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## 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 Informative Text/Writing Informative/Explanatory**

**Duration: 6-8 weeks**

### Enduring Understandings:

- What should we learn?
- 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.
- Rules and conventions of language are essential in helping readers understand what is being communicated.

### Essential Questions:

- What are the elements of nonfiction?
- How do proficient writers use evidence to inform?
- 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

**Skills:**

**Assessments:**

**Resources:**



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<ul style="list-style-type: none"><li>● Close reading: nonfiction</li><li>● Main idea</li><li>● Expository Essay</li><li>● Reflective Essay</li><li>● Classify fact and opinion</li><li>● Persuasive Essay</li><li>● Word Choice, Diction</li><li>● Characters</li><li>● Biography</li><li>● Folk Tales</li><li>● Cite textual evidence to support analysis of what text says explicitly and inferences drawn from text</li><li>● Determine central ideas</li><li>● Analyze nonfiction text features</li><li>● Analyze the structure an author uses to organize a text including how the major sections contribute to the whole</li><li>● Determine author's point of view and purpose and analyze how author distinguishes personal position from others.</li><li>● Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence advancing different interpretations of facts</li><li>● Monitoring and repairing comprehension</li><li>● Synthesizing</li><li>● Responding to text in oral and written form</li><li>● write an objective summary</li><li>● write informative essay p. 306</li><li>● Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts</li></ul>	<p><b>Summative</b></p> <ul style="list-style-type: none"><li>● Written Responses</li><li>● Quizzes</li><li>● Tests</li><li>● Vocabulary Quiz</li><li>● Written literary responses</li><li>● Short-constructed responses</li><li>● Research paper</li><li>● Informative Essay</li></ul> <p><b>Formative</b></p> <ul style="list-style-type: none"><li>● Conference questions</li><li>● Observation of Turn and Talk</li><li>● Observation of group work</li><li>● Anecdotal Notes</li><li>● Reader's and Writer's Notebooks</li><li>● DOL</li><li>● Exit Ticket</li><li>● Edpuzzle</li><li>● Kahoot!</li></ul> <p><b>Benchmarks</b> (fall, winter, spring)</p> <ul style="list-style-type: none"><li>● Edconnect</li><li>● Pearson Realize</li></ul>	<p><b>Pearson Literature</b></p> <ul style="list-style-type: none"><li>● From Freedom Walkers</li><li>● From What Makes a Rembrandt a Rembrandt?</li><li>● Life Without Gravity</li><li>● I Am a Native American of North America</li><li>● All Together Now</li><li>● Rattlesnake Hunt</li><li>● From Barrio Boy</li><li>● A Day's Wait</li><li>● No Gumption</li><li>● Intrinsic Motivation Doesn't Exist</li><li>● Poetry: The Cremation of Sam McGee</li><li>● A Special Gift - The Legacy of "Snowflake"</li><li>● All Stories are Anansi's</li><li>● Maslow's Theory of Motivation and Human Needs</li></ul> <p><b>Online Text Sets</b></p> <ul style="list-style-type: none"><li>● Suzy and Leah</li><li>● Conversational Ballgames</li><li>● My Head is Full of</li></ul>
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<ul style="list-style-type: none"><li>● Establish and maintain a formal style</li><li>● Write a thesis statement</li><li>● Supporting paragraphs have analysis of cited evidence</li><li>● A concluding statement that supports information presented</li><li>● Academic and selected vocabulary</li><li>● Word origins</li><li>● Correct verb tense</li><li>● Combining sentences using conjunctions</li><li>● Principal parts of verbs</li><li>● Verbs in compound predicates</li><li>● Pronoun agreement</li><li>● Demonstrate command of conventions of standard English capitalization, spelling and grammar</li><li>● Clarify meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content. Use common grade-appropriate Greek and Latin affixes and roots</li></ul>		<p>Starshine</p> <p><b>Below Level Readers</b></p> <ul style="list-style-type: none"><li>● Astronomy &amp; Space</li><li>● Discoveries: Finding Our Place in the World (860L)</li></ul> <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>● 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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### 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.

**NJSLSA.R10.** Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

#### 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.

**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.



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**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.

**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.
- D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- E. Establish and maintain a formal style academic style, approach, and form.
- F. Provide a concluding statement or section that follows from and supports the information or explanation presented.

### **LANGUAGE**



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**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.

### **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.

### **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.



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**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 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.

### **Interdisciplinary Connections:**

Students will research and write an expository paper pertaining to the region, endangered animals, historical/cultural/civic background, biographical/autobiographical information that relates to one of the nonfiction stories they read or a Unit of Study from their Social Studies or Science classes. They will also evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.



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Students will research a time period and author's biography to understand how historical and biographical background, including earning power across cultures, integrate with literature.

**Social Studies NJSLs:** 6.1

**Science NJSLs:** MS-ESS3-1; MS-LS4

**21st Century Life and Careers:** 9.2.8.B.4; 9.2.8.A.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).

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.

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





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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.

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

<b>Modifications to Support Gifted and Talented Students</b>	<b>Modifications to Support English Language Learners</b>	<b>Modifications to Support Students with IEPs/504s and At-Risk Learners</b>
Integrate Higher Order Thinking Skills through research and extension projects specific to that unit of study.	Digitally adapted format of book that is leveled (English Learner's Version online)  Pre-Reading pages in Reader's Notebook (online)	Have students use post-its to summarize the main events/points in each paragraph or chapter. Then have students combine their notes into a chart to review key elements in the passage that give meaning and coherence to their comprehension.  Students create an Anticipation Guide to respond to the events of the text.



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<p>Connect, analyze and synthesize literature to local, national and international stories and events.</p> <p>Research the historical era and biography of author to see how they relate to events in argument.</p> <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>Read story in <i>Reality Central</i> to build background knowledge.</p> <p>Vocabulary builders - online vocabulary warm ups</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>Provide additional materials or online access, so students can annotate and/or utilize resources at home.</p> <p>Leveled Graphic Organizers</p> <p>Students take notes of their ideas Have them meet in groups to discuss notes, ask questions,</p>	<p>Read story in <i>Reality Central</i> to build background knowledge.</p> <p>By utilizing individual student 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>Use graphic organizers with some of the information partially completed by the teacher in order for student to have comprehension support.</p> <p>Student Choice: Students demonstrate understanding through 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>By utilizing individual student assessment results, the teacher will provide small group or remedial instruction to review essential questions/big ideas, to provide additional explanations, more examples, and to model procedures in completing.</p> <p>Provide writing templates specific to the genre. Include a framework for organizing informational writing.</p>
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	clarity confusion, and make predictions.	Provide additional set of materials or online access so that students can annotate and/or utilize resources at school and home.  Students can listen to selection on CD-ROM.
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### Sources

#### Textbook: Pearson Realize

- Pearsonrealize.com
- 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)