



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 Information

Duration: 6-8 weeks

Enduring Understandings:

- Community or Individual - which is more important?
- Informational text is meant to inform with relevant, sufficient and sound evidence.
- Proficient writers develop and refine their ideas for communicating with structure and evidence.
- 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:

- How does a reader glean textual evidence to analyze, infer and determine central ideas and themes?
- What is author's point of view or purpose when writing informational text?
- Why is sound, sufficient and relevant evidence necessary for informational text?
- How do rules of language affect communication?

Focus of Standards

Skills:

- Close reading: the oral tradition
- Cause and effect
- Myth
- Legend and fact

Assessments:

Summative

- Tests
- Informational Essay
- Research Paper

Resources:

Pearson Literature

- The Travelers and the Bear from Aesop's Fables



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- Compare and contrast
- Cultural context
- Folk Tales
- Universal theme
- Symbolism
- Narrative poem
- Direct quotations
- Dialogue
- Idiom
- Cite textual evidence to support analysis of what text says explicitly and inferentially
- determine central ideas
- Provide a clear statement of your position on the issue/thesis statement
- Gather persuasive, credible evidence and logical reasoning that support your claims
- Provide a concluding statement that follows and supports the information or explanation presented
- Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts
- Establish and maintain a formal style
- Responding to text in oral and written form
- Draw evidence from literary or informational texts to support analysis, reflection and research
- Organize reasons and evidence logically when writing arguments; produce clear and coherent writing in which development, organization, and style are appropriate to task, purpose, and audience

- Vocabulary Quiz
- Short-constructed responses
- Written response to literature

Formative

- Conference questions
- Observation of Turn and Talk
- Observation of group work
- DOL
- Exit Ticket
- Edpuzzle
- Kahoot!

Benchmarks (fall, winter, spring)

- Edconnect
- Pearson Realize

- Grasshopper Logic
- The Other Frog Prince
- Demeter and Persephone
- Popocatepetl and Ixtlacihuati
- Sun and Moon in a Box
- The People Could Fly
- The Voyage from Tales from the Odyssey
- To the Top of Everest
- My First Free Summer
- How I Learned English
- From Grandpa and the Statue
- Melting Pot

Online Text Set:

- Martin Luther King
- Bear Boy
- Theater Show Contract

Classroom Novels:

- The Outsiders, S.E. Hinton
- House on Mango Street, Sandra Cisneros
- The Giver, Lois Lowry
- Freak the Mighty,



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<ul style="list-style-type: none"> ● Use accurate, credible sources and demonstrates an understanding of topic or text. ● Use words, phrases and clauses to create cohesion and clarify the relationship among claims, reasons and evidence ● Provides a conclusion that follows from and supports the argument presented ● use technology to link and cite sources ● Commas ● Capitalization ● Punctuation marks ● Infinitive phrases and gerund phrases ● Adverbial clauses ● Cause and Effect Essay p. 716 ● Demonstrate command of standard English capitalization, spelling and grammar ● Clarify meaning of unknown and multiple-meaning words. ● 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"> ● Rodman Philbrick ● The Pearl, John Steinbeck <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"> ● Leveled 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

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.



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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.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.

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.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.

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



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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.

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.



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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 topics from Social Studies, Science or Math and write a paper. Students will work in teams to create a video/powerpoint/prezi/google slides to share their information with class. They will also evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.
- Students will write a personal narrative taking the point of view of a person they researched

Social Studies NJSL: 6.1-6.3

Science NJSL: MS-ESS3-1; MS-LS3 & LS4; MS-PS11-PS13

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).



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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.6-8.2. 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.
- 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.



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Integrated Differentiation/Accommodations/Modifications for ELA <i>(Alternate Modes of Instruction and Support)</i>		
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>Higher level texts that address the same enduring understandings of the unit.</p> <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>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>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>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 where they respond to the events of the text.</p> <p>Read story in <i>Reality Central</i> to build background knowledge.</p> <p>Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports.</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>Unit specific vocabulary and literary terms pre-taught before reading.</p>



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<p>Connect, analyze and synthesize literature to local, national and international stories and events.</p> <p>Research topics, authors, and time periods to enhance and deepen understanding of messages and its themes.</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>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>Pre-Reading pages in the adapted selection of the 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 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>By utilizing individual assessment results, the teacher will provide small group or remedial instruction to review essential questions/big ideas, provide additional explanations, examples, and to model procedures in completing.</p> <p>Provide writing templates specific to the genre.</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>
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Sources



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Textbook: Pearson Realize

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