

Cliffside Park Public Schools

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**LANGUAGE ARTS LITERACY MAP
GRADE 7**

READER'S WORKSHOP

All children will understand and apply the knowledge of sounds, letters and words in written English to become independent and fluent readers and will read a variety of materials and texts with fluency and comprehension.

Big Idea: *The ability to read a variety of texts requires independence, comprehension and fluency.*

Standards: 3.1.7.A, 3.1.7.C, 3.1.7.D, 3.1.7.E, 3.1.7.F, 3.1.7.G, 3.1.7.H, 3.3.7.A, 3.3.7.B, 3.4.7.A, 3.4.7.B

READ ALOUD/SHARED READING: Opportunity for the teacher to model fluency and help students develop an enjoyment for a variety of genre and authors; discussion and questioning are ongoing. Multiple “readings” may enhance students’ understanding. Mini-lessons target skills and strategies. The teacher may “think out loud.” During shared reading, an enlarged or projected text is used for all to see and participate in reading. At this point modeling and student participation occur simultaneously.

Essential Questions:

- How does understanding a text’s structure help me better understand its meaning?
- How does fluency affect comprehension?
- What do good readers do when they do not understand everything in a text?
- How do readers construct meaning from text?

Enduring Understandings:

- Understanding of a text’s features, structures, and characteristics facilitate the reader’s ability to make meaning of the text.
- Fluent readers group words quickly to help them gain meaning from what they read.
- Good readers employ strategies to help them understand text. Strategic readers can develop, select and apply strategies to enhance their comprehension.
- Good readers compare, infer, synthesize and make connections (text-text, text-world, text-self) to make text personally relevant and useful.

LITERARY SKILLS	<ul style="list-style-type: none"> • Set personal reading goals • Identify story elements (setting, characterization, plot) • Progression and resolution of plot • Symbol, tone 	<ul style="list-style-type: none"> • Identify symbolism • Characterization • Analyze theme/recurrent themes • Literary analysis of fiction • Drama: understanding; elements of 	<ul style="list-style-type: none"> • Literary analysis of nonfiction • Novel elements • Theme – inherent evil • Differentiate between fact/opinion and bias and propaganda in passages 	<ul style="list-style-type: none"> • Theme – stereotypes • Poetry analysis • Responding to levels of meaning • Revisit goals and set for summer and beyond
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STRATEGY FOCUS	Questioning & Predicting	Connecting & Visualizing	Inferring	Determining Importance	Synthesizing
GRAMMAR	<ul style="list-style-type: none"> • Identify subject and verb • Transitive vs. intransitive • Prepositional phrases • Fragments and run-ons 	<ul style="list-style-type: none"> • Phrase vs. clause • Subject – verb agreement • Collective nouns 	<ul style="list-style-type: none"> • Adjective clauses • Subordinate clauses • Complex sentences 	<ul style="list-style-type: none"> • Participles • Word function in sentences: subject, predicate, direct object, p.a/p.n., object of preposition 	
<p>Resources: <i>The Grammar Plan Book</i> (Weaver, 2007) <i>Grammar to Enrich and Enhance Writing</i> (Weaver, 2008) ELL: <i>English Language Learners: How to Reach Goals and Meet Standards, K-8</i> (Rea & Mercuri, 2006)</p>					
<p>F L U E N C Y</p> <ul style="list-style-type: none"> • Read grade-level texts orally with high accuracy and appropriate pacing, intonation, and expression. <ul style="list-style-type: none"> • Read increasingly difficult texts silently with comprehension and fluency. • Apply self-correcting strategies automatically to decode and gain meaning from print both orally and silently. <ul style="list-style-type: none"> • Adjust reading rate in response to the type of text and level of difficulty. 					

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SELECTED READINGS	“All Summer in a Day” “Stolen Day” “7 th Grade” “Little Lizard’s Sorrow”	<i>The Pearl</i> (Steinback) <i>The Giver</i> (Lois Lowry) <i>A Christmas Carol</i> (Charles Dickens)	<i>Lord of the Flies</i> (William Golding) <i>Friedrich</i> (Hans Peter Richter)	<i>The Outsiders</i> (S.E. Hinton) “Stopping By the Woods on a Snowy Evening” “Nothing Gold Can Stay” “Miracles” Walt Whitman
RESOURCES:	Text: <i>Timeless Voices, Timeless Themes</i> –Bronze Level (Prentice-Hall, 2002) Novels as named Selected passages from Science and Social Studies Newspapers, periodicals, internet			
ACCOMODATIONS	<ul style="list-style-type: none"> • Use objects/props, video, pictures & movement/pantomime • Offer summaries and paraphrases/frequent pauses for understanding, pacing and focus • Develop key vocabulary • Use of rhyme and rhythm • Use of background knowledge • “Test Tours” • Modeling • Engaging dialogue • Use of drawings, maps and graphs 			
ASSESSMENT	<ul style="list-style-type: none"> • Observe ways students are thinking about reading and use of strategies with deeper understanding • Read Aloud Notebooks • Class Share • Turn & Talk 			

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GUIDED READING/ STRATEGY LESSONS: Teacher works with small groups who have similar needs at a particular level (instructional) of text; needs are determined by and instruction is driven by assessment. Teacher scaffolds and guides readers with strategies that will help them become independent readers.

- **GUIDED READING:** Text is at instructional level. Teacher introduces text, observes and coaches readers as they read side-by-side, follow with a teaching point.
- **STRATEGY LESSON:** Using a shared text, a strategy is taught by demonstration then readers are scaffolded as they try that strategy (can be thought of as “small group mini-lessons”)

Standards: 3.1.7.A, 3.1.7.C, 3.1.7.D, 3.1.7.E, 3.1.7.F, 3.1.7.G, 3.1.7.H, 3.3.7.A, 3.3.7.B, 3.4.7.A, 3.4.7.B

RESOURCES	A-Z Books Newspaper and Magazine Articles Selections from Science and Social Studies texts Internet sources
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INDEPENDENT READING: Students read alone or with a partner using “just right books” from a variety of genre. Teacher conferences with students to check on comprehension, fluency and decoding.

Standards: 3.1.7.A, 3.1.7.C, 3.1.7.D, 3.1.7.E, 3.1.7.F, 3.1.7.G, 3.1.7.H, 3.2.7.D, 3.3.7.A, 3.3.7.B, 3.3.7.C, 3.4.7.A, 3.4.7.B

ACTIVITIES	<ul style="list-style-type: none"> • Read longer text and chapter books independently and silently • Conferring • Setting Goals for reading endurance • Keeping a Reader’s Notebook (compare central ideas, characters, themes, plots and settings) • Keeping a Reading Log • Build fluency: record and listen to independent reading • Literature Circles • Partner Reading • Use organizational structures to comprehend information
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ACCOMODATIONS	<ul style="list-style-type: none"> • Use objects/props, video, pictures & movement/pantomime • Offer summaries and paraphrases/frequent pauses for understanding, pacing and focus • Develop key vocabulary • Use of rhyme and rhythm • Use of background knowledge • “Test Tours” • Modeling • Engaging dialogue • Use of drawings, maps and graphs
ASSESSMENT	<ul style="list-style-type: none"> • Reader’s Response Notebooks • Conferences • Reading Logs
RESOURCES	<p><i>Conferring With Readers</i> (Serravallo & Goldberg, 2007)</p> <p><i>Literature Circles</i> (Daniels, 2002)</p> <p>ELL:</p> <p><i>English Language Learners: How to Reach Goals and Meet Standards, K-8</i> (Rea & Mercuri, 2006)</p>

WRITER’S WORKSHOP

All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes through the writing process while striving to improve their craft and utilizing the proper writing conventions.

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

Standards: 3.2.7.A, 3.2.7.B, 3.2.7.C, 3.2.7.D, 3.3.7.D

<p>Essential Questions:</p> <ul style="list-style-type: none"> • How do good writers express themselves? How does process shape the writer’s product? • How do writers develop a well written product? • How do rules of language affect communication? • Why does a writer choose a particular form of writing? 	<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Good writers develop and refine their ideas for thinking, learning, communicating, and aesthetic expression. • Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts. • Rules, conventions of language, help readers understand what is being
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	<p>communicated.</p> <ul style="list-style-type: none"> • A writer selects a form based on audience and purpose. 				
UNITS OF STUDY	<p><u>Launching Writer’s Workshop:</u> -format and procedures -expectations -Setting goals -Setting up Writer’s Notebook- review reference materials -strong leads</p> <p><u>Writing Concise Paragraphs:</u> -clear topic development, logical organization, use of detail, varying sentence structure -sentence variety</p>	<p><u>Narrative Fiction: Short Stories/Scripts:</u> -incorporate character development, setting, dialogue, conflict/resolution, descriptive detail, voice, good word choice</p> <p><u>Narrative: Biography:</u> -describe an individual and significance of contributions, actions, etc. -relate events in chronological order -use primary & secondary sources</p>	<p><u>Essays: Speculative, Persuasive</u> -generate ideas -write introductions and conclusions -develop an idea across whole text -use resources</p>	<p><u>Informational: Expository Writing:</u> -reports, feature articles -select a topic or one aspect of a topic that are interesting and substantive -document accurately; use a variety of sources -write multiple paragraphs with smooth transitions -write to inform the reader of a topic in an interesting way -include features of non-fiction text (headings, subheadings, side bars, table of contents, etc.)</p>	<p><u>Poetry Writing:</u> -explore the structure of a Haiku; write an original haiku</p> <p><u>Narrative/Memoir:</u> -pieces that detail personal experiences, interests, etc.</p> <p><u>Our Goals: Revisited</u> -How have I grown as a writer? -Goals for summer and beyond</p>

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	<p>ON-GOING:</p> <p style="margin-left: 40px;">Writing Process Mechanics, Spelling Handwriting</p> <p style="margin-left: 40px;">Journal Writing/Blogs -ongoing capsule of thoughts, ideas, feelings, reactions, concerns, etc....</p> <p style="margin-left: 40px;">Test Writing -study examples of short answer and extended response and understand how to write on tests -understand that test writing may involve taking a position, developing a clear argument, providing evidence or taking the perspective of a particular individual</p> <p style="margin-left: 40px;">Reader's Response -speculate about text by generating literal and inferential questions; document connections, thoughts and questions</p> <p style="margin-left: 40px;">Functional Writing: Writing Letters -organize information for a specific topic, task and audience</p>									
	<p>Resources: <i>Craft Lessons: Teaching Writing K-8</i> (Fletcher & Portalupi, 1998) <i>Nonfiction Craft Lessons: Teaching Information Writing K-8</i> (Fletcher, 2001) <i>The No-Nonsense Guide to teaching Writing</i> (Davis & Hill, 2003) <i>Grammar to Enrich and Enhance Writing</i> (Weaver, 2008) ELL: <i>English Language Learners: How to Reach Goals and Meet Standards, K-8</i> (Rea & Mercuri, 2006)</p>									
SAMPLE MENTOR TEXTS	Leads: <i>The Giver</i> (Lowry) <i>The Widow's Broom</i> (Allsburg)	Creating a Character: <i>The Two of Them</i> (Aliko) <i>Through Grandpa's Eyes</i> (MavLachlan) <i>Tuck Everlasting</i> (Babbitt) Voice: <i>A Medieval Feast</i> (Aliko)	Essay: <i>How My Parents Learned to Eat</i> (Friedman) <i>Deal With It! Powerful Words From Smart, Young Women</i> (Shubitz & Rodriguez)	Excerpts from science and social studies texts Articles: newspaper, magazine, periodical, internet	Poetry: <i>Baseball, Snakes, and Summer Squash: Poems About Growing Up</i> (Graves) Memoir: <i>Looking Back</i> (Lowry)					

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ASSESSMENT IN WRITING	<ul style="list-style-type: none"> • Rubrics • Writer’s Notebooks • Teacher Observations and Anecdotal Records • Self-Reflection • Writing Conferences • Presentations
<p>WORD WORK:</p> <p>To explore the intricacies of language and to investigate the meaning and structure of words, as well as the conventions and forms of the written language.</p> <p>Standards: 3.1.7.C, 3.1.7.F, 3.2.7.A, 3.2.7.B, 3.2.7.C, 3.2.7.D, 3.3.7.C, 3.3.7.D</p>	
<p>Essential Questions:</p> <ul style="list-style-type: none"> • How are sounds represented by letters? • How do I figure out a word I do not know? • Why do readers need to pay attention to a writer’s choice of words? 	<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Letters and letter combinations represent sounds. • Readers use language structure and context clues to identify the intended y powerfully affect meaning.
SPELLING & VOCABULARY	<p>Lists can include:</p> <ul style="list-style-type: none"> • Math Vocabulary • Synonyms • Antonyms • Words with multiple meanings • Vocabulary from stories • High Frequency Words (Frye) • Content Area Vocabulary • Words from “Grammar Study” • Prefix and Suffix studies • Compounds • Etymology studies

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ACTIVITIES	<ul style="list-style-type: none"> • Word Sorts/structural; analysis for spelling patterns • Use grade appropriate dictionary, thesaurus, glossary, technology resources • Infer meaning from roots, prefixes and suffixes • Distinguish among homophones • Word Maps
ASSESSMENT	<ul style="list-style-type: none"> • Spelling Tests • Writer’s Notebooks • Personal Spelling Lists
RESOURCES	<p><i>Making More BIG Words</i> (Cunningham & Hall, 1997) <i>Word Solver</i> (Dufresne, 2002) <i>Vocabulary Workshop B</i></p>
<p>CELEBRATION & SHARING</p> <ul style="list-style-type: none"> • Students reflect on own writing and choose published works to share; listen and respond to others • Presentations to be made in conjunction with technology highlighting writing accomplishments and originality in developing ideas <ul style="list-style-type: none"> • Selecting pieces for Writer’s Portfolio 	
<p>Standards: 3.4.7.A, 3.1.7.B, 3.5.7.A, 3.5.7.B, 3.5.7.C</p>	
<p>Essential Questions:</p> <ul style="list-style-type: none"> • Why does a writer choose a particular form of writing? • How can discussion increase our knowledge and understanding of an idea? • When is it appropriate to ask questions? • How do speakers express their thoughts and feelings? • How does a speaker communicate so others will listen and understand the message? 	<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • A writer selects a form based on audience and purpose. • Oral discussion helps to build connections to others and create opportunities for learning. • Questioning and contributing help speakers convey their message, explore issues and clarify their thinking. • A speaker selects a form and organizational pattern based on the audience and purpose.

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ACTIVITIES	<p>-oral presentations (summaries of books, narratives, persuasive topics, research projects, speeches)</p> <p>-debates</p> <p>-use a variety of visual aids, media and technology</p> <p>-use feedback for revisions</p>
<p>Additional Resources for Balanced Literacy: <i>Continuum of Literacy Learning</i> (Fountas & Pinnell, 2007) <i>In the Middle</i> (Atwell, 1998) <i>Strategies That Work, 2nd ed.</i> (Harvey & Goudvis, 2007)</p>	

- CC ~ Cross-Curricular