



# **ROCHELLE PARK SCHOOL DISTRICT**

## **Midland School #1 English Language Arts Curriculum Grade 7**

### **Rochelle Park Mission Statement**

We envision an educational community, which inspires and empowers all students to become self-sufficient and to thrive in a complex, global society.

### **Rochelle Park Vision Statement**

- ❖ Establish and maintain a shared responsibility among home, school, and the greater community which fosters student learning, accountability, and citizenship.
- ❖ To provide curricula that enables all students to meet or exceed current national, state, and local standards.
- ❖ We will utilize a variety of formative and summative assessments in order to differentiate and guide instruction.
- ❖ The district, as a Professional Learning Community, will provide on-going professional development training and opportunities for collaboration among faculty and staff.



# ROCHELLE PARK SCHOOL DISTRICT

## PACING CHART

Unit	Time Frame
Unit 1: Reading Literature/Writing Narrative	6 weeks
Unit 2: Reading Literature/ Writing Informational	8 Weeks
Unit 3: Reading Informational/ Writing Informational & Argumentative	8 Weeks
Unit 4: Reading Literature/Writing Narrative	8 Weeks
Unit 5: Reading Literature and Informational/ Writing Informational and Argumentative	6 Weeks



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## Educational Technology

**Indicators: 8.1.8.A.2; 8.1.8.B.1; 8.1.8.D.1; 8.1.8.D.2; 8.1.8.D.4; 8.1.8.D.5; 8.1.8.E.1**

- Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
- Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).
- Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.
- Demonstrate the application of appropriate citations to digital content.
- Assess the credibility and accuracy of digital content.
- Understand appropriate uses for social media and the negative consequences of misuse.
- Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.

## 21<sup>st</sup> Century Life and Careers Skills

**Indicators: 9.1.8.B.5; 9.1.8.B.6; 9.1.8.B.5**

- Explain the effect of the economy on personal income, individual and family security, and consumer decisions.
- Evaluate the relationship of cultural traditions and historical influences on financial practice.
- Explain the effect of the economy on personal income, individual and family security, and consumer decisions.



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## Career Ready Practices

**Indicators: CRP2, CRP4, CRP6, CRP7, CRP11, CRP12**

- Apply appropriate academic and technical skills.
- Communicate clearly and effectively and with reason
- Demonstrate creativity and innovation.
- Employ valid and reliable research strategies.
- Use technology to enhance productivity
- Work productively in teams while using cultural global competence.



# ROCHELLE PARK SCHOOL DISTRICT

## Midland School #1

### English Language Arts Curriculum

#### Grade 7

#### Unit 1

<b>Grade: 7</b>	<b>Content: English Language Arts</b>
<b>Topic: Literature/Narrative Writing</b>	<b>Time Frame: 8 weeks</b>
<u><a href="#">NJSLs: Progress Indicators</a></u> RL.7.1, RL.7.2, RL.7.3, RL.7.4, RL.7.5, RL.7.6, RL.7.7, W.7.3, W.7.3b, W.7.3c, W.7.3d, W.7.3e, W.7.4, W.7.5, W.7.6, W.7.9, W.7.10, SL.7.1, SL.7.1a, SL.7.1b, SL.7.1c, SL.7.1d, SL.7.2, SL.7.6, L.7.1a, L.7.1b, L.7.2a, L.7.2b, L.7.3, L.7.4a, L.7.4b, L.7.4c, L.7.4d, L.7.6	

Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> <li>• Authors use various textual elements within their writing in order to give readers insight into their understanding of the text.</li> <li>• Narrative writing is a process.</li> <li>• Writers generate real or imagined experiences or events in order to develop effective narrative pieces.</li> <li>• Written communication and proper grammar mechanics promote fluency of communication.</li> <li>• Speakers can effectively communicate when they prepare, listen, pose questions, and acknowledge new information.</li> </ul>	<ul style="list-style-type: none"> <li>• How do readers use and properly cite textual evidence in order to support their analysis of a literary text?</li> <li>• How do readers use textual elements of a piece of literature to gain deeper understanding of the text?</li> <li>• What elements of poetry do readers need to analyze in order to understand its greater meaning?</li> <li>• How does an author develop the point of view of different characters in order to shape a literary text?</li> <li>• How do written narratives/poems compare to their multimedia formats?</li> <li>• What elements are needed to develop and write an effective narrative?</li> </ul>



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- What elements do I need to include in my writing in order to produce a clear and coherent narrative?
- How can the writing process strengthen my writing?
- How can I use technology to share my writing or link to and cite sources within my writing?
- How can I fully prepare myself for effective collaborative discussions on a given topic?
- How can I expand and strengthen my command of standard English conventions and multiple-meaning words?

## Student Learning Objectives

### Reading: Literature

#### Students will be able to:

- Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Determine a theme or central idea of a text and analyze its development over the course of the text.
- Analyze how particular elements (such as how setting shapes the plot and characters) of a story interact in the text.
- Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings.
- Analyze how a poem's form (in a soliloquy, sonnet, etc) or structure contributes to its meaning.
- Analyze how an author develops and/or contrasts the points of view of different characters or narrators in the text.
- Compare and contrast a poem or a written story to its audio, filmed, staged, or multimedia version, and analyze the effects of techniques (e.g., lighting, sound, color, or camera focus and angles in a film) used within those secondary versions.

### Writing: Narrative

#### Students will be able to:

- Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
  - Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.



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- Organize an event sequence that unfolds naturally and logically.
- Use effective techniques (e.g., dialogue, pacing, and description) to develop experiences, events, and/or characters.
- Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- Provide a conclusion that follows from and reflects on the narrated experiences or events.
- Write narratives routinely over shorter and extended time frames for a range of discipline-specific tasks, purposes, and audiences.
- Produce clear and coherent writing in which the development, voice, organization, and style are appropriate to task, purpose, and audience.
- With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose has been addressed.
- Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others.
- Draw evidence from literary texts to support analysis and reflection.
- Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period.

## **Speaking and Listening**

### **Students will be able to:**

- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on 7th grade topics, texts, and issues, building on others' ideas and expressing their own clearly.
  - Come to discussions prepared, having read or researched material.
  - Explicitly draw on prepared discussions by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
  - Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
  - 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.
  - Acknowledge new information expressed by others and, when warranted, modify their views.
- Analyze the main ideas and supporting details presented in diverse media and formats and explain how the ideas clarify a topic, text, or issue under study.
- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.



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

## Language

### Students will be able to:

- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - Use a comma to separate coordinate adjectives.
  - Spell correctly.
- Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on reading and content, choosing flexibly from a range of strategies.
  - Use context as a clue to the meaning of a word or phrase
  - Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.
  - Consult general and specialized reference materials both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
  - Verify the preliminary determination of the meaning of a word or phrase.
- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases
- Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Assessments	Resources
<ul style="list-style-type: none"> <li>● <u>Sample Benchmark Assessment: Achieve the Core</u></li> <li>● <u>Reading Level Benchmark Assessments</u> The Reading and Writing Project</li> <li>● Teacher Observation (whole class instruction and/or discussion) Small-group instruction</li> </ul>	<p><b><u>Reading:</u></b></p> <ul style="list-style-type: none"> <li>● <b>Textbook: Prentice Hall Literature: Language and Literacy ©2010</b></li> <li>● <b>Potential Short Stories:</b></li> </ul>





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- Textbook Worksheets
- Reader's/Writer's Workshop/Centers
- Guided Reading
- Short constructed response questions
- Rubrics
- Quizzes
- Journals
- Essays
- Quick writes
- Summative chapter tests
- Benchmark Assessments
- Projects
- Portfolio
- Exit Slips
- Do-Nows
- Graphic Organizers
- Presentations
- Powerpoints
- Webquests
- Fishbowl Discussions
- Literature Circles
- Book Clubs
- Homework/Classwork
- Anecdotal Notes
- Student Conferencing (student-student and student-teacher)
- Peer Assessment

- "Three Questions" by Leo Tolstoy
- "All Summer in a Day" by Ray Bradbury
- "My First Free Summer" by Julia Alvarez
- "Thank You, Ma'am" by Langston Hughes
- "The Night the Bed Fell" by James Thurber
- "Stolen Day" by Sherwood Anderson
- "The Treasure of Lemon Brown" by Walter Dean Meyers
- "Seventh Grade" by Gary Soto
- "Zoo" by Edward Hoch
- "He--y Come on O--ut" by Shinichi Hoshi

- **Author Study: O'Henry**

- "After Twenty Years" by O. Henry
- "The Gift of Magi"
- "The Last Leaf"

- Scholastic Scope Magazine

- *Notice & Note: Strategies for Close Reading* by Kylene Beers and Robert Probst

- **Independent Reading: YA Fiction**

- **Poetry**

Selected poetry should be used to reinforce the identification of literary devices, to analyze poetic structure, and to analyze for meaning.

- Some suggested poems may include but are not limited to the following:



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<ul style="list-style-type: none"> <li>● Self-Assessment</li> <li>● Computer-Based Assessments:             <ul style="list-style-type: none"> <li>○ IXL</li> <li>○ Kahoot!</li> <li>○ Measuring Up Live</li> <li>○ Actively Learn</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>■ “I am Offering this Poem” by Jimmy Santiago Baca</li> <li>■ “Mr. Nobody” by Anonymous</li> <li>■ “A Day” by Emily Dickinson</li> <li>■ “Hope is a Thing With Feathers” by Emily Dickinson</li> <li>■ “To Look at Any Thing” by John Moffitt</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>● Nancie Atwell <i>Lessons that Change Writers</i></li> <li>● Units of Study in Argument, Information, and Narrative Writing, Grade 7 (Calkins)</li> </ul> <p><b><u>Language and Word Study</u></b></p> <ul style="list-style-type: none"> <li>● Vocabulary Workshop Level B</li> <li>● IXL</li> <li>● <a href="#">Wordmasters</a> (Honors)</li> </ul>
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Differentiated Instruction		Interdisciplinary Connections
RTI/ELL	Enrichment	
<ul style="list-style-type: none"> <li>● Menu activities</li> <li>● Extra time for assigned tasks</li> </ul>	<ul style="list-style-type: none"> <li>● Frequent feedback</li> <li>● Modify/Diversify resources (ex: Newsela)</li> </ul>	<p><b>Multi-Media Culminating Short-story Project:</b> Create a "Glog" from Glogster.com including</p>



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<ul style="list-style-type: none"><li>● Multi-sensory approach to instruction, assignments, and activities</li><li>● Adjust length of assignment</li><li>● Multiple response strategies</li><li>● Repeat, clarify, or reword directions</li><li>● Small group instruction</li><li>● Read directions aloud</li><li>● Consistent routine</li><li>● Mini-breaks between tasks</li><li>● Provide warning for transitions</li><li>● Frequent feedback</li><li>● Modify/Diversify resources (ex: Newsela)</li><li>● Modify level of learning tasks</li></ul>	<ul style="list-style-type: none"><li>● Modify level of learning tasks</li><li>● Menu activities</li><li>● Adjust length of assignment</li><li>● Extension activities</li><li>● High-level thinking and analysis questions and discussions</li><li>● Independent student options</li><li>● Advanced vocabulary opportunities</li></ul>	<p>elements of short stories (setting, characters, plot, figurative language, description, theme, review, etc.) Choose one of the short stories read or one from an approved list and create the Glog to share with the class. Embed into our class website for others to view.</p>
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**Midland School #1**  
**English Language Arts Curriculum**  
**Grade 7**  
**Unit 2**

<b>Grade: 7</b>	<b>Content: English Language Arts</b>
<b>Topic: Reading Literature / Writing Informative and Explanatory</b>	<b>Time Frame: 8 weeks</b>
<p><b><u>NJSLS: Progress Indicators</u></b>          RL.7.1, RL.7.2, RL.7.3, RL.7.4, RL.7.5, RL.7.6, RL.7.7, RL.7.10, W.7.2 (a-f), W.7.4, W.7.5, W.7.6, W.7.9, W.7.10, SL.7.1a-d, SL.7.2, SL.7.6; L.7.1a-b, L.7.2a-b, L.7.3 L.7.4a-d, L.7.6</p>	

<b>Enduring Understandings</b>	<b>Essential Questions</b>
<ul style="list-style-type: none"> <li>• Readers use strategies to construct meaning.</li> <li>• Readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in text.</li> <li>• Strategic readers can develop, select, and apply strategies to enhance their comprehension.</li> <li>• Words powerfully affect meaning.</li> </ul>	<ul style="list-style-type: none"> <li>• How do readers use and properly cite textual evidence in order to support their analysis of a literary text?</li> <li>• How do readers use textual elements of a piece of literature to gain deeper understanding of the text?</li> <li>• What elements of poetry do readers need to analyze in order to understand its greater meaning?</li> </ul>



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- Readers develop a deeper understanding through reflection of text.
- Writing is a multi-stage process.
- Writing is a reflective process.
- Writers have a purpose for writing.
- Writers understand that research is a process that involves answering a focused question by investigating several sources.
- Listening skills are critical for learning and communicating.
- A speaker's choice of words and style set the tone and define the message.
- Written communication and mechanics promote fluency of communication.

- How does an author develop the point of view of different characters in order to shape a literary text?
- How can I organize my informational/explanatory writing to give the reader what they need?
- How can the writing process strengthen my writing?
- How can I use technology to enhance my written pieces and share them with others?
- How do I draw important information from informational texts in order to support my claim effectively?
- What effect does word choice have on my writing?
- How do improved listening and speaking skills foster clear communication?
- How do I adapt my communication to different purposes and audiences?

## Student Learning Objectives

### Reading: Literature

#### Students will be able to:

- Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Determine a theme or central idea of a text and analyze its development over the course of the text.
- Analyze how particular elements (such as how setting shapes the plot and characters) of a story interact in the text.
- Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings.
- Analyze how a poem's form (in a soliloquy, sonnet, etc) or structure contributes to its meaning.
- Analyze how an author develops and/or contrasts the points of view of different characters or narrators in the text.
- Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) a fictional portrayal



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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

- By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.

## **Writing: Literary Analysis / Explanatory**

### **Students will be able to:**

- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection of relevant content.
  - Introduce a topic and 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 aiding comprehension.
  - Organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
  - Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
  - Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
  - Use precise language and domain-specific vocabulary to inform about or explain the topic.
  - Establish and maintain a formal/academic style, approach, and form.
  - Provide a concluding statement or section that follow from and supports the information or explanation presented.
- Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.
- With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose has been addressed.
- Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborating with others, including linking to and citing sources.
- Draw evidence from informational or literary texts to support analysis, reflection, and research.
- 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.



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## Speaking and Listening

### **Students will be able to:**

- 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.
  - 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.
  - Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
  - 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.
  - Acknowledge new information expressed by others and, when warranted, modify their own views.
- Analyze the main ideas and supporting details in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

## Language

### **Students will be able to:**

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - Explain the function of phrases and clauses in general and their function in specific sentences.
  - Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
  - Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - Use a comma to separate coordinate adjectives.
  - Spell correctly.
- Use knowledge of language and its conventions when writing, speaking, reading, or listening.
  - Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
  - Use context as a clue to the meaning of a word or phrase.
  - Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.
  - Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.



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- Verify the preliminary determination of the meaning of a word or phrase by checking the inferred meaning in context or in a dictionary.
- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Assessments	Resources
<ul style="list-style-type: none"> <li>● <u>Sample Benchmark Assessment</u>: Achieve the Core</li> <li>● <u>Benchmark Assessment</u>: Assessing Language Standards (Grammar and Conventions) for College and Career Readiness</li> <li>● <u>Reading Level Benchmark Assessments</u> The Reading and Writing Project</li> <li>● Teacher Observation (whole class instruction and/or discussion)</li> <li>● Small-group instruction</li> <li>● Textbook Worksheets</li> <li>● Reader’s/Writer’s Workshop/Centers</li> <li>● Guided Reading</li> <li>● Short constructed response questions</li> <li>● Rubrics</li> <li>● Quizzes</li> <li>● Journals</li> <li>● Essays</li> <li>● Quick writes</li> <li>● Summative chapter tests</li> <li>● Benchmark Assessments</li> </ul>	<p><b><u>Reading:</u></b></p> <ul style="list-style-type: none"> <li>● <b>Textbook: Prentice Hall Literature: Language and Literacy ©2010</b></li> <li>● <b>Novel:</b> <i>The Giver</i> by Lois Lowry (ELA Grade Level/Honors)</li> <li>● <b>Connections to <i>The Giver</i>:</b> <ul style="list-style-type: none"> <li>○ “The Ones Who Walk Away from Omelas” by Ursula LeGuin</li> </ul> </li> </ul> <p><b><u>Writing:</u></b></p> <ul style="list-style-type: none"> <li>● Literary Analysis (symbolism, theme, characterization)</li> <li>● <u>Middle School Writing Prompts</u></li> <li>● Nancie Atwell <i>Lessons that Change Writers</i></li> <li>● Units of Study in Argument, Information, and Narrative Writing, Grade 7 (Calkins)</li> </ul>





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- Projects
- Portfolio
- Exit Slips
- Do-Nows
- Graphic Organizers
- Presentations
- Powerpoints
- Webquests
- Fishbowl Discussions
- Literature Circles
- Book Clubs
- Homework/Classwork
- Anecdotal Notes
- Student Conferencing (student-student and student-teacher)
- Peer Assessment
- Self-Assessment
- Computer-Based Assessments:
  - IXL
  - Kahoot!
  - Measuring Up Live
  - Actively Learn

## Poetry

Selected poetry should be read and discussed daily/weekly in an effort to:

- instill a love of poetry
- expose students to various poets
- explore poetic form and structure
- identify literary devices
- discuss universal themes
- analyze for meaning
- become more fluent speakers and more attentive listeners

Possible poetry selections:

- “Do Not Go Gentle Into That Night” by Dylan Thomas
- “Dreams” by Langston Hughes
- “I’m Nobody” by Emily Dickinson
- “Miracles” by Walt Whitman
- “In Just-” by E.E. Cummings
- “Stopping by Woods on a Snowy Evening” by Robert Frost

## Language:

- Vocabulary Workshop Level C
- IXL Grade 7 Language Arts
- [Wordmasters](#) (Honors)



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Differentiated Instruction		Interdisciplinary Connections
RTI/ELL	Enrichment	
<ul style="list-style-type: none"> <li>● Menu activities</li> <li>● Extra time for assigned tasks</li> <li>● Multi-sensory approach to instruction, assignments, and activities</li> <li>● Adjust length of assignment</li> <li>● Multiple response strategies</li> <li>● Repeat, clarify, or reword directions</li> <li>● Small group instruction</li> <li>● Read directions aloud</li> <li>● Consistent routine</li> <li>● Mini-breaks between tasks</li> <li>● Provide warning for transitions</li> <li>● Frequent feedback</li> <li>● Modify/Diversify resources (ex: Newsela)</li> <li>● Modify level of learning tasks</li> </ul>	<ul style="list-style-type: none"> <li>● Frequent feedback</li> <li>● Modify/Diversify resources (ex: Newsela)</li> <li>● Modify level of learning tasks</li> <li>● Menu activities</li> <li>● Adjust length of assignment</li> <li>● Extension activities</li> <li>● High-level thinking and analysis questions and discussions</li> <li>● Independent student options</li> <li>● Advanced vocabulary opportunities</li> </ul>	<p><b><i>The Giver</i></b> by Lois Lowry: The idea of a “utopian” society can lead to various discussions about history as well as the diversity of our modern-day world. A number of utopian communities were established in the U.S., such as the Shakers in the eighteenth century, or Fruitlands, led by Bronson Alcott (father of Louisa May Alcott) in the mid-nineteenth century. Also, classes may have discussions and conduct research on groups in the U.S. today that actively seek to maintain an identity outside of the mainstream culture: the Amish or Mennonites, a Native American tribe, the Hasidic Jewish community.</p> <p><u><a href="#">Blogtopia Project</a></u>: Students will create their own dystopian society and convince others to join by reading the society's blog. (Honors)</p> <p><b><i>Ella Minnow Pea</i></b> by Mark Dunn: With a study of the First Amendment, students will see the importance our society places on freedoms of speech, paralleling the importance Ella finds in the freedom of expression in the novel. The class will discuss the amendment by breaking it down and</p>



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		<p>examining each part, emphasizing how particularly the last four freedoms detailed in the amendment are specific to the rights of citizens to express themselves. To draw out connections of the First Amendment in current social issues, students could be assigned to find a newspaper or magazine article in which freedom of speech issues are present and discussed or debated.</p>
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## Midland School #1 English Language Arts Curriculum Grade 7 Unit 3

<b>Grade: 7</b>	<b>Content: English Language Arts</b>
<b>Topic: Reading Informational/ Writing Argument</b>	<b>Time Frame: 8 weeks</b>
<b><u>NJSLS Progress Indicators:</u></b> RI.7.1, RI.7.2, RI.7.3, RI.7.4, RI.7.5, RI.7.6, RI.7.8, W.7.1 (a-e), W.7.4, W.7.5, W.7.6, W.7.8, W.7.9b, W.7.10, SL.7.1 (a-d), SL.7.2, SL.7.3, SL.7.6, L.8.1 (a-b), L.8.2 (a-b), L.8.3, L.8.4 (a-d), L.8.6	

<b>Enduring Understandings</b>	<b>Essential Questions</b>
<ul style="list-style-type: none"> <li>● Clues in a text help a reader understand the meaning of words and phrases.</li> <li>● Reading informational text is a process that includes applying a variety of strategies to comprehend, interpret and evaluate texts critically.</li> <li>● Readers understand that analyzing the central ideas of a text leads to a better understanding of other perspectives and cultures.</li> <li>● Readers and writers understand that the validity of an argument and its claims depend on the relevancy and sufficiency of supporting evidence.</li> <li>● Readers and writers understand that the evidence and</li> </ul>	<ul style="list-style-type: none"> <li>● How can I cite textual evidence effectively in order to support my analysis of the text?</li> <li>● How does my analysis of the structure, point of view and interactions within the informational text shape my understanding of the concept as a whole?</li> <li>● How do I organize my claims, evidence, and sources in order to write an effective argument?</li> <li>● How Does my word choice affect the cohesion and clarity of my argument?</li> <li>● How can the writing process strengthen my writing?</li> </ul>



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interpretations of facts in a text are deliberately selected by an author to influence the reader.

- Writers understand that research involves gathering information from multiple credible print and digital sources, avoiding plagiarism, and creating a basic bibliography.
- Writers understand that analysis, reflection, and research are strengthened by citing relevant evidence.
- The writing process is a helpful tool in constructing and demonstrating meaning of content (whether personal, expressive, academic, or practical) through writing.
- Standard grammar and usage are important in making meaning clear to the reader
- Speakers adapt speech to a variety of contexts and tasks.
- Speaking and listening skills improve communication and understanding

- How can I use technology to interact and collaborate with others?
- How can I use technology to share my writing or link to and cite sources within my writing?
- How can I fully prepare myself for effective collaborative discussions on a given topic?
- How do improved listening and speaking skills foster clear communication?

## Student Learning Objectives

### **Reading: Informational**

#### **Students will be able to:**

- Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- Determine two or more central ideas in a text and analyze their development over the course of the text.
- Provide an objective summary of the text.
- Analyze the interactions between individuals, events, and ideas in a text.
- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone.
- Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the



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development of the ideas.

- 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.
- 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: Argument**

### **Students will be able to:**

- Write arguments to support claims with clear reasons and relevant evidence.
  - Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
  - Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
  - Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
  - Establish and maintain a formal style.
  - Provide a concluding statement or section that follows from and supports the argument presented.
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
- 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.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.



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## Speaking and Listening

### Students will be able to:

- 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.
  - 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.
  - Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
  - 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.
  - Acknowledge new information expressed by others and, when warranted, modify their own views.
- 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.
- Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

## Language

### Students will be able to:

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - Explain the function of phrases and clauses in general and their function in specific sentences.
  - Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
  - Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - Use a comma to separate coordinate adjectives
  - Spell correctly.
- Use knowledge of language and its conventions when writing, speaking, reading, or listening.
  - Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and



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redundancy.

- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
  - 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.
  - Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word
  - Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
  - 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).
- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Assessments	Resources
<ul style="list-style-type: none"> <li>● <u>Sample Benchmark Assessment</u>: Achieve the Core</li> <li>● <u>Reading Level Benchmark Assessments</u> The Reading and Writing Project</li> <li>● Teacher Observation (whole class instruction and/or discussion) Small-group instruction</li> <li>● Textbook Worksheets</li> <li>● Reader’s/Writer’s Workshop/Centers</li> <li>● Guided Reading</li> <li>● Short constructed response questions</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Textbook: Prentice Hall Literature: Language and Literacy ©2010</b> <ul style="list-style-type: none"> <li>○ <b>Potential Texts:</b> <ul style="list-style-type: none"> <li>■ “What Makes a Rembrandt and Rembrandt?” By Richard Muhlberger</li> <li>■ “Life Without Gravity” by Robert Simmerman (expository essay)</li> <li>■ “Conversational Ballgames” by Nancy Masterson Sakamoto (expository essay)</li> <li>■ “I am a Native of North America” by Chief Dan George (reflective essay)</li> </ul> </li> </ul> </li> </ul>





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- Rubrics
- Quizzes
- Journals
- Essays
- Quick writes
- Summative chapter tests
- Benchmark Assessments
- Projects
- Portfolio
- Exit Slips
- Do-Nows
- Graphic Organizers
- Presentations
- Powerpoints
- Webquests
- Fishbowl Discussions
- Literature Circles
- Book Clubs
- Homework/Classwork
- Anecdotal Notes
- Student Conferencing (student-student and student-teacher)
- Peer Assessment
- Self-Assessment
- Computer-Based Assessments:

- “Volar: To Fly” by Judith Ortiz Cofer (reflective essay)
- “Keeping it Quiet” by PH Science Explorer (textbook article)
- “On the Boardwalk” by Amanda E. Swennes (magazine article)
- “A Special Gift - The Legacy of “Snowflake” Bentley” by Barbara Eaglesham (article)
- “No Gumption” by Russell Baker (autobiography)
- “All Together Now” by Barbara Jordan (persuasive speech)
- “The Eternal Frontier” by Louis L’Amour (persuasive essay)
- “The Real Story of a Cowboy’s Life” by Geoffrey C. Ward (expository essay)
- “Rattlesnake Hunt” by Marjorie Kinnan
- “How to Recognize Venomous Snakes in North America” (instructional manual)
- “Alligator” by Bailey White (humorous essay)
- [Maya Angelou Speaks Out about Civil Rights](#)

- [Newsela](#)

## Novels:

- *Phineas Gage: A Gruesome But True Story about Brain Science* by John Fleishman



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- IXL
- Kahoot!
- Measuring Up Live
- Actively Learn

## Poetry

Selected poetry should be read and discussed daily/weekly in an effort to:

- instill a love of poetry
- expose students to various poets
- explore poetic form and structure
- identify literary devices
- discuss universal themes
- analyze for meaning
- become more fluent speakers and more attentive listeners

Additional potential resources for poem selections include:

- *Naming the World: A Year of Poems and Lessons* by Nancie Atwell
- Possible poems include:
  - “Oranges” by Gary Soto
  - “The Cremation of Sam McGee” by Robert Service
  - “Caged Bird” by Maya Angelou
  - “Still I Rise” by Maya Angelou
  - “The Song of Wandering Aengus” by William Butler Yeats

## **Writing:**

- Nancie Atwell *Lessons that Change Writers*
- Units of Study in Argument, Information, and Narrative Writing, Grade 7 (Calkins)



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	<ul style="list-style-type: none"> <li>• <b>New York Times <u>401 Prompts for Argumentative Writing</u></b></li> </ul> <p><b>Language and Word Study:</b></p> <ul style="list-style-type: none"> <li>• Vocabulary Workshop Level C</li> <li>• <u>IXL</u> - Language Arts Exercises</li> </ul>
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Differentiated Instruction		Interdisciplinary Connections
RTI/ELL	Enrichment	
<ul style="list-style-type: none"> <li>• Menu activities</li> <li>• Extra time for assigned tasks</li> <li>• Multi-sensory approach to instruction, assignments, and activities</li> <li>• Adjust length of assignment</li> <li>• Multiple response strategies</li> <li>• Repeat, clarify, or reword directions</li> <li>• Small group instruction</li> <li>• Read directions aloud</li> </ul>	<ul style="list-style-type: none"> <li>• Frequent feedback</li> <li>• Modify/Diversify resources (ex: Newsela)</li> <li>• Modify level of learning tasks</li> <li>• Menu activities</li> <li>• Adjust length of assignment</li> <li>• Extension activities</li> <li>• High-level thinking and analysis questions and discussions</li> </ul>	<p><b>Journalism/Media:</b> While reading <i>Phineas Gage: A True but Gruesome Tale</i>, students will use the facts from history to write a newspaper article describing the events of the Phineas Gage's accident. Students will incorporate the parts of a newspaper article, necessary elements (the 5 Ws, interviews, etc) and write it as if the event had taken place just the day before. Students will use a newspaper template to publish their writing with a photograph,</p>



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<ul style="list-style-type: none"><li>● Consistent routine</li><li>● Mini-breaks between tasks</li><li>● Provide warning for transitions</li><li>● Frequent feedback</li><li>● Modify/Diversify resources (ex: Newsela)</li><li>● Modify level of learning tasks</li></ul>	<ul style="list-style-type: none"><li>● Independent student options</li><li>● Advanced vocabulary opportunities</li></ul>	captions, and text boxes to include information related to the topic.
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# ROCHELLE PARK SCHOOL DISTRICT

**Midland School #1**  
**English Language Arts Curriculum**  
**Grade 7**  
**Unit 4**

<b>Grade: 7</b>	<b>Content: English Language Arts</b>
<b>Topic: Reading Literature/Research</b>	<b>Time Frame: 8 weeks</b>
<b><u>NJSLS Progress Indicators:</u></b> RL.7.1, RL.7.2, RL.7.3, RL.7.4, RL.7.5, RL.7.6, RL.7.7, RL.7.9, RL.7.10, W.7.3 (a-e), W.7.4, W.7.5, W.7.6, W.7.7, W.7.8, W.7.9a, W.7.10, SL.7.1(a-d), SL.7.2, SL.7.4, SL.7.5, SL.7.6, L.7.1 (a-c) L.7.2(a-c), L.7.3, L.7.4(a-d), L.7.5(a-c), L.7.6	

<b>Enduring Understandings</b>	<b>Essential Questions</b>
<ul style="list-style-type: none"> <li>● Historical fiction helps readers to understand social and life issues that took place during a particular time in history.</li> <li>● To truly understand literature is to pay attention to each element individually to see how it effectively makes up the big picture.</li> <li>● Writing is a process.</li> </ul>	<ul style="list-style-type: none"> <li>● In what ways does historical fiction differ from fiction?</li> <li>● How does historical fiction help bring to light a social or life issue?</li> <li>● How can I make my fictional narrative fluent for my</li> </ul>



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- Good writers engage their readers using various strategies in order to create successful fictional narratives.
- Written communication and proper grammar mechanics promote fluency of communication
- Speaking and listening skills improve communication and understanding.

readers?

- How do improved listening and speaking skills foster clear communication?
- How can I use my knowledge of vocabulary, grammar, and figures of speech to enhance my writing?

## Student Learning Objectives

### Reading: Literature

#### Students will be able to:

- Cite several pieces textual evidence to support analysis of what the text says explicitly as well as inferences drawn from a text.
- Determine a theme or central idea of a text and analyze its development over the course of the text.
- Provide an objective summary of the text.
- Analyze how particular elements of a story or drama interact.
- Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds on a specific verse or stanza of a poem or section of a story or drama.
- Analyze how a drama's or poem's form or structure contributes to its meaning.
- Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
- Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium.
- 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.
- By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text



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complexity band proficiently, with scaffolding as needed at the high end of the range.

## **Writing: Narrative Fiction / Research**

### **Students will be able to:**

- Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
  - 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.
  - Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
  - Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
  - Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
  - Provide a conclusion that follows from and reflects on the narrated experiences or events.
- Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.
- Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
- 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.
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.



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## **Speaking and Listening**

### **Students will be able to:**

- 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.
  - 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.
  - Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
  - 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.
  - Acknowledge new information expressed by others and, when warranted, qualify their own views.
- Analyze the main ideas and supporting details presented in diverse media and formats and explain how the ideas clarify a topic, text, or issue under study.
- 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.
- Include multimedia and visual displays into presentations to clarify claims and findings and emphasize salient points.
- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

## **Language**

### **Students will be able to:**

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - Explain the function of phrases in general and their function in specific sentences.
  - Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
  - Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - Use a comma to separate coordinate adjectives
  - Spell correctly.
- Use knowledge of language and its conventions when writing, speaking, reading, or listening.





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- Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
  - Use context as a clue to the meaning of a word or phrase.
  - Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.
  - Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
  - Verify the preliminary determination of the meaning of a word or phrase.
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
  - Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
  - Use the relationship between particular words (e.g. synonym/antonym, analogy) to better understand each of the words.
  - Distinguish among the connotations (associations) of words with similar denotations (definitions).

Assessments	Resources
<ul style="list-style-type: none"> <li>● <u>Sample Benchmark Assessment</u>: Achieve the Core</li> <li>● <u>Reading Level Benchmark Assessments</u> The Reading and Writing Project</li> <li>● Teacher Observation (whole class instruction and/or discussion)</li> <li>● Small-group instruction</li> <li>● Textbook Worksheets</li> <li>● Reader’s/Writer’s Workshop/Centers</li> </ul>	<p><b>Textbook: Prentice Hall Literature: Language and Literacy ©2010</b></p> <p><b><u>Reading</u></b>  <b>Novel Study: <i>The Devil's Arithmetic</i></b> by Jane Yolen            Book Clubs: Historical Fiction Selections</p> <p><b><u>Poetry</u></b>            Selected poetry should be read and discussed daily/weekly in an effort to:</p>



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- Guided Reading
- Short constructed response questions
- Rubrics
- Quizzes
- Journals
- Essays
- Quick writes
- Summative chapter tests
- Benchmark Assessments
- Projects
- Portfolio
- Exit Slips
- Do-Nows
- Graphic Organizers
- Presentations
- Powerpoints
- Webquests
- Fishbowl Discussions
- Literature Circles
- Book Clubs
- Homework/Classwork
- Anecdotal Notes
- Student Conferencing (student-student and student-teacher)
- Peer Assessment

- instill a love of poetry
- expose students to various poets
- explore poetic form and structure
- identify literary devices
- discuss universal themes
- analyze for meaning
- become more fluent speakers and more attentive listeners

Additional potential resources for poem selections include:

- *I Never Saw Another Butterfly: Children's Drawings and Poems from the Terezin Concentration Camp, 1942-1944*
- *Naming the World: A Year of Poems and Lessons* by Nancie Atwell

**Writing:** Historical Fiction / Research (Heroes of the Holocaust)

- [Yad Vashem](#) - The World Holocaust Remembrance Center
- Nancie Atwell *Lessons that Change Writers*
- Units of Study in Argument, Information, and Narrative Writing, Grade 7 (Calkins)

**Language and Word Study**

- Vocabulary Workshop Level C
- [IXL](#) - Language Arts Exercises



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<ul style="list-style-type: none"> <li>● Self-Assessment</li> <li>● Computer-Based Assessments:             <ul style="list-style-type: none"> <li>○ IXL</li> <li>○ Kahoot!</li> <li>○ Measuring Up Live</li> <li>○ Actively Learn</li> </ul> </li> </ul>	
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Differentiated Instruction		Interdisciplinary Connections
RTI/ELL	Enrichment	
<ul style="list-style-type: none"> <li>● Menu activities</li> <li>● Extra time for assigned tasks</li> <li>● Multi-sensory approach to instruction, assignments, and activities</li> <li>● Adjust length of assignment</li> <li>● Multiple response strategies</li> <li>● Repeat, clarify, or reword directions</li> <li>● Small group instruction</li> <li>● Read directions aloud</li> <li>● Consistent routine</li> <li>● Mini-breaks between tasks</li> <li>● Provide warning for transitions</li> </ul>	<ul style="list-style-type: none"> <li>● Frequent feedback</li> <li>● Modify/Diversify resources (ex: Newsela)</li> <li>● Modify level of learning tasks</li> <li>● Menu activities</li> <li>● Adjust length of assignment</li> <li>● Extension activities</li> <li>● High-level thinking and analysis questions and discussions</li> <li>● Independent student options</li> <li>● Advanced vocabulary opportunities</li> </ul>	<p><b>Social Studies: Righteous Among the Nations / Heroes of the Holocaust</b>            Students will research people who risked their lives to help others during the Holocaust. Students will present their stories to the class along with a poem (original or from <i>I Never Saw Another Butterfly</i>) that connects in some way to their research.</p> <p><a href="#">Timeline of Historical Fiction</a>            Historical fiction is an ideal tool for learning about life in different eras. Literature transports students back in history, provides insight into the lives of people and events in</p>



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<ul style="list-style-type: none"><li>● Frequent feedback</li><li>● Modify/Diversify resources (ex: Newsela)</li><li>● Modify level of learning tasks</li></ul>		<p>time, and motivates students to want to learn more.</p> <p>For this activity, use a wall (or two) of your classroom to create a timeline of the era of history you are studying. Mark on the timeline the centuries and decades related to your study. Have students read books related to the designated periods.</p>
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# ROCHELLE PARK SCHOOL DISTRICT

## Midland School #1

### English Language Arts Curriculum

#### Grade 7

#### Unit 5

<b>Grade: 7</b>	<b>Content: English Language Arts</b>
<b>Topic: Reading Literature &amp; Information/Writing Literary Argument</b>	<b>Time Frame: 6 weeks</b>
<p><b><u>NJSLS Progress Indicators:</u></b>          RL.7.1, RL.7.2, RL.7.3, RL.7.4, RL.7.5, RL.7.6, RL.7.7, RL.7.9, RL.7.10, R.I.7.1, R.I.7.2, R.I.7.3, R.I.7.4, R.I.7.5, R.I.7.6, R.I.7.8, R.I.7.9, R.I.7.10, W.7.1 (a-e), W.7.3 (a-e), W.7.4, W.7.5, W.7.6, W.7.7, W.7.9, W.7.10, SL.7.1.(a-d), SL.7.2, SL.7.3, SL.7.4, SL.7.5, SL.7.6, L.7.1 (a-c), L.7.2 (a-b), L.7.3a, L.7.4 (a-d), L.7.5 (a-c), L.7.6</p>	

<b>Enduring Understandings</b>	<b>Essential Questions</b>
<ul style="list-style-type: none"> <li>● Myths are ancient stories that attempt to explain a belief, custom, or force of nature by telling of gods and goddesses and their interventions in the lives of mortals.</li> <li>● Understanding the myths of a particular society helps one understand and relate to that society’s culture and history.</li> <li>● Stories that are passed on through the oral tradition illustrate culture while also helping to shape culture.</li> <li>● Elements of drama help to bring a story to life.</li> <li>● The effectiveness of argumentative writing relies on the strength of the claims and the supporting details and how effectively the author explains the evidence and establishes a</li> </ul>	<ul style="list-style-type: none"> <li>● What are legends and myths?</li> <li>● In what ways are stories that come from oral tradition different from written stories with a specific author?</li> <li>● In what ways do myths illustrate the belief systems and customs of the cultures that create them?</li> <li>● What is drama and how does its form contribute to its overall meaning?</li> <li>● How does drama differ from other literary genres?</li> </ul>



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link between the claim and the evidence.

- Standard grammar and usage are important in making meaning clear to the reader.
- Writers need to document sources/give credit for the ideas of others.
- Speakers adapt speech to a variety of contexts and tasks.
- Speaking and listening skills improve communication and understanding

- What criteria makes a literary argument effective?
- How can I use technology to share my reading and writing with others?
- How and why are structure and mechanics important to writing?
- What effect does word choice have on my writing?
- How do improved listening and speaking skills foster clear communication?

## Student Learning Objectives

### Reading:Literature

#### Students will be able to:

- Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Determine a theme or central idea of a text and analyze its development over the course of the text.
- Provide an objective summary of the text.
- Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
- Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds on a specific verse or stanza of a poem or section of a story or drama.
- Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
- Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
- Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
- 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.
- By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band



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proficiently, with scaffolding as needed at the high end of the range.

## **Writing:**

### **Students will be able to:**

- Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
  - 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.
  - Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
  - Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
  - Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
  - Provide a conclusion that follows from and effects on the narrated experiences or events
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
- Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
- 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.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.
  - Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).
  - Apply grade 7 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.



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## Speaking and Listening

### **Students will be able to:**

- 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.
  - 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.
  - Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
  - 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.
  - Acknowledge new information expressed by others and, when warranted, modify their own views.
- 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.
- Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
- 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.
- Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 for specific expectations.)

## Language

### **Students will be able to:**

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - Explain the function of phrases and clauses in general and their function in specific sentences.
  - Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
  - Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - Use a comma to separate coordinate adjectives.
  - Spell correctly.
- Use knowledge of language and its conventions when writing, speaking, reading, or listening.





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- Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
  - 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.
  - Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
  - Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
  - 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).
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
  - Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
  - Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
  - Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).
- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Assessments	Resources
<ul style="list-style-type: none"> <li>● <a href="#">Benchmark Assessment</a>: Achieve the Core Sample Benchmark / Reading Literature</li> <li>● <a href="#">Benchmark Assessment</a>: Assessing Language Standards (Grammar and Conventions) for College and Career Readiness</li> </ul>	<p><b>Textbook: Prentice Hall Literature: Language and Literacy ©2010</b></p> <p><b><u>Reading</u></b></p> <ul style="list-style-type: none"> <li>● <i>D’Aulaires Book of Greek Myths</i> by Ingri d’Aulaire and Edgar Parin d’Aulaire</li> </ul>



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- [Reading Level Benchmark Assessments](#) The Reading and Writing Project
- Teacher Observation (whole class instruction and/or discussion)  
Small-group instruction
- Textbook Worksheets
- Reader's/Writer's Workshop/Centers
- Guided Reading
- Short constructed response questions
- Rubrics
- Quizzes
- Journals
- Essays
- Quick writes
- Summative chapter tests
- Benchmark Assessments
- Projects
- Portfolio
- Exit Slips
- Do-Nows
- Graphic Organizers
- Presentations
- Powerpoints
- Webquests
- Fishbowl Discussions

- [Greek and Roman Play for the Intermediate Grades](#)
- [Greek Theater Plays](#)

## **Writing: Creative Writing - Myths, Epic Poems, Legends, Tall Tales**

- Units of Study in Argument, Information, and Narrative Writing, Grade 7 (Calkins)
- Nancie Atwell *Lessons that Change Writers*

## **Independent Reading: Book Club Selections**

### **Poetry**

Selected poetry should be read and discussed daily/weekly in an effort to:

- instill a love of poetry
- expose students to various poets
- explore poetic form and structure
- identify literary devices
- discuss universal themes
- analyze for meaning
- become more fluent speakers and more attentive listeners

Potential resources for poem selections include:

- [A Poem a Day Project](#) by Academy of American Poets
- [Poetry off the Shelf](#) by the Poetry Foundation

### **Language and Word Study**

- Vocabulary Workshop Level B



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<ul style="list-style-type: none"> <li>● Literature Circles</li> <li>● Book Clubs</li> <li>● Homework/Classwork</li> <li>● Anecdotal Notes</li> <li>● Student Conferencing (student-student and student-teacher)</li> <li>● Peer Assessment</li> <li>● Self-Assessment</li> <li>● Computer-Based Assessments:             <ul style="list-style-type: none"> <li>○ IXL</li> <li>○ Kahoot!</li> <li>○ Measuring Up Live</li> <li>○ Actively Learn</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● <u>IXL</u> - Language Arts Exercises</li> </ul>
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Differentiated Instruction		Interdisciplinary Connections
RTI/ELL	Enrichment	
<ul style="list-style-type: none"> <li>● Menu activities</li> <li>● Extra time for assigned tasks</li> <li>● Multi-sensory approach to instruction, assignments, and activities</li> <li>● Adjust length of assignment</li> <li>● Multiple response strategies</li> </ul>	<ul style="list-style-type: none"> <li>● Frequent feedback</li> <li>● Modify/Diversify resources (ex: Newsela)</li> <li>● Modify level of learning tasks</li> <li>● Menu activities</li> <li>● Adjust length of assignment</li> </ul>	<p><i>D'Aulaires Book of Greek Myths:</i>            ~Students will learn about Pythagoras, explore prime numbers and geometry, and solve math problems using pi.            ~They will examine Greek and Latin root words and conduct research on connections to ancient Greece.</p>



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<ul style="list-style-type: none"><li>● Repeat, clarify, or reword directions</li><li>● Small group instruction</li><li>● Read directions aloud</li><li>● Consistent routine</li><li>● Mini-breaks between tasks</li><li>● Provide warning for transitions</li><li>● Frequent feedback</li><li>● Modify/Diversify resources (ex: Newsela)</li><li>● Modify level of learning tasks</li></ul>	<ul style="list-style-type: none"><li>● Extension activities</li><li>● High-level thinking and analysis questions and discussions</li><li>● Independent student options</li><li>● Advanced vocabulary opportunities</li></ul>	<p>~Students will explore Essential Questions such as, Why is it important to learn about ancient civilizations? How did the ancient Greeks influence mathematics, science, and literature?</p>
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