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# Cliffside Park Public Schools

**GRADE: 7 Freedom Writers (Creative Writing)**

**Unit Name: Reading and Writing Poetry**

**Duration: 8-10 weeks**

**Enduring Understandings:**

- Literary devices used to enhance poetry and its meaning? (i.e., rhyme, meter, stanza, form, diction, imagery, figurative language)
- Readers analyze a poem for understand and meaning (i.e., paraphrasing, style and structure, symbolism, figurative language)

**Essential Questions:**

- What makes poetry unique?
- What is the intended purpose of a speaker in a poem?
- Why is diction important to writing/understanding poetry?

**Focus of Standards**

**Skills:**

- Genre

**Assessments:**

Summative

**Resources:**



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<ul style="list-style-type: none"><li>• · lyric</li><li>• · narrative</li><li>• · dramatic</li><li>• <b>Form,</b></li><li>• · stanza</li><li>• · quatrain</li><li>• · sonnet</li><li>• · haiku</li><li>• · free verse</li><li>• · blank verse</li><li>• · imagery</li><li>• <b>Figurative language</b></li><li>• · apostrophe</li><li>• · hyperbole</li><li>• · irony</li><li>• · metaphor</li><li>• · oxymoron</li><li>• · paradox</li><li>• · personification</li><li>• · simile</li><li>• · understatement</li><li>• · symbol</li><li>• · allusion</li><li>• · allegory</li><li>• <b>Sound devices,</b></li><li>• · rhyme scheme</li><li>• · alliteration</li><li>• · assonance</li></ul>	<ul style="list-style-type: none"><li>• Written Responses to literature</li><li>• Vocabulary Quiz</li><li>• Various genres of poetry</li></ul> <p><b>Formative</b></p> <ul style="list-style-type: none"><li>• Freewriting</li><li>• Journals</li><li>• Conference questions</li><li>• Observation of Turn and Talk</li><li>• Observation of group work</li><li>• Reader's and Writer's Notebook</li><li>• DOL</li></ul> <p><b>Benchmarks</b> (fall, spring, summer)</p> <ul style="list-style-type: none"><li>• Edconnect</li><li>• Pearson Realize</li></ul>	<p><b>Poems by:</b> Edgar Allan Poe, Robert Frost, Shel Silverstein, Emily Dickinson, Langston Hughes, Maya Angelou, John Keats, Percy Shelley, Basho Matsuo, Yosa Buson, Natsume Soseki, William Carlos Williams</p> <p><b>Digital Resources</b></p> <ul style="list-style-type: none"><li>• Pearsonrealize.com</li><li>• Newsela.com</li><li>• Commonlit.org</li><li>• Kahoot</li><li>• Quizlet.com</li><li>• Edpuzzle.com</li></ul> <p><b>Classroom Library Materials</b></p> <ul style="list-style-type: none"><li>• Classroom libraries</li><li>• Reader's Notebook</li><li>• Writer's Notebook</li><li>• Graphic Organizers</li><li>• Chromebooks</li><li>• Smartboard technology</li></ul> <p><b>Word Study/ Spelling/Vocabulary</b></p> <ul style="list-style-type: none"><li>• Wordly Wise</li><li>• Quizlet</li></ul>
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<ul style="list-style-type: none"> <li>• • cacophony</li> <li>• • parallelism</li> <li>• • refrain</li> <li>• • meter</li> <li>• • onomatopoeia</li> <li>• • mood</li> <li>• • theme</li> </ul>		
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### New Jersey Student Learning Standards

#### READING

**NJSLSA.R1.** Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

**NJSLSA.R2.** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

**NJSLSA.R3.** Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**NJSLSA.R4.** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

**NJSLSA.R5.** Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

**NJSLSA.R6.** Assess how point of view or purpose shapes the content and style of a text.

**NJSLSA.R7.** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

**NJSLSA.R9** Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

#### READING LITERATURE

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



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**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.7.3.** 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.7.5.** 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.

**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, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

#### **WRITING**

**NJSLSA.W3.** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**NJSLSA.W4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**NJSLSA.W5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**NJSLSA.W6.** Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**NJSLSA.W7.** Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

**NJSLSA.W8.** Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

**W.7.3.** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

A. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.



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

### Speaking and Listening

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.

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

SL.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.

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.

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

### Interdisciplinary Connections:



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## GRADE: 7 Freedom Writers (Creative Writing)

- Interdisciplinary Connections: Students will write poems, a ballad, and an ode about a topic in Social Studies and/or write free verse poems using poetic devices about Science. They will also evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
- **Social Studies NJSLs:** 6.1-6.3
- **Science NJSLs:** MS-ESS3-1; MS-LS4
- **21st Century Life and Careers:** 9.2.8.B.3

### NJSLS Literacy in History/Social Studies, Science and Technical Subjects

RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.

RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RH.6-8.3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

RH.6-8.5. Describe how a text presents information (e.g., sequentially, comparatively, causally).

RH.6-8.6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

RH.6-8.8. Distinguish among fact, opinion, and reasoned judgment in a text.

RH.6-8.9. Analyze the relationship between a primary and secondary source on the same topic.

RST.6-8.1. Cite specific textual evidence to support analysis of science and technical texts.

RST.6-8.2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

RST.6-8.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.



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WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- A. 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.
- B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- E. Establish and maintain a formal/academic style, approach, and form.
- F. Provide a concluding statement or section that follows from and supports the information or explanation presented.

## 21<sup>st</sup> Century Themes and Skills/Career Ready Practices

- CRP2.** Apply appropriate academic and technical skills.
- CRP4.** Communicate clearly and effectively and with reason.
- CRP6.** Demonstrate creativity and innovation.
- CRP7:** Employ valid and reliable research strategies
- CRP 11:** Use technology to enhance productivity.

## 2014 NJCCCS - Technology

**8.1 Educational Technology:** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

- A. Technology Operations and Concepts:** Students demonstrate a sound understanding of technology concepts, systems and operations.
- B. Creativity and Innovation:** Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
- C. Communication and Collaboration:** Students use digital media and environments to communicate and work collaboratively, including at a



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distance, to support individual learning and contribute to the learning of others.

**D. Digital Citizenship:** Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

**E: Research and Information Fluency:** Students apply digital tools to gather, evaluate, and use information.

**F: Critical thinking, problem solving, and decision making:** students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

### Technology Integration:

Pearsononline provides a plethora of resources to challenge students as well as support those who are struggling readers. These resources include teaching materials such as anchor charts, sample student work, assessments, websites, and images. Students have their own chromebooks to conduct research and write essays. Teachers create Google Classrooms for these assignments.

### Integrated Differentiation/Accommodations/Modifications for ELA (Alternate Modes of Instruction and Support)

Modifications to Support Gifted and Talented Students	Modifications to Support English Language Learners	Modifications to Support Our Learners (Students with IEPs/504s and At-Risk Learners)
<p>Connect, analyze and synthesize their poems to local, national and international stories and events.</p> <p>Research the historical and cultural background of</p>	<p>Series-of-events graphic organizer (online)</p> <p>Think-Pair-Write-Share to provide written and oral processing</p> <p>Native Language Supports (peer, online assistive technology,</p>	<p>Use graphic organizers with some of the information partially completed.</p> <p>Allow for Student Choice: drawings, projects, Google slides, oral responses/presentations, etc.</p> <p>Provide a rubric to self-assess writing. Allow students to peer revise and peer edit each other's written assignments. Following this extended revision process, students will be given the opportunity to correct the draft before submitting to the teacher their final copy of their writing.</p>





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an era to integrate into their poems.	bilingual dictionary, Google translate)	Provide writing templates including a framework for poetry
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#### Sources

- Newsela.com
- Commonlit.org
- Kahoot!
- Quizlet.com
- Edpuzzle.com
- Search.epnet.com
- [infotrac.galegroup.com](http://infotrac.galegroup.com)
- [scienceflix.digital.scholastic.com](http://scienceflix.digital.scholastic.com)