <i>Roll of Thunder, Hear My Cry</i>) and analyze how that 	<ul style="list-style-type: none"> • Graphic Organizers/Event Map • Writing frames • Evidence sorts • Read Aloud/Audio books • Pre-teach vocabulary and concept webs • Build background knowledge • Real-life connections • Provide additional vocabulary 	<ul style="list-style-type: none"> • Graphic Organizers/Event Map • Read Aloud • Extended time • Modified assignments • Small group, alternate location • Modeling • Read aloud/Audio books • Question-Answer Relationships • Word Wall • Oral Prompting 	<ul style="list-style-type: none"> • RTI strategies including teacher modeling and reciprocal teaching (summarizing, question generating, clarifying and predicting) • Tier II and Tier III intervention • More frequent STAR assessments

<p>impacts sequence of events in the story</p> <ul style="list-style-type: none"> • Create video clip, comic strip, or timeline to represent alternate version • Create picture-book 	<ul style="list-style-type: none"> • Instruction given in different modes (verbal, written) • For more, see http://www.state.nj.us/education/mod-elcurriculum/ela/ellscaffolding/3u1.pdf 	<ul style="list-style-type: none"> • Visual Reminders • Think/Pair/Share • Build Background knowledge of time period • Refer to each student's IEP for more specific modifications 	<ul style="list-style-type: none"> • Morning tutoring • After school program • Parental contact
--	---	--	--

Language Arts Curriculum: Grade 7
Reading Standards for Literature
Standard RL 7.2

Essential Question(s): How do readers determine the message the author is trying to convey?			
Enduring Understanding: Combined literary elements convey a universal message. Summarizing is a skill necessary for profound literary understanding.			
Vocabulary: central idea, theme, summary, bias, unbiased, theme, genre, moral, exposition, rising action, climax, falling action, resolution, central idea			
Reading Literature			
Anchor Standard: Key Ideas and Details			
Anchor Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.			
NJSLS Standard: RL7.2			
Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
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.	<ul style="list-style-type: none"> ● Determine central message or theme ● Support theme/central message with details from text ● Create a summary without bias ● 	<ul style="list-style-type: none"> ● Review how to identify a theme through the evidence including the responses of characters, sequence of events, etc. ● Identify a main idea, examining how the author introduces this idea/theme throughout the text, and summarizing the text without opinions 	<ul style="list-style-type: none"> ● <u>Students will summarize the key events of each chapter in <i>Roll of Thunder, Hear My Cry</i>. Mildred Connell on a graphic organizer</u> ● <u>After finishing Chapter 1 of Roll of Thunder, Hear My Cry, students will complete a graphic organizer to analyze the exposition that helps the reader learn about the</u>

			<p>Logan family and their life.</p> <ul style="list-style-type: none"> • <i>Paul's Revere Ride</i>, Henry Wadsworth Longfellow • <i>The Road Less Followed</i>, Robert Frost • Readworks.org • Standards Solution
--	--	--	---

Differentiation/Accommodations/Modifications

Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
<ul style="list-style-type: none"> • Increased text to self-connections with journal entry • Acrostic poem related to character traits • Change a character trait and analyze how that impacts sequence of events in the story • Create video clip, comic 	<ul style="list-style-type: none"> • Graphic Organizers • Read Aloud • Explicit vocabulary instruction • Partially completed writing frames • Writing frames • Question-Answer Relationships • Provide ample examples • For more, see http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/3u1.pdf 	<ul style="list-style-type: none"> • Extended time • Modified assignments • Small group, alternate location • Modeling • Read aloud • Give frequent and repeated clarification • Writing frames • Questions-Answer Relationships • Word Wall • Refer to each student's IEP for more specific modifications 	<ul style="list-style-type: none"> • RTI strategies including reciprocal teaching and modeling • Tier II and Tier III intervention • Question/Answer Relationships • More frequent STAR assessments • Morning tutoring • After school program • Parental contact

<p>strip, or timeline to represent alternate version</p> <ul style="list-style-type: none">● Compare to another text with a similar theme and decide which text best conveys the theme			
--	--	--	--

Language Arts Curriculum: Grade 7
Reading Standards for Literature
Standard RL 7.3

Essential Question(s): How do readers determine how characters, events, and ideas develop and interact?			
Enduring Understanding: Dialogue provides insight to the progression of a story. Dialogue provides insight into characters' motives and actions.			
Vocabulary: drama structure, elements, actions or events, develop and interact, distinctions, propel the action, introduced, illustrated, elaborated, character, plot, motivation, sequence			
Reading Literature			
Anchor Standard: Key Ideas and Details			
Anchor Standard 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.			
Standard: RL7.3			
Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	<ul style="list-style-type: none"> ● Examine and discuss the basic elements of plot structure and characterization. ● Examine and discuss the basic elements of drama structure. ● Make connections between or among elements of plot or drama structure and characters to determine their effect upon each other 	<ul style="list-style-type: none"> ● Use the plot diagram to illustrate the different plot elements ● Give students a character map to better understand character and relationships to other characters and plot ● 	<ul style="list-style-type: none"> ● Students analyze how the playwright Louise Fletcher uses particular elements of drama (e.g., setting and dialogue) to create dramatic tension in her play “Sorry, Wrong Number.”[RL.7.3] ● Students will decide which story elements matter most in a variety of short stories including “Rules of the Game” by Amy Tan and “All Summer in a Day” by Ray Bradbury ● Students will examine the interplay of specific narrative elements including setting and characters <i>in Roll of</i>

			<p><i>Thunder, Hear My Cry and Freak the Mighty</i></p> <ul style="list-style-type: none"> • Students will locate specific passages or key moments in the text where complex characters do or say something that affects the plot or develops the theme. • Students will compare and contrast the settings in “Abandoned Farmhouse” by Ted Kooser and “Deserted Farm” by Mark Vinz
--	--	--	--

Differentiation/Accommodations/Modifications

Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
<ul style="list-style-type: none"> • Increased text to self-connections with journal entry • Acrostic poem related to character traits • Change a character trait and analyze how that impacts sequence of events in the story • Create video clip, comic strip, or timeline to represent alternate version 	<ul style="list-style-type: none"> • Graphic Organizers • Read Aloud • Explicit vocabulary instruction including concept webs • Build background knowledge • Oral/Visual cues • For more, see http://www.state.nj.us/education/mod-elcurriculum/ela/ellscaffolding/3u1.pdf 	<ul style="list-style-type: none"> • Extended time • Modified assignments • Small group, alternate location • Modeling • Read aloud • Word Wall • Build background knowledge • Refer to each student’s IEP for more specific modifications 	<ul style="list-style-type: none"> • Tier II and Tier III intervention • RTI strategies including reciprocal teaching and modeling • More frequent STAR assessments • Morning tutoring • After school program • Parental contact

Language Arts Curriculum: Grade 7
Reading Standards for Literature
Standard RL 7.4

Essential Question(s): How do readers interpret the author’s use of language?			
Enduring Understanding: Word choice impacts reader understanding and the author’s purpose			
Vocabulary: hyperbole, onomatopoeia, alliteration, figurative language, metaphor, simile, connotative meaning, denotative meaning, irony, symbolism, idiom, personification, imagery, mood, tone, rhyme, repetition, allusion, analogy			
Reading Literature			
Anchor Standard: Craft and Structure			
Anchor Standard 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.			
Standard: RL7.4			
Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
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.	<ul style="list-style-type: none"> Define types of figurative language and identify in text Use context clues to determine meaning Distinguish between mood and tone Examine the author’s word choice as an indicator of tone 	<ul style="list-style-type: none"> Review, simile, metaphor, onomatopoeia, alliteration Introduce idiom, hyperbole, symbolism, irony Provide examples of figurative language and technical meanings of words Review Personification Model finding figurative language in text Illustrate figurative language Introduce, model, and provide examples of distinguishing between mood and tone Explain how authors use word choice to create tone Morphemic Awareness (root words, prefixes and suffixes) 	<ul style="list-style-type: none"> Students explore the metaphors in “Tugboat at Daybreak” by Lillian Morrison Students discuss how the sense details create a sense of quiet and tranquility in “Tugboat at Daybreak” by Lillian Morrison
Differentiation/Accommodations/Modifications			
Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
<ul style="list-style-type: none"> Create video clip, comic strip, or timeline to represent alternate version In a journal response entry, students will record 	<ul style="list-style-type: none"> Cognate Awareness Exposure to common idioms and keep a running list in notebook Read Aloud /Reading partner Explicit vocabulary instruction 	<ul style="list-style-type: none"> Extended time Modified assignments Small group, alternate location Modeling Word Wall 	<ul style="list-style-type: none"> Utilize RTI strategies including reciprocal teaching and modeling Tier II and Tier III intervention

<p>five important words or phrases from the text and describe the context in which each was used and explain how it impacts the meaning.</p> <ul style="list-style-type: none"> Analyze figurative language in a song and compare it to figurative language in a text read in class. Write a short story using verbal irony 	<ul style="list-style-type: none"> Match meanings to expressions Build background knowledge For more, see http://www.state.nj.us/education/mod-elcurriculum/ela/ellscaffolding/3u1.pdf 	<ul style="list-style-type: none"> Refer to each student's IEP for more specific modifications 	<ul style="list-style-type: none"> More frequent STAR assessments Morning tutoring After school program Parental contact
---	--	---	--

Language Arts Curriculum: Grade 7
Reading Standards for Literature
Standard RL 7.5

Essential Question(s): How do readers use text structure to understand meaning?
Enduring Understanding: Text structure affects meaning and style
Vocabulary: structure, meaning and style, compare and contrast, form, structure
Reading Literature
Anchor Standard: Craft and Structure

Anchor Standard 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.

NJSLS Standard: RL7.5

Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
5. Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	<ul style="list-style-type: none"> • Demonstrate an understanding of and distinguish between dramatic structures and poetic forms. • Examine how parts of dramatic structure or poetic forms connect to other parts of the text to clarify meaning. • Analyze how elements of a literary text interact. • Examine how parts of dramatic structure or poetic forms help clarify or fulfill the author’s purpose. 	<ul style="list-style-type: none"> • Provide/define examples of different poetic forms and dramatic structures (soliloquy and sonnet) • Plot diagram for drama • Discuss internal structure of poem • Whole class write-aloud • Model for students how to find structural elements such as transitions, parallel plots and changes in time and analyze how they affect the text’s meaning 	<ul style="list-style-type: none"> • Students will compare and contrast two different texts with the same theme but different points of view • Standards Solution • Performance Coach • Have students determine the author’s purpose and audience for <i>Roll of Thunder, Hear My Cry</i>

Differentiation/Accommodations/Modifications

Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
<ul style="list-style-type: none"> • Create video clip, comic strip, or timeline to represent alternate version • Have students re-write a passage or text in a different genre (for example if it is a sonnet, have them re-write in a paragraph form, if it is a soliloquy, have them 	<ul style="list-style-type: none"> • Graphic Organizers • Read Aloud • Explicit vocabulary instruction • Display different versions of the same text but in one version show the transitions, in another version show key sentences, etc. • For more, see http://www.state.nj.us/education/mod/elcurriculum/ela/ellscaffolding/3u1.pdf 	<ul style="list-style-type: none"> • Extended time • Modified assignments • Small group, alternate location • Modeling • Word Wall • Display different versions of the same text but in one version show the transitions, in another version show key sentences, etc. • Refer to each student’s IEP for more specific modifications 	<ul style="list-style-type: none"> • Utilize RTI strategies including reciprocal teaching and modeling • Tier II and Tier III intervention • More frequent STAR assessments • Morning tutoring • After school program • Parental contact

re-write in third-person narrative.			
-------------------------------------	--	--	--

Language Arts Curriculum: Grade 7
Reading Standards for Literature
Standard RL 7.6

Essential Question(s): How do readers analyze point of view and/or purpose?			
Enduring Understanding: era, historical events and other aspects of time and place can influence Point of view and the story's meaning.			
Vocabulary: point of view and aspects of text that reveal author's POV or purpose, mood, tone, irony, situational irony, dramatic irony, verbal irony, narrator or speaker, evidence			
Reading Literature			
Anchor Standard: Craft and Structure			
Anchor Standard 6: Assess how point of view or purpose shapes the content and style of a text.			
Standard: RL7.6			
Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar

<p>6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p>	<ul style="list-style-type: none"> ● Apply knowledge of point of view and characterization to determine multiple narrators. ● Explain how multiple narrators/speakers are alike and different. ● Examine the conflicting views of multiple narrators/speakers to develop a broad view of the action, characters, or ideas in a literary text. 	<ul style="list-style-type: none"> ● Review point of view ● Collaborative writing process ● Ask questions which cause students to generate a personal point of view: How did you feel when...? “What was your reaction to...?” ● Model how to compare and contrast personal point of view to those of characters ● Facilitate class discussion about the influence of the narrator’s or speaker’s point of view 	<ul style="list-style-type: none"> ● <i>Roll of Thunder, Hear My Cry</i> by Mildred D. Taylor ● <i>Freak the Mighty</i> by Rodman Philbrick <ul style="list-style-type: none"> ● “I, Too” by Langston Hughes ● Standards Solutions ● Performance Coach
---	--	--	--

Differentiation/Accommodations/Modifications

Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
<ul style="list-style-type: none"> ● Create video clip, comic strip, or timeline to represent alternate version 	<ul style="list-style-type: none"> ● Graphic Organizers including Venn diagram or t-chart to compare/contrast characters’ points of view ● Matching point of view to character ● Real-life connections ● Explicit vocabulary instruction about character traits ● Build background knowledge ● For more, see http://www.state.nj.us/education/mod/elcurriculum/ela/ellscaffolding/3u1.pdf 	<ul style="list-style-type: none"> ● Extended time ● Modified assignments ● Small group, alternate location ● Modeling ● Graphic Organizers including Venn Diagram or t-chart to compare/contrast characters’ points of view ● Conduct character sort-compare characters from multiple passages and group together based on similar points of view ● Refer to each student’s IEP for more specific modifications 	<ul style="list-style-type: none"> ● Tier II and Tier III intervention ● More frequent STAR assessments ● Morning tutoring ● After school program ● Parental contact

Language Arts Curriculum: Grade 7
Reading Standards for Literature
Standard RL 7.7

Essential Question(s): How do readers use illustrations to understand the text?			
Enduring Understanding: The choices made by the directors influence the audience’s interpretation of work.			
Vocabulary: lighting, sound, color, camera focus and angles, multimedia, integrate artistic mediums digital text, diverse formats, visual form			
Reading Literature			
Anchor Standard: Integration of Knowledge and Ideas			
Anchor Standard 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*			
Standard: RL7.7			
Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
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.,	<ul style="list-style-type: none"> • Demonstrate the behaviors of a strategic reader, viewer, or listener to a given literary text. • Demonstrate knowledge of various media capabilities when listening to or viewing a dramatization of a literary text. 	<ul style="list-style-type: none"> • As a class, read a text and watch/listen to the corresponding movie, audio, or other multimedia presentation (ex. “Rules of the Game” or “The Most Dangerous Game”) • Use Venn diagram to compare and contrast text from media. 	<ul style="list-style-type: none"> • Students will write a critical analysis of directorial and acting choices for “Rules of the Game” and “The Most Dangerous

<p>lighting, sound, color, or camera focus and angles in a film).</p>	<ul style="list-style-type: none"> • Compare the reading a literary text versus listening to or viewing a dramatization of a literary text. • Compare the differences between what the reader imagines visually and aurally when reading a literary text to the dramatization of those sights and sounds from a literary text. • Use appropriate language when discussing different media • Assess the positive and negative effects of being true to the original text or changing characters, setting, or plot action from original text. 	<ul style="list-style-type: none"> • Provide students with appropriate language • Use technology to facilitate the use of multimedia in the classroom • Facilitate collaborative efforts to produce a film version of a text that read in class • Model for students how to generate questions when looking at artworks 	<p>Game” and answer such questions as: Why do you think the director chose to depart from the original text? Do you agree with the director’s choices? Was the theme compromised?</p> <ul style="list-style-type: none"> • Students will select a scene from the book and compare it to a scene from the production. How are they different and why? • Which medium had the greatest impact on your comprehension?
---	---	---	--

Differentiation/Accommodations/Modifications

Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
<ul style="list-style-type: none"> • Create video clip, comic strip, or timeline to represent alternate version • Write a movie review about a film and book read independently. 	<ul style="list-style-type: none"> • Graphic Organizers • Show numerous examples • Explicit vocabulary instruction • Build background knowledge about film or any other type of media needed to understand what they hear, see, or read since they may be new concepts to some • For more, see http://www.state.nj.us/education/mod 	<ul style="list-style-type: none"> • Extended time • Modified assignments • Small group, alternate location • Modeling • Video clips • Read aloud • Word Wall • Build background knowledge • Refer to each student’s IEP for more specific modifications 	<ul style="list-style-type: none"> • Utilize RTI strategies including reciprocal teaching and modeling • Tier II and Tier III intervention • More frequent STAR assessments • Morning tutoring • After school program • Parental contact

	elcurriculum/ela/ellscaffolding/3u1.pdf		
--	---	--	--

Language Arts Curriculum: Grade 7
Reading Standards for Literature
Standard RL 7.8

Essential Question(s): How do readers determine and make meaning of the arguments/claims presented in a text?			
Vocabulary: argument, evidence, claim, logical, bias, reasoning, sound, validity of reasoning, delineate			
Reading Literature			
Anchor Standard: Integration of Knowledge and Ideas			
Anchor Standard 8: Delineate and evaluate the argument and specific claims in a text, including validity of the reasoning as well as the relevance and sufficiency of the evidence.			
NJSLS Standard: RL 7.8			
Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
8. (Not applicable to literature)	<ul style="list-style-type: none"> Trace a character’s argument and specific claims, asserting evidence and sufficiency of evidence 	<ul style="list-style-type: none"> Summarize an argument and its evidence, assess whether the evidence is sufficient and well reasoned. 	<ul style="list-style-type: none"> N/A to Literature
Differentiation/Accommodations/Modifications			
Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
•	•	•	•

Language Arts Curriculum: Grade 7
Reading Standards for Literature
Standard RL 7.9

Essential Question(s): How do readers make connections between texts?			
Enduring Understanding: Relevant background knowledge creates profound understanding of literature. A relationship exists between themes of literary works from both past and present.			
Vocabulary: historical fiction, historical account, cite, author’s purpose, modern text, compare and contrast, approaches to similar themes and topics			
Reading Literature			
NJSLS Anchor Standard: Integration of Knowledge and Ideas			
Anchor Standard 9: Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.			
NJSLS Standard: RL7.9			
Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	<ul style="list-style-type: none"> ● Distinguish between historical fiction and an historical account. ● Compare specific texts addressing the same time period in historical fiction and an historical account. ● Explain the author’s purpose in changing historical fact in a fictional text. ● Use evidence from literary and informational texts to support analysis and reflection. ● Present findings using pertinent details and facts. 	<ul style="list-style-type: none"> ● As a class read and discuss the historical aspects of the texts and compare to historical facts ● Discuss how the author has manipulated a historical account to serve his purpose ● Review and model how to cite evidence to support analysis and reflection. ● Have students read multiple versions of a source text such as different versions of a fairy tale or folk tale 	<ul style="list-style-type: none"> ● Students will compare and contrast the different versions of Cinderella from around the world. [RL.7.9] ● Students will analyze how the fictional treatment of African-American life in the South during the 1930’s compares and contrasts with a nonfiction treatment. ● Readworks.org ● Performance Coach

--

Differentiation/Accommodations/Modifications			
Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
<ul style="list-style-type: none"> • Create video clip, comic strip, or timeline to represent alternate version 	<ul style="list-style-type: none"> • Graphic Organizers • Read Aloud from texts as students follow along with their own copies so they can see and hear more antiquated language of older and more complex texts • Explicit vocabulary instruction • Build background knowledge • For more, see http://www.state.nj.us/education/mod-elcurriculum/ela/ellscaffolding/3u1.pdf 	<ul style="list-style-type: none"> • Extended time • Modified assignments • Small group, alternate location • Modeling • Read Aloud from texts as students follow along with their own copies so they can see and hear more antiquated language of older and more complex texts • Read aloud • Build background • Refer to each student's IEP for more specific modifications 	<ul style="list-style-type: none"> • Utilize RTI strategies including modeling and reciprocal teaching • Tier II and Tier III intervention • Morning tutoring • After school program • Parental contact

Language Arts Curriculum: Grade 7
Reading Standards for Literature
Standard RL 7.10

Essential Question(s): How do readers use comprehension strategies to improve understanding of text?			
Enduring Understanding: Critically reading and understanding a variety of literary genres promotes language arts literacy.			
Vocabulary: drama, poetry, literature, complex literary texts, text complexity band, proficiently, high end of range			
Reading Literature			
Anchor Standard: Range of Reading and Level of Text Complexity			
Anchor Standard 10: Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.			
Standard: RL 7.10			
Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.	<ul style="list-style-type: none"> Students read a variety of genres Students read literature varying in complexity 	<ul style="list-style-type: none"> Expose students to a variety of genres Expose students to literature varying in complexity Before Reading: prediction making, preview text During Reading: questioning, highlighting, charting After Reading: journals, illustrations, sequencing, dramatization, graphic organizers Scaffold reading and comprehension as needed Provide focused questions students can use to guide them when participating in close reading 	<ul style="list-style-type: none"> Grade appropriate text (fiction, drama, and poetry) Teacher recommendations about text related to the topic Literature Circles

Differentiation/Accommodations/Modifications			
Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
<ul style="list-style-type: none"> Create video clip, comic strip, or timeline to represent alternate version 	<ul style="list-style-type: none"> Graphic Organizers Provide students with texts appropriate to their current reading level but that challenge them with 	<ul style="list-style-type: none"> Extended time Modified assignments/fewer questions Small group, alternate location 	<ul style="list-style-type: none"> Utilize RTI strategies including reciprocal teaching and modeling

	<p>ideas, language, and/or other elements that are new or more complex</p> <ul style="list-style-type: none"> ● Literature Circles ● Read Aloud ● Explicit vocabulary instruction ● Close reading ● Annotations ● Build background knowledge ● Real-life connections ● For more, see http://www.state.nj.us/education/mod-elcurriculum/ela/ellscaffolding/3u1.pdf 	<ul style="list-style-type: none"> ● Modeling ● Literature Circles ● Read aloud/Audio books ● Close reading ● Annotations ● Word Wall ● Refer to each student's IEP for more specific modifications 	<ul style="list-style-type: none"> ● Tier II and Tier III intervention ● More frequent STAR assessments ● Morning tutoring ● After school program ● Parental contact
--	--	--	---

Language Arts Curriculum: Grade 7
Reading Standards for Informational Text
Standard RI 7.1

<p>Essential Question(s): How do readers use text to support answers to questions? What impact does inference have on a student's ability to understand the central idea of a text? Why is textual evidence essential to a reader's understanding?</p>
<p>Enduring Understanding: Inferences must be rooted in the text and must provide a conceptual foundation for understanding. Citing evidence is vital to strong textual analysis.</p>
<p>Vocabulary: annotate, inference, analyze, textual evidence, close reading, primary and secondary sources, logical inferences</p>

Reading Informational Text			
Anchor Standard: Key Ideas and Details			
Anchor Standard 1: Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.			
Standard: RI7.1			
Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.	<ul style="list-style-type: none"> Identify key information from the text Develop and support inferences with information from the text Use evidence from text to support analysis of text Distinguish between what is explicit and what is inferred When provided with an inference, find an accurate quote within the text to support the inference After making an inference, find an accurate quote within the text to support the inference 	<ul style="list-style-type: none"> Review with students how to identify key information (annotate text) Model how to make inferences and support inferences with text Have students work in groups to develop and defend ideas Use classroom discussion to identify evidence and support analysis Pose questions about words, actions or details that require students to look closely at the text for answers 	<ul style="list-style-type: none"> Cite several pieces of textual evidence to support analysis of <i>Narrative of the Life of Frederick Douglass, an American Slave</i> by Frederick Douglass Standards Solution Performance Coach
Differentiation/Accommodations/Modifications			
Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
<ul style="list-style-type: none"> Increased text to self-connections with journal entry 	<ul style="list-style-type: none"> Graphic Organizers Verbally re-teach the process used to make inferences and verbally label each step as teacher demonstrates. (“Inferences=What You Know + What You Learned”) Verbal prompts 	<ul style="list-style-type: none"> Extended time Modified assignments Small group, alternate location Modeling Reference sheets about inferences that students can use as needed Oral Prompting 	<ul style="list-style-type: none"> Tier II and Tier III intervention More frequent STAR assessments Morning tutoring After school program Parental contact

	<ul style="list-style-type: none"> • Reference sheets about inferences that students can use as needed • Pre-teach vocabulary • Build background knowledge • Real-life connections • For more, see http://www.state.nj.us/education/mod-elcurriculum/ela/ellscaffolding/3u1.pdf 	<ul style="list-style-type: none"> • Refer to each student's IEP for more specific modifications 	
--	---	---	--

Language Arts Curriculum: Grade 7
Reading Standards for Informational Text
Standard RI 7.2

Essential Question(s): How do readers use key details from the text to support the main idea?			
Enduring Understanding: Determining the central idea can help us to make vital and informative connections to our learning Supporting ideas can help us to derive the main idea. Central ideas may develop further over the course of the text. Objective summaries help us to understand the central idea.			
Vocabulary: central idea, objective summary, key supporting ideas, relationship to supporting ideas, objective summary, relationship, accurate summary, conclusions of a text, development distinct from prior knowledge or opinions, development, conveyed through particular details			
21st Century Skill: Critical Thinking and Problem Solving			
Reading Informational Text			
NJSLS Anchor Standard: Key Ideas and Details			
Anchor Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.			
Standard: RI7.2			
Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
2. Determine two or more central ideas in a text and analyze their development over the course of the text;	<ul style="list-style-type: none"> • Identify two or more central ideas in a text using supporting details 	<ul style="list-style-type: none"> • Teach and model how to identify central and support ideas • Use graphic organizers (i.e. web) • Engage students in discussion of central ideas 	<ul style="list-style-type: none"> • Students provide an objective summary of Frederick Douglass's <i>Narrative of the Life of Frederick Douglass an</i>

provide an objective summary of the text.	<ul style="list-style-type: none"> Analyze the development of central ideas over the course of a text Provide an objective summary of the text 	<ul style="list-style-type: none"> Provide students with opportunities to summarize the text 	<p><i>American Slave</i>. Students will analyze how the central idea regarding the evils of slavery is conveyed through supporting ideas and developed over the course of the text</p> <ul style="list-style-type: none"> Common Core Performance Coach Standards Solutions
---	--	---	---

Differentiation/Accommodations/Modifications

Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
<ul style="list-style-type: none"> Students will create a comic strip summarizing main idea 	<ul style="list-style-type: none"> Graphic Organizers Read Aloud Pre-teach vocabulary Explicit vocabulary instruction “Support/Not Support” Game (student presents statement and partner decides if it’s a supporting detail or not) Provide sentence frames Confirm that they know key concepts-analyzes, summarize, main idea and supporting details For more, see http://www.state.nj.us/education/mod-elcurriculum/ela/ellscaffolding/3u1.pdf 	<ul style="list-style-type: none"> Extended time Modified assignments Small group, alternate location Modeling “Support/Not Support” Game (student presents statement and partner decides if it’s a supporting detail or not) Provide sentence frames Word Wall Build background knowledge Refer to each student’s IEP for more specific modifications 	<ul style="list-style-type: none"> “Support/Not Support” Game (student presents statement and partner decides if it’s a supporting detail or not) Provide sentence frames Tier II and Tier III intervention Morning tutoring After school program Parental contact

Language Arts Curriculum: Grade 7
Reading Standards for Informational Text
Standard RI 7.3

Essential Question(s): How do readers make connections between concepts in a text?			
Enduring Understanding: Readers are influenced and make meaning by analyzing the interactions between ideas, people and events. Readers analyze how a text makes distinct connections-text-to-text, text-to-self, and text-to-world			
Vocabulary: chronological, differentiate, connection, compare, contrast, key steps in the description of a process, develop and interact, distinctions, introduced, illustrated, and elaborated			
21st Century Skill: Critical Thinking and Problem Solving			
Reading Informational Text			
NJSLS Anchor Standard: Key Ideas and Details			
Anchor Standard 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.			
NJSLS Standard: RI7.3			
Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	<ul style="list-style-type: none"> • Arrange details chronologically • Differentiate between organization of ideas in text 	<ul style="list-style-type: none"> • Model use of graphic organizer (e.g. timeline, outline, etc.) • Have students create a timeline for <i>Narrative of the Life of Frederick Douglass, an American Slave</i> that shows all of the events in sequence and evaluated or ranked by their importance on later events 	<ul style="list-style-type: none"> • Students will identify the key ideas presented in <i>Narrative of the Life of Frederick Douglass, an American Slave</i> • Students will identify the evidence or examples used to identify these key ideas. • Students will read a biography or auto-

			biography and explain how an event can influence a person <ul style="list-style-type: none"> • Common Core Performance Coach • Standards Solutions
Differentiation/Accommodations/Modifications			
Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
<ul style="list-style-type: none"> • Students will create a living wax museum inspired by famous authors. 	<ul style="list-style-type: none"> • Graphic Organizers /Concept Webs • Read Aloud • Pre-teach vocabulary • Think/Pair/Share • Build background knowledge • Evaluate language used in texts for possible misunderstandings/complexity • For more, see http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/3u1.pdf 	<ul style="list-style-type: none"> • Extended time • Graphic Organizers/Concept Webs • Modified assignments • Small group, alternate location • Modeling • Think/Pair/Share • Read aloud • Word Wall • Refer to each student's IEP for more specific modifications 	<ul style="list-style-type: none"> • RTI strategies including reciprocal thinking and modeling • Tier II and Tier III intervention • More frequent STAR assessments • Morning tutoring • After school program • Parental contact

Language Arts Curriculum: Grade 7
Reading Standards for Informational Text
Standard RI 7.4

Essential Question(s): How do readers determine the meaning and use of content specific vocabulary?			
Enduring Understanding: Proficient readers use words, their variations and context to create meaning. Words contain connotative and denotative meaning. Comprehension of text is essential in order to interpret and evaluate. Author’s tone helps the reader identify point of view.			
Vocabulary: context clues, connotation, denotation, glossary, dictionary, key terms, domain-specific words and phrases, interpret			
21st Century Skill: Critical Thinking and Problem Solving			
Reading Informational Text			
Anchor Standard: Craft and Structure			
Anchor Standard 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.			
NJSLS Standard: RI7.4			
Grade Specific Standard:	Skills	Procedures and Examples	Common Core Exemplar
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.	<ul style="list-style-type: none"> Use context clues to determine meaning of words and phrases Explain/define meaning of words and phrases Students will analyze how specific word choices affect meaning and tone 	<ul style="list-style-type: none"> Review figurative, connotative, and technical meanings of words Provide examples of using context clues to make determinations Teach mini-lessons on connotation and denotation 	<ul style="list-style-type: none"> Students will analyze which words or phrases contribute the most to the meaning or tone of a text Analyze which words in a text have different figurative, connotative, and technical meanings Analyze famous political speeches and select which words contribute to the tone
Differentiation/Accommodations/Modifications			
Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
<ul style="list-style-type: none"> Write a speech using a specific tone. 	<ul style="list-style-type: none"> Graphic Organizers Read Aloud Pre-teach vocabulary Build background Use vocabulary as often as possible, speaking them aloud so students can hear them in context and pronounced correctly. 	<ul style="list-style-type: none"> Extended time Use vocabulary as often as possible, speaking them aloud so students can hear them in context and pronounced correctly. Modified assignments Small group, alternate location Modeling 	<ul style="list-style-type: none"> Tier II and Tier III intervention More frequent STAR assessments Morning tutoring After school program Parental contact

	<ul style="list-style-type: none">• For more, see http://www.state.nj.us/education/mod-elcurriculum/ela/ellscaffolding/3u1.pdf	<ul style="list-style-type: none">• Refer to each student's IEP for more specific modifications	
--	---	---	--

Language Arts Curriculum: Grade 7
Reading Standards for Informational Text
Standard RI 7.5

Essential Question(s): How do readers use text features to locate information? What are the key structural elements in this paragraph that develop its ideas?			
Vocabulary: structure, purpose, effective, ineffective, annotate, chronological, compare/contrast, cause/effect, problem/solution, key word, hyperlink, text features, search tools, glossary, table of contents, index, heading, subheading, sidebars, caption			
Reading Informational Text			
Anchor Standard: Craft and Structure			
Anchor Standard 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.			
NJSLS Standard: RI 7.5			
Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
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.	<ul style="list-style-type: none"> Students will recognize the structure an author uses to organize text including how the sections contribute to the development of ideas in the text 	<ul style="list-style-type: none"> Lead a class discussion of text structure and its purpose Use guiding questions Help students determine the text structure (sequential, chronological) and its rhetoric mode (to define, compare, explain) then have students practice independently Model for students how to determine the structure of a complex text 	<ul style="list-style-type: none"> Students will deconstruct a paragraph to identify topic sentences and supporting details using color codes. Students will examine several non-fiction passages and determine the organizational approach the author uses and how the text structure contributes to the text as a whole
Differentiation/Accommodations/Modifications			

Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
<ul style="list-style-type: none"> Students will create a Jeopardy game focusing on text structures. 	<ul style="list-style-type: none"> Graphic Organizers Read Aloud Pre-teach vocabulary Use PowerPoint slide or ELMO document camera to show different versions of the same text but highlight various examples in each slide. For example, highlight all of the transitions in one slide, highlight the key sentences in another slide) so students can better understand the concept of text structure and its impact on the entire text. Build background knowledge of character traits Cause/effect correlations Real-life connections For more, see http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/3u1.pdf 	<ul style="list-style-type: none"> Extended time Modified assignments Small group, alternate location Modeling Use PowerPoint slide or ELMO document camera to show different versions of the same text but highlight various examples in each slide. For example, highlight all of the transitions in one slide, highlight the key sentences in another slide) so students can better understand the concept of text structure and its impact on the entire text Refer to each student's IEP for more specific modifications 	<ul style="list-style-type: none"> Tier II and Tier III intervention More frequent STAR assessments Morning tutoring After school program Parental contact

Language Arts Curriculum: Grade 7
Reading Standards for Informational Text
Standard RI 7.6

Essential Question(s): How do readers analyze point of view and/or purpose?
Enduring Understanding: The author has one central thesis that focuses the entire essay. It is important to understand conflicting viewpoints
Vocabulary: purpose, point of view, bias, assess, evidence, conflicting evidence, loaded language, inclusion or avoidance of certain facts, acknowledge and respond
Reading Informational Text

Anchor Standard: Craft and Structure			
Anchor Standard 6: Assess how point of view or purpose shapes the content and style of a text.			
NJSLS Standard: RI 8.6			
Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
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.	<ul style="list-style-type: none"> Students will recognize the overall structure of text Students will identify author's point of view or purpose Students will discern how word choices separate the author's point of view or purpose from someone else's 	<ul style="list-style-type: none"> Lead a class discussion of point of view/purpose Ask class "What was the author's purpose/point of view?" Use graphic organizers to categorize author's points of view 	<ul style="list-style-type: none"> Students determine the point of view of John Adams in his "Letter on Thomas Jefferson" and analyze how he distinguishes his position from an alternative approach articulated by Thomas Jefferson. What devices does the author use to distinguish his/her position from others' on the subject?
Differentiation/Accommodations/Modifications			
Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
<ul style="list-style-type: none"> Students will write a passage from Adams' point of view and switch the purpose of the text. 	<ul style="list-style-type: none"> Graphic Organizers Read Aloud Pre-teach vocabulary Real-life connections For more, see http://www.state.nj.us/education/mod-elcurriculum/ela/ellscaffolding/3u1.pdf 	<ul style="list-style-type: none"> Modified assignments Small group, alternate location Modeling Word Wall Refer to each student's IEP for more specific modifications 	<ul style="list-style-type: none"> Tier II and Tier III intervention Morning tutoring After school program Parental contact

Language Arts Curriculum: Grade 7
Reading Standards for Informational Text
Standard RI 7.7

Essential Question(s): How do readers use information from illustrations and text to demonstrate understanding?			
Enduring Understanding: Various forms of media can be used to accommodate a myriad of learning styles. Differentiated instruction can affect the interpretation of information.			
Vocabulary: analysis (technical vs. quantitative), artistic mediums, digital text, diverse formats, version, infographics/visual form, similarities, difference, compare, contrast			
Reading Informational Text			
Anchor Standard: Integration of Knowledge and Ideas			
Anchor Standard 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words			
NJSLS Standard: RI7.7			
Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
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).	<ul style="list-style-type: none"> Students will be able to compare and contrast a written text to another format (ie: audio, video, or multimedia) Students will recognize similarities and differences in each format 	<ul style="list-style-type: none"> Use graphic organizer (i.e.: Venn Diagram) to illustrate similarities and differences Guiding questions to illustrate similarities and differences 	<ul style="list-style-type: none"> Compare and contrast the similarities and differences between the text version of Martin Luther King’s “I Have a Dream” speech and the filmed/audio audio version. Students will focus on how words delivered in performance (rather than on a page) impact the meaning or

			effect of those words.
Differentiation/Accommodations/Modifications			
Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
<ul style="list-style-type: none"> Analyze the speech and annotate for rhetorical devices. 	<ul style="list-style-type: none"> Graphic Organizers Prepare students with information about each format (charts/graphs) or types of media needed to understand what they hear, see, or read in case they are new forms or formats to some. Pre-teach vocabulary Build background knowledge Real-life connections For more, see http://www.state.nj.us/education/mod-elcurriculum/ela/ellscaffolding/3u1.pdf 	<ul style="list-style-type: none"> Extended time Modified assignments Small group, alternate location Modeling Refer to each student's IEP for more specific modifications 	<ul style="list-style-type: none"> Tier II and Tier III intervention More frequent STAR assessments Morning tutoring After school program Parental contact

Language Arts Curriculum: Grade 7
Reading Standards for Informational Text
Standard RI 7.8

Essential Question(s): How do readers determine and make meaning of the arguments/claims presented in a text?			
Vocabulary: argument, assess, claims, reasons, evidence, relevancy of evidence, delineate, distinguish among fact, opinion and speculation, validity of reasoning, trace the argument, sufficiency of evidence			
Reading Informational Text			
Anchor Standard: Integration of Knowledge and Ideas			
Anchor Standard 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.			
Standard: RI7.8			
Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
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.	<ul style="list-style-type: none"> ● Cite items to support an author’s claim ● Distinguish the strength of author’s claims 	<ul style="list-style-type: none"> ● Have students label various parts of an essay including claims, evidence cited, and how that evidence relates to and supports the claims. ● Present mini-lesson of fact and opinion. <ul style="list-style-type: none"> - Include examples - Provide credible and non- credible examples ● Clarify the idea of relevant and sufficient for the class and give examples that illustrate the line between relevant and irrelevant, sufficient and insufficient through a Think Aloud ● Have students determine what type of claims they encounter: claims of facts, claims of value and claims of policy. Give samples of complex text and have students identify the precise claim and its type. 	Students will read a variety of articles from www.newsELA.com and determine: (1) The argument/claims the text makes (2) How do these arguments evolve from the beginning to the end of the text (3) If the reasoning behind the argument is sound (4) Is there enough evidence and (5) Is the evidence relevant?
Differentiation/Accommodations/Modifications			

Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
<ul style="list-style-type: none"> Students will highlight for ethos, pathos, and logos. 	<ul style="list-style-type: none"> Project an argument essay on the ELMO, and highlight various parts of the argument essay using a variety of colored highlighters. Graphic Organizers Read Aloud Pre-teach vocabulary Real-life connections For more, see http://www.state.nj.us/education/mod-elcurriculum/ela/ellscaffolding/3u1.pdf 	<ul style="list-style-type: none"> Extended time Modified assignments Small group, alternate location Modeling Project an argument essay on the ELMO, and highlight various parts of the argument essay using a variety of colored highlighters. Refer to each student's IEP for more specific modifications 	<ul style="list-style-type: none"> Project an argument essay on the ELMO, and highlight various parts of the argument essay using a variety of colored highlighters. Tier II and Tier III intervention More frequent STAR assessments Morning tutoring After school program Parental contact

Language Arts Curriculum: Grade 7
Reading Standards for Informational Text
Standard RI 7.9

Essential Question(s): How do readers make connections or determine differences and/or similarities among texts of the same topic?			
Vocabulary: evidence; build knowledge; analyze relationship between primary and secondary source; findings;			
Reading Informational Text			
Anchor Standard: Integration of Knowledge and Ideas			
Anchor Standard 9: Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.			
NJSLS Standard: RI7.9			
Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	<ul style="list-style-type: none"> ● Read texts by two or more different authors writing on same topic ● Students will distinguish supporting evidence in each text 	<ul style="list-style-type: none"> ● Present a variety of texts to the students on the same topic ● Introduce evidence charts or other visual aid ● Model use of visual aid to chart supporting evidence in each text ● Provide students with many clear examples of primary and secondary sources ● Teacher will use colors to code two topics as they appear or develop and refer to each other; teacher will think aloud so students can see what to do and understand how the different colors represent each topic 	<ul style="list-style-type: none"> ● Students will examine information from a wide variety of resources about the relationship between concussions and youth football leagues. Students will determine where and when the authors' examples and evidence/interpretations differ and agree. ● Students will examine how a primary source document compares with the secondary

			source in its treatment of the same topic.
Differentiation/Accommodations/Modifications			
Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
<ul style="list-style-type: none"> Students will create a video explaining the difference between primary and secondary sources. 	<ul style="list-style-type: none"> Graphic Organizers Read Aloud Pre-teach vocabulary Build background knowledge For more, see http://www.state.nj.us/education/mod-elcurriculum/ela/ellscaffolding/3u1.pdf 	<ul style="list-style-type: none"> Extended time Modified assignments Small group, alternate location Modeling Refer to each student's IEP for more specific modifications 	<ul style="list-style-type: none"> Tier II and Tier III intervention More frequent STAR assessments Morning tutoring After school program Parental contact

Language Arts Curriculum: Grade 7
Reading Standards for Informational Text
Standard RI 7.10

Essential Question(s): How do readers understand information texts in all subject areas?			
Vocabulary: complex informational text, high end of range, informational, literary nonfiction, proficiently, scaffolding, text complexity band			
Reading Informational Text			
NJSLS Anchor Standard: Range of Reading and Level of Text Complexity			
Anchor Standard 10: Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.			
Standard: RI7.10			
Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
10. By the end of the year comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.	<ul style="list-style-type: none"> Students will read and understand text on the seventh grade level 	<ul style="list-style-type: none"> Teacher will present material to students and assess understanding Expose students to a variety of grade level informational text including literary nonfiction, essays, biographies, and historical accounts Expose students to a variety of texts written by experts in magazines and other sources (blogs, reports, news articles) where the writing is more challenging Scaffold reading and comprehension as needed Form literature circles where the discussions help students work through the challenges the book presents 	<ul style="list-style-type: none"> <i>Narrative of the Life of Frederick Douglass, an American Slave</i> by Frederick Douglass Common Core Performance Coach Standards Solution newsELA.com ReadWorks.org
Differentiation/Accommodations/Modifications			
Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
<ul style="list-style-type: none"> Students will read both novel and paired articles. 	<ul style="list-style-type: none"> Graphic Organizers Read Aloud Pre-teach vocabulary Help them choose books and texts appropriate to their current reading 	<ul style="list-style-type: none"> Extended time Help them to choose books and texts appropriate to their current reading level but challenge them with new ideas, language, or other 	<ul style="list-style-type: none"> Tier II and Tier III intervention More frequent STAR assessments Morning tutoring

	<p>level but challenge them with new ideas, language, and other elements that are new or more complex than previous texts they have read</p> <ul style="list-style-type: none"> ● Build background knowledge ● For more, see http://www.state.nj.us/education/mod-elcurriculum/ela/ellscaffolding/3u1.pdf 	<p>elements that are new or more complex than previous texts they have read</p> <ul style="list-style-type: none"> ● Modified assignments ● Small group, alternate location ● Pre-teach vocabulary ● Refer to each student's IEP for more specific modifications 	<ul style="list-style-type: none"> ● After school program ● Parental contact
--	--	--	--

Language Arts Curriculum: Grade 7
Writing Standards
Standard W 7.1

Essential Question(s): How do writers use valid evidence to support claims?			
Vocabulary: claim (n), thesis, slang, formal language, credible source, evidence, analysis, judgment, cohesion, thesis, counterclaim, rebuttal, distinguish clarify relationships between claims and reasons			
Writing			
NJSLS Anchor Standard: Text Types and Purpose			
Anchor Standard 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.			
NJSLS Standard: W7.1			
Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
1. Write arguments to support claims with clear reasons and relevant evidence.			
a. Introduce claim(s) and organize the reasons and evidence clearly.	<ul style="list-style-type: none"> ● Pre-write pros and cons ● Select strongest side ● Identify three reasons ● Write thesis statement ● Compose a draft of the introduction paragraph 	<ul style="list-style-type: none"> ● Model prewriting using a T-Chart of pros and cons ● Demonstrate the sentence structure of a thesis ● Model an introduction paragraph 	After evaluating news articles and videos about concussion and contact sports, students will complete a graphic organizer listing the three strongest arguments for each side and include the citation for each.
b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating	<ul style="list-style-type: none"> ● Display knowledge of topic by selecting appropriate evidence ● Evaluate evidence using credible sources 	<ul style="list-style-type: none"> ● Provide examples of reliable and appropriate evidence that support the thesis ● Identify and model research techniques to locate credible sources 	Students will be provided with a range of sample

an understanding of the topic or text.	<ul style="list-style-type: none"> • Compose a draft of body paragraphs 		arguments and they will determine which are effective and which are ineffective
c. Use words, phrases, and clauses to clarify the relationships among claim(s), reasons and evidence.	<ul style="list-style-type: none"> • Collaborate to create a word wall • Interpret key words in claim to support reasons • Identify key words in reasons and evidence to defend claim • Apply academic vocabulary to draft 	<ul style="list-style-type: none"> • Design word wall • Demonstrate selection of key words that explain connections while infusing academic vocabulary 	Students will use highlighters to indicate which words create cohesion by linking or serving as transitions between claims and reasons, reasons and evidence, and claims and counterclaims
d. Establish and maintain a formal style/academic style, approach, and form.	<ul style="list-style-type: none"> • Identify elements that distinguish formal and informal style • Edit drafts to maintain formal style 	<ul style="list-style-type: none"> • Provide examples of formal and informal texts • Complete activities differentiating slang versus formal language 	
e. Provide a concluding statement or section that follows from and supports the argument presented.	<ul style="list-style-type: none"> • Draft a conclusion to support thesis 	<ul style="list-style-type: none"> • Compile examples of effective conclusion paragraphs 	

Differentiation/Accommodations/Modifications

Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
<ul style="list-style-type: none"> • Students will write a second argument 	<ul style="list-style-type: none"> • Graphic Organizers • Discuss the idea of argument so students can understand the concept 	<ul style="list-style-type: none"> • Extended time • Modified assignments • Small group, alternate location 	<ul style="list-style-type: none"> • Tier II and Tier III intervention • Morning tutoring

<p>essay from the opposite perspective.</p>	<ul style="list-style-type: none">• Pre-teach vocabulary• Build background knowledge• For more, see http://www.state.nj.us/education/mod-elcurriculum/ela/ellscaffolding/3u1.pdf	<ul style="list-style-type: none">• Modeling• Refer to each student's IEP for more specific modifications	<ul style="list-style-type: none">• After school program• Parental contact
---	---	--	---

Language Arts Curriculum: Grade 7
Writing Standards
Standard W 7.2

Essential Question(s): How do writers explore topics and convey ideas?			
Enduring Understanding: Acquisition, evaluation, and use of materials should meet a specific need. Information from various resources must be analyzed, evaluated, synthesized, and applied appropriately. Like a printed text, a work produced in an electronic medium can be analyzed in terms of the connections among its purpose, audience, content and form.			
Vocabulary: audience’s knowledge of a topic; cohesion; complex ideas; concrete details; precise, domain-specific language; formal language; informal language; formatting, objective tone; transitions; selection, organization, and analysis of content.			
21st Century Skill: Critical Thinking and Problem Solving			
Writing			
NJSLS Anchor Standard: Text Types and Purpose			
Anchor Standard 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.			
NJSLS Standard: W7.2			
Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.			
a. Introduce a topic; organize ideas, concepts, and information, using text structures (eg. definition, classification, comparison/contrast, cause/effect, etc.) and text features (eg. headings, graphics, and multimedia) when useful to aiding comprehension)	<ul style="list-style-type: none"> ● Prewrite to address the demands of informative text including the following: <ul style="list-style-type: none"> - Identify topic clearly - Gather information - Evaluate information - Organize information - Include appropriate text features ● Compose draft of an introduction paragraph with thesis statement 	<ul style="list-style-type: none"> ● Provide graphic organizers to organize the various demands of informational text ● Extrapolate information from graphic organizer to formulate structure of informative essay 	Students will complete graphic organizers to help organize their data and idea prior to writing a rough draft of their argument essay
b. Develop the topic with relevant facts, definitions, concrete details, quotations, or	<ul style="list-style-type: none"> ● Demonstrate knowledge of topic by selecting relevant evidence including facts, details, quotations, and other supportive information 	<ul style="list-style-type: none"> ● Provide examples of reliable and appropriate facts, details, quotations and other supportive information 	Teacher will work directly with students to generate ideas and

<p>other information and examples.</p>	<ul style="list-style-type: none"> ● Produce writing that demonstrates the correct usage of punctuation, focusing on quotations ● Compose a draft of body paragraphs 	<ul style="list-style-type: none"> ● Review the proper use of punctuation focusing on quotations ● Prepare proof reading activities ● Identify and model research techniques to locate relevant and informative sources 	<p>gather evidence, date, examples and other content</p>
<p>c. Use appropriate transitions to clarify the relationships among ideas and concepts.</p>	<ul style="list-style-type: none"> ● Collaborate to create a word wall ● Interpret key words in claim to support reasons ● Identify key words in reasons to defend claim ● Apply academic vocabulary to draft 	<ul style="list-style-type: none"> ● Design word wall ● Demonstrate selection of key words that explain connections while infusing academic vocabulary 	<p>Students will go through their papers once they finished their rough draft and highlight the first six words of each sentence so they can evaluate existing transitions and add others where they should improve clarity or unity.</p>
<p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>	<ul style="list-style-type: none"> ● Use precise language and domain specific vocabulary to enhance the topic 	<ul style="list-style-type: none"> ● Generate activities to enhance language and vocabulary 	<p>Class will generate words they should use when writing about a specific subject, procedure or event</p>
<p>e. Establish and maintain a formal style/academic style, approach, and form.</p>	<ul style="list-style-type: none"> ● Identify elements that distinguish formal and informal style ● Edit drafts to maintain formal style 	<ul style="list-style-type: none"> ● Provide examples of formal and informal texts ● Complete activities differentiating slang versus formal language 	
<p>f. Provide a concluding statement or section that follows from the information or explanation presented.</p>	<ul style="list-style-type: none"> ● Draft a conclusion to support informative text 	<ul style="list-style-type: none"> ● Compile examples of effective conclusion paragraphs 	

Differentiation/Accommodations/Modifications

Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
<ul style="list-style-type: none"> • Students will not use graphic organizers. They will highlight evidence and begin writing. 	<ul style="list-style-type: none"> • Graphic Organizers • Read Aloud • Pre-teach vocabulary • Break the process into stages, providing students with examples and direct instruction at each stage before moving on to the next to ensure they comprehend and are doing the work correctly. • Real-life connections • For more, see http://www.state.nj.us/education/mod curriculum/ela/ellscaffolding/3u1.pdf 	<ul style="list-style-type: none"> • Extended time • Break the process into stages, providing students with examples and direct instruction at each stage before moving on to the next to ensure they comprehend and are doing the work correctly. • Modified assignments • Small group, alternate location • Modeling • Refer to each student's IEP for more specific modifications 	<ul style="list-style-type: none"> • Tier II and Tier III intervention • More frequent STAR assessments • Morning tutoring • After school program • Parental contact • Break the process into stages, providing students with examples and direct instruction at each stage before moving on to the next to ensure they comprehend and are doing the work correctly.

Language Arts Curriculum: Grade 7
Writing Standards
Standard W 7.3

Essential Question(s): How do writers develop effective narratives?			
Enduring Understanding: Writers deliberately choose text structures to craft their personal narrative. Writers use a variety of strategies to elaborate and enhance their work.			
Vocabulary: narrative, descriptive details, climax, simile, metaphor, idioms, personification, oxymoron, hyperbole, onomatopoeia, real or imagined experience, resolution, pacing, points of view, description, technique, sensory language, signal shifts, sensory language			
Writing			
NJSLS Anchor Standard: Text Types and Purpose			
Anchor Standard 3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences			
Standard: W7.3			
Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.			
a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	<ul style="list-style-type: none"> Brainstorm ideas for key story elements Create sensory details to match story events 	<ul style="list-style-type: none"> Provide graphic organizers for narratives including characters, settings, conflicts, resolutions, and themes 	Students will write story sequence on sticky notes or sequence cards key events or scenes in the narrative and arrange them in different ways until they find a sequence that best works with the story they are trying to tell.
b. Use narrative techniques, such as dialogue, pacing, and description, to develop	<ul style="list-style-type: none"> Compose effective dialogue 	<ul style="list-style-type: none"> Review the composition of dialogue Review plot pacing while focusing on the events and characters surrounding the climax 	<ul style="list-style-type: none"> Students will analyze dialogue and other

experiences, events, and/or characters.	<ul style="list-style-type: none"> Organize an equal distribution of details that develop experiences, events and/or characters 		techniques in the stories they study for ideas they can use in their own writing
c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	<ul style="list-style-type: none"> Draft narrative using strong transitions, phrases, and clauses while highlighting plot and setting. 	<ul style="list-style-type: none"> Model effective use of transitions, phrases and clauses Model the drafting process of writing a narrative 	
d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events	<ul style="list-style-type: none"> Enhance narrative by implementing figurative language to improve writing 	<ul style="list-style-type: none"> Compose examples of similes, metaphors, idioms, personifications, oxymoron, onomatopoeias, and hyperboles 	
e. Provide a conclusion that follows from the narrated experiences or events.	<ul style="list-style-type: none"> Draft a resolution that fits the narrative form 	- Model using mentor text	

Differentiation/Accommodations/Modifications

Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
<ul style="list-style-type: none"> Students will write their own narratives, focusing on dialogue. 	<ul style="list-style-type: none"> Graphic Organizers Give students the opportunity to draw out the story first as a cartoon strip with notes, captions and dialogue before asking them to write the story. Have students verbalize their story prior to writing it. Pre-teach domain-specific vocabulary 	<ul style="list-style-type: none"> Extended time Graphic Organizers Modified assignments Give students the opportunity to draw out the story first as a cartoon strip with notes, captions and dialogue before asking them to write the story. Have students verbalize their story prior to writing it 	<ul style="list-style-type: none"> Morning tutoring After school program Parental contact Tier II and Tier III intervention Have students verbalize their story prior to writing it.

	<ul style="list-style-type: none">• For more, see http://www.state.nj.us/education/mod-elcurriculum/ela/ellscaffolding/3u1.pdf	<ul style="list-style-type: none">• Small group, alternate location• Refer to each student's IEP for more specific modifications	
--	---	---	--

Language Arts Curriculum: Grade 7
Writing Standards
Standard W 7.4

Essential Question(s): How do writers create effective pieces of writing?			
Enduring Understanding: Good writers develop and refine their ideas for thinking, learning, communicating, and aesthetic expression. Effective writers understand that style, language, and point of view change based upon genre of writing.			
Vocabulary: purpose, audience, prompt, clear, purpose, coherent, organization, style, task , purpose			
Writing			
NJSLS Anchor Standard: Production and Distribution of Text			
Anchor Standard 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.			
Standard: W7.4			
Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	<ul style="list-style-type: none"> ● Understand prompt, purpose, and intended audience ● Distinguish between the different types of writing ● Create text that addresses prompt, purpose, and intended audience 	<ul style="list-style-type: none"> ● Annotated prompt (highlight & underline) ● Discuss interpretations of prompt ● Discuss purpose and individual audience ● Brainstorm and organize through graphic organizers ● Explain what the examples, details, data, information, or quotations mean and why they are important in relation to the main idea or claim you are developing. 	<ul style="list-style-type: none"> ● Students will determine the task, purpose and occasion for writing pieces and then determine the best way to organize, present, and develop the topic in the paper. ● Students will create an outline or plan before writing to improve the organization of the writing
Differentiation/Accommodations/Modifications			

Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
<ul style="list-style-type: none"> Students will write an outline for a Socratic Seminar. 	<ul style="list-style-type: none"> Graphic Organizers For more, see http://www.state.nj.us/education/mod-elcurriculum/ela/ellscaffolding/3u1.pdf 	<ul style="list-style-type: none"> Graphic organizers Extended time Modified assignments Small group, alternate location Refer to each student's IEP for more specific modifications 	<ul style="list-style-type: none"> Morning tutoring After school program Parental contact

Language Arts Curriculum: Grade 7
Writing Standards
Standard W 7.5

Essential Question(s): How do writers use the writing process to improve text?			
Vocabulary: writing process, revise, edit, draft, proofreading, purpose, audience, planning, conventions, strengthen, develop, new approach			
Writing			
NJSLS Anchor Standard: Production and Distribution of Text			
Anchor Standard 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.			
NJSLS Standard: W7.5			
Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
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.	<ul style="list-style-type: none"> ● Review writing process ● Pre-write ● Drafting ● Revise / Edit ● Evaluate purpose and audience of draft 	<ul style="list-style-type: none"> ● List of steps of the writing process (for example, list different approaches to writing an introduction.) ● Graphic organizer that is designed to establish a focus ● Create text ● Review purpose and audience 	<ul style="list-style-type: none"> ● When completing the rough draft, students will work with peer editors and/or teacher to decide if their paper would improve if they chose a different text structure, format or changed the emphasis to a different facet of their topic.
Differentiation/Accommodations/Modifications			

Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
<ul style="list-style-type: none"> Students will peer edit and proofread own work. Students will add vocabulary words. 	<ul style="list-style-type: none"> Have students turn their paper into a sentence outline to analyze the relationship between each sentence or paragraph and those that come before. If necessary, revise to improve flow and focus of paper. Graphic Organizers Writer's Checklist Pre-teach vocabulary For more, see http://www.state.nj.us/education/mod-elcurriculum/ela/ellscaffolding/3u1.pdf 	<ul style="list-style-type: none"> Have students turn their paper into a sentence outline to analyze the relationship between each sentence or paragraph and those that come before. If necessary, revise to improve flow and focus of paper Extended time Writer's Checklist Modified assignments Small group, alternate location Modeling Refer to each student's IEP for more specific modifications 	<ul style="list-style-type: none"> Have students turn their paper into a sentence outline to analyze the relationship between each sentence or paragraph and those that come before. If necessary, revise to improve flow and focus of paper Morning tutoring Writer's Checklist After school program Parental contact

Language Arts Curriculum: Grade 7
Writing Standards
Standard W 7.6

Essential Question(s): How do writers use technology to facilitate writing and collaboration?			
Vocabulary: hyperlink, blogs, website, electronic publications, electronic texts, linking techniques			
Writing			
NJSLS Anchor Standard: Production and Distribution of Text			
Anchor Standard 6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.			
NJSLS Standard: W7.6			
Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
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.	<ul style="list-style-type: none"> ● Electronically publish writing ● Integrate hyperlinks into draft ● Publish writing on blogs, website, and approved social networks etc. ● Critic and comment on other students' electronic publications 	<ul style="list-style-type: none"> ● Use computer to teach various linking techniques ● Demonstrate the sharing of text through technology ● Teach techniques for responding to electronic texts 	<ul style="list-style-type: none"> ● Students will respond to each other through the use of class blogs to a variety of subjects.
Differentiation/Accommodations/Modifications			
Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
<ul style="list-style-type: none"> ● Students will use google docs to collaborate on a second essay together. 	<ul style="list-style-type: none"> ● Ensure students know how to use the application, software, laptop or tablet ● Graphic Organizers ● Read Aloud ● Pre-teach vocabulary ● For more, see http://www.state.nj.us/education/mod-elcurriculum/ela/ellscaffolding/3u1.pdf 	<ul style="list-style-type: none"> ● Extended time ● Modified assignments ● Small group, alternate location ● Modeling ● Refer to each student's IEP for more specific modifications 	<ul style="list-style-type: none"> ● Morning tutoring ● Essay Exemplars ● After school program ● Parental contact

--	--	--	--

Language Arts Curriculum: Grade 7
Writing Standards
Standard W 7.7

Essential Question(s): How do writers conduct research to demonstrate understanding of a subject?			
Vocabulary: credible source, research question, purpose, intended audience, self-generated, conclusion, citing sources, synthesizes multiple sources, narrow or broaden the inquiry, demonstrate understanding of the subject			
Writing			
NJSLS Anchor Standard: Research and Build Present Knowledge			
Anchor Standard 7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.			
NJSLS Standard: W7.7			
Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	<ul style="list-style-type: none"> • Devise self-generated questions • Research the question, purpose, and intended audience • Research multiple types of credible sources • Generate • Compose draft which fully answers research questions 	<ul style="list-style-type: none"> • Provide research questions • Differentiate between credible and non-credible sources • Utilize teacher generated graphic organizer for multiple avenues of explorations 	When researching for biography research paper and debate on contact sports, students will consider what sources to consult and what questions they should ask so they can explore the topic from various angles.
Differentiation/Accommodations/Modifications			
Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
<ul style="list-style-type: none"> • Students will have a Socratic Seminar using questions. 	<ul style="list-style-type: none"> • Graphic Organizers • Explicit vocabulary instruction and clarify what <i>synthesis</i> means • Ask questions to check for comprehension since students cannot synthesize without comprehension 	<ul style="list-style-type: none"> • Extended time • Explicit vocabulary instruction and clarify what 'synthesis' means • Ask questions to check for comprehension since students cannot synthesize without comprehension 	<ul style="list-style-type: none"> • Graphic organizers • Utilize RTI strategies including modeling • Ask questions to check for comprehension since students cannot

	<ul style="list-style-type: none"> • For more, see http://www.state.nj.us/education/mod-elcurriculum/ela/ellscaffolding/3u1.pdf 	<ul style="list-style-type: none"> • Graphic Organizers • Modified assignments • Small group, alternate location • Modeling • Refer to each student's IEP for more specific modifications 	<p>synthesize without comprehension</p> <ul style="list-style-type: none"> • Morning tutoring • After school program • Parental contact
--	---	--	--

Language Arts Curriculum: Grade 7
Writing Standards
Standard W 7.8

Essential Question(s): How do writers evaluate and use sources?			
Vocabulary: works cited, search terms, plagiarism, credible, annotate, accuracy, assess, works cited, search items, plagiarism, credible, annotate, citation, gather relevant formation, MLA format for citation, multiple print and digital sources			
Writing			
NJSLS Anchor Standard: Research and Build Present Knowledge			
Anchor Standard 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.			
NJSLS Standard: W 7.8			
Grade Specific Standard	Skills	Procedures and Examples	Common Exemplar
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.	<ul style="list-style-type: none"> ● Evaluate sources ● Incorporate various types of note-taking strategies ● Identify the credibility of sources ● Understand plagiarism ● Sort information ● Utilize search terms effectively ● Create bibliographic entries for sources 	<ul style="list-style-type: none"> ● Determine if a source is appropriate and accurate in relation to the topic ● Explain and provide sample of plagiarism vs. proper citation ● Informative sorting activities ● Introduce standard format for citation ● Provide examples of effective search terms ● Teach students to distinguish between direct and indirect quotes so they can choose the one that interferes least with the flow of writing 	<ul style="list-style-type: none"> ● Students will practice incorporating quotations in their analysis of “Paul Revere’s Ride” by Henry Wadsworth Longfellow ● Students will complete a structured check-list to help them assess the credibility and relevancy of their different sources

Differentiation/Accommodations/Modifications

Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
----------------------------	----------------------------------	-----------------------------------	---

<ul style="list-style-type: none"> • Students will use text evidence to write a research paper about the poem. 	<ul style="list-style-type: none"> • Graphic Organizers • Ensure students understand the concept of plagiarism • Read Aloud • Pre-teach vocabulary • For more, see http://www.state.nj.us/education/mod-elcurriculum/ela/ellscaffolding/3u1.pdf 	<ul style="list-style-type: none"> • Extended time • Modified assignments • Ensure students understand the concept of plagiarism • Small group, alternate location • Refer to each student's IEP for more specific modifications 	<ul style="list-style-type: none"> • Morning tutoring • Ensure students understand the concept of plagiarism • After school program • Parental contact
---	---	---	--

Language Arts Curriculum: Grade 7
Writing Standards
Standard W 7.9

Essential Question(s): How do writers apply evidence from text to support conclusions?
Vocabulary: historical context, setting, character, historical account
Writing

NJSLS Anchor Standard: Research and Build Present Knowledge			
Anchor Standard 9: Draw evidence from literary or informational texts to support analysis, reflection, and research.			
NJSLS Standard: W.7.9			
Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.			
a. Apply <i>grade 7 Reading standards</i> 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”).	<ul style="list-style-type: none"> • Distinguish between historical fiction and an historical account. • Compare specific texts addressing the same time period in historical fiction and an historical account. • Explain the author’s purpose in changing historical fact in a fictional text. • Use evidence from literary and informational texts to support analysis and reflection. • Present findings using pertinent details and facts. 	<ul style="list-style-type: none"> • As a class read and discuss the historical aspects of the texts and compare to historical facts • Discuss how the author has manipulated a historical account to serve his purpose • Review and model how to cite evidence to support analysis and reflection • Model a compare and contrast assignment based on the similarities and differences between setting or character and historical account 	<ul style="list-style-type: none"> • <i>Roll of Thunder, Hear My Cry</i> by Mildred Taylor • Standards Solutions • Performance Coach • Students will cite evidence from literary and/or informational texts to support their claims • Students will use textual evidence to support their analysis, reflection, and/or findings
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”).	<ul style="list-style-type: none"> • Identify the author’s claim • Evaluate the claim based on the reasons and evidence provided • Determine the claims relevancy • Write a critique that evaluates the argument and claims made in a text, noting the reasons and evidence used to support the claims 	<ul style="list-style-type: none"> • Teach students how to identify the author’s argument/claim • Model how to determine if reasons support argument/claim • “What is the author’s argument and how does he/she support this argument?” • Teach students how to critique the claims made in a text in writing 	<ul style="list-style-type: none"> • Standards Solutions • Performance Coach

Differentiation/Accommodations/Modifications			
Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
<ul style="list-style-type: none"> Examine a current issue in the news and create two editorial cartoons, each presenting a different viewpoint on the issue. 	<ul style="list-style-type: none"> Graphic Organizers Read Aloud Real-life connections For more, see http://www.state.nj.us/education/mod-elcurriculum/ela/ellscaffolding/3u1.pdf 	<ul style="list-style-type: none"> Graphic Organizers Modified assignments Refer to each student's IEP for more specific modifications 	<ul style="list-style-type: none"> Morning tutoring After school program Parental contact

Language Arts Curriculum: Grade 7
Writing Standards
Standard W 7.10

Essential Question(s): How do writers successfully create text based upon the established time frame, task, purpose and audience?			
Vocabulary: time frame, audiences, purposes, range of tasks, research, revision, routinely, shorter time frames, tasks			
Writing			
NJSLS Anchor Standard: Research and Build Present Knowledge			
Anchor Standard 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.			
NJSLS Standard: W 7.10			
Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
10. Write routinely over extended time frames (time for research, reflection, metacognition/ self	<ul style="list-style-type: none"> Write using different time frames Write various genres 	<ul style="list-style-type: none"> Teach how writing varies according to determined time frame, task, purpose, and audience 	<ul style="list-style-type: none"> Students will respond

<p>correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<ul style="list-style-type: none"> • Use various writing strategies for different time frames 	<ul style="list-style-type: none"> • Demonstrate the use of various graphic organizers for different time pieces 	<p>reflectively to journal prompts</p> <ul style="list-style-type: none"> • Students will complete research reports on a famous/historical individual of their choice • Students will research various career choices • Students will write narratives based upon non-fiction passages.
---	--	---	--

Differentiation/Accommodations/Modifications			
Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
<ul style="list-style-type: none"> • Students will create visual representations as well as written responses. 	<ul style="list-style-type: none"> • Graphic Organizers • Give students the opportunities to write regularly to argue, inform/explain, inspire and entertain so they become familiar with the requirements of each type of writing • Pre-teach vocabulary • For more, see http://www.state.nj.us/education/mod-elcurriculum/ela/ellscaffolding/3u1.pdf 	<ul style="list-style-type: none"> • Extended time • Modified assignments • Graphic Organizers • Give students the opportunities to write regularly to argue, inform/explain, inspire and entertain so they become familiar with the requirements of each type of writing • Small group, alternate location 	<ul style="list-style-type: none"> • Morning tutoring • After school program • Parental contact

		<ul style="list-style-type: none"> Refer to each student's IEP for more specific modifications 	
--	--	---	--

Language Arts Curriculum: Grade 7
Speaking and Listening
Standard SL 7.1

Essential Question(s): How do students express thoughts and ideas in an effective manner?			
Enduring Understanding: Language is a powerful tool that can stir emotions and spark people to act. Effective discussion can build consensus and function as the catalyst for change			
Vocabulary: details, evidence, opinion, prediction, outcome, reflection paraphrase			
Speaking and Listening			
NJSLS Anchor Standard: Research and Build Present Knowledge			
Anchor Standard 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.			
NJSLS Standard: SL 7.1			
Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.			
a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	<ul style="list-style-type: none"> Prepare notes, questions, and/or discussion topics Generate discussion points Cite evidence from text 	<ul style="list-style-type: none"> Provide opportunities for group discussions Teach note taking Teach how to use text to support ideas/positions Model how to contribute to class discussions <ul style="list-style-type: none"> Questions/responses Use graphic organizer to organize ideas 	<ul style="list-style-type: none"> Students will participate in literature circles Students will work in cooperative groups to participate in a debate.
b. Follow rules for collegial discussions, track specific	<ul style="list-style-type: none"> Follow rules for discussion 	<ul style="list-style-type: none"> Establish rules for discussion and group work that encourage cooperative work 	Students will work in Literature

goals and deadlines, and define individual roles as needed.	<ul style="list-style-type: none"> Assume a variety of discussion roles Listen attentively to participants 	<ul style="list-style-type: none"> Teach roles that one can take in a discussion Establish procedures for tracking goals 	Circles and have rotating assignments
c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.	<ul style="list-style-type: none"> Ask questions that require detailed responses Provide on topic responses to questions posed Maintain focus on topic during discussion 	<ul style="list-style-type: none"> Model open ended questions that required detailed responses Emphasize the importance of staying on topic during discussions by asking relevant questions and providing relevant answers 	Students will share ideas, examples, and insights productively and respectfully in informal conversations and discussions
d. Acknowledge new information expressed by others and, when warranted, modify their own views.	<ul style="list-style-type: none"> Identify perspectives stated during the discussion Reflect to establish/modify personal views on the topic 	<ul style="list-style-type: none"> Ask students to share discussion points Have students reflect on original ideas vs. ideas after the discussion 	Students will reflect back on anticipation guides to see if their thinking has changed

Differentiation/Accommodations/Modifications

Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
<ul style="list-style-type: none"> Students will conduct research to facilitate a socratic seminar on a topic of choice 	<ul style="list-style-type: none"> Graphic Organizers Read Aloud Pre-teach vocabulary If students are reticent about speaking in front of the class, have students share a written response. Have students share in small groups Provide students with sentence templates that provide them with the language need to enter a conversation. For more, see http://www.state.nj.us/education/mod 	<ul style="list-style-type: none"> Modified assignments Provide students with sentence templates that provide them with the language need to enter a conversation. Small group, alternate location Modeling Refer to each student's IEP for more specific modifications 	<ul style="list-style-type: none"> After school program Provide students with sentence templates that provide them with the language need to enter a conversation Parental contact

	elcurriculum/ela/ellscaffolding/3u1.pdf		
--	---	--	--

Language Arts Curriculum: Grade 7
Speaking and Listening
Standard SL 7.2

Essential Question(s): How do readers use information presented in diverse formats to determine main ideas and supporting details?			
Vocabulary: media, synthesize, purpose, motives, tone, integrate, interpret, format			
Speaking and Listening			
NJSLS Anchor Standard: Research and Build Present Knowledge			
Anchor Standard 2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.			
NJSLS Standard: SL 7.2			
Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
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.	<ul style="list-style-type: none"> Determine the main idea and details presented in diverse media Evaluate the information provided by various forms of media Use information presented in media to clarify a topic, text, or issue under study 	<ul style="list-style-type: none"> Expose students to various forms of media (i.e. internet, video, audio, print) Provide graphic organizer to assist students in determining main idea and details Teach students to synthesize information from graphic organizer in order to draw conclusions Model for students by thinking aloud as class views, listens to or reads a text including pausing a video, audio or recording to indicate to students what teacher notices 	Students will listen to a TED Talk twice, the first time to get the gist and the second time to take notes on big ideas details.
Differentiation/Accommodations/Modifications			
Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
<ul style="list-style-type: none"> Students will write own TED talks. 	<ul style="list-style-type: none"> Offer online links to audio and videos so they can replay it numerous times Play audio, video, or mixed media texts multiple times and discuss aloud teacher's observations For more, see http://www.state.nj.us/education/mod-elcurriculum/ela/ellscaffolding/3u1.pdf 	<ul style="list-style-type: none"> Extended time Modified assignments Small group, alternate location Video clips Graphic Organizers Refer to each student's IEP for more specific modifications 	<ul style="list-style-type: none"> Morning tutoring After school program Parental contact Graphic Organizers

Language Arts Curriculum: Grade 7
Speaking and Listening
Standard SL 7.3

Essential Question(s): How do listeners evaluate speakers?			
Enduring Understanding: Students will understand that presenting facts clearly and accurately will provide relevant support for an argument. Evaluating evidence is important in the decision making process.			
Vocabulary: relevant, irrelevant, sufficient, insufficient, evidence, claim, purpose, argument, bias, balanced, rhetoric, point of view, soundness of reasoning			
Speaking and Listening			
NJSLS Anchor Standard: Research and Build Present Knowledge			
Anchor Standard 3: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.			
NJSLS Standard: SL 7.3			
Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
3. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	<ul style="list-style-type: none"> Determine speaker’s purpose Evaluate and distinguish between claims made by a speaker (relevant/irrelevant, sufficient/insufficient) 	<ul style="list-style-type: none"> Provide examples of strong and weak arguments Teach and model how to evaluate a speaker’s argument Encourage students to support opinion of argument with reasons Use a graphic organizer to identify a speaker’s arguments 	<ul style="list-style-type: none"> Students will determine what evidence did the speaker offer in support of claims <i>Narrative of Frederick Douglass, An American Slave</i> “I Have a Dream” speech by Martin Luther King, Jr.

Differentiation/Accommodations/Modifications

Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
<ul style="list-style-type: none"> Students will create a comic strip of the TED talk focusing on strategies. 	<ul style="list-style-type: none"> Graphic Organizers Pre-teach vocabulary For more, see http://www.state.nj.us/education/mod 	<ul style="list-style-type: none"> Extended time Modified assignments Small group, alternate location Modeling 	<ul style="list-style-type: none"> Morning tutoring After school program Parental contact

	elcurriculum/ela/ellscaffolding/3u1.pdf f	<ul style="list-style-type: none"> • Refer to each student's IEP for more specific modifications 	
--	--	---	--

Language Arts Curriculum: Grade 7
Speaking and Listening
Standard SL 7.4

Essential Question(s): How do speakers vary their presentation of information dependent upon the established task, purpose and audience?			
Vocabulary: rubric, public speaking, coherent, logic, supporting evidence organization, pertinent description, appropriate to task, purpose and audience			
Speaking and Listening			
NJSLS Anchor Standard: Presentation of Knowledge and Ideas			
Anchor Standard 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.			
Standard: SL 7.4			
Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
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.	<ul style="list-style-type: none"> • Develop a comprehensive presentation including - facts, details, descriptions, and examples • Demonstrate effective public speaking skills 	<ul style="list-style-type: none"> • Model and provide examples effective public speaking skills • Provide examples of an effective presentation • Provide presentation rubric • Provide examples of a variety of ways to organize information and evidence (such as order of importance, classification) 	<ul style="list-style-type: none"> • Students will participate in a debate and groups will determine which evidence they have best supports the claim they wish to make • Students will work in groups to analyze the printed copy of

			a speech, and they will analyze figurative language, diction, syntax, imagery, and tone.
--	--	--	--

Differentiation/Accommodations/Modifications

Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
<ul style="list-style-type: none"> • Work with struggling students to practice their public speaking skills and offer constructive criticism 	<ul style="list-style-type: none"> • Graphic Organizers • Practice with teacher in alternate location • Provide numerous opportunities for practice • Have students outline a speech to understand structure • Pre-teach vocabulary • For more, see http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/3u1.pdf 	<ul style="list-style-type: none"> • Extended time • Modified assignments • Video clips about public speaking • Small group, alternate location • Refer to each student's IEP for more specific modifications 	<ul style="list-style-type: none"> • Morning tutoring • After school program • Parental contact • Video clips about public speaking

Language Arts Curriculum: Grade 7
Speaking and Listening
Standard SL 7.5

Essential Question(s): How do students enhance a presentation?			
Vocabulary: multimedia, visual aids, add interest, data, digital media, enhance understanding, graphical elements, visual displays, visual elements			
Speaking and Listening			
NJSLS Anchor Standard: Presentation of Knowledge and Ideas			
Anchor Standard 5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.			
NJSLS Standard: SL.7.5			
Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	<ul style="list-style-type: none"> Locate relevant multimedia and visual components to enhance presentation Effectively use multimedia and visuals to support presentation 	<ul style="list-style-type: none"> Provide list of possible multimedia components Show examples of visual aids Provide exemplary samples of presentations 	Students will be able to choose from a variety of presentation applications (PowerPoint, Prezi, etc.) in order to make a presentation
Differentiation/Accommodations/Modifications			
Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
<ul style="list-style-type: none"> Create a Prezi on the topic. 	<ul style="list-style-type: none"> Ensure that students know how to use digital tools Graphic Organizers For more, see http://www.state.nj.us/education/mod-elcurriculum/ela/ellscaffolding/3u1.pdf 	<ul style="list-style-type: none"> Extended time Modified assignments Ensure that students know how to use digital tools Small group, alternate location Refer to each student's IEP for more specific modifications 	<ul style="list-style-type: none"> Morning tutoring After school program Parental contact Ensure that students know how to use digital tools

Language Arts Curriculum: Grade 7
Speaking and Listening
Standard SL 7.6

Essential Question(s): How do students demonstrate command of formal English?			
Vocabulary: formal English, slang, appropriate, indicated, contexts, communicative tasks			
Speaking and Listening			
NJSLS Anchor Standard: Presentation of Knowledge and Ideas			
Anchor Standard 6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.			
Standard: SL 7.6			
Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	<ul style="list-style-type: none"> Identify audience and purpose for presentation Use language appropriate to situation 	<ul style="list-style-type: none"> Teach characteristics of formal and informal English language (transitions, slang, pronunciation etc) Provide opportunities for use of formal and informal English 	<ul style="list-style-type: none"> Students will adapt their speech according to the audience, purpose or occasion
Differentiation/Accommodations/Modifications			
Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
<ul style="list-style-type: none"> Write multiple speeches from different points of views. 	<ul style="list-style-type: none"> Meet individually or in small groups to walk through their speech, first editing for content, then for correctness; then have them do a 	<ul style="list-style-type: none"> Extended time Modified assignments Small group, alternate location Modeling 	<ul style="list-style-type: none"> Morning tutoring After school program Parental contact

	<p>read-through with the teacher in order to get feedback about what needs to be changed</p> <ul style="list-style-type: none">● Graphic Organizers● Read Aloud● Pre-teach vocabulary● For more, see http://www.state.nj.us/education/mod-elcurriculum/ela/ellscaffolding/3u1.pdf	<ul style="list-style-type: none">● Refer to each student's IEP for more specific modifications	
--	---	---	--

Language Arts Curriculum: Grade 7

**Language
Standard L 7.1**

Essential Question(s): How do students effectively use the convections of standard English to convey a message?			
Enduring Understanding: The conventions of English grammar rules helps readers understand what is being communicated.			
Vocabulary: phrase, clause, simple, compound, complex, compound-complex, modifier			
Language			
NJSLS Anchor Standard: Convections of Standard English			
Anchor Standard 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.			
NJSLS Standard: L 7.1			
Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.			
a. Explain the function of phrases and clauses in general and their function in specific sentences.	<ul style="list-style-type: none"> Apply an understanding of the formation and the function of phrases and clauses 	<ul style="list-style-type: none"> Review the functions of phrases and clauses Provide handouts and guided notes Provide practice: <ul style="list-style-type: none"> identify phrases and clauses and explain their function 	<ul style="list-style-type: none"> <i>Grammar for Writing</i> <i>Performance Coach</i>
b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.	<ul style="list-style-type: none"> Analyze the use of simple, compound, complex, and compound-complex sentences. Use appropriate type of sentence to signal differing relationships among ideas. 	<ul style="list-style-type: none"> Review the characteristics of simple, compound, complex, and compound-complex sentences Provide handouts and guided notes Provide practice: <ul style="list-style-type: none"> identify types of sentences use varied sentences in writing 	<ul style="list-style-type: none"> <i>Grammar for Writing</i> <i>Performance Coach</i>
c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	<ul style="list-style-type: none"> Understand the relationship between the placement of phrases and clauses and clarity of meaning. Improve writing by correcting misplaced and dangling modifiers. 	<ul style="list-style-type: none"> Review the correct usage of modifiers Provide handouts and guided notes Written practice: <ul style="list-style-type: none"> Recognize and correct misplaced and dangling modifiers. 	
Differentiation/Accommodations/Modifications			

Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
<ul style="list-style-type: none"> • Create a how-to video 	<ul style="list-style-type: none"> • Graphic Organizers • Provide numerous opportunities for practice • For more, see http://www.state.nj.us/education/mod-elcurriculum/ela/ellscaffolding/3u1.pdf 	<ul style="list-style-type: none"> • Extended time • Modified assignments • Provide numerous opportunities for practice • Small group, alternate location • Modeling • Refer to each student's IEP for more specific modifications 	<ul style="list-style-type: none"> • Morning tutoring • After school program • Parental contact • Provide numerous opportunities for practice

Language Arts Curriculum: Grade 7

**Language
Standard L 7.2**

Essential Question(s): How do students effectively use the convections of standard English mechanics to convey a message?			
Enduring Understanding: Application of proper mechanics in writing promotes effective written communication.			
Vocabulary: coordinate adjectives			
Language			
NJSLS Anchor Standard: Convections of Standard English			
Anchor Standard 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.			
NJSLS Standard: L 7.2			
Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.			
a. Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old[,] green shirt</i>).	<ul style="list-style-type: none"> Apply an understanding of the difference between coordinate adjectives and adjectives in a series. Strengthen writing by editing for correct punctuation to separate coordinate adjectives. 	<ul style="list-style-type: none"> Review the use of commas to separate coordinate adjectives Provide handouts and guided notes Provide editing practice 	<i>Grammar for Writing</i>
b. Spell correctly.	<ul style="list-style-type: none"> Spell correctly grade-appropriate general academic and domain-specific words. Use print, digital, and internalized knowledge resources to support correct spelling. 	<ul style="list-style-type: none"> Use grade-appropriate non-familiar words to create a spelling list Review and reinforce use of reference materials Review spelling rules when needed 	<i>Grammar for Writing</i>

Differentiation/Accommodations/Modifications

Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
----------------------------	----------------------------------	-----------------------------------	---

<ul style="list-style-type: none"> • Demonstrate what they learned in an actual piece of writing 	<ul style="list-style-type: none"> • Graphic Organizers • Begin with the most basic examples and progress to more complex examples over time. • For more, see http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/3u1.pdf 	<ul style="list-style-type: none"> • Modified assignments • Small group, alternate location • Modeling • Refer to each student's IEP for more specific modifications 	<ul style="list-style-type: none"> • Morning tutoring • After school program • Parental contact
---	--	--	--

Language Arts Curriculum: Grade 7
Language
Standard L 7.3

Essential Question(s): How do students use their knowledge of language to communicate effectively and increase understanding?
Enduring Understanding: Effectively use the conventions of standard English when writing speaking, reading or listening
Vocabulary: redundancy, concisely
Language
NJSLS Anchor Standard: Knowledge of Language
Anchor Standard 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.

NJSLS Standard: L 7.3			
Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.			
a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*	<ul style="list-style-type: none"> • Avoid use of repetitive language in speech and writing. • Strengthen speech or writing by revising sentences for precision and conciseness. 	<ul style="list-style-type: none"> • Model precise use of language to express ideas • Provide practice: <ul style="list-style-type: none"> - Revise writing to be more precise and concise (eliminate redundancy) 	<i>Grammar for Writing</i>
Differentiation/Accommodations/Modifications			
Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
<ul style="list-style-type: none"> • Create a storyboard avoiding repetitive language 	<ul style="list-style-type: none"> • For more, see http://www.state.nj.us/education/mod-elcurriculum/ela/ellscaffolding/3u1.pdf 	<ul style="list-style-type: none"> • Modified assignments • Small group, alternate location • Modeling • Word Wall • Refer to each student's IEP for more specific modifications 	<ul style="list-style-type: none"> • Morning tutoring • After school program • Parental contact

Language Arts Curriculum: Grade 7
Language
Standard L 7.4

Essential Question(s): How do students use context clues and word parts to clarify the meaning of unknown words?			
Enduring Understanding: Words powerfully affect meaning. Knowledge of language assists in learning new words and their multiple meanings through the use of context, patterns of word changes, and resources.			
Vocabulary: context clues, Greek and Latin roots/affixes, reference materials			
Language			
NJSLS Anchor Standard: Vocabulary Acquisition and Use			
Anchor Standard 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.			
NJSLS Standard: L 7.4			
Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.			
a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	<ul style="list-style-type: none"> Apply an understanding of the various types of context clues to determine word or phrase meaning Apply an understanding of inference and drawing conclusions to determine word or phrase meaning 	<ul style="list-style-type: none"> Review use of context clues to determine meaning Model how to use context of text to determine meaning 	<ul style="list-style-type: none"> <i>Grammar for Writing</i>
b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent, bellicose, rebel</i>).	<ul style="list-style-type: none"> Apply an understanding of basic word parts as clues to word meaning Apply an understanding of root word families to determine the meaning of a word 	<ul style="list-style-type: none"> Provide word list based on Greek or Latin affixes and roots Create word wall, class dictionary, word of the day 	<ul style="list-style-type: none"> <i>Grammar for Writing</i>
c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	<ul style="list-style-type: none"> Use reference materials, both print and digital, to refine word choice 	<ul style="list-style-type: none"> Review how to use and locate appropriate reference materials Review how to use a pronunciation key in a dictionary 	
d. 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).	<ul style="list-style-type: none"> Apply an understanding of the skills in L.4 a-c to verify word meaning. 	<ul style="list-style-type: none"> Consult appropriate reference materials 	
Differentiation/Accommodations/Modifications			
Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
<ul style="list-style-type: none"> Create comic strip for meanings of words. 	<ul style="list-style-type: none"> For more, see http://www.state.nj.us/education/mod 	<ul style="list-style-type: none"> Refer to each student's IEP for more specific modifications 	<ul style="list-style-type: none"> Morning tutoring After school program

	elcurriculum/ela/ellscaffolding/3u1.pdf		<ul style="list-style-type: none"> • Parental contact
--	---	--	--

Language Arts Curriculum: Grade 7
Language
Standard L 7.5

Essential Question(s): How do students demonstrate their understanding of word meaning when making connections between related words?			
Enduring Understanding: Knowledge of figurative language, word relationships, and nuances in word meanings aide in communication and analysis skills			
Vocabulary: figures of speech, figurative language, connotation, denotation, analogy			
Language			
NJSLS Anchor Standard: Vocabulary Acquisition and Use			
Anchor Standard 5: Demonstrate understanding of word relationships and nuances in word meanings.			
NJSLS Standard: L 7.5			
Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.			
a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context	<ul style="list-style-type: none"> • Determine the meaning of figurative language in context • Apply knowledge of figurative language to a critical reading of a text. • Interpret how figurative language conveys experiences and events 	<ul style="list-style-type: none"> • Define and provide examples of a variety of a figurative language. • Ask students- "Why do authors use different types of figurative language?" "How does its use impact the text?" • Guide students to identify and interpret the use of figurative language in context 	<i>Grammar for Writing</i>

	<ul style="list-style-type: none"> Analyze professional, peer, and their own writing to determine how figurative language contributes to meaning 		
b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.	<ul style="list-style-type: none"> Apply an understanding of connections between words according to their relationship 	<ul style="list-style-type: none"> Provide practice for students to determine the connections that exist between words 	<i>Grammar for Writing</i>
c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined, respectful, polite, diplomatic, condescending</i>).	<ul style="list-style-type: none"> Apply an understanding of connotation to judge word choice Discuss how precise words convey experiences and events 	<ul style="list-style-type: none"> Review the difference between connotation and denotation Provide and encourage students to use reference materials Create a word wall, class dictionary, Word of the Day, synonym web 	<i>Grammar for Writing</i>

Differentiation/Accommodations/Modifications

Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
<ul style="list-style-type: none"> After reading a short text, have students illustrate examples of figurative language 	<ul style="list-style-type: none"> Graphic Organizers Pre-teach vocabulary and illustrate with numerous examples For more, see http://www.state.nj.us/education/mod-elcurriculum/ela/ellscaffolding/3u1.pdf 	<ul style="list-style-type: none"> Modified assignments Small group, alternate location Modeling Pre-teach vocabulary and illustrate with numerous examples Refer to each student's IEP for more specific modifications 	<ul style="list-style-type: none"> Morning tutoring After school program Parental contact Pre-teach vocabulary and illustrate with numerous examples

Language Arts Curriculum: Grade 7
Language
Standard L 7.6

Essential Question(s): How do student apply their knowledge of the English language to communicate most effectively?			
Enduring Understanding: Academic and domain specific words enable individuals to effectively expand their communication and comprehension.			
Vocabulary: N/A			
Language			
NJSLS Anchor Standard: Vocabulary Acquisition and Use			
Anchor Standard 6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.			
Standard: L 7.6			
Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
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.	<ul style="list-style-type: none"> Use grade appropriate language and vocabulary at a level of proficiency Independently use standard English to communicate effectively 	<ul style="list-style-type: none"> Model appropriate standard English Provide speaking and writing opportunities during which students can strength command of standard English 	Grammar for Writing
Differentiation/Accommodations/Modifications			
Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
<ul style="list-style-type: none"> Create a speech appropriately applying 	<ul style="list-style-type: none"> Graphic Organizers 	<ul style="list-style-type: none"> Modified assignments Small group, alternate location 	<ul style="list-style-type: none"> Morning tutoring After school program

<p>domain specific vocabulary</p>	<ul style="list-style-type: none">• Ensure that students know the essential academic terms needed for that night's homework.• For more, see http://www.state.nj.us/education/mod-elcurriculum/ela/ellscaffolding/3u1.pdf	<ul style="list-style-type: none">• Modeling• Refer to each student's IEP for more specific modifications	<ul style="list-style-type: none">• Parental contact
-----------------------------------	--	--	--