



BOE Approved 8/18

Cliffside Park Public Schools

GRADE: 7 and 7 Honors. 7 Honors follows the same curriculum with added rigor, more in depth writing assignments, and critical reading analysis.

Unit Name: Reading Literature/Writing Narrative (memoir/personal/autobiographical narrative)

Duration: 6-8 weeks

Enduring Understandings:

- How does a personal narrative help a reader reflect about life?
- Does every conflict have a winner?
- Proficient writers develop and refine their ideas for communicating and aesthetic expression.
- Rules and conventions of language are essential in helping readers understand and feel what is being communicated.

Essential Questions:

- What are the elements of a personal narrative?
- How does a personal narrative help you reflect about life?
- What does a reader understand about the writer from reading a narrative?
- How do proficient writers express themselves?
- How do rules of language affect communication?
- How do readers glean textual evidence to analyze, infer and determine central ideas and themes?

Focus of Standards



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<p>Skills:</p> <ul style="list-style-type: none">● Close reading a short story; fluency; comprehension● Make Predictions● How characters shape the plot● Point of view● Make inferences, synthesize and ask questions● Conflict and resolution● Theme● Structure● Persuasive techniques● Rhetorical Devices● Voice● analyze how literary elements of a story interact● Responding to text in oral and written form● Write a narrative p. 118● Write with well-structured event sequences; point of view; introducing a narrator or characters, organize event sequences.● Develop and strengthen writing: planning, revising, editing with focus on development, organization, style, purpose and audience with guidance and support from teachers and peers.● Monitoring and repairing comprehension● Diction and style● Academic and select vocabulary● Pronoun agreement● Pronoun-antecedent agreement● Adjectives and adverbs	<p>Assessments:</p> <p>Summative</p> <ul style="list-style-type: none">● Written Responses to literature● Vocabulary Quiz● Short-constructed responses● Personal Narrative essay● Quizzes● Tests <p>Formative</p> <ul style="list-style-type: none">● Conference questions● Observation of Turn and Talk● Observation of group work● Reader's and Writer's Notebook● DOL● Exit Ticket● Edpuzzle● Kahoot! <p>Benchmarks (fall, spring, summer)</p> <ul style="list-style-type: none">● Edconnect● Pearson Realize	<p>Resources:</p> <p>Pearson Common Core Literature</p> <ul style="list-style-type: none">● The Dinner Party● The Treasure of Lemon Brown● Rikki-tikki-tavi● Two Kinds from The Joy Luck Club● The Third Wish● Ribbons● The Night the Bed Fell● Stolen Day● Amigo Brothers <p>Online Text Set:</p> <ul style="list-style-type: none">● The Fall of the Hindenburg● From Letters from Rifka● Veteran Returns, Becomes Symbol <p>Classroom Novels:</p> <ul style="list-style-type: none">● The Outsiders● The House on Mango Street● Freak the Mighty <p>Below Level Readers</p> <ul style="list-style-type: none">● Discoveries: Working it
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<ul style="list-style-type: none">● Sentence Structure● Demonstrate command of standard English capitalization, spelling and grammar● Clarify meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content.● Use common grade-appropriate Greek and Latin suffixes and roots and grade-appropriate academic and domain-specific words and phrases.		<ul style="list-style-type: none">● Out (665L)● The Devil’s Arithmetic (730L)● Heat (940L) <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> <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

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.

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.



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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.
- 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.



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SPEAKING AND LISTENING

- NJSLSA.SL1.** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- NJSLSA.SL2.** Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- NJSLSA.SL3.** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
- NJSLSA.SL4.** Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- NJSLSA.SL5.** Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- NJSLSA.SL6.** Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

LANGUAGE

- NJSLSA.L1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- NJSLSA.L2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- NJSLSA.L3.** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- NJSLSA.L4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- NJSLSA.L5.** Demonstrate understanding of word relationships and nuances in word meanings.
- NJSLSA.L6.** Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

2014 NJCCCS - Technology

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve



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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:

Pearsonrealize.com provides a plethora of resources to challenge students as well as support those who are struggling readers. These resources include supportive 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. Edpuzzle integrates with Google Classroom to engage students with videos.

Interdisciplinary Connections:

- Students will write a personal narrative and research historical background (or interview family members) to add details to story. They will also evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.
- Students will research the scientific and technological advances that have influenced our lives and weave the information into their personal narrative.

Social Studies NJSL: 6.1.8-6.3.8

Science NJSL: MS-ESS3-1; MS-LS3 & LS4; MS-PS11-PSI3



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

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.6-8.6. 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).

Integration of Knowledge and Ideas

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.

RST.6-8.6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.

RST.6-8.8. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.

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.



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- 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.**
- Research to Build and Present Knowledge**
- 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.**

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)
Higher level texts that address the same enduring understandings of the unit.	Reading Skill Graphic Organizer A,	Have students use post-its to summarize the main action in each paragraph or chapter. Then have students combine their notes into a chart to review key elements in the passage.



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<p>Connect, analyze and synthesize literature to local, national and international stories and events.</p> <p>Research the historical and cultural background as well as the biography of author to see how they relate to events in story.</p> <p>Research topics, authors, and time periods to enhance and deepen understanding of novel and its themes.</p> <p>Students write an alternate version and comment on how changing details of the story affects story elements.</p> <p>Students create and perform a monologue from a scene from the story.</p>	<p>Digitally adapted format of book that is leveled (English Learner's Version online)</p> <p>Pre-Reading pages in Reader's Notebook (online, English Learner's Version)</p> <p>Think-Pair-Write-Share to provide written and oral processing</p> <p>Read story in <i>Reality Central</i> to build background knowledge.</p> <p>Reading and vocabulary warm ups (online)</p> <p>Native Language Supports (peer, online assistive technology, bilingual dictionary, Google translate)</p> <p>Anticipation guide before reading to determine what the student knows about topic.</p> <p>Students listen to selection on CD-ROM.</p>	<p>Students create an Anticipation Guide of events.</p> <p>Read story in <i>Reality Central</i> to build background knowledge.</p> <p>By utilizing individual assessment results, the teacher will use leveled readers that address the essential questions/big ideas. Teacher can also integrate material from <i>Reality Central</i>, a differentiated component of the textbook.</p> <p>Modify guided reading questions</p> <p>Pre-Reading pages in the adapted selection of the (online) Reader's Notebook: Adapted Version</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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<p>Have students read another story by same author. Have students compare and contrast in groups the setting, characters, conflict, and other story elements.</p>	<p>Provide online access to resources students can annotate and utilize at home.</p> <p>Lead them on a “selection tour.” Direct their attention to title, discuss illustrations, and read aloud questions in margin to clarify meaning and interpret literature.</p> <p>Students take notes of their ideas Have them meet in groups to discuss notes, ask questions, clarify confusion, and make predictions.</p> <p>Series-of-events graphic organizer (online)</p>	<p>Provide additional set of materials or online access so that students can annotate and/or utilize resources at school and home.</p> <p>Students can listen to selection on CD-ROM. Have them visualize while listening. Have students reread passage. Discuss how the audio helped them visualize the story.</p>
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Sources

Textbook: Pearson Realize

- Pearsonrealize.com
- Newsela.com
- Commonlit.org
- Kahoot!
- Quizlet.com
- Edpuzzle.com



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- Search.epnet.com
- infotrac.galegroup.com
- scienceflix.digital.scholastic.com