

# **Paulsboro Schools**



## **Curriculum**

**Language Arts Literacy**

**Grade 7**

**2011 - 2012**

**\* For adoption by all regular education programs**

**Board Approved: April 2012**

**as specified and for adoption or adaptation by**

**Superintendent**  
**Dr. Frank Scambia**  
**BOARD OF EDUCATION**  
**Mr. Thomas Ridinger, President**  
**Ms. Bonnie Eastlack, Vice President**  
**Mrs. Barbara Dunn**  
**Mr. Louis Fabiani\***  
**Mrs. Paula Giampola**  
**Mr. Joseph L. Lisa**  
**Mrs. Lisa L. Lozada-Shaw**  
**Mr. Jarryd Scott, Sr.**  
**Ms. Sharon Downs Thomas**

**Curriculum writing team members:**

R. Richardson

\*Greenwich Township Board of Education Representative

# **Paulsboro Schools Mission Statement**

The mission of the Paulsboro School District is to provide each student educational opportunities to assist in attaining their full potential in a democratic society.

Our instructional programs will take place in a responsive, community based school system that fosters respect among all people.

Our expectation is that all students will achieve the New Jersey Core Curriculum Content Standards (NJCCCS) at every grade level.

## INTRODUCTION, PHILOSOPHY OF EDUCATION, AND EDUCATIONAL GOALS

### Introduction/Philosophy:

Introduction/philosophy: The philosophy of the Paulsboro School District Language Arts Literacy Program is to provide students with a multitude of educational opportunities and 21<sup>st</sup> century skills necessary for the lifelong learning. The educational program takes into account the physical, social, and emotional needs of every student. We recognize that students come to school with prior knowledge and learn best when they can communicate views effectively through reading, writing, listening, thinking , and viewing the world in which we live. Emphasis on language is placed on authentic, problem/ project based situations that provide opportunities for students to interact with new understandings which they link to prior knowledge. Through open-ended activities, students engage in interdisciplinary studies based where they are and take their learning as far as possible. Because of the global and ever changing nature of our society, the Language Arts Literacy Program will engage students with the experiences necessary to develop the threshold skills of critical thinking , strategizing, communicating, and acting democratically in the world.

Educational Goals: <Language Arts Literacy

Students will be able to

1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes
2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats.
3. Investigate, research, and synthesize information from various media sources.

### Educational Goals (taken from NJCCCS)

## New Jersey State Department of Education Core Curriculum Content Standards

### A note about Science Standards and Cumulative Progress Indicators:

The New Jersey Core Curriculum Content Standards for **Science** were revised in **2009**. The Cumulative Progress Indicators (CPI's) referenced in this curriculum guide refer to these new standards and may be found in the Curriculum folder on the district servers. A complete copy of the new Core Curriculum Content Standards for Mathematics may also be found at:

<http://www.njcccs.org/search.aspx>

clicking on this link will take you here:

Pick your content area

Select the grade level you're working on here

Select all to see all the standards that apply

Click search to start process

Standards Search Criteria

Select Format Option:  Standards  Learning Progressions/Horizontal Matrix

Select Content Area: Science

Select Grade(s): Preschool  through 9 - 12

Select Standard(s):  All  
 5.1- Science Practices  5.3- Life Science  
 5.2- Physical Science  5.4- Earth Systems Science

Select Strand(s):

Search Clear Search

Download Options

21st Century Units  
 Classroom Application Documents (CADs)

\* Content Area selection required. All options are not applicable to Units or CADs at this time.

Find CPI's, assessments, and resources here

Keyword Site Search

Keyword:  Search

## New Jersey State Department of Education Core Curriculum Content Standards

### A note about Science Standards and Cumulative Progress Indicators:

The New Jersey Core Curriculum Content Standards for **Science** were revised in **2009**. The Cumulative Progress Indicators (CPI's) referenced in this curriculum guide refer to these new standards and may be found in the Curriculum folder on the district servers. A complete copy of the new Core Curriculum Content Standards for Mathematics may also be found at:

<http://www.njcccs.org/search.aspx>

The next portion of this document deals with identifying the Essential questions, Enduring Understanding and Conceptual Understandings. These are the big ideas, important concepts that you want students to leave with.... The things they need to know in order to master the concept being taught. You can find these essential questions in the NJCCCS at the website above

We took a guess and assumed that each quarter, or marking period, would have about 4 big ideas to cover. You may have more or less. You can add or delete boxes as necessary.

Content Area	Science		
Standard	<b>5.1 Science Practices:</b> All students will understand that science is both a body of knowledge and an evidence-based, model-building enterprise that continually extends, refines, and revises knowledge. The four Science Practices strands encompass the knowledge and reasoning skills that students must acquire to be proficient in science.		
Strand	<b>A. Understand Scientific Explanations :</b> Students understand core concepts and principles of science and use measurement and observation tools to assist in categorizing, representing, and interpreting the natural and designed world.		
end of grade	Content Statement	CPI#	Cumulative Progress Indicator (CPI)
P	Who, what, when, where, why, and how questions form the basis for young learners' investigations during sensory explorations, experimentation, and focused inquiry.	5.1.P.A.1  Conceptual understanding	Display curiosity about science objects, materials, activities, and longer-term investigations in progress.
4	Fundamental scientific concepts and principles and the links between them are more useful than discrete facts.	5.1.4.A.1	Demonstrate understanding of the interrelationships among fundamental concepts in the physical, life, and Earth systems sciences.

## Scope and Sequence Map

### Quarter 1

**Big Idea 1:**

The ability to read a variety of text requires independence, comprehension and fluency.

**Big Idea 2:** Writing is the process of communicating in print for a variety of audiences and purposes.**Big Idea 3:**

Oral language and listening is a tool for communicating, thinking and learning to gain understanding.

**Big Idea 4:**

A media literate person can evaluate how words, images and sounds influence a message.

### Quarter 2

**Big Idea 1:**

The ability to read a variety of text requires independence, comprehension and fluency.

**Big Idea 2:** Writing is the process of communicating in print for a variety of audiences and purposes.**Big Idea 3:**

Oral language and listening is a tool for communicating, thinking and learning to gain understanding.

**Big Idea 4:**

A media literate person can evaluate how words, images and sounds influence a message.

## Scope and Sequence Map

### Quarter 3

**Big Idea 1:**

The ability to read a variety of text requires independence, comprehension and fluency.

**Big Idea 2:** Writing is the process of communicating in print for a variety of audiences and purposes.**Big Idea 3:**

Oral language and listening is a tool for communicating, thinking and learning to gain understanding.

**Big Idea 4:**

A media literate person can evaluate how words, images and sounds influence a message.

### Quarter 4

**Big Idea 1:**

The ability to read a variety of text requires independence, comprehension and fluency.

**Big Idea 2:** Writing is the process of communicating in print for a variety of audiences and purposes.**Big Idea 3:**

Oral language and listening is a tool for communicating, thinking and learning to gain understanding.

**Big Idea 4:**

A media literate person can evaluate how words, images and sounds influence a message.

<b>Subject/ Grade level:</b> LAL 7	<b>Suggested days of instruction:</b> 45
<b>Quarter 1</b> Objective/ Cluster Concept/ Cumulative Progress Indicators The student will be able to:  RL.7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  RL.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.  RL.7.5.. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.  RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.  L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i> , choosing flexibly from a range of strategies.  L.7.4.a. Use context (e.g., the overall meaning of a sentence or	<b>Big Idea 1:</b> The ability to read a variety of texts requires independent, comprehension, and fluency.  <b>Goals:</b> <ul style="list-style-type: none"> <li>1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes</li> <li>2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats.</li> <li>3. Investigate, research, and synthesize information from various media sources.</li> </ul> <b>Suggested Readings- Theme: Literature</b> – Research Project (1) 1. Literature (2-3)      2. Informational (1-2)      3. Extended Text- Literature (1) <b>Additional Resources:</b> -dictionary <ul style="list-style-type: none"> <li>- Glencoe Literature: Reading With Purpose (2007)</li> <li>- Literacy Coach</li> <li>- Library</li> </ul> <b>Essential Questions:</b> <ul style="list-style-type: none"> <li>1. Why do you use text evidence to support analysis?</li> <li>2. What is the theme or central idea of the text by analyzing the development?</li> <li>3. How does the text's form/structure contribute to its meaning?</li> <li>4. How did the author develop and contrast different characters' point of views?</li> <li>5. What do you do when you do not know the meaning of a word or words?</li> </ul> <b>Enduring Understanding:</b> <ul style="list-style-type: none"> <li>1. Good readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in text.</li> <li>2. Good readers compare, infer, synthesize, and make connections (text to text, text to word, text to self) to make text personally relevant and useful.</li> <li>3. Good readers gather and critique information</li> </ul>
	<b>Sample Learning Activities:</b> <ul style="list-style-type: none"> <li>-Reader response journal</li> <li>-Guided reading</li> <li>-Think/Pair/Share</li> <li>-Reciprocal teaching skills</li> <li>-Student directed word wall</li> <li>-Sustained Silent Reading</li> <li>-Literature Circles/ Socratic Seminar</li> </ul> <b>Assessment Models:</b> <b>Formative:</b> Guided reading/ Conferencing Reading Response Journal Teacher Observation <b>Summative:</b> Glencoe unit test MAP Test (Lexile) benchmark NJ ASK

<p>paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>L.7.4.b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i>, <i>bellicose</i>, <i>rebel</i>).</p> <p>L.7.4.c. 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.</p> <p>L.7.4.d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<p>from different sources for specific purposes on similar subjects.</p> <p><b>Intervention Materials/ Strategies:</b></p> <ul style="list-style-type: none"><li>- Compass Odyssey</li><li>- BSI/ Resource Push In Support (tier 2)</li><li>- Small Group Instruction</li><li>- Flexible grouping</li></ul> <p><b>ELL:</b></p> <ul style="list-style-type: none"><li>-after school support (tier 3)</li><li>-classroom modifications</li></ul>	
---	--	--

<b>Subject/ Grade level:</b> LAL 7	<b>Suggested days of instruction:</b> 45
<b>Quarter 1</b> Objective/ Cluster Concept/ Cumulative Progress Indicators The student will be able to:	<b>Big Idea 2:</b> Writing is the process of communicating in print for a variety of audiences and purposes.
W.7.1. Write arguments to support claims with clear reasons and relevant evidence.  W.7.1.a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.  W.7.1.b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.  W.7.1.c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.  W.7.1.d. Establish and maintain a formal style.  W.7.1.e. Provide a concluding statement or section that follows from and supports the argument presented.  W.7.3. Write narratives to develop real or imagined experiences or events using effective technique,	<b>Goals:</b> <ol style="list-style-type: none"> <li>1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes</li> <li>2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats.</li> <li>3. Investigate, research, and synthesize information from various media sources.</li> </ol> <p><b>Writing about Text: Focus on Arguments (4-6 analyses)</b></p> <ul style="list-style-type: none"> <li>- Research Project (1)</li> <li>- Narrative Writing (1-2)</li> </ul> <p><b>Additional Resources:</b></p> <ul style="list-style-type: none"> <li>-Glencoe Literature: Reading With Purpose (2007)</li> <li>-Library</li> <li>- NJ Holistic Scoring Rubric</li> <li>-Literacy Coach</li> <li>-Netbook computers</li> <li>-Writing With Spice (Mike Devono 2008)</li> </ul> <p><b>Essential Questions:</b></p> <ol style="list-style-type: none"> <li>1. Why use clear reasons and relevant evidence to support claims in arguments?</li> <li>2. How can we write a detailed story using well-structured event sequence?</li> <li>3. How do you write a report drawing on several sources to answer a question?</li> <li>4. How do you organize relevant information from multiple credible sources and quote/paraphrase data/conclusions while citing sources?</li> <li>5. What evidence can you find in the text to support your analysis, reflection, or research?</li> </ol> <p><b>Enduring Understanding:</b></p> <ol style="list-style-type: none"> <li>1. Good writers compare, infer, synthesize, and make connections (text to text, text to word, text to self) to make text personally relevant and useful.</li> <li>2. Good writers gather and critique information from</li> </ol> <p><b>Sample Learning Activities:</b></p> <ul style="list-style-type: none"> <li>Writer's Workshop</li> <li>Peer and teacher conferences</li> <li>Guided writing</li> <li>Teacher model writing process</li> <li>Student directed word wall</li> </ul> <p><b>Assessment Models:</b></p> <p><b>Formative:</b></p> <ul style="list-style-type: none"> <li>Writing journal</li> <li>Conference with teacher</li> </ul> <p><b>Summative:</b></p> <ul style="list-style-type: none"> <li>Rubric assessments of published pieces</li> <li>Portfolio</li> <li>Pre/post district writing samples</li> </ul>

relevant descriptive details, and well-structured event sequences.

W.7.3.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.

W.7.3.b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

W.7.3.c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

W.7.3.d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

W.7.3.e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

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

different sources for specific purposes on similar subjects.

3. Good writers need to know that words powerfully affect meaning.

### **Intervention Materials/ Strategies:**

- Compass Odyssey
- BSI/ Resource Push In Support (tier 2)
- Small Group Instruction
- Flexible grouping

### **ELL:**

- after school support (tier 3)
- classroom modifications

research and investigation.

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

W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.7.9.a. *Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).*

W.7.9.b. *Apply grade 7 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).*

<b>Subject/ Grade level:</b> LAL 7	<b>Suggested days of instruction:</b> 45
<b>Quarter 1</b> Objective/ Cluster Concept/ Cumulative Progress Indicators The student will be able to:	<b>Big Idea 3:</b> Oral language and listening are tools for communicating, thinking, and learning.  <b>Goals:</b> <ul style="list-style-type: none"> <li>1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes</li> <li>2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats.</li> <li>3. Investigate, research, and synthesize information from various media sources.</li> </ul>
SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.	<b>Suggested Readings- Theme: Literature</b> – Research Project (1) 4. Literature (2-3)      2. Informational (1-2)      3. Extended Text- Literature (1) <b>Additional Resources:</b> -dictionary - Glencoe Literature: Reading With Purpose (2007)      - Library - Literacy Coach      -NJ Holistic Rubric for Speaking
SL.7.1.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.  SL.7.1.b.Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.  SL.7.1.c.Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>1. How are the rules for discussion followed?</li> <li>2. Why do we vary sentence structure when in a conversation?</li> </ul> <b>Enduring Understanding:</b> <ul style="list-style-type: none"> <li>1. Speaking, discussion, and inquiry enhance vocabulary and reading comprehension.</li> <li>2. Speaking is a rehearsal process for developing written ideas.</li> <li>3. Spoken contributions to discussion assist in the development of individual ideas, new hypotheses, and perspectives.</li> <li>4. The formation of spoken messages is built on reading, listening, viewing, and writing.</li> </ul> <b>Intervention Materials/ Strategies:</b> <ul style="list-style-type: none"> <li>- Compass Odyssey</li> <li>- BSI/ Resource Push In Support (tier 2)</li> <li>- Small Group Instruction/Leveled Readers</li> </ul>
	<b>Sample Learning Activities:</b> Oral presentations Reader's Theater Think/Pair/Share Guided Reading/ Literature Discussion Groups Cooperative Learning Activities Retell story from another point of view <b>Assessment Models:</b> <b>Formative:</b> Teacher observation  <b>Summative:</b> Teacher observation notes

that bring the discussion back on topic as needed.

SL.7.1.d. Acknowledge new information expressed by others and, when warranted, modify their own views.

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

L.7.1.a. Explain the function of phrases and clauses in general and their function in specific sentences.

L.7.1.b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

L.7.1.c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.\*

**ELL:**

- leveled readers
- after school support (tier 3)
- classroom modifications

<b>Subject/ Grade level:</b> LAL 7	<b>Suggested days of instruction:</b> 45
<b>Quarter 1</b>	<b>Big Idea 4:</b> A media literate person can evaluate how words, images, and sounds influence a message.
Objective/ Cluster Concept/ Cumulative Progress Indicators	
The student will be able to:	
W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.	<p><b>Goals:</b></p> <ul style="list-style-type: none"> <li>1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes</li> <li>2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats.</li> <li>3. Investigate, research, and synthesize information from various media sources.</li> </ul>
	<p><b>Suggested Readings- Theme: Literature</b></p> <p>1. Literature (3-5)      2. Informational Text (1-2)      3. Extended Text- Literature (1)</p>
	<p><b>Additional Resources:</b></p>
<ul style="list-style-type: none"> <li>-Glencoe: Reading With Purpose (2007)</li> <li>-Dictionary</li> <li>-Listening Station (CD player and/or IPod)</li> <li>- Netbook computers/ printer</li> </ul>	<ul style="list-style-type: none"> <li>-Library</li> <li>-Literacy Coach</li> <li>-Compass Odyssey</li> </ul>
<p><b>Essential Questions:</b></p> <p>1. How does technology assist you during the writing process?</p>	<p><b>Sample Learning Activities:</b></p> <ul style="list-style-type: none"> <li>-Teacher model writing process</li> <li>-Tiered based projects</li> <li>-Compass Odyssey writing portfolio</li> <li>-Movie/Video related to topic</li> </ul>
<p><b>Enduring Understanding:</b></p> <p>1. Messages are delivered through a variety of print and non-print mediums.</p> <p>2. Visual images support comprehension and learning (to include illustrations, photographs, graphs, maps, diagrams, charts, inserts, and computer icons).</p> <p>3. A strategic reader uses all presented graphics/images to enhance the intended message.</p>	<p><b>Assessment Models:</b></p> <p><b>Formative:</b></p> <ul style="list-style-type: none"> <li>-conference</li> </ul> <p><b>Summative:</b></p> <ul style="list-style-type: none"> <li>-rubric scores of published pieces</li> </ul>

<b>Subject/ Grade level:</b> LAL 7	<b>Suggested days of instruction:</b> 45
<b>Quarter 2</b> Objective/ Cluster Concept/ Cumulative Progress Indicators The student will be able to:	<b>Big Idea 1:</b> The ability to read a variety of texts requires independent, comprehension, and fluency.
RI.7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.  RI.7.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.  RI.7.6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.  RI.7.7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the	<b>Goals:</b> <ol style="list-style-type: none"> <li>1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes</li> <li>2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats.</li> <li>3. Investigate, research, and synthesize information from various media sources.</li> </ol> <b>Suggested Readings- Theme: Literature</b> – Research Project (1) 1. Literature (2-3)      2. Informational (1-2)      3. Extended Text- Literature (1) <b>Additional Resources:</b> -dictionary <ul style="list-style-type: none"> <li>- Glencoe Literature: Reading With Purpose (2007)</li> <li>- Literacy Coach</li> <li>- Library</li> </ul> <b>Essential Questions:</b> <ol style="list-style-type: none"> <li>1. Why do you use text evidence to support analysis?</li> <li>2. What are the themes or central ideas of the text by analyzing the development?</li> <li>3. How does the text's form/structure contribute to its meaning?</li> <li>4. How did the author develop and contrast the point of view?</li> <li>5. How is the text you read similar and different to the same story when you listen or watch the story?</li> <li>6. How can you integrate information in different media formats to exhibit understanding of a topic or issue?</li> <li>7. Why are there differences in language when writing, speaking, reading, or listening?</li> </ol>
	<b>Sample Learning Activities:</b> <ul style="list-style-type: none"> <li>-Reader response journal</li> <li>-Guided reading</li> <li>-Think/Pair/Share</li> <li>-Reciprocal teaching skills</li> <li>-Student directed word wall</li> <li>-Sustained Silent Reading</li> <li>-Literature Circles/ Socratic Seminar</li> </ul> <b>Assessment Models:</b> <p><b>Formative:</b> Guided reading/ Conferencing Reading Response Journal Teacher Observation</p> <p><b>Summative:</b> Glencoe unit test MAP Test (Lexile) benchmark NJ ASK</p>

impact of the words).

RI.7.8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

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

L.7.3.a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.\*

**Enduring Understanding:**

1. Good readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in text.
2. Good readers compare, infer, synthesize, and make connections (text to text, text to word, text to self) to make text personally relevant and useful.
3. Good readers gather and critique information from different sources for specific purposes on similar subjects.

**Intervention Materials/ Strategies:**

- Compass Odyssey
- BSI/ Resource Push In Support (tier 2)
- Small Group Instruction
- Flexible grouping

**ELL:**

- after school support (tier 3)
- classroom modifications

<b>Subject/ Grade level:</b> LAL 7	<b>Suggested days of instruction:</b> 45
<b>Quarter 2</b> Objective/ Cluster Concept/ Cumulative Progress Indicators The student will be able to:  W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  W.7.2.a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.  W.7.2.b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.  W.7.2.c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.  W.7.2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic.  W.7.2.e. Establish and maintain a formal style.  W.7.2.f. Provide a concluding	<b>Big Idea 2:</b> Writing is the process of communicating in print for a variety of audiences and purposes.  <b>Goals:</b> <ol style="list-style-type: none"> <li>1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes</li> <li>2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats.</li> <li>3. Investigate, research, and synthesize information from various media sources.</li> </ol> <b>Writing about Text: Focus on Arguments (4-6 analyses)</b> <ul style="list-style-type: none"> <li>- Research Project (1)</li> <li>- Narrative Writing (1-2)</li> </ul> <b>Additional Resources:</b> <ul style="list-style-type: none"> <li>-Glencoe Literature: Reading With Purpose (2007)    -Library    - NJ Holistic Scoring Rubric</li> <li>-Literacy Coach    -Netbook computers    -Writing With Spice (Mike Devono 2008)</li> </ul> <b>Essential Questions:</b> <ol style="list-style-type: none"> <li>1. How can you clearly examine text through selection, organization, and analysis of relevant content when writing?</li> <li>2. How would you describe the writing process?</li> <li>3. Why is planning, revising, and editing important to the writing process?</li> <li>4. What is the purpose of using capitalization, punctuation, and spelling when writing?</li> </ol> <b>Enduring Understanding:</b> <ol style="list-style-type: none"> <li>1. Good writers compare, infer, synthesize, and make connections (text to text, text to word, text to self) to make text personally relevant and useful.</li> <li>2. Good writers gather and critique information from different sources for specific purposes on similar subjects.</li> </ol>
	<b>Sample Learning Activities:</b> Writer's Workshop Peer and teacher conferences Guided writing Teacher model writing process Student directed word wall
	<b>Assessment Models:</b> <b>Formative:</b> Writing journal Conference with teacher <b>Summative:</b> Rubric assessments of published pieces Portfolio Pre/post district writing samples

statement or section that follows from and supports the information or explanation presented.

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

W.7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

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

L.7.2.a. Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old[,] green shirt*).

L.7.2.b. Spell correctly.

3. Good writers need to know that words powerfully affect meaning.

**Intervention Materials/ Strategies:**

- Compass Odyssey
- BSI/ Resource Push In Support (tier 2)
- Small Group Instruction
- Flexible grouping

**ELL:**

- after school support (tier 3)
- classroom modifications

<b>Subject/ Grade level:</b> LAL 7	<b>Suggested days of instruction:</b> 45
<b>Quarter 2</b> Objective/ Cluster Concept/ Cumulative Progress Indicators The student will be able to:  SL.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.  SL.7.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	<p><b>Big Idea 3:</b> Oral language and listening are tools for communicating, thinking, and learning.</p> <p><b>Goals:</b></p> <ul style="list-style-type: none"> <li>1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes</li> <li>2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats.</li> <li>3. Investigate, research, and synthesize information from various media sources.</li> </ul> <p><b>Suggested Readings- Theme: Literature</b> – Research Project (1)</p> <p>1. Literature (2-3)      2. Informational (1-2)      3. Extended Text- Literature (1)</p> <p><b>Additional Resources:</b> -dictionary - Glencoe Literature: Reading With Purpose (2007)      - Library - Literacy Coach      -NJ Holistic Rubric for Speaking</p> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>1. How can you interpret information presented in diverse media by explaining how it clarifies a topic, text or issue?</li> <li>2. How do you know when a speaker has supported an argument with relevant information?</li> </ul> <p><b>Enduring Understanding:</b></p> <ul style="list-style-type: none"> <li>1. Speaking, discussion, and inquiry enhance vocabulary and reading comprehension.</li> <li>2. Speaking is a rehearsal process for developing written ideas.</li> <li>3. Spoken contributions to discussion assist in the development of individual ideas, new hypotheses, and perspectives.</li> <li>4. The formation of spoken messages is built on reading, listening, viewing, and writing.</li> </ul> <p><b>Intervention Materials/ Strategies:</b></p> <ul style="list-style-type: none"> <li>- Compass Odyssey</li> <li>- BSI/ Resource Push In Support (tier 2)</li> <li>- Small Group Instruction</li> </ul> <p><b>Sample Learning Activities:</b> Oral presentations Reader's Theater Think/Pair/Share Guided Reading/ Literature Discussion Groups Cooperative Learning Activities Retell story from another point of view</p> <p><b>Assessment Models:</b></p> <p><b>Formative:</b> Teacher observation</p> <p><b>Summative:</b> Teacher observation notes</p> <p><b>ELL:</b> -leveled readers -after school support (tier 3) -classroom modifications</p>

<b>Subject/ Grade level:</b> LAL 7	<b>Suggested days of instruction:</b> 45
<b>Quarter 2</b>	<b>Big Idea 4:</b> A media literate person can evaluate how words, images, and sounds influence a message.
Objective/ Cluster Concept/ Cumulative Progress Indicators The student will be able to:	<p><b>Goals:</b></p> <ul style="list-style-type: none"> <li>1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes</li> <li>2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats.</li> <li>3. Investigate, research, and synthesize information from various media sources.</li> </ul>
W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.	<p><b>Suggested Readings- Theme: Literature</b></p> <p>1. Literature (3-5)      2. Informational Text (1-2)      3. Extended Text- Literature (1)</p>
	<p><b>Additional Resources:</b></p> <p>-Glencoe: Reading With Purpose (2007)      -Library      -Dictionary      -Literacy Coach      -Listening Station (CD player and/or IPod)      - Netbook computers/ printer      -Compass Odyssey</p>
	<p><b>Essential Questions:</b></p> <ol style="list-style-type: none"> <li>1. How does technology assist you during the writing process?</li> </ol> <p><b>Enduring Understanding:</b></p> <ol style="list-style-type: none"> <li>2. Messages are delivered through a variety of print and non-print mediums.</li> <li>3. Visual images support comprehension and learning (to include illustrations, photographs, graphs, maps, diagrams, charts, inserts, and computer icons).</li> <li>4. A strategic reader uses all presented graphics/images to enhance the intended message.</li> </ol> <p><b>Sample Learning Activities:</b></p> <p>-Teacher model writing process      -Tiered based projects      -Compass Odyssey writing portfolio      -Movie/Video related to topic</p> <p><b>Assessment Models:</b></p> <p><b>Formative:</b>      -conference</p> <p><b>Summative:</b>      -rubric scores of published pieces</p>

<b>Subject/ Grade level:</b> LAL 7	<b>Suggested days of instruction:</b> 45
<b>Quarter 3</b> Objective/ Cluster Concept/ Cumulative Progress Indicators The student will be able to:  RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).  RL.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.  RL.7.7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).  RL.7.9. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how	<b>Big Idea 1:</b> The ability to read a variety of texts requires independent, comprehension, and fluency.  <b>Goals:</b> <ul style="list-style-type: none"> <li>1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes</li> <li>2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats.</li> <li>3. Investigate, research, and synthesize information from various media sources.</li> </ul> <b>Suggested Readings- Theme: Literature</b> – Research Project (1) 1. Literature (2-3)      2. Informational (1-2)      3. Extended Text- Literature (1) <b>Additional Resources:</b> -dictionary <ul style="list-style-type: none"> <li>- Glencoe Literature: Reading With Purpose (2007)</li> <li>- Literacy Coach</li> <li>- Library</li> </ul> <b>Essential Questions:</b> <ul style="list-style-type: none"> <li>1. How do story elements shape the others?</li> <li>2. How does figurative language and connotative meanings affect meaning of words or phrases?</li> <li>3. How is the text you read similar and different to the same story when you listen or watch the story?</li> <li>4. How is an historical fiction compared to a factual account of the same time period?</li> <li>5. What is an example of figurative language?</li> </ul> <b>Enduring Understanding:</b> <ul style="list-style-type: none"> <li>1. Good readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in text.</li> <li>3. Good readers compare, infer, synthesize, and make connections (text to text, text to word, text to self) to make text personally relevant and useful.</li> </ul>
	<b>Sample Learning Activities:</b> <ul style="list-style-type: none"> <li>-Reader response journal</li> <li>-Guided reading</li> <li>-Think/Pair/Share</li> <li>-Reciprocal teaching skills</li> <li>-Student directed word wall</li> <li>-Sustained Silent Reading</li> <li>-Literature Circles/ Socratic Seminar</li> </ul> <b>Assessment Models:</b> <b>Formative:</b> Guided reading/ Conferencing Reading Response Journal Teacher Observation <b>Summative:</b> Glencoe unit test MAP Test (Lexile) benchmark

<p>authors of fiction use or alter history.</p> <p>L.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.7.5.a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p> <p>L.7.5.b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p> <p>L.7.5.c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined, respectful, polite, diplomatic, condescending</i>).</p>	<p>4. Good readers gather and critique information from different sources for specific purposes on similar subjects.</p> <p><b>Intervention Materials/ Strategies:</b></p> <ul style="list-style-type: none"><li>- Compass Odyssey</li><li>- BSI/ Resource Push In Support (tier 2)</li><li>- Small Group Instruction</li><li>- Flexible grouping</li></ul> <p><b>ELL:</b></p> <ul style="list-style-type: none"><li>-after school support (tier 3)</li><li>-classroom modifications</li></ul>	NJ ASK
--	--	--------

<b>Subject/ Grade level:</b> LAL 7	<b>Suggested days of instruction:</b> 45
<b>Quarter 3</b> <b>Objective/ Cluster Concept/ Cumulative Progress Indicators</b> The student will be able to:  W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  W.7.2.a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.  W.7.2.b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.  W.7.2.c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.  W.7.2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic.  W.7.2.e. Establish and maintain a formal style.  W.7.2.f. Provide a concluding	<p><b>Big Idea 2:</b> Writing is the process of communicating in print for a variety of audiences and purposes.</p> <p><b>Goals:</b></p> <ol style="list-style-type: none"> <li>1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes</li> <li>2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats.</li> <li>3. Investigate, research, and synthesize information from various media sources.</li> </ol> <p><b>Writing about Text: Focus on Arguments (4-6 analyses)</b></p> <ul style="list-style-type: none"> <li>- Research Project (1)</li> <li>- Narrative Writing (1-2)</li> </ul> <p><b>Additional Resources:</b></p> <ul style="list-style-type: none"> <li>-Glencoe Literature: Reading With Purpose (2007)    -Library    - NJ Holistic Scoring Rubric</li> <li>-Literacy Coach    -Netbook computers    -Writing With Spice (Mike Devono 2008)</li> </ul> <p><b>Essential Questions:</b></p> <ol style="list-style-type: none"> <li>1. How can you clearly examine text through selection, organization, and analysis of relevant content when writing?</li> <li>2. How can we write a detailed story using well-structured event sequence?</li> <li>3. How would you describe the writing process?</li> <li>4. Why is planning, revising, and editing important to the writing process?</li> <li>5. Why do we vary sentence structure when in a conversation?</li> </ol> <p><b>Enduring Understanding:</b></p> <ol style="list-style-type: none"> <li>6. Good writers compare, infer, synthesize, and make connections (text to text, text to word, text to self) to make text personally relevant and useful.</li> <li>7. Good writers gather and critique information from different sources for specific purposes on similar</li> </ol>
	<p><b>Sample Learning Activities:</b></p> <p>Writer's Workshop Peer and teacher conferences Guided writing Teacher model writing process Student directed word wall</p> <p><b>Assessment Models:</b></p> <p><b>Formative:</b> Writing journal Conference with teacher</p> <p><b>Summative:</b> Rubric assessments of published pieces Portfolio Pre/post district writing samples</p>

<p>statement or section that follows from and supports the information or explanation presented.</p> <p>W.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>W.7.3.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.</p> <p>W.7.3.b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>W.7.3.c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>W.7.3.d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>W.7.3.e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p> <p>W.7.4. Produce clear and coherent writing in which the development, organization, and style are appropriate</p>	<p>subjects.</p> <p>8. Good writers need to know that words powerfully affect meaning.</p> <p><b>Intervention Materials/ Strategies:</b></p> <ul style="list-style-type: none"><li>- Compass Odyssey</li><li>- BSI/ Resource Push In Support (tier 2)</li><li>- Small Group Instruction</li><li>- Flexible grouping</li></ul> <p><b>ELL:</b></p> <ul style="list-style-type: none"><li>-after school support (tier 3)</li><li>-classroom modifications</li></ul>	
--	--	--

to task, purpose, and audience.  
(Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

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

L.7.1.a. Explain the function of phrases and clauses in general and their function in specific sentences.

L.7.1.b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

L.7.1.c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.\*

<b>Subject/ Grade level:</b> LAL 7	<b>Suggested days of instruction:</b> 45
<b>Quarter 3</b> Objective/ Cluster Concept/ Cumulative Progress Indicators The student will be able to:  SL.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.  SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	<b>Big Idea 3:</b> Oral language and listening are tools for communicating, thinking, and learning.  <b>Goals:</b> <ul style="list-style-type: none"> <li>1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes</li> <li>2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats.</li> <li>3. Investigate, research, and synthesize information from various media sources.</li> </ul> <b>Suggested Readings- Theme: Literature</b> – Research Project (1) 1. Literature (2-3)      2. Informational (1-2)      3. Extended Text- Literature (1) <b>Additional Resources:</b> -dictionary - Glencoe Literature: Reading With Purpose (2007)      - Library - Literacy Coach      -NJ Holistic Rubric for Speaking
<b>Intervention Materials/ Strategies:</b> <ul style="list-style-type: none"> <li>- Compass Odyssey</li> <li>- BSI/ Resource Push In Support (tier 2)</li> <li>- Small Group Instruction/Leveled Readers</li> </ul>	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>1. How can you accentuate main ideas/themes by presenting claims/findings, sequencing ideas logically and using pertinent descriptions, facts, and details?</li> <li>2. How can you clarify information with multimedia components and visual displays?</li> </ul> <b>Enduring Understanding:</b> <ul style="list-style-type: none"> <li>1. Speaking, discussion, and inquiry enhance vocabulary and reading comprehension.</li> <li>2. Speaking is a rehearsal process for developing written ideas.</li> <li>3. Spoken contributions to discussion assist in the development of individual ideas, new hypotheses, and perspectives.</li> <li>4. The formation of spoken messages is built on reading, listening, viewing, and writing.</li> </ul>
	<b>Sample Learning Activities:</b> Oral presentations Reader's Theater Think/Pair/Share Guided Reading/ Literature Discussion Groups Cooperative Learning Activities Retell story from another point of view <b>Assessment Models:</b> <b>Formative:</b> Teacher observation  <b>Summative:</b> Teacher observation notes <b>ELL:</b> -leveled readers -after school support (tier 3) -classroom modifications

<b>Subject/ Grade level:</b> LAL 7	<b>Suggested days of instruction:</b> 45								
<b>Quarter 3</b>	<b>Big Idea 4:</b> A media literate person can evaluate how words, images, and sounds influence a message.								
Objective/ Cluster Concept/ Cumulative Progress Indicators The student will be able to:	<p><b>Goals:</b></p> <ul style="list-style-type: none"> <li>1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes</li> <li>2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats.</li> <li>3. Investigate, research, and synthesize information from various media sources.</li> </ul>								
W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.	<p><b>Suggested Readings- Theme: Literature</b></p> <p>1. Literature (3-5)      2. Informational Text (1-2)      3. Extended Text- Literature (1)</p>								
	<p><b>Additional Resources:</b></p> <table border="0"> <tr> <td data-bbox="576 719 1094 752">-Glencoe: Reading With Purpose (2007)</td> <td data-bbox="1094 719 1311 752">-Library</td> </tr> <tr> <td data-bbox="576 768 734 801">-Dictionary</td> <td data-bbox="1184 768 1427 801">-Literacy Coach</td> </tr> <tr> <td data-bbox="576 817 1184 850">-Listening Station (CD player and/or IPod)</td> <td data-bbox="1184 817 1480 850"></td> </tr> <tr> <td data-bbox="576 866 994 899">- Netbook computers/ printer</td> <td data-bbox="1184 866 1480 899">-Compass Odyssey</td> </tr> </table>	-Glencoe: Reading With Purpose (2007)	-Library	-Dictionary	-Literacy Coach	-Listening Station (CD player and/or IPod)		- Netbook computers/ printer	-Compass Odyssey
-Glencoe: Reading With Purpose (2007)	-Library								
-Dictionary	-Literacy Coach								
-Listening Station (CD player and/or IPod)									
- Netbook computers/ printer	-Compass Odyssey								
	<p><b>Essential Questions:</b></p> <ol style="list-style-type: none"> <li>1. How does technology assist you during the writing process?</li> </ol> <p><b>Enduring Understanding:</b></p> <ol style="list-style-type: none"> <li>1. Messages are delivered through a variety of print and non-print mediums.</li> <li>2. Visual images support comprehension and learning (to include illustrations, photographs, graphs, maps, diagrams, charts, inserts, and computer icons).</li> <li>3. A strategic reader uses all presented graphics/images to enhance the intended message.</li> </ol> <p><b>Sample Learning Activities:</b></p> <ul style="list-style-type: none"> <li>-Teacher model writing process</li> <li>-Tiered based projects</li> <li>-Compass Odyssey writing portfolio</li> <li>-Movie/Video related to topic</li> </ul> <p><b>Assessment Models:</b></p> <p><b>Formative:</b></p> <ul style="list-style-type: none"> <li>-conference</li> </ul> <p><b>Summative:</b></p> <ul style="list-style-type: none"> <li>-rubric scores of published pieces</li> </ul>								

<b>Subject/ Grade level:</b> LAL 7	<b>Suggested days of instruction:</b> 45
<b>Quarter 4</b> Objective/ Cluster Concept/ Cumulative Progress Indicators The student will be able to:  RI.7.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).  RI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.  RI.7.9. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.  RI.7.10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	<b>Big Idea 1:</b> The ability to read a variety of texts requires independent, comprehension, and fluency.  <b>Goals:</b> <ol style="list-style-type: none"> <li>1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes</li> <li>2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats.</li> <li>3. Investigate, research, and synthesize information from various media sources.</li> </ol> <b>Suggested Readings- Theme: Literature</b> – Research Project (1) 1. Literature (2-3)      2. Informational (1-2)      3. Extended Text- Literature (1) <b>Additional Resources:</b> -dictionary <ul style="list-style-type: none"> <li>- Glencoe Literature: Reading With Purpose (2007)</li> <li>- Literacy Coach</li> <li>- Library</li> </ul> <b>Essential Questions:</b> <ol style="list-style-type: none"> <li>1. How are key individuals, events, or ideas presented in the text?</li> <li>2. How does figurative language and connotative meanings affect meaning of words or phrases?</li> <li>3. Why did two texts about the same topic present key information and interpret facts differently?</li> </ol> <b>Enduring Understanding:</b> <ol style="list-style-type: none"> <li>1. Good readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in text.</li> <li>2. Good readers compare, infer, synthesize, and make connections (text to text, text to word, text to self) to make text personally relevant and useful.</li> <li>3. Good readers gather and critique information from different sources for specific purposes on similar subjects.</li> </ol> <b>Sample Learning Activities:</b> <ul style="list-style-type: none"> <li>-Reader response journal</li> <li>-Guided reading</li> <li>-Think/Pair/Share</li> <li>-Reciprocal teaching skills</li> <li>-Student directed word wall</li> <li>-Sustained Silent Reading</li> <li>-Literature Circles/ Socratic Seminar</li> </ul> <b>Assessment Models:</b> <b>Formative:</b> Guided reading/ Conferencing Reading Response Journal Teacher Observation <b>Summative:</b> Glencoe unit test MAP Test (Lexile) benchmark

<p>RL.7.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p><b>Intervention Materials/ Strategies:</b></p> <ul style="list-style-type: none"><li>- Compass Odyssey</li><li>- BSI/ Resource Push In Support (tier 2)</li><li>- Small Group Instruction</li><li>- Flexible grouping</li></ul> <p><b>ELL:</b></p> <ul style="list-style-type: none"><li>-after school support (tier 3)</li><li>-classroom modifications</li></ul>	<p>NJ ASK</p>
---	---	---------------

<b>Subject/ Grade level:</b> LAL 7	<b>Suggested days of instruction:</b> 45
<b>Quarter 4</b> Objective/ Cluster Concept/ Cumulative Progress Indicators The student will be able to:  W.7.1. Write arguments to support claims with clear reasons and relevant evidence.  W.7.1.a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.  W.7.1.b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.  W.7.1.c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.  W.7.1.d. Establish and maintain a formal style.  W.7.1.e. Provide a concluding statement or section that follows from and supports the argument presented.  W.7.7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.  W.7.8. Gather relevant information	<p><b>Big Idea 2:</b> Writing is the process of communicating in print for a variety of audiences and purposes.</p> <p><b>Goals:</b></p> <ul style="list-style-type: none"> <li>1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes</li> <li>2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats.</li> <li>3. Investigate, research, and synthesize information from various media sources.</li> </ul> <p><b>Writing about Text: Focus on Arguments (4-6 analyses)</b></p> <ul style="list-style-type: none"> <li>- Research Project (1)</li> <li>- Narrative Writing (1-2)</li> </ul> <p><b>Additional Resources:</b></p> <ul style="list-style-type: none"> <li>-Glencoe Literature: Reading With Purpose (2007)</li> <li>-Library</li> <li>- NJ Holistic Scoring Rubric</li> <li>-Literacy Coach</li> <li>-Netbook computers</li> <li>-Writing With Spice (Mike Devono 2008)</li> </ul> <p><b>Essential Questions:</b></p> <ol style="list-style-type: none"> <li>1. Why use clear reasons and relevant evidence to support claims in arguments?</li> <li>2. How do you write a report drawing on several sources to answer a question?</li> <li>3. How do you organize relevant information from multiple credible sources and quote/paraphrase data/conclusions while citing sources?</li> <li>4. What evidence can you find in the text to support your analysis, reflection, or research?</li> </ol> <p><b>Enduring Understanding:</b></p> <ol style="list-style-type: none"> <li>1. Good writers compare, infer, synthesize, and make connections (text to text, text to word, text to self) to make text personally relevant and useful.</li> <li>2. Good writers gather and critique information from different sources for specific purposes on similar subjects.</li> </ol>
	<p><b>Sample Learning Activities:</b></p> <ul style="list-style-type: none"> <li>Writer's Workshop</li> <li>Peer and teacher conferences</li> <li>Guided writing</li> <li>Teacher model writing process</li> <li>Student directed word wall</li> </ul> <p><b>Assessment Models:</b></p> <p><b>Formative:</b></p> <ul style="list-style-type: none"> <li>Writing journal</li> <li>Conference with teacher</li> </ul> <p><b>Summative:</b></p> <ul style="list-style-type: none"> <li>Rubric assessments of published pieces</li> <li>Portfolio</li> <li>Pre/post district writing samples</li> </ul>

<p>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.</p> <p>W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.7.9.a. <i>Apply grade 7 Reading standards</i> to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).</p> <p>W.7.9.b. <i>Apply grade 7 Reading standards</i> 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”).</p> <p>W.7.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>3. Good writers need to know that words powerfully affect meaning.</p> <p><b>Intervention Materials/ Strategies:</b></p> <ul style="list-style-type: none"><li>- Compass Odyssey</li><li>- BSI/ Resource Push In Support (tier 2)</li><li>- Small Group Instruction</li><li>- Flexible grouping</li></ul> <p><b>ELL:</b></p> <ul style="list-style-type: none"><li>-after school support (tier 3)</li><li>-classroom modifications</li></ul>	
---	---	--

<b>Subject/ Grade level:</b> LAL 7	<b>Suggested days of instruction:</b> 45
<b>Quarter 4</b> Objective/ Cluster Concept/ Cumulative Progress Indicators The student will be able to:  SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.  L.7.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	<b>Big Idea 3:</b> Oral language and listening are tools for communicating, thinking, and learning.  <b>Goals:</b> <ul style="list-style-type: none"> <li>1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes</li> <li>2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats.</li> <li>3. Investigate, research, and synthesize information from various media sources.</li> </ul> <b>Suggested Readings- Theme: Literature</b> – Research Project (1) 1. Literature (2-3)      2. Informational (1-2)      3. Extended Text- Literature (1) <b>Additional Resources:</b> -dictionary <ul style="list-style-type: none"> <li>- Glencoe Literature: Reading With Purpose (2007)</li> <li>- Literacy Coach    -NJ Holistic Rubric for Speaking</li> </ul> <b>Essential Questions:</b> <ul style="list-style-type: none"> <li>1. When do you use formal and informal English?</li> <li>2. How can you speak using words and phrases while gathering vocabulary knowledge?</li> </ul> <b>Enduring Understanding:</b> <ul style="list-style-type: none"> <li>1. Speaking, discussion, and inquiry enhance vocabulary and reading comprehension.</li> <li>2. Speaking is a rehearsal process for developing written ideas.</li> <li>3. Spoken contributions to discussion assist in the development of individual ideas, new hypotheses, and perspectives.</li> <li>4. The formation of spoken messages is built on reading, listening, viewing, and writing.</li> </ul> <b>Intervention Materials/ Strategies:</b> <ul style="list-style-type: none"> <li>- Compass Odyssey</li> <li>- BSI/ Resource Push In Support (tier 2)</li> <li>- Small Group Instruction</li> </ul> <b>Sample Learning Activities:</b> Oral presentations Reader's Theater Think/Pair/Share Guided Reading/ Literature Discussion Groups Cooperative Learning Activities Retell story from another point of view <b>Assessment Models:</b> <b>Formative:</b> Teacher observation  <b>Summative:</b> Teacher observation notes  <b>ELL:</b> -after school support (tier 3) -classroom modifications

<b>Subject/ Grade level:</b> LAL 7	<b>Suggested days of instruction:</b> 45
<b>Quarter 4</b>	<b>Big Idea 4:</b> A media literate person can evaluate how words, images, and sounds influence a message.
Objective/ Cluster Concept/ Cumulative Progress Indicators	
The student will be able to:	
W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.	<p><b>Goals:</b></p> <ul style="list-style-type: none"> <li>1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes</li> <li>2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats.</li> <li>3. Investigate, research, and synthesize information from various media sources.</li> </ul>
	<p><b>Suggested Readings- Theme: Literature</b></p> <p>1. Literature (3-5)      2. Informational Text (1-2)      3. Extended Text- Literature (1)</p>
	<p><b>Additional Resources:</b></p>
	<ul style="list-style-type: none"> <li>-Glencoe: Reading With Purpose (2007)</li> <li>-Library</li> </ul>
	<ul style="list-style-type: none"> <li>-Dictionary</li> <li>-Literacy Coach</li> </ul>
	<ul style="list-style-type: none"> <li>-Listening Station (CD player and/or IPod)</li> </ul>
	<ul style="list-style-type: none"> <li>- Netbook computers/ printer</li> <li>-Compass Odyssey</li> </ul>
	<p><b>Essential Questions:</b></p>
	<ol style="list-style-type: none"> <li>1. How does technology assist you during the writing process?</li> </ol>
	<p><b>Enduring Understanding:</b></p>
	<ol style="list-style-type: none"> <li>1. Messages are delivered through a variety of print and non-print mediums.</li> </ol>
	<ol style="list-style-type: none"> <li>2. Visual images support comprehension and learning (to include illustrations, photographs, graphs, maps, diagrams, charts, inserts, and computer icons).</li> </ol>
	<ol style="list-style-type: none"> <li>3. A strategic reader uses all presented graphics/images to enhance the intended message.</li> </ol>
	<p><b>Sample Learning Activities:</b></p>
	<ul style="list-style-type: none"> <li>-Teacher model writing process</li> </ul>
	<ul style="list-style-type: none"> <li>-Tiered based projects</li> </ul>
	<ul style="list-style-type: none"> <li>-Compass Odyssey writing portfolio</li> </ul>
	<ul style="list-style-type: none"> <li>-Movie/Video related to topic</li> </ul>
	<p><b>Assessment Models:</b></p>
	<p><b>Formative:</b></p>
	<ul style="list-style-type: none"> <li>-conference</li> </ul>
	<p><b>Summative:</b></p>
	<ul style="list-style-type: none"> <li>-rubric scores of published pieces</li> </ul>

# Seventh Grade Benchmarks

## Reading Benchmarks

Recognize central idea or theme

Recognize supporting detail

Connect with prior knowledge

Determine author or reader's purpose

Using appropriate reading strategies

Identify and analyze: Text type, Literary forms, Elements, Devices, Patterns of organization

Form opinions and conclusions

Self-assess one's own reading strategies and responses to text

Make inferences and predict

Understand new vocabulary

Recognize persuasion

Use context clues to enhance comprehension

Extrapolate information

Ask relevant questions to enhance comprehension

Distinguish information as relevant/irrelevant/fact/opinion

Interpret literary devices

Collect, organize, and discuss favorite writing samples and save into a portfolio

## Writing Benchmarks

Develop introductory paragraph that includes an interesting hook

Establish purpose and show awareness of audience

Write a clear thesis statement

Organize events in logical sequence with transitions

Show evidence of pre-writing

Elaborate and develop topic with appropriate supporting details

Maintain a single focus and sense of unity; stays on topic

Develop a closing paragraph that restates thesis and summarizes

Leave reader with a sense of resolution on issue or topic

Apply literary elements, figurative language, sensory imagery, and poetic devices (where appropriate)

Use correct verb tense, consistent point of view, descriptive and varied word choice

Vary sentence beginnings, structure, length, and type

Expand use of compound complex sentences

Use dialogue appropriately

Format paragraphs correctly

Incorporate conventions of standard English