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Cliffside Park Public Schools

GRADE: 7 Freedom Writers (Creative Writing)

Unit Name: Reading Nonfiction/Writing Expository

Duration: 8-10 weeks

Enduring Understandings:

- Readers are aware of the author's purpose; readers are looking for meaning. Readers use textual evidence to support analysis, inferences, and themes while reading.
- Proficient writers use a repertoire of strategies that enable them to vary form and style, in order to write for different purposes, audiences and contexts.

Essential Questions:

- What are the elements of nonfiction?
- How do proficient writers express themselves? How do rules of language affect communication?
- What does a reader understand about the writer from reading non fiction?
- How do use glean textual evidence to analyze, infer and determine central ideas and themes in a story?

Focus of Standards



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<p>Skills:</p> <ul style="list-style-type: none">● cite textual evidence to support analysis of what text says explicitly● cite textual evidence to support analysis of inferences drawn from text● determine central ideas● analyze nonfiction text features● analyze the structure an author uses to organize a text including how the major sections contribute to the whole● Determine author's point of view and purpose.● provide an objective summary● write informative/explanatory texts to examine a topic and convey ideas, concepts and information through the organization of relevant facts; organize ideas, concepts and information, using strategies such as definition, concrete details, quotations, classification, compare/contrast; cause/effect, including formatting (headings), graphics (charts, tables)● Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts● Establish and maintain a formal style● Write a thesis statement● Provide a concluding statement that follows and supports the information presented● Use grade-appropriate general academic and domain-specific words and phrases.● Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.	<p>Assessments:</p> <p>Summative</p> <ul style="list-style-type: none">● Written Responses to information● Vocabulary Quiz● Short-constructed responses● Explanatory Essay● Research Essay● Write Summaries <p>Formative</p> <ul style="list-style-type: none">● Freewriting● Journals● Conference questions● Observation of Turn and Talk● Observation of group work● Reader's and Writer's Notebook● DOL <p>Benchmarks (fall, spring, summer)</p> <ul style="list-style-type: none">● Edconnect● Pearson Realize	<p>Resources:</p> <ul style="list-style-type: none">● Poetry: "How I Learned English," Gregory Djanikian and "I'm Nobody," Emily Dickinson; "The Courage My Mother Had," Edna St. Vincent Millay● Short Story: "Narrative of the Life of Frederick Douglass, an American Slave,"● Drama: "The Monsters are Due on Maple Street," Rod Sterling● Speeches: "Blood, Toil, Tears and Sweat: Address to Parliament on May 13, 1940 by Winston Churchill" <p>Digital Resources</p> <ul style="list-style-type: none">● Pearsonrealize.com● Newsela.com● Commonlit.org● Kahoot● Quizlet.com● Edpuzzle.com <p>Classroom Library Materials</p>
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<ul style="list-style-type: none">● use technology to link and cite sources● draw evidence from literary or informational texts to support analysis, reflection and research.		<ul style="list-style-type: none">● Classroom libraries● Reader's Notebook● Writer's Notebook● Graphic Organizers● Chromebooks● Smartboard technology <p>Word Study/ Spelling/Vocabulary</p> <ul style="list-style-type: none">● Wordly Wise● Quizlet
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New Jersey Student Learning Standards

READING INFORMATIONAL TEXT

RI.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.

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.7.3. 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.



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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 impact of the words).

RI.7.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) 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.

WRITING

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

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.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

NJSLSA.W10. 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 tasks, purposes, and audiences.

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.

- A. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).
- B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- C. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.



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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:

- Students will write an informational essay on a topic they have researched and include historical background of a specific era.
- Students will research the scientific and technological advances that have influenced our lives and weave the information into their expository essay. Students will also evaluate how careers have evolved through these significant occurrences.

Social Studies NJSLs: 6.1-6.3

Science NJSLs: MS-ESS3-1; MS-LS3 & LS4

21st Century Life and Careers: 9.2.8.B.4



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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.

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.



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- 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.

21st 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 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



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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 local, national and international stories and events in their expository essay.</p> <p>Research the historical and cultural background of an era to integrate into their expository essay .</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, bilingual dictionary, Google translate)</p> <p>Anticipation guide before writing to determine what the student knows about topic.</p>	<p>Students create an Anticipation Guide of events.</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> <p>Provide writing templates including a framework for organizing informational writing.</p>



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Sources

- Newsela.com
- Commonlit.org
- Kahoot!
- Quizlet.com
- Edpuzzle.com
- Search.epnet.com
- infotrac.galegroup.com
- scienceflix.digital.scholastic.com