



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 Argument

Duration: 6-8 weeks

Essential Questions:

- Do others see us more clearly than we see ourselves?
- Argumentative text demonstrates the author's position, beliefs and conclusion in a reasoned, logical way with credible sources.
- How do proficient writers express themselves?
- How do rules of language affect communication?
- How do readers and glean textual evidence to analyze, infer and determine central ideas and themes?

Enduring Understandings:

- Readers analyze and synthesize through dialogue, point of view, author's purpose, historical and cultural context.
- What is author's point of view or purpose and how does author acknowledge and respond to conflicting evidence or viewpoints ?
- Rules and conventions of language are essential in helping readers understand what is being communicated.

Focus of the Standards

Skills:

- Close reading: drama
- Purpose for Reading
- Dialogue

Assessments:

Summative

- Written Response
- Quizzes

Resources:

Pearson Literature

- From Sorry, Wrong Number
- From Dragonwings



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<ul style="list-style-type: none">● Stage Directions● Point of View● Characters' motives● Setting● Main Idea● Tone● Author's argument● analyze how particular elements of a story interact● Determine the meaning of unfamiliar words and phrases and analyze impact of rhyme, alliteration, in specific verses, stanzas or sections of a story or drama.● Monitoring and repairing comprehension● Making inferences● Synthesizing● Responding to text in oral and written form● Argumentative Essay p. 624● Write with well-structured event sequences; point of view; introducing a narrator or characters, organize event sequences.● Write a resolution that reflects on the narrated experiences and events.● Prepositions and Prepositional Phrases● Appositives and Appositive Phrases● End Punctuation● Academic and selected vocabulary	<ul style="list-style-type: none">● Tests● Written Short story● Vocabulary quizzes● Short-constructed responses● Written response to literature● Argumentative Essay● Student Debate <p>Formative</p> <ul style="list-style-type: none">● Conference questions● Observation of Turn and Talk● Observation of group work● Anecdotal Notes● Reader's and Writer's Notebooks● DOL● Exit Ticket● Edpuzzle● Kahoot! <p>Benchmarks (fall, winter, spring)</p> <ul style="list-style-type: none">● Edconnect● Pearson Realize	<ul style="list-style-type: none">● A Christmas Carol: Scrooge and Marley, Act I● A Christmas Carol: Scrooge and Marley, Act II● The Monsters are Due on Maple Street● All Summer in a Day● The Salem Witch Trials of 1692 <p>Online Text Set</p> <ul style="list-style-type: none">● Loo-Wit● What Gives the Sunrise and Sunset its Orange Glow?● How the Snake Got Poison <p>Below Level Readers</p> <ul style="list-style-type: none">● Charlie and the Chocolate Factory: A Play● Creating the X-Men: How Comic Books Come to Life <p>Classroom Novels:</p> <ul style="list-style-type: none">● The Outsiders, S.E. Hinton● House on Mango Street, Sandra Cisneros● The Giver, Lois Lowry● Freak the Mighty, Rodman Philbrick● The Pearl, John Steinbeck
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<ul style="list-style-type: none"> • Demonstrate command of conventions of standard English capitalization, spelling and grammar • Use common grade-appropriate Greek and Latin affixes and roots and grade-appropriate general academic and domain-specific words and phrases. 		<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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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.



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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.

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



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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.

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.



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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.

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



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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 Scientific and or technological advances.
- Students will research music, history, culture, and art of the literary era.
- Students will differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills

Social Studies NJSLS: 6.1-6.3

Science NJSLS: MS-ESS3-1; MS-LS3 & LS4; MS-PSI1-PSI3

21st Century Life and Careers: 9.1.8.A.3

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



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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.6-8.8. 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.6-8.6. 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.6-8.1. 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.



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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.

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 literature to local, national and international stories and events.</p> <p>Research the historical and cultural background as</p>	<p>Reading Skill Graphic Organizer A, to make inferences (partially filled in)</p> <p>Digitally adapted format of book that is leveled (English Learner's Version online)</p>	<p>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.</p> <p>Students create an Anticipation Guide to respond to the events of the story.</p> <p>Read story in <i>Reality Central</i> to build background knowledge.</p>



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<p>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 present information to class. Can also create a brochure, Google Slides, etc.</p> <p>Students write an alternate version and comment on how changing details of the story affects story elements.</p> <p>Have students role play an interview between two characters</p> <p>Challenge students to create and perform a monologue based on a scene from the story.</p>	<p>Pre-Reading pages in Reader's Notebook (online, English Learner's Version)</p> <p>When introducing the story, use a Think-Pair-Write-Share to provide written and oral language processing</p> <p>Use a picture walk to activate students' prior knowledge</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>Students listen to selection on CD-ROM.</p> <p>Students take notes of their ideas Have them meet in groups to</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>Modify guided reading questions</p> <p>Pre-Reading pages in the adapted selection of the (online) Reader's Notebook: Adapted Version (for struggling readers)</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>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.</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>discuss notes, ask questions, clarify confusion, and make predictions.</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> <p>Have them post a question on each page they read with a post-it note.</p> <p>Series-of-events graphic organizer (online)</p>
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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
- scienceflix.digital.scholastic.com