

Woodland Park School District

Reading Curriculum Grade 7

Curriculum Team

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Seventh Grade Course Description

This course focuses on creating thoughtful readers. It emphasizes student reading comprehension across literature and informational text while utilizing a variety of strategies, including text analysis, research, compare/contrast, and story analysis. The ultimate goal is to produce life-long readers who can be successful in future endeavors. Multimedia technology use is incorporated into the program in a variety of ways, including for research. Readers workshop includes a study of literature (novel, short story, historical fiction, informational text and poetry), composition, vocabulary, spelling, and listening skills.

Pacing Guide**Content Area: English Language Arts****Grade Level: Seventh**

Launching: Agency and Independence	September (2 weeks)
Unit 1: Exploring Themes in Award Winning Novels	September- October (6-8 weeks)
Unit 2: Studying History through Multimedia and Historical Fiction	November- December (6-8 weeks)
Unit 3: Reading Informational Text to Define Our Position	January- February (6-8 weeks)
Unit 4: Poetry	March- April (6 weeks)
Unit 5: Read & Write On Demand	April- May (3-4 weeks)
Unit 6: Social Issues Book Clubs	May- June (6-8 weeks)

Unit Title: Launching: Agency and Independence

Grade Level: 7th Grade

Time Frame: September (2 weeks)

Unit Overview: This brief, two-week unit engages learners as partners in a year of reader's workshop. It sharpens independent reading skills through mini-lessons, teacher modeling, and a combination of teacher and peer conversations. Students will develop reader independence and their own identities as readers. This unit will also emphasize reading volume and stamina. The most important goal of this unit is to empower all students, even reluctant readers, to use reader-strategy tools to be successful readers.

NJSLS::

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.7.4: 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.

SL.7.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- B. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
- C. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
- D. Acknowledge new information expressed by others and, when warranted, modify their own views.

SL.7.3: Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

SL.7.4: Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.7.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

L.7.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- A. Explain the function of phrases and clauses in general and their function in specific sentences.
- B. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
- C. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

L.7.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- A. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

L.7.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

- A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).

C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.7.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

A. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.

B. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.

C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

L.7.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Technology Standards:

8.1.8.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.

8.1.8.1.A.1 Demonstrate knowledge of a real world problem using digital tools

21st Century Skills:

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Interdisciplinary Connections:

Health:2.2.8.B.1 Predict social situations that may require the use of decision-making skills through the protagonist's choices in *Nothing But the Truth*.

Social Studies: 6.1.12.A.16.a: Examine the impact of media and technology on political and social issues in a global society by using the issues occurring during the time period of "Monsters Are Due on Maple Street."

Unit Goals/Enduring Understandings

- Readers increase stamina and independence while reading deeply.
- Readers comprehend and develop ideas about text and the world.
- Readers make sense of their reading through writing to improve comprehension of text.

- Readers work with partners to develop ideas and understandings of text.

Essential Questions:

- How do readers restore and strengthen reading habits?
- How do reader increase their comprehension?

Vocabulary and Key Concepts

stamina, independent, structure, routine, theory, partner talk, reflection, jot, long write, thinking prompts, just right book, genre, background knowledge, goals, symbol

Skills:

Stamina
 Envisioning
 Predictions
 Identifying
 Schema
 Self-Monitoring
 Connecting
 Inference

Demonstration of Learning/Assessment:

Teacher’s College Reading assessment
 Conference Notes
 Teacher Created Assessments
 Small Group Observations

Suggested Mentor Texts:

“Monsters Are Due on Maple Street “by Rod Serling
Nothing But the Truth by Avi
 “Eleven” by Sandra Cisernos

Resources/Materials

- *The Novel Approach* by: Kate Roberts
- Scholastic Scope
- Holt Elements of Literature
- Units of Study for teaching Reading 6-8
- Classroom library of leveled books
- Chart paper/Post-its
- Read-aloud texts (for modeling)
- Reading logs/bookmarks
- Reading notebooks (RNB)
- Vocabulary Workshop- Sadlier

Differentiation/Accommodations/Modifications

	Content Curriculum, standards	Process How students make sense or understand information being taught	Product Evidence of Learning
G&T	<ul style="list-style-type: none"> ❖ Compacting ❖ Flexible grouping ❖ Independent study/set own learning goals ❖ Interest/station groups ❖ Varying levels of resources and materials ❖ Use of technology 	<ul style="list-style-type: none"> ❖ Tiered Assignments ❖ Leveled questions- written responses, think-pair-share, multiple choice, open ended... ❖ Centers/Stations ❖ Use of technology ❖ Journals/Logs 	<ul style="list-style-type: none"> ❖ Choice boards ❖ Podcast/blog ❖ Debate ❖ Design and conduct experiments ❖ Formulate & defend theory ❖ Design a game
ELL	<ul style="list-style-type: none"> ❖ Compacting ❖ Flexible grouping ❖ Controlled choice ❖ Multi-sensory learning-auditory, visual, kinesthetic, tactile ❖ Pre-teach vocabulary ❖ Vocabulary lists ❖ Visuals/Modeling ❖ Varying levels of resources and materials ❖ Use of technology 	<ul style="list-style-type: none"> ❖ Tiered Assignments ❖ Leveled questions- written responses, think-pair-share, choice, open ended... ❖ Centers/Stations ❖ Scaffolding ❖ Chunking ❖ E-Dictionaries, bilingual dictionaries ❖ Extended time ❖ Differentiated instructional outcomes ❖ Use of technology ❖ Frequent checks for understanding 	<ul style="list-style-type: none"> ❖ Rubrics ❖ Simple to complex ❖ Group tasks ❖ Quizzes, tests with various types of questions ❖ Generate charts or diagrams to show what was learned ❖ Act out or role play
At Risk	<ul style="list-style-type: none"> ❖ Compacting ❖ Flexible grouping ❖ Controlled choice ❖ Multi-sensory learning-auditory, visual, kinesthetic, tactile ❖ Pre-teach vocabulary ❖ Vocabulary lists ❖ Visuals/Modeling Varying levels of resources and materials ❖ Use of technology 	<ul style="list-style-type: none"> ❖ Tiered Assignments ❖ Leveled questions- written responses, think-pair-share, multiple choice, open ended... ❖ Centers/Stations ❖ Scaffolding ❖ Chunking ❖ Extended time ❖ Differentiated instructional outcomes ❖ Use of technology ❖ Partner work ❖ Frequent checks for understanding 	<ul style="list-style-type: none"> ❖ Rubrics ❖ Simple to complex ❖ Group tasks ❖ Quizzes, tests ❖ Oral Assessments ❖ Generate charts or diagrams to show what was learned ❖ Act out or role play
IEP/504	<ul style="list-style-type: none"> ❖ Compacting ❖ Flexible grouping ❖ Controlled choice ❖ Multi-sensory learning-auditory, visual, kinesthetic, tactile ❖ Pre-teach vocabulary ❖ Visuals/Modeling Varying levels of resources and materials ❖ Use of technology 	<ul style="list-style-type: none"> ❖ Tiered Assignments ❖ Leveled questions- written responses, think-pair-share, multiple choice, open ended... ❖ Centers/Stations ❖ Scaffolding ❖ Extended time ❖ Differentiated instructional outcomes ❖ Preferential Seating ❖ Use of technology ❖ Small group/one-to-one instruction ❖ Teach information processing strategies ❖ Chunking ❖ Frequent checks for understanding ❖ Access to teacher created notes 	<ul style="list-style-type: none"> ❖ Rubrics ❖ Simple to complex ❖ Group tasks ❖ Quizzes, tests ❖ Oral Assessments ❖ Generate charts or diagrams to show what was learned ❖ Act out or role play

Unit Title: Agency and Independence		Grade Level: 7th Grade	Time Frame: September (2 weeks)
Goals	Possible Teaching Points: Can be taught in Minilessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, Shared Writing, Word Study, and/or Vocabulary	Teacher Notes	
<p>Readers increase stamina and independence while reading deeply.</p>	<ul style="list-style-type: none"> ● Readers make good book choices by knowing our ability and interests. We consider our reading identity. <ul style="list-style-type: none"> ○ We think about when we read in our “sweet spot”, when reading really worked for us. ○ We consider books that we loved. Books that we hugged when we finished. We ask, <i>What was it about that book that made it work so well for me? What was it about how I read that book that made it work so well for me?</i> ○ We consider the level that we are currently reading at. We choose books that are within a range of that level. We test out a page to make sure we can read the words and that we understand what we have read. ○ Readers know that when we really want to enjoy a book, we have to fully engage with the book. We make a commitment to the characters and the author to savor the words and think deeply about its meaning. We know that reading is work and that when we are into our books, it doesn’t feel like work at all. ● Readers plan ahead by having books “waiting in the wings.” ● Readers notice when a book is not working for us. We might notice that we are not holding onto meaning because of the text’s difficulty or our interest. When this happens, we can try a new book and be conscious of choosing a book in which we will not have the same difficulty. ● Readers build stamina for their reading over time, just like runners build stamina. We know that we need to set goals for ourselves and push our reading a little bit more each day. 		
<p>Readers comprehend and develop ideas about text and the world.</p>	<ul style="list-style-type: none"> ● One way that readers increase their comprehension is by visualizing (envisioning, picturing) the text we are reading. <ul style="list-style-type: none"> ○ We can make a movie in our minds of what is happening in our books. We bring characters to life. We imagine the setting that includes sounds, smells and surfaces. ○ We can envision our story by filling in what the author left out. We imagine the setting that is described, and we also imagine what was not written. We fill in 		

with our schema.

- We pay special attention to the beginning of a novel as we know the author front loads books with the details we need to know to visualize the text. We learn about the setting and our characters.
- One way that readers increase their comprehension is by making predictions. We predict at what feels like crucial moments in the text. These may include...
 - when our character has to make a decision or is feeling a strong emotion
 - when we know information that our character does not
 - when a secondary character or a new situation is introduced into the text
- When we predict, we often retell the important events that are relevant, recall the traits of our character and how they have handled past situations, and we keep in mind how stories tend to go.
- Readers know that to predict well, we are specific in the evidence we choose to inform our prediction and we keep our predictions broad and realistic.
- Readers link content to their own happenings: school issues, social issues, world issues, news, personal instances or experiences to help further expand their comprehension of text.
- Readers make inferences about their characters and events by considering the information in the text and drawing a conclusion or coming up with a new idea. One way we can work through this in our notebooks is with a T-chart. (In the text is says.../I think...)
- Readers react to or question the text. Sometimes this means asking questions of the text. We jot these questions down in our notebooks and keep them in mind as we read. Sometimes our reactions are not questions, we can jot these ideas down too. We can share this thinking with a partner.
- Readers pause at what feels like crucial moments in the text to see how it all fits together. We recall earlier portions of the story and consider how it fits with what is happening now. We may not have realized the importance of events/situations at the time, but they seem to matter now. We work through these ideas in our notebooks. This is called synthesizing.
- Readers pause when meeting an unfamiliar word using context clues to determine meaning.

<p>Readers make sense of their reading through writing to improve comprehension of text.</p>	<ul style="list-style-type: none"> ● Readers use a reading notebook to collect ideas, reflect on text, and support writing. ● Readers revisit their notebooks to identify patterns of thinking we have within a text and/or across several texts. We can write long on these patterns to discover more about ourselves as readers and/or more about the text we are reading. ● Readers write in their notebooks when they feel they have a deep connection to the text. We work out our ideas and insights. We include what we wish the character would realize or choices they would make based on our own insights. 	
<p>Readers work with partners to develop ideas and understandings of text.</p>	<ul style="list-style-type: none"> ● Readers establish a common language for discussing literary elements and text structure. ● Readers share their positive and negative reading experiences as they develop into community of readers. ● Readers share their challenges and successes in their own personal literary histories. ● Readers who flag text are more prepared to discuss with partner or teacher: connections, questions, inferences or conclusions, interesting or confusing parts, and literary elements or evidence that supports ideas in the reading. ● Readers have good discussions through: listening, asking questions, building on one another's ideas, and providing evidence from the text and/or personal experience to help deepen comprehension. 	

Unit Title: Exploring Themes in Award Winning Novels

Grade Level- 7th

Time Frame: September- October (6- 8 weeks)

Unit Overview: Throughout this unit students will identify themes presented within their award winning novels. Students will be able to identify strategies that authors have used to lead the reader to the theme, as well as use Literary Elements to interpret the author's message and go beyond the obvious using higher level thinking.

NJSLS:

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.7.6: 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.

RL.7.10: By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.

SL.7.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

B. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

C. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

D. Acknowledge new information expressed by others and, when warranted, modify their own views.

SL.7.2: Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

SL.7.4: Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.7.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

L.7.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

A. Explain the function of phrases and clauses in general and their function in specific sentences.

B. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

C. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

L.7.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

A. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

L.7.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).

C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.7.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

A. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.

B. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.

C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

L7.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Technology Standards:

8.1.8.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.

8.1.8.1.A.1 Demonstrate knowledge of a real world problem using digital tools.

21st Century Skills:

CRP1. Act as a responsible and contributing citizen and.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

9.1.8.A.4 Relate earning power to quality of life across cultures.

9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.

Interdisciplinary Connections:**Health:2.2.8.B.1** Predict social situations that may require the use of decision-making skills through the plot of “After Twenty Years”**Health:2.2.8.C.1** Analyze strategies to enhance character development in individual, group, and team activities through the development of the characters in “A Retrieved Reformation”**Unit Goals/Enduring Understandings**

- Readers use strategies to understand complex and award winning texts.
- Readers interpret the impact of the time period a text was written.
- Readers identify themes in award winning texts.

Readers share and develop ideas with others.

Essential Questions:

- What qualities do you think a novel needs to make it an award winning book?
- Why is it important to be able to identify the theme or message of a book?
- What are the benefits of sharing ideas with those around us?

Vocabulary and Key Concepts:

word choice, descriptive passages, hyperbole, imagery, metaphor, personification, complex, portray, Greek and Latin affixes, motif,

Skills:

- Process very long sentences
- Follow complex plots, including text with literary devices
- Connect characters within and across texts and genres
- Notice words used in a connotative way
- Recognize the use of figurative and descriptive language and how it adds quality
 - Infer traits, motivations, and changes through examining how the writer describes them
 - Infer the big ideas or themes of a text and discuss how they are applicable to people’s lives today

Demonstration of Learning/Assessment:

TC Reading Assessments
 Conference Notes
 Teacher Created Assessments
 Small Group Observations
 District created pre assessment
 District created post assessment

Mentor Texts:

“Mother and Daughter”
 “After Twenty Years”
 “Retrieved Reformation”
 “Annabelle Lee”

Resources/Materials

- *The Novel Approach* by: Kate Roberts
- Scholastic Scope
- Holt Elements of Literature
- Units of Study for teaching Reading 6-8
- Classroom library of leveled books
- Chart paper/Post-its
- Read-aloud texts (for modeling)
- Reading logs/bookmarks
- Reading notebooks (RNB)
- Vocabulary Workshop- Sadlier

Differentiation/Accommodations/Modifications

	Content Curriculum, standards	Process How students make sense or understand information being taught	Product Evidence of Learning
G&T	<ul style="list-style-type: none"> ❖ Compacting ❖ Flexible grouping ❖ Independent study/set own learning goals ❖ Interest/station groups ❖ Varying levels of resources and materials ❖ Use of technology 	<ul style="list-style-type: none"> ❖ Tiered Assignments ❖ Leveled questions- written responses, think-pair-share, multiple choice, open ended... ❖ Centers/Stations ❖ Use of technology ❖ Journals/Logs 	<ul style="list-style-type: none"> ❖ Choice boards ❖ Podcast/blog ❖ Debate ❖ Design and conduct experiments ❖ Formulate & defend theory ❖ Design a game
ELL	<ul style="list-style-type: none"> ❖ Compacting ❖ Flexible grouping ❖ Controlled choice ❖ Multi-sensory learning-auditory, visual, kinesthetic, tactile ❖ Pre-teach vocabulary ❖ Vocabulary lists ❖ Visuals/Modeling ❖ Varying levels of resources and materials ❖ Use of technology 	<ul style="list-style-type: none"> ❖ Tiered Assignments ❖ Leveled questions- written responses, think-pair-share, choice, open ended... ❖ Centers/Stations ❖ Scaffolding ❖ Chunking ❖ E-Dictionaries, bilingual dictionaries ❖ Extended time ❖ Differentiated instructional outcomes ❖ Use of technology ❖ Frequent checks for understanding 	<ul style="list-style-type: none"> ❖ Rubrics ❖ Simple to complex ❖ Group tasks ❖ Quizzes, tests with various types of questions ❖ Generate charts or diagrams to show what was learned ❖ Act out or role play
At Risk	<ul style="list-style-type: none"> ❖ Compacting ❖ Flexible grouping ❖ Controlled choice ❖ Multi-sensory learning-auditory, visual, kinesthetic, tactile ❖ Pre-teach vocabulary ❖ Vocabulary lists ❖ Visuals/Modeling Varying levels of resources and materials ❖ Use of technology 	<ul style="list-style-type: none"> ❖ Tiered Assignments ❖ Leveled questions- written responses, think-pair-share, multiple choice, open ended... ❖ Centers/Stations ❖ Scaffolding ❖ Chunking ❖ Extended time ❖ Differentiated instructional outcomes ❖ Use of technology ❖ Partner work ❖ Frequent checks for understanding 	<ul style="list-style-type: none"> ❖ Rubrics ❖ Simple to complex ❖ Group tasks ❖ Quizzes, tests ❖ Oral Assessments ❖ Generate charts or diagrams to show what was learned ❖ Act out or role play
IEP/504	<ul style="list-style-type: none"> ❖ Compacting ❖ Flexible grouping ❖ Controlled choice ❖ Multi-sensory learning-auditory, visual, kinesthetic, tactile ❖ Pre-teach vocabulary ❖ Visuals/Modeling Varying levels of resources and materials ❖ Use of technology 	<ul style="list-style-type: none"> ❖ Tiered Assignments ❖ Leveled questions- written responses, think-pair-share, multiple choice, open ended... ❖ Centers/Stations ❖ Scaffolding ❖ Extended time ❖ Differentiated instructional outcomes ❖ Preferential Seating ❖ Use of technology ❖ Small group/one-to-one instruction ❖ Teach information processing strategies ❖ Chunking ❖ Frequent checks for understanding ❖ Access to teacher created notes 	<ul style="list-style-type: none"> ❖ Rubrics ❖ Simple to complex ❖ Group tasks ❖ Quizzes, tests ❖ Oral Assessments ❖ Generate charts or diagrams to show what was learned ❖ Act out or role play

Unit Title: Exploring Themes in Award Winning Novels	Grade Level- 7th	Time Frame: September- October (6-8 weeks)
Goals	Possible Teaching Points: Can be taught in Minilessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, Shared Writing, Word Study, and/or Vocabulary	
Readers use strategies to understand complex and award winning texts.	<ul style="list-style-type: none"> ● When we read award worthy literature, we ask ourselves, <i>What makes these characters so memorable? How are they complex?</i> We jot this thinking in our notebooks to stretch our thinking about characters and to share in conversation with a partner. ● Readers of award worthy literature consider the complexity of language that an author uses. We also notice what they are saying when they write simply. We consider their use of <ul style="list-style-type: none"> ○ Word choice ○ Descriptive passages ○ Hyperbole ○ Imagery ○ Metaphor ○ Personification We jot our thinking in our notebooks. ● Readers know that authors make purposeful choices. We consider the affect they have on the story and on the readers. Some choices we consider are <ul style="list-style-type: none"> ○ How the passage of time is portrayed ○ How the setting changes from one location to the next ○ How the setting changes from one time to the next ○ How the plot is communicated to the readers ● One way that readers get to know their characters well, is to consider their emotions. We ask, <i>How is the character feeling?</i> We can do this during rising action or when characters are faced with difficult choices. We can ask this when the author shows a mood change. We can track character’s emotions in our notebook and the causes. ● Readers empathize with characters by imagining what it is like to be them. We don’t just imagine how we would feel if it happened to us, we imagine what it would be like to be them--to feel what they feel, to see what they see, to believe what they believe. We do this without judgment. ● Readers have strategies for dealing with difficult text. We notice when things get hard. We give ourselves permission to pause our reading. We can go back and reread, pausing to make inferences as we go. We consider events in the text and note of what that makes us think. We can ask, <i>What is the author showing me?</i> 	

	<ul style="list-style-type: none"> ● Readers determine the meaning of words and phrases as they are used in a text. We can do this by using all the strategies we know, including <ul style="list-style-type: none"> ○ Context clues ○ Greek and Latin affixes ○ Root words ○ Resources like online dictionary or dictionaries <p>We always reread to confirm our understanding of the passage.</p>	
<p>Readers interpret the impact of the time period a text was written.</p>	<ul style="list-style-type: none"> ● Readers consider the time period and in which a text was written as well as the time period and place that a text is written about. We gather big ideas from that time period. We might ask, <i>What major events happened at this time?</i> ● Readers consider how social norms of a time period are revealed in literature. We might ask, <i>What is the author saying about these norms? Is this author commenting on this time period?</i> ● Readers consider how the time period affect characters. We might consider... <ul style="list-style-type: none"> ○ <i>In what way are the norms of this time period fair or unfair to the character(s)</i> ○ <i>In what way do the norms of this time effect characters' approaches to an issue or problem?</i> <p>We write about this thinking in our notebook.</p>	
<p>Readers identify themes in award winning texts.</p>	<ul style="list-style-type: none"> ● Readers consider the idea of power and voice. We ask, <i>Who has the power? Whose voice is heard? Whose voice is missing?</i> When we consider power and voice we can often uncover theme. ● Readers consider the theme(s) of award winning texts. We may ask, <ul style="list-style-type: none"> ○ <i>What is the author's message to the readers?</i> ○ <i>What do you think the author believes in order to write this way?</i> ○ <i>What are some underlying values found in this novel?</i> ○ <i>Who do these characters represent in the real world?</i> ● Readers consider word choice and its impact on themes. We may ask, <i>Why is the author using this word or phrase? In what way are these words nuanced?</i> ● Readers of award worthy texts ask, <i>What big idea is hiding in this text that we need to keep thinking about today and into the future?</i> Awarded texts often examine themes or ideas that retain their relevancy. We examine common themes and ask, <i>Is this theme represented in this text?</i> We note this in our notebooks. 	

	<ul style="list-style-type: none"> ● Readers return to their notebooks and reread their thinking, looking for patterns of thought or patterns of themes that weave throughout the books we are reading. We ask, <i>What does this say about these texts? What theme(s) are emerging?</i> ● Readers consider the author’s choice of whose perspective is being told. We ask, <i>Whose story is this? How has this choice by the author uniquely developed the plot? How does this perspective contribute to the themes held in the story?</i> We write our thinking in our notebooks. ● Readers notice any recurring element (such as an idea, phrase, image, or group of images) that has symbolic significance in a text, or across multiple texts. This is a motif and we track them in our notebooks. ● Readers know that theme can often be found by paying attention to motif. We ask, <i>What does this motif say about the human condition? Does this idea appear in other texts, movies, life? What is the author saying or teaching me about this motif?</i> We know that motif can be just one word, theme is a full statement. 	
<p>Readers share and develop ideas with others.</p>	<ul style="list-style-type: none"> ● One way readers can put their learning about the themes held in award winning books it to make book trailers (http://www.booktrailersforreaders.com/How+to+make+a+book+trailer). When creating a book trailer, readers consider <ul style="list-style-type: none"> ○ A theme to highlight ○ What are some underlying values found in this novel? ○ Connect to who the characters represent in the real world. ○ What elements makes this novel award winning? ○ A motif to highlight ● Readers appropriately cite their work. 	

Unit Title: Studying History through Multimedia and Historical Fiction

Grade Level- 7th

Time Frame: November – December (6-8 weeks)

Unit Overview: In this unit students build background on an event in history that displays tolerance and justice using both narrative and expository text. In clubs, students grow theories and evaluate author's choices in the historical fiction texts. Students take action by sharing lessons about its inequalities.

NJSLS:

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.

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.7.8: 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.

RI.7.10: By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

SL.7.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

B. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

C. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

D. Acknowledge new information expressed by others and, when warranted, modify their own views.

SL.7.2: Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

- SL.7.4:** Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
- SL.7.6:** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
- L.7.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- A. Explain the function of phrases and clauses in general and their function in specific sentences.
 - B. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
 - C. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
- L.7.3:** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- A. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
- L.7.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
- A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
 - B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
 - C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
 - D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- L.7.5:** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- A. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
 - B. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
 - C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).
- L7.6:** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Technology Standards:

8.1.8.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.

8.1.8.1.A.1 Demonstrate knowledge of a real-world problem using digital tools.

21st Century Skills:

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.
 CRP7. Employ valid and reliable research strategies.
 CRP11. Use technology to enhance productivity.
 9.1.8.A.2 Relate ho career choices, education choices, skills, entrepreneurship, and economic conditions affect income.
 9.1.8.A.3 Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.
 9.1.8.A.4 Relate earning power to quality of life across cultures.
 9.1.8.D.1 Determine how saving contributes to financial well-being.
 9.1.8.E.1 Explain what it means to be a responsible consumer and the factors to consider when making consumer decisions.
 9.1.8.E.3 Compare and contrast product facts versus advertising claims.

Interdisciplinary Connections:

Health:2.2.8.B.1 Predict social situations that may require the use of decision-making skills through the actions of the protagonist in “Katie’s trunk”
Social Studies: 6.1.4.D.8: Determine the significance of New Jersey’s role in the American Revolution through the actions of the protagonist in “Scarlet Stocking Spy”

Unit Goals/Enduring Understandings

- Readers formulate ideas about history by studying a topic across genres.
- Readers make connections about the human experience between historical accounts and modern literature.
- Readers look at language choices authors make.
- Readers share the lessons that history has taught by taking action.

Essential Questions:

- Why is it so important to reflect on our history?
- In what ways does learning about people or events of the past help us today?

Vocabulary and Key Concepts

multimedia, historical accounts, historians, relevant, influence,

Demonstration of Learning/Assessment:

TC Reading Assessments
 Conference Notes
 Teacher Created Assessments
 Small Group Observations

Suggested Mentor Texts:

“Katie’s Trunk”
 “Scarlet Stocking Spy”

“The Highwayman”

Resources/Materials

- *The Novel Approach* by: Kate Roberts
- Scholastic Scope
- Holt Elements of Literature
- Units of Study for teaching Reading 6-8
- Classroom library of leveled books
- Chart paper/Post-its
- Read-aloud texts (for modeling)
- Reading logs/bookmarks
- Reading notebooks (RNB)
- Vocabulary Workshop- Sadlier

Differentiation/Accommodations/Modifications

	Content Curriculum, standards	Process How students make sense or understand information being taught	Product Evidence of Learning
G&T	<ul style="list-style-type: none"> ❖ Compacting ❖ Flexible grouping ❖ Independent study/set own learning goals ❖ Interest/station groups ❖ Varying levels of resources and materials ❖ Use of technology 	<ul style="list-style-type: none"> ❖ Tiered Assignments ❖ Leveled questions- written responses, think-pair-share, multiple choice, open ended... ❖ Centers/Stations ❖ Use of technology ❖ Journals/Logs 	<ul style="list-style-type: none"> ❖ Choice boards ❖ Podcast/blog ❖ Debate ❖ Design and conduct experiments ❖ Formulate & defend theory ❖ Design a game
ELL	<ul style="list-style-type: none"> ❖ Compacting ❖ Flexible grouping ❖ Controlled choice ❖ Multi-sensory learning-auditory, visual, kinesthetic, tactile ❖ Pre-teach vocabulary ❖ Vocabulary lists ❖ Visuals/Modeling ❖ Varying levels of resources and materials ❖ Use of technology 	<ul style="list-style-type: none"> ❖ Tiered Assignments ❖ Leveled questions- written responses, think-pair-share, choice, open ended... ❖ Centers/Stations ❖ Scaffolding ❖ Chunking ❖ E-Dictionaries, bilingual dictionaries ❖ Extended time ❖ Differentiated instructional outcomes ❖ Use of technology ❖ Frequent checks for understanding 	<ul style="list-style-type: none"> ❖ Rubrics ❖ Simple to complex ❖ Group tasks ❖ Quizzes, tests with various types of questions ❖ Generate charts or diagrams to show what was learned ❖ Act out or role play
At Risk	<ul style="list-style-type: none"> ❖ Compacting ❖ Flexible grouping ❖ Controlled choice ❖ Multi-sensory learning-auditory, visual, kinesthetic, tactile ❖ Pre-teach vocabulary ❖ Vocabulary lists ❖ Visuals/Modeling Varying levels of resources and materials ❖ Use of technology 	<ul style="list-style-type: none"> ❖ Tiered Assignments ❖ Leveled questions- written responses, think-pair-share, multiple choice, open ended... ❖ Centers/Stations ❖ Scaffolding ❖ Chunking ❖ Extended time ❖ Differentiated instructional outcomes ❖ Use of technology ❖ Partner work ❖ Frequent checks for understanding 	<ul style="list-style-type: none"> ❖ Rubrics ❖ Simple to complex ❖ Group tasks ❖ Quizzes, tests ❖ Oral Assessments ❖ Generate charts or diagrams to show what was learned ❖ Act out or role play
IEP/504	<ul style="list-style-type: none"> ❖ Compacting ❖ Flexible grouping ❖ Controlled choice ❖ Multi-sensory learning-auditory, visual, kinesthetic, tactile ❖ Pre-teach vocabulary ❖ Visuals/Modeling Varying levels of resources and materials ❖ Use of technology 	<ul style="list-style-type: none"> ❖ Tiered Assignments ❖ Leveled questions- written responses, think-pair-share, multiple choice, open ended... ❖ Centers/Stations ❖ Scaffolding ❖ Extended time ❖ Differentiated instructional outcomes ❖ Preferential Seating ❖ Use of technology ❖ Small group/one-to-one instruction ❖ Teach information processing strategies ❖ Chunking ❖ Frequent checks for understanding ❖ Access to teacher created notes 	<ul style="list-style-type: none"> ❖ Rubrics ❖ Simple to complex ❖ Group tasks ❖ Quizzes, tests ❖ Oral Assessments ❖ Generate charts or diagrams to show what was learned ❖ Act out or role play

Unit Title: Studying History through Multimedia and Historical Fiction		Grade Level- 7 th	Time Frame: November – December (6-8 weeks)
Goals	Possible Teaching Points: Can be taught in Minilessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, Shared Writing, Word Study, and/or Vocabulary	Teacher Notes	
Readers formulate ideas about history by studying a topic across genres.	<ul style="list-style-type: none"> ● Readers read a variety of structures and media on a topic. Some of these resources could be <ul style="list-style-type: none"> ○ Movies ○ Informational Texts ○ Historical Documents ○ Museum Blogs/Websites ○ Online articles ○ Historical Fiction ○ Plays ○ Documentaries ● Readers understand that at the core informational texts and fictional texts are different in their accountability to facts. We know that fiction writers use characters (both modern and historical) to make a statement or paint a picture of a historical event or situation. When using a fictional account, we weed through the fiction by asking, <i>What is this author’s message about this topic or time period? Where and how can I reconcile that with the actual account?</i> ● Readers of plays envision deeply. We know the play was written to be performed and not necessarily just read. We set the actors in our minds in motion. We give our characters flow and voices. We put set the scenery on the stage of our minds. ● Readers of plays and historical accounts use the characters dialect when reading to help understand their characters. This dialect can help with our fluency, understanding of the characters social status and/or subgroup. ● Readers read all genres closely. We give ourselves permission to pause our reading and media to digest what we have learned. To jot in our notebooks and grow our thinking. We give ourselves permission to go back in both written text and media to reread. 		
Readers make connections about the human experience	<ul style="list-style-type: none"> ● Readers consider common literary themes that they have studied and encountered in other units. We look for connections between common themes and historical accounts and note places where themes repeat themselves throughout history. 		

<p>between historical accounts and modern literature.</p>	<ul style="list-style-type: none"> ● Readers chart themes that appear in texts. We look for patterns of themes and write about them, stretching our own thinking. ● Readers pay attention to our characters' actions. We chart their actions and infer their motivations. We compare characters' motivations across texts and genres looking for patterns and write about these in our notebooks. ● Readers compare and contrast characters in our fiction to those in historical accounts. We ask, <i>How is this fictional character like this historical character? How are these historical characters alike?</i> We write about these in our notebooks. ● Historians consider who has the power as they study history. We might ask, <i>Who has the power and where does that power come from?</i> ● Historians consider whose voice is missing from a narrative. Often history is written by the victor (or those in power). We ask, <i>Whose voice is missing in this narrative and what might their perspective of events be?</i> ● Historians ask questions and seek answers. We look at small and big events and ask, <i>What else was happening during this time? What was happening around this country, region or world?</i> We then seek answer and allow our research and reading to take us in new directions. ● Historians consider not just events, but also what led up to those events. We consider the perfect assembly of events that took place for this to have happened? ● Readers compare and contrast a fictional portrayal of a time and place or character and a historical accounts. We ask, <i>How has this author used or altered history? What can I learn from this?</i> 	
<p>Readers look at language choices authors make.</p>	<ul style="list-style-type: none"> ● Readers solve unfamiliar words by <ul style="list-style-type: none"> ○ using context as a clue to determine the meaning of words or phrases ○ using Greek or Latin affixes and roots as clues to determine word meaning ○ using reference materials such as dictionaries, glossaries and thesauruses both in print and digitally <p>We reread to verify the precise meaning.</p> ● Readers interpret figures of speech in the context of a text. We reread to verify the precise meaning. We can also consult reference materials for meaning. 	
<p>Readers share the lessons that history has taught by taking action.</p>	<ul style="list-style-type: none"> ● Readers look back on their thinking about a historical event or theme. We ask, <i>Are there any patterns? How has my thinking grown or changed over time?</i> ● Readers consider historical behavior as a predictor (or warning) for behavior in current times. We look at current events in light of how humans have behaved in the 	

past, often inspiring us to speak up on current events. We see underlying themes in current issues.

- Readers often write about their experience in studying history and human behavior. We don't just keep this to ourselves, we share it with a community. (TedTalks?)
- Readers prepare for dialogue when sharing their thinking with their community.

Unit Title: Reading Informational Text to Define our Position

Grade Level- 7th

Time Frame: January- February (6-8 weeks)

Unit Overview: Students learn strategies to uncover points of view and bias of authors, compare and contrast multiple informational text and analyze different points of views and bias authors might have.

NJSLS:

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.

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.7.8: 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.

RI.7.10: By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

SL.7.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- B. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
- C. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
- D. Acknowledge new information expressed by others and, when warranted, modify their own views.

SL.7.2: Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

SL.7.4: Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.7.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

L.7.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

A. Explain the function of phrases and clauses in general and their function in specific sentences.

B. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

C. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

L.7.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

A. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

L.7.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).

C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.7.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

A. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.

B. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.

C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

L.7.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Technology Standards:

8.1.8.1.A.1 Demonstrate knowledge of a real world problem using digital tools.

8.1.8.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media

21st Century Skills:

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.
 CRP7. Employ valid and reliable research strategies.
 CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
 CRP11. Use technology to enhance productivity.
 9.1.8.A.2 Relate ho career choices, education choices, skills, entrepreneurship, and economic conditions affect income.
 9.1.8.A.3 Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.
 9.1.8.A.4 Relate earning power to quality of life across cultures.
 9.1.8.D.1 Determine how saving contributes to financial well-being.
 9.1.8.E.1 Explain what it means to be a responsible consumer and the factors to consider when making consumer decisions.
 9.1.8.E.3 Compare and contrast product facts versus advertising claims.
 9.1.8.E.8 Recognize the techniques and effects of deceptive advertising.
 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Interdisciplinary Connections:

Health:2.1.8.E.2 Determine the effectiveness of existing home, school, and community efforts to address social and emotional health and prevent conflict through the use of current articles in Scope.

Social Studies: 6.1.8.A.1.a: Compare and contrast of governance, belief systems and family structures among African, European and Native American groups through the firsthand account of a Native American teen.

Unit Goals/Enduring Understandings

- **Researchers plan, create goals, and focus their reading**
- **Researchers read several texts across the same topic recognizing different authors’ perspectives**
- **Researchers use text features to deepen understanding**
- **Researchers gather information as they read that supports both sides of their position**

Essential Questions:

- How can we organize information so that we can access it easily?
- Why is important to look at multiple resources when researching a specific topic?
- How can text features help us better understand what we are reading?

Vocabulary and Key Concepts

cite, debate, alternate, evidence, evaluate, paraphrase, point of view, perspective, research,

Skills:

- Support spoken ideas with details and examples
- Stay on topic

Demonstration of Learning/Assessment:

TC Reading Assessments
 Conference Notes

- Create and use graphic and semantic organizers including outlines, notes and summaries
- Describe and connect the essential ideas, arguments and perspectives of a text
- Listen critically to distinguish fact from opinion and to analyze and evaluate ideas
- Interpret a speakers purpose, perspective, persuasive techniques, verbal and nonverbal messages and use of rhetorical devises; draw conclusions

Teacher Created Assessments
Small Group Observations

Mentor Texts:

Scholastic Scope Issues

"Life On the Rez"

"Will they Be Killed?" (paired text)

Resources/Materials

- Scholastic Scope
- Holt Elements of Literature
- Units of Study for Teaching Reading 6-8
- Scholastic Scope issues
- Classroom library of leveled books
- Chart paper/Post-its
- Read-aloud texts (for modeling)
- Reading logs/bookmarks
- Reading notebooks (RNB)
- Vocabulary Workshop- Sadlier

Differentiation/Accommodations/Modifications

	Content Curriculum, standards	Process How students make sense or understand information being taught	Product Evidence of Learning
G&T	<ul style="list-style-type: none"> ❖ Compacting ❖ Flexible grouping ❖ Independent study/set own learning goals ❖ Interest/station groups ❖ Varying levels of resources and materials ❖ Use of technology 	<ul style="list-style-type: none"> ❖ Tiered Assignments ❖ Leveled questions- written responses, think-pair-share, multiple choice, open ended... ❖ Centers/Stations ❖ Use of technology ❖ Journals/Logs 	<ul style="list-style-type: none"> ❖ Choice boards ❖ Podcast/blog ❖ Debate ❖ Design and conduct experiments ❖ Formulate & defend theory ❖ Design a game
ELL	<ul style="list-style-type: none"> ❖ Compacting ❖ Flexible grouping ❖ Controlled choice ❖ Multi-sensory learning-auditory, visual, kinesthetic, tactile ❖ Pre-teach vocabulary ❖ Vocabulary lists ❖ Visuals/Modeling ❖ Varying levels of resources and materials ❖ Use of technology 	<ul style="list-style-type: none"> ❖ Tiered Assignments ❖ Leveled questions- written responses, think-pair-share, choice, open ended... ❖ Centers/Stations ❖ Scaffolding ❖ Chunking ❖ E-Dictionaries, bilingual dictionaries ❖ Extended time ❖ Differentiated instructional outcomes ❖ Use of technology ❖ Frequent checks for understanding 	<ul style="list-style-type: none"> ❖ Rubrics ❖ Simple to complex ❖ Group tasks ❖ Quizzes, tests with various types of questions ❖ Generate charts or diagrams to show what was learned ❖ Act out or role play
At Risk	<ul style="list-style-type: none"> ❖ Compacting ❖ Flexible grouping ❖ Controlled choice ❖ Multi-sensory learning-auditory, visual, kinesthetic, tactile ❖ Pre-teach vocabulary ❖ Vocabulary lists ❖ Visuals/Modeling Varying levels of resources and materials ❖ Use of technology 	<ul style="list-style-type: none"> ❖ Tiered Assignments ❖ Leveled questions- written responses, think-pair-share, multiple choice, open ended... ❖ Centers/Stations ❖ Scaffolding ❖ Chunking ❖ Extended time ❖ Differentiated instructional outcomes ❖ Use of technology ❖ Partner work ❖ Frequent checks for understanding 	<ul style="list-style-type: none"> ❖ Rubrics ❖ Simple to complex ❖ Group tasks ❖ Quizzes, tests ❖ Oral Assessments ❖ Generate charts or diagrams to show what was learned ❖ Act out or role play
IEP/504	<ul style="list-style-type: none"> ❖ Compacting ❖ Flexible grouping ❖ Controlled choice ❖ Multi-sensory learning-auditory, visual, kinesthetic, tactile ❖ Pre-teach vocabulary ❖ Visuals/Modeling Varying levels of resources and materials ❖ Use of technology 	<ul style="list-style-type: none"> ❖ Tiered Assignments ❖ Leveled questions- written responses, think-pair-share, multiple choice, open ended... ❖ Centers/Stations ❖ Scaffolding ❖ Extended time ❖ Differentiated instructional outcomes ❖ Preferential Seating ❖ Use of technology ❖ Small group/one-to-one instruction ❖ Teach information processing strategies ❖ Chunking ❖ Frequent checks for understanding ❖ Access to teacher created notes 	<ul style="list-style-type: none"> ❖ Rubrics ❖ Simple to complex ❖ Group tasks ❖ Quizzes, tests ❖ Oral Assessments ❖ Generate charts or diagrams to show what was learned ❖ Act out or role play

Unit Title: Reading Informational Text to Define our Position		Grade Level- 7 th	Time Frame: January- February (6-8 weeks)
Goals	Possible Teaching Points: Can be taught in Minilessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, Shared Writing, Word Study, and/or Vocabulary		
Researchers plan, create goals, and focus their reading	<ul style="list-style-type: none"> ● Researchers plan, create goals, and focus for their reading <ul style="list-style-type: none"> ○ Readers choose a topic to research. Students can create a list collectively. <ul style="list-style-type: none"> ■ What do we already know about these topics? ■ Is there enough materials available on this topic? ■ Will we find more than one perspective about this topic? ■ Can these topics keep us interested through the entire unit? Are we curious? Is there enough to learn? ■ Readers narrow the focus of their topics. ○ Readers identify places to gather sources. <ul style="list-style-type: none"> ■ Readers consider online sources carefully. <ul style="list-style-type: none"> ● Is the information from this source cited? ● Is this source an authority in this field? ● Have I seen their work in other resources? ● Dos ○ Readers consider different ways to approach different texts in order to meet our goals. <ul style="list-style-type: none"> ■ Readers preview texts to make a plan for their reading. <p>Readers use information from the table of contents to determine if we need to read a text in a certain order, or if we can dip into certain parts.</p>		
Researchers read several texts across the same topic recognizing different authors' perspectives	<ul style="list-style-type: none"> ● Read several texts across the same topic to recognize authors have different perspectives. <ul style="list-style-type: none"> ○ Readers recognize the main idea of a text and the details. <ul style="list-style-type: none"> ■ Boxes and bullets ○ Readers notice how authors use text features differently. Readers can ask <i>how does this affect the author's message? Does this choice reflect the author's bias?</i> ○ Readers evaluate their sources as they read. They notice when an author is offering an opinion or bias. 		

	<ul style="list-style-type: none"> ■ Is the author supporting their statements/opinions with facts? ■ Is the author leaving out a perspective or information that other sources have included? ■ Whose story is being told? <p>Readers analyze an author’s word choice for meaning and tone.</p>	
<p>Researchers use text features to deepen understanding</p>	<ul style="list-style-type: none"> ● Researchers use all the features of a text when researching. <ul style="list-style-type: none"> ○ Readers use text features. <ul style="list-style-type: none"> ■ Readers observe if a text is broken into sections. Readers can consider how chunking the text can help our understanding. ■ Readers closely read captions of photos. <p>Readers examine charts and graphs. <i>What am I learning from this? Does this add to what the text says?</i></p>	
<p>Researchers gather information as they read that supports both sides of their position</p>	<ul style="list-style-type: none"> ● Readers gather information as they read that supports both sides of their position. <ul style="list-style-type: none"> ○ Readers have a plan to gather notes. <ul style="list-style-type: none"> ■ Readers use mark pages in books with sticky notes and jot our thinking. ■ Boxes and bullets- One way that readers can record their thinking is by bulleting out key details of a section, we reread these key details and ask, <i>What is this mostly about?</i> We can then put that main idea in the box at the top. We know that many authors plan their writing using boxes and bullets. ■ Readers record more than just facts, we also record our reactions and thinking. ■ Readers of video expository text must listen carefully for big ideas and jot your note that matches the author’s presentation of their information. We pause to reflect, we replay parts to clarify. We look at our notes across the text and ask, <i>What is this mostly about?</i> ■ Readers adjust their jotting and recording when they encounter different structures. <ul style="list-style-type: none"> ● Cause/effect 	

- Pro/con
- Problem/solution
- Compare/contrast
- How-to

○ Readers make note of their sources so they can give credit in our publications.

- Readers re-read their notes and formulate their own opinions.

Unit Title: Poetry

Grade Level: 7th

Time Frame: March- April (6 weeks)

Unit Overview: In this unit students will learn to analyze and identify the structure of poetry along with figurative language and word choice to convey theme.

NJSLS:

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.

RL.7.10: By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.

SL.7.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- B. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
- C. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
- D. Acknowledge new information expressed by others and, when warranted, modify their own views.

SL.7.2: Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

SL.7.4: Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

L.7.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- A. Explain the function of phrases and clauses in general and their function in specific sentences.

B. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

C. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

L.7.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

A. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

L.7.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).

C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.7.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

A. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.

B. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.

C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

L.7.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Technology Standards:

8.1.8.1.A.1 Demonstrate knowledge of a real world problem using digital tools.

8.1.8.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media

21st Century Skills:

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Interdisciplinary Connections:

Health:2.2.8.B.1 Predict social situations that may require the use of decision-making skills by analyzing the narrator of “The Road not Taken” and the choice that was made

Health: 2.2.8.B.2 Justify when individual or collaborative decision-making is appropriate through the choices made in” Sarah Cynthia Silvia Stout”

Unit Goals/Enduring Understandings

- Readers determine the impact of word choice and phrases on meaning and effect
- Readers explore repetitions of sound on a specific verse or stanza or section of a story
- Evaluate changes in word meaning

Essential Questions:

Why is important to pay attention to word meaning?
Are lyrics different from poems? If so, how or why?

Vocabulary and Key Concept:

tone, ballad, lyric, couplet, epic, sonnet, ode, analogies, metaphor, symbolism, simile, imagery, text structure

Skills:

- Understand when a writer uses words in a satirical or symbolic way that changes the surface meaning
- Analyze how language, illustrations, and layout work together as a unified whole to set mood and convey meaning
- Identify the author’s use of literary devises such as exaggeration, imagery, and personification

Demonstration of Learning/Assessment:

TC Reading Assessments
Conference Notes
Teacher Created Assessments
Small Group Observations

Suggested Mentor Texts:

“Sarah Cynthia Sylvia Stout Would Not Take the Garbage Out”
“The Road Not Taken”
“Maggie and Mille and Molly and May”
“Father William”

Resources/Materials

- Holt Elements of Literature
- Units of Study for Teaching Reading 6-8
- Classroom library of leveled books
- Character book bins
- Student book bags
- Chart paper/Post-its
- Read-aloud texts (for modeling)
- Reading logs/bookmarks
- Reading notebooks (RNB)
- Vocabulary Workshop- Sadlier

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Unit Title: Poetry	Grade Level: 7th	Time Frame: March- April (6-8 weeks)
Goals	Possible Teaching Points: Can be taught in Minilessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, Shared Writing, Word Study, and/or Vocabulary	Teacher Notes
Readers determine the impact of word choice and phrases on meaning and effect	<p>See http://schools.nyc.gov/documents/d75/literacy/uos/middle/Poetry_CURRICULUM_MAP.pdf To add to this unit and the writing unit</p> <ul style="list-style-type: none"> ● Consider rhyme and rhyme scheme. <i>How does the rhythm of the poem impact the tone?</i> ● Identify how author’s use imagery to bring poetry to life. ● Readers can recognize comparisons authors use to express ideas. <ul style="list-style-type: none"> ○ Metaphors and similes 	
Readers explore repetitions of sound on a specific verse or stanza or section of a story	<ul style="list-style-type: none"> ● Readers explore repetitions of sound on a specific verse or stanza or section of a story <ul style="list-style-type: none"> ○ Readers consider an author’s use of figurative language and how it impacts the meaning of the poem <ul style="list-style-type: none"> ■ Assonance, consonance, alliteration 	
Evaluate why changes in word meaning	<ul style="list-style-type: none"> ● Readers consider how word meaning changes as character interactions change. We note this change and consider the author’s intent. ● Readers consider how word meaning changes when the setting changes. We note this change and consider the author’s intent. ● Readers consider how word meaning with different character interactions and in the context of setting. We not tis change and consider the author’s intent. 	

Unit Title: Read and Write On Demand	Grade: 7 th	Time Frame: March- April (3-4 weeks)
<p>Unit Overview: In order to have students read, think about, and write about complex texts, students will engage in a reading/writing/short text literacy unit to prepare students for the format and experience of test taking. In this unit, the emphasis is on helping students realize and remember all they know, while familiarizing students with how to transfer this knowledge to a more time-specific, formal setting. Students will also continue to build their reading and writing stamina and volume.</p>		
<p>NJSLS:</p> <p>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.</p> <p>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.</p> <p>RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). Craft and Structure</p> <p>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.</p> <p>RL.7.5. Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</p> <p>RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. Integration of Knowledge and Ideas</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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).</p> <p>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.</p> <p>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.</p> <p>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. Integration of Knowledge and Ideas</p> <p>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.</p> <p>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.</p> <p>W.7.1. Write arguments to support claims with clear reasons and relevant evidence.</p> <p>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.</p> <p>W.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. A. Apply grade 7 Reading standards to literature (e.g., “Compare and contrast 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”). B. Apply grade 7 Reading standards to literary nonfiction (e.g. “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”)</p> <p>L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</p> <p>L.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>		

Technology Standards:

8.1.8.1.A.1 Demonstrate knowledge of a real world problem using digital tools.

8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

CRP and Standard 9:

CRP2. Apply appropriate academic and technical skills.

CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.

9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.

Interdisciplinary Connections:

Science MS-LS2-2. Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems.

https://parcc-assessment.org/wp-content/uploads/2018/08/ELA_2018_Released_Items/Grade07/RST-MIGRATION_BV-1.pdf

Students will read “Animals on the Move” and “Monarch Butterfly Migration and Overwintering” to gather information and about a connection between various features of animal migration in order to write an essay.

Social Studies 6.1.12.B.9.a Determine how agricultural practices, overproduction, and the Dust Bowl intensified the worsening economic situation during the Great Depression.

https://parcc-assessment.org/wp-content/uploads/2018/01/ELAResults/EOY-Mixed-Fields_FINAL.pdf

Students read a poem “Fields of Flashing Light” and a passage to learn about the “Dust Bowl,” experienced in the central part of the United States during the 1930s when dry conditions caused large clouds of dust to form.

Unit Goals/Enduring Understandings:

- Readers remember & use known strategies when they read narrative and non-narrative texts passages.
- Readers will use close reading strategies to refer to text and answer two part, multiple choice questions.
- Readers/writers answer open ended questions with a topic sentence and citing text evidence.
- Readers/writers refer back to the text as much as needed to help them feel successful.
- Readers/writers persevere and maintain their reading stamina.
- Readers/writers work with partners to reflect, celebrate, and strengthen their skills together.

Essential Questions:

- How do readers use reading strategies to read and answer questions across texts on demand?
- How do good readers gather information efficiently?

Skills:

- Synthesizing and Analysis
- Close reading and citing textual evidence
- Compare and Contrast
- Questioning and predicting
- Testing skills

- Integrating two or more passages to draw conclusions
- Recognizing text structure to skim effectively

Academic Vocabulary: *determine, recount, explain, build on, refer, ask, answer locate, main idea, supporting details, distinguish, describe, stanza, line, central message/idea, theme, literal, nonliteral, figurative language (simile, metaphor, onomatopoeia, personification, alliteration), cite, evaluate, assess, develop, identify, describe, summarize, infer, compare, contrast, examine, analyze, story, text, explicit, infer, demonstrate, claim, back/forward arrow, review button, pointer tool, notepad, answer eliminator, text highlight, line reader, zoom/magnification, scrollbar, drag and drop*

Format for Responses: *adventure, autobiography, biography, book review, brochures, character sketches, descriptions, diaries, speeches, endings, essays, explanations, fables, fantasy stories, fiction, reports, humorous, magazine articles, letters, pamphlets, news articles, sequels, reviews*

Demonstration of Learning:

- Teacher Created Assessments
- Conferring notes
- Reading responses
- Practice assessments

Resources:

- Websites like: Edulastic, Readworks, and Reading A-Z are also helpful resources
- NJSLA Practice <https://nj.mypearsonsupport.com/practice-tests/>
- Shared Reading/Read Alouds: an assortment of short texts, both print and digital are ideal
- Text sets with test questions
- Chart paper and post-its

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IEP/504	<ul style="list-style-type: none"> Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Visuals/Modeling Varying levels of resources and materials Use of technology 	<ul style="list-style-type: none"> Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended... Centers/Stations Scaffolding Extended time Differentiated instructional outcomes Preferential Seating Use of technology Small group/one-to-one instruction Teach information processing strategies Chunking Frequent checks for understanding Access to teacher created notes 	<ul style="list-style-type: none"> Rubrics Simple to complex Group tasks Quizzes, tests Oral Assessments Generate charts or diagrams to show what was learned Act out or role play

Unit 6: Read and Write On Demand	Grade Level: 7	Time Frame: April-May (3-4 weeks)
Goals	Suggested Mini lessons	Teacher's Notes/Ideas
<p>Students will use strategies to read and answer narrative and non-narrative texts/test passages.</p>	<ul style="list-style-type: none"> • Readers distinguish between narrative and non-narrative texts: <ul style="list-style-type: none"> ○ Read to see if there are characters doing things. If so, it's narrative. ○ Read to see if the piece is teaching the reader something. If so, it's non-narrative. • Readers will read with particular thoughts in mind in each part of the text. <ul style="list-style-type: none"> ○ After deciding if the passage is narrative or non-narrative, divide the passage into beginning, middle, and end. ○ Use the "Work of Readers" charts from previous units to guide thinking. • Readers prepare to read the texts in each section of the test. <ul style="list-style-type: none"> ○ Read the title of the first text, determine if it is narrative/non-narrative and determine the topic. ○ Read the titles of the subsequent passages and determine what the topics have in common. ○ Read the writing prompts that are coming at the end of the section and ask, "What will I think about as I read through these tasks (and watch videos in RST)?" • Readers manage their time during a test. <ul style="list-style-type: none"> ○ Prepare for the passage by reading the question before reading the passage, and ask "What do I expect to think about in this passage?" ○ After pre-reading the questions, mark key words while reading the passage. ○ When answering questions, skip questions that seem difficult and return to them later. ○ Pre-read the passage and mark key words that are noticed in the margin. • Readers understand what Part A of each question is asking them to think about: <ul style="list-style-type: none"> ○ Create "flipped questions" by restating, using the words from the question in a different order to make a statement. ○ Look for text citation and reread that part of the text with a "flipped question" type of answer. ○ Look for bold words in the question and reread, looking for that word, and deciding on the best definition. • Readers understand what Part B of each question is asking them to think about: 	

	<ul style="list-style-type: none"> ○ State, “I know that (answer from part A) is true because the author said, (answer from Part B).” ○ Choose the best of the right answers by saying, “This choice is better because...” ● Readers reflect on strategies with partners: <ul style="list-style-type: none"> ○ Discuss the use of the B-M-E charts. ○ Discuss and rate student writing samples. ○ Name a question that seemed easy or difficult to answer and talk about why. ○ Share thinking in solving problems/citing evidence. 	
<p>Students will answer open ended questions with a topic sentence and text evidence.</p>	<ul style="list-style-type: none"> ● Readers answer literary analysis prompts with well-crafted constructed responses: <ul style="list-style-type: none"> ○ Open the response with a flipped question and answer the question. ○ Cite relevant, concise text evidence that supports the answer. ○ Strengthen the response with subsequent pieces of text evidence. ○ Elaborate on constructed response using “essay stretcher” words. This means; this makes me think; This is important because; etc). ○ Elaborate on writing through sophisticated vocabulary, author’s craft and syntax. ● Readers answer narrative task prompts with well-crafted constructed responses: <ul style="list-style-type: none"> ○ Open the response with a flipped question and answer the question. ○ Cite relevant, concise text evidence that supports the answer. ○ Strengthen the response with subsequent pieces of text evidence. ○ Integrate thought, action, dialogue, setting, and other narrative elements. ○ Elaborate on writing through sophisticated vocabulary, author’s craft and syntax. ● Readers write thorough prompts constructed responses: <ul style="list-style-type: none"> ○ Identify the question being asked, and open with a flipped question and an answer to the question. ○ Chunk the prompt into parts, and makes sure students are addressing each part in the body of the writing. ○ Make a plan with bullets on planning paper. ○ Check to make sure that each part of the prompts is addressed I the writing with detail and text evidence and/or narrative elements. 	

<p>Students will use test taking strategies to manage themselves during a test.</p>	<ul style="list-style-type: none"> • Readers use the text of the questions and choices to answer as carefully as possible: <ul style="list-style-type: none"> ○ Read every word from the question carefully and think about it. ○ Read every word from every choice carefully and think about it. • Readers write thorough essays in response to the research simulation task: <ul style="list-style-type: none"> ○ Take notes on relevant information while viewing the video. ○ Reread notes once the video is complete and ask yourself, “What do I expect the next text to be about?” ○ Read the next text with the lens of expectations based on the video. ○ Take notes on the texts. • Readers will read chapter books with stamina and volume. <ul style="list-style-type: none"> ○ Read chapter books with increasing amounts of time. • Students will refer to the scoring rubric when monitoring their progress/checking their work. 	
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Reading and Writing Across Complex Texts (Structures)

Mini lesson	10 minutes model a testing strategy
Test Prep Activity	15-20 minutes- students work on a sample passage and questions (Partner and/or independent while teacher confers)
Small group instruction	15 minutes- students read just right books, while teacher pulls small groups to target weaknesses
Teaching Share	5 minutes- teacher shares something that was noticed while students are working
Shared Reading	10-15 minutes, three days per week
Closure	5-10 Review, Discuss, Share

For every 3-4 test prep days, you should have one practice test day using the following resources:

- <https://nj.mypearsonsupport.com/practice-tests/>
- Released sample testing items

Unit Title: Social Issues Book Club

Grade Level: 7th

Time Frame: May- June (6-8 weeks)

Unit Overview: This is a unit that studies issues that middle schoolers are either thinking about or experiencing themselves, not necessarily issues that happen in school. This is a foundational unit that studies issues in which the reader learns from the author, through the characters, larger lessons of life. Many of these issues are black and white, but readers start to study the grey area within these issues from different perspectives of characters and through conversations with other readers who often hold a different point of view or ideas.

NJSLS:

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.

RL.7.10: By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.

SL.7.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

B. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

C. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

D. Acknowledge new information expressed by others and, when warranted, modify their own views.

SL.7.2: Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

SL.7.4: Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation

SL.7.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

L.7.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- A. Explain the function of phrases and clauses in general and their function in specific sentences.
- B. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
- C. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

L.7.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- A. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

L.7.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

- A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
- C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.7.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- A. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
- B. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
- C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

L.7.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Technology Standards:

8.1.8.1.A.1 Demonstrate knowledge of a real world problem using digital tools.

8.1.8.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media

21st Century Skills:

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.
CRP5. Consider the environmental, social and economic impacts of decisions.
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
CRP11. Use technology to enhance productivity.
CRP12. Work productively in teams while using cultural global competence.
9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
9.2.8.B.6 Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce.
9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.

Interdisciplinary Connections:

Social Studies Connection: RH.6-8.2

The Outsiders: The civil unrest in the sixties is an unspoken backdrop to this story. The Vietnam War, the civil rights movement, the Space Race—even the British Invasion—are all cultural phenomenon that readers don't need to be familiar with in order to understand The Outsiders, but it helps with insights and builds interdisciplinary connections. Students can create a Venn Diagram outlining the similarities and differences between the Civil Rights Movement and the opposing gangs in the novel.

Science Connection: MS-PS1-2, MS-PS1-4

The Outsiders: Within the second half of the novel, there is a scene at a burning church. Students may identify the properties of fire, and discuss and analyze the interaction of substances to determine if a chemical reaction has occurred.

Unit Goals/Enduring Understandings

- Students independently manage their book clubs.
- Readers work in clubs, having conversations about their reading while growing big ideas.
- Book clubs understand middle school social issues
- Readers take action after reading integrating their learning from varied text types

Essential Questions:

What are social issues that middle school student face?
How can I critically view the world?
In what ways can I take action to make the world a more fair or just place?

Vocabulary and Key Concepts

social issues, book clubs, affect, effect, fitting in, peer pressure, poverty, bullying, racism, bias, homelessness, joblessness, gender, power

Skills:

Bring knowledge from personal experiences to the interpretation of characters and events, particularly of interest to adolescents
Make connections between social and moral issues of today and those presented in realistic and historical fiction, in biography, and in the imaginary worlds of high fantasy

Demonstration of Learning/Assessment:

TC Reading Assessments
Conference Notes
Teacher Created Assessments
Small Group Observations

Suggested Mentor Texts:

The Outsiders by S.E. Hinton

“Nothing Gold Can Stay” by Robert Frost

Resources/Materials

- *The Novel Approach* by: Kate Roberts
- Holt Elements of Literature
- Units of Study for teaching Reading 6-8
- Chart paper/Post-its
- Read-aloud texts (for modeling)
- Vocabulary Workshop- Sadlier

Differentiation/Accommodations/Modifications			
	Content Curriculum, standards	Process How students make sense or understand information being taught	Product Evidence of Learning
G&T	<ul style="list-style-type: none"> Compacting Flexible grouping Independent study/set own learning goals Interest/station groups Varying levels of resources and materials Use of technology 	<ul style="list-style-type: none"> Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended... Centers/Stations Use of technology Journals/Logs 	<ul style="list-style-type: none"> Choice boards Podcast/blog Debate Design and conduct experiments Formulate & defend theory Design a game
ELL	<ul style="list-style-type: none"> Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Vocabulary lists Visuals/Modeling Varying levels of resources and materials Use of technology 	<ul style="list-style-type: none"> Tiered Assignments Leveled questions- written responses, think-pair-share, choice, open ended... Centers/Stations Scaffolding Chunking E-Dictionaries, bilingual dictionaries Extended time Differentiated instructional outcomes Use of technology Frequent checks for understanding 	<ul style="list-style-type: none"> Rubrics Simple to complex Group tasks Quizzes, tests with various types of questions Generate charts or diagrams to show what was learned Act out or role play
At Risk	<ul style="list-style-type: none"> Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Vocabulary lists Visuals/Modeling Varying levels of resources and materials Use of technology 	<ul style="list-style-type: none"> Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended... Centers/Stations Scaffolding Chunking Extended time Differentiated instructional outcomes Use of technology Partner work Frequent checks for understanding 	<ul style="list-style-type: none"> Rubrics Simple to complex Group tasks Quizzes, tests Oral Assessments Generate charts or diagrams to show what was learned Act out or role play
IEP/504	<ul style="list-style-type: none"> Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Visuals/Modeling Varying levels of resources and materials Use of technology 	<ul style="list-style-type: none"> Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended... Centers/Stations Scaffolding Extended time Differentiated instructional outcomes Preferential Seating Use of technology Small group/one-to-one instruction Teach information processing strategies Chunking Frequent checks for understanding Access to teacher created notes 	<ul style="list-style-type: none"> Rubrics Simple to complex Group tasks Quizzes, tests Oral Assessments Generate charts or diagrams to show what was learned Act out or role play

Unit Title: Social Issues Book Club	Grade Level: 7 th	Time Frame: May- June
Unit Goals	Possible Teaching Points: Can be taught in Minilessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, Shared Writing, Word Study, and/or Vocabulary	Teacher Notes
Goal: Students independently manage their book clubs.	<ul style="list-style-type: none"> • Book clubs make a plan for their reading. They decide on... <ul style="list-style-type: none"> ○ pages to be read ○ a focus for their reading ○ how they will structure their time together ○ what members will bring to each book club meeting ○ how they will reflect on how their book club is going 	
Goal: Readers work in clubs, having conversations about their reading while growing big ideas.	<ul style="list-style-type: none"> • Book club members help grow members' thinking. <ul style="list-style-type: none"> ○ We choose a topic and stay on it for a while. <ul style="list-style-type: none"> ▪ I want to add to _____. ▪ I want to build on to _____. ▪ I have a connection to _____. ▪ I agree/disagree because _____. ○ We ask for clarification. <ul style="list-style-type: none"> ▪ Can you explain that a little further? ▪ Could you be more specific? ▪ Could you make a connection? ▪ Let's see if I understand what you're saying. ▪ So you are saying _____. ▪ I don't understand _____. ○ We support what we say with evidence. <ul style="list-style-type: none"> ▪ Here's an example right from the text: _____. ▪ I'm thinking this way because _____. ▪ Look, here's the proof right here on page ___ where it says_____. ▪ I'm using this strategy _____ to help understand. • Readers can plan for clubs by summarizing the text they have read. One way we can do this, is by marking key words or sections with sticky notes to help us remember each part. 	

- Book club members mark the places in the text where they have reactions to what they have read. They write their thinking on a sticky note or in their notebooks with the page number. They include the details from the text that sparked our reaction.
- Readers ask themselves questions that they have about the text. We consider questions about the social issues that are appearing in the text. Often these can come from noticing what is fair and unfair. We take time to write long in our notebooks about our thinking. We include the details from the text that sparked our thinking.
- One way readers can prepare for book clubs is by charting our thinking

Pg. #	What I noticed...	Is this fair or unfair? Social Issue?	This matters because.../This scene tells me what this book is really about...

in our notebooks.

- When trying to identify the issue in our books, we might chat with our clubs, asking questions such as,
 - Which issues seem important in this story?
 - What are the characters' reactions to these issues?
 - How do the characters deal with these issues?
 - What perspective does each character have on this issue?
 - If the perspective is different, what explains the difference?
- Readers mark the places where our characters first begin to struggle, choices they make, and then how they overcome (or not overcome) the issue. We bring this our clubs to fuel discussion.
- Book clubs talk about these social issues by identifying crucial scenes (chapters, sentences, stanzas) in their books where the issue is

	<p>glaringly obvious, and look closely at them. These scenes are often the parts that bother us, feel unfair, or impossible. Clubs...</p> <ul style="list-style-type: none"> ○ Consider what the character is going through, how he or she is reacting ○ Consider what we might learn about the issue from this scene ○ With these scenes in mind, consider what the book is really about <ul style="list-style-type: none"> • Clubs notice who has the power and who doesn't. We consider if/how it changes, mapping that throughout the story. We talk long about the major points along the way. • Clubs support each other in determining the meaning of words and phrases as they are used in a text, including figures of speech and the connotations (associations) of particular words and phrases; analyze the impact of a specific word choice on meaning and tone. We mark these places in the text and write our thinking. We bring this thinking to our book clubs. 	
<p>Goal: Book clubs understand middle school social issues</p>	<ul style="list-style-type: none"> • Readers know that issues hide within the pages of books they know well. We can chart the social issues we have encountered in previous text. (Anchor Chart of issues and places they have appeared.) • Readers notice struggles the characters face, and that those struggles can be named as social issues. We can add this to our class chart and discuss in our clubs. • Readers not only identify issues as we read, we also ask ourselves, 'What does this book teach us about this issue?' and then to follow that up by asking, <i>Do we agree or disagree with what this book is teaching us about this issue?</i> • Readers consider whose side of the story we are hearing, and whose voice has been left out. We ask, <i>Whose voice is missing? What insight might they add to the issue?</i> We jot these ideas in our notebooks and bring these ideas to our clubs. • Readers identify social issues and consider how they build the theme(s) of the text. They ask, <i>What is this book really about? How does this apply to mankind?</i> 	

<p>Goal: Readers take action after reading, integrating their learning from varied text types.</p>	<ul style="list-style-type: none">• Readers notice that the social issues we are reading about in clubs exist in other texts and the world. This can lead us to other reading and research. We think, where can I read more about this from the real world? We list some of this thinking and make a plan for that future reading.• Readers compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics. We ask, <i>How does this text deal with this topic?</i>• Readers can consider social issues that appear in print ads, commercials, movies and television shows. We can analyze them in the same way we analyze our written text. We look at fairness and issues of power.• Book clubs don't just read and talk about social issues, we take action. We ask, <i>What can we do to help make this issue more right or more fair?</i> We then take action.	
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