



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 Information/Writing Argument

Duration: 6-8 weeks

Enduring Understandings:

- What is the best way to communicate?
- Informational text is meant to inform with relevant, sufficient and sound evidence.
- 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 and feel what is being communicated.
- Readers are aware of the author's purpose; readers look for meaning.

Essential Questions:

- What are the elements of Informational text?
- What is author's point of view or purpose and how does author acknowledge and respond to conflicting evidence or viewpoints ?
- Why is sound, sufficient and relevant evidence necessary for informational text?
- What is the message the author is trying to convey when writing argumentative text?
- How do rules of language affect communication?
- How do readers glean textual evidence to analyze, infer and determine central ideas and themes?



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Focus of Standards

<p>Skills:</p> <ul style="list-style-type: none">● Close reading: poetry● Forms of poetry● Figurative language● Sound devices● Imagery● Repetition● Structure● Diction● Paraphrase● Irony● Author's viewpoint● Draw Conclusions● cite textual evidence to support analysis of what text says explicitly● cite textual evidence to support analysis of inferences drawn from text● Primary sources● Determine central ideas● 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. Analyze how the author distinguishes his or her position from that of others.	<p>Assessments:</p> <p>Summative</p> <ul style="list-style-type: none">● Vocabulary Quiz● Short-constructed responses● Research paper● Written Responses to literature● Quizzes● Tests● Compare and Contrast Essay <p>Formative</p> <ul style="list-style-type: none">● Conference questions● Observation of Turn and Talk● Observation of group work● DOL● Exit Ticket● Edpuzzle● Kahoot! <p>Benchmarks (fall, winter, spring)</p> <ul style="list-style-type: none">● Edconnect● Pearson Realize	<p>Resources:</p> <p>Pearson Literature</p> <ul style="list-style-type: none">● The Railway Train● Maestro● The Desert is My Mother● Winter● The Rider● Seal● Life● The Courage that my Mother Had● Stopping by the Woods on a Snowy Evening● Annabel Lee● Father William● Miracles● The Highwayman● The Myth of the Outlaw● The Real Story of a Cowboy's Life● After Twenty Years● Harriet Tubman <p>Online Text Sets</p>
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<ul style="list-style-type: none">● 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● Identifying text and genre features/structures● Monitoring and repairing comprehension● Making inferences● Synthesizing● Responding to text in oral and written form● Compare and Contrast Essay p. 384● Provide a clear thesis statement of your position on the issue● Gather persuasive, credible evidence and logical reasoning that support your claims● Be prepared with statements that acknowledge opposing views and offer counterarguments● use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts● Establish and maintain a formal style● Provide a concluding statement that follows and supports the information or explanation presented● Subject-verb agreement● Sentence structures independent and dependent clauses● Clauses and conjunctions● Pronoun-Antecedent Agreement● Academic and select vocabulary● Use grade-appropriate general academic and domain-specific words and phrases.		<ul style="list-style-type: none">● From Angela's Ashes● Seventh Grade● Safe Routes to School <p>Below Level Readers</p> <ul style="list-style-type: none">● When I Dance● The Music of Dolphins <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">● 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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| <ul style="list-style-type: none">• Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. | | |
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New Jersey Student Learning Standards

READING

NJLSA.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.

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

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

NJLSA.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.

NJLSA.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.

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

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

NJLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

NJLSA.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 INFORMATION

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.



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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.

RI.7.6. Determine an author's point of view or purpose 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.7.8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

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.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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.



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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.7.1. Write arguments to support claims with clear reasons and relevant evidence.

- A. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
- B. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- D. Establish and maintain a formal style/academic style, approach, and form.
- E. Provide a concluding statement or section that follows from and supports the argument presented.

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.



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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.

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:



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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 write an argumentative essay about a controversial topic they are studying in Social Studies or Science. Topics may include endangered animals, extinction of plants and animals, human and/or civil rights, major historical events and their significance to today's society. Students will work in teams to create a video/powerpoint to present their information in class, and they will use technology to link and cite sources. 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

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.



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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.6-8.1. Write arguments focused on *discipline-specific content*.

- A. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- B. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- D. Establish and maintain a formal/academic style, approach, and form.
- E. Provide a concluding statement or section that follows from and supports the argument presented.

WHST.6-8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

WHST.6-8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

WHST.6-8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

WHST.6-8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

WHST.6-8.9. Draw evidence from informational texts to support analysis, reflection, and research.



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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 Students with IEPs/504s and At-Risk Learners
<p>Integrate Higher Order Thinking Skills through research and extension projects specific to that unit of study.</p> <p>Have students record descriptive phrases; have students analyze the story for figurative language and ask students to comment on the use of language and how it accentuates the story.</p> <p>Connect, analyze and synthesize literature to local, national and</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)</p> <p>Read story in <i>Reality Central</i> to build background knowledge.</p> <p>Vocabulary builders - online vocabulary warm ups</p> <p>To increase the skill of summarizing in writing, utilize a content learning log which requires students to write a statement summarizing key points.</p>	<p>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.</p> <p>Have students create an Anticipation Guide to respond to events in the text.</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>Pre-Reading pages in the adapted selection of the Reader's Notebook: Adapted Version</p>



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<p>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 role play an interview and choose sides</p> <p>Have students compare/contrast story to another book, story or movie. With Venn Diagram Graphic Organizer, show similarities and differences.</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. Have them visualize while listening.</p> <p>Provide additional materials or online access, so students can annotate and/or utilize resources at home.</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>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.</p> <p>Provide wait time so students process orally presented information and questions relating to the unit. Give students a chance to Turn and Talk to process information before responding to the whole class.</p> <p>Provide writing templates specific to the genre. Include a framework for organizing informational writing.</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.</p>
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Sources

Textbook: Pearson Realize

- Pearsonrealize.com
- Newsela.com
- Commonlit.org



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