

Greenwich-Stow Creek Partnership Schools

Seventh Grade English Language Arts Curriculum



Approved by the Board of Education

Stow Creek Board of Education: 8-22-2024

Greenwich Board of Education: 8-21-2024

Greenwich Stow Creek Partnership School, Grade 7

Unit: 1

30 days

Unit Goals: Reality Check

- Analyze Plot and Flashback
- Analyze Character Traits
- Determine Author's Purpose
- Cite Evidence
- Analyze Folktales
- Analyze Humor
- Analyze Rhyme
- Analyze Rhyme Scheme and Mood
- Compare Moods
- Analyze Narrator
- Analyze Graphic Novels
- Compare Versions
-

Learning Targets
New Jersey Student Learning Standards

Focus Standards:

Reading Literature

RL.CR.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.

RL.CI.7.2. Determine a theme in a literary text (e.g., stories, plays or poetry) and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RL.IT.7.3. Analyze how particular elements of a text interact including how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

RL.TS.7.4. Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

Reading Informational Text:

RI.CR.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.

RI.CI.7.2. Determine a central idea in an informational text and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.IT.7.3. Analyze how particular elements of a text interact including how a text makes connections and distinctions among individuals, events, and ideas (e.g., through comparisons, analogies, or categories).

RI.TS.7.4. Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including using knowledge of text structures (e.g., cause-effect, proposition-

support) and genre features (e.g., graphics, captions, indexes) to organize and analyze important information.

RI.PP.7.5. Determine how an author conveys or develops perspective or purpose in a text through distinguishing their position from that of others using evidence.

RI.MF.7.6. Compare and contrast texts to analyze the unique qualities of different mediums, including the integration of information from multiple formats and sources to develop deeper understanding of the concept, topic or subject and resolve conflicting information.

RI.AA.7.7. 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.

Writing:

W.AW.7.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

- A. Introduce claim(s) about a topic or issue, acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
- B. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- D. Establish and maintain a formal style/academic style, approach, and form.
- E. Provide a concluding statement or section that follows from and supports the argument presented.

W.IW.7.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- A. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.
- B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- C. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- D. Use precise language and domain/ grade-level- specific vocabulary to inform about or explain the topic.
- E. Establish and maintain a formal style academic style, approach, and form.
- F. Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows the flow of ideas, reflects back on the topic, and supports the information or explanation presented.

W.NW.7.3. 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 point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- E. Provide a conclusion that follows from and reflects on the narrated experiences or events.

W.WP.7.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices and sustaining effort to

complete complex writing tasks; and focusing on how well purpose and audience have been addressed.

W.WR.7.5. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

W.SE.7.6. 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.

Speaking and Listening:

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

- A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- B. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
- 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.
- D. Acknowledge new information expressed by others and, when warranted, modify their own views.

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

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

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

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

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

Language:

L.SS.7.1. Demonstrate command of the system and structure of the English language when writing or speaking.

- A. Explain the function of phrases and clauses in general and their function in specific sentences.
- B. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
- C. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
- D. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old green shirt).
- E. Recognize spelling conventions.

L.KL.7.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
- B. Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.
- C. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

L.VL.7.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, including technical meanings, 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.
- B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
- C. Analyze the impact of a specific word choice on meaning and tone.
- D. 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.
- E. 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).

L.VI.7.4. 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.
- B. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
- C. Analyze the impact of rhymes and other repetitions of sound (e.g., alliteration) on a specific verse or stanza or a poem or section of a story or drama.
- D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> • What can blur the lines between what’s real and what’s not? 	<ul style="list-style-type: none"> • As students read each selection, they will look for details related to the essential question. • At the end of each selection, students will answer a Literary Analysis question that is related to the essential question. • Throughout the unit, students will deepen their knowledge of the selections and their understanding of the essential question through reading, speaking, listening, researching, and writing. By the end of the unit, students should understand how each selection relates to the essential question individually and how the selections connect to one another through the essential question. • Tell students that their goal will be to gain a deeper understanding of literature and to develop a more sophisticated way of discussing the essential question. Ultimately, students should use the essential question as a springboard for their own questions that relate to their interests and concerns.

District Learning Plan

Materials:

- HMH Into Literature Grade 7
- Assessments
- Teacher Resources
- Online Resources
- Video Clips
- Close Reading Tool
- Online Literature Library
- Teacher created topics

Reading Learning Plan:

Analyze & Apply

- Mirror Image (short story)
- Two Legs or One? (folktale)
- Not Everything it Seems (article)

Collaborate & Compare

- The Song of Wandering Aengus (poem)
- Eldorado (poem)
- *From Monster* (screenplay)
- *From Monster: A Graphic Novel* (graphic novel)

Reader's Choice

- Way Too Cool (short story)
- Forever New (informational text)
- He—y, Come on Ou—t (short story)
- A Priceless Lesson in Humility (personal essay)

Writing Learning Plan:

- Bell Ringer Activities
- Narration: Autobiographical Narrative
- Voice: Finding Your Voice
- Conventions: Checking pronoun-antecedent agreement

Assessments:

- Applying the essential question
- Online Selection Tests
- Open-Ended Responses
- Close Reading Activities
- Teacher-Made Assessments/Projects

Special Ed, 504, ELL, GT:

- Small group instruction
- Close Reading Workshop
- Teacher Modeling
- Computer resources (Internet/smartboard)
- Highlight key words/ concepts
- Text to Speech Tool
- Review frequently using reinforcement strategies
- Review key concepts every paragraph or two

- Read aloud
- Group discussion
- Graphic organizers
- Simplify steps when writing essays
- Essay and Summary Scorer
- Extension activities
- Independent practice in small groups
- Internet activities

Lesson Components

Interdisciplinary Connections

Whole Group-Close read, discuss cultural information for reading comprehension enhancement

Individual- Connect to literature through writer's response

Social Studies:

6.1.8.A.1.a - Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.

6.3.8.CS8 - Challenge unfair viewpoints and behaviors by taking action.

6.3.8.CS7 - Recognize that the actions or inactions of individuals, groups, and nations can have intended and unintended consequences.

6.3.8.CS5 - Collaboratively develop and practice strategies for managing and resolving conflict.

21st Century and Career Education

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.

NJSLS Technology Standards:

8.1.8.A.1 Demonstrate knowledge of a real-world problem using digital tools.

Integration of 21st Century Skills: [Career Readiness, Life Literacy, and Key Skills](#)

9.1 Personal Financial Literacy

Financial Health: *Financial Psychology, Civic Financial Responsibility*

Financial Landscape: *Financial Institutions, Economic & Government Influences*

Money Management: *Planning & Budgeting, Risk Management & Insurance, Credit and Debit Management, Credit Profile*

9.2 Career Awareness and Planning

9.4 Life Literacies and Key Skills

Creativity and Innovation

Critical Thinking and Problem Solving

Global and Cultural Awareness

Effective Integration of Technology: [Computer Science and Design Thinking](#) & [Life Literacies and Key Skills](#)

- 8.1 Computer Science**
- 9.4 Design Thinking**

- 9.4 Life Literacies and Key Skills**
 - Digital Citizenship
 - Information and Media Literacy
 - Technology Literacy

Effective Integration of Media Arts: [Visual and Performing Arts Performance Standards](#)

- 1.2 Media Arts**
 - Creating-Conceive, Develop, and/or Construct
 - Performing-Integrate, Practice, and/or Present
 - Responding-Perceive, Evaluate, and/or Interpret
 - Connecting-Synthesize and/or Relate

Greenwich Stow Creek Partnership School, Grade 7

Unit: 2

30 Days

Unit Goals: Take Control

- Analyze Character
- Analyze Conflict
- Analyze Myth
- Determine Themes
- Analyze Form in Poetry
- Analyze Word Choice
- Analyze Plot
- Make Inferences
- Determine Author's Purpose
- Cite Evidence and Evaluate Details
- Analyze Setting and Conflict
- Analyze Structure
- Compare Characters and People

Learning Targets
New Jersey Student Learning Standards

Reading Literature:

RL.CR.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.
RL.CI.7.2. Determine a theme in a literary text (e.g., stories, plays or poetry) and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RL.IT.7.3. Analyze how particular elements of a text interact including how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

RL.TS.7.4. Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

Reading Informational Text:

RI.CR.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.

RI.CI.7.2. Determine a central idea in an informational text and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.IT.7.3. Analyze how particular elements of a text interact including how a text makes connections and distinctions among individuals, events, and ideas (e.g., through comparisons, analogies, or categories).

RI.TS.7.4. Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including using knowledge of text structures (e.g., cause-effect, proposition-support) and genre features (e.g., graphics, captions, indexes) to organize and analyze important information.

RI.PP.7.5. Determine how an author conveys or develops perspective or purpose in a text through distinguishing their position from that of others using evidence.

RI.MF.7.6. Compare and contrast texts to analyze the unique qualities of different mediums, including the integration of information from multiple formats and sources to develop deeper understanding of the concept, topic or subject and resolve conflicting information.

RI.AA.7.7. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

RI.CT.7.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing informational texts about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

Writing:

W.AW.7.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

- A. Introduce claim(s) about a topic or issue, acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
- B. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- D. Establish and maintain a formal style/academic style, approach, and form.
- E. Provide a concluding statement or section that follows from and supports the argument presented.

W.IW.7.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- A. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.
- B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- C. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- D. Use precise language and domain/ grade-level- specific vocabulary to inform about or explain the topic.

- E. Establish and maintain a formal academic style, approach, and form.
- F. Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows the flow of ideas, reflects back on the topic, and supports the information or explanation presented.

W.NW.7.3. 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 point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- E. Provide a conclusion that follows from and reflects on the narrated experiences or events.

W.WP.7.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices and sustaining effort to complete complex writing tasks; and focusing on how well purpose and audience have been addressed.

W.WR.7.5. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

W.SE.7.6. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

W.RW.7.7. Write routinely over extended time frames (time for research, reflection, metacognition/self-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.

Speaking and Listening:

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

- A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- B. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
- 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.
- D. Acknowledge new information expressed by others and, when warranted, modify their own views.

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

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

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

Language:

L.SS.7.1. Demonstrate command of the system and structure of the English language when writing or speaking.

- A. Explain the function of phrases and clauses in general and their function in specific sentences.
- B. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
- C. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
- D. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old green shirt).
- E. Recognize spelling conventions.

L.KL.7.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
- B. Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.
- C. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

L.VL.7.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, including technical meanings, 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.
- B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
- C. Analyze the impact of a specific word choice on meaning and tone.
- D. 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.
- E. 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).

L.VI.7.4. 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.
- B. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
- C. Analyze the impact of rhymes and other repetitions of sound (e.g., alliteration) on a specific verse or stanza or a poem or section of a story or drama.
- D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> • How do actions define us? 	<ul style="list-style-type: none"> • As students read each selection, they will look for details related to the essential question. • At the end of each selection, students will answer a Literary Analysis question that is related to the essential question. • Throughout the unit, students will deepen their knowledge of the selections and their understanding of the essential question through reading, speaking, listening, researching, and writing. By the end of the unit, students should understand how each

	<p>selection relates to the essential question individually and how the selections connect to one another through the essential question.</p> <ul style="list-style-type: none"> • Tell students that their goal will be to gain a deeper understanding of literature and to develop a more sophisticated way of discussing the essential question. Ultimately, students should use the essential question as a springboard for their own questions that relate to their interests and concerns.
--	---

District Learning Plan

<p>Materials:</p> <ul style="list-style-type: none"> • HMH Into Literature Grade 7 • Assessments • Teacher Resources • Online Resources • Video Clips • Close Reading Tool • Online Literature Library • Teacher created topics

<p>Reading Learning Plan:</p> <p>Analyze & Apply</p> <ul style="list-style-type: none"> • Heartbeat (short story) • The Flight of Icarus (myth) • Icarus’s Flight (poem) • Rogue Wave (short story) • Women in Aviation (history writing) <p>Collaborate & Compare</p> <ul style="list-style-type: none"> • Thank You, M’am (short story) • A Police Stop Changed This Teenager’s Life (article) <p>Reader’s Choice</p> <ul style="list-style-type: none"> • <i>From</i> Young Arthur (legend) • Perseus and the Gorgon’s Head (myth) • It Couldn’t Be Done (poem) • Chemistry 101 (poem) 	<p>Writing Learning Plan:</p> <ul style="list-style-type: none"> • Bell Ringer Activities • Argumentative Essay • Conventions: Revising for correct verb tense • Sentence Fluency: Revising to combine sentences using conjunctions
---	---

<p>Assessments:</p> <ul style="list-style-type: none"> • Applying the essential question • Online Selection Tests • Open-Ended Responses • Close Reading Activities • Teacher-Made Assessments/Projects
--

<p>Special Ed, 504, ELL, GT:</p> <ul style="list-style-type: none"> • Small group instruction • Close Reading Workshop
--

- Teacher Modeling
- Computer resources (Internet/smartboard)
- Highlight key words/ concepts
- Text to Speech Tool
- Review frequently using reinforcement strategies
- Review key concepts every paragraph or two
- Read aloud
- Group discussion
- Graphic organizers
- Simplify steps when writing essays
- Essay and Summary Scorer
- Extension activities
- Independent practice in small groups
- Internet activities

Lesson Components

Interdisciplinary Connections

Whole Group-Close read, discuss cultural information for reading comprehension enhancement

Individual- Connect to literature through writer's response

Social Studies:

6.3.8.CS1 - Recognize the causes and effects of prejudice on individuals, groups, and society.

6.3.8.CS9 - Make informed and reasoned decisions.

6.3.8.CS10 - Accept decisions that are made for the common good.

6.1.8.A.3.a - Examine the ideals found in the Declaration of Independence, and assess the extent to which they were fulfilled for women, African Americans, and Native Americans during this time period.

21st Century and Career Education

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.

NJSLS Technology Standards:

8.1.8.A.1 Demonstrate knowledge of a real-world problem using digital tools.

Integration of 21st Century Skills: [Career Readiness, Life Literacy, and Key Skills](#)

9.1 Personal Financial Literacy

Financial Health: *Financial Psychology, Civic Financial Responsibility*

Financial Landscape: *Financial Institutions, Economic & Government Influences*

Money Management: *Planning & Budgeting, Risk Management & Insurance, Credit and Debit Management, Credit Profile*

9.2 Career Awareness and Planning

9.4 Life Literacies and Key Skills

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Global and Cultural Awareness

Effective Integration of Technology: [Computer Science and Design Thinking](#) & [Life Literacies and Key Skills](#)

8.1 Computer Science

9.4 Design Thinking

9.4 Life Literacies and Key Skills

- Digital Citizenship
- Information and Media Literacy
- Technology Literacy

Effective Integration of Media Arts: [Visual and Performing Arts Performance Standards](#)

1.2 Media Arts

- Creating-Conceive, Develop, and/or Construct
- Performing-Integrate, Practice, and/or Present
- Responding-Perceive, Evaluate, and/or Interpret
- Connecting-Synthesize and/or Relate

Greenwich Stow Creek Partnership School, Grade 7

Unit:3

30 Days

Unit Goals: The Terror and Wonder of Space

- Analyze Science Fiction
- Analyze Mood
- Analyze Central Ideas
- Analyze Structure
- Analyze Author's Purpose
- Analyze Repetition
- Analyze Form
- Analyze Theme
- Analyze Argument
- Analyze Rhetorical Devices

Learning Targets
New Jersey Student Learning Standards

Focus Standards:
Reading Literature:

RL.CR.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.

RL.CI.7.2. Determine a theme in a literary text (e.g., stories, plays or poetry) and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RL.IT.7.3. Analyze how particular elements of a text interact including how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

RL.TS.7.4. Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

RL.PP.7.5. Determine how an author conveys or develops perspective or purpose in a text through contrasting the points of view of different characters or narrators in a text.

RL.MF.7.6. Compare and contrast texts (e.g., a written story, drama, or poem) to its audio, filmed, staged, or multimedia version and analyze the unique qualities of different mediums, including the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

Reading Informational Text:

RI.CR.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.

RI.CI.7.2. Determine a central idea in an informational text and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.IT.7.3. Analyze how particular elements of a text interact including how a text makes connections and distinctions among individuals, events, and ideas (e.g., through comparisons, analogies, or categories).

RI.TS.7.4. Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including using knowledge of text structures (e.g., cause-effect, proposition-support) and genre features (e.g., graphics, captions, indexes) to organize and analyze important information.

RI.PP.7.5. Determine how an author conveys or develops perspective or purpose in a text through distinguishing their position from that of others using evidence.

RI.CT.7.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing informational texts about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

Writing:

W.AW.7.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

- A. Introduce claim(s) about a topic or issue, acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
- B. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- D. Establish and maintain a formal style/academic style, approach, and form.
- E. Provide a concluding statement or section that follows from and supports the argument presented.

W.IW.7.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- A. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.

- B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- C. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- D. Use precise language and domain/ grade-level- specific vocabulary to inform about or explain the topic.
- E. Establish and maintain a formal style academic style, approach, and form.
- F. Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows the flow of ideas, reflects back on the topic, and supports the information or explanation presented.

W.NW.7.3. 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 point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- E. Provide a conclusion that follows from and reflects on the narrated experiences or events.

W.WP.7.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices and sustaining effort to complete complex writing tasks; and focusing on how well purpose and audience have been addressed.

W.WR.7.5. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

W.SE.7.6. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

W.RW.7.7. Write routinely over extended time frames (time for research, reflection, metacognition/self- 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.

Speaking and Listening:

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

- A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- B. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
- 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.
- D. Acknowledge new information expressed by others and, when warranted, modify their own views.

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

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

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

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

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

Language:

L.SS.7.1. Demonstrate command of the system and structure of the English language when writing or speaking.

- A. Explain the function of phrases and clauses in general and their function in specific sentences.
- B. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
- C. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
- D. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old green shirt).
- E. Recognize spelling conventions.

L.KL.7.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
- B. Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.
- C. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

L.VL.7.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, including technical meanings, 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.
- B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
- C. Analyze the impact of a specific word choice on meaning and tone.
- D. 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.
- E. 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).

L.VI.7.4. 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.
- B. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
- C. Analyze the impact of rhymes and other repetitions of sound (e.g., alliteration) on a specific verse or stanza or a poem or section of a story or drama.
- D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

Essential Questions	Enduring Understandings

<ul style="list-style-type: none"> • Is space exploration a daring adventure or a dangerous risk? 	<ul style="list-style-type: none"> • As students read each selection, they will look for details related to the essential question. • At the end of each selection, students will answer a Literary Analysis question that is related to the essential question. • Throughout the unit, students will deepen their knowledge of the selections and their understanding of the essential question through reading, speaking, listening, researching, and writing. By the end of the unit, students should understand how each selection relates to the essential question individually and how the selections connect to one another through the essential question. • Tell students that their goal will be to gain a deeper understanding of literature and to develop a more sophisticated way of discussing the essential question. Ultimately, students should use the essential question as a springboard for their own questions that relate to their interests and concerns.
--	---

District Learning Plan

- Materials:
- HMH Into Literature Grade 7
 - Assessments
 - Teacher Resources
 - Online Resources
 - Video Clips
 - Close Reading Tool
 - Online Literature Library
 - Teacher created topics

- Reading Learning Plan:
- Analyze & Apply**
- Dark They Were, and Golden-Eyed (science fiction)
 - Martian Metropolis (science writing)
 - Challenges for Space Exploration (argument)
 - What If We Were Alone? (poem)
 - Seven Minutes of Terror (video)
- Collaborate & Compare**
- Humans Need to Explore Outer Space (argument)
 - Let Robots Take to the Stars (argument)
- Reader's Choice**

- Writing Learning Plan:
- Bell Ringer Activities
 - Explanatory: Compare/Contrast Essay
 - Ideas: Developing Your Ideas
 - Sentence Fluency: Revising Sentence Structure to Clarify Relationships

- Let's Aim for Mars (argument)
- An Optimistic View of the World (personal essay)
- Your World (poem)
- Sally Ride *from* Headstrong (biography)

Assessments:

- Applying the Essential Question
- Online Selection Tests
- Open-Ended Responses
- Close Reading Activities
- Teacher-Made Assessments/Projects

Special Ed, 504, ELL, GT:

- Small group instruction
- Close Reading Workshop
- Teacher Modeling
- Computer resources (Internet/smartboard)
- Highlight key words/ concepts
- Text to Speech Tool
- Review frequently using reinforcement strategies
- Review key concepts every paragraph or two
- Read aloud
- Group discussion
- Graphic organizers
- Simplify steps when writing essays
- Essay and Summary Scorer
- Extension activities
- Independent practice in small groups
- Internet activities

Lesson Components

Interdisciplinary Connections

**Whole Group-Close read, discuss information for reading comprehension enhancement
Individual- Connect to literature through writer's response and argumentative writing**

Science:

MS-LS2-1 - Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem.

MS-LS4-1 - Analyze and interpret data for patterns in the fossil record that document the existence, diversity, extinction, and change of life forms throughout the history of life on Earth under the assumption that natural laws operate today as in the past.

MS-LS3-1 - Develop and use a model to describe why structural changes to genes (mutations) located on chromosomes may affect proteins and may result in harmful, beneficial, or neutral effects to the structure and function of the organism.

MS-ESS2-3.4.1 - Analyze and interpret data to provide evidence for phenomena.

MS-ESS1-2.ESS1.A.1 - Earth and its solar system are part of the Milky Way galaxy, which is one of many galaxies in the universe.

NJSLS Technology Standards:

8.1.8.A.1 Demonstrate knowledge of a real-world problem using digital tools.

21st Century and Career Education

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.

Integration of 21st Century Skills: [Career Readiness, Life Literacy, and Key Skills](#)

9.1 Personal Financial Literacy

Financial Health: *Financial Psychology, Civic Financial Responsibility*

Financial Landscape: *Financial Institutions, Economic & Government Influences*

Money Management: *Planning & Budgeting, Risk Management & Insurance, Credit and Debit Management, Credit Profile*

9.2 Career Awareness and Planning

9.4 Life Literacies and Key Skills

Creativity and Innovation

Critical Thinking and Problem Solving

Global and Cultural Awareness

Effective Integration of Technology: [Computer Science and Design Thinking & Life Literacies and Key Skills](#)

8.1 Computer Science

9.4 Design Thinking

9.4 Life Literacies and Key Skills

Digital Citizenship

Information and Media Literacy

Technology Literacy

Effective Integration of Media Arts: [Visual and Performing Arts Performance Standards](#)

1.2 Media Arts

Creating-Conceive, Develop, and/or Construct

Performing-Integrate, Practice, and/or Present

Responding-Perceive, Evaluate, and/or Interpret

Connecting-Synthesize and/or Relate

Greenwich Stow Creek Partnership School, Grade 7

Unit: 4

30 Days

Unit Goals: Inspired by Nature

- Analyze Theme
- Analyze Style and Figurative Language
- Analyze Argument
- Analyze Point of View and Purpose
- Analyze Memoir
- Analyze Sonnet
- Analyze Rhyme Scheme
- Analyze Ode
- Analyze Lyric Poetry
- Compare Forms and Elements

Learning Targets
New Jersey Student Learning Standards

Focus Standards:
Reading Literature:

RL.CR.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.

RL.CI.7.2. Determine a theme in a literary text (e.g., stories, plays or poetry) and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RL.IT.7.3. Analyze how particular elements of a text interact including how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

RL.TS.7.4. Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

RL.MF.7.6. Compare and contrast texts (e.g., a written story, drama, or poem) to its audio, filmed, staged, or multimedia version and analyze the unique qualities of different mediums, including the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

RL.CT.7.8. Compare and contrast a fictional portrayal of an event, time, place, or character and a historical or scientific account of the same period or event as a means of understanding how authors of fiction use or alter history and/or events.

Reading Informational Text:

RI.CR.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.

RI.CI.7.2. Determine a central idea in an informational text and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
RI.IT.7.3. Analyze how particular elements of a text interact including how a text makes connections and distinctions among individuals, events, and ideas (e.g., through comparisons, analogies, or categories).

RI.TS.7.4. Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including using knowledge of text structures (e.g., cause-effect, proposition-support) and genre features (e.g., graphics, captions, indexes) to organize and analyze important information.

RI.PP.7.5. Determine how an author conveys or develops perspective or purpose in a text through distinguishing their position from that of others using evidence.

RI.CT.7.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing informational texts about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

Writing:

W.AW.7.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

- A. Introduce claim(s) about a topic or issue, acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
- B. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- D. Establish and maintain a formal style/academic style, approach, and form.
- E. Provide a concluding statement or section that follows from and supports the argument presented.

W.IW.7.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- A. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.
- B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

W.NW.7.3. 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 point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- E. Provide a conclusion that follows from and reflects on the narrated experiences or events.

W.WP.7.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices and sustaining effort to

complete complex writing tasks; and focusing on how well purpose and audience have been addressed.

W.WR.7.5. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

W.SE.7.6. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

W.RW.7.7. Write routinely over extended time frames (time for research, reflection, metacognition/self-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.

Speaking and Listening:

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

- A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- B. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
- 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.
- D. Acknowledge new information expressed by others and, when warranted, modify their own views.

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

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

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

Language:

L.SS.7.1. Demonstrate command of the system and structure of the English language when writing or speaking.

- A. Explain the function of phrases and clauses in general and their function in specific sentences.
- B. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
- C. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
- D. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old green shirt).
- E. Recognize spelling conventions.

L.KL.7.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
- B. Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.
- C. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

L.VL.7.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, including technical meanings, 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.
- B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
- C. Analyze the impact of a specific word choice on meaning and tone.
- D. 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.
- E. 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).

L.VI.7.4. 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.
- B. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
- C. Analyze the impact of rhymes and other repetitions of sound (e.g., alliteration) on a specific verse or stanza or a poem or section of a story or drama.
- D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> • What does it mean to be in harmony with nature? 	<ul style="list-style-type: none"> • As students read each selection, they will look for details related to the essential question. • At the end of each selection, students will answer a Literary Analysis question that is related to the essential question. • Throughout the unit, students will deepen their knowledge of the selections and their understanding of the essential question through reading, speaking, listening, researching, and writing. By the end of the unit, students should understand how each selection relates to the essential question individually and how the selections connect to one another through the essential question. • Tell students that their goal will be to gain a deeper understanding of literature and to develop a more sophisticated way of

discussing the essential question. Ultimately, students should use the essential question as a springboard for their own questions that relate to their interests and concerns.

District Learning Plan

Materials:

- HMH Into Literature Grade 7
- Assessments
- Teacher Resources
- Online Resources
- Video Clips
- Close Reading Tool
- Online Literature Library
- Teacher created topics

Reading Learning Plan:

Analyze & Apply

- Allied with Green (short story)
- Never Retreat *from* Eyes Wide Open (argument)
- *From* Mississippi Solo (memoir)
- The Drought (poem)

Collaborate & Compare

- Ode to enchanted light/Oda a la luz encantada (poem)
- Sleeping in the Forest (poem)
- *From* Trash Talk (video)
- You're Part of the Solution (poster)

Reader's Choice

- *From* Unbowed (memoir)
- Problems with Hurricanes (poem)
- Living Large Off the Grid (article)
- Haiku (poetry)

Writing Learning Plan:

- Bell Ringer Activities
- Argument: Review of a Short Story
- Word Choice: Finding the Perfect Word
- Sentence Fluency: Revising Sentences Using Participles

Assessments:

- Applying the Essential Question
- Online Selection Tests
- Open-Ended Responses
- Close Reading Activities
- Teacher-Made Assessments/Projects

Special Ed, 504, ELL, GT:

- Small group instruction
- Close Reading Workshop
- Teacher Modeling
- Computer resources (Internet/smartboard)
- Highlight key words/ concepts
- Text to Speech Tool
- Review frequently using reinforcement strategies
- Review key concepts every paragraph or two
- Read aloud
- Group discussion
- Graphic organizers
- Simplify steps when writing essays
- Essay and Summary Scorer
- Extension activities
- Independent practice in small groups
- Internet activities

Lesson Components

Interdisciplinary Connections

Whole Group-Close read, discuss cultural information for reading comprehension enhancement

Individual- Connect to literature through writer's response through research and writing.

Social Studies:

6.3.8.CS9- Make informed and reasoned decisions.

6.3.8.CS10- Accept decisions that are made for the common good.

6.3.8.CS4- Listen open-mindedly to views contrary to their own.

6.3.8.CS3- Critically analyze media to assess different viewpoints and detect bias, opinion, and stereotypes.

NJSLS 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.

21st Century and Career Education

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.

Integration of 21st Century Skills: [Career Readiness, Life Literacy, and Key Skills](#)

9.1 Personal Financial Literacy

- Financial Health: *Financial Psychology, Civic Financial Responsibility*
- Financial Landscape: *Financial Institutions, Economic & Government Influences*
- Money Management: *Planning & Budgeting, Risk Management & Insurance, Credit and Debit Management, Credit Profile*

9.2 Career Awareness and Planning

9.4 Life Literacies and Key Skills

- Creativity and Innovation
- Critical Thinking and Problem Solving
- o Global and Cultural Awareness

Effective Integration of Technology: [Computer Science and Design Thinking & Life Literacies and Key Skills](#)

8.1 Computer Science

9.4 Design Thinking

9.4 Life Literacies and Key Skills

- Digital Citizenship
- Information and Media Literacy
- Technology Literacy

Effective Integration of Media Arts: [Visual and Performing Arts Performance Standards](#)

1.2 Media Arts

- Creating-Conceive, Develop, and/or Construct
- Performing-Integrate, Practice, and/or Present
- Responding-Perceive, Evaluate, and/or Interpret
- Connecting-Synthesize and/or Relate

Greenwich Stow Creek Partnership School, Grade 7

Unit:5

30 Days

Unit Goals: Game On!

- Analyze Conflict
- Analyze Point of View
- Analyze Purpose and Perspective
- Predict
- Determine Central Ideas
- Analyze Organizational Structure
- Analyze Novel in Verse
- Analyze Figurative Language
- Analyze Two-Voice Poetry
- Compare Themes

Learning Targets
New Jersey Student Learning Standards

Focus Standards:

Reading Literature:

RL.CR.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.

RL.CI.7.2. Determine a theme in a literary text (e.g., stories, plays or poetry) and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RL.IT.7.3. Analyze how particular elements of a text interact including how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

RL.TS.7.4. Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

RL.PP.7.5. Determine how an author conveys or develops perspective or purpose in a text through contrasting the points of view of different characters or narrators in a text.

RL.CT.7.8. Compare and contrast a fictional portrayal of an event, time, place, or character and a historical or scientific account of the same period or event as a means of understanding how authors of fiction use or alter history and/or events.

Reading Informational Text:

RI.CR.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.

RI.CI.7.2. Determine a central idea in an informational text and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.IT.7.3. Analyze how particular elements of a text interact including how a text makes connections and distinctions among individuals, events, and ideas (e.g., through comparisons, analogies, or categories).

RI.TS.7.4. Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including using knowledge of text structures (e.g., cause-effect, proposition-support) and genre features (e.g., graphics, captions, indexes) to organize and analyze important information.

RI.PP.7.5. Determine how an author conveys or develops perspective or purpose in a text through distinguishing their position from that of others using evidence.

RI.CT.7.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing informational texts about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

Writing:

W.AW.7.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

- A. Introduce claim(s) about a topic or issue, acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
- B. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- D. Establish and maintain a formal style/academic style, approach, and form.

- E. Provide a concluding statement or section that follows from and supports the argument presented.

W.IW.7.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- A. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.
- B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- C. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- D. Use precise language and domain/ grade-level- specific vocabulary to inform about or explain the topic.
- E. Establish and maintain a formal style academic style, approach, and form.
- F. Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows the flow of ideas, reflects back on the topic, and supports the information or explanation presented.

W.NW.7.3. 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 point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- E. Provide a conclusion that follows from and reflects on the narrated experiences or events.

W.WP.7.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices and sustaining effort to complete complex writing tasks; and focusing on how well purpose and audience have been addressed.

W.WR.7.5. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

W.SE.7.6. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

W.RW.7.7. Write routinely over extended time frames (time for research, reflection, metacognition/self- 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.

Speaking and Listening:

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

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

- 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.
- D. Acknowledge new information expressed by others and, when warranted, modify their own views.

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

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

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

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

Language:

L.SS.7.1. Demonstrate command of the system and structure of the English language when writing or speaking.

- A. Explain the function of phrases and clauses in general and their function in specific sentences.
- B. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
- C. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
- D. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old green shirt).
- E. Recognize spelling conventions.

L.KL.7.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
- B. Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.
- C. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

L.VL.7.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, including technical meanings, 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.
- B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
- C. Analyze the impact of a specific word choice on meaning and tone.
- D. 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.
- E. 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).

L.VI.7.4. 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.
- B. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
- C. Analyze the impact of rhymes and other repetitions of sound (e.g., alliteration) on a specific verse or stanza or a poem or section of a story or drama.
- D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

Essential Questions	Enduring Understandings
---------------------	-------------------------

<ul style="list-style-type: none"> • How do games impact our lives? 	<ul style="list-style-type: none"> • As students read each selection, they will look for details related to the essential question. • At the end of each selection, students will answer a Literary Analysis question that is related to the essential question. • Throughout the unit, students will deepen their knowledge of the selections and their understanding of the essential question through reading, speaking, listening, researching, and writing. By the end of the unit, students should understand how each selection relates to the essential question individually and how the selections connect to one another through the essential question. • Tell students that their goal will be to gain a deeper understanding of literature and to develop a more sophisticated way of discussing the essential question. Ultimately, students should use the essential question as a springboard for their own questions that relate to their interests and concerns.
--	---

District Learning Plan

Materials:

- HMH Into Literature Grade 7
- Online Selection Tests
- Teacher Resources
- Online Resources
- Video Clips
- Close Reading Tool
- Online Literature Library
- Teacher created topics

Reading Learning Plan:

Analyze & Apply

- Ball Hawk (short story)
- Get in the Zone: The Psychology of Video-Game Design (informational)
- It's Not Just a Game! (informational)

Collaborate & Compare

- *from* The Crossover (novel in verse)
- Double Doubles (poem)

Reader's Choice

- Batting After Sophie (short story)
- Amigo Brothers (short story)
- Bridging the Generational Divide Between a Football Father and Soccer Son (blog)
- Arc of Triumph (science writing)

Writing Learning Plan:

- Bell Ringer Activities
- Explanatory Text: Cause-and-Effect Essay
- Organization: Organize Logically
- Conventions: Revising Incorrect Use of Commas

Assessments:

- Applying the Essential Question
- Online Selection Tests
- Open-Ended Responses
- Close Reading Activities
- Teacher-Made Assessments/Projects

Special Ed, 504, ELL, GT:

- Small group instruction
- Close Reading Workshop
- Teacher Modeling
- Computer resources (Internet/smartboard)
- Highlight key words/ concepts
- Text to Speech Tool
- Review frequently using reinforcement strategies
- Review key concepts every paragraph or two
- Read aloud
- Group discussion
- Graphic organizers

- Simplify steps when writing essays
- Essay and Summary Scorer
- Extension activities
- Independent practice in small groups
- Internet activities

Lesson Components

Interdisciplinary Connections

Whole Group-Close read, discuss cultural information for reading comprehension enhancement

Individual- Connect to literature through writer's response through research and writing.

Social Studies:

6.1.8.A.3.g- Evaluate the impact of the Constitution and Bill of Rights on current day issues.

6.2.8 - All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

6.3.8.CS8 - Challenge unfair viewpoints and behaviors by taking action.

6.3.8.CS9 - Make informed and reasoned decisions.

NJSLS 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.

21st Century and Career Education

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.

Integration of 21st Century Skills: [Career Readiness, Life Literacy, and Key Skills](#)

9.1 Personal Financial Literacy

Financial Health: *Financial Psychology, Civic Financial Responsibility*

Financial Landscape: *Financial Institutions, Economic & Government Influences*

Money Management: *Planning & Budgeting, Risk Management & Insurance, Credit and Debit Management, Credit Profile*

9.2 Career Awareness and Planning

9.4 Life Literacies and Key Skills

Creativity and Innovation

Critical Thinking and Problem Solving

Global and Cultural Awareness

Effective Integration of Technology: [Computer Science and Design Thinking](#) & [Life Literacies and Key Skills](#)

8.1 Computer Science

9.4 Design Thinking

9.4 Life Literacies and Key Skills

- Digital Citizenship
- Information and Media Literacy
- Technology Literacy

Effective Integration of Media Arts: [Visual and Performing Arts Performance Standards](#)

1.2 Media Arts

- Creating-Conceive, Develop, and/or Construct
- Performing-Integrate, Practice, and/or Present
- Responding-Perceive, Evaluate, and/or Interpret
- Connecting-Synthesize and/or Relate

Greenwich Stow Creek Partnership School, Grade 7

Unit: 6

30 Days

Unit Goals: Change Agents

- Analyze Realistic Fiction
- Analyze Character
- Question
- Analyze Point of View and Irony
- Analyze Themes
- Analyze Free-Verse Poetry
- Paraphrase History Writing
- Determine Central Ideas
- Historical Fiction
- Setting and Motivation
- Compare Author's Perspective

Learning Targets
New Jersey Student Learning Standards

Focus Standards:

Reading Literature:

- RL.CR.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.
- RL.CI.7.2. Determine a theme in a literary text (e.g., stories, plays or poetry) and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- RL.IT.7.3. Analyze how particular elements of a text interact including how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
- RL.TS.7.4. Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

RL.PP.7.5. Determine how an author conveys or develops perspective or purpose in a text through contrasting the points of view of different characters or narrators in a text.

RL.CT.7.8. Compare and contrast a fictional portrayal of an event, time, place, or character and a historical or scientific account of the same period or event as a means of understanding how authors of fiction use or alter history and/or events.

Reading Informational Text:

RI.CR.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.

RI.CI.7.2. Determine a central idea in an informational text and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.IT.7.3. Analyze how particular elements of a text interact including how a text makes connections and distinctions among individuals, events, and ideas (e.g., through comparisons, analogies, or categories).

RI.TS.7.4. Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including using knowledge of text structures (e.g., cause-effect, proposition-support) and genre features (e.g., graphics, captions, indexes) to organize and analyze important information.

RI.PP.7.5. Determine how an author conveys or develops perspective or purpose in a text through distinguishing their position from that of others using evidence.

RI.CT.7.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing informational texts about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

Writing:

W.AW.7.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

- A. Introduce claim(s) about a topic or issue, acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
- B. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

W.IW.7.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- A. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.
- B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- C. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- D. Use precise language and domain/ grade-level- specific vocabulary to inform about or explain the topic.
- E. Establish and maintain a formal style academic style, approach, and form.
- F. Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows the flow of ideas, reflects back on the topic, and supports the information or explanation presented.

W.NW.7.3. 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 point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- E. Provide a conclusion that follows from and reflects on the narrated experiences or events.

W.WP.7.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices and sustaining effort to complete complex writing tasks; and focusing on how well purpose and audience have been addressed.

W.WR.7.5. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

W.SE.7.6. 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.

Speaking and Listening:

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

- A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- B. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
- 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.
- D. Acknowledge new information expressed by others and, when warranted, modify their own views.

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

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

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

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

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

Language:

L.SS.7.1. Demonstrate command of the system and structure of the English language when writing or speaking.

- A. Explain the function of phrases and clauses in general and their function in specific sentences.
- B. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
- C. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
- D. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old green shirt).
- E. Recognize spelling conventions.

L.KL.7.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
- B. Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.
- C. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

L.VL.7.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, including technical meanings, 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.
- B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
- C. Analyze the impact of a specific word choice on meaning and tone.
- D. 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.
- E. 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).

L.VI.7.4. 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.
- B. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
- C. Analyze the impact of rhymes and other repetitions of sound (e.g., alliteration) on a specific verse or stanza or a poem or section of a story or drama.
- D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> • How can changing the world change you? 	<ul style="list-style-type: none"> • As students read each selection, they will look for details related to the essential question.

	<ul style="list-style-type: none"> • At the end of each selection, students will answer a Literary Analysis question that is related to the essential question. • Throughout the unit, students will deepen their knowledge of the selections and their understanding of the essential question through reading, speaking, listening, researching, and writing. By the end of the unit, students should understand how each selection relates to the essential question individually and how the selections connect to one another through the essential question. • Tell students that their goal will be to gain a deeper understanding of literature and to develop a more sophisticated way of discussing the essential question. Ultimately, students should use the essential question as a springboard for their own questions that relate to their interests and concerns.
--	---

District Learning Plan

<p>Materials:</p> <ul style="list-style-type: none"> • HMH Into Literature Grade 7 • Online Selection Tests • Teacher Resources • Online Resources • Video Clips • Close Reading Tool • Online Literature Library • Teacher created topics 	
--	--

<p>Reading Learning Plan:</p> <p>Analyze & Apply</p> <ul style="list-style-type: none"> • Sometimes a Dream Needs a Push (short story) • Craig Kielburger Reflects on Working Toward Peace (personal essay) • <i>From It Takes a Child</i> (documentary) • A Poem for My Librarian, Mrs. Long (poem) <p>Collaborate & Compare</p> <ul style="list-style-type: none"> • Frances Perkins and the Triangle Factory Fire (history writing) • <i>From Ashes of Roses</i> (novel) <p>Reader's Choice</p> <ul style="list-style-type: none"> • <i>From The Story of the Triangle Factory Fire</i> (history writing) 	<p>Writing Learning Plan:</p> <ul style="list-style-type: none"> • Bell Ringer Activities • Explanatory Text: Cause-and-Effect Essay • Organization: Organize Logically • Conventions: Revising Incorrect Use of Commas
--	---

- Difference Maker: John Bergmann and Popcorn Park (article)
- *From Walking with the Wind* (autobiography)
- Doris is Coming (short story)
- Seeing is Believing (informational)

Assessments:

- Applying the Essential Question
- Online Selection Tests
- Open-Ended Responses
- Close Reading Activities
- Teacher-Made Assessments/Projects

Special Ed, 504, ELL, GT:

- Small group instruction
- Close Reading Workshop
- Teacher Modeling
- Computer resources (Internet/smartboard)
- Highlight key words/ concepts
- Text to Speech Tool
- Review frequently using reinforcement strategies
- Review key concepts every paragraph or two
- Read aloud
- Group discussion
- Graphic organizers
- Simplify steps when writing essays
- Essay and Summary Scorer
- Extension activities
- Independent practice in small groups
- Internet activities

Lesson Components

Interdisciplinary Connections

Whole Group-Close read, discuss cultural information for reading comprehension enhancement

Individual- Connect to literature through writer's response through research and writing.

Social Studies:

6.1.8.A.3.g- Evaluate the impact of the Constitution and Bill of Rights on current day issues.

6.1.8.D.4.b - Describe efforts to reform education, women’s rights, slavery, and other issues during the Antebellum period.

6.3.8.CS9 - Make informed and reasoned decisions.

6.3.8.CS10 - Accept decisions that are made for the common good.

NJSLS 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.

21st Century and Career Education

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.

Integration of 21st Century Skills: [Career Readiness, Life Literacy, and Key Skills](#)

9.1 Personal Financial Literacy

Financial Health: *Financial Psychology, Civic Financial Responsibility*

Financial Landscape: *Financial Institutions, Economic & Government Influences*

Money Management: *Planning & Budgeting, Risk Management & Insurance, Credit and Debit Management, Credit Profile*

9.2 Career Awareness and Planning

9.4 Life Literacies and Key Skills

Creativity and Innovation

Critical Thinking and Problem Solving

Global and Cultural Awareness

Effective Integration of Technology: [Computer Science and Design Thinking & Life Literacies and Key Skills](#)

8.1 Computer Science

9.4 Design Thinking

9.4 Life Literacies and Key Skills

Digital Citizenship

Information and Media Literacy

Technology Literacy

Effective Integration of Media Arts: [Visual and Performing Arts Performance Standards](#)

1.2 Media Arts

Creating-Conceive, Develop, and/or Construct

Performing-Integrate, Practice, and/or Present

Responding-Perceive, Evaluate, and/or Interpret

Connecting-Synthesize and/or Relate

Excerpts from the following text are available on-line:

http://www.corestandards.org/assets/Appendix_B.pdf

6-8 Text Exemplars

Stories

Alcott, Louisa May. *Little Women*
Twain, Mark. *The Adventures of Tom Sawyer*
L'Engle, Madeleine. *A Wrinkle in Time*
Cooper, Susan. *The Dark Is Rising*
Yep, Laurence. *Dragonwings*
Taylor, Mildred D. *Roll of Thunder, Hear My Cry*
Hamilton, Virginia. "The People Could Fly."
Paterson, Katherine. *The Tale of the Mandarin Ducks*
Cisneros, Sandra. "Eleven."
Sutcliff, Rosemary. *Black Ships Before Troy: The Story of the Iliad*

Drama

Fletcher, Louise. *Sorry, Wrong Number*
Goodrich, Frances and Albert Hackett. *The Diary of Anne Frank: A Play*

Poetry

Longfellow, Henry Wadsworth. "Paul Revere's Ride."
Whitman, Walt. "O Captain! My Captain."
Carroll, Lewis. "Jabberwocky."
Navajo tradition. "Twelfth Song of Thunder."
Dickinson, Emily. "The Railway Train."
Yeats, William Butler. "The Song of Wandering Aengus."
Frost, Robert. "The Road Not Taken."
Sandburg, Carl. "Chicago."
Hughes, Langston. "I, Too, Sing America."
Neruda, Pablo. "The Book of Questions."
Soto, Gary. "Oranges."
Giovanni, Nikki. "A Poem for My Librarian, Mrs. Long."

Informational Texts: English Language Arts

Adams, John. "Letter on Thomas Jefferson."
Douglass, Frederick. *Narrative of the Life of Frederick Douglass an American Slave, Written by Himself*
Churchill, Winston. "Blood, Toil, Tears and Sweat: Address to Parliament on May 13th, 1940."
Petty, Ann. *Harriet Tubman: Conductor on the Underground Railroad*
Steinbeck, John. *Travels with Charley: In Search of America*

Informational Texts: History/Social Studies

United States. Preamble and First Amendment to the United States Constitution. (1787, 1791)
Lord, Walter. *A Night to Remember*
Isaacson, Phillip. *A Short Walk through the Pyramids and through the World of Art*
Murphy, Jim. *The Great Fire*
Greenberg, Jan, and Sandra Jordan. *Vincent Van Gogh: Portrait of an Artist*

Partridge, Elizabeth. *This Land Was Made for You and Me: The Life and Songs of Woody Guthrie*
Monk, Linda R. *Words We Live By: Your Annotated Guide to the Constitution*
Freedman, Russell. *Freedom Walkers: The Story of the Montgomery Bus Boycott*

Informational Texts: Science, Mathematics, and Technical Subjects

Macaulay, David. *Cathedral: The Story of Its Construction*

Mackay, Donald. *The Building of Manhattan*

Enzensberger, Hans Magnus. *The Number Devil: A Mathematical Adventure*

Peterson, Ivars and Nancy Henderson. *Math Trek: Adventures in the Math Zone*

Katz, John. *Geeks: How Two Lost Boys Rode the Internet out of Idaho*

Petroski, Henry. "The Evolution of the Grocery Bag."

"Geology." *U*X*L Encyclopedia of Science*

Sample Activities and Resources

- Students 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. As an example, analyze Laurence Yep's fictional portrayal of Chinese immigrants in turn-of-the-twentieth-century San Francisco in *Dragonwings* to historical accounts of the same period (using materials detailing the 1906 San Francisco earthquake), in order to glean a deeper understanding of how authors use or alter historical sources to create a sense of time and place as well as make fictional characters lifelike and real. [RL.7.9]
- Students will analyze how particular elements of a story or drama interact, such as 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 determine the meaning of words and phrases as they are used in a text. For example, students determine the figurative and connotative meanings of words such as wayfaring, laconic, and taciturnity as well as of phrases such as hold his peace in John Steinbeck's *Travels with Charley: In Search of America*. They analyze how Steinbeck's specific word choices and diction impact the meaning and tone of his writing and the characterization of the individuals and places he describes. [RI.7.4]
- Students 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. For example, 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. [RI.7.6]